

A. English Language Proficiency.

- i. Description. Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:**
 - 1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).**
 - 2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.**
 - 3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.**

North Dakota districts will use growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). This first score is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment the following year. Districts will use the student’s most recent ELP assessment if they are coming from another WIDA state. Years are cumulative (If student leaves North Dakota and returns, they pick up where they left off). 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.

Proficiency 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
5.0-6.0	2 years

North Dakota does not currently gather data on students with limited formal education (SLIFE) This data will begin to be collected in the 2017-18 school year to determine whether additional time in the trajectory for SLIFE would be appropriate. North Dakota will be better able to determine the extent to which another year would benefit SLIFE students after identification and analyzing growth compared to other ELs after the 2018-19 annual ELP assessment.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.**

The NDDPI has received technical assistance from CCSSO, WIDA, and the USDE regarding the options for determining growth in English proficiency. The English Language Program Advisory Committee (ELPAC) reviewed various growth models and determined the growth to target would best fit the English learner population and be the most understandable to parents. This recommendation was approved by the ESSA Accountability and Standards Subcommittee, as well as the state ESSA committee.

The ELPAC has reviewed historical North Dakota ELP growth data to determine the appropriate long-term goals and interim progress.

Students:

- Long-term goal: North Dakota English learners will attain 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 within the expected timeline below. Interim Progress Goal: North Dakota English learners will annually increase their composite language proficiency level based on the annual ELP assessment and remain at or above their established trajectory growth line.

Proficiency 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
5.0-6.0	2 years

Schools:

- Long-term goal: North Dakota schools with English learners will ensure a minimum of 72% of the English learners will meet interim progress goals within six (6) years.
- Interim Progress Goal: North Dakota schools with English learners will ensure a minimum of 60% of English learners will annually increase their composite language proficiency level based on the annual ELP assessment and remain at or above their established trajectory growth line. The expected percentage will increase 2% annually.

State:

- Long-term goal: North Dakota currently has 58% of its English learners meeting interim progress goals. The goal for North Dakota is to ensure a minimum of 72% of the English learners will meet interim progress goals within six (6) years.

The State ESSA Committee has adopted a six-year state English language proficiency (ELP) growth goal for English learners, based on trajectories of student growth from historical ELP assessment data. The historical data from 2014-15 to 2015-16 indicated 58% of North Dakota’s ELs met interim progress goals. The long term goal remains at 72% of EL students will meet their interim progress goal in six years. The interim growth rate is determined by adding the annualized rate to the previous year’s rate. The percentage of EL students who have not met growth is provided for transparency purposes. The NDDPI calculated the percentage of students who met interim progress for the 2018 accountability using growth data from 2015-16 to 2016-17. Due to the annual

ELP assessment standard setting process in the summer of 2016, the goals have been restructured to utilize the 2016-17 assessment data as the base year and recalculated the steps to 72%.

The attached table (APPENDIX N) presents ELP growth goals including the base rate, an annualized rate, and six interim growth targets spanning 2018-2019 to 2023-2024 school years. The sixth year interim growth rate constitutes the final, six-year growth goal. The goal is summarized below:

Appendix N

North Dakota is seeking 72% of the EL students will meet their interim progress goal.

Baseline and Long Term Goals - English Language Proficiency (ELP)

ESSA Base: ELP (2016-2017)

Growth met	Growth not met	6 Year ELP Goal	Annualized Increases
58.00%	42.00%	72.0%	2.33%

Annualized Growth Rates Distributed Over 6 Years: Interim Growth Steps

Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023	Year 6: 2023-2024
60.33%	62.67%	65.00%	67.33%	69.67%	72.00%

SEA Support for English learner Progress:

The NDDPI has provided support for schools to assist in the instruction and proficiency attainment of English learners. The state will continue to support schools in meeting their long-term EL goals, interim progress, and the challenging State academic standards.

The NDDPI provides a weighted factor of state funds for schools with English learners at levels 1-3. These funds assist schools to establish, implement, and maintain their language instruction education programs. The NDDPI also administers Title III funds and sub grant funds to LEAs or consortia with English learners who meet the number minimums and apply for funds.

The NDDPI provides technical support to schools through one on one guidance, a monthly newsletter, and periodic memos and resources sent to EL professionals. The state also provides EL professional development through conferences and trainings, as well as written guidance and resources.

Monitoring:

The NDDPI will monitor the progress of all schools of enrolled English learners through the use of the STARS data reports. These reports will be reviewed annually to determine which schools are successfully meeting the goals and interim progress measures for

English learners. Those schools not meeting the goals will be notified and provided with technical assistance and suggestions for improvement.

The NDDPI is working toward a consolidated monitoring system to monitor the Federal Title Programs such as Title I, Title II, and Title III. We are working to consolidate the current Title III monitoring practices with the Title I and Title II procedures. Title III monitoring consists of a team of professionals who visit the schools to observe the language instruction education program and ensure it is effective. The team spends time visiting with staff, students, parents, and administration, as well as observing EL instruction. The team utilizes the NDDPI Monitoring tool to ensure each indicator is in place according to state and federal law. The team includes the State EL Administrator who is responsible for monitoring the fiscal procedures and requirements of the schools/districts.

Each district is on a rotation and monitored every 3-5 years. With the implementation of ESSA, North Dakota will have additional schools to monitor due to the inclusion of all schools with ELs and not just those receiving Title III funds. This will require the addition of a paper, self-monitoring process beginning July 1, 2017. The smaller schools will rotate in the self-monitoring process and be monitored also every 3-5 years, but at least one will also have an on-site visit along with the monitoring of the other Federal Title Programs.

Through the monitoring process the NDDPI conducts an exit interview with the EL and administrative teams of the district. This meeting provides information and resources to the district regarding the indicators that need to be addressed and general recommendations to help improve the program. In this meeting the team will also discuss the school goals and provide recommendations to help the schools meet their EL proficiency goals. The monitoring team may also send further resources and suggestions after the monitoring visit if necessary.

P 35 The North Dakota English Learner (EL)/Title III program has multiple measures in place to monitor Title III grant recipients, as well as LEAs for requirements relating to the civil rights of English learners.

The NDDPI uses the State Automated Reporting System (STARS) to retrieve data on English learners' progress, LEA/Title III consortium program plans, effective program models implemented, entrance and exit procedures, professional development plans, teacher credentials, etc. The NDDPI has validations set up to monitor these items. These validations are reviewed two times per year to help the NDDPI determine where technical assistance and training are needed.

The NDDPI has a monitoring cycle established for on-site monitoring visits to the Title III recipients. The goal is to ensure each Title III participating LEA or consortium is monitored every 3-5 years. This process includes a team of professionals visiting the LEA or consortium districts

to discuss program details with administration, observe instructional strategies in the mainstream/content classrooms, observe the English language development (ELD) instruction in the EL classrooms, conduct student, teacher and parent interviews, complete a fiscal review, and review policies and procedures implemented to ensure accordance with state and federal laws. With the implementation of ESSA these monitoring visits will continue and include a review of how the entities are meeting the student, school and district EL goals. The new monitoring cycle rotation will include all districts with English learners and not just Title III recipients. Schools will be monitored through either a self-monitoring paper submission process or an on-site visit. Upon each submission or visit, schools will receive a report from NDDPI describing the commended practices, recommendations, and compliance issues. Schools have 30-90 days to respond to compliance issues depending on the type of indicator according to the monitoring template. (Appendix S)

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- A. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.**
- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. §200.6(f)(4), and identify the specific languages that meet that definition.**

The English Learner Program Advisory Committee (ELPAC) and the ESSA Planning Committee have discussed the definition of significant language and has determined “significant languages” to be any language spoken by an English learner population that is at or above 30% of the state English learner population or if there is no population 30% or greater, “significant language” is the language with the largest EL student population.. In the current school year there are no language populations at 30% or higher, but Spanish is very close at 28% of the state EL population and the language with the largest EL student population. Therefore Spanish is currently considered a “significant language” in North Dakota.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.**

North Dakota is currently utilizing Smarter Balanced for the state assessment, which offers stacked translations in Spanish. The stacked translations are available for the Mathematics portion of the assessment and for the grades testing, which are grades three through eight and tenth grade. The stacked translations will be offered to Spanish speaking students.

- iii. Indicate the languages other than English identified in B above for which yearly student academic assessments are not available and are needed.**

The North Dakota State Assessment is currently using Smarter Balance which offers stacked translations in Spanish. At this time Spanish is the only language close to 30% of the North Dakota definition of “significant language.” Therefore, Spanish is the only language other than English in which North Dakota will offer the state assessment at this time. In the future determination of offering assessments in other

languages, the literacy rate of the students in their native language will also be taken into consideration. North Dakota will make assessments available in other languages as they become available through the test vendor.

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

The North Dakota State Assessment currently offers stacked translations in Spanish which is the only language meeting the definition of “significant language”. The stacked translations are better for English learners than solely in the native language because some ELs are not literate in their native language. The stacked translations will allow them to show what they know by using the language that is most helpful to them. As other languages become more prevalent, reach 30%, and students of said language are literate in that language, the state will make assessments available in other languages as they become available through the vendor. The next prevalent language is Somali, which is currently 15% of the North Dakota EL population, but much lower percentage of students who are literate in the Somali language.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

North Dakota law requires the NDDPI to assemble a group of EL stakeholders each year to inform the state EL policies and procedures. This group is the English Learner Program Advisory Committee (ELPAC). The ELPAC is made up of a wide variety of stakeholders who have an interest in EL education. The members are selected from nominations in stakeholder categories including, but not limited to: teachers and administrators from the eastern and western part of the state, special education, post-secondary education, EL parents, data and technology, REAs, migrant education, colony schools, adult education, Native American ELs, and refugee students.

The ELPAC has met on multiple occasions to discuss the ESSA law and how it applies to English learners. The group has reviewed the items for the state plan and made recommendations to the Standards and Accountability subcommittee. This subcommittee then reviewed and approved the recommendations, which were then taken to the entire State ESSA Planning Committee. All items needed approval by the entire committee before going to the Superintendent for

final approval. The recommendations were then added to the state plan. The minutes of the ELPAC meetings are included as Appendix P.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

This is not applicable as the state has been successful in offering Spanish-English stacked translations for the NDSA/NDAA.

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North Dakota Accountability Index

The North Dakota Accountability Index (NDAI) has a maximum composite value of 615 points. Schools earn points based on individual student performance results using the defined measures in the areas of achievement, student growth, student engagement, and English learner proficiency at the elementary level (achievement, choice ready, graduation rate, GED completion, student engagement, and English learner proficiency at the high school level). The basic formula provides point values for each student that meets or exceeds defined performance targets, partial point values for nearly achieving defined performance targets, and negative point values for not meeting defined performance targets. The charts below define the performance targets for each measure in the North Dakota Accountability Index.

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- **Progress in Achieving English Language Proficiency** – North Dakota will use growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). 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.

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1.0-1.9	6 years
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4.0-4.9	3 years
5.0-6.0	2 years

EL students in North Dakota will annually increase their composite language proficiency level of the annual ELP assessment and remain at or above their established trajectory line. This growth model will begin with the 2016-17 annual ELP assessment scores as a baseline to provide for

consistency in accountability due to the new assessment and the standard setting process complete. The annual percentages expected will be determined by the ELPAC.

EL 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.

The percentage of students meeting the growth target for the school will then be converted based on the ten point or ten percent accountability for ELs.

English Learner Proficiency Levels will be measured using growth as the uniform progress measure of English Language Proficiency (ELP). Growth will be measured for all EL students in K-12 by using the growth to target method. Students start on the growth trajectory at the composite proficiency level (PL) of their first annual ELP assessment in North Dakota (currently ACCESS 2.0). 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.

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1.0-1.9	6 years
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EL students in North Dakota will annually increase their composite language proficiency level of the annual ELP assessment and remain at or above their established trajectory line. This growth model will begin with the 2016-17 annual ELP assessment scores as a baseline to provide for consistency in accountability due to the new assessment and the standard setting process complete. EL 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. 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).

CHART D – English Language Proficiency Levels (10% or 60 maximum point values)

Sample Calculation

Grade	Number of EL Students	Number of EL Students Meeting Expectations	Percent Proficient	School Index Value
3	32	19	59.4	35.63
4	41	26	63.4	38.05
5	15	11	73.3	44.00
School Total	88	56	63.64	38.18

***Formula**

ELP School Index Value = (%Proficient) (ELP Maximum Point Value)

- i. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.**

North Dakota has a state automated reporting system that records student information such as attainment date. The attainment data is used to determine which ELs are in the “former EL” category and the number of years they are considered former ELs. This is also used to determine which students are within the reporting timeframes required and allowed under ESSA. North Dakota requires districts to monitor ELs for two years after attainment of English proficiency, but allows districts to keep ELs on their monitoring caseload for up to four years. The state will include former ELs for two years in the accountability of academic achievement and graduation rate.

- ii. If applicable, choose one of the following options for recently arrived English learners in the State:**

- Exception under 34 C.F.R. § 200.16(c)(3)(i) or
 Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
 Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B).

If selected, provide a description of the uniform procedure in the box below.

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Within North Dakota’s original ESEA Flexibility Waiver application, states had to create intervention charts and identified priority and focus schools would have been required to submit an improvement plan to the NDDPI identifying interventions that will be implemented to address the identified needs and challenges at the school. Over the next year, NDDPI will be working with the North Central Comprehensive Center (NCCC) and the Regional Education Laboratory at Marzano Research to reinvent and update intervention charts for four specific categories of students that outline and list evidence-based strategies and interventions. Within our state plan, there will be four charts providing a menu of interventions for schools to reference.

The interventions will be separated into categories, which include:

- Interventions for Low Achieving Students
- Interventions Geared for English Learners (EL) Students
- Interventions Geared for Native American Students
- Interventions Geared for Students with Disabilities

Schools selected for comprehensive and targeted support can select interventions from the state generated list or select other interventions of their choice. These schools will outline their selected interventions in their improvement plan, as well as on the Consolidated Application for Federal Title Funding.

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- B. The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority**

students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

North Dakota recognizes all students deserve access to a broad and rich in content curriculum. Research shows that students—particularly historically underserved students—engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside of school. ESSA’s focus on well-rounded education opportunities ensures all children receive fair, equitable and high quality education by addressing the academic and non-academic needs of students and students within subgroups. North Dakota believes all students should have equitable access to equitable academic opportunities. These program may include; preschool programming, advanced coursework, science, technology, engineering, arts, and mathematics (STEAM) education programming, physical education promoting healthy lifestyles, career and technology education, 21st century skills, competency-based learning, as well as personal learning opportunities. Rigorous coursework and opportunities in all curricular areas, including but not limited to:

- English, reading/language arts, writing
- Mathematics, computer science
- Science, technology, engineering
- Foreign languages
- Civics, government, economics
- Visual arts, drama, dance, media arts, music
- History, geography, social studies
- Career and technical education programs
- Health, physical education

The NDDPI will utilize 1% of the state’s Title IV, Part A allocation to support the activities and initiatives addressed in 6.1.A and administrative costs associated with the Student Support and Academic Achievement program, which includes public reporting on how LEAs are using the funds and the degree to which LEAs have made progress towards meeting the identified objectives and outcomes. The NDDPI has, and will consider, the academic and non-academic needs of all students, including all sub groups of students, when developing strategies and implementing programs for well-rounded education. The NDDPI will use these funds to provide technical assistance and capacity building to LEAs to meet the goals of this program.

The NDDPI will award Student Support and Academic Achievement program sub grants to LEAs through a formula in the same proportion as to the prior year’s Title I, Part A allocation for each LEA as required in (§4105(a)(1)). North Dakota assures that no district will receive less than a \$10,000 allocation as required by statute. The NDDPI will grant Title IV, Part A funds to LEAs through the North Dakota Consolidated Application for Federal Title Funds. This process allows school districts to submit one comprehensive application for funding for several federal programs, including: Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. Guidance on allowable activities and program guidelines is developed by NDDPI and shared with North Dakota districts.

Each year, districts must submit this application to the NDDPI in order to receive federal funds. The district's application provides a plan for meeting federal program requirements based on a needs assessment and alignment with specific needs of the LEAs for improving student

achievement.

Each district's school board appoints an authorized representative for the programs funded in the consolidated application and approves the application prior to its submission to the NDDPI. The submitted consolidated applications are reviewed by the NDDPI, who provides technical assistance as needed and approves the applications when information is correct and in compliance.

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The North Dakota Home Language Survey is included in the seven-week summer migrant program registration packets and the migrant families are required to complete the form for each student. Students who indicate a language other than English was spoken at home and who have not been previously identified as an English Learner, are provided the WIDA W-APT or WIDA MODEL diagnostic assessment to determine English learner eligibility.

The migrant summer school sites employ local district ESL teachers who are knowledgeable about the identification of English learners and trained to administer the diagnostic assessments.

English language instruction is included as a part of the instructional services provided by the migrant summer schools. Migrant students with low levels of English proficiency are paired with bilingual teachers and or/ paraprofessionals.

The summer migrant schools are required as a part of their contract to employ bilingual staff members who are able to communicate with the migrant students who are English learners and their parents.

During the joint Tri Valley Head Start and Migrant Parent Advisory Council meetings, the director's present information to the migrant parents related to English language acquisition, stages of language development, responsibility of the districts to provide language instruction programs to all migrant students.

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- A. Title III, Part A: Language Instruction for English Learners and Immigrant Students.**
- i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:**
- 1. Include a score of proficient on the State's annual English language proficiency assessment;**
 - 2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and**
 - 3. Not include performance on an academic content assessment.**

Entrance and Exit Criteria and Procedures

North Dakota has established entrance and exit criteria and procedures by reviewing what was previously in place and revising it to meet the needs of all schools in the state. The review was completed by the English Language Program Advisory Committee (ELPAC) which is made up of LEA representatives from across the state, as well as other professionals related to English learner education. The entrance and exit criteria created and approved by the ELPAC was also recommended for approval by the Accountability and Standards Subcommittee and approved by the State ESSA Planning Committee. These two committees include professionals from across the state and represent a wide variety of agencies and LEAs.

North Dakota has established entrance criteria and procedures as follows:

- A statewide Home Language Survey (HLS) is required. The statewide HLS form is Appendix Q. The first page of the survey includes the required elements. The second page contains items the schools will be encouraged to use. The districts also have the option to add items or addenda as they wish beyond the required elements.
- Districts must conduct a screener assessment if another language is present unless there is overwhelming evidence of academic success at the time of registration.
- The required screener options are the WIDA Screener (online or paper) grades 1-12 or WIDA MODEL K-12
- The statewide entrance scores are consistent with the exit criteria. Students must receive 3.5 proficiency level for each domain and 5.0 composite proficiency level to be considered proficient. The WIDA Screener only reports domains in integer values (1.0, 2.0, 3.0, 4.0, 5.0, and 6.0). Therefore, a student receiving a 3.0 in any one domain would qualify for the program. If a student received a 4.0 in each domain, they would not qualify. The composite scores are reported in 0.5 increments (4.0, 4.5, 5.0, 5.5, 6.0).
- Districts may allow teacher referral for students who were not screened due to the information on the home language survey. (Appendix Q) The referral may be investigated by EL staff to determine whether the Home Language Survey is correct or needs to be revised by the parents.
- All potential EL students will be assessed for admission to the EL program within 30 days of enrollment to any school.

North Dakota has established exit criteria and procedures as follows:

- Districts must use the annual ELP assessment (currently ACCESS 2.0) proficiency level scores to approve exit from the EL Program.
 - Cut scores are the same as the entrance criteria with a 3.5 in each domain and a 5.0 required for the composite proficiency level.
 - The composite score is made up of 35% reading, 35% writing, 15% listening, and 15% speaking proficiency levels.
- For students who are never in attendance during the annual ELP testing window, the full screener (MODEL) may be used to exit a student.
- Districts may approve to exit a student with disabilities if the EL team and IEP team (as applicable) including parents or guardians determine the student has plateaued in

their growth and the evidence including EL and IEP team documentation shows the student would not further benefit from additional English Language Development instruction, but rather other services as appropriate.

Describe the following information with respect to the State’s system of annual meaningful differentiation:

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;**

The state’s system of annual meaningful differentiation is based on all indicators in our state’s accountability system. The distinct and discrete levels of school performance on each indicator in the statewide accountability system is different for elementary/middle schools verses high schools. Listed below in the charts are the indicators that will be used for each grade span. The third column contains the description of how each indicator will be calculated and the tool that will be utilized.

Elementary/Middle School

Indicator	Measure(s)	Description
Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA) which currently is the Smarter Balanced Assessment
Academic Progress	Growth	Academic progress on the NDSA measured by an index growth model which is outlined in detail within Appendix I
Growth Toward English Language Proficiency	ACCESS 2.0	English proficiency growth based on the ACCESS for ELLs®
School Quality or Student Success	Climate/Engagement	The tool that will be utilized is a survey through the AdvancED platform.

High School

Indicator	Measure(s)	Description
Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA) which currently is the Smarter Balanced Assessment

Indicator	Measure(s)	Description
Graduation Rate	4-year Adjusted Cohort Graduation Rate	Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort beginning in the ninth grade. Graduation rates are reported for all students as well as separately for each subgroup of students
Growth Toward English Language Proficiency	ACCESS 2.0	English proficiency growth based on the ACCESS for ELLs®
School Quality or Student Success	Climate/Engagement	The tool that will be utilized is a survey through the AdvancED platform.
College & Career Ready	North Dakota's Choice Ready Framework	The Choice Ready framework will measure the percentage of students who are on track to graduate choice ready, which will include a growth factor as indicated within Appendix J.

❖ Missing indicator's weights would be proportionally redistributed among the remaining indicators so that relative weighting between indicators is preserved.

ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

North Dakota's accountability system will include the following indicators; achievement, progress/growth, English language proficiency growth, cohort graduation rate, GED completion, Choice Ready, and school quality/student success.

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Elementary

State Assessment Achievement Growth: 30%
 State Assessment Achievement: 30%
 Climate/Engagement: 30%
 English Learner Proficiency Growth: 10%

High School

State Assessment Achievement: 25%
 Choice Ready/Growth: 21%
 Climate/Engagement: 20%
 Graduation Rate: 16%
 English Learner Proficiency Growth: 10%
 GED Completion: 8%

North Dakota clearly demonstrates that the academic indicators are more heavily weighted than the additional indicators of school quality.

- Elementary – 70% weighted on academic indicators
 - High School – 51% weighted on academic indicators
- ❖ Missing indicator's weights would be proportionally redistributed among the remaining indicators so that relative weighting between indicators is preserved.

North Dakota assures that our data will be ready to make accountability determinations and identify schools for Comprehensive and Targeted Support by the beginning of the 2018-2019 school year.