NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

ESSA SCHOOL IMPROVEMENT USER GUIDE

Accountability Report Card

September 10, 2026

OTIS EDUCATIONAL SYSTEMS, INC

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

INTRODUCTION

PURPOSE OF DOCUMENT

The purpose of this User Guide is to help users find analytic information regarding North Dakota schools and students as it pertains to the Accountability Report Card (React).

BREAKDOWN OF DOCUMENT

This document is broken down into four main parts: Navigation, User Types, Charts, and Use Cases.

Navigation: This section goes over how to get around the site, discusses the different types of filters, and describes the three tabs that appear on each chart.

User Types: This section describes the different types of users, from a permissions point of view and how the different types will experience the site differently.

Charts: This is the largest section of the User Guide and goes over each chart, describing the data in it and reviewing the filters for it.

Use Cases: This section portrays use cases, walking the user through each scenario step by step on how to retrieve specific data.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NOTICE

This document is intended to provide information on the use of ESSA School Improvement created by Otis Educational Systems, Inc. It does not necessarily constitute a commitment or representation of current or future features and capabilities. Otis Educational Systems, Inc. reserves the right to make product changes and enhancements at any time without notice.

Otis Educational Systems, Inc.

4040 North Fairfax Drive

Suite 525

Arlington, VA 22203

USA

Web: www.otised.com

Email: nddpi@otised.com

ACKNOWLEDGEMENT

Some information contained within this document came from the Insights of North Dakota website. This site can be found at https://insights.nd.gov/.

Other sourced information will be indicated with footnotes.

Table of Contents

USER TYPES 6
STATE-LEVEL USERS 6
DISTRICT-LEVEL USERS 6
SCHOOL-LEVEL USERS 6
SPECIAL EDUCATION UNIT USERS 6
NAVIGATION 7
LANDING PAGE 7
PARTS OF THE WEB PAGE 8
MENU 10
FILTERS 11
STATIC FILTERS 11
DYNAMIC FILTERS 11
TABS 12
REPORT 12
ROSTER 12
ABOUT 13
CHARTS 14
FUNDAMENTALS 14
KEY PERFORMANCE INDICATORS 14
ACCOUNTABILITY INDEX 16
ENROLLMENT DEMOGRAPHICS 17
EDUCATOR QUALIFICATIONS 18
ATTENDANCE RATE 19
CHRONIC ABSENTEEISM RATE 20
DROPOUT RATE 21
HIGHLIGHTED REPORTS 22
STUDENT ACHIEVEMENT 22
STUDENT GROWTH 25

CHOICE READY 27
GRADUATION RATE 28
COMPLETER RATE 29
ENGLISH LEARNER PROGRESS 30
LONG-TERM GOALS 33
STUDENT ENGAGEMENT 35
ESSA COST PER PUPIL 36
ASSESSMENT DETAILS 37
95% TESTING PARTICIPATION 37
TESTING ACCOMODATIONS 37
1% ALTERNATE TEST RULE 39
EL PARTICIPATION – WIDA 40
IEP STUDENT PERFORMANCE 41
EL STUDENT PERFORMANCE 42
USE CASES_____ 43
CHRONIC ABSENTEEISM 43
LOW PERFORMING GROUP 46
STUDENT ACHIEVEMENT: MIGRANT STUDENTS 46

User Types

There are four types of users. The type of user you are will impact what all you can see in your website experience. The type of user you are determines what you can and can't see. NDDPI administrators and district supervisors determine your user type.

State-Level Users

This user and will be able to see all data throughout the site. This includes both K12 (Accountability Report Card) and Special Education.

District-Level Users

This user will be able to see all information associated with the district(s) that they have permissions to. This includes all K12 schools within the district, as well as any Special Education Units in the district(s).

They will not be able to see:

- Information for any other districts
- Information for Special Education Units outside their district(s)

School-Level Users

This user will only be able to see information associated with the school(s) that they have permissions to.

They will not be able to see:

- Information for any other schools within the district
- Information for any other districts
- Special Education Information

Special Education Unit Users

This user will only be able to see information for the Special Education Unit that they have permissions to and all the districts within that Special Education Unit.

They will not be able to see:

- Information for any district outside the Special Education Units they have permissions to
- Information for K12 (Accountability Report Card)

NAVIGATION

LANDING PAGE

Upon logging in, you will enter a landing page. From here, you may choose Accountability Report Card (React).

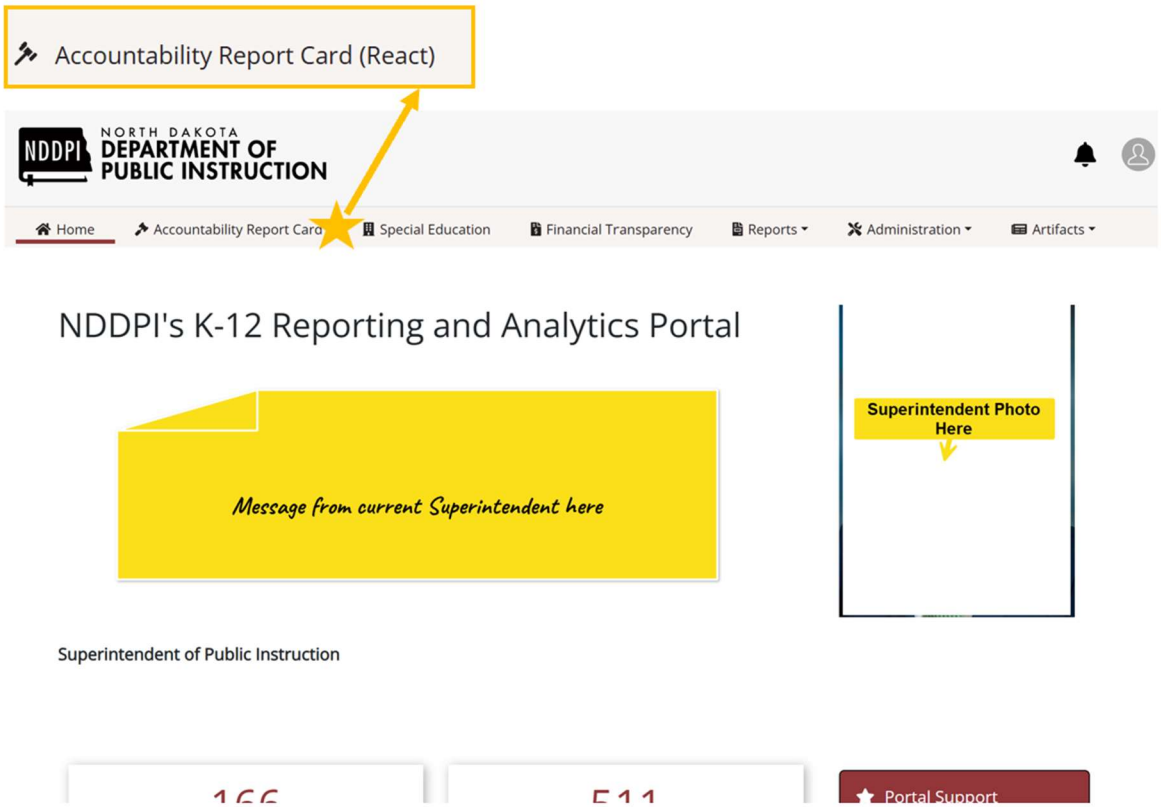


Figure 1

- Clicking on Accountability Report Card (React) will take you to the Fundamentals: Key Performance Indicators chart.

PARTS OF THE WEB PAGE

All charts present in basically the same way. Below are screen shots of charts with the sections identified. **Note:** These sections are described in further detail later in this user guide.

Example 1: ARC - Key Performance Indicators

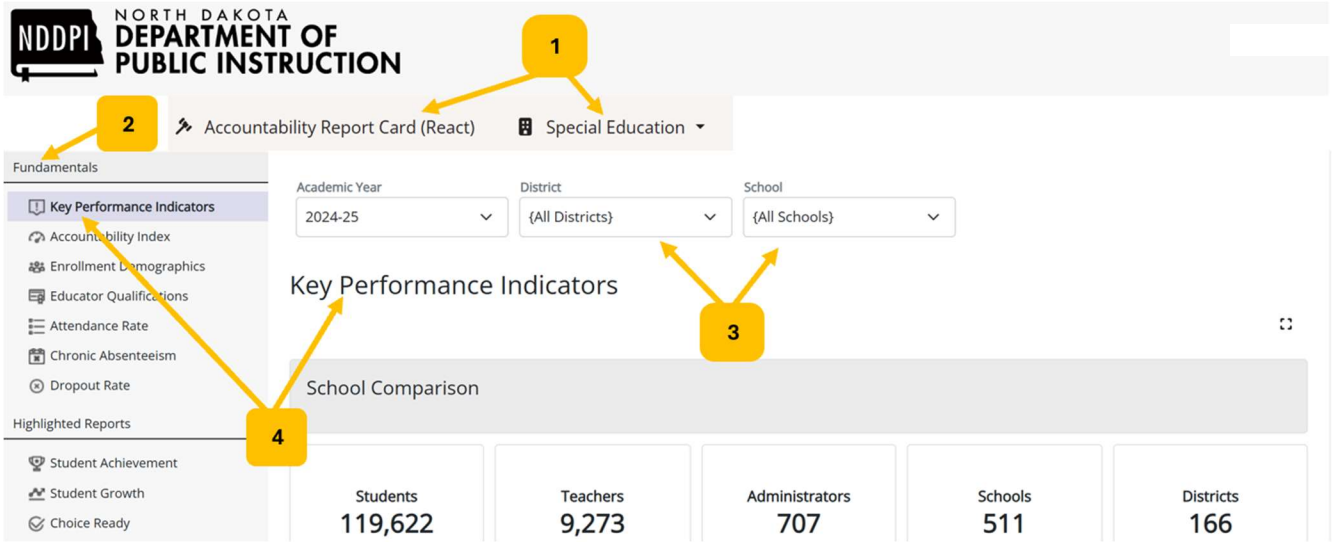


Figure 2

1. Section Navigation. Select Accountability Report Card (React) to access the associated charts.
2. Chart Menu. Use this to switch between charts.
3. Static Filters. When these filters are activated, they remain in place for any chart chosen.
4. Report Name. This tells you which chart you are viewing.

Example 2: Dropout Rate

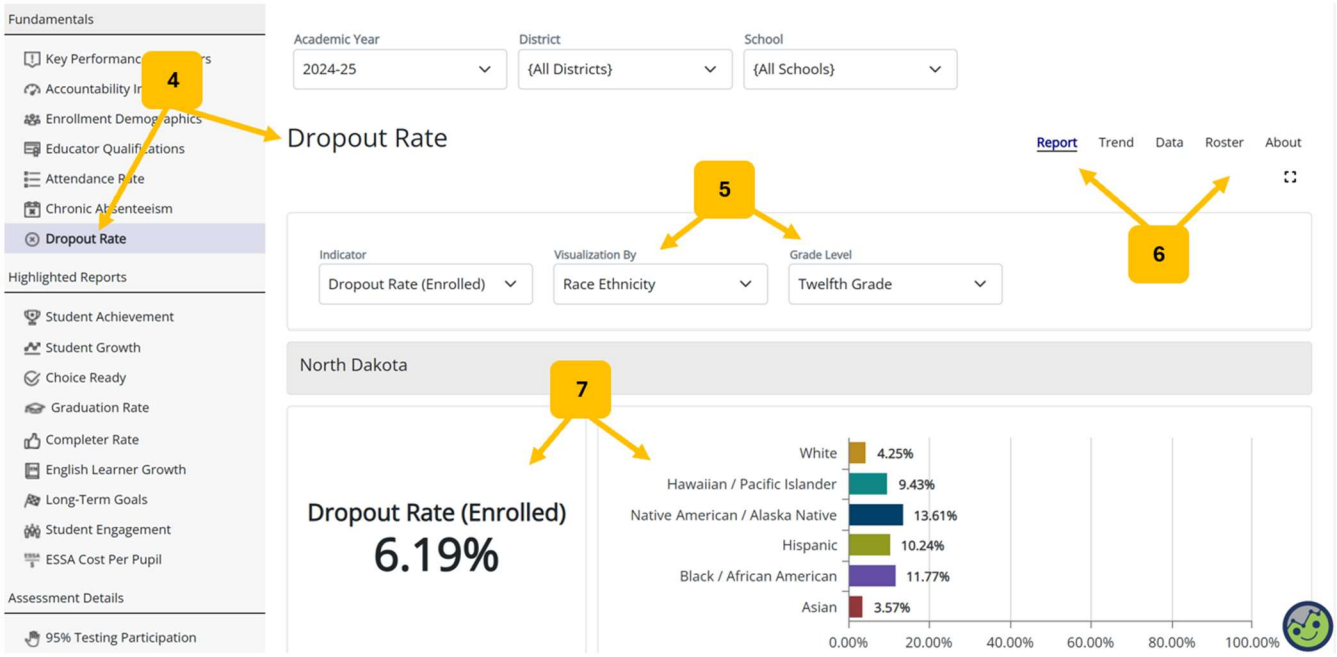


Figure 3

4. Report Name. This tells you which chart you are viewing.
5. Dynamic Filters. Unlike Static filters, Dynamic filters change depending on what chart you are on.
6. Tabs. Use these to view the chart, rosters, or information about the chart.
7. Viewing Area. This is where the chart, roster, or information about the chart is shown.

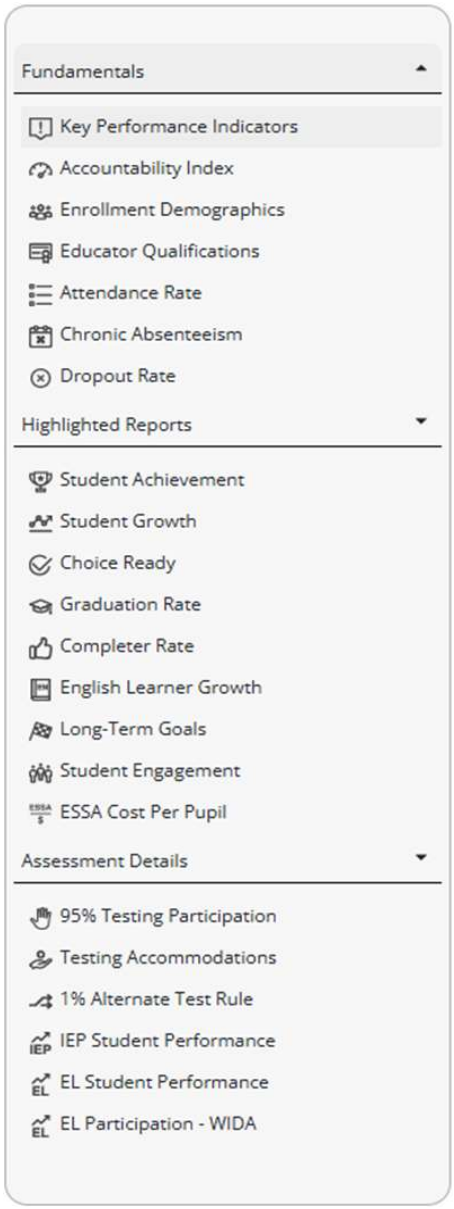
Note: In the viewing area (#7), the charts will always show every value in the breakdown of the "visualization by" choice, regardless of existing data. If data is available, the corresponding representative visualization will appear. If there is no data, the area will be blank.

MENU

The left side of the view displays the site menu for the Accountability Report Card (React) charts. The charts are sorted based on Fundamentals, Highlighted Reports, and Assessment Details.

Accountability Report Card Chart Menu

- Fundamentals
- Highlighted Reports
- Assessment Details



FILTERS

Filters can be grouped into two categories:

- Static
- Dynamic

STATIC FILTERS

Static filters appear on every chart. These appear on the top level, above the name of the chart. For Fundamentals and Highlighted Reports charts, the static filters are:

- Academic Year
- District
- School



DYNAMIC FILTERS

Dynamic filters are located below the name of the chart in view. Unlike Static filters, these Dynamic filters change depending on which chart you are viewing. They can also change depending on the other dynamic filter choices you make. These filters are often labeled Indicator, Visualization By, Grade Level, and others.

TABS

On most charts, in the upper right corner, there are three tabs. Clicking on these tabs will cause the site to display different sets of information pertaining to the current chart. The tabs are:

- Report
- Trend
- Data
- Roster
- About

REPORT

Clicking on the Report tab will cause the site to display the chart. This is the default.

TREND

Clicking on the Trend tab will cause the site to display the progressive direction in which the data is developing or changing.

DATA

Clicking on the Data tab will cause the site to display the report information in more detail.

ROSTER

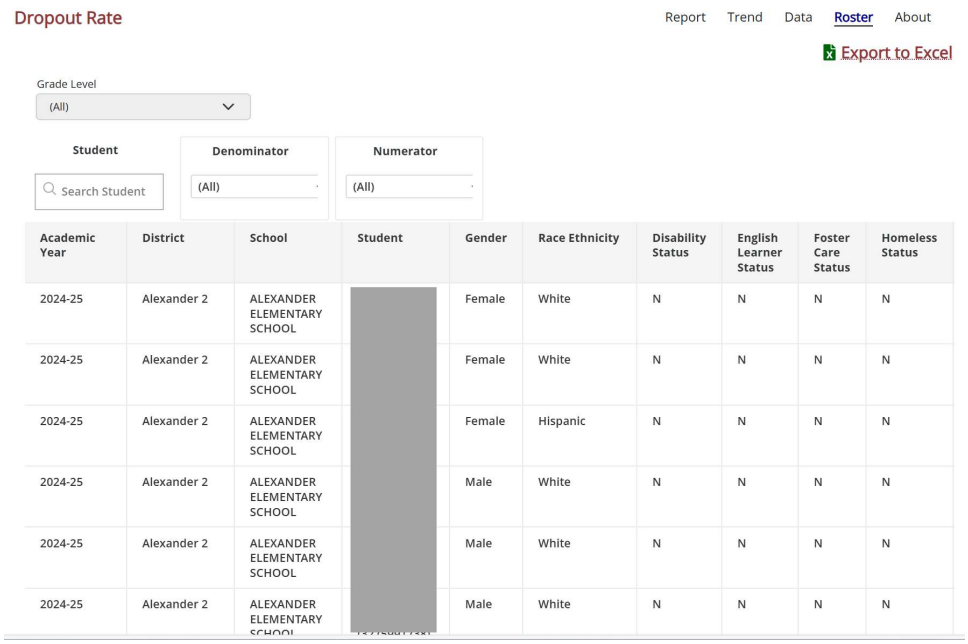
Clicking on the Roster tab will cause the site to display a roster of students that make up the data of the chart.

The content of the roster will be determined by the user's permission level. Roster is not always present.

- State-level user will be able to see all students.
- District-level user will be able to see only the students in the district for which they have permission.
- School-level user will be able to see only the students in the school for which they have permission.

The Roster can be exported to an Excel file by clicking on the Export button located below the Tabs.

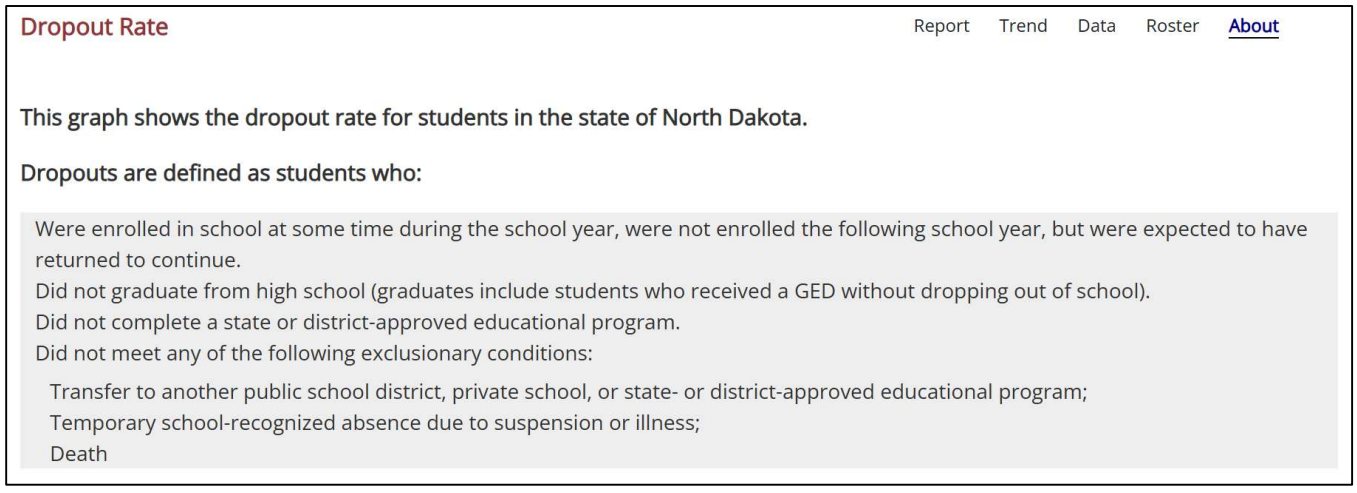
Sample Roster:



Academic Year	District	School	Student	Gender	Race Ethnicity	Disability Status	English Learner Status	Foster Care Status	Homeless Status
2024-25	Alexander 2	ALEXANDER ELEMENTARY SCHOOL		Female	White	N	N	N	N
2024-25	Alexander 2	ALEXANDER ELEMENTARY SCHOOL		Female	White	N	N	N	N
2024-25	Alexander 2	ALEXANDER ELEMENTARY SCHOOL		Female	Hispanic	N	N	N	N
2024-25	Alexander 2	ALEXANDER ELEMENTARY SCHOOL		Male	White	N	N	N	N
2024-25	Alexander 2	ALEXANDER ELEMENTARY SCHOOL		Male	White	N	N	N	N
2024-25	Alexander 2	ALEXANDER ELEMENTARY SCHOOL		Male	White	N	N	N	N

ABOUT

Clicking on About will bring up an explanation of the chart.



CHARTS

The charts are where you find your information. However, finding the right information within the various charts and filters requires familiarization with each chart. This section describes what type of information is available on every chart. Each section will have a description of what the chart is showing and what filters are available to search and sort the data.

FUNDAMENTALS

KEY PERFORMANCE INDICATORS

The Key Performance Indicators (KPI) chart is an overview of all the charts, except for Special Education[1]. There are several sections on the KPI chart: School Comparison, School Environment, Student Achievement, Student Growth, Choice Ready, etc. However, visibility will depend on the static filter(s) selected. For example, some KPIs are only valid for High Schools, some are only valid for Elementary Schools, still others are District related.

KPI Group	State	District	High School	Middle School	Elementary
School Comparison					
Students	X	X	X	X	X
Teachers	X	X	X	X	X
Administrators	X	X	X	X	X
Schools	X	X	N/A	N/A	N/A
Districts	X	N/A	N/A	N/A	N/A
School Environment					
Attendance Rate	X	X	X	X	X
Chronic Absenteeism	X	X	X	X	X
Completer Rate	X	X	X	X	X
Graduation Rate	X	X	X	N/A	N/A
Dropout Rate	X	X	X	N/A	N/A
Student Achievement					
Mathematics – Approaching Proficiency	X	X	X	X	X
Mathematics - Proficient	X	X	X	X	X

[1] Special Education Performance Indicators are on their own chart located in the Special Education APR section.

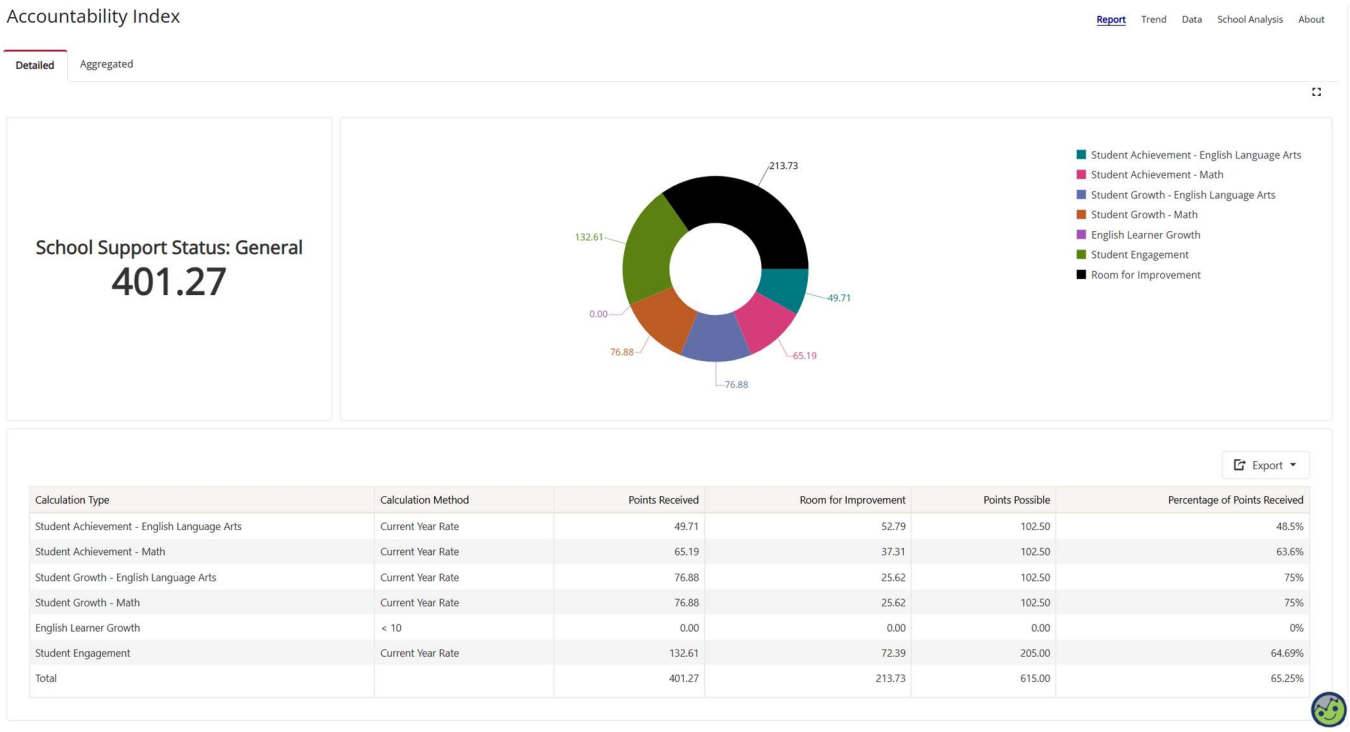
Mathematics - Advanced	X	X	X	X	X
English Lang Arts – Approaching Proficiency	X	X	X	X	X
English Lang Arts - Proficient	X	X	X	X	X
English Lang Arts - Advanced	X	X	X	X	X
Science – Approaching Proficiency	X	X	X	X	X
Science – Proficient	X	X	X	X	X
Science – Advanced	X	X	X	X	X
Student Growth					
English Learners	X	X	X	X	X
English Lang Arts	X	X	X	X	X
Mathematics	X	X	X	X	X
Choice Ready					
Essential Skills	X	X	X	N/A	N/A
Post-Secondary	X	X	X	N/A	N/A
Workforce	X	X	X	N/A	N/A
Military	X	X	X	N/A	N/A
Choice Ready	X	X	X	N/A	N/A
ESSA Cost Per Pupil (NDDPI publishes the Cost Per Pupil data each Spring for the previous academic year)					
Total Cost per Pupil	X	X	X	X	X
Federal Funding	X	X	X	X	X
State & Local	X	X	X	X	X

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

ACCOUNTABILITY INDEX

DESCRIPTION

The information here provides a snapshot of how schools across the state are serving students in a variety of areas. North Dakota public education is rooted firmly in the belief that all schools should be engaged in a cycle of continuous improvement. The dashboard provides insight into key measures to highlight areas of success and opportunities for improvement.



Calculation Type	Calculation Method	Points Received	Room for Improvement	Points Possible	Percentage of Points Received
Student Achievement - English Language Arts	Current Year Rate	49.71	52.79	102.50	48.5%
Student Achievement - Math	Current Year Rate	65.19	37.31	102.50	63.6%
Student Growth - English Language Arts	Current Year Rate	76.88	25.62	102.50	75%
Student Growth - Math	Current Year Rate	76.88	25.62	102.50	75%
English Learner Growth	< 10	0.00	0.00	0.00	0%
Student Engagement	Current Year Rate	132.61	72.39	205.00	64.69%
Total		401.27	213.73	615.00	65.25%

Figure 4

ENROLLMENT DEMOGRAPHICS

DESCRIPTION

The information here shows the total number of students enrolled in North Dakota's public schools over the past six years. Official counts reflect students enrolled on September 15th for that school year.

FILTERS

Dynamic Filter(s):

- *Visualization By:* demographic groups such as race, homeless, low-Income, English learner status, etc.
- *Grade Level*

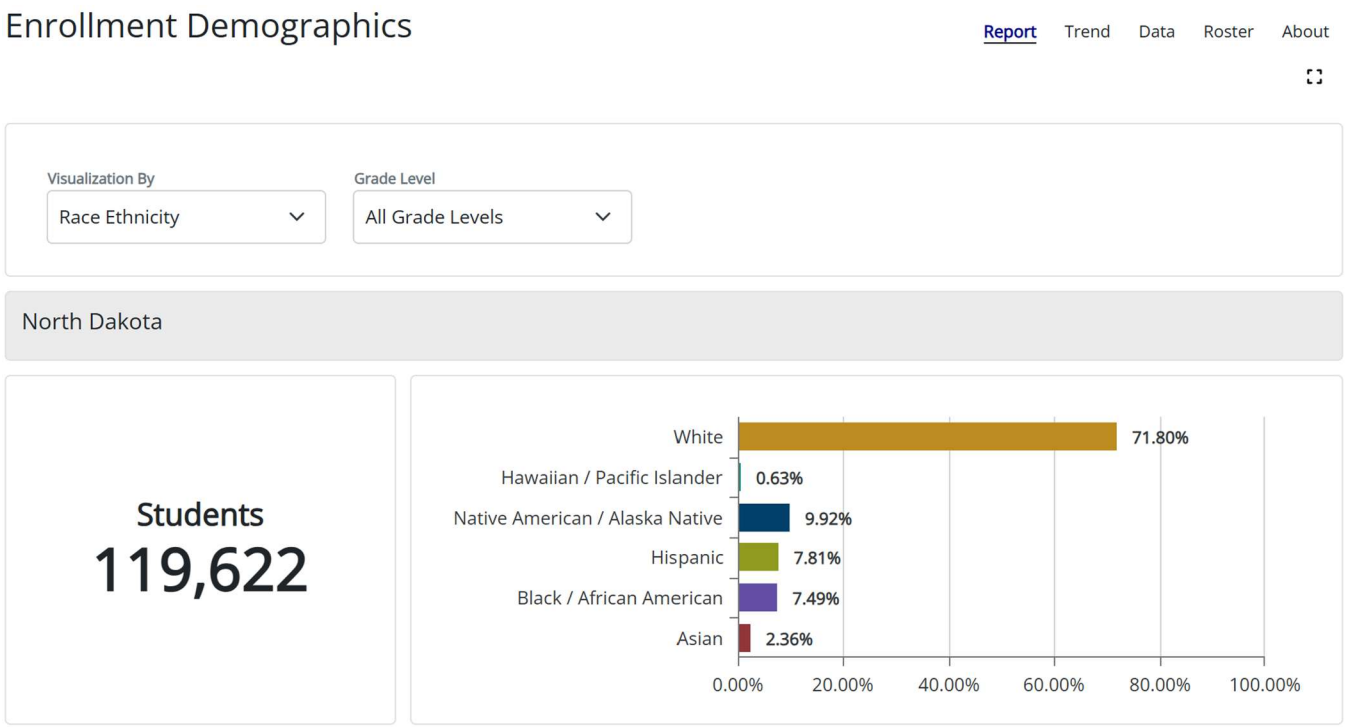


Figure 5

EDUCATOR QUALIFICATIONS

DESCRIPTION

The information here takes a look at the attributes of educators. These attributes can be qualifications such as whether the educator is working within their area of certification, whether they have a certificate, or if they are inexperienced or not. Inexperienced teachers are those that have three or fewer years of teaching experience. You can also look for a breakdown of the highest degrees that the educators have. Finally, you can see what the average years' experience is for the group.

FILTERS

Dynamic Filter(s):

- *Indicator*: Gender, Race
- *Visualization By*: Administrators, Service Specialists, or Teachers

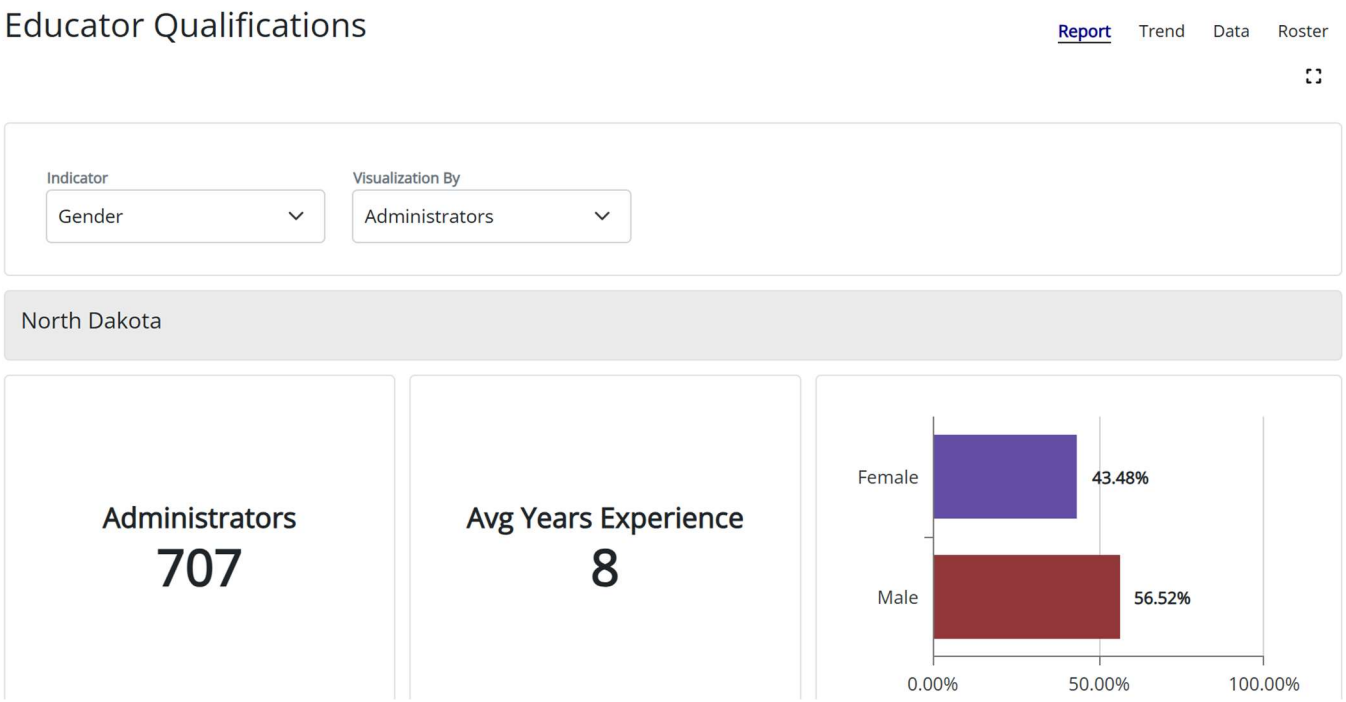


Figure 6

ATTENDANCE RATE

DESCRIPTION

The information here shows the average daily attendance rate for students in the state of North Dakota.

FILTERS

Dynamic Filter(s):

- *Indicator*: The attendance rate type (Regular or FAY)
- *Visualization By*: demographic groups such as race, homeless, low-Income, English learner status, etc.
- *Grade Level*

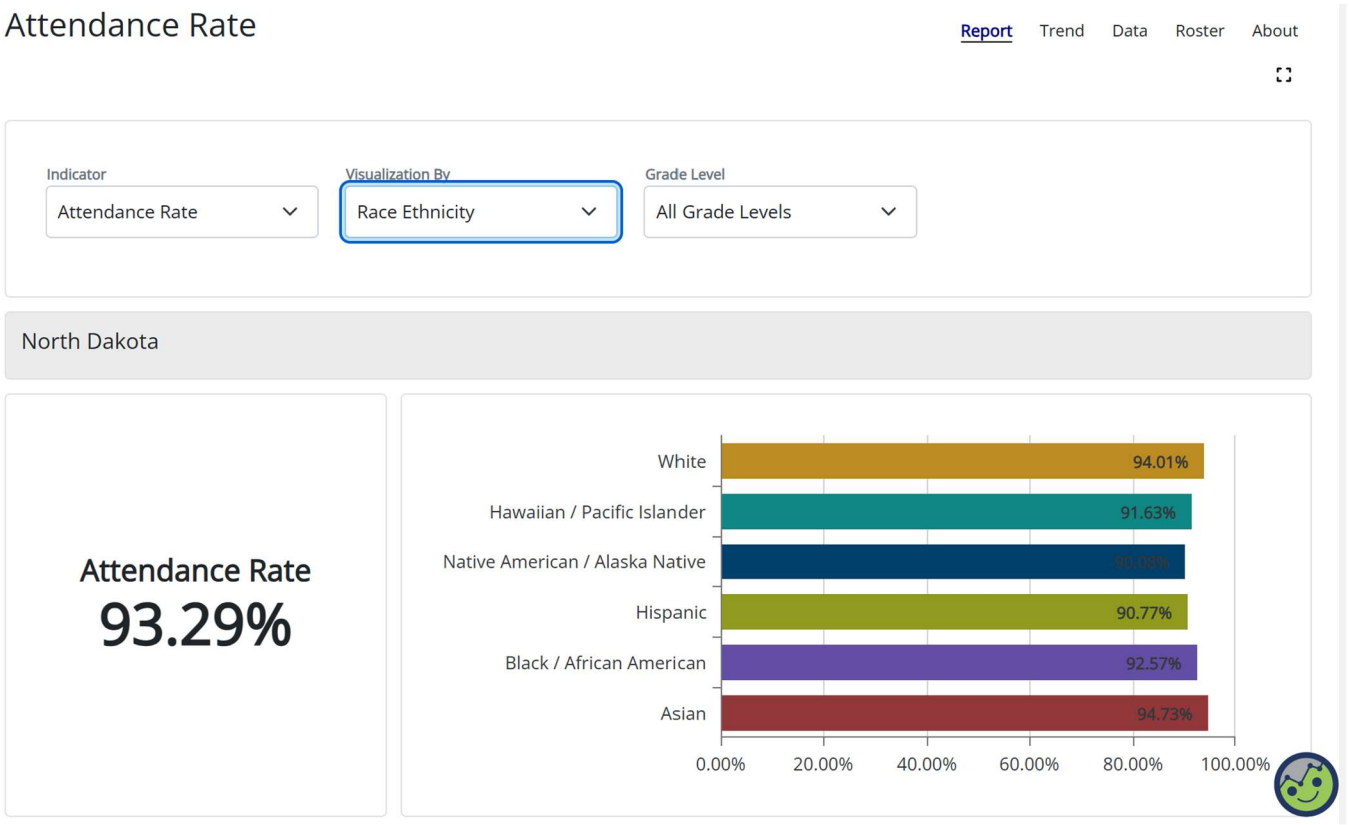


Figure 7

CHRONIC ABSENTEEISM RATE

DESCRIPTION

The information here shows the Chronic Absenteeism Rate of students in North Dakota. Chronically absent students include those who attended school for more than 10 days and who also missed 10 percent or more of their enrolled days within a school year.

FILTERS

Dynamic Filter(s):

- *Visualization By*: demographic groups such as race, homeless, low-Income, English learner status, etc.
- *Grade Level*

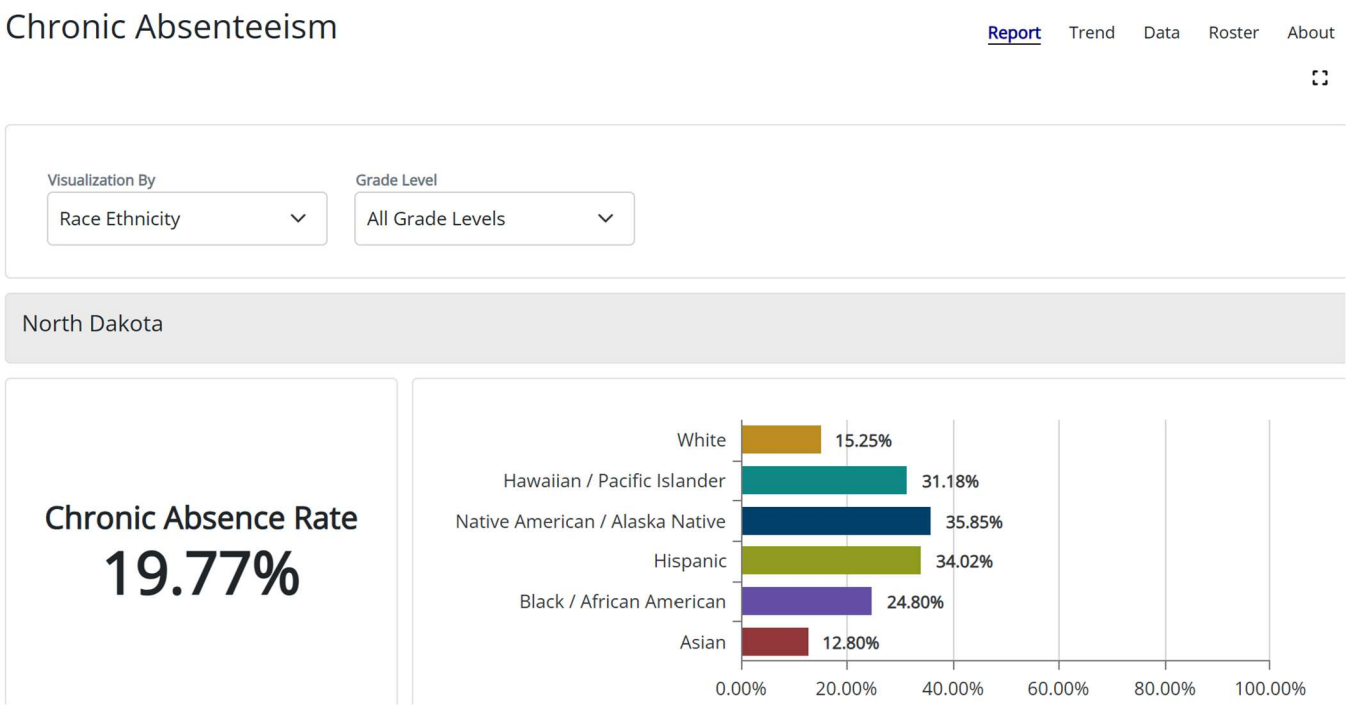


Figure 8

DROPOUT RATE

DESCRIPTION

The information here shows the rate of students in North Dakota that are considered to be a "dropout."

Dropouts are defined as students who:

- Were enrolled in school at some time during the school year, but were not enrolled the following school year, but were expected to have returned to continue.
- Did not graduate from high school (graduates include students who received a GED without dropping out of school).
- Did not complete a state or district-approved educational program.
- Did not meet any of the following exclusionary conditions:
  - *Transferred to another public school district, private school, or state/district-approved educational program
  - *Had a temporary school-recognized absence due to suspension or illness
  - *Died

FILTERS

Dynamic Filter(s*):*

- *Indicator*: the type of dropout rate (enrolled or unduplicated)
- *Visualization By*: demographic groups such as race, homeless, low-Income, English learner status, etc.
- *Grade Level*

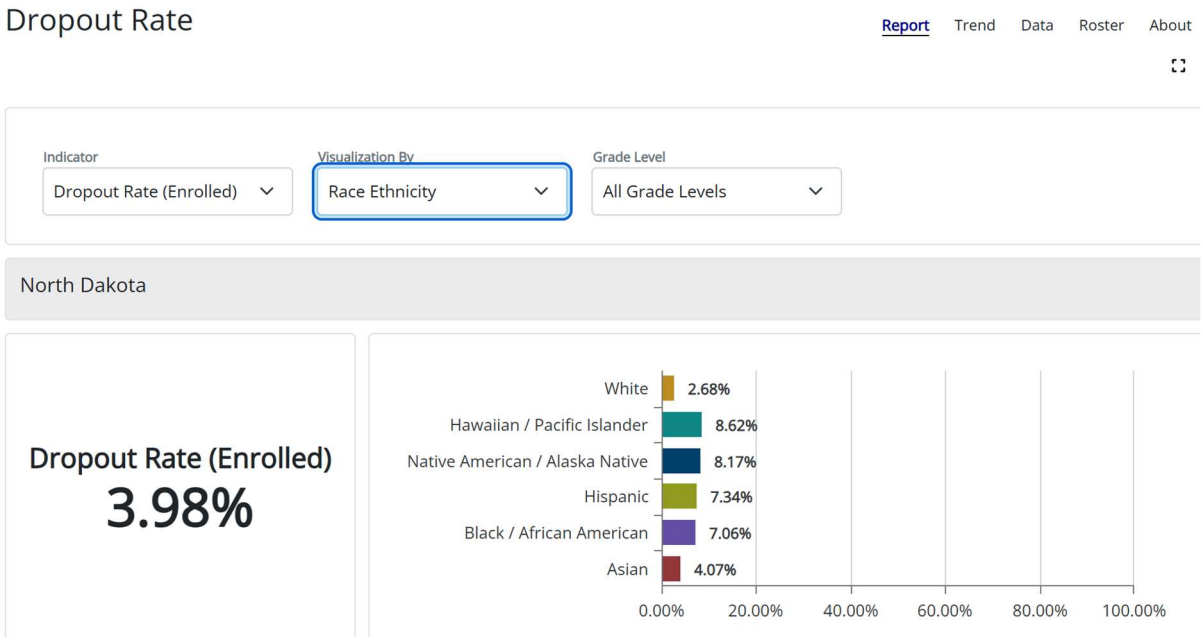


Figure 9

HIGHLIGHTED REPORTS

STUDENT ACHIEVEMENT

DESCRIPTION

The information here shows proficiency rates of students who are enrolled for at least 120 days within the school year and who have taken either the North Dakota State Assessment or the state's Alternate Assessment given to grades 3-8, and grades 10 or 11. The North Dakota State Assessments are standards-based tests that measure the student's mastery of the challenging North Dakota state content standards.

The student achievement rates are calculated by dividing the total number of students in the tested grades who were proficient in the state assessments by the total number of tested students who were either proficient or not proficient. Currently, the state assessments have four proficiency levels:

- *Level 1*. Advanced: Demonstrates exemplary understanding and exceeds expected level of performance.
- *Level 2*. Proficient: Demonstrates understanding and meets expected level of performance.
- *Level 3*. Approaching Proficient: Demonstrates an emerging/developing level of understanding and performance.
- *Level 4*. Novice: Attempt made; however, lack of understanding and performance is evident.

Students are proficient if they score at or above the proficiency levels set by NDDPI's assessment office. Currently, students are considered proficient if they achieve a proficiency level of "Proficient" or "Advanced".

FILTERS

Dynamic Filter(s):

- *Visualization By*: demographic groups such as race, homeless, low-Income, English learner status, etc.
- *Assessment Type*: type of assessment (combined, alternate, regular)
- *Subject*: academic subject (Eng Lang Arts, Mathematics, Science)
- *Grade Level*
- *Accommodations*: with or without accommodations
- *Cohort*: all students or FAY students

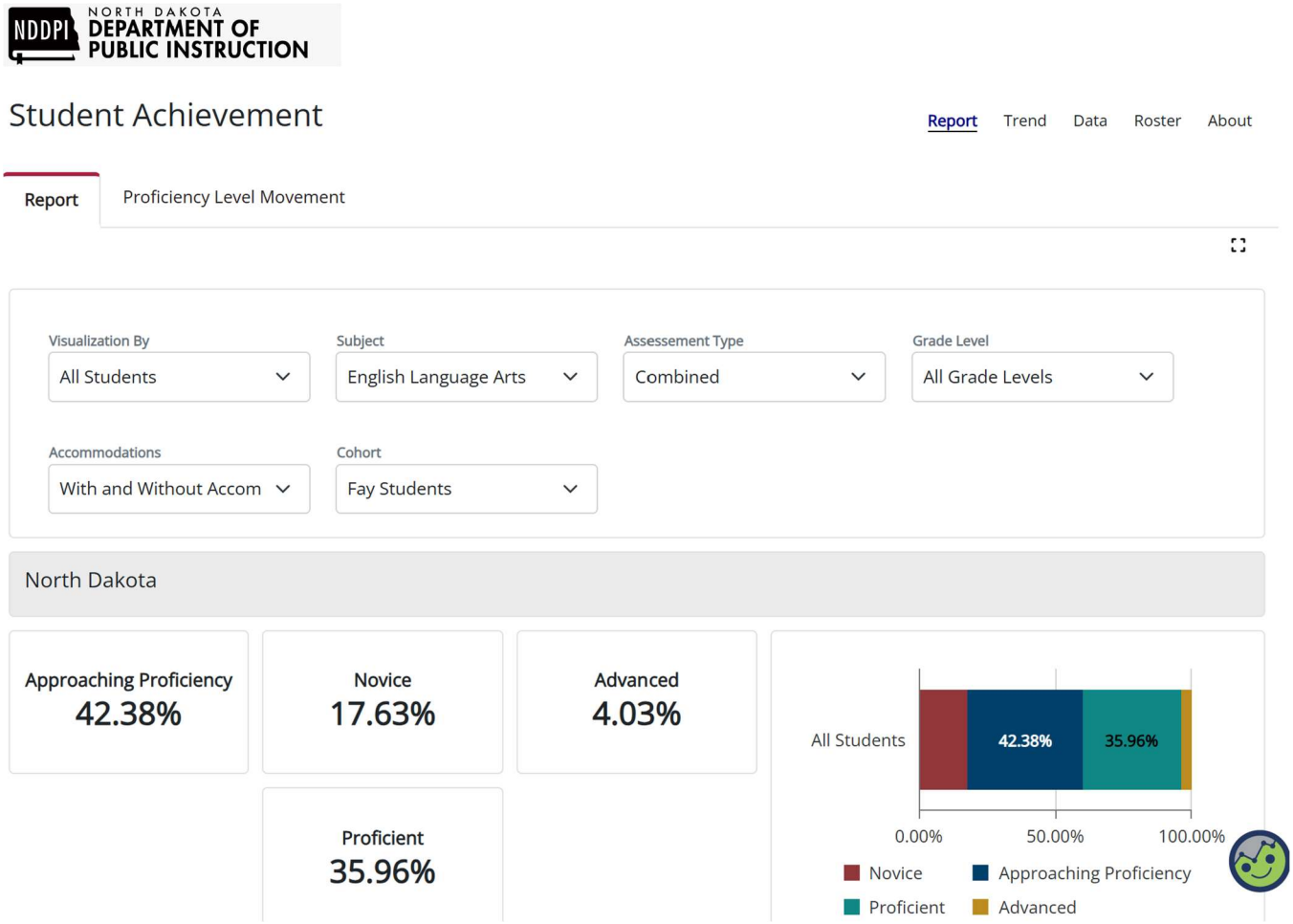

NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION
Student Achievement
Report
Trend
Data
Roster
About
Report
Proficiency Level Movement
Visualization By
All Students
Subject
English Language Arts
Assessement Type
Combined
Grade Level
All Grade Levels
Accommodations
With and Without Accom
Cohort
Fay Students
North Dakota
Approaching Proficiency
42.38%
Novice
17.63%
Advanced
4.03%
Proficient
35.96%
All Students
42.38%
35.96%
0.00%
50.00%
100.00%
Novice
Approaching Proficiency
Proficient
Advanced

Figure 10

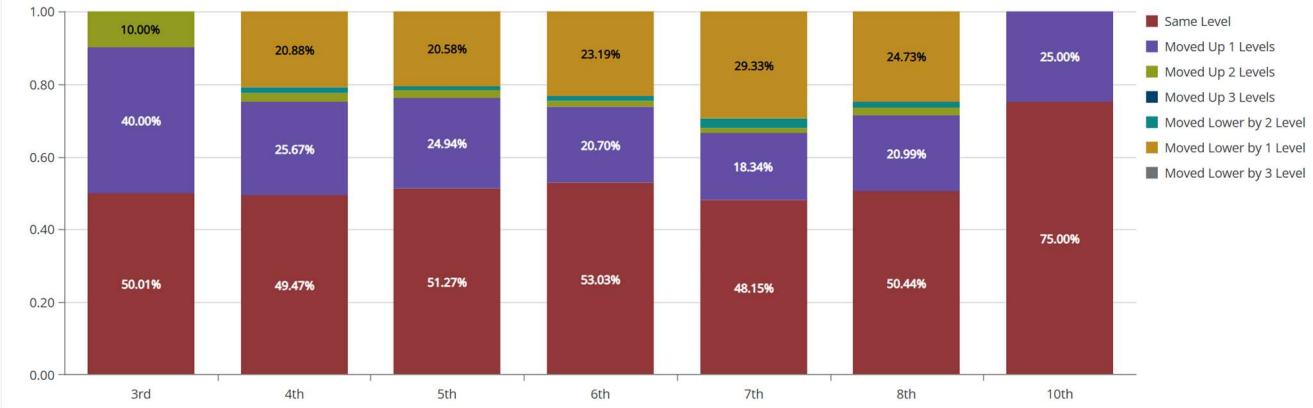
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Student Achievement

Report | Trend | Data | Roster | About

Report | Proficiency Level Movement

Subject: English Language Arts



Subject: English Language Arts | Student Grade Level: All | Moved Level: All

Export

Academic Year	District	School	Accountability Level	Subject	Student Grade Level	Student Grade Level Prior	Moved Level	Student ID	Student Last Name	Student First Name	Asmt PL	Asmt PL Prior	Asmt Scale Score	Asmt Scale Score Prior
2024-25	Alexander 2	Alexander Elementary School	School	English Language Arts	8th	7th	Moved Up 1 Levels	2105561356			2	1	976	591
			School	English Language Arts	8th	7th	Moved Up 1 Levels	2105561356			2	1	976	591
			School	English Language Arts	8th	7th	Moved Up 1 Levels	2105561356			2	1	976	591
			School	English Language Arts	8th	7th	Moved Up 1 Levels	2105561356			2	1	976	591
			School	English Language Arts	7th	6th	Moved Up 1 Levels	2903009104			2	1	960	563
			School	English Language Arts	7th	6th	Moved Up 1 Levels	2903009104			2	1	960	563
			School	English Language Arts	7th	6th	Moved Up 1 Levels	2903009104			2	1	960	563
			School	English Language Arts	7th	6th	Moved Up 1 Levels	2903009104			2	1	960	563
			School	English Language Arts	7th	6th	Same Level	2920046670			2	2	961	610
			School	English Language Arts	7th	6th	Same Level	2920046670			2	2	961	610

STUDENT GROWTH

DESCRIPTION

The information here shows either the normative percentiles or values that compare growth over time among students in the same achievement group (i.e., peers). This applies to third through eighth grades only. It does not apply to High Schools.

Students are grouped based on their prior performance, so that the comparison group has similar previous performances. Students are then ranked by percentile based on their change in year-to-year performance. Even though Student Growth Values are normative measures, they can be used with a criterion reference, such as an achievement level.

The objective is to encourage students to improve their performance on state assessments no matter which level of proficiency is achieved in the assessed subjects for Math and/or English Language Arts. For example, a student with a Math Student Growth Value of 40 demonstrated more growth than 40% of students in their grade who started at the same achievement level, year-to-year; similarly, they demonstrated less growth than 60% of students who started at the same achievement level.

North Dakota Student Growth Values are calculated by constructing state-wide peer groups according to grade and achievement level for all 3rd through 8th grade students with NDSA achievement scores in English Language Arts and Math from the most recent, or current, administration and the prior administration. Student peer groups are formed by current grade and by achievement level in the prior year. For each student within these peer groups, the difference between current year scale scores and prior year scale scores are calculated independently for each current grade and subject. These differences are ordered from smallest to largest, then assigned a percentile value, yielding the Student Growth Value.

Results are reported according to current school and district for those students who may have transferred between, or during, the school year.

These graphs demonstrate student progress against growth expectation over the current and prior achievement results in ELA and Math. For the currently selected criteria, the percentage of students at each of the four growth levels is compared against the distribution of student growth at the district-level (for schools) and at the state-level.

The four growth levels are defined as follows:

- **Level 1 - Does not Meet Expectations:** Students demonstrating Student Growth Values 0 to 6.
- **Level 2 - Approaching Expectations:** Students demonstrating Student Growth Values 7 to 49.
- **Level 3 - Meets Expectations:** Students demonstrating Student Growth Values 50 to 92.
- **Level 4 - Exceeds Expectations:** Students demonstrating Student Growth Values 93 to 100.

You can also view the chart by an Overall Growth rate.

FILTERS

Dynamic Filter(s) by Level, Percentile, or Score:

- *Visualization By*: demographic groups such as race, gender, homeless status, low-Income status, English learner status, etc.
- *Subject*: academic subject, such as mathematics
- *Grade Level*

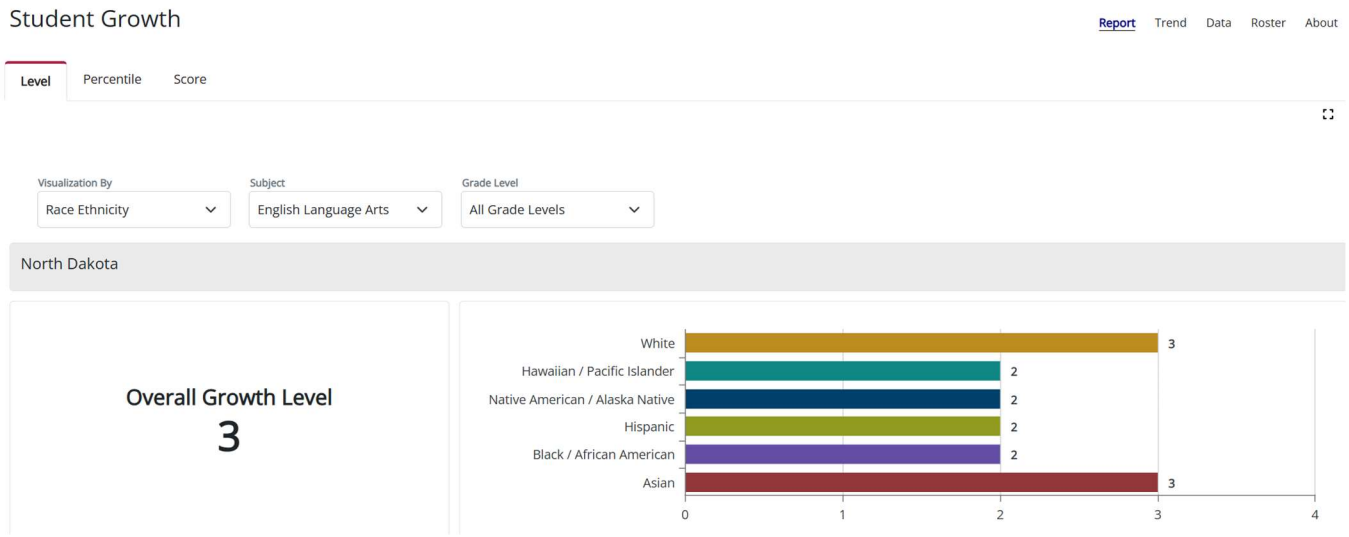


Figure 11

CHOICE READY

DESCRIPTION

The information here shows how well students that successfully graduate high school possess the critical skills necessary to be ready for life.

The Choice Ready measure is calculated based upon year-over-year growth in the overall performance of the school's graduating class having acquired the Essential Skills and attained the readiness areas of Post-Secondary, Workforce, and/or Military / Life Skills within the framework. High schools must improve year after year to maintain the Choice Ready goals as established within North Dakota DPI's accountability initiatives.

School data for two consecutive years is required to track Choice Ready growth outcomes based upon an annual scale of 0 to 129. Choice Ready growth is calculated by subtracting the Choice Ready rate of the previous academic year from the Choice Ready rate of the most current academic year.

In addition to the Choice Ready Percentage rate, you can also see the percentage rate for the components of Choice Ready:

- Essential Skills
- Post-Secondary Ready
- Workforce Ready
- Military Ready
- Choice Ready

Note: State and District-level Choice Ready performance do not include the data for the growth and annual target performance indicators as those are not applicable for Districts or the State under NDDPI's ESSA accountability framework.

FILTERS

Dynamic Filter(s):

- *Assessment Type*: combined, regular, alternate
- *Visualization By:* all students, male, female, White, Native American/Alaska Native, Black/African American, Hispanic, Asian, Hawaiian/Pacific Islander, English Learner, Non-English Learner, Former English Learner, Low-Income, Non-Low Income, IEP (student with disabilities), Non-IEP, Migrant, Non-Migrant, Foster Care, Non-Foster Care, Military, Non-Military, Homeless, Non-Homeless, Mobile Student, Former EL M1, M2, M3, M4

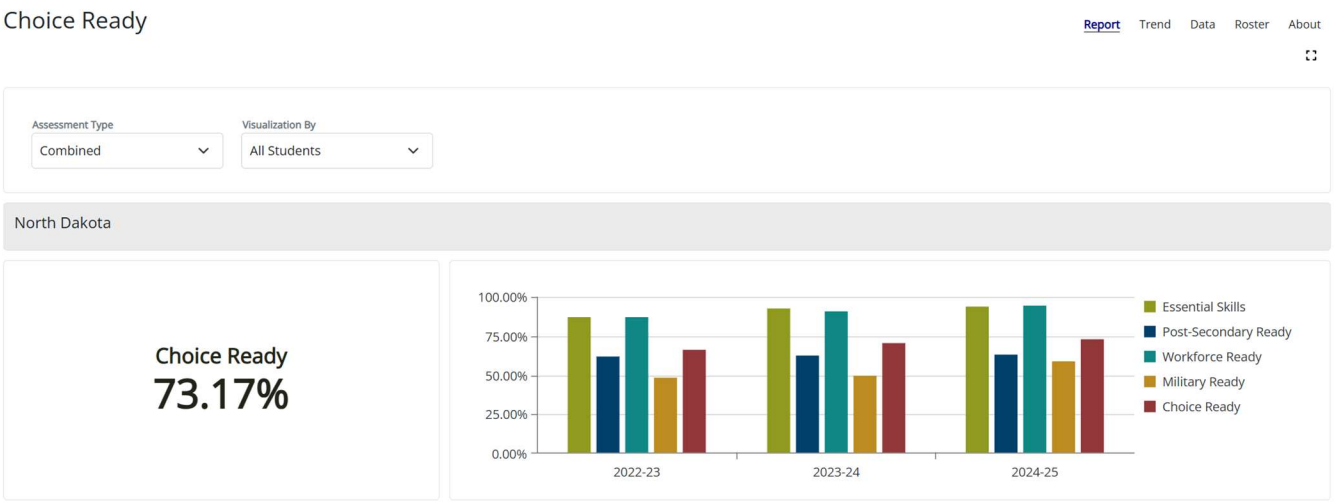


Figure 12

GRADUATION RATE

DESCRIPTION

The information here shows the percentages of high school students who graduated by obtaining a high school diploma or who completed a General Education Development / Diploma (GED).

The On-Time Graduation Rate (four-year rate), the percentage of students who graduated from high school within 4 years of entering the 9th grade. Students within the initial cohort who graduate, drop out, or continue beyond the fourth year of high school after entering the 9th grade are accounted for within the calculation, while students recorded as transferring to another school or district are removed from the calculation and do not count against a school or district. The five-year rate is the same as the four-year rate, except that it covers five years from the time of entering 9th grade. The pattern holds true for six-year and seven-year rates also.

Graduation rate is calculated using federal guidance. For more information go to https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf

FILTERS

Dynamic Filter(s):

- *Indicator*: 4-year, 5-year, 6-year, 7-year graduation rate
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.

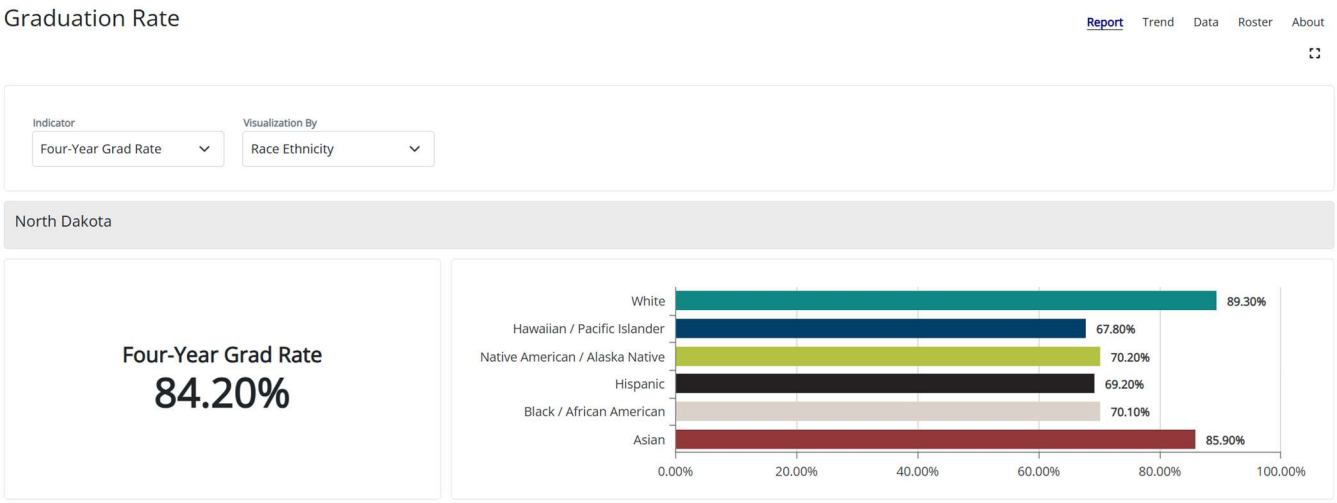


Figure 13

COMPLETER RATE

DESCRIPTION

The information here shows the Completer Rate. There are three types:

- *GED Adjusted Completer Rate*: includes General Education Development / Diploma (GED) in measuring graduation rates over time
- *Traditional Graduation Rate*: Students who graduated that year
- *Adjusted Dropout Rate*: Students who dropped out that year

The Traditional Graduation Rate is not cohort-based. Instead, it is based upon graduating seniors. Students in their senior year form the denominator of the Traditional Graduation Rate, and those who ultimately graduated within the year form the numerator. This rate is then used in creating the Completer Rate, with the addition of GED recipients in the same 12-month period, to both the numerator and denominator.

FILTERS

Dynamic Filter(s):

- *Indicator*: Type of Completion rate (Traditional, Adjusted, GED)
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.

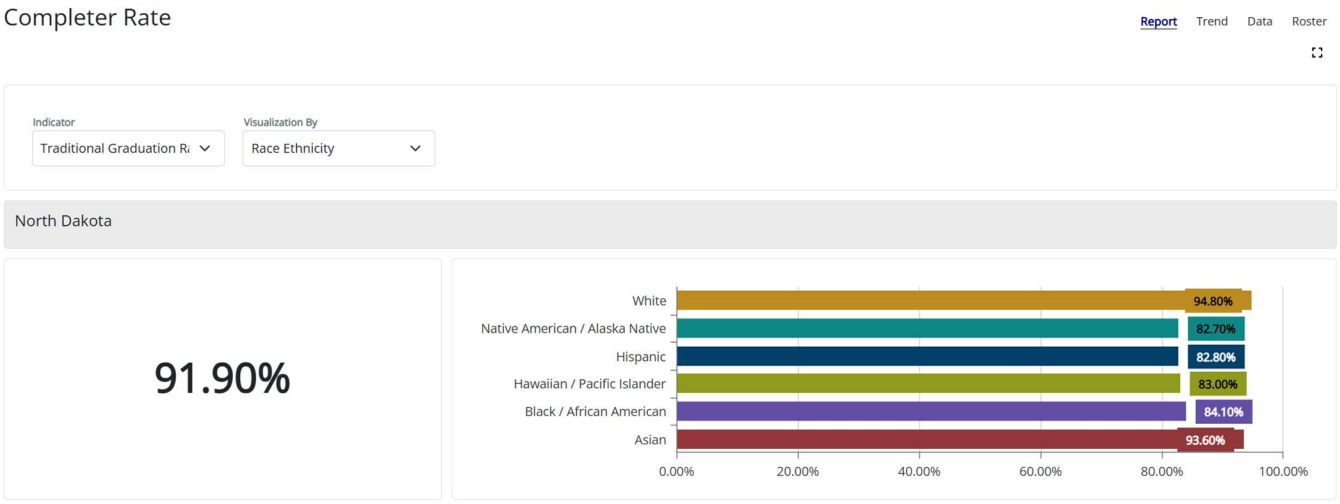


Figure 14

ENGLISH LEARNER PROGRESS

DESCRIPTION

The information shown here represents performance indicators for English Learners in North Dakota's K-12 public schools. It is used to help districts and schools improve educational outcomes for English Learners.

Level	Years to Attain PL (Exit)
1.0-1.9	6 years
2.0-2.9	5 years
3.0-3.9	4 years
4.0-4.9	3 years
5.0-5.9	2 years

Students start on the growth trajectory at the composite proficiency level (PL) of their first annual English Learner Proficiency (ELP) assessment in North Dakota. This is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment. The students' trajectories will be

constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

English Learner students in North Dakota will need to annually increase their composite language proficiency level of the annual ELP assessment and remain at or above their established goals. English Learner students in North Dakota will attain English proficiency (exit the program) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading, and writing and a 5.0 composite proficiency level.

FILTERS

Dynamic Filter(s):

- *Indicator*: various rates, such as Long Term, EL Growth, Exit, etc.
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.
- *Grade Level*
- *Detail: by various progress levels*

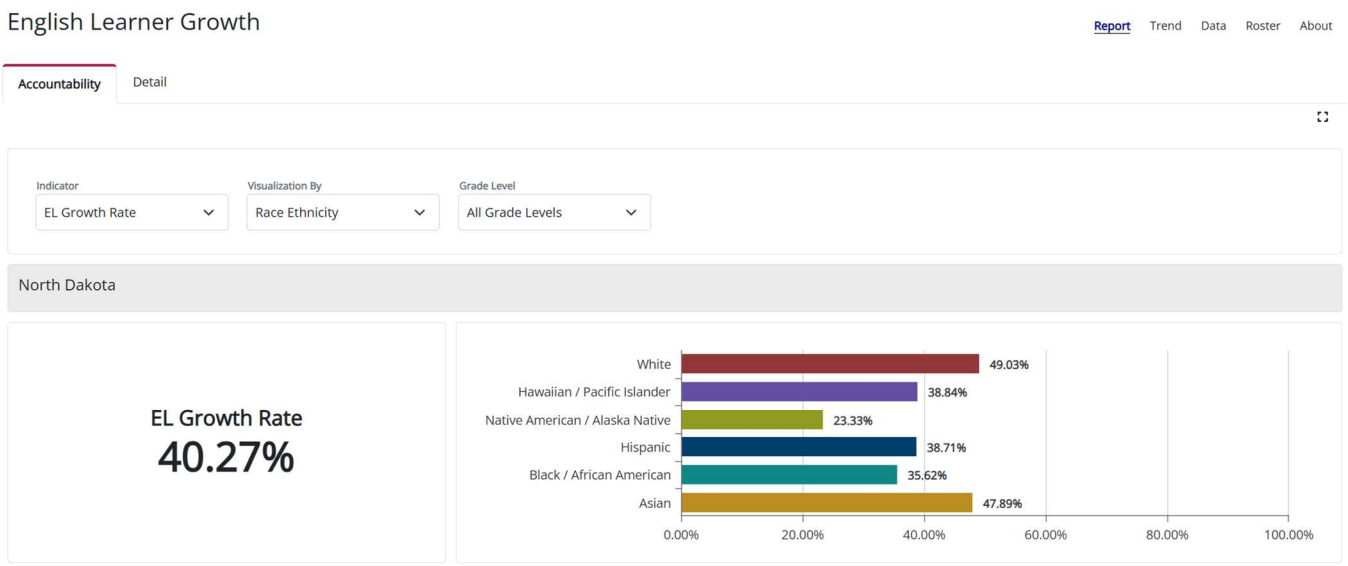


Figure 15

NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

Accountability | Detail

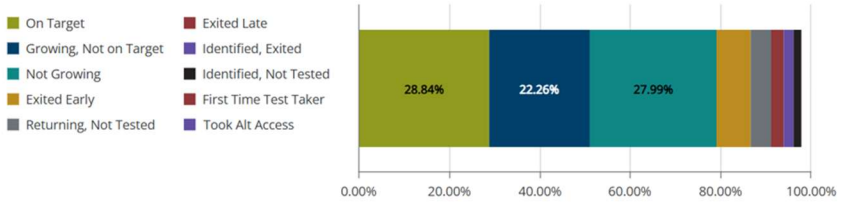
Indicator

Progress Levels

- Progress Levels
- English Learners On Track
- English Learners Exited
- English Learners in Fall Enrollment
- First Time Test Takers
- First Year in Country

Total Progress

4,135



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

LONG-TERM GOALS

DESCRIPTION

The information shown here represents the long-term goals over the next six years for the key performance areas that have been identified by NDDPI in attaining 100% readiness of students attending public schools. Intermediate progress goals are calculated for each year based upon the difference between the established baseline goal and the six-year long-term goal. The visualizations for each measure include a graph depicting a baseline, intermediate, and long-term goals for each subgroup, showing the progress toward those goals. Each of the year's values increment by the "Baseline" every year so that they consistently climb from the starting value in the first year to the target value in year six.

The Gray Bar is the target for each year. The Purple Line is the actual values for each year.

***Note:** *Long-Term Goals for Graduation Rates at some schools, districts, and/or the state for certain student populations may already have been met prior to the sixth year. In this case, the annual increment for the respective academic year(s) will be represented as a straight horizontal line (the red line).*

North Dakota's Department of Public Instruction collaborated with stakeholders across the state to set ambitious, yet achievable long-term goals for schools to ensure that 100% of all students attending public schools are ready to graduate high school on time and succeed in living a prosperous life by pursuing their choice of going to college, joining the armed forces, and/or attaining a job.

The 2018-2019 school year will be the first year of implementing progress toward long-term goals. Progress toward long-term goals will reset after the 2023-2024 academic year.

FILTERS

Dynamic Filter(s):

- *Indicator*: academic proficiency (Eng Lang Arts, Mathematics) or specific graduation rate.
- *Grade Level*
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Long-Term Goals

Report Data About

Indicator: English Language Arts Pr | Grade Level: All Grade Levels | Visualization By: All Students

North Dakota

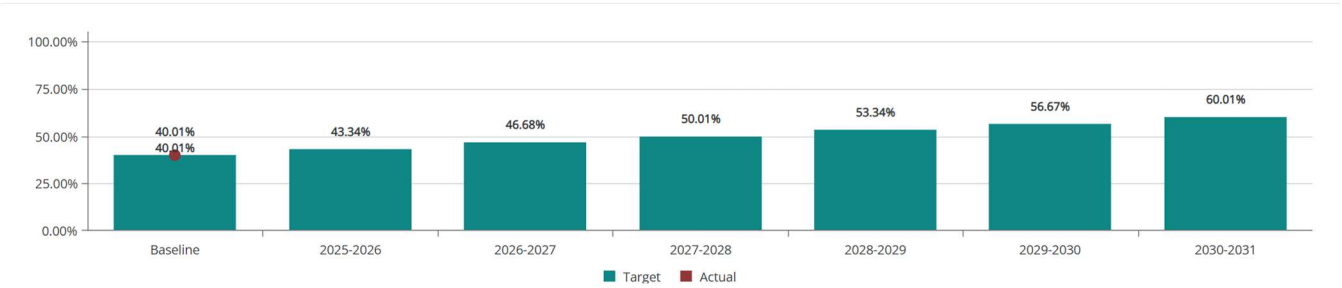


Figure 16

STUDENT ENGAGEMENT

DESCRIPTION

The information shown here represents engagement indicators for English Learners in North Dakota's K-12 public schools. It is used to help districts and schools improve engagement outcomes for English Learners by tracking participation gauged by specific measures (disengaged, compliant, committed) as assessed psychologically (behavioral, cognitive, and emotional).

FILTERS

Dynamic Filter(s):

- *Population Type*: accountability, physical
- *Accountability Level: elementary, middle, secondary*
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.



Figure 17

ESSA COST PER PUPIL

DESCRIPTION

The information shown here represents the cost per pupil for English Learners in North Dakota's K-12 public schools. It is used to help districts and schools evaluate funding parameters per student at federal, state, and local levels by school year across the organization spectrum. **Note:** NDDPI publishes the Cost Per Pupil data each Spring for the previous academic year.

FILTERS

Dynamic Filter(s): There are no dynamic filters for this report.

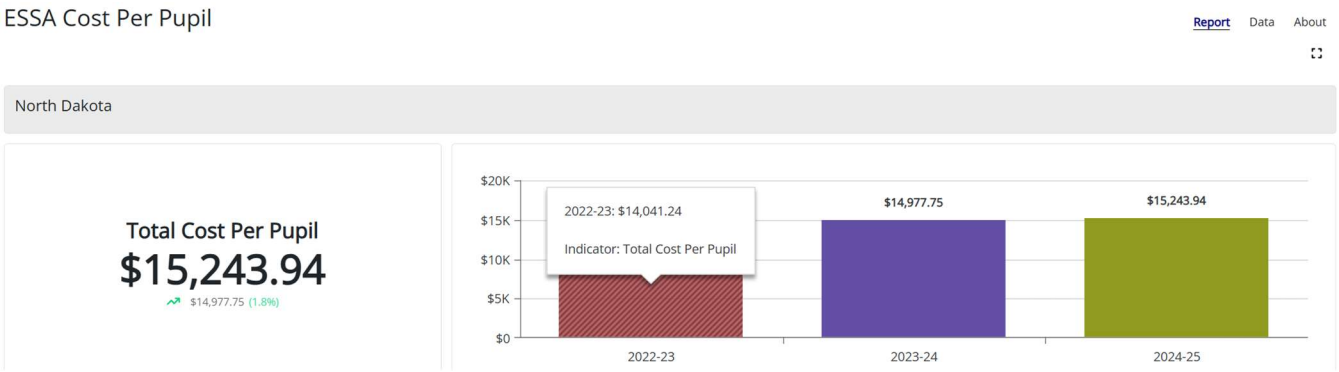
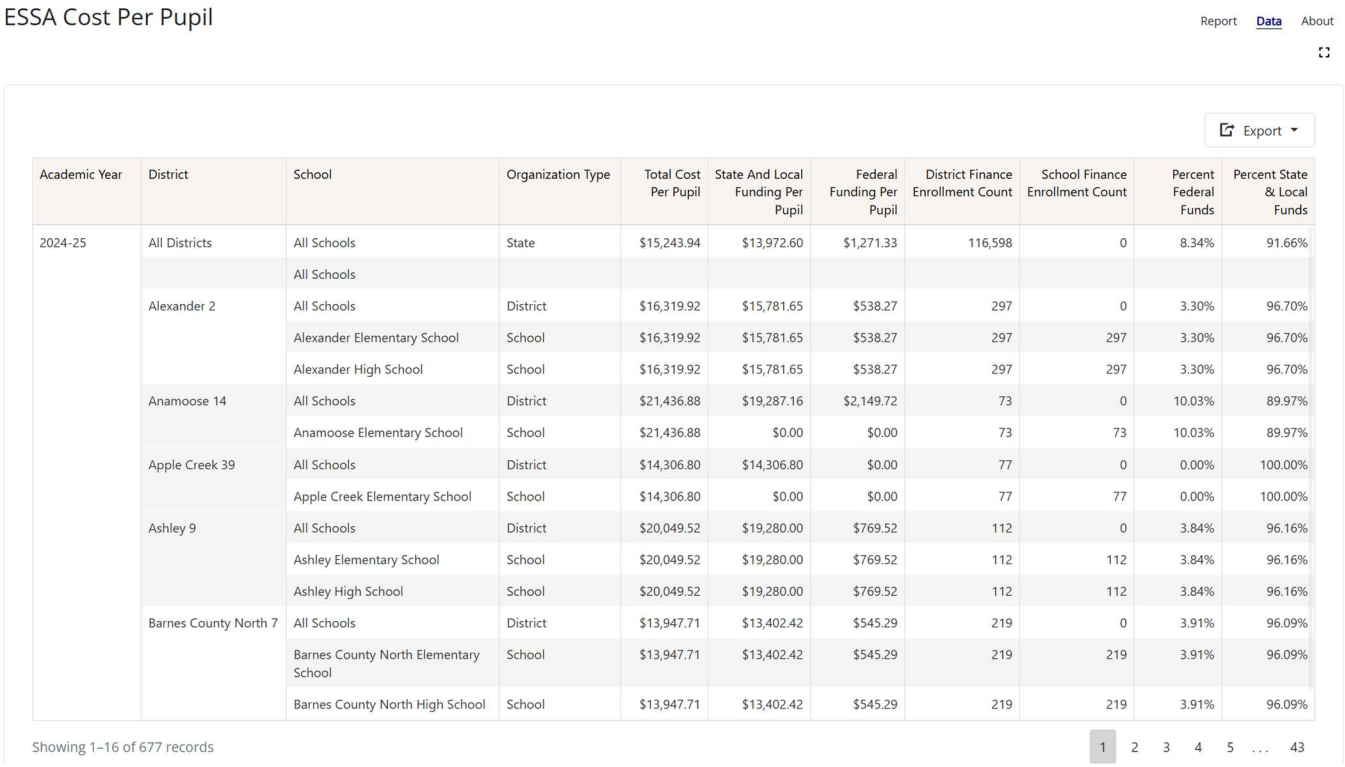


Figure 18



Academic Year	District	School	Organization Type	Total Cost Per Pupil	State And Local Funding Per Pupil	Federal Funding Per Pupil	District Finance Enrollment Count	School Finance Enrollment Count	Percent Federal Funds	Percent State & Local Funds
2024-25	All Districts	All Schools	State	$15,243.94	$13,972.60	$1,271.33	116,598	0	8.34%	91.66%
		All Schools								
	Alexander 2	All Schools	District	$16,319.92	$15,781.65	$538.27	297	0	3.30%	96.70%
		Alexander Elementary School	School	$16,319.92	$15,781.65	$538.27	297	297	3.30%	96.70%
		Alexander High School	School	$16,319.92	$15,781.65	$538.27	297	297	3.30%	96.70%
	Anamoose 14	All Schools	District	$21,436.88	$19,287.16	$2,149.72	73	0	10.03%	89.97%
		Anamoose Elementary School	School	$21,436.88	$0.00	$0.00	73	73	10.03%	89.97%
	Apple Creek 39	All Schools	District	$14,306.80	$14,306.80	$0.00	77	0	0.00%	100.00%
		Apple Creek Elementary School	School	$14,306.80	$0.00	$0.00	77	77	0.00%	100.00%
	Ashley 9	All Schools	District	$20,049.52	$19,280.00	$769.52	112	0	3.84%	96.16%
		Ashley Elementary School	School	$20,049.52	$19,280.00	$769.52	112	112	3.84%	96.16%
		Ashley High School	School	$20,049.52	$19,280.00	$769.52	112	112	3.84%	96.16%
	Barnes County North 7	All Schools	District	$13,947.71	$13,402.42	$545.29	219	0	3.91%	96.09%
		Barnes County North Elementary School	School	$13,947.71	$13,402.42	$545.29	219	219	3.91%	96.09%
		Barnes County North High School	School	$13,947.71	$13,402.42	$545.29	219	219	3.91%	96.09%

Showing 1–16 of 677 records

1 2 3 4 5 ... 43

ASSESSMENT DETAILS

95% TESTING PARTICIPATION

DESCRIPTION

[ENTER DESCRIPTION HERE]

FILTERS

Dynamic Filter(s):

- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.
- *Subject*

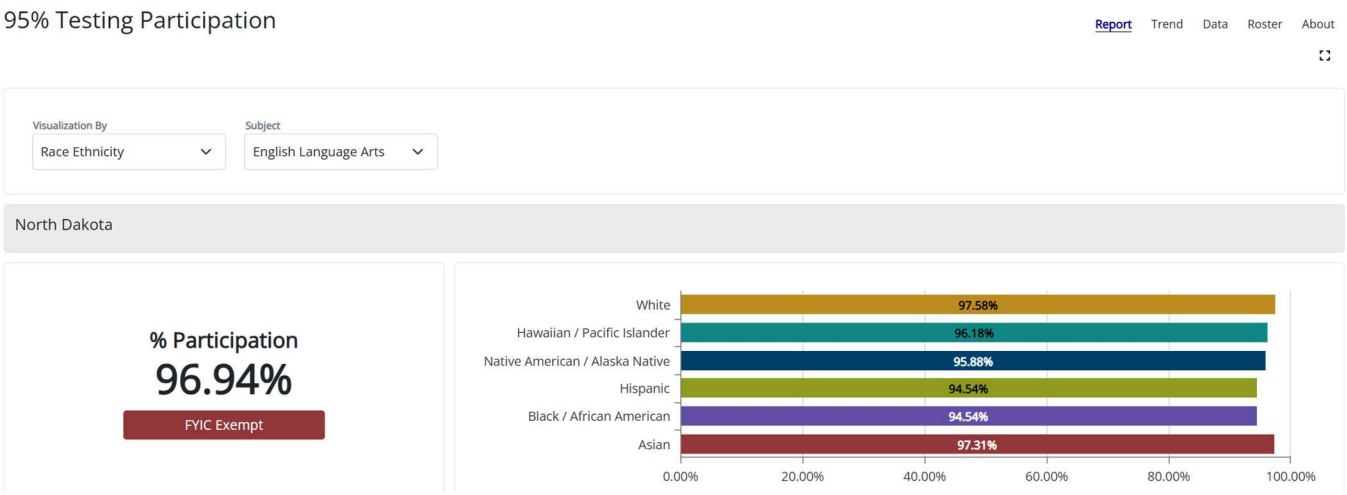


Figure 19

TESTING ACCOMODATIONS

DESCRIPTION

The information here shows a breakdown of students that either needed accommodations or did not need accommodations.

Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Embedded accommodations (e.g., text-to-speech) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., scribe) are non-digital. Accommodations are generally available for students for whom there is a documented need on an Individual Education Plan (IEP), 504 plan, or Individual Language Plan (ILP).

Federal regulations require that a state not permit particular accommodations on any state assessment if a particular accommodation would invalidate the assessment's results. It is also important to remember that certain accommodations may be used on some assessments but are prohibited on other types because of the potential to invalidate the measured construct.

Approved Accommodations:

- American Sign Language (ASL)
- closed captioning, streamline
- abacus
- braille
- assistive technology / alternate response options
- calculator/calculation device
- 100s number table
- print on demand
- speech-to-text
- scribe
- multiplication table
- text-to-speech
- read aloud

FILTERS

Dynamic Filter(s):

- *Assessment Type:* Alternate, Combined, Regular
- *Subject*
- *Grade Level*
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.

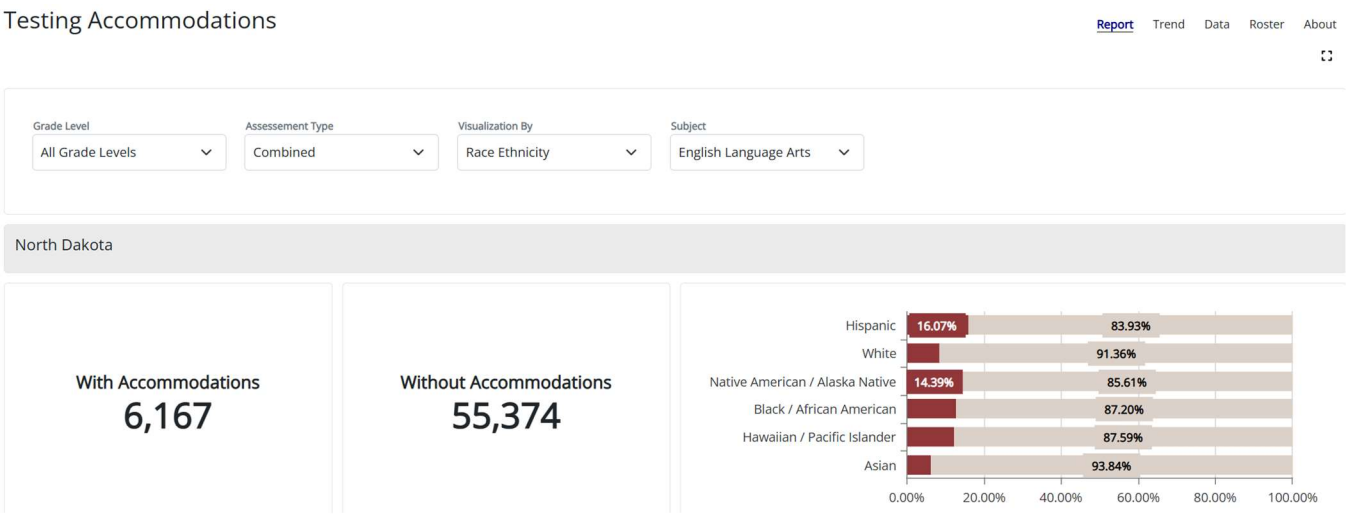


Figure 20

1% ALTERNATE TEST RULE

DESCRIPTION

[ENTER DESCRIPTION HERE]

FILTERS

Dynamic Filter(s):

- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.
- *Subject*
- *Grade Level*

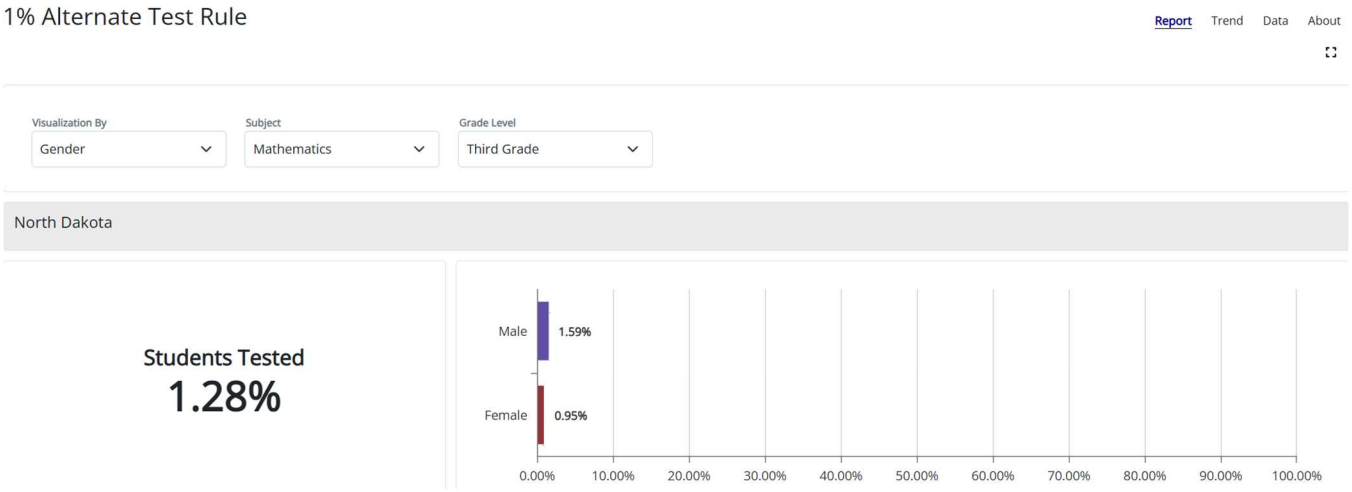


Figure 21

EL PARTICIPATION – WIDA

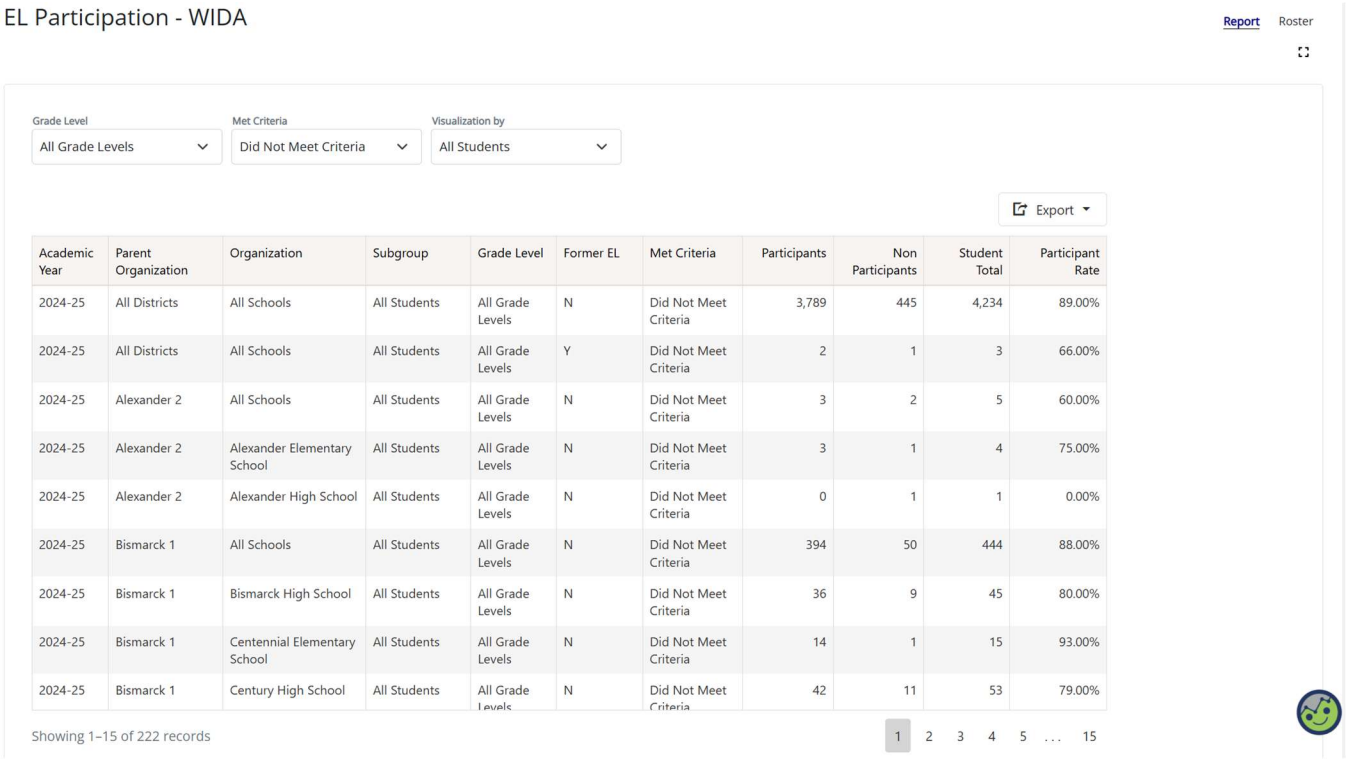
DESCRIPTION

[ENTER DESCRIPTION HERE]

FILTERS

Dynamic Filter(s):

- *Grade Level*
- *Met Criteria*
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.



Academic Year	Parent Organization	Organization	Subgroup	Grade Level	Former EL	Met Criteria	Participants	Non Participants	Student Total	Participant Rate
2024-25	All Districts	All Schools	All Students	All Grade Levels	N	Did Not Meet Criteria	3,789	445	4,234	89.00%
2024-25	All Districts	All Schools	All Students	All Grade Levels	Y	Did Not Meet Criteria	2	1	3	66.00%
2024-25	Alexander 2	All Schools	All Students	All Grade Levels	N	Did Not Meet Criteria	3	2	5	60.00%
2024-25	Alexander 2	Alexander Elementary School	All Students	All Grade Levels	N	Did Not Meet Criteria	3	1	4	75.00%
2024-25	Alexander 2	Alexander High School	All Students	All Grade Levels	N	Did Not Meet Criteria	0	1	1	0.00%
2024-25	Bismarck 1	All Schools	All Students	All Grade Levels	N	Did Not Meet Criteria	394	50	444	88.00%
2024-25	Bismarck 1	Bismarck High School	All Students	All Grade Levels	N	Did Not Meet Criteria	36	9	45	80.00%
2024-25	Bismarck 1	Centennial Elementary School	All Students	All Grade Levels	N	Did Not Meet Criteria	14	1	15	93.00%
2024-25	Bismarck 1	Century High School	All Students	All Grade Levels	N	Did Not Meet Criteria	42	11	53	79.00%

Figure 22

IEP STUDENT PERFORMANCE

DESCRIPTION

[ENTER DESCRIPTION HERE]

FILTERS

Dynamic Filter(s):

- *Population Type*: accountability, physical
- *Accommodations*: with or without
- *Assessment Type*: combined, regular, alternate
- *Subject*
- *Grade Level*
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.

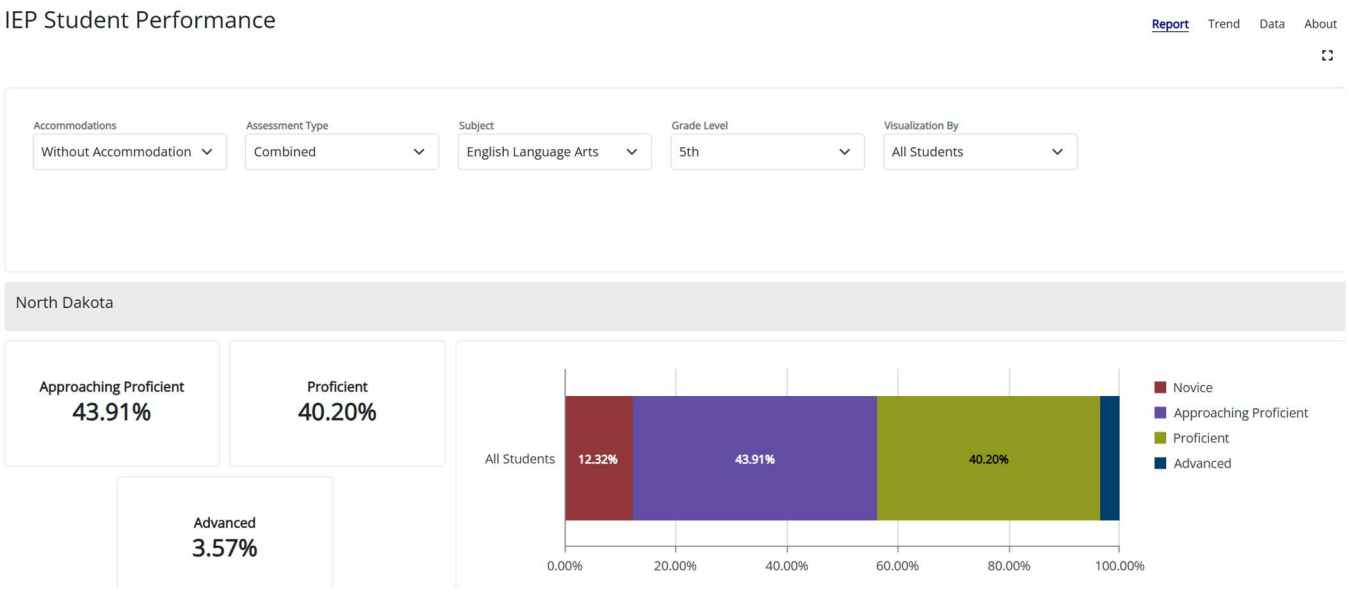


Figure 23

EL STUDENT PERFORMANCE

DESCRIPTION

[ENTER DESCRIPTION HERE]

FILTERS

Dynamic Filter(s):

- *Subject*
- *Grade Level*
- *Visualization By*: demographic groups such as race, gender, homeless status, low-income status, English learner status, etc.

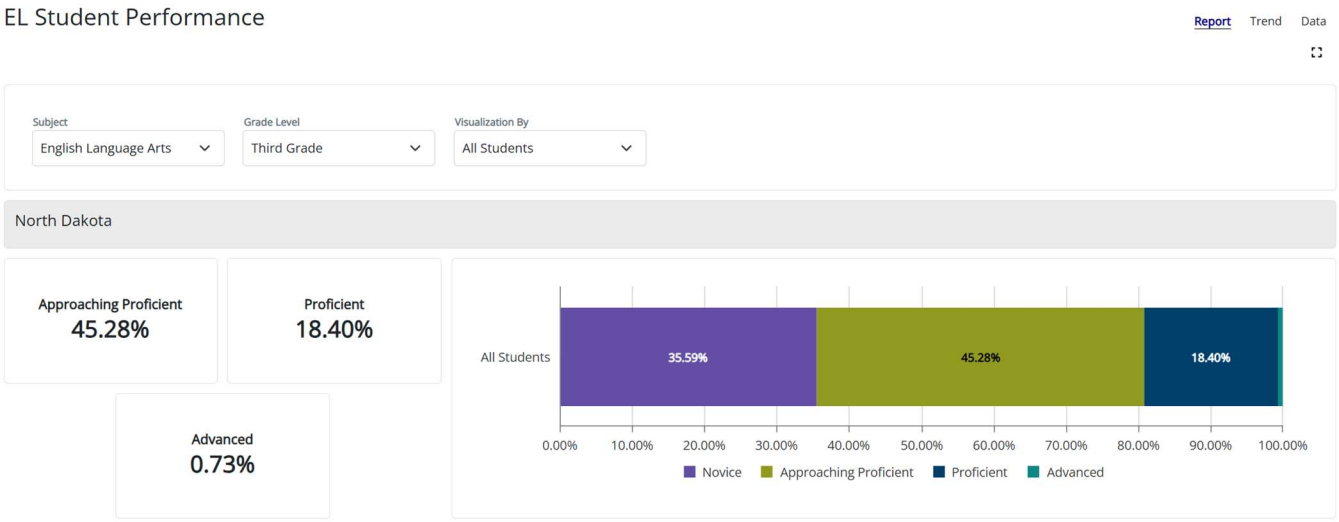


Figure 24

USE CASES

CHRONIC ABSENTEEISM

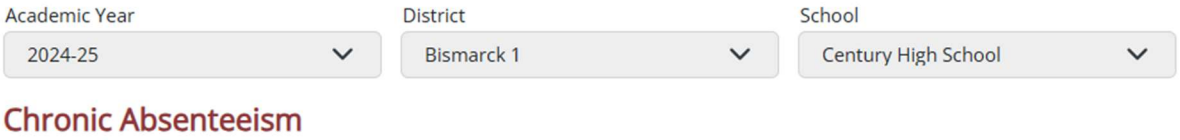
DESCRIPTION

The information here shows the Chronic Absenteeism Rate of students in North Dakota. Chronically absent students include those who attended school for more than 10 days and who also missed 10 percent or more of their enrolled days within a school year.

USE CASE

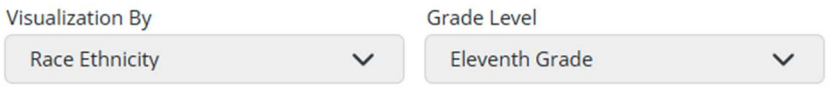
Find the percentages of chronic absentee students by race in the Eleventh grade for the state, for Bismarck School District, and for Century High School. Compare that to the Twelfth grade.

STEP 1: Determine if the static filters need to change. In this case, they do because we are only wanting a particular school in a particular district:

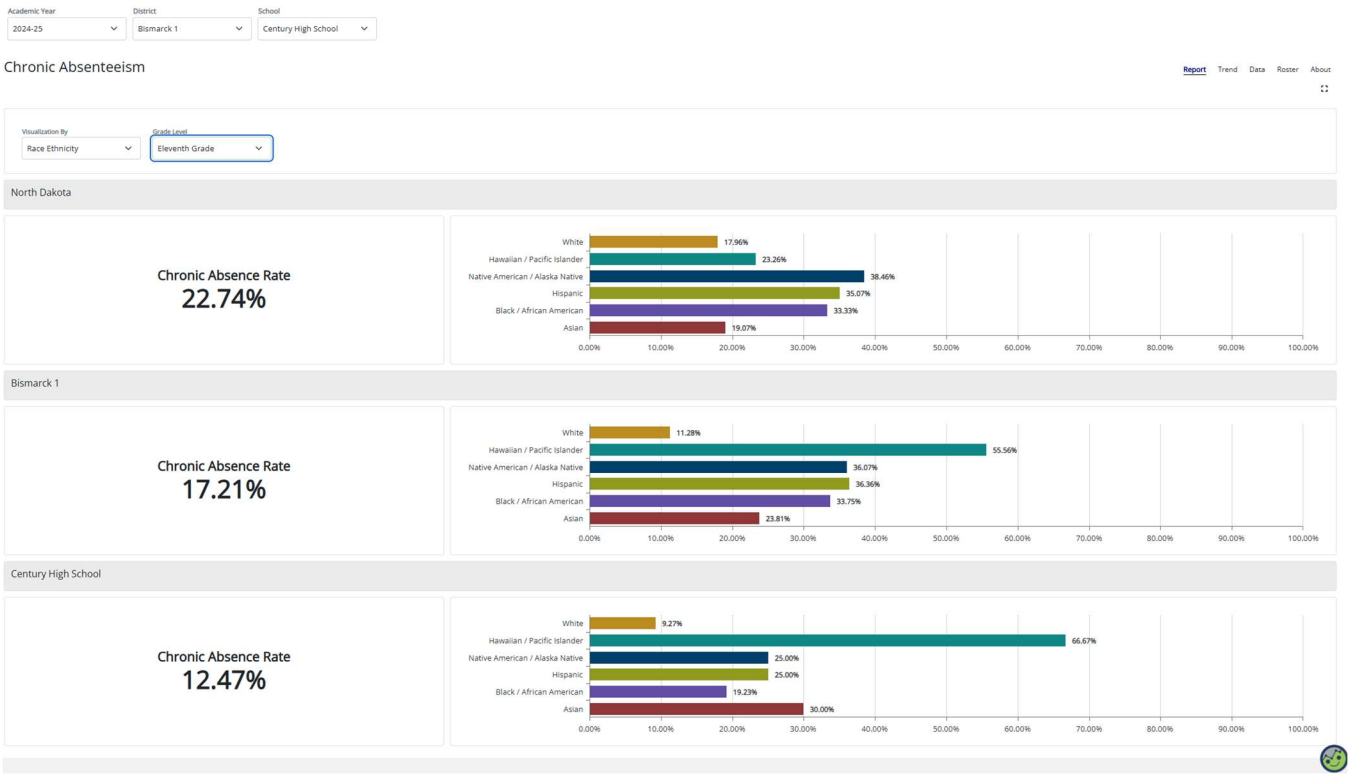


Once you have set those, they will stay the same for both charts.

STEP 2: Set Dynamic filters for the first chart (The Eleventh-Grade group). Since we want the chart by race, the Visualization By filter will be set to “Race” and since we want the Eleventh grade, the Grade Level filter will be set to “Eleventh Grade”.

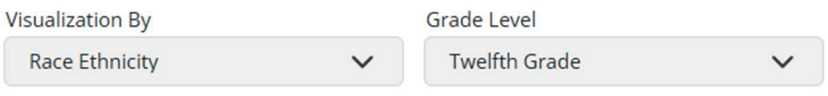


Here are the results for Eleventh Grade:

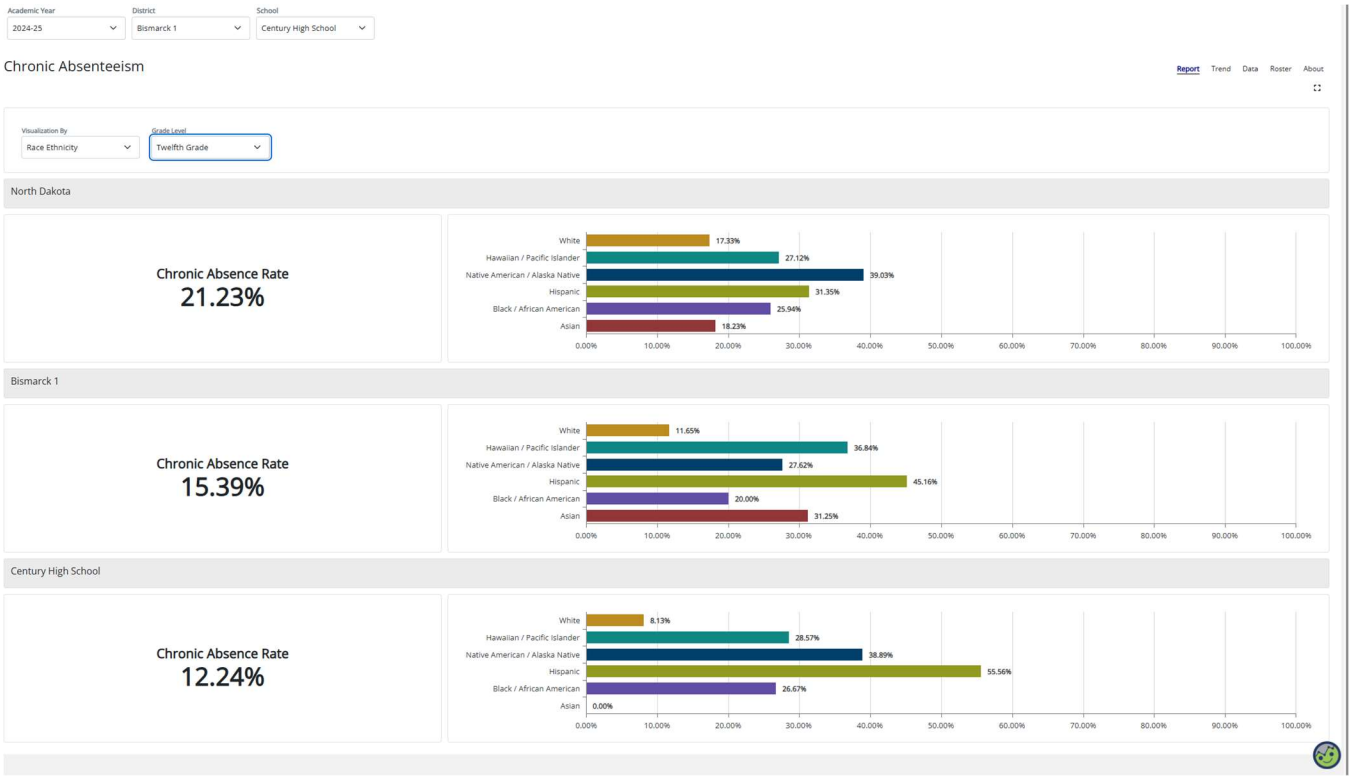


Now we want the same results, except for Twelfth grade instead of Eleventh. The static filters will remain the same since we are still looking at the same school. The only thing that changes is one of the dynamic filters (Grade Level).

STEP 3: Change the Grade Level filter from “Eleventh Grade” to “Twelfth Grade”. Since we are still looking at “Race”, the Visualization By filter will remain the same.



Here are the results for Twelfth Grade:



One thing that is immediately apparent is that the Native Hawaiian or Pacific Islander group has a much higher rate of chronic absenteeism at Century High School in the 11th grade than in the 12th grade. In comparison, note that the Hispanic group has a much higher rate of chronic absenteeism in the 12th grade.

Low Performing Group

STUDENT ACHIEVEMENT: Migrant Students

DESCRIPTION

The information here shows the proficiency rates of students who have been enrolled for at least 120 days within the school year and who have taken either the North Dakota State Assessment or the state's Alternate Assessment administered to grades 3-8, and grades 10 or 11. The North Dakota State Assessments are standards-based tests that measure how well students have mastered the challenging North Dakota state content standards.

The student achievement rates are calculated by dividing the total number of students in the tested grades who were proficient in the state assessments by the total number of tested students who were either proficient or not proficient. Currently, the state assessments have four proficiency levels:

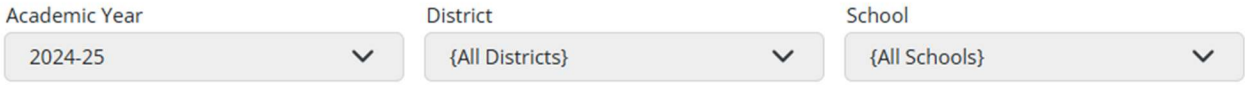
- *Level 1*. Advanced: Demonstrates exemplary understanding and exceeds expected level of performance.
- *Level 2*. Proficient: Demonstrates understanding and meets expected level of performance.
- *Level 3*. Partially Proficient: Demonstrates an emerging or developing level of understanding and performance.
- *Level 4*. Novice: Attempt made; however, lack of understanding and performance is evident.

Students are proficient if they score at or above the proficiency levels set by NDDPI's assessment office. Currently, students are considered proficient if they achieve a proficiency level of "Proficient" or "Advanced".

USE CASE

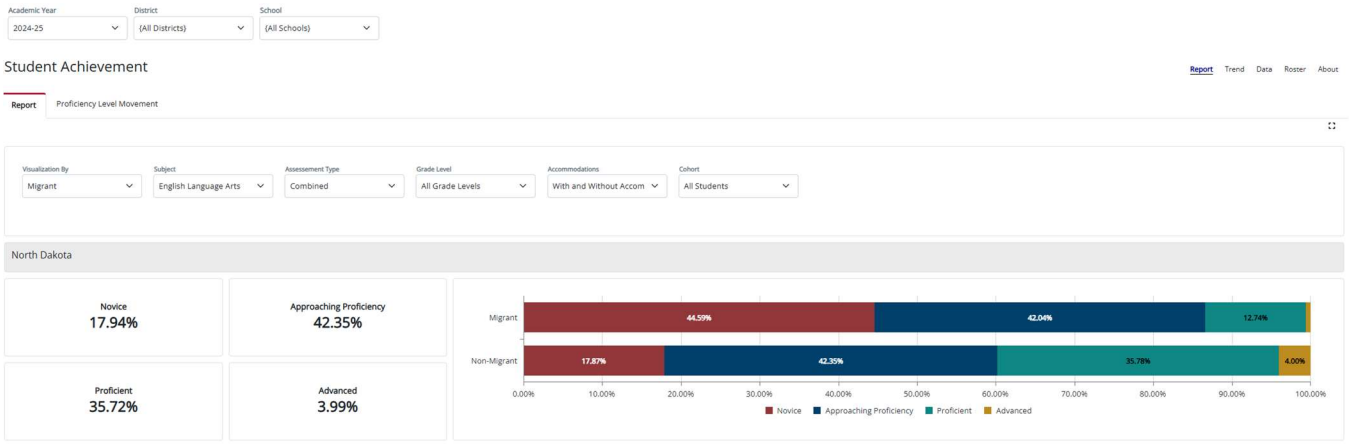
Find the percentages of the Level 1, Level 2, Level 3, and Level 4 groups for migrant students for combined assessments, all grade levels, with and without accommodations for English Language Arts and compare that to the Math percentages and the Science percentages.

STEP 1: Determine if the static filters need to change. In this case, we are not going to change them because we want to see the results for all schools in all districts.

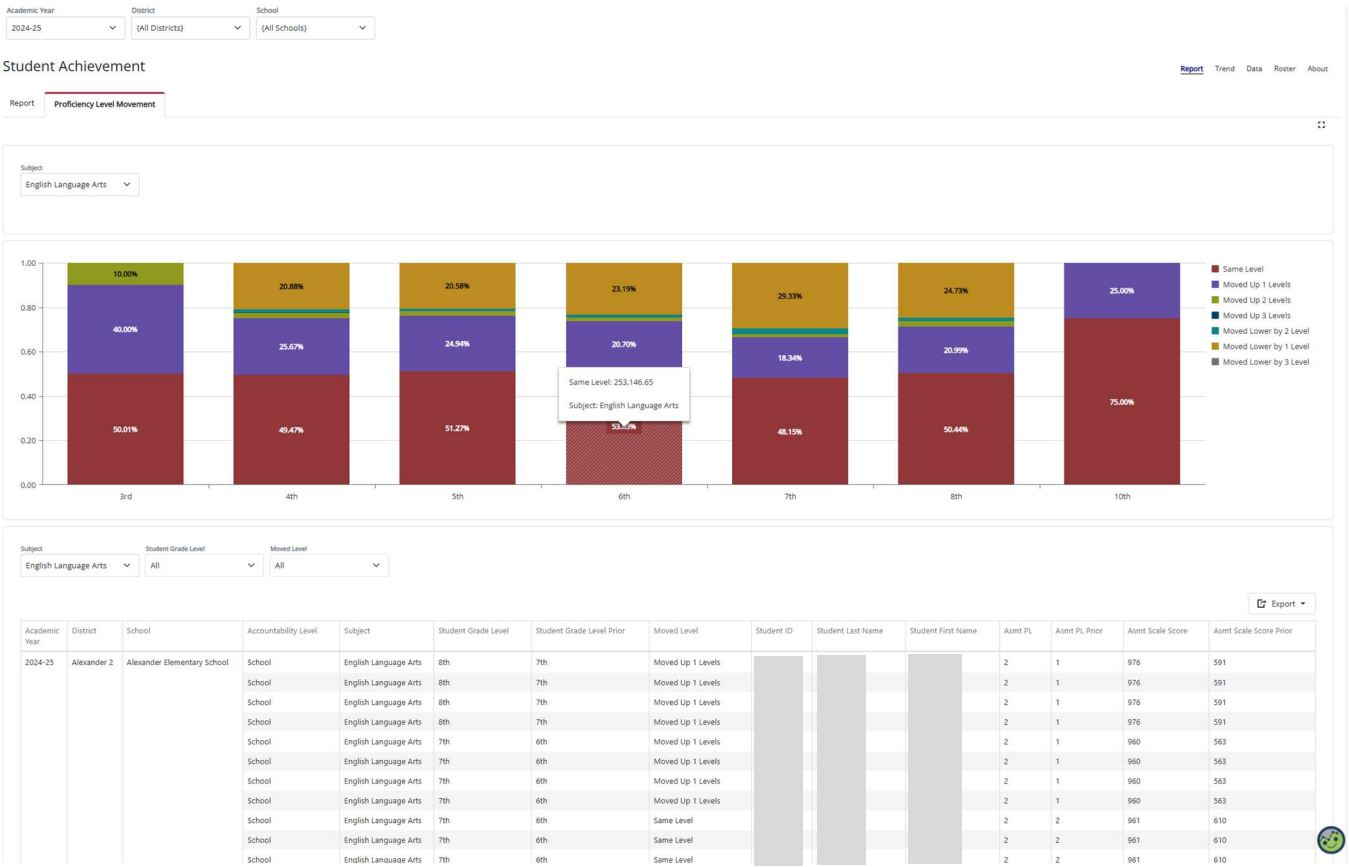


STEP 2: Set the detail filters.

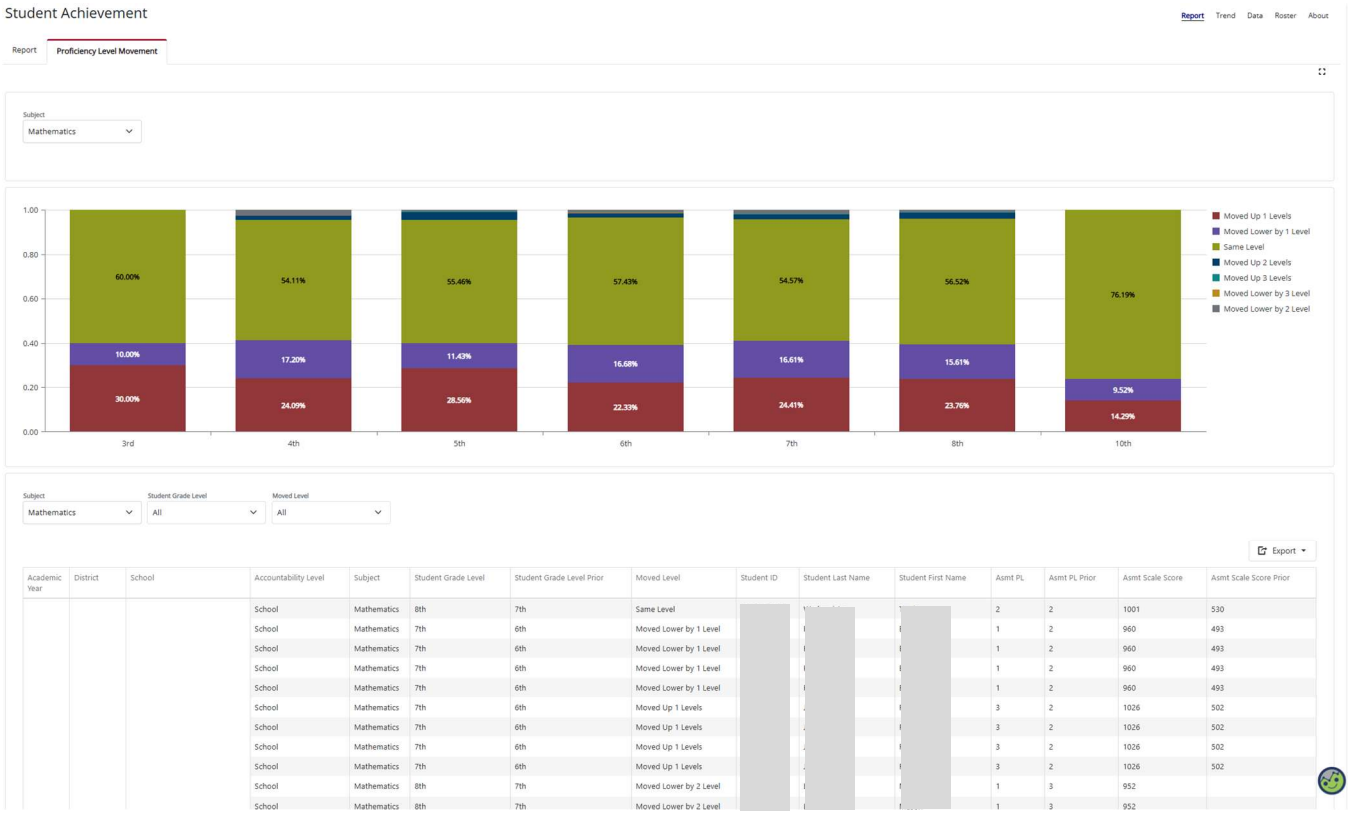
Visualization By: Migrant
Assessment Type: Combined
Subject: English Language Arts
Grade level: All
Accommodations: With and Without
Cohort: All students



STEP 3: Click on the Proficiency Level Movement tab.



STEP 4: Now we want to see the same data for Mathematics. From the Proficiency Level Movement view, simply select Mathematics from the Subject dropdown.



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

INDEX

1% ALTERNATE TEST RULE, 37
95% TESTING PARTICIPATION, 35
ACCOUNTABILITY INDEX, 16
ASSESSMENT DETAILS, 35
ATTENDANCE RATE, 19
CHARTS, 14
CHOICE READY, 27
CHRONIC ABSENTEEISM RATE, 20
COMPLETER RATE, 29
DROPOUT RATE, 21
EDUCATOR QUALIFICATIONS, 18
EL PARTICIPATION – WIDA, 38
EL STUDENT PERFORMANCE, 40
ENGLISH LEARNER PROGRESS, 30
ENROLLMENT DEMOGRAPHICS, 17
ESSA COST PER PUPIL, 34
FILTERS, 11
GRADUATION RATE, 28
IEP STUDENT PERFORMANCE, 39
KEY PERFORMANCE INDICATORS, 14
LANDING PAGE, 7
LONG-TERM GOALS, 32
MENU, 10
NAVIGATION, 7
PARTS OF THE WEB PAGE, 8
REPORT, 12
ROSTER, 12
STUDENT ACHIEVEMENT, 22
STUDENT ENGAGEMENT, 33
STUDENT GROWTH, 25
TABS, 12
TESTING ACCOMODATIONS, 35
USE CASES, 41
USER TYPES, 6

TABLE OF FIGURES

Figure 1: Landing Page 7
Figure 2: Sections of a Chart: Key Performance Indicators 8
Figure 3: Sections of a Chart: Dropout Rate 9
Figure Appears: Menu Accountability Report Card 10
Figure Appears: Filters 11
Figure Appears: Tabs - Roster 12
Figure Appears: Tabs - About 13
Figure Appears: Key Performance Indicators Table 14-15
Figure 4: Example Accountability Index 16
Figure 5: Example Enrollment Demographics Chart 17
Figure 6: Example Educator Qualifications Chart 18
Figure 7: Example Attendance Rate Chart 19
Figure 8: Example Chronic Absenteeism Rate Chart 20
Figure 9: Example Dropout Rate Chart 21
Figure 10: Example Student Achievement Chart 23-24
Figure 11: Example Student Growth Chart 26
Figure 12: Example Choice Ready Chart 28
Figure 13: Example Graduation Rate Chart 29
Figure 14: Example Completer Rate Chart 30
Figure 15: Example English Learner Growth Charts 31-32
Figure 16: Example Long-Term Goals Chart 34
Figure 17: Example Student Engagement 35
Figure 18: Example ESSA Cost per Pupil 36
Figure 19: 95% Testing Participation 37

Figure 20: Testing Accommodations 38

Figure 21: 1% Alternate Test Rule 39

Figure 22: EL Participation WIDA 40

Figure 23: IEP Student Performance Chart 41

Figure 24: EL Student Performance 42

Figure Appears: USE CASE: Chronic Absenteeism 44-45

Figure Appears: USE CASE: Low Performing Group 47-48