

Changes in School-Level Dominant Learning Mode

January 4-15, 2021

[Dr. Ellie Shockley, NDUS](#) • Requestors: ND DPI & ND Governor's Office

ND DPI, NDIT, and NDUS are drafting a dashboard-style presentation of this weekly reporting. In the meantime, here is documentation of schools' dominant learning mode from January 4-15.

Many schools are stable in this period. Schools that are changing mostly do so toward greater usage of face-to-face learning, and many are in the Grand Forks School District.

Schools w/ Stable Dominant Learning Mode

F-to-F (Stable)	73.9%	356
Hybrid (Stable)	18.5%	89
Distance (Stable)	3.3%	16

Schools w/ Changing Dominant Mode

Distance → F-to-F	3.5%	17
Ben Franklin ES (18001), K-5		
Brave Center Academy (30001), 9-12		
Century ES (18001), K-5		
Comm Alt HS (18001), 9-12		
Discovery ES (18001), K-5		
J Nelson Kelly ES (18001), K-5		
Lake Agassiz ES (18001), K-5		
Lewis And Clark ES (18001), K-5		
Nathan Twining ES (18001), K-5		
Nathan Twining MS (18001), 6-8		
Phoenix ES (18001), K-5		
Schroeder MS (18001), 6-8		
South MS (18001), 6-8		
Valley MS (18001), 6-8		
Viking ES (18001), K-5		
Wilder ES (18001), K-5		
Winship ES (18001), K-5		
Hybrid → F-to-F	0.6%	3
Maddock ES (03009), PK-8		
Maddock HS (03009), 9-12		
Wachter MS (08001), 6-8		
F-to-F → Distance	0.2%	1
Selfridge ES (43008), K-6		

**BIG 9 and Other
Average Administrator Salary
Average Other Salary
Average Teacher Salary**

Average Salary					K-12 Enrollment
Size	School Year	Teacher	Other	Admin	
Big 9	2021	59,330	69,872	123,826	64,920
Big 9	2020	57,905	67,875	119,193	65,567
Big 9	2019	57,421	67,123	117,665	64,121
Big 9	2018	57,073	65,741	116,504	62,888
Big 9	2017	57,270	65,611	118,076	61,490
Big 9	2016	55,182	62,856	114,157	60,647
Big 9	2015	53,628	61,546	110,704	59,439
Big 9	2014	51,605	59,804	105,969	57,540
Big 9	2013	50,947	58,811	101,904	55,602
Big 9	2012	49,578	57,529	98,783	53,504
Big 9	2011	48,618	56,795	96,502	52,851

Average Salary					K-12 Enrollment
	School Year	Teacher	Other	Admin	
Other	2021	50,187	56,129	93,106	47,125
Other	2020	49,143	54,539	88,267	47,291
Other	2019	47,857	53,021	86,052	46,721
Other	2018	47,398	52,548	84,371	46,057
Other	2017	46,615	52,075	83,257	45,373
Other	2016	45,334	50,821	80,927	45,423
Other	2015	43,864	48,397	77,843	44,839
Other	2014	42,842	47,023	74,963	44,116
Other	2013	41,482	45,633	72,987	43,590
Other	2012	40,494	44,220	70,070	42,274
Other	2011	39,032	42,783	66,662	41,878

**BIG 9 and Other
of Administrators
of Other
of Teachers**

Licensed FTE					K-12 Enrollment
	School Year	Teacher FTE	Other FTE	Admin FTE	
Big 9	2021	4,847	749	236	64,920
Big 9	2020	4,748	732	236	65,567
Big 9	2019	4,677	708	228	64,121
Big 9	2018	4,535	689	220	62,888
Big 9	2017	4,508	680	215	61,490
Big 9	2016	4,406	668	207	60,647
Big 9	2015	4,291	636	201	59,439
Big 9	2014	4,179	598	198	57,540
Big 9	2013	4,090	594	186	55,602
Big 9	2012	3,987	572	190	53,504
Big 9	2011	3,963	564	181	52,851

Licensed FTE					K-12 Enrollment
	School Year	Teacher FTE	Other FTE	Admin FTE	
Other	2021	4,080	502	391	47,125
Other	2020	4,114	498	382	47,291
Other	2019	4,071	493	377	46,721
Other	2018	4,033	478	377	46,057
Other	2017	4,082	493	374	45,373
Other	2016	4,068	478	370	45,423
Other	2015	4,039	464	364	44,839
Other	2014	4,005	453	355	44,116
Other	2013	3,986	451	347	43,590
Other	2012	3,924	445	345	42,274
Other	2011	3,918	442	347	41,878

BIG 9 and Other
Administrator to Student Ratio
Other Licensed to Student Ratio
Teacher to Student Ratio

Size	School Year	Enr/FTE Teacher	Enr/FTE Other	Enr/FTE Admin	Enr/FTE
Big 9	2021	13.39	86.71	274.68	11.13
Big 9	2020	13.81	89.62	277.94	11.47
Big 9	2019	13.71	90.56	280.86	11.42
Big 9	2018	13.87	91.23	285.50	11.55
Big 9	2017	13.64	90.44	286.64	11.38
Big 9	2016	13.76	90.78	293.59	11.48
Big 9	2015	13.85	93.39	295.83	11.59
Big 9	2014	13.77	96.27	289.92	11.57
Big 9	2013	13.59	93.59	298.98	11.42
Big 9	2012	13.42	93.46	281.48	11.27
Big 9	2011	13.34	93.73	292.19	11.23

Other	School Year	Enr/FTE Teacher	Enr/FTE Other	Enr/FTE Admin	Enr/FTE
Other	2021	11.55	93.91	120.58	9.48
Other	2020	11.50	95.01	123.69	9.47
Other	2019	11.48	94.71	123.89	9.46
Other	2018	11.42	96.32	122.09	9.42
Other	2017	11.11	92.07	121.17	9.17
Other	2016	11.17	95.11	122.66	9.24
Other	2015	11.10	96.68	123.23	9.21
Other	2014	11.01	97.47	124.17	9.17
Other	2013	10.94	96.66	125.57	9.11
Other	2012	10.77	95.06	122.50	8.97
Other	2011	10.69	94.68	120.65	8.90

STATE PROGRAMS IN SUPERINTENDENT'S GRANT POOL

BUILDING TOMORROW'S LEADERS - The Building Tomorrow's Leaders grant offers funding to schools to support leadership programming that informs high school students in the areas of leadership principals, etiquette, communication, conflict management, effective meetings, and understanding community and state government leadership opportunities and processes. The funds support materials, trainings and local leadership projects selected, planned and carried out by the students in the programs. This project is a cooperative effort between North Dakota State University Extension and North Dakota Department of Public Instruction.

CONTINUING EDUCATION GRANTS FOR COUNSELORS - Continuing education grants are available to help both aspiring and current school counselors and school administrators with tuition assistance as they pursue their degrees and credentials. There is a shortage of counselors in North Dakota, and these funds help encourage teachers or other personnel to go back to school and fill this critical need. Under this grant, North Dakota residents may receive up to \$1,200 towards their education.

CONTINUING EDUCATION GRANTS FOR PRE-SCHOOL PERSONNEL – Grants available to pre-kindergarten teachers or teacher assistants who wish to obtain a Child Development Associate Degree, Associate of Arts Degree, or Bachelor's Degree in Early Childhood Education. Under this grant, North Dakota residents may receive up to \$3,000 towards their education.

FAMILY ENGAGEMENT – Grant to facilitate the State's family engagement initiative that was implemented with the 66th Legislature. Funding provides training to teachers and school leaders in 8 regions and ongoing technical support to strengthen school and home partnerships. During Covid this has been extremely beneficial for schools who received the training. The Family Engagement Cabinet assists NDDPI in facilitating partnerships and collaboration with families and schools.

LEADERSHIP PROFESSIONAL DEVELOPMENT - Research has confirmed administrator leadership skills have long been associated with teacher performance and student success. NDDPI reimburses school districts \$500 for each course, training or mentorship experience completed by their administrators. Courses, training and mentorships must be evidence-based aligned with the Professional Standards for Educational Leaders (PSEL), rigorous, time intensive and job embedded.

LEVERAGING THE SENIOR YEAR - Leveraging the Senior Year is a two-pronged approach to ensure all students grow academically during their senior year of high school. The approaches also have the potential to save students time and costs during their college years. The first prong addresses the need for student to take college remediation courses on their high school campuses. Funding provides access to the course and funding for the teacher's time. The second prong addresses increasing the opportunities for students who have taken all available courses at their high school have greater options for advanced coursework. Funding is provided to buy down the cost of students' AP exam fees and professional learning is provided to educators on effective strategies and materials to teach AP courses.

SCHOOL RETOOL - School Retool is a professional development opportunity for principals that operates as a cohort fellowship. This fellowship assists school principals redesign their school culture to support deeper learning practices using small hacks. NDDPI partners with the REAS on this effort. This opportunity is much different than other forms of professional development, it is targeted towards deeper student learning opportunities and pushes established principals to continue to grow.

TEACHER/PRINCIPAL EVALUATION – Grants to the REAs to provide professional development on the various models being used to evaluate teachers and administrator.

Department of Public Instruction (201)
2021-2023 Submitted General Fund Reductions

Operating Expenses		
Cognia	1,112,000	
ACT*	780,000	
Misc Operating	<u>83,293</u>	
		1,975,293
Program Grants		
Continuing Ed - Counselors	100,000	
Continuing Ed - Pre-School	100,000	
School Retool	100,000	
Teacher/Principal Evaluation	<u>300,000</u>	
		600,000
Pass-thru Grants		
Heritage Grants	6,000	
ND Museum of Art	54,000	
North Central Council for School Television	35,700	
Northern Plains Writing Project	3,750	
Red River Writing Project	3,750	
Teacher Support System	318,865	
We the People	<u>7,500</u>	
		429,565
Power School**		<u>825,000</u>
		<u><u>3,829,858</u></u>

*Restored in Executive Budget

**Partially restored in Executive Budget - \$575,000

**DPI Summer School Survey Results,
documented 1/20/21**

Total Personnel Emailed	Role	Response Rate
244	Elementary Principal	24%
132	Superintendent	34%
106	Secondary Principal	23%
55	Secondary Assistant Principal	27%
38	Middle/Jr. High Principal	26%
37	Elementary Assist. Principal	19%
33	Special Ed Director	30%
28	Elementary/Middle/Secondary Principal	29%
26	Middle/Jr. High Assistant Principal	19%
17	Assistant Superintendent	47%
15	Middle/Secondary Principal	27%
14	Superintendent & Elementary Principal	29%
9	Superintendent & Secondary Principal	44%
6	Special Ed Assistant Director	17%
4	Alternative Program Principal	50%
4	Elementary/Middle Principal	25%
14	Misc. combined roles	7%
782	Total - All Roles	26%

Total Entities	Entity Type	At Least 1 Respondent from Entity
168	Public School Districts	52%
22	Special Ed Units	27%
42	Misc. Others	36%
232	Total - All Entities	47%

Q1. If the state provided funds (i.e., increased per-pupil payment) for K-12 summer school, would your school(s) provide summer school?

Q2. Do you prefer for the legislature to make it a requirement that your school(s) offer summer school? Or do you prefer that the legislature makes it optional for your school(s) to offer summer school?

Q3. Do you prefer for the legislature to make it a requirement that students attend such additional summer school hours? Or do you prefer that the legislature makes it optional for students to attend?

<i>N</i>	Roles	yes	maybe	no	optional	require.	unsure	optional	require.	unsure
207	All Respondents	56%	36%	8%	91%	4%	4%	82%	13%	5%
8	Assist. Superintendent	75%	25%	0%	88%	13%	0%	75%	25%	0%
53	Superintendent	42%	47%	11%	92%	4%	4%	79%	15%	6%
61	Superintendents, all	46%	44%	10%	92%	5%	3%	79%	16%	5%
7	Elem Assist. Principal	57%	43%	0%	71%	0%	29%	71%	14%	14%
71	Elem Principal	55%	34%	11%	94%	0%	6%	89%	7%	4%
78	Elem principals, all	55%	35%	10%	92%	8%		87%	8%	5%
6	Middle Assist. Principal	100%	0%	0%	83%	17%	0%	83%	17%	0%
23	Middle Principal	30%	61%	9%	87%	4%	9%	74%	17%	9%
29	Middle principals, all	45%	48%	7%	86%	7%	7%	76%	17%	7%
2	Alt. Program Principal	100%	0%	0%	100%	0%	0%	100%	0%	0%
16	Secondary Assist. Principal	75%	25%	0%	100%	0%	0%	94%	0%	6%
40	Secondary Principal	45%	43%	13%	88%	5%	8%	75%	18%	8%
58	Secondary principals, all	55%	36%	9%	91%	3%	5%	81%	12%	7%
11	Special ed directors, all	64%	36%	0%	82%	18%	0%	91%	9%	0%

Most personnel answered *yes/maybe* to Q1.

(A large majority prefer that the legislature make summer school optional for districts to offer and optional for students to attend.)

Respondent Comments, DPI Summer School Survey, documented 1/20/2021

As we have been fully in-person for the school year thus far, we have not seen test scores drop (and we have tested often) because of COVID.

KIERSTIN HURTT (Valley-Edinburg Elem. School-Crystal, 34-118), kierstin.hurtt@valley-edinburgk12.com

Concerns about climate control in buildings in the summer. Belief that the year could be extended in June and that the start could occur earlier in August, but the entire month of July should be off.

TODD SELK (Valley Middle School, 18-001), tselk140@mygfschools.org

Consider increase i. Weighted funding for special education and EL students needed recoupment and maintenance. Additionally, think about doubling the metric for required time students will need for the gaps that occurred during distance learning. Thank you.

TERENCE BRENNER (Grand Forks 1, 18-001), tbrenner270@mygfschools.org

COVID shutdowns, quarantines, and interruptions have stunted learning growth for students on the short-term basis. While we may see a drop in test scores through the state, I believe that kids are resilient and will rebound. My bigger concern is the potential teacher shortages that may come from COVID related school problems. Making summer school a requirement places pressure on schools to staff these opportunities with qualified teachers. This would be problematic in many rural settings, and may be another thing that would impact staffing shortages. Requiring a teacher to teach summer school may drive more good teachers from the profession. Offering additional finances to fund summer school may provide teachers with summer employment opportunities, but should still be optional to school districts. At my school, I would begin by surveying staff to determine if I would have any qualified teachers interested before opening it up to families.... thus optional for our school.

JEFFREY RINGSTAD (Our Redeemers Christian School, 51-425), jringstad@orcsknights.org

current summer school system works well for us.

JOSEPH KALVODA (South Central Alt. High School, 08-001), joe_kalvoda@bismarckschools.org

Does not the state now and in years past provide funds via ADM for summer school now and get paid the following school year?

MITCHELL CARLSON (LaMoure Public School, 23-008), mitch.carlson@k12.nd.us

Each school, family, and student is unique and requires a unique approach that cannot be effectively legislated. Educators and families know what students need; not legislators.

DERRICK GROSS (Underwood Public School, 28-008), derrick.gross@underwoodschool.org

Give the districts the ability to require students to attend summer school determined by local assessment data and student performance.

DAREN CHRISTIANSON (Langdon Area High School, 10-023), daren.christianson@k12.nd.us

How about year round school with breaks each quarter?

CRYSTA SCHENCK (Northern Cass Public School, 09-097), crysta.schenck@northerncassschool.com

I am from a Non-Public ND school, and I would share non-public school issues, if the administrative group would be interested.

AIMEE ZACHRISON (Oak Grove Lutheran High School, 09-405), aimee.zachrison@oakgrovelutheran.com

I believe it may be hard for some districts to find staff for summer school. Therefore it would be difficult to force districts to offer summer school. However, if districts had some backing from the state to require summer school for students, I think that would be a positive change for students. I believe that would help with student achievement and graduation rates.

JAMES GREEN (Watford City High School, 27-001), green@watford-city.k12.nd.us

I believe that summer school can be an important factor in a child's educational growth; however, I also believe that it should be a local control decision to meet the needs of each school and the students/parents of the school.

RYAN LARSON (Steele-Dawson Public School, 22-001), Ryan.Larson@kcschools.org

I believe that we have some students planning credit recovery over the summer. The main problem would be staffing summer school. I have quite a few of my staff that is burnt out. I would bet that most of the other administrators would say the same.

TARYN SVEET (Beach High School, 17-003), taryn.sveet@k12.nd.us

I believe this should be left to local control for decisions to be made with funding sources available to districts who determine the need for their students. Our school has been face to face since day one of 2020-21, while other districts have yet to return from distance learning since March 2020. This results in wide variance in needs for districts, and one size will not fit all.

MICHELLE FULLER (Bob Callies Elem. School, 28-051), michelle.fuller@k12.nd.us

I believe we need options for those who feel they have a learning loss due to Covid-19. However, appropriate funding is a must and virtual is not the best way to meet this.

MORGAN FORNESS (Central Cass Public School, 09-017), morgan.forness@k12.nd.us

I think that the various dynamics of school district across the state make it really hard for some schools to adhere to some of these requirements. Resources are tight for small rural schools.

ANDREW GILBERTSON (Cavalier Public School, 34-006), andrew.gilbertson@cavalierk12.org

I would be interested in exploring options to be flexible with summer school. Along with the challenges of COVID there have been many teachers who are being creative and allowing different learning opportunities for students. I wonder how that same mindset could allow schools options for students.

TERA ROLPH SISTAD (West Fargo High School, 09-006), TROLPH-SISTAD@WEST-FARGO.K12.ND.US

I would like the legislature to consider funding remediation rather than a specific program (summer school). Let the districts decide the best way (extended day, before/after school tutoring, etc.) to provide remediation/enrichment for at risk students.

KEITH HARRIS (Dickinson 1, 45-001), kharris@dpsnd.org

I would only want summer school as a requirement for students who fail a course or receive an "Incomplete" on their report cards.

NOELLE GREEN (Watford City Middle School, 27-001), ngreen@watford-city.k12.nd.us

I would think we would like to have it be a collaborative decision with the parents, based on need and learning levels.

BRADLEY FOSS (Fox Hills Elem. School, 27-001), foss@watford-city.k12.nd.us

If it was made mandatory do we have the support to enforce attendance?

MARK BLANSHAN (North High School, 09-001), blanshm@fargo.k12.nd.us

If they are going to make summer school a requirement, how will that affect teacher contracts? Will they need to agree to teaching in the summer. If so, then you need to make it optional as schools may have no one agree to teach in the summer. There is a lot to consider with this passage.

GLORIA ODDEN (Strasburg Public School, 15-015), gloria.oddn@k12.nd.us

I'm not sure this was submitted-this should be a local control decision. Not every student in ND needs another additional 2 months of school. We have been in-person all year while other schools have held some sort of hybrid model. We know our students.

CAROLYN EIDE (Tioga High School, 53-015), Carolyn.Eide@k12.nd.us

Legislature should not require. My district does offer summer school now.

JILL OLSON (Century Elem. School, 50-003), jill.olson@k12.nd.us

Making it a requirement will be problematic for several reasons. 1. A parent who does not want their child to participate, could just homeschool. There would be no further oversight on the parent or student. A requirement is unenforceable. 2. Local teacher negotiated agreements could make it difficult to find qualified staff.

MIKE BITZ (Mandan 1, 30-001), mike.bitz@msd1.org

My responses should potentially be thrown out. I am not currently a superintendent, principal, or special education director. I would have ignored it were it not for #4 because I would like to serve on an advisory committee.

JAMES BEAR (Montpelier Public School, 47-014), james.bear@k12.nd.us

Our schools are local control so my special ed unit has very little influence over whether or not they provide summer school. We are more involved in the ESY programming.

ALISON DOLLAR (Souris Valley Spec. Ed Unit, 51-708), alison.dollar@svssnd.org

Please consider virtual/distance options for summer 2021 - Many students would benefit from some flexibility in seat requirements in July that are currently not possible without a waiver.

JAMES KEAL (Woodrow Wilson Alt. High School, 09-001), kealj@fargo.k12.nd.us

Requiring summer school is a bad idea. This is an incredibly complex issue especially once you get into requiring summer school. You have to think about teacher negotiations, building maintenance, summer camps, many staff and students already had commitments to other things in the summer. As well, many schools already offer summer school classes and any kid who wants to improve their mastery of subject matter is free to re-take a class in the summer. I know our district is currently into planning for staffing and arrangements for the summer school programming they've already had. I hope you aren't seriously considering bringing seniors back for summer school.

SEAN SAFRANSKI (Fargo Davies High School, 09-001), safrans@fargo.k12.nd.us

Students have lost valuable education and learning time. I would like to see students who have had mixed an excessive amount of educational days or hours, be required to attend a certain amount of summer school

DOUGLAS VANDERPAN (Horizon Middle School, 08-001), doug_vanderpan@bismarckschools.org

Summer school based on deficiency of essential skills would be a requirement when multiple grade levels below instruction.

RICHARD SMITH (Prairie Rose Elem. School, 45-001), rsmith@dpsnd.org

The legislature needs to look at foster our students social emotional needs

TROY KNUDSVIG (West River Student Services Unit, 45-701), Troy.Knudsvig@k12.nd.us

The option to provide summer school should remain the same as it has in previous years. The learning gap that Supt. Baesler speaks of is unfounded (what test data?). This should be a local decision for districts as it has been in the past. Very few students would attend in rural districts and it would be tough to find enough teachers to teach in the summer as well.

JEFFREY MANLEY (Cavalier Public School, 34-006), jeff.manley@cavalierk12.org

The state needs to provide summer school foundation aid for Intro to Kindergarten courses. Its ridiculous that aid isn't provided to students who will be starting kindergarten.

JODY THOMPSON (Grand Forks 1, 18-001), jthompson270@mygfschools.org

Timelines are extremely important. It would be extremely hard to try and implement this summer. We need to know about funding, local teacher availability, cleaning schedules and stakeholder willingness to participate. Planning is needed.

CHRISTOPHER BASTIAN (Lidgerwood Public School, 39-028), chris.bastian@k12.nd.us

We are all aware of the COVID-19 education gap. I feel this gap can be addressed by prioritizing our standards and by using effective teaching strategies. However, some kids will need additional time this summer to get caught up. I think the legislature should also take into consideration that some schools have been face-to-face all year while others are still in distance learning. Schools that are face-to-face won't have as many students in summer school as schools that are still in distance learning.

MICHAEL KAISER (Ellendale Public School, 11-040), michael.kaiser@ellendale.k12.nd.us

We are using GEER & 21st Century funds for student recovery from 05/25/21 to 06/30/21.

PAUL FRYDENLUND (St John Public School, 40-003), Paul.Frydenlund@k12.nd.us

We like to option to require some students who are academically behind on credits or standards.

JASON HORNBACHER (Bismarck 1, 08-001), jason_hornbacher@bismarckschools.org

We looked at offering summer school during the summer of 2020 to help make up for learning loss during the spring school closures. A survey revealed that only one student would attend, so we opted not to offer. What happens if the legislature requires the school to hold summer school but no students attend?

TRUDY WOLF (Zeeland Public School, 26-004), Trudy.FraaseWolf@K12.nd.us

We should not wait until summer to try and close the loss of learning gap. We should offer extended day and and even extended weekend opportunities. Why wait until summer to address loss of learning?

SHON HOCKER (Dickinson 1, 45-001), shocker@dpsnd.org

We would probably be very open to the idea of providing summer school. Would the state be willing to provide funding to a non-profit religious school? We receive very little help now, so it is hard to imagine how we would be able to provide more assistance to students without charging for those services.

SUSAN JAHNKE (Grace Lutheran Elem. School, 09-415), sjahnke@gracels.com

You will never get students to come to required summer school. Parents have trips etc. You will have truancies galore if that is the case. We offer summer school and some kids use it and some don't. We offer credit recovery for students during the school year if they can fit it in.

DALE MILLER (Fargo Davies High School, 09-001), millerd@fargo.k12.nd.us

