



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

# Accountability Overview



# ESSA and Accountability

- The [Every Student Succeeds Act \(ESSA\)](#) was signed into law on December 10, 2015.
- ESSA reauthorized the 1965 Elementary and Secondary Education Act (ESEA), which was previously reauthorized as No Child Left Behind (NCLB).
- The law builds on key areas of progress and ongoing efforts to improve educational opportunities for all students in North Dakota.
- On September 1, 2017, NDDPI received official approval of the [North Dakota State ESSA Plan](#).
- NDDPI staff continues to review the law and engage in deliberate stakeholder involvement through the ESSA Planning Committee which approves any accountability process revisions that don't require a full state plan amendment.
- Visit the [Insights Dashboard](#) for detailed information about the state and any school in North Dakota.

# Purpose of Accountability

- The purpose of the ND accountability system is to provide statewide responsibility to all stakeholders to pursue the ND PK-12 Strategic vision **and to do the following:**
  - Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, and the state;
  - Ensure all schools and districts are engaged in a process of continuous improvement;
  - Identify when and where desired results are not being achieved, prioritize which schools are most in need of support; and
  - Allocate resources and support services, increase oversight and engagement and elevate accountability for those schools most in need of support.

**Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful**

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate Choice Ready
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students

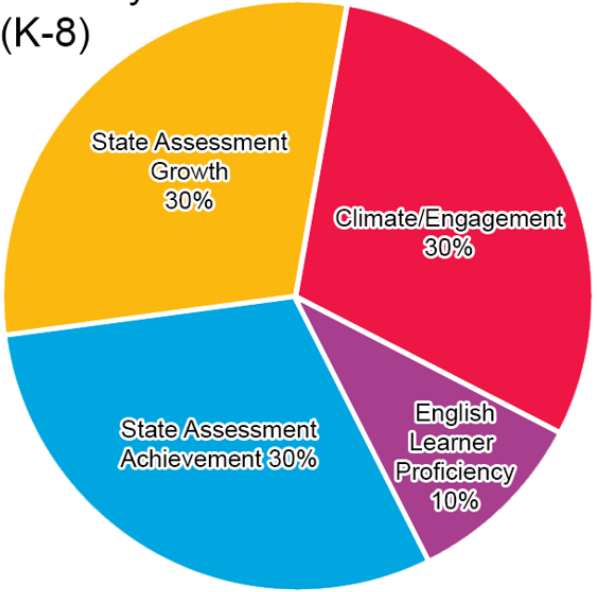
We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood experiences
- Support for safe and healthy behaviors
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

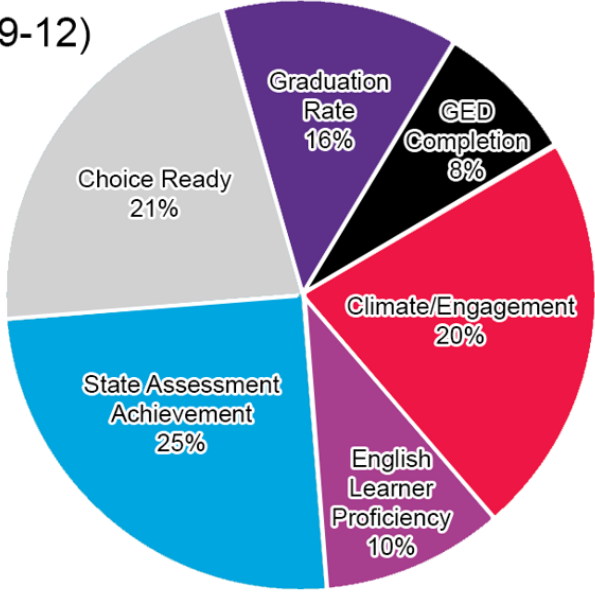
# School Accountability System

## Elementary & High School Accountability System

Elementary  
(K-8)

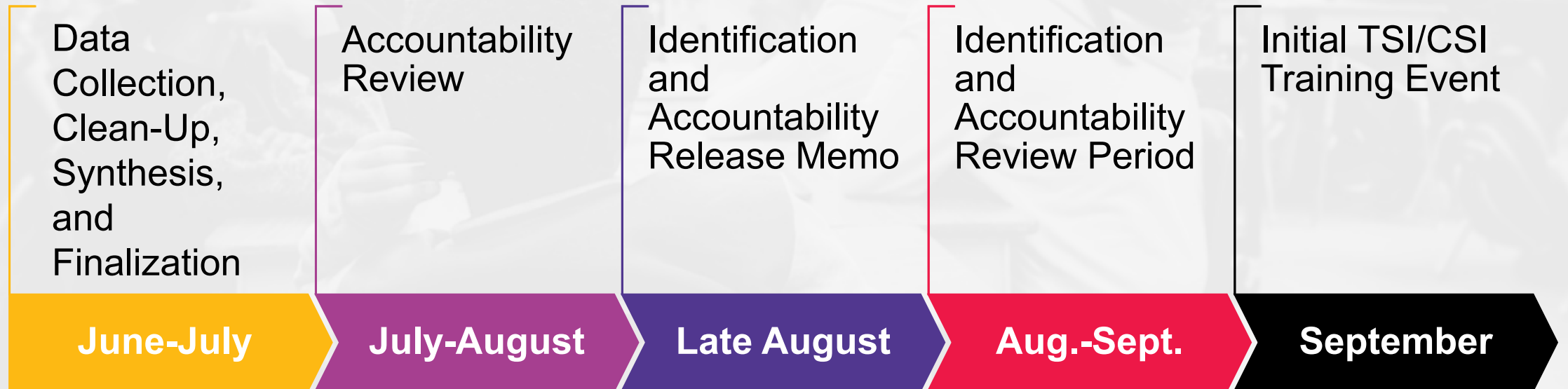


High School  
(9-12)



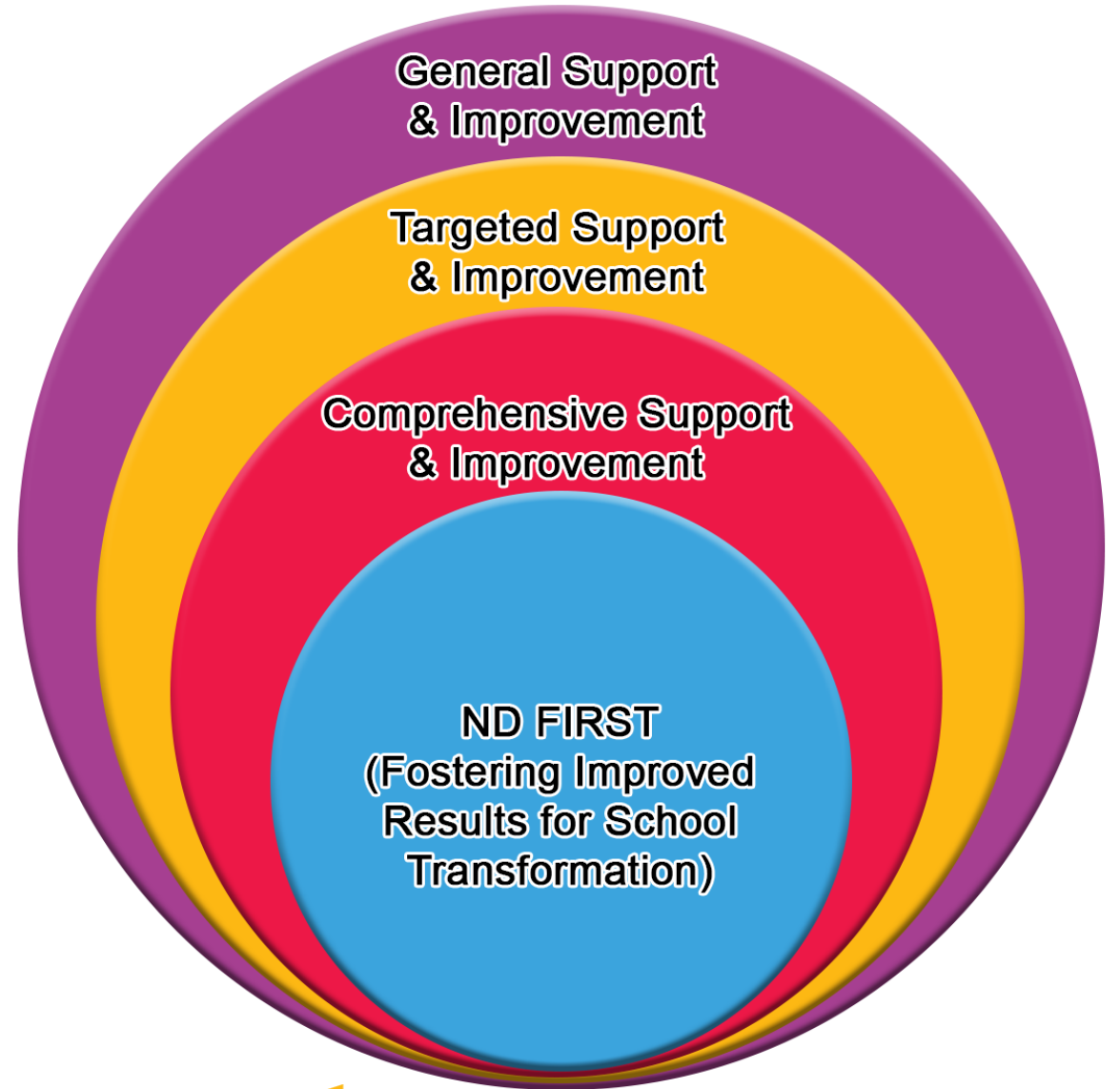
For accountability purposes, grades 7 and 8 are included with the elementary report, except for large districts with an approved middle school.

# 24-25 Identification Timeline



# Continuous Improvement

- Currently, North Dakota uses Cognia statewide for approval and as a system of improvement for all public schools.
- All schools participate in continuous school improvement through the Cognia process.



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# Accountability Calendar

Listed below are the report deadlines, key dates, and links to additional information on the NDDPI website.

<a href="#"><u>Student Engagement Survey</u></a>	Survey Window: mid-January – mid-February
<a href="#"><u>North Dakota State Assessment</u></a> <a href="#"><u>WIDA Access for ELLs Testing</u></a>	<a href="#"><u>Assessment Test Windows   North Dakota Department of Public Instruction</u></a>
<a href="#"><u>Graduation Report</u></a>	Deadline to submit report: June 30
<a href="#"><u>Choice Ready Report</u></a>	Deadline to submit report: June 30

# Accountability Data Resources

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# Accountability Resources

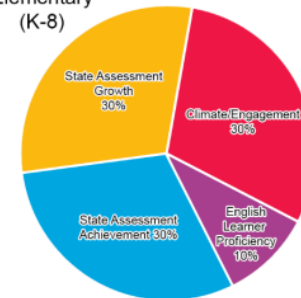
- Check out the [Accountability \(nd.gov\)](https://www.nd.gov) website for updated resources to support your understanding and communication of the accountability processes and indicators.
- NDDPI has created a calculation guide that provides easy-to-understand explanations of each indicator and measure.

## North Dakota School Accountability Calculation Guide

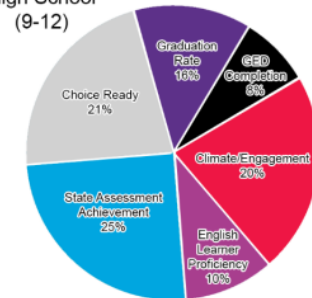
August 2024

### Elementary & High School Accountability System

Elementary  
(K-8)



High School  
(9-12)



For accountability purposes, grades 7 and 8 are included with the elementary report, except for large districts with an approved middle school.

# STARS Analytics Portal

- [STARS Analytics ARC NavigationGuide.pdf \(nd.gov\)](#)
- <https://www.nd.gov/dpi/sites/www/files/documents/STARS/help/STARS Analytics SPED NavigationGuide.pdf>
- <https://www.nd.gov/dpi/sites/www/files/documents/STARS/help/Financial Transparency User Guide.pdf>

## STARS

State Automated Reporting System

### Reports

#### Fill Out Reports

Report Status

Output Reporting

### Security

My Account

Manage Users

DPI - Manage Users

### System

Announcements

File Sharing

Shadow

 Reporting

 Print Pages

 Help



Home


Accountability Report Card


Special Education


Financial Transparency


### Accountability Report Card


#### Fundamentals

 Key Performance Indicators

 Accountability Index

 Enrollment Demographics

 Educator Qualifications

 Attendance Rate

Academic Year

2022-23

District

Bismarck 1

### Accountability Index

Chart Contents

Detailed

# Selection and Exit Criteria for TSI/CSI Schools

# Identification Areas: TSI/CSI

## Targeted Support and Improvement (TSI)

- Identified annually
- Any ND school (Title I or non-Title I) performing in the bottom 10% for three consecutive years
- Any school from the pool that has one or more subgroups (i.e. economically disadvantaged, children with disabilities, English Learners, and/or White, American Indian, Alaska Native, African American, Asian or Native Hawaiian, Other Pacific Islander, Hispanic or Latino) with **achievement levels below the highest performing comprehensive school** based on all accountability factors within the state's accountability system
- Schools identified for three or more years become CSI

## Comprehensive Support and Improvement (CSI)


- Identified every three years (next identified in 2025)
- Lowest-performing 5% of all ND Title I schools
- Any ND high school (Title I or non-Title I) with a graduation rate below 67%
- Any school that is identified as Targeted Support and Improvement (TSI) and did not meet exit criteria after three consecutive years
- Schools identified for more than one cycle are subject to more rigorous interventions, per [Senate Bill 2254](#)

# TSI Exit Criteria

School is no longer underperforming based on TSI-selection criteria.



School is successful in meeting established interim goals in identified subgroups for two consecutive years and the school is exiting by making progress on its own.



**Schools receiving TSI support that do not meet exit criteria after three consecutive years will be selected for CSI.**

# CSI Exit Criteria

Scores that are above the bottom 5% of Title I schools when data is run every 3 years.

**For a school identified based on graduation rate:** a rate that is 67% or higher for 3 consecutive years.

**For a school identified based on low performance:** success in meeting established interim goals for both academic achievement and graduation rates.

Schools identified for more than one cycle are subject to more rigorous interventions, per [Senate Bill 2254](#). See [ND FIRST web page](#) for more information.

# Requirements and Support

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# Required Checkpoints



**September: Data and Goal  
Development**



**January: Implementation  
Checkpoint**



**Spring: Process Review,  
Implementation Celebrations**



# School Board Requirements

- School Boards providing oversight to CSI schools **must** go through the [Be Legendary School Board Leadership Institute](#) to begin to learn how a focus on student educational outcomes can improve school success.
  - It is **optional** for TSI schools.



## OPPORTUNITY FOR SCHOOL BOARD MEMBERS: Be Legendary School Board Leadership Certification

*See back side for more details.*

North Dakota Department of Public Instruction (NDDPI) has partnered with Elliott and McMahon, LLC., to provide North Dakota school boards and school leaders with invaluable training to improve student outcomes. Using a research-based and proven system, the Be Legendary School Board Leadership Institute is based on **six critical pillars to transform school board performance:**

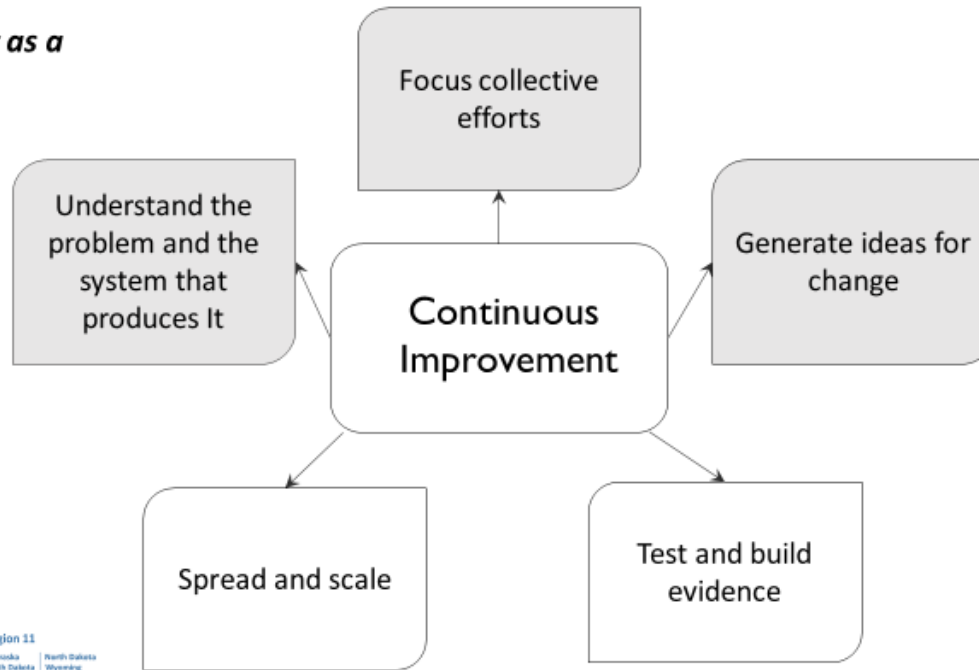
1. ADOPTING STUDENT OUTCOME GOALS
2. ADOPTING GOAL PROGRESS MEASURES
3. MONITORING STUDENT OUTCOME GOALS
4. STRUCTURING FOR SUCCESS
5. ADOPTING GUARDRAILS
6. ACTIVE TEAMWORK AND ADVOCACY



# ND School Renewal Process

## A School Renewal Guide for North Dakota Public Schools (Version 3.0)

### Improvement as a Science



(Bryk et al., 2015)

*What Specifically Are We Trying to Accomplish?  
(What Is the Exact Problem We Are Trying to Solve?)*

*What Change Practice Might We Introduce, and Why?*

*How Will We Know That Our Change(s) Are Improvements?*



**15.1-09.1-02.1. Regional education association - Services to be offered.**

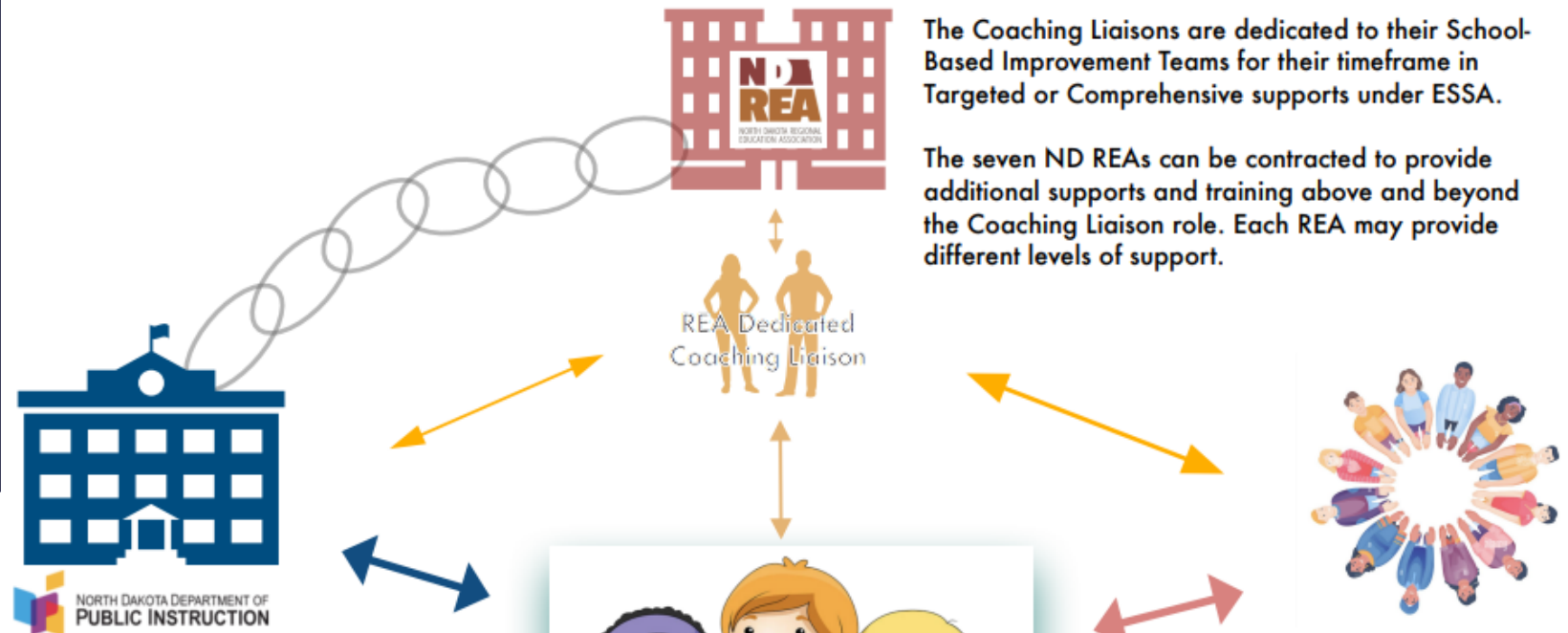
1. In order to be eligible for state funding, a regional education association must offer the following services to its member districts:
  - a. Coordination and facilitation of professional development activities for teachers and administrators employed by its member districts;
  - b. Supplementation of technology support services;
  - c. Assistance with achieving school improvement goals identified by the superintendent of public instruction;
  - d. Assistance with the collection, analysis, and interpretation of student achievement data; and
  - e. Assistance with the expansion and enrichment of curricular offerings.
2. Subsection 1 does not preclude a regional education association from offering additional services.

Updated  
Support  
Framework

NDREA Coaching Liaisons provide support for TSI and CSI schools, specifically related to ESSA Accountability performance measures.



# NDREA Coaching Liaison Role to help support efforts



The Coaching Liaisons are dedicated to their School-Based Improvement Teams for their timeframe in Targeted or Comprehensive supports under ESSA.

The seven ND REAs can be contracted to provide additional supports and training above and beyond the Coaching Liaison role. Each REA may provide different levels of support.



ND DPI, through collaboration with several partners, provides tools and guidance for continuous improvement efforts through General, Targeted and Comprehensive supports. The School Renewal Handbook is one tool that can be used for this purpose.



**Students**

ND Insights shows public information about a school's annual report card. STARS reporting is more specific and not publicly available.

*What story does your data tell?*



School-Based Improvement Team

Local teams, working with their administration and their Coaching Liaison, are the heart of classroom based change efforts using the School Renewal Handbook and Plan-Do-Study-Act cycles. Well established teams, working with multiple collaborators such as Special Education or other community partners, are crucial for the alignment of efforts for continuous growth for *all* students. What partners should be on your team based on your identified areas of need?

# School Improvement Team

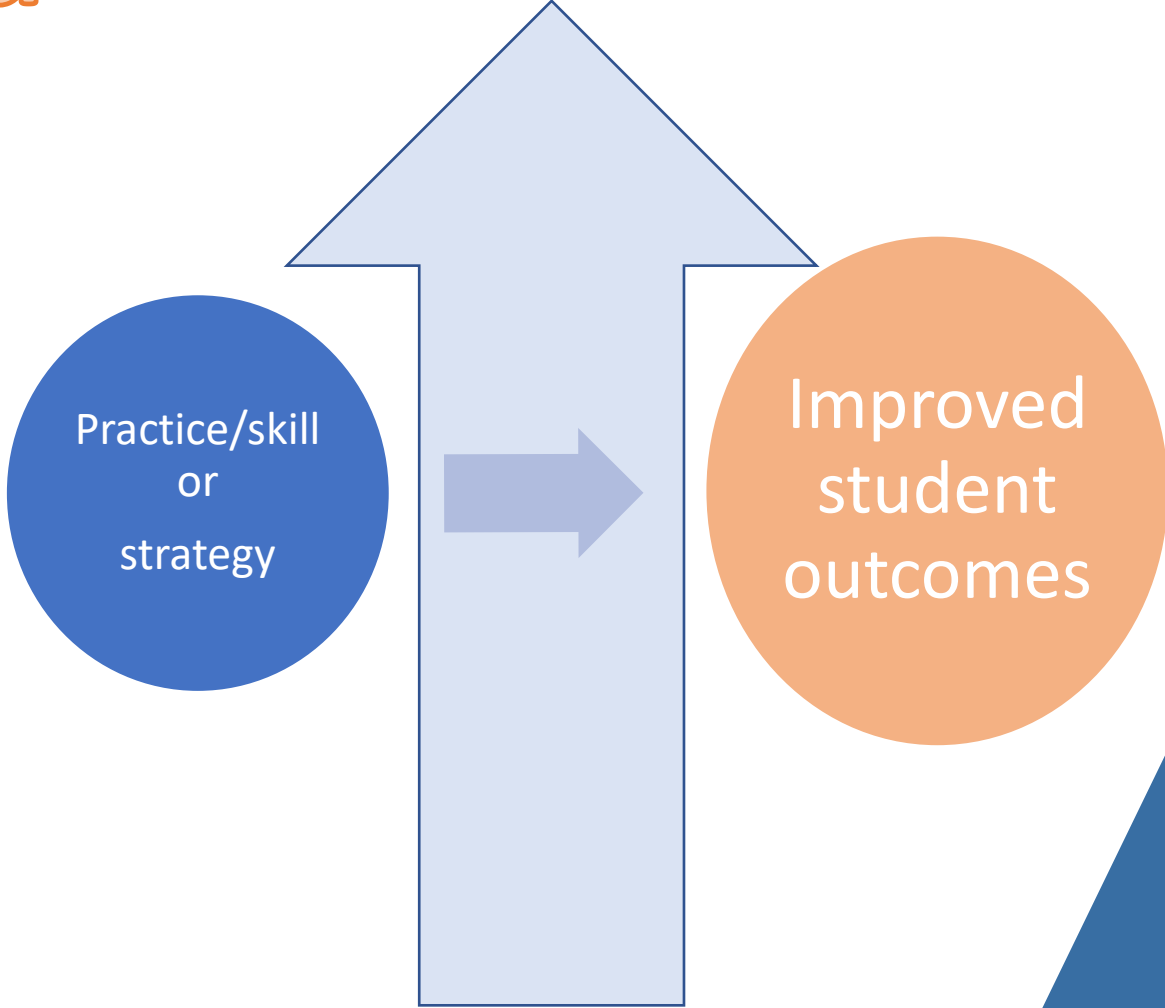
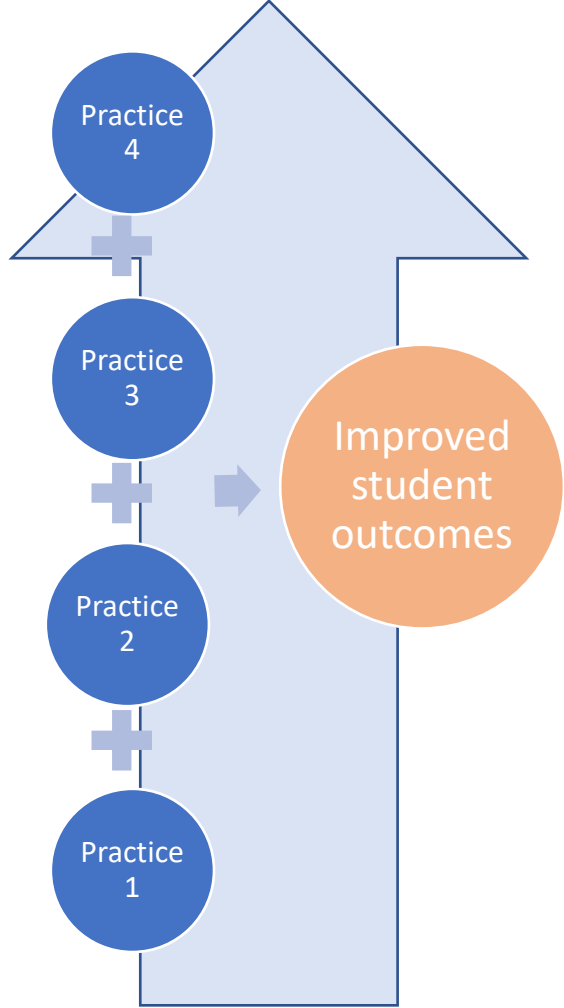
- A team of experts makes up a school improvement team
  - All members participate in all planning
  - All members receive adequate professional learning
- Representatives from the following areas should be considered, based on needs identified:
  - Administration
    - Principal
    - Superintendent
    - Business/Grants Manager
  - Special Education
  - General Education
  - Instructional Leads
  - Student/Community Stakeholders (if applicable)



# Evidence-Based Programs

And

# Evidence-Based Practice



# Parent Notification Requirement

Notify

Notify parents and families regarding performance measures outlined in the state's accountability report (NDDPI provides templates)

Provide

Provide a link to [Insights](#) on district website

Include

School support status, reason for selection, and identifying information

# Funding

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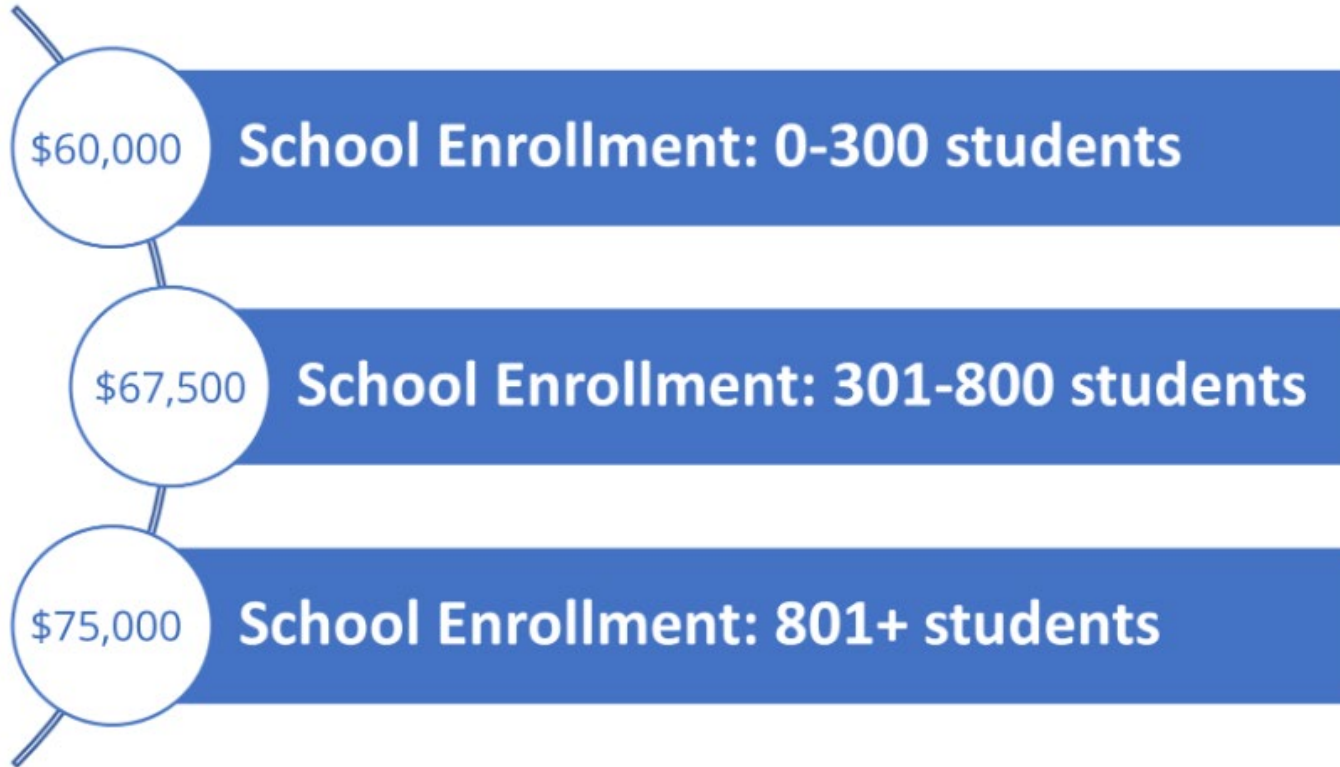




# Resource Allocation Review

- Districts must be able to outline efforts to identify and address local resource (both financial and non-financial) inequities.
  - In simple terms, districts can't "take away" any resources when a school is identified, since it receives additional grant funds
  - Additionally, districts should reevaluate their current allocation process and reflect on whether or not they are appropriately allocating resources to the identified school in an appropriate manner to meet their needs in areas identified

TSI Grant Cycle and Allocation:



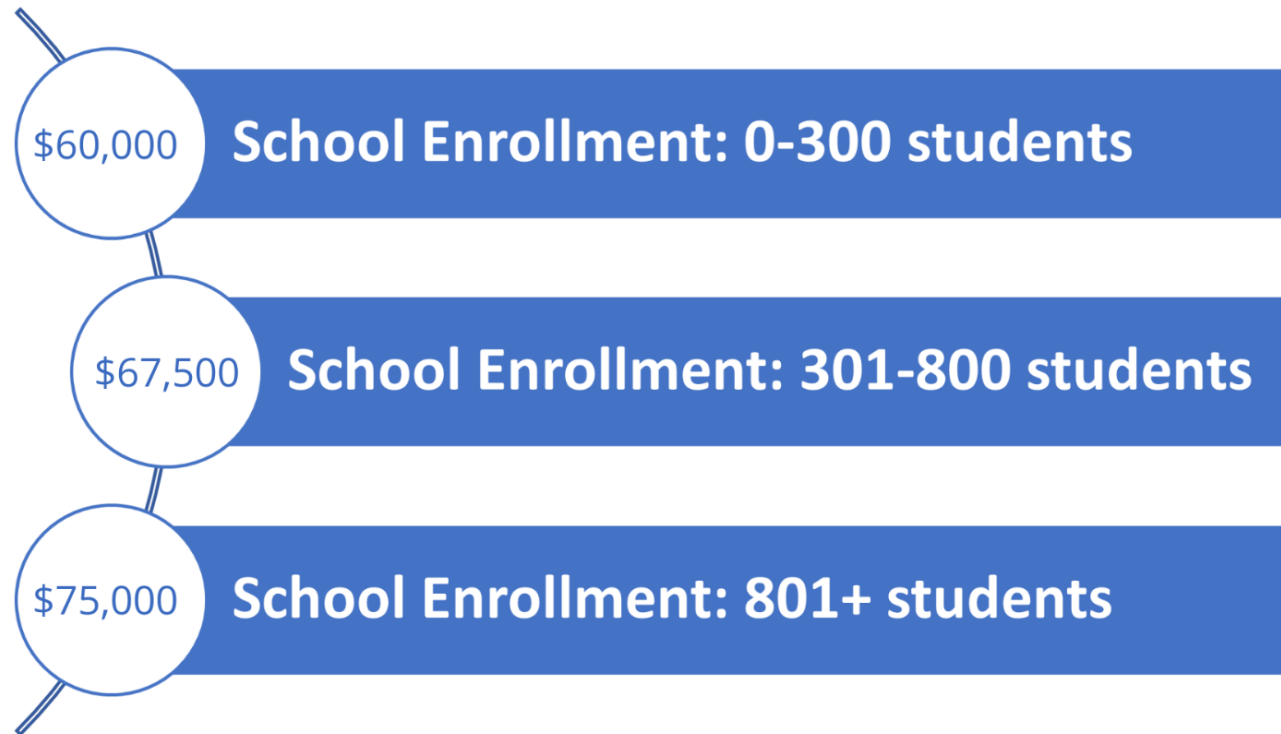
TSI Grant Funding Period: September 1, 2023 - December 30, 2024 (15 months)



TSI  
Funding  
Support

Schools selected are awarded school improvement grants for three consecutive years to implement evidence-based strategies and build local capacity to sustain improvement efforts.

CSI Grant Cycle and Allocation:



CSI Grant Funding Period: September 1, 2022 - June 30, 2025 (yearly contract with continuing renewal)

CSI Funding  
Support

# Goals and Uses of Funds

- All schools are provided guidance and support.
- Schools set their own goals based on their needs.
- Schools need to use evidence-based interventions and strategies.
- Funds are flexible, as long as schools can justify that the strategies, activities, and purchases align to the needs described in the application.
  - In general, these follow similar other Federal Program guidelines.
- Funds are intended to help schools make improvements in areas that led to the selection such as the following:
  - Professional Learning (MTSS, data, coaching, etc.)
  - Teacher stipends for professional learning, tutoring, school improvement meetings, etc. outside contract hours
  - Supplemental evidence-based curriculum
  - Technology and other hands-on manipulatives

# ESSA Law and Guidance

- Dictates application requirements.
  - NDDPI interprets the law to put the application together (see example).
- Statutory Information
  - Full text can be found here: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
    - School improvement law can be found on pages 9-15, Section 1003a
- [ESEA Funding Section 1003a Presentation \(PDF\) \(ed.gov\)](#)

SB 2254 = ND First



**Fostering Improved Results  
for School Transformation**



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# ND First Updates

- ✓ Completed the consultation process in November 2023
- ✓ Building on the feedback provided and research conducted over the last several months, work has begun on developing North Dakota's robust intervention response to second-cycle CSI schools to improve student outcomes for all children in all school communities
- ✓ NDDPI will continue to provide updates to key stakeholder groups as the framework is being finalized
- ✓ Click here for more information: [ND FIRST | North Dakota Department of Public Instruction](#)

# Public Comment

A virtual feedback session was held on March 27, 2024, hosted by the North Dakota Department of Public Instruction (NDDPI) and facilitated by Child Trends staff. This session gathered insights from educators and the public to inform the development of a program supporting low-performing schools. The goal is to enhance educational outcomes for each and every student in North Dakota through collaboration and positive relationships, focusing on reducing barriers and identifying resources for academic achievement.





# ND First Definitions



**"Chronically low - performing district"** means a school district for which auditing and monitoring has revealed a consistent mishandling of processes, reporting, or funds resulting in inadequate educational services for the school district's students and has had chronically low-performing schools within the school district.



**"Chronically low - performing school"** means a school identified by the state for comprehensive support and improvement in accordance with the Every Student Succeeds Act for more than one cycle.



**"Inadequate educational services"** include a lack of annual progress in academic achievement, student engagement, resource allocation, teacher effectiveness, chronic absenteeism, and persistent subgroup opportunity gaps.



# ND First Interventions

- **The superintendent of public instruction shall conduct an assessment and a review of past interventions of a chronically low - performing school or school district to identify areas of insufficient performance and develop an improvement plan. An improvement plan under this section may include a directive from the superintendent of public instruction requiring:**
  - Funds to be held in escrow for the school or school district or spent as designated by the superintendent of public instruction.
  - Changes to curriculum, training, instruction, assessment, or the school calendar in the school or school district.
  - Reassignment or hiring of school or school district staff to fill roles associated with school or school district needs.



# ND First: Additional Requirements

- **A memorandum of understanding (MOU) must be entered between the department of public instruction and a chronically low - performing school or school district.**
  - *This MOU will detail the precise expectations under this section.*
- **A chronically low - performing school or school district shall complete a school board leadership program as required by the department of public instruction.**





# Contact Us!

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