



North Dakota Guidance School Accountability Reports

North Dakota will display the required Every Student Succeeds Act (ESSA) annual accountability reports on the Dashboard. The Dashboard allows schools and districts to showcase and highlight strengths in their buildings while providing transparency to the public. The Dashboard can be accessed from the North Dakota Department of Public Instruction (NDDPI) [website](#) as well as directly from [Insights.ND.gov](https://insights.nd.gov).

The NDDPI, in collaboration with the North Dakota Information Technology (NDIT), the North Dakota University System (NDUS), and other partners, creates an accountability report for every public school in the state.

The North Dakota State ESSA Plan outlines the accountability indicators included at both the elementary (K-8) and high school (9-12) levels. ESSA calculates school accountability using rules based on grades K-8 (elementary) and 9-12 (high school), respectively. An elementary or middle school will use grades K-8 rules, while a high school comprised of grades 9-12 will use high school rules. When grade level exceptions occur, individual grades are moved to the appropriate school. For example, in a high school comprised of grades 7-12, grades 7-8 will be moved to the elementary school for accountability determinations, since indicators for grades 7 and 8 are aligned to elementary rules.

This guidance provides information and clarification on indicators outlined on School Accountability Reports.

North Dakota State Assessments (NDSA and NDAA) and ACT (Proficiency in English Language Arts and Mathematics)

Student, school, district, and state achievement are determined by aggregating percentages of students at each of four achievement levels. Student achievement levels are derived from scores attained on either the North Dakota State Assessment (NDSA) or the Alternative Assessment (NDAA), which are administered in grades 3 through 8 and one grade in high school for English Language Arts (ELA) and Mathematics. In some school districts, the ACT has been approved as a locally selected, nationally recognized assessment for high school accountability. For these districts, high school student achievement levels are determined by scores attained on the ACT.

Achievement levels are divided into four ranges of performance on either the NDSA, the NDAA, or the ACT and are defined as Advanced, Proficient, Partially Proficient, or Novice.

Advanced: The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of knowledge and skills needed for likely success in future coursework of the subject assessed.

Proficient: The student has met the achievement standard and demonstrates progress toward mastery of knowledge and skills needed for likely success in future coursework of the subject assessed.

Partially Proficient: The student has nearly met the achievement standard and may require further development to demonstrate knowledge and skills for likely success in future coursework of the subject assessed.

Novice: The student has not met the achievement standard and needs substantial improvement to demonstrate knowledge and skills needed for likely success in future coursework of the subject assessed.

These achievement levels represent differing levels of performance for students within a grade level and serve as a starting point for discussion about the performance of individual students and groups of students in Mathematics and English Language Arts. The achievement levels do not preclude or replace other methods of evaluating assessment results, including measures of year-to-year growth.

On the School Accountability Report, the percentage of students that attained a proficient or advanced achievement level on either the NDSA or the NDAA for the 2020-2021 school year for the school and the state is shown. The proficiency percentages are displayed separately for English Language Arts and Mathematics.

Student Growth

Student Growth, using the NDSA, was selected as an accountability indicator at the elementary level only (K-8). Student Growth Values (SGV) are percentile measurements that help compare student performance over time and communicate disparities in prior year student performance within and among student, school, and district populations. Percentile groupings are made based on prior year's performance. Students are then ranked by percentile based on their current year's performance and grade level. For example, a student within the 40th percentile performed at a level above 40% of the other grouped students and below 60% of students within the same grade level.

Two years of scaled achievement scores along with achievement level, as defined by NDDPI, were investigated where available. Scores were acquired from students within grades 3 through 8 on the NDSA.

In order to calculate a student's growth value, all students were assigned to a peer set based on their grade and achievement level. The changes in scores are based on the most current year's scale score relative to the prior year's scale score to create a difference. These differences are ordered from least to greatest within their appropriate peer group to calculate the percentile of growth experienced by a student. Overall institution growth is calculated as the average percentile growth of measurable students within a school.

The School Accountability Report shows the percentage of students who met the growth targets on the NDSA by comparing test scores in English Language Arts and Mathematics from the 2018-2019 to 2020-2021 school years.

Student Engagement

With the passage of ESSA, states are given more flexibility regarding accountability measures placed on schools. A wide array of stakeholders including parents, teachers, community members, and administrators agreed that measuring student engagement gives schools an in-depth insight on how students feel about their education and learning.

Student engagement is measured via surveys. The surveys are administered throughout North Dakota in January 2021. Student engagement makes up 30% of the elementary (K-8) and 20% of the high school (9-12) accountability index.

On the School Accountability Report, student engagement survey results are displayed on a

graphic that shows the percentage of students taking the survey who are committed, compliant, and disengaged.

The three components of engagement are defined as:

- **Committed (Authentic Engagement)**
 - Student volunteers time, effort, and attention
 - Student is attentive to the task because he/she finds personal meaning and value in the task
 - Student persists with the task even when he/she experiences difficulty and does not compromise personal standards for the completion of the task
- **Compliant**
 - Student spends only as much time, energy, and resources required to get the reward offered or designed
 - Student is attentive to the task because he/she perceives the receipt of some desired extrinsic reward
 - Student does only those things that must be done and does little or nothing outside the context of direct supervision by the teacher
- **Disengaged**
 - Student does nothing and when forced through direct supervision to do the task, either engages in compliance or rebellion
 - Student employs strategies to conceal his/her lack of involvement
 - Student overly refuses to comply with the requirement of the task

The inclusion of the student engagement surveys on the School Accountability Report allows schools to be measured on elements other than test scores.

English Learner Language Proficiency Growth

In ESSA, the English Learner (EL) subgroup is defined as active ELs plus former ELs in the first and second year of monitoring; however, for English Language Proficiency (ELP) accountability, ELs are included if they are active ELs and enrolled during the test window of the WIDA ACCESS for ELLs® assessment in 2019-2020 and 2020-2021 excluding ELs with disabilities who took ALT ACCESS.

ELP accountability uses growth as the uniform progress measure. Growth is measured for all EL students in K-12 by using growth to target method. This method establishes a trajectory of expected growth for each EL student to be proficient within a reasonable amount of time. Students begin their growth trajectory at the composite proficiency level (PL) of their first year of identification as an EL. This is considered year 0 or the base score. Each year thereafter, growth is calculated after each annual ELP assessment. The student trajectories are constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

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

The interim progress goal of EL students in North Dakota is to annually increase the composite ELP level and remain at or above the established trajectory line.

The long-term goal of EL students in North Dakota is to attain English proficiency and qualify for reclassification (exit) by receiving a 3.5 proficiency level in each domain of listening, speaking, reading and writing and a 5.0 composite proficiency level within the timeframes above. The percentage of students meeting the growth target for the school will then be converted based on the maximum 60-point value (or 10% NDAI). If a school has less than 10 students identified as ELs, the section is removed, and points are distributed equally to other accountability measures. On the School Accountability Report, ELP is displayed on the graphic, listing the percentage of students in the school identified as ELs who have met their language development interim growth targets.

On-Time Graduation Rate

North Dakota has chosen to use on-time graduation rates as one element for accountability in its public high schools.

North Dakota will measure graduation rate based on a four-year cohort. Essentially, the on-time graduation rate is the percentage of students who graduated in 2021 within four years of entering the 9th grade. North Dakota collects graduation data in the fall of every year. Data are compiled at the school level and submitted via the STARS system. Data are then rolled up by the state, certified, and finally submitted to the United States Department of Education. Graduation rate data are tested, valid, and reliable.

On the School Accountability Report, graduation rates are shown for the most recent year: 2020-2021. Students who graduated in 2021 began grade 9 in 2017.

Completer Rate

North Dakota's plan includes the incorporation of General Education Development/Diploma (GED) along with traditional high school diplomas obtained in measuring graduation rates over time. This measure is referred to as the Completer Rate and it is built upon the Traditional Graduation Rate

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 from 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.

In creating the Completer Rate for GED students, only dropouts who are awarded a North Dakota GED prior to their 22nd birthday can be credited to the providing school as a completer. The GED completer statistic is awarded to the student's last enrolled high school, that had an exit code of dropout, in North Dakota. All schools and students can access the GED program through Adult Learning Centers.

Choice Ready

Choice Ready measures whether North Dakota high schools prepare students for success upon graduation. The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness.

The North Dakota Choice Ready framework is a tool to assist educators in ensuring all students successfully graduate high school possessing 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 area 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’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. The following table contains additional details about measuring progress toward the annual target.

School Choice Ready Annual Target	Criteria for School Choice Ready Growth	Points
100% of Choice Ready Growth	10.00% increment above the previous year percentage or 90-100% of students are Choice Ready	129
75% of Choice Ready Growth	7.50% - 9.99% increment above the previous year percentage or 75% of students are Choice Ready	96.75
50% of Choice Ready Growth	5.00% - 7.49% increment above than the previous year percentage or 50% of students are Choice Ready	64.5
25% of Choice Ready Growth	0.01% - 4.99% increment above the previous year percentage or 25% of students are Choice Ready	32.25
No Choice Ready Growth	0 % increment above the previous year percentage or less than the previous year percentage or 0-24.99% of students are Choice Ready	0

School Support Under ESSA

General Support

As outlined in North Dakota’s state ESSA plan, all public schools engage in continuous improvement for general support; therefore, all schools are included in the “General Support” count on the School Accountability Reports.

Targeted Support

North Dakota, through consultation with a data team, works collaboratively to collect and analyze data for selection of school support. The school must review all elements on the School Accountability Report. If a school has “Targeted Support” highlighted on the report, the school is selected for Targeted Support and Improvement (TSI). The state ESSA plan defines "consistently underperforming schools" based on all indicators within the state’s accountability system performing in the bottom 10%, as well as schools underperforming in any subgroup. The selection of schools for TSI occurs on an annual basis.

New identifications for TSI were made in August 2019 for the 2019-2020 school year. Since the NDDPI received an accountability waiver, no new identifications for TSI will occur until August of 2022.

Comprehensive Support

North Dakota, through consultation with a data team, works collaboratively to collect and analyze data for selection of school support. The school must review all elements on the School Accountability Report. If a school has “Comprehensive Support” highlighted on the report, the school is selected for Comprehensive Support and Improvement (CSI). The criteria used in the selection of schools for CSI on the school’s accountability report include the following:

1. The lowest performing 5% of all Title I schools in the state (based on performance of the accountability framework), and
2. All public high schools (Title I or non-Title I) that graduate less than 67%.

It is important to review this data as this criterion was used to determine the school's selection for CSI. North Dakota selects schools for CSI every three years.

North Dakota first identified schools for CSI in March 2018. Federal law requires schools be selected for a three-year cycle. No new identifications were made for Comprehensive Support for the 2019-2020 or 2020-2021 school year. Furthermore, since the NDDPI received an accountability waiver, no new identifications for Comprehensive Support will occur until August of 2022.

Notification Requirements

Parent Notification

Under ESSA, all public school districts receiving federal funding are required to notify the parents of each enrolled child in the school regarding the performance measures outlined in the state's accountability system. A [sample parent letter](#) is available on the website. Schools should wait to disseminate information to parents until **after the official release is posted**.

Dashboard Notification

Federal law also requires each district to provide a link to the Dashboard on the website of the district. If the district does not operate a website, providing the information to the public in another manner determined by the district is acceptable. A [sample website notification](#) is available on the website.

Conclusion

It is critical for all administrators and principals to thoroughly review their School Accountability Report for accuracy before NDDPI makes them public.

School board members and school administrators need to be prepared to explain their school's accountability report to staff, parents, and the public.

Questions

Anyone with questions on their School Accountability Report should send an email request for assistance to NDDPI (dpiaccountability@nd.gov) with the subject line, "Requesting Assistance with School Accountability Report". Confirm your status as the designated district representative, specify your questions or need for assistance, and provide your phone number and email address. The NDDPI has an established ticketing process to answer all requests for assistance in the order received.