Authorizing North Dakota Charters for
High-Quality Outcomes and Results

NORTH DAKOTA CHARTER SCHOOL

Academic Performance Framework

2026

Aligned to North Dakota's ESSA Accountability Model
Operationalizes NDCC 15.1-40-10(5)(a)

North Dakota Department of Public Instruction
Office of School Approval and Operations
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Purpose and Overview

The North Dakota Charter School Academic Performance Framework (the "Academic Framework") is the primary tool the North Dakota Department of Public Instruction (NDDPI) uses, as the state's sole charter authorizer, to evaluate whether a public charter school is delivering strong student outcomes. It operationalizes NDCC 15.1-40 and forms the academic portion of every Charter Performance Agreement (CPA).

The framework is aligned to North Dakota's existing ESSA accountability model to the greatest extent possible. Most indicators draw on data that already flows to NDDPI through state assessment reporting and statewide data systems, so charter schools and NDDPI take on very little new data collection. Where the existing accountability model does not reach a statutory requirement, the framework relies on, to the extent possible, data already collected rather than creating a new state-level collection.

The Academic Framework serves three purposes. It supports annual monitoring of each school's academic performance. It identifies schools that need support or intervention. And it informs renewal, non-renewal, and revocation decisions at the end of the charter term.

Statutory basis. NDCC 15.1-40-10(5)(a) requires every Charter Performance Agreement to include indicators for student academic proficiency, student academic growth, attendance, recurrent enrollment, readiness for success upon graduation, financial performance, governance performance, and family and community engagement, along with annual performance targets under 5(b). This framework operationalizes all eight statutory requirements. Financial performance is evaluated under the Financial Performance Framework, and governance performance under the Organizational Performance Framework. The remaining requirements are covered by the eight indicators that follow.

Design Principles

- **Alignment reduces burden.** The framework aligns with North Dakota's ESSA accountability system and state assessment reporting to the greatest practicable extent. Where the data already exists, no new collection is required.
- **Growth is the primary academic signal.** Academic growth is weighted most heavily, consistent with NACSA best practice and NDCC 15.1-40-10(5)(a).
- **Disaggregation is non-negotiable.** Every measure is evaluated for all students and for identified student subgroups, consistent with North Dakota ESSA reporting.
- **Mission matters.** Schools with specialized missions may negotiate mission-specific measures in the CPA, but those measures do not replace the core growth and proficiency expectations.
- **Professional judgment governs decisions.** Ratings inform decisions. They do not mechanically determine them.
- **Statutory completeness.** All eight indicators required by NDCC 15.1-40-10(5)(a) are addressed across this framework and the Charter Performance Agreement (CPA) as a whole.

Framework Structure at a Glance

The eight indicators are organized by statutory requirement and by the data already available to NDDPI. Row shading shows the primary type of data each indicator uses.

#	Indicator	Core Question	Primary Data Source	Statutory Tie
1	**Student Academic Growth**	Are all students, including subgroups, making progress towards proficiency?	ND Growth Model, grades 4-8, via ND A+ Summative Assessment [existing] Partial-span: ND A+ Interim Assessment, per NDCC 15.1-21-17.1 High School: Choice Ready Growth	NDCC 15.1-40-10(5)(a), academic growth
2	**Student Academic Proficiency**	Are students reaching grade-level proficiency in ELA and mathematics, and how does this compare to state peers?	ND A+ Summative Assessment and North Dakota Alternative Assessment [existing]	NDCC 15.1-40-10(5)(a), academic proficiency
3	**English Learner Proficiency and Growth**	Are English learners making progress toward English language proficiency?	WIDA ACCESS for ELLs, as reported for ND ESSA accountability and on Insights.ND [existing]	NDCC 15.1-40-10(5)(a) and (b); ESEA § 1111(c)(4)(A)(iv)
4	**Readiness for Success upon Graduation**	Are students being prepared for post-secondary pathways?	Choice Ready; Graduation Rate; Completer Rate [all existing]	NDCC 15.1-40-10(5)(a), readiness upon graduation
5	**Attendance**	Are students attending regularly, and is the school minimizing chronic absenteeism?	Annual Student Data Collection [existing collection, new CPA indicator]	NDCC 15.1-40-10(5)(a), attendance
6	**Recurrent Enrollment**	Are students returning year over year, consistent with the district-wide state average retention?	Enrollment Data [existing collection, new CPA indicator]	NDCC 15.1-40-10(5)(a), recurrent enrollment
7	**Family and Community Engagement (school-specific goals)**	Is the school building partnerships with families and the community it serves?	School-negotiated; school-provided evidence [CPA-specific]	NDCC 15.1-40-10(5)(a), family and community engagement
8	**Mission-Specific Goals**	Is the school achieving the mission-aligned outcomes it committed to in its application?	School-negotiated; school-provided evidence [CPA-specific]	NDCC 15.1-40-07(3)(b), charter commitments

Teal: existing ND accountability data (no new collection)	Blue: STARS data (existing collection, new indicator)	Red: new school-submitted evidence required	Gold: CPA-negotiated or school-specific

The ND A+ Assessment System

Throughout this framework, ND A+ refers to North Dakota's system of assessments (the Academic Progression of Learning and Understanding of Students). The system includes state-provided formative tools, interim assessments, and a statewide summative assessment, all aligned to the North Dakota Content Standards. Two parts of the system carry weight here. The ND A+ Summative Assessment is the source for student proficiency in Indicator 2 and, in grades 4 through 8, for the Student Growth used in Indicator 1. The ND A+ Interim Assessment is the rated early-grade growth source for schools that do not serve a full K through 5 or K through 8 grade span, as described in Indicator 1 and Appendix A.

How to Read the Indicators

Each indicator below states its data source, explains what it measures and why it matters, and sets out its measures in a ratings table. Every measure is evaluated for all students and, where the subgroup is large enough, for each student subgroup. The same four-point rating scale applies across the framework.

Rating	What it means
Exceeds Standard	Performance is above the Meets threshold defined for the measure.
Meets Standard	Performance is at or above the Meets threshold. This is the expectation for every charter school.
Approaching Standard	Performance is below the Meets threshold but has not fallen to the Does Not Meet floor. This is typically a single year below target, or performance in the band between Meets and Does Not Meet.
Does Not Meet Standard	Performance is at or below the Does Not Meet floor, usually sustained across the number of years stated in the measure.
Not Applicable (Year 1)	The measure is reported but not rated, because no baseline yet exists. Formal ratings begin in Year 2.

Minimum subgroup size. Formal quantitative subgroup ratings apply when a subgroup has at least 10 students, matching the minimum size used in North Dakota's ESSA accountability system. When a subgroup is smaller than 10, NDDPI applies the state's multi-year aggregation rule, combining the current year with the two prior years before rating, and otherwise relies on qualitative review. The full aggregation rules are described in Rating Aggregation and Annual Determination.

Indicator 1 Student Academic Growth

Data source
ND Growth Model, grades 4-8, via ND A+ Summative Assessment
Partial-span: ND A+ Interim Assessment, per NDCC 15.1-21-17.1
High School: Choice Ready Growth

Student growth is the highest-priority academic indicator in this framework. Growth measures how much students learn over time, regardless of where they started. That makes it the most equitable signal of school quality and the most useful tool for understanding whether a school is accelerating learning for students who enter below grade level.

Primary growth measure: ND State Student Growth Model (grades 4-8)

NDDPI already calculates Student Growth for all public-school students in grades 4-8 in ELA and mathematics using the ND A+ Summative Assessment. The same data and calculation apply to charter schools with no additional collection.

Growth coverage for grades not in the state model

- **Schools without a full K-5/K-8 span.** NDCC 15.1-21-17.1 requires at least two interim assessments each year in reading and mathematics for grades K-10. Schools that do not serve a full K-5 or K-8 span and therefore have no or limited summative-assessed grades, administer the ND A+ Interim Assessment, which serves as their rated early-grade growth measure. These schools report in their Annual Performance Report the percentage of K-3 students meeting the ND A+ Interim Assessment targets, as noted below, based on fall to spring results. Schools that serve a full K-5 or K-8 span are rated on the state student growth model and may use any NDDPI-approved interim vendor for the statutory K-3 interim; those results are supplemental context.
- **High schools.** For grades 9 through 12, Indicator 1 uses Choice Ready Growth from North Dakota's accountability system: the change in the percentage of seniors who are Choice Ready compared with the prior year. A senior is Choice Ready by meeting essential skills criteria and readiness criteria in at least two of three pathways: post-secondary education, workforce, and military. The Choice Ready percentage itself is rated under Indicator 4.

Growth Measures (all students and subgroups)

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
1a	Are all students making sufficient annual growth in ELA? (ND Growth Model, grades 4-8)	Set in the CPA (see note below)	Set in the CPA (see note below)	Set in the CPA (see note below)
1b	Are all students making sufficient annual growth in mathematics? (ND Growth Model, grades 4-8)	Set in the CPA (see note below)	Set in the CPA (see note below)	Set in the CPA (see note below)
1c	Are K-3 students in partial-span schools making sufficient early growth? (ND A+ Interim Assessment, fall to spring; NDCC 15.1-21-17.1)	Set in the CPA (see note below)	Set in the CPA (see note below)	Set in the CPA (see note below)
1d	Are student subgroups making sufficient growth? (Disaggregated student growth or disaggregated ND A+ Interim Assessment results)	Set in the CPA (see note below)	Set in the CPA (see note below)	Set in the CPA (see note below)

Provisional thresholds for Indicator 1

The growth standards and thresholds will be updated once baseline data are established from the 2027–2028 ND A+ Interim Assessment results. School growth measures will be evaluated in comparison with the state averages, as well as evaluated against each school's own historical results. Final standards will be identified after state-level data is available and comparisons can be made across partial-span schools. All thresholds listed for Growth Measures will be confirmed and formalized in the Charter Performance Agreement. Thresholds for Measures 1a, 1b, and 1d will be set using the state growth model in effect for the school's first rated year.

Indicator 2 Student Academic Proficiency

Data source
ND A+ Summative Assessment and North Dakota Alternate Assessment (NDAA)

The framework holds charter schools accountable for whether students are reaching grade-level expectations in core subjects, not only progressing toward them.

Proficiency in ELA and mathematics is measured with the ND A+ Summative Assessment and the NDAA for students with the most significant cognitive disabilities, identical to the existing ND accountability system. Results are reported for all students and each identified subgroup and compared against the statewide average.

The ND A+ Summative Assessment is administered in grades 3 through 8 and grade 10 in ELA and mathematics, and in grades 4, 8, and 10 in science. ELA and mathematics report an overall scale score (on a 0 to 1000 scale), one of four achievement levels, reporting categories within each content area, and Lexile (reading) and Quantile (mathematics) measures. For accountability under this framework, each achievement level has an associated point value, and points are calculated based on the number of students in each achievement level.

The four achievement levels

Achievement Level	Description
Level 1, Novice	Consistently performs below the grade-level standard; accesses grade-level content only inconsistently; engages with higher-order thinking only with extensive support.
Level 2, Approaching Proficient	Generally performs slightly below the grade-level standard; sometimes accesses grade-level content; engages in higher-order thinking with some independence and support.
Level 3, Proficient	Regularly performs at the grade-level standard; accesses grade-level content; engages in higher-order thinking with independence and minimal support.
Level 4, Advanced	Regularly performs at or significantly above the grade-level standard; accesses above-grade-level content; engages in higher-order thinking independently.

Proficiency Measures

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
2a	Are all students reaching ELA proficiency at rates comparable to state averages? (ND A+ Summative Assessment, all grades tested)	Percentage of students in the Novice category is lower than the statewide percentage	Percentage of students in the Novice category meets the statewide percentage	Percentage of students in the Novice category exceeds the statewide percentage
2b	Are all students reaching mathematics proficiency at rates comparable to state averages? (ND A+ Summative Assessment, all grades tested)	Percentage of students in the Novice category is lower than the statewide percentage	Percentage of students in the Novice category meets the statewide percentage	Percentage of students in the Novice category exceeds the statewide percentage
2c	Are student subgroups reaching proficiency at equitable rates? (ND A+ Summative Assessment, disaggregated by subgroup)	Percentage of students in the Novice category across subgroups is lower than the statewide percentage	Percentage of students in the Novice category across subgroups meets the statewide percentage	Percentage of students in the Novice category across subgroups exceeds the statewide percentage

Indicator 3 English Learner Proficiency and Growth

Data source
WIDA ACCESS for ELLs results, as calculated for North Dakota's ESSA accountability system and reported on Insights.ND

English learner progress is part of North Dakota's ESSA accountability system for every public school, including public charter schools, and it supports the annual performance targets a Charter Performance Agreement must include to support compliance with federal and state requirements (NDCC 15.1-40-10(5)(b)). Charter schools that serve English learners already administer the WIDA ACCESS for ELLs assessment each year, so this indicator requires no new collection.

Each English learner is placed on a growth trajectory based on the composite proficiency level of the student's first ACCESS assessment in North Dakota. The trajectory runs from that starting point to the exit target over the number of years shown below. A student meets the growth expectation when the annual ACCESS composite is at or above the trajectory target for that year. A student attains English proficiency and exits the program with a composite proficiency level of 5.0 and at least 3.5 in each domain of listening, speaking, reading, and writing.

English Learner Measures

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
3a	Are English learners growing at the expected rate toward English language proficiency? (Percent of English learners meeting or exceeding their annual ACCESS growth target; ND ESSA English learner indicator)	Growth rate at least 5 points above the statewide rate	Growth rate at or above the statewide rate	Growth rate below the statewide rate for two or more consecutive years
3b	Are English learners on track to attain proficiency within five years? (Percent of English learners on track to exit within five years of their first ND ACCESS assessment)	On-track rate at least 5 points above the statewide rate	On-track rate at or above the statewide rate	On-track rate below the statewide rate for two or more consecutive years

NDDPI also reports each school's English learner exit rate and the share of English learners in their first year in the country as context. These are not separately rated. The measures apply when a school has at least 10 English learners with ACCESS growth results, the same minimum used on Insights.ND. With fewer than 10, NDDPI applies the multi-year aggregation rule described in How to Read the Indicators and otherwise reviews the school's English learner results qualitatively.

Subject to change

NDDPI plans to submit updates to North Dakota's ESSA State Plan. The English learner measures, calculations, and thresholds in this indicator follow the current plan and are subject to change when those updates are approved. Every charter school that serves English learners will continue to be held to English learner progress measures, and the measures and thresholds that apply to each school will be set in its Charter Performance Agreement.

Indicator 4 Readiness for Success upon Graduation

Data source
Choice Ready; Graduation Rate

Readiness for success upon graduation is a required indicator under NDCC 15.1-40-10(5)(a) and reflects the ultimate purpose of K-12 education. For high schools, North Dakota's existing accountability system already provides relevant measures, Graduation Rate and Choice Ready, that together address this requirement. Choice Ready is included here as a readiness and outcomes measure. It reflects whether students leave ND high schools prepared for a post-secondary pathway of their choosing.

Choice Ready measures whether graduating students meet essential skills standards and demonstrate readiness in at least two of three pathways: post-secondary, workforce, and military. It is the primary way this framework operationalizes readiness for success upon graduation under NDCC 15.1-40-10(5)(a). Graduation Rate and Completer Rate address the breadth of who completes, including extended-time students and GED completers.

Readiness Measures

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
4a	Are high school students graduating on time? Four-year adjusted cohort graduation rate. (ESSA, existing)	Four-year cohort graduation rate ≥ 90%	Four-year cohort graduation rate ≥ ND statewide average	Four-year cohort graduation rate < ND statewide average
4b	Are graduates prepared for a post-secondary pathway? Choice Ready: percent of seniors meeting essential skills plus 2 of 3 pathways. (Existing; readiness/outcomes measure, not growth)	≥ 90% Choice Ready, or ≥ 10 point gain over the charter-term baseline	≥ ND statewide average Choice Ready rate, or a positive trend over the charter term	Below ND statewide average with no demonstrated growth
4c	Are students who need extended time completing their education or earning a GED? Completer Rate. (Existing)	Completer Rate (5-, 6-, 7-year graduates plus GED) ≥ 95%	Completer Rate ≥ ND statewide average completer rate	Completer Rate < ND statewide average for 2+ consecutive years

Indicator 5 Attendance

Data source
Annual Student Data Collection

Attendance is a required indicator under NDCC 15.1-40-10(5)(a) and a basic prerequisite for learning. All public schools, including charter schools, already submit attendance data through Infinite Campus. This indicator requires no new collection. It establishes for the first time that attendance is a monitored performance indicator in the Charter Performance Agreement.

The framework uses two complementary measures: the Average Daily Attendance (ADA) rate, which captures school-wide attendance, and the chronic absenteeism rate, which identifies the share of students missing 10% or more of school days. Chronic absenteeism is increasingly recognized as a leading indicator of academic risk and disengagement.

Attendance Measures

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
5a	Is the school maintaining a sufficient Average Daily Attendance (ADA) rate?	ADA rate ≥ 95% school-wide	ADA rate 91% to 94% school-wide	ADA rate < 90% school-wide for two or more consecutive years
5b	Is the school minimizing chronic absenteeism (students missing ≥ 10% of school days)?	Chronic absenteeism rate ≤ 15% of enrolled students	Chronic absenteeism rate 16% to 24%, or below the ND statewide rate	Chronic absenteeism rate above 25% school-wide for two or more consecutive years

Indicator 6 Recurrent Enrollment

Data source
Enrollment Data, year over year by student ID

Recurrent enrollment, the rate at which students return to a school from one year to the next, is a required indicator under NDCC 15.1-40-10(5)(a) and a strong signal of school quality and family trust. Unusual attrition can point to concerns about culture, program quality, disciplinary practices, or unsustainable enrollment management.

Enrollment data captures student enrollment by ID across years, so year-over-year retention can be calculated with no new collection. Recurrent enrollment is the percentage of non-graduating students who re-enroll in the same school the following year.

Recurrent Enrollment Measures

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
6a	Are non-graduating students returning at expected rates? (Year-over-year retention)	Year-over-year retention ≥ 90% of non-graduating enrolled students	Year-over-year retention ≥ 80%, or consistent with comparable ND schools	Retention < 70% for two or more consecutive years, or a single-year drop > 20%

How recurrent enrollment is calculated

Exclude from the denominator: (1) students who graduated or completed the school's highest grade offered; (2) students who formally transferred to another school, documented inthe statewide data systems ; and (3) students who moved out of North Dakota, documented in a exit code.

Include in the denominator: all other enrolled students, including those who withdrew without a documented transfer and those who re-enrolled elsewhere in North Dakota.

NDDPI defines the exact calculation in the CPA appendix before Year 1 of charter operations.

Indicator 7 Family and Community Engagement

Data source
School-negotiated family and community engagement goals; school-provided evidence [CPA-specific]

Family and community engagement is a required indicator under NDCC 15.1-40-10(5)(a). As community-based institutions operating under a choice model, charter schools have a particular obligation to show meaningful engagement with the families they serve and the communities they draw from.

No existing ND state collection captures family or community engagement at the school level. The North Dakota Student Engagement Survey, administered by Pearson, measures student engagement across the Behavioral, Cognitive, and Emotional domains plus School Belonging. It does not measure family engagement. This indicator is therefore measured through school-specific goals, set and evaluated the same way as mission-specific goals (Indicator 8).

What qualifies as a family and community engagement goal

Acceptable goals share four characteristics:

- **Measurable.** Tied to a specific, quantifiable data source, such as a validated screener, an attendance rate, post-secondary enrollment data, or a portfolio review rubric.
- **Ambitious and achievable.** Set meaningfully higher than the school's baseline and realistic for the school's model and student population.
- **Mission-connected.** Directly reflects the school's stated mission and theory of action, not a generic metric.
- **Agreed upon.** Negotiated with the school, not imposed, consistent with charter autonomy.

Family and Community Engagement Goal Template

Need / Root Cause	Goal (include starting point and 1 year, 3 year, and 5 year targets)	Data Sources and Evidence	1-year end Target outcomes (e.g. interim assessments results from spring 20--; process data; local student data sets)	3 year End Target Outcomes (e.g. summative assessments results from spring 20--; final process data; local student data sets)	5 year End Target Outcomes (e.g. summative assessments results from spring 20--; final process data; local student data sets)

Family and Community Engagement Measure

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
7a	Is the school achieving its CPA-approved family and community engagement goal? (School-provided evidence; 1 to 3 targets)	School exceeds the CPA-approved family and community engagement goal	School meets the CPA-approved family and community engagement goal	School fails to meet the CPA-approved family and community engagement goal

Reporting template

NDDPI publishes the reporting template before the first charter school's Year 1 Annual Performance Report is due. The template is brief and does not require schools to build new data systems.

Indicator 8 Mission-Specific Goals

Data source
School-negotiated; school-provided evidence

Charter schools exist to offer innovative educational models with defined missions. The mission-specific goals indicator lets NDDPI hold a school accountable to its own stated commitments, the outcomes it argued were uniquely important to its students and community during the application.

Mission-specific goals are developed together by NDDPI and the school during CPA negotiation. They do not replace Indicators 1 through 7; they are additive accountability. A school must still perform on the core growth, proficiency, attendance, and engagement measures while also achieving its mission-specific outcomes.

Every Charter Performance Agreement includes at least one mission-specific goal, and up to three may be negotiated in the application and the CPA. A school without a specialized mission focus adopts a default goal tied to a grade-level readiness measure, for example third-grade reading proficiency for a K-3 school or eighth-grade mathematics for a K-8 school.

What qualifies as a mission-specific goal

Acceptable mission-specific goals share four characteristics:

- **Measurable.** Tied to a specific, quantifiable data source, such as a validated screener, an attendance rate, post-secondary enrollment data, or a portfolio review rubric.
- **Ambitious and achievable.** Set meaningfully higher than the school's baseline and realistic for the school's model and student population.
- **Mission-connected.** Directly reflects the school's stated mission and theory of action, not a generic metric.
- **Agreed upon.** Negotiated with the school, not imposed, consistent with charter autonomy.

Examples by school type

School Mission Focus	Example Mission-Specific Goal	Potential Data Source
STEM or project-based learning	X% of students demonstrate proficiency on common science performance tasks aligned to NGSS	School-administered common performance task with an interrater reliability protocol
Early literacy or dyslexia intervention	X% of students identified with dyslexia risk show at least 1.5x expected growth on a validated reading fluency measure	An NDDPI-approved screener (per NDCC 15.1-32-26)
Arts integration	X% of students complete an annual portfolio rated proficient or above on an NDDPI-approved arts integration rubric	Common portfolio rubric with blind external review

School Mission Focus	Example Mission-Specific Goal	Potential Data Source
Dual language or immersion	X% of students in the program reach WIDA Composite proficiency level 4 or above by grade 5	WIDA ACCESS assessment results
College preparatory (high school)	X% of graduating seniors submit at least one college application; X% of eligible students complete the FAFSA	School records; state FAFSA completion data
Social-emotional learning focus	Annual improvement of X points on a validated student SEL survey across all grade levels	An NDDPI-approved validated SEL survey, administered annually

Mission-Specific Goals Measure

Meas.	Guiding Question	Exceeds Standard	Meets Standard	Does Not Meet Standard
8a	Is the school achieving its CPA-negotiated mission-specific goal? (School-provided evidence; 1 to 3 targets)	School exceeds the CPA-approved mission-specific goal	School meets the CPA-approved mission-specific goal	School fails to meet the CPA-approved mission-specific goal

Mission-Specific Goal Template

Need / Root Cause	**Goal (include starting point and 1 year, 3 year, and 5 year targets)**	**Data Sources and Evidence**	**1-year end Target outcomes (e.g. interim assessments results from spring 20--; process data; local student data sets)**	**3 year End Target Outcomes (e.g. summative assessments results from spring 20--; final process data; local student data sets)**	**5 year End Target Outcomes (e.g. summative assessments results from spring 20--; final process data; local student data sets)**

State and Federal Accountability Alignment

Monitored, not separately rated

Charter schools in North Dakota are public schools and are fully subject to the state's ESSA accountability system. This component lets NDDPI track each charter school's standing within the federal accountability framework and respond to any identification or intervention status that overlaps with the authorizer's oversight.

This component prevents double counting. A charter school is not penalized under this framework for the same assessment or attendance data already reflected in Indicators 1 through 8. Instead, it tracks the school's formal standing under North Dakota's ESSA accountability system and whether NDDPI's oversight must respond to a state or federal identification. It is monitored rather than separately rated, and it does not change the eight-indicator structure.

Check	Guiding Question	Exceeds or Meets Standard	Area of Concern	Does Not Meet Standard
ESSA-1	ESSA accountability standing: is the school in good standing under ND's ESSA accountability system?	Not identified as a Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) school	Identified for TSI; NDDPI increases monitoring and the school submits an improvement plan	Identified for CSI; triggers a formal intervention review and may initiate the Notice of Concern process
ESSA-2	Assessment participation rate: are at least 95% of all students and subgroups participating in required state assessments?	≥ 95% participation school-wide and for all subgroups	90 to 94.9% with a documented outreach plan	Below 90% participation in any measured group

Rating Aggregation and Annual Determination

NDDPI evaluates each charter school's academic performance once a year, consistent with NDCC 15.1-40-12, and issues an Annual Academic Performance Report. The report carries a rating for every measure, a rating for each of the eight indicators, and one overall Annual Academic Performance Determination, with trend data for every year in the charter term. All ratings are reported for all students and, where the subgroup is large enough, for each student subgroup.

From measures to indicator ratings

Each indicator receives an annual rating drawn from its measures. The all-students measures and the subgroup (equity) measure are read together. A strong all-students result does not offset a persistent subgroup gap.

From indicator ratings to the overall determination

NDDPI assigns one overall annual determination across the eight indicators, using the same rating scale. The determination is informed by the indicator ratings but is not a mechanical

average. Consistent with the design principles, academic growth (Indicator 1) and academic proficiency (Indicator 2) carry the greatest weight. A school cannot earn a strong overall determination on attendance, engagement, or mission-specific results while falling short on growth and proficiency. Trends across the charter term weigh as heavily as any single year, so a school showing steady improvement is read differently from one that is flat or declining.

Professional judgment

Ratings inform decisions; they do not make them. NDDPI applies professional judgment to the full body of evidence, including context a single number cannot capture.

Year 1

In a school's first year, data is collected and reported but not formally rated, because no baseline yet exists. Each Year 1 measure carries the designation Not Applicable (Year 1), and formal ratings begin in Year 2.

Minimum subgroup size

Formal quantitative subgroup ratings apply when a subgroup has at least 10 students, matching the minimum size used in North Dakota's ESSA accountability system. When a subgroup is smaller than 10, NDDPI applies the state's multi-year aggregation rule, combining the current year with the two prior years before rating, and otherwise relies on qualitative review. This mirrors the privacy and fairness protections built into the ND School Accountability system.

Annual targets set in consultation

The federal ESSA floor sets the minimum expectation for every public school. Above that floor, the specific annual target for each indicator is set in consultation with the school and recorded in the Charter Performance Agreement. This preserves charter autonomy while holding every school to the statewide standard.

How the determination is used

The Annual Academic Performance Determination serves three purposes, consistent with NDCC 15.1-40-12 and the renewal provisions of NDCC 15.1-40:

1. **Annual monitoring.** The determination and the Annual Academic Performance Report give the school, families, and NDDPI a clear yearly read on academic performance and trend.
2. **Support and intervention.** A determination of Approaching or Does Not Meet directs NDDPI's oversight and may place the school on the authorizer intervention ladder. Where the school is also identified under ESSA (CSI or TSI), NDDPI coordinates the two so the school works from one improvement plan, not two.
3. **Renewal and revocation.** Across the charter term, the determinations inform NDDPI's renewal, non-renewal, and revocation decisions, alongside the evaluations under the Financial and Organizational Performance Frameworks.

Appendix A. Student Academic Growth Measurement Guidance

A-1: Schools spanning multiple grade bands (K-8, K-12, and similar)

Many charter schools serve grade bands that cross the coverage areas described in Indicator 1. The table below summarizes which growth measure applies by grade band served.

Grade Configuration	Growth Measure (Indicator 1)	Data Source	Notes
K-3 only	ND A+ Interim (1c)	ND A+ Interim (NDCC 15.1-21-17.1)	Grade levels not represented in ND Growth Model. ND A+ Interim only.
K-8	ND Growth Model (grades 4-8); K-3 interim supplemental	ND Growth Model via ND A+ Summative Assessment (grades 4-8); approved interim vendor (K-3, supplemental)	ND Growth Model is the primary rating signal. K-3 interim data is supplemental context for those grades.
Grades 4-8 only	ND Growth Model (1a, 1b, 1d)	ND Growth Model via ND A+ Summative Assessment	Full coverage in ND Growth Model. No supplemental data needed.
High school (9-12)	Choice Ready Growth	Choice Ready Growth	Choice Ready Growth. Choice Ready percentage is part of Indicator 4 only.
K-12	ND Growth Model (grades 4-8) plus Choice Ready Growth (high school); K-3 interim supplemental	Three data sources by grade band	ND Growth Model remains the primary rating signal. Other measures are supplemental or directional by grade band.
Non-traditional bands (alt ed, credit recovery)	CPA-negotiated; NDDPI professional judgment	School-provided evidence; ND A+ Summative where applicable	Negotiate growth methodology in the CPA before Year 1. Document the rationale in the CPA appendix.

A-2: New charter schools, Year 1 data limitations

Growth measures require at least two data points. In Year 1, no prior-year baseline exists for a student growth calculation, and only one year of ND A+ Interim data will be available. Accordingly:

Year 1 data is collected and reported but not formally rated under any Indicator 1 measure. NDDPI uses Year 1 data to establish a baseline and to flag any significant concerns that would warrant early monitoring. Formal growth ratings under Indicator 1 begin in Year 2.