

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

ESSA SCHOOL IMPROVEMENT USER GUIDE

Accountability Report Card

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OTIS EDUCATIONAL SYSTEMS, INC

INTRODUCTION

PURPOSE OF DOCUMENT

The purpose of this User Guide is to help users find analytic information regarding North Dakota schools, students, and Special Education.

BREAKDOWN OF DOCUMENT

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

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

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

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

Use Cases: This section takes a few scenarios and walks through step by step on how to retrieve specific data.

NOTICE

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

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

Other sourced information will be indicated with footnotes.

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USER TYPES

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

STATE-LEVEL USERS

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

DISTRICT-LEVEL USERS

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

They will not be able to see:

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

SCHOOL-LEVEL USERS

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

They will not be able to see:

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

SPECIAL EDUCATION UNIT USERS

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

They will not be able to see:

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

NAVIGATION

LANDING PAGE

When first logging in, you will enter on a landing page. From here, you will choose which section to enter: Accountability Report Card or Special Education

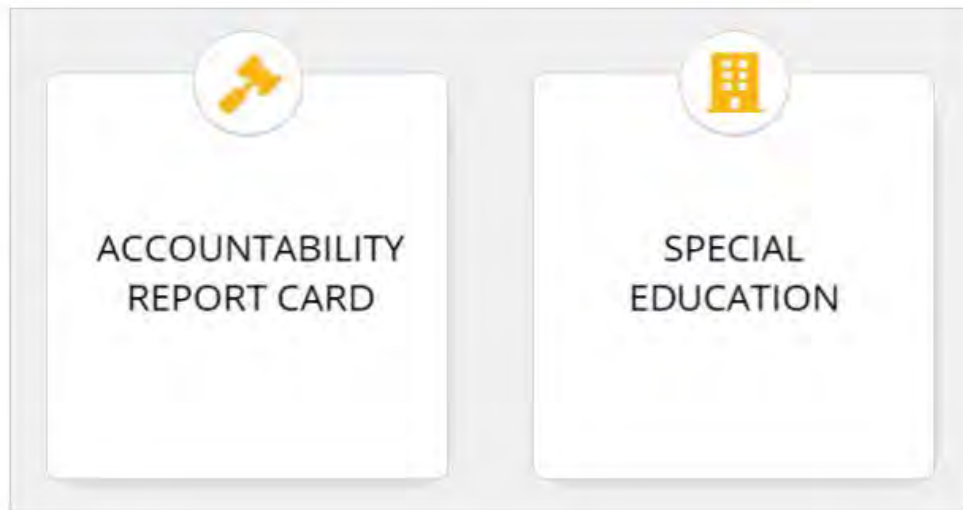


FIGURE 1: LANDING PAGE

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

Clicking on Special Education will take you to the Annual Performance Report: Key Performance Indicators chart.

PARTS OF THE WEB PAGE

All charts present in basically the same way. Below is a screen shot of an average chart with the various sections identified with a number and color.

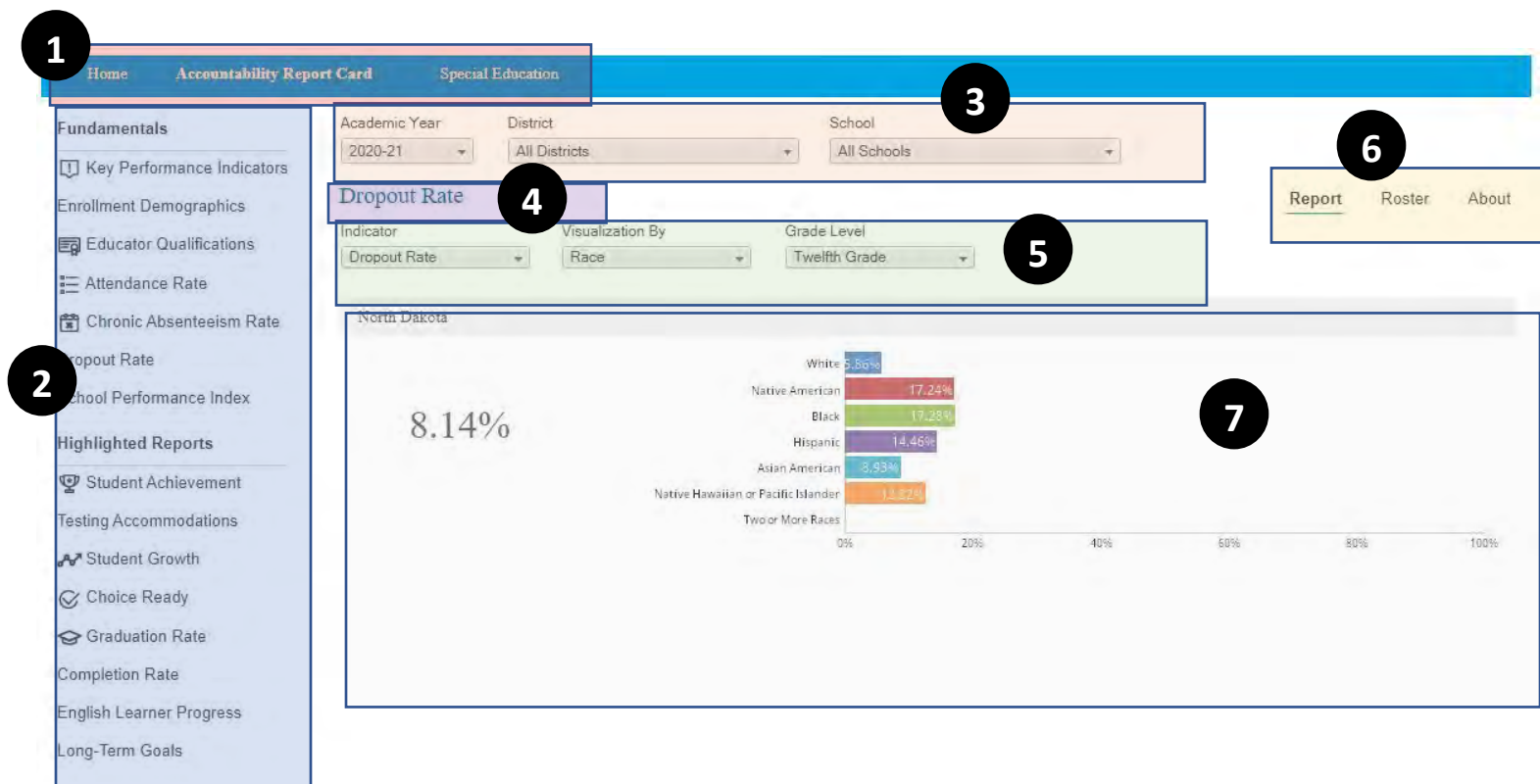


FIGURE 2: SECTIONS OF A CHART

Below, you will find a basic description of each section. These sections are described in further detail later in this user guide.

- 1 Section Navigation. Use this to switch between Accountability Report Card and Special Education.
- 2 Chart Menu. Use this to switch between charts.
- 3 Static Filters. These filters stay the same regardless of chart within the navigation section.
- 4 Report Name. This tells you which chart you are viewing.
- 5 Dynamic Filters. These filters change depending on what chart you are on.
- 6 Tabs. Use these to view the chart, rosters, or information about the chart.
- 7 Viewing Area. This is where the chart, roster, or information about the chart is shown.

Note: In the viewing area (#7), the charts will always show every value in the breakdown of the “visualization by” choice, regardless of existing data or not. If there is data, a bar or line or whatever visualization will appear. If there is not data, it will be blank.

MENU

On the left side of the page is the site menu of charts. The contents of the menu will depend on which section you are in:

Accountability Report Card:

- Fundamentals
- Highlighted Reports

Fundamentals

- ! Key Performance Indicators
- 👥 Enrollment Demographics
- 📄 Educator Qualifications
- 📅 Attendance Rate
- 📅 Chronic Absenteeism
- ⊗ Dropout Rate

Highlighted Reports

- 🏆 Student Achievement
- 👤 Testing Accommodations
- 📈 Student Growth
- ✅ Choice Ready
- 🎓 Graduation Rate
- 👍 Completion Rate
- 📖 English Learner Progress
- 🚩 Long-Term Goals

FIGURE 3: MENU - ACCOUNTABILITY REPORT CARD

Special Education:

- Annual Performance Report

Annual Performance Report

- ! Key Performance Indicators
- 👥 Program Demographics
- 🎓 Graduation, Dropout, SSIP
- 👤 Student Assessment
- ⚖️ Suspension, Expulsion
- 🔒 Least Restrictive Env.
- 😊 Social Emotional Skills
- 💡 Knowledge and Skills
- ✅ Appropriate Behaviors
- 👥 Disproportionate Rep.
- ➡️ Post-Secondary Outcomes

FIGURE 4: MENU - ANNUAL PERFORMANCE REPORT

FILTERS

Filters can be grouped into two categories:

- Static
- Dynamic

STATIC FILTERS

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

- Academic Year
- District
- School



FIGURE 5: STATIC FILTERS FOR ACCOUNTABILITY

For Special Education APR charts, the static filters are:

- Academic Year
- Special Education Unit
- District



FIGURE 6: STATIC FILTERS FOR SPECIAL EDUCATION

DYNAMIC FILTERS

Below the name of the chart are the dynamic filters. Dynamic filters change, depending on which chart you are looking at. In addition to which filters appear in the dynamic filters, the number of dynamic filters can also change depending on the chart. They can also change depending on other dynamic filter choices you make. These filters are usually named things like Indicator, Visualization By, Grade Level, and others.

TABS

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

- Report
- Roster
- About



FIGURE 7: TABS

REPORT

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

ROSTER

Clicking on the Roster tab will cause the site to display a roster of students that make up the data of the chart. The content of the roster will be determined by the user’s permission level. Roster is not always present.


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

You can export the roster to an Excel file by clicking on the export button, located below the Tabs.



Post-Secondary Outcomes - Rosters

Report Roster About



Student	Age	Gender	Race Ethnicity	Grade Level	Disability Status	Primary Disability Type	Secondary Disability Type
	6	Male	White	Kindergarten K	IEP (student with disabilities) Y	Non-Categorical Delay (Age 3 through 9 only)	Not Available ?
	7	Male	White	First Grade 01	IEP (student with disabilities) Y	Non-Categorical Delay (Age 3 through 9 only)	Not Available ?
	8	Male	White	Second Grade 02	IEP (student with disabilities) Y	Non-Categorical Delay (Age 3 through 9 only)	Not Available ?
	13	Male	White	Seventh Grade 07	IEP (student with disabilities) Y	Emotional Disturbance	Not Available ?
	10	Female	White	Fourth Grade 04	IEP (student with disabilities) Y	Emotional Disturbance	Not Available ?
	9	Female	White	Third Grade 03	IEP (student with disabilities) Y	Emotional Disturbance	Not Available ?
	11	Male	White	Fifth Grade 05	IEP (student with disabilities) Y	Specific Learning Disabilities	Not Available ?

FIGURE 8: EXAMPLE PORTION OF A ROSTER

ABOUT

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

Post-Secondary Outcomes - About

Indicator 14. Post-School Outcomes: Percent of youth who are no longer in secondary school.

Indicator 14a. Enrolled in higher education within one year of leaving high school. Enrolled on a full- or part-time basis in a community college (two year program) or the year since leaving high school.

Indicator 14b. Enrolled in higher education or competitively employed within one year or above the minimum wage in a setting with others who are nondisabled for a period of one year. This includes military employment.

Indicator 14c. Enrolled in higher education or in some other postsecondary educational program within one year of leaving high school. Enrolled in other postsecondary education or training within one year of leaving high school.

FIGURE 9: EXAMPLE "ABOUT" INFORMATION

CHARTS

The charts are where you find your information. But, finding the right information in all the various charts and filters can be difficult. This section describes what types of information is available on each chart. Each section will have a description of what the chart is showing and what filters are available that you can use effect the results.

FUNDAMENTALS

KEY PERFORMANCE INDICATORS

The Key Performance Indicators (KPI) chart is an overview of all the charts, except for Special Education¹. There are several sections on the KPI chart: School Composition, Student Engagement, Student Growth, Choice Ready, etc. However, which ones are visible will depend on what you select in the static filters. Some KPIs are only valid for High schools, others, only for Elementary schools, still others are district related.

KPI Group	State	District	High School	Middle School	Elementary
School Composition	X	X	X	X	X
Students	X	X	X	X	X
Teachers	X	X	X	X	X
Administrators	X	X	X	X	X
Schools	X	X	N/A	N/A	N/A
Districts	X	N/A	N/A	N/A	N/A
Student Engagement	X	X	X	X	X
Attendance Rate	X	X	X	X	X
Chronic Absenteeism	X	X	X	X	X
Dropout Rate	X	X	X	N/A	N/A
Student Achievement	X	X	X	X	X
English Lang Arts	X	X	X	X	X
Mathematics	X	X	X	X	X
Science	X	X	X	X	X
Student Growth	X	X	X	X	X
English Lang Arts	X	X	X	X	X
Mathematics	X	X	X	X	X
Science	X	X	X	X	X
Choice Ready	X	X	X	N/A	N/A
Essential Skills	X	X	X	N/A	N/A
Post-Secondary	X	X	X	N/A	N/A
Workforce	X	X	X	N/A	N/A
Military	X	X	X	N/A	N/A
Choice Ready	X	X	X	N/A	N/A

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

You can access the full report for the KPI by clicking on it. For example, if you see that Chronic Absenteeism rate (in the “Student Engagement” section) for your selection is 11.4%, you can click on that KPI, and you will be taken to the Chronic Absenteeism Rate Chart.

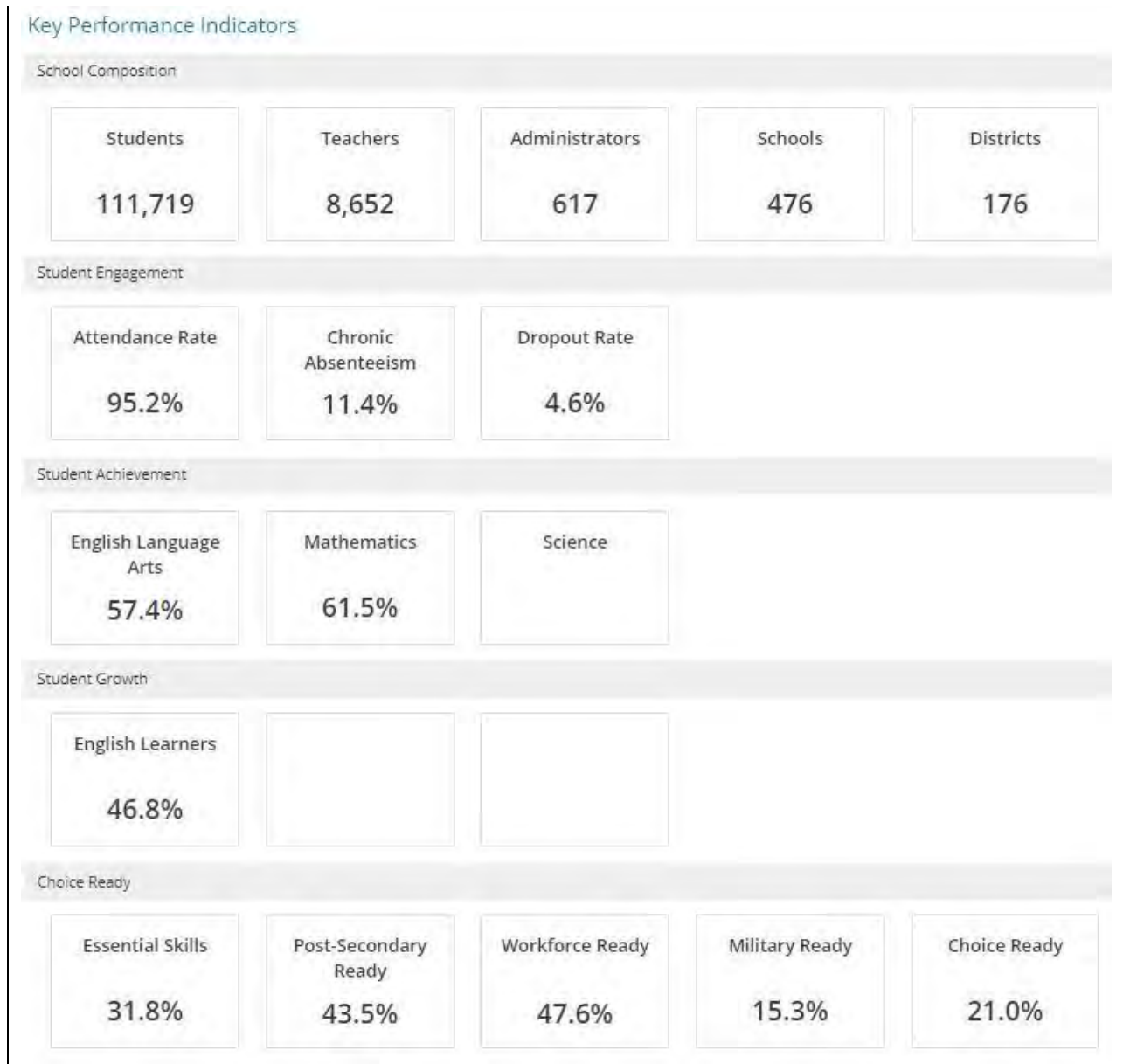


FIGURE 10: EXAMPLE KEY PERFORMANCE INDICATORS CHART

ENROLLMENT DEMOGRAPHICS

DESCRIPTION

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

FILTERS

Dynamic Filter(s): *Visualization By*

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

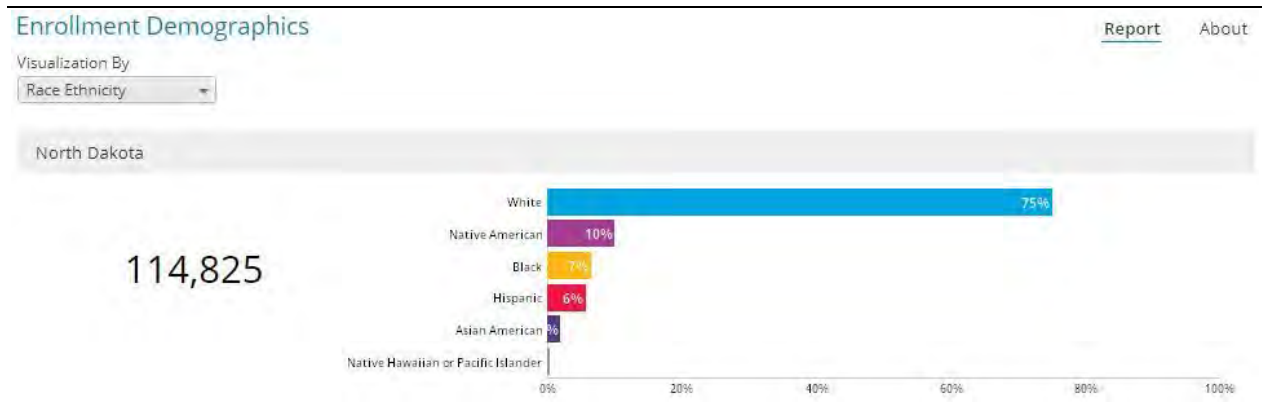


FIGURE 11: EXAMPLE ENROLLMENT DEMOGRAPHICS CHART

EDUCATOR QUALIFICATIONS

DESCRIPTION

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

FILTERS

Dynamic Filter(s): *Indicator, Visualization By*

Indicator: The type of qualifications you want to look at: Experience, Highest Degree, or Qualifications.

Visualization By: Identification of the type of educators (Administrators or Teachers)

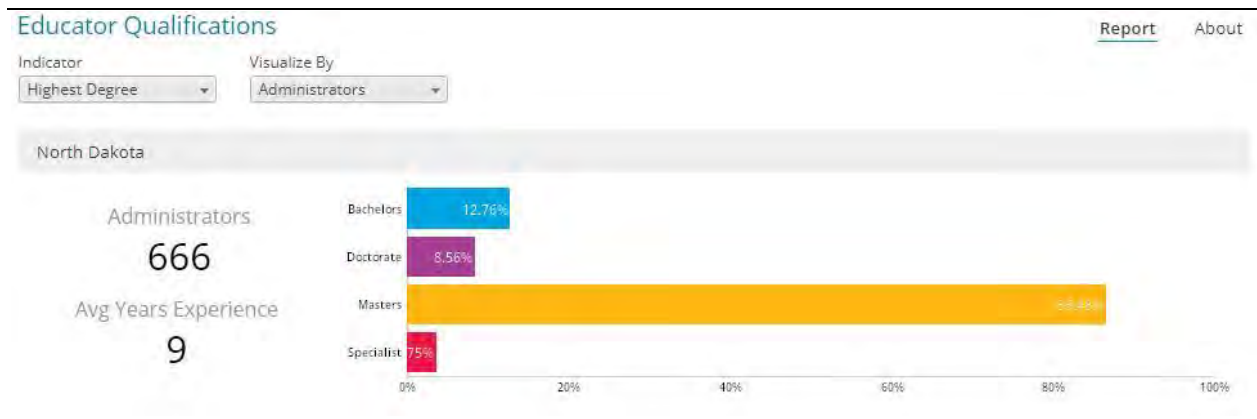


FIGURE 12: EXAMPLE EDUCATOR QUALIFICATIONS CHART

ATTENDANCE RATE

DESCRIPTION

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

FILTERS

Dynamic Filter(s): *Indicator, Visualization By, Grade Level*

Indicator: The attendance rate type (Regular or FAY)

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

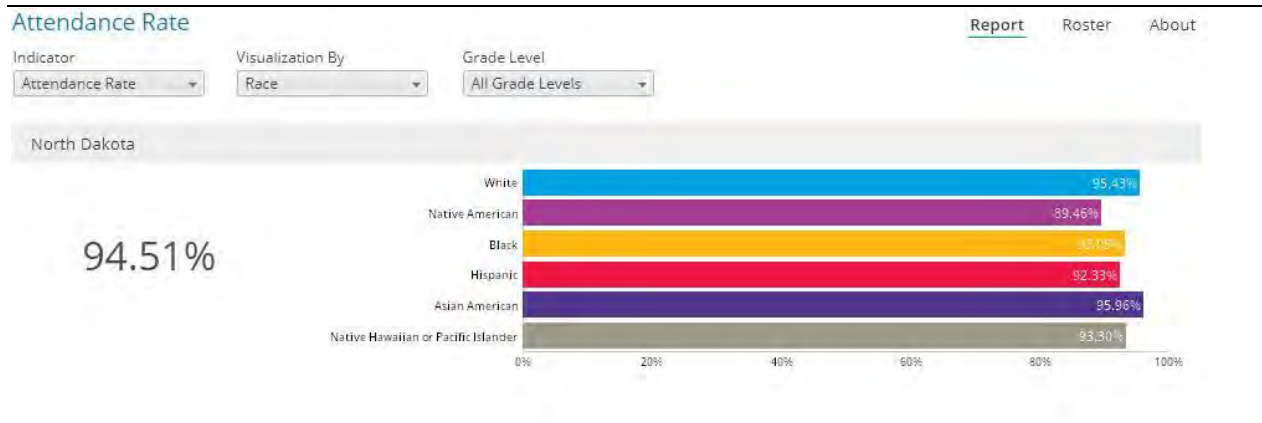


FIGURE 13: EXAMPLE ATTENDANCE RATE CHART

CHRONIC ABSENTEEISM RATE

DESCRIPTION

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

FILTERS

Dynamic Filter(s): *Visualization By, Grade Level*

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

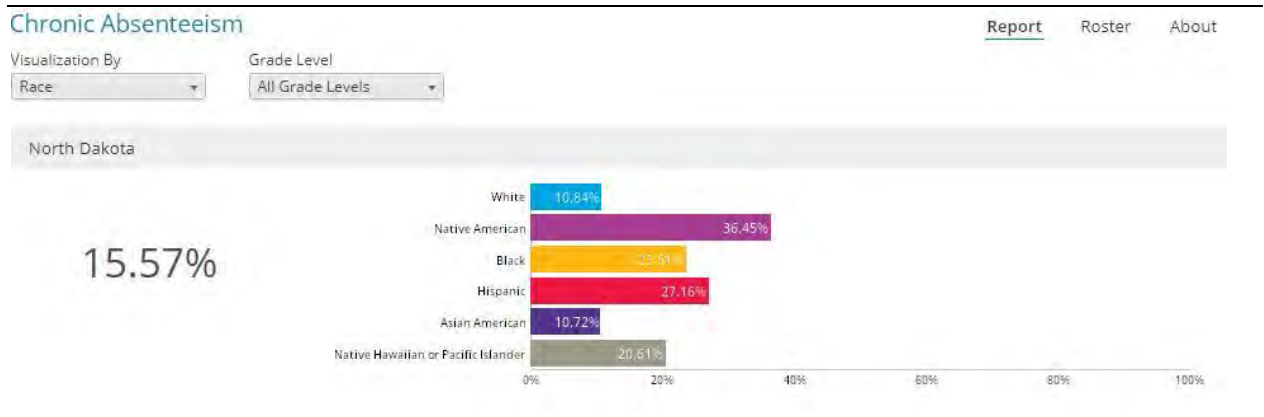


FIGURE 14: EXAMPLE CHRONIC ABSENTEEISM RATE CHART

DROPOUT RATE

DESCRIPTION

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

Dropouts are defined as students who:

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

FILTERS

Dynamic Filter(s): *Indicator, Visualization By, Grade Level*

Indicator: the type of dropout rate

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

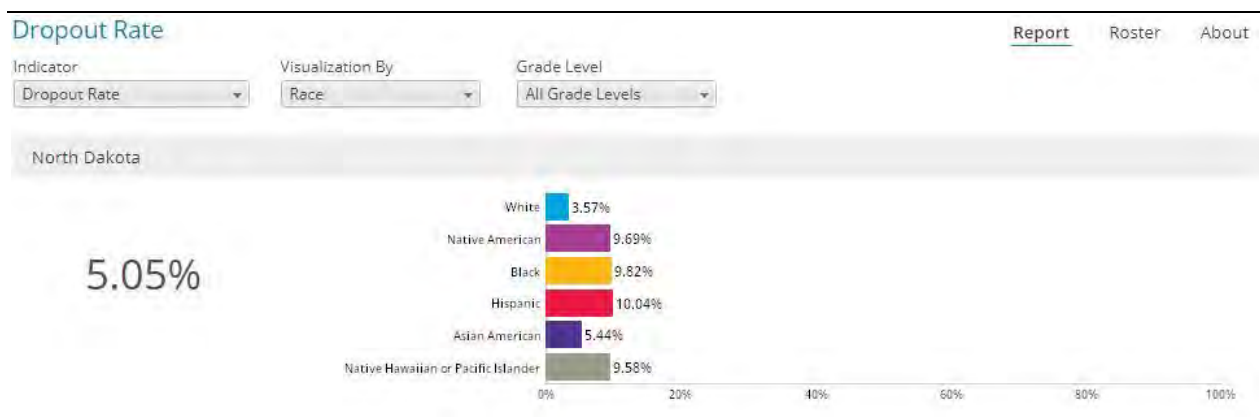


FIGURE 15: EXAMPLE DROPOUT RATE CHART

HIGHLIGHTED REPORTS

STUDENT ACHIEVEMENT

DESCRIPTION

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

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

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

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

FILTERS

Dynamic Filter(s): *Assessment Type, Subject, Grade Level, Cohort, Visualization By, Chart Contents, Accommodations*

Assessment Type: Type of assessment (regular, alternate, both)

Subject: Academic subject, such as mathematics

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

Cohort: All students or Full Academic Year students

Visualization By: Demographic groups such as Race, Homeless, Low-Income, English learner status, etc.

Chart Contents: Levels grouped (Aggregates) or all four levels separate (Details).

Accommodations: with or without Accommodations

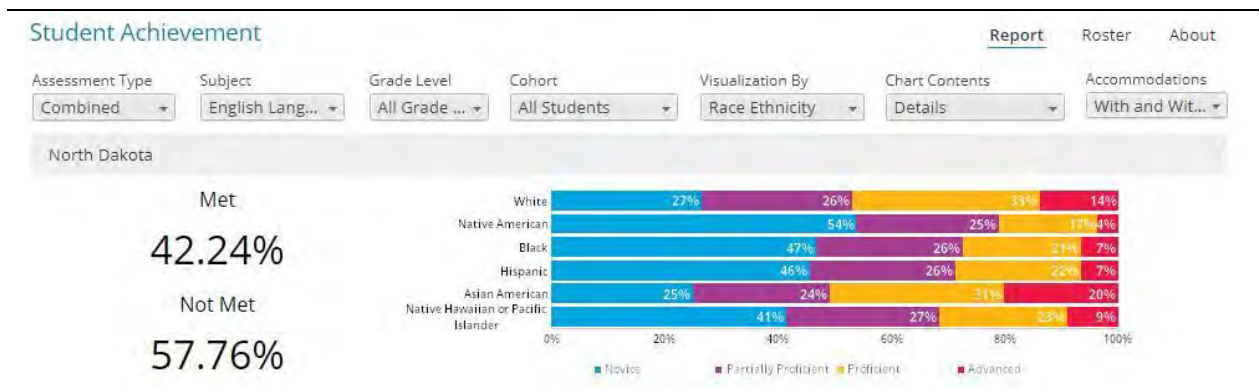


FIGURE 16: EXAMPLE STUDENT ACHIEVEMENT CHART

TESTING ACCOMMODATIONS

DESCRIPTION

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

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

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

Approved Accommodations:

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

FILTERS

Dynamic Filter(s): *Assessment Type, Subject, Grade Level, Visualization By*

Assessment Type: Type of assessment (regular, alternate, both)

Subject: Academic subject, such as mathematics

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

Visualization By: Demographic groups such as Race, Homeless, Low-Income, English learner status, etc.

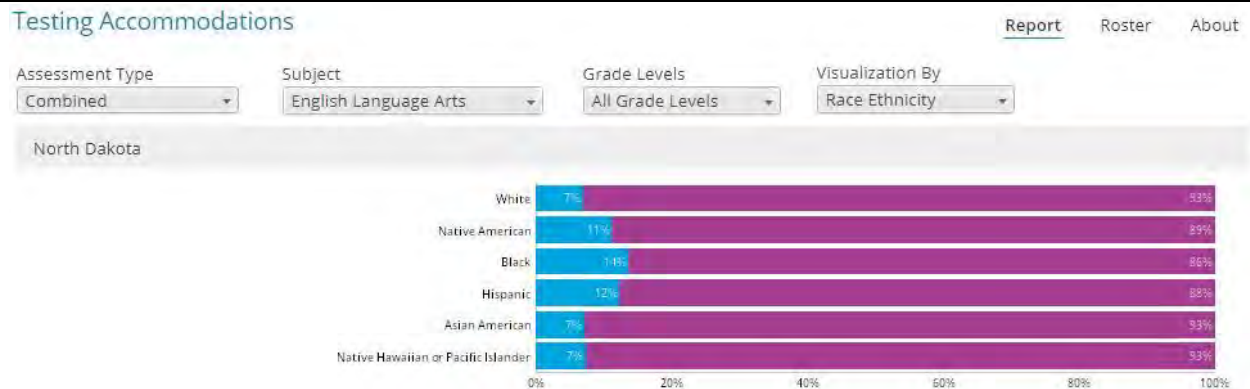


FIGURE 17: EXAMPLE TESTING ACCOMMODATIONS CHART

STUDENT GROWTH

DESCRIPTION

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

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

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

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

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

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

The four growth levels are defined as follows:

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

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

FILTERS

Dynamic Filter(s): *Indicator, Data Type, Visualization By, Subject, Grade Level*

Indicator: How you want to view the growth: overall or by level

Data Type: This is only visible if *Indicator* is set to Overall Growth. You can choose percentile or value

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

Subject: academic subject, such as mathematics

Grade Level: Specific Grade Level, such as First, Third, Eighth, etc.

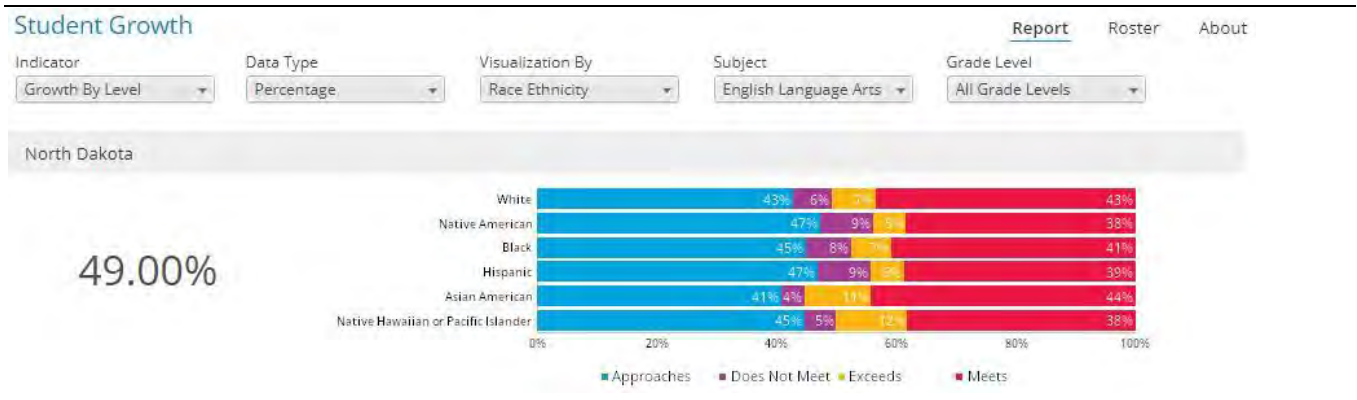


FIGURE 18: EXAMPLE STUDENT GROWTH CHART

CHOICE READY

DESCRIPTION

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

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

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

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

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

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

FILTERS

There are no dynamic filters for this chart

Choice Ready

[Report](#) [Roster](#) [About](#)

North Dakota

42.93%



FIGURE 19: EXAMPLE CHOICE READY CHART

GRADUATION RATE

DESCRIPTION

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

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

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

FILTERS

Dynamic Filter(s): *Indicator, Visualization By*

Indicator: Type of Graduation rate

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

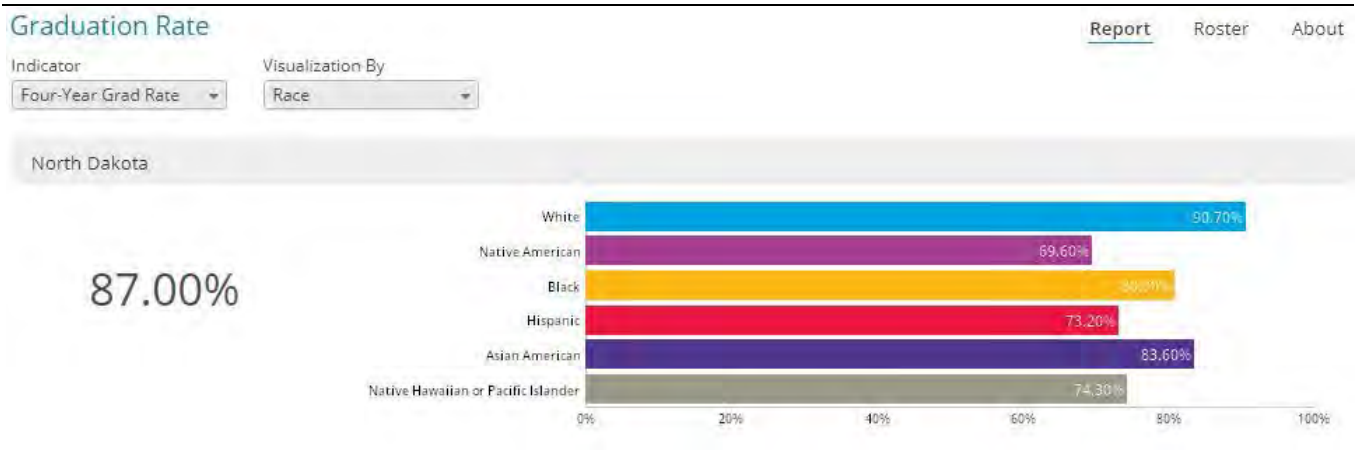


FIGURE 20: EXAMPLE GRADUATION RATE CHART

COMPLETION RATE

DESCRIPTION

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

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

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

FILTERS

Dynamic Filter(s): *Indicator, Visualization By*

Indicator: Type of Completion rate (Graduation, GED, Dropout)

Visualization By: Demographic groups such as Race, Gender, Homeless status, Low-Income status, English learner status, etc.

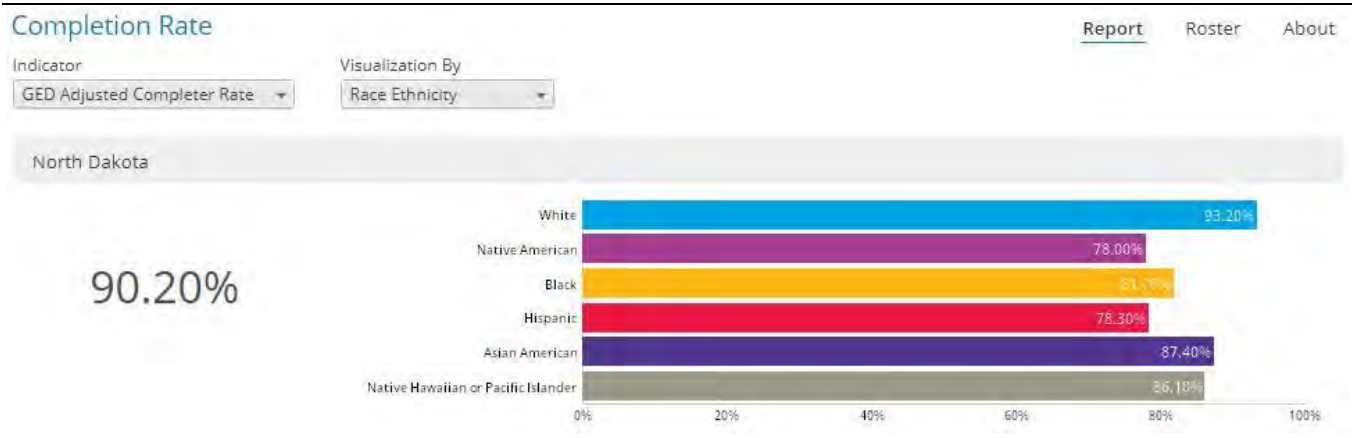


FIGURE 21: EXAMPLE COMPETITION RATE CHART

ENGLISH LEARNER PROGRESS

DESCRIPTION

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

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

Students start on the growth trajectory at the composite proficiency level (PL) of their first annual English Learner Proficiency (ELP) assessment in North Dakota. This is considered year 0 or base score. Year one growth is determined after the second annual ELP assessment. The students’ trajectories will be constructed from the starting point proficiency level to the 5.0 target proficiency level over a period of years according to the table below.

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

FILTERS

Dynamic Filter(s): *Indicator, Visualization By, Grade Level*

Indicator: various rates, such as Long Term, EL Growth, Exit, etc.

Visualization By: Demographic groups such as Race, Homeless status, Low-Income status, English learner status, etc.

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

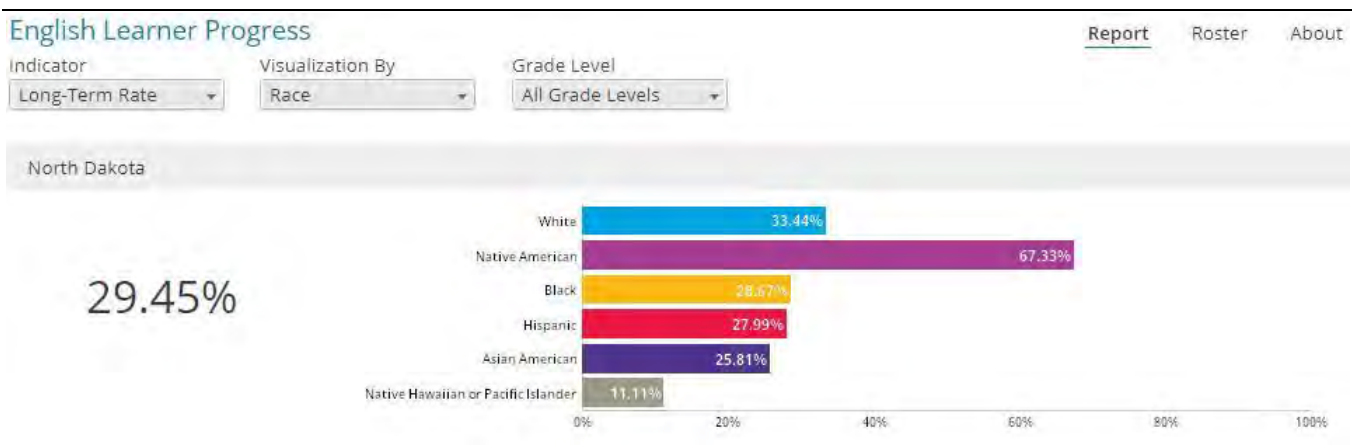


FIGURE 22: EXAMPLE ENGLISH LEARNER PROGRESS CHART

LONG-TERM GOALS

DESCRIPTION

The information shown here represents the long-term goals over the next six years for the key performance areas that have been identified by NDDPI in attaining 100% readiness of students attending public schools.

Intermediate progress goals are calculated for each year based upon the difference between the established baseline goal and the six-year long-term goal. The visualizations for each measure include a graph depicting a baseline, intermediate, and long-term goals for each subgroup, showing the progress toward those goals. Each of the year's values increment by the "Baseline" every year so that they consistently climb from the starting value in the first year to the target value in year six.

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

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

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

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

FILTERS

Dynamic Filter(s): Grade Level, Visualization By, Subject

Grade Level: Specific Grade Level, such as First, Third, Tenth, etc.

Visualization By: Demographic groups such as Races, Homeless status, Low-Incomes, English learner status, etc.

Subject: Academic subject such as mathematics

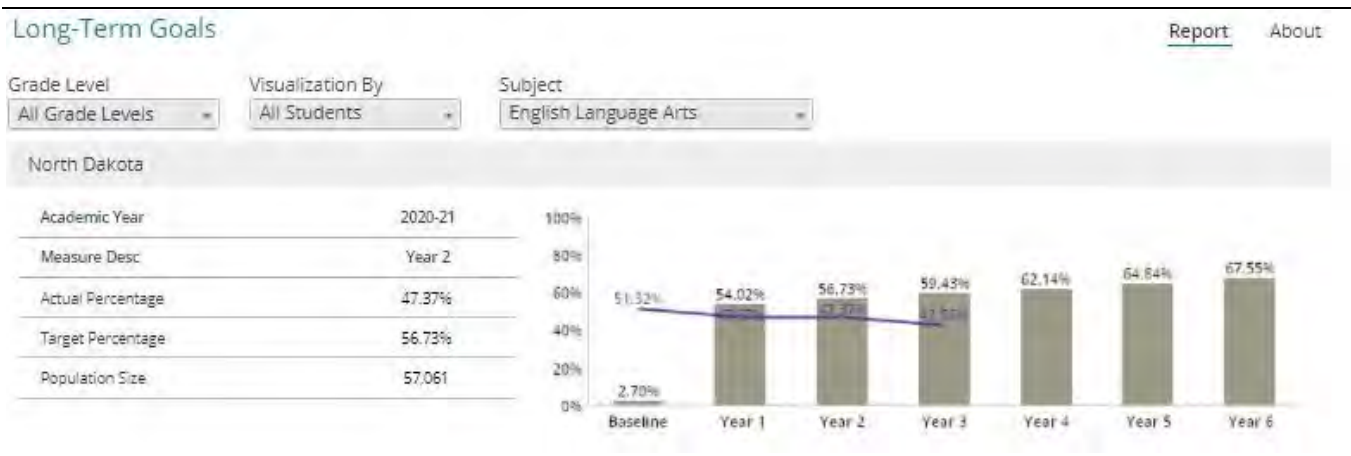


FIGURE 23: EXAMPLE LONG-TERM GOALS CHART

SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPI) chart is an overview/recap of all the charts in Special Education². There are several sections on the KPI chart: Graduation Dropout, SSIP; Student Assessment; Suspension, Expulsion; LRE; etc. If you choose a Special Ed Unit, you need to select a specific District for data to appear.

This section on Special Education Annual Performance Report has been generated to report to show an overview on the various indicators for the Special Education Units and their district(s). This is also in line with the ND's Every Student Succeeds Act (ESSA) plan as North Dakota Department of Public Instruction implements a dashboard method of transparent reporting to meet state and local accountability requirements, while helping to bring the department's public reporting efforts into compliance with the IDEA.

There are no dynamic filters on this chart. You can only see information for the School Year, the Special Education Unit, and Districts. Clicking on the value on the KPI will take you directly to the chart's page.

Graduation, Dropout, SSIP

Indicators: 1, 2, 17

- Four Year Graduation Rate
- Dropout Rate
- SSIP

Student Assessment

Indicators: 3b, 3c

- Math Participation Rate
- Reading Participation Rate
- Math Proficiency Rate
- Reading Proficiency Rate

Suspension, Expulsion

Indicators: 4a, 4b

- Significant Discrepancy Overall
- Significant Discrepancy by Race/Ethnicity

Least Restrictive Environment

Indicators: 5, 6

- Regular Classroom (Ages 6-21)
- Separate Classroom (Ages 6-21)
- Separate Facilities (Ages 6-21)
- Separate Classroom (Ages 3-5)
- Separate Facilities (Ages 3-5)

Social Emotional Skills

Indicator: 7a

- Demonstrating Growth
- Functioning Within Age Expectations

Knowledge and Skills

Indicator: 7b

- Demonstrating Growth
- Functioning Within Age Expectations

Appropriate Behaviors

Indicator: 7c

- Demonstrating Growth
- Functioning Within Age Expectations

Disproportionate Representation

Indicators: 9, 10

- Within Special Education
- Within Disability Categories

Post-Secondary Outcomes

Indicators: 14a, 14b, 14c

- Higher Education Enrollment Rate
- Competitive Employment or Higher Ed
- Education Training, or Employment

² Accountability Report Card has their own Performance Indicators chart

Indicator 1: Graduation

Four Year High School Graduation Rate of students with IEPs: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.

Indicator 2: Dropout Rate

High School Dropout Rate of Students with IEPs: Percent of youth with IEPs dropping out of high school.

**More Information on Indicators 1 & 2 can be found on the Graduation, Dropout, SSIP Chart.

Indicator 3: Participation and performance on statewide assessments: children with IEPs**Indicator 3b: Participation Rate**

Assessment Participation rate of children with IEPs. Participation rate is based on all children who had an IEP at the time of testing, including those enrolled and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are all the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading and mathematics.

Indicator 3c: Proficiency Rate

Assessment Proficiency rate for children with IEPs against grade level and alternate academic achievement standards. Proficiency rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are All the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA), based on grade-level achievement standards; the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA), based on alternate achievement standards for students with most significant cognitive disabilities, calculated separately for reading/language arts and mathematics.

**More information on Indicators 3b and 3c can be found on the Student Assessment Chart

Indicator 4a: Suspension/Expulsion Rate, Overall

Percent of districts identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Indicator 4b: Suspension/Expulsion Rate, by Ethnicity

Percent of districts identified as having: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

**More information on Indicators 4a and 4b can be found on the Suspension, Expulsion Chart

Indicator 5: Least Restrictive Environment (LRE): School Age**Indicator 6: Least Restrictive Environment (LRE): Preschool**

**More information on Indicators 5 and 6 can be found on the Least Restrictive Environment Chart

Indicator 7a: Social Emotional Skills Growth

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

**More information on indicator 7a can be found on the Social Emotion Skills Chart

Indicator 7b: Knowledge and Skills Growth

Percent of preschool children aged 3-5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/ communication and early literacy).

**More information for indicator 7b can be found on the Knowledge and Skills Chart

Indicator 7c: Appropriate Behaviors Growth

Percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

**More information for indicator 7c can be found on the Appropriate Behaviors Chart

Indicator 9: Disproportionate Representation of Suspension/Expulsion by Race/Ethnicity

Percent of districts identified as having a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Disproportionate Representation of Suspension/Expulsion by Race/Ethnicity, Disability

Percent of districts identified as having a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**More information for indicators 9 and 10 can be found on the Disproportionate Representation Chart

Indicator 14: Post-School Outcomes

Percent of youth no longer in secondary school, had IEPs in effect at the time they left school, and were:

Indicator 14a: Higher Education

Enrolled in higher education within one year of leaving high school.

Indicator 14b: Competitive Employment or Higher Education

Enrolled in higher education or competitively employed within one year of leaving high school.

Indicator 14c: Any Education, Training, or Employment

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

**More information for indicators 14, 14a, 14b, and 14c can be found on the Post-Secondary Outcomes Chart

Indicator 17: State Systematic Improvement Plan (SSIP):

Six Year Extended High School Graduation Rate of Students with Emotional Disturbance: (The North Dakota State Systemic Improvement Plan (SSIP)).

**More information for indicator 17 can be found on the Graduation, Dropout, SSIP Chart

INDICATORS NOT USED FOR CHARTS

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Each year, NDDPI sends out a 10-item survey to a representative sample of PK-12 Children and youth chosen from each special education unit in the state. Results are weighted according to population size of the special education units so that the overall state parent involvement percentage is an accurate reflection of the experiences of parents of Children and youth with disabilities ages 3 to 21. Parents of Children and youth at all Grade Level respond to the survey. The scores are based on a "percent of max" score which is the percentage of points the parent "awarded" to the program on certain items. To determine a district's Overall Parental Involvement Percentage, the percentage of parents who had a percent of max score of 75% or above based on all 10 items is calculated.

Indicator 11: Evaluation Timeline

Child Find: Percent of children with parental consent to evaluate, who were evaluated, and eligibility determined within 60 days.

Indicator 12: Preschool Transition

Early Childhood Transition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 15: Resolution Sessions

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. The NDDPI reported fewer than ten resolution sessions held in FFY 2017. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

Indicator 16: Mediation

Percent of mediations held that resulted in mediation agreements. The NDDPI reported fewer than ten mediations held in FFY 2017. The State is not required to provide targets until any fiscal year in which ten or more mediations were held.

Key Performance Indicators

Graduation, Dropout, SSP

Four-Year Graduation Rate	Dropout Rate	SSIP
93%	7%	100.00%

Student Assessment

Math Participation Rate	Reading Participation Rate	Math Proficiency Rate	Reading Proficiency Rate
0%	0%	0%	0%

Suspension, Expulsion

Significant Discrepancy Overall	Significant Discrepancy by Race/Ethnicity
0%	0%

Least Restrictive Environment

Regular Classroom (Ages 6-21)	Separate Classroom (Ages 6-21)	Separate Facilities (Ages 6-21)	Separate Classroom (Ages 3-5)	Separate Facilities (Ages 3-5)
75%	5%	1%	66%	

Social-Emotional Skills

Demonstrating Growth	Functioning Within Age Expectations
96%	74%

Knowledge and Skills

Demonstrating Growth	Functioning Within Age Expectations
91%	64%

Appropriate Behaviors

Demonstrating Growth	Functioning Within Age Expectations
89%	82%

Disproportionate Representation

Within Special Education	Within Disability Categories
0%	0%

Post-Secondary Outcomes

Higher Education Enrollment Rate	Competitive Employment or Higher Ed	Education, Training, or Employment
0%	83%	92%

FIGURE 24: EXAMPLE SPECIAL EDUCATION KEY PERFORMANCE INDICATORS CHART

PROGRAM DEMOGRAPHICS

DESCRIPTION

This will show the racial/ethnic diversity of students; percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs); percentage of students who are eligible for bilingual education; percentage of migratory students in North Dakota's school districts.

A migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.

You can also see how the student body has changed over time. District and state data are shown for comparison.

FILTERS

Dynamic Filter(s): *Indicator, Visualization By*

Indicator: Percentage of Students

Visualization By: This is a grouping of the results. Your choices are Grade Level, Race Ethnicity, Primary Disability Type, or Secondary Disability Type.

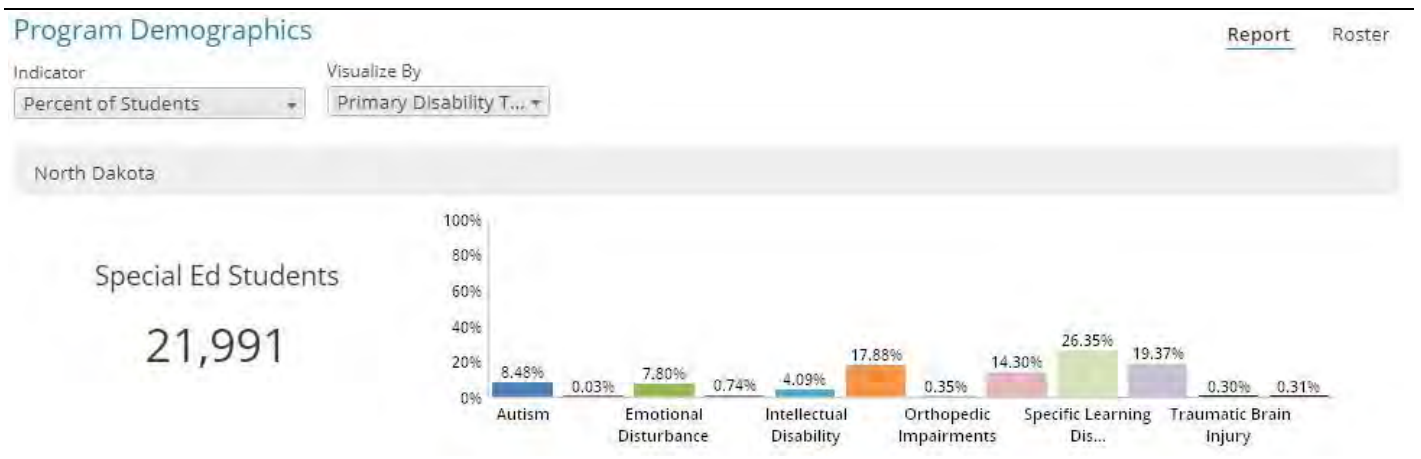


FIGURE 25: EXAMPLE PROGRAM DEMOGRAPHICS CHART

GRADUATION, DROPOUT, SSIP

DESCRIPTION

The Graduation, Dropout, SSIP Chart shows information regarding the Performance Indicators 1, 2, and 17.

Indicator 1: Graduation

Four Year High School Graduation Rate of students with IEPs: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. This is a measure of an on-time graduation rate based on an adjusted cohort of a group of students with an IEP who earn regular diplomas within four years of the first time they entered the 9th grade. In the state of North Dakota, diplomas for students who receive special education services are awarded in the same manner as diplomas awarded to students without disabilities.

Indicator 2: Dropout Rate

High School Dropout Rate of Students with IEPs: Percent of youth with IEPs dropping out of high school. ND defines Dropouts as students who leave school prior to graduation for reasons other than transfer to another school. Therefore, students receiving special education services that exit with a certificate of completion or have reached the age limitation of attendance are considered dropouts.

Indicator 17: State Systematic Improvement Plan (SSIP):

Six Year Extended High School Graduation Rate of Students with Emotional Disturbance: The North Dakota State Systemic Improvement Plan (SSIP), in line with State identified Measurable Result (SiMR), is focused on increasing the six-year extended graduation rate of students identified with emotional disturbance as a primary disability. The scope of NDDPI's effort is to provide support to local units with professional development in their planning model and process to keep students enrolled in school, bringing students back to school (re-entry), and assisting students to earn a diploma.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose if you want Graduation, Dropout or SSIP

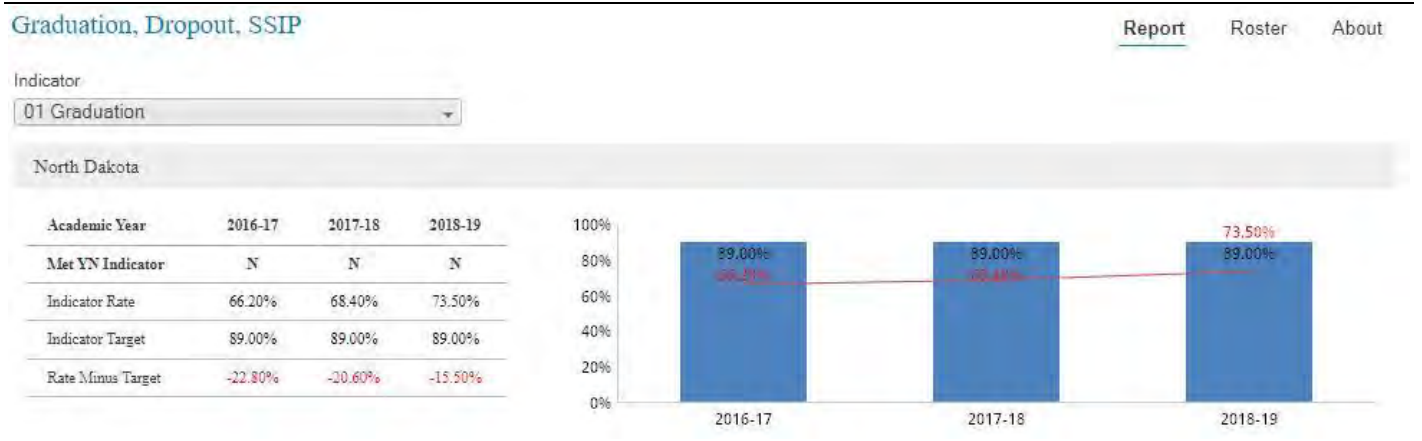


FIGURE 26: EXAMPLE GRADUATION, DROPOUT, SSIP CHART

STUDENT ASSESSMENT

DESCRIPTION

This chart shows the assessment testing participate rate of special education students. It also shows the proficiency rate for these students. This is for grades 3-8 and high school.

Indicator 3b: Participation Rate

Assessment Participation rate of children with IEPs. Participation rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are all the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA); the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA); calculated separately for reading/language arts and mathematics.

Indicator 3c: Proficiency Rate

Assessment Proficiency rate for children with IEPs against grade level and alternate academic achievement standards. Proficiency rate is based on all children and youth who had an IEP at the time of testing, including those enrolled for a full academic year and those not enrolled for a full academic year, while adjusting for those with medical or valid exemptions. Included are All the grades assessed (3-8 and high school) in one of the following assessment types: the North Dakota State Assessment (NDSA), based on grade-level achievement standards; the ACT as a local accountability option; and the North Dakota Alternate Assessment (NDAA), based on alternate achievement standards for students with most significant cognitive disabilities, calculated separately for reading/language arts and mathematics.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose whether you want participation or proficiency rate and if you want reading or math.

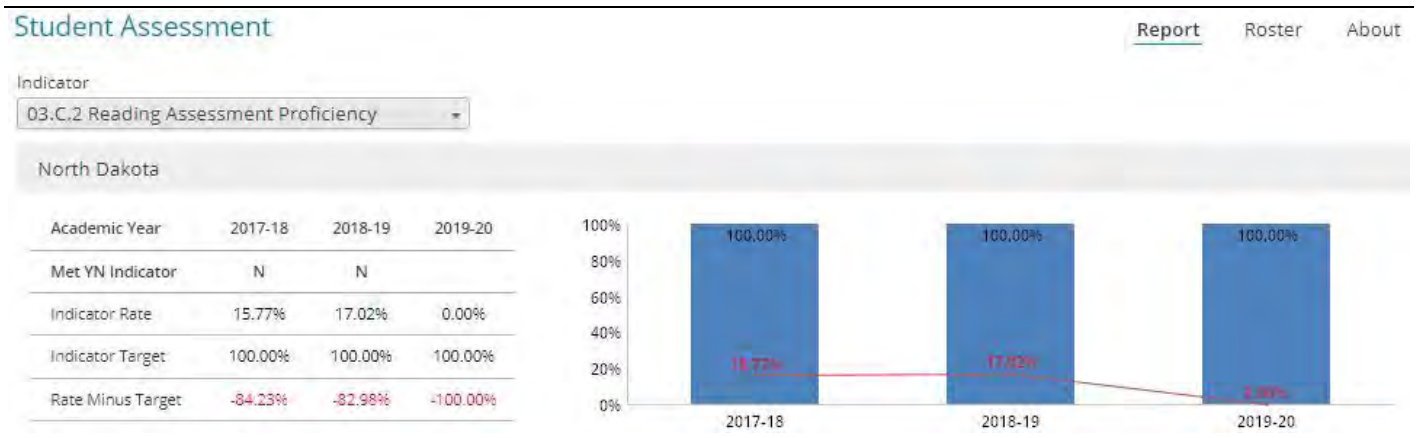


FIGURE 27: EXAMPLE STUDENT ASSESSMENT CHART

SUSPENSION, EXPULSION

DESCRIPTION

Significant Discrepancy in the rate of suspensions and expulsions of Children with IEPs. NDDPI uses the “state bar” of five percentage points higher than the state rate to flag an LEA as having a significant discrepancy in the suspension and expulsion of Children with IEPs. Thus, any district with a suspension and expulsion rate of a 5.0% higher than the state rate of suspensions and expulsions of Children with disabilities for more than 10 days is flagged for significant discrepancy. However, there must be at least 30 Children with disabilities in the denominator of a suspension rate for it to be flagged.

Indicator 4a: Suspension/Expulsion Rate, Overall

Percent of districts identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Indicator 4b: Suspension/Expulsion Rate, by Ethnicity

Percent of districts identified as having: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: Your choices are Suspension, Expulsion Overall or Suspension, Expulsion by Race/Ethnicity.

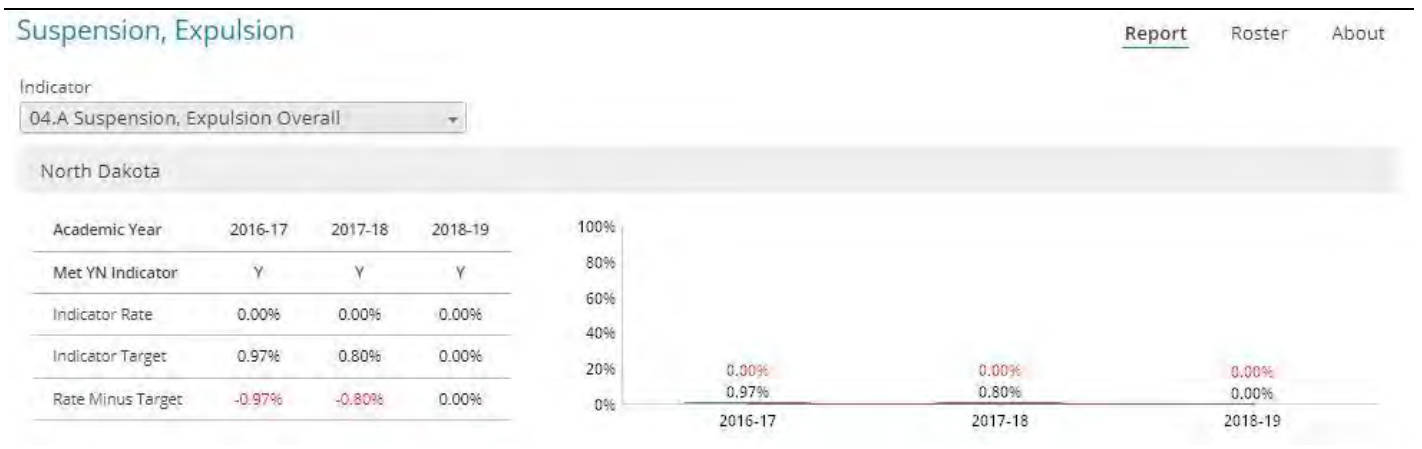


FIGURE 28: EXAMPLE SUSPENSION, EXPULSION CHART

LEAST RESTRICTIVE ENVIRONMENT (LRE)

DESCRIPTION

Federal special education law, or IDEA, has two important requirements for a child’s placement:

1. A child with an IEP should be with kids in general education to the “maximum extent that is appropriate.”
2. Special classes, separate schools, or removal from the general education class should only happen when a child’s learning or thinking difference — a “disability” under IDEA — is so severe that “supplementary aids and services can’t provide the child with an appropriate education.”³

Indicator 5: Least Restrictive Environment (LRE): School Age

- A. Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day.
- B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day.
- C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

Indicator 6: Least Restrictive Environment (LRE): Preschool

- A. Percent of children with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Percent of children with IEPs aged 3 through 5 attending a separate special education class, separate school, or residential facility.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose the LRE group: LRE IEPs 6-21 regular class > 80%, LRE IEPs 6-21 regular class < 40%, LRE IEPs 6-21 separate class or facility, LRE IEPs 3-5 regular class or facility, or LRE IEPs 3-5 separate class or facility.

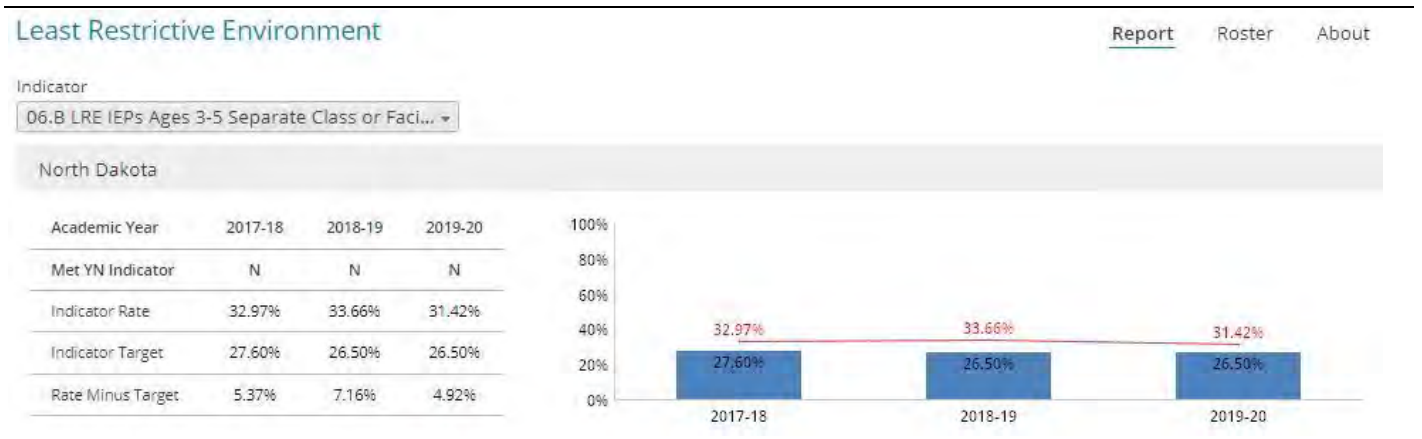


FIGURE 29: EXAMPLE LEAST RESTRICTIVE ENVIRONMENT (LRE) CHART

³ Morin, Amanda. What Is Least Restrictive Environment (LRE)? Understood.org. Web. 03 Sept. 2021.

SOCIAL EMOTIONAL SKILLS

DESCRIPTION

Social-emotional skills form the foundation of how students interact with their peers, respond to stressors, and process their thoughts and feelings both in and out of the classroom.⁴

Indicator 7a: Social-Emotional Skills Growth

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

1. Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose if you want to see Social-emotional Skills by growth or functioning.

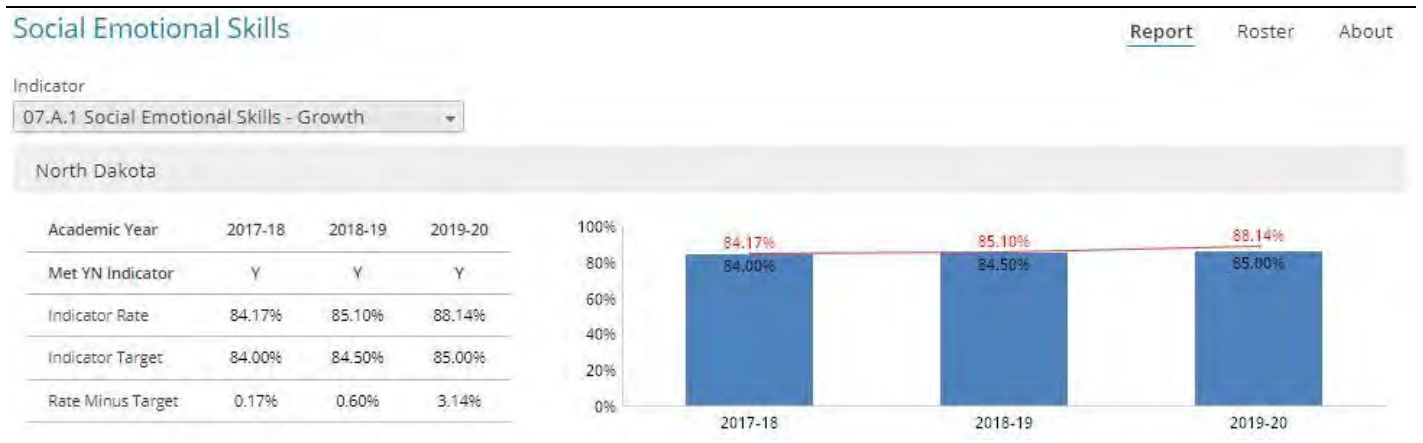


FIGURE 30: EXAMPLE SOCIAL EMOTIONAL SKILLS CHART

⁴ "100+ Social-Emotional Skills IEP Goals [The Complete List]." Positive Action. Positive Action, Inc, 16 Nov. 2020. Web. 03 Sept. 2021.

KNOWLEDGE AND SKILLS

DESCRIPTION

Indicator 7b: Knowledge and Skills Growth

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/ communication and early literacy).

Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose if you want to see Knowledge and Skills by growth or functioning.

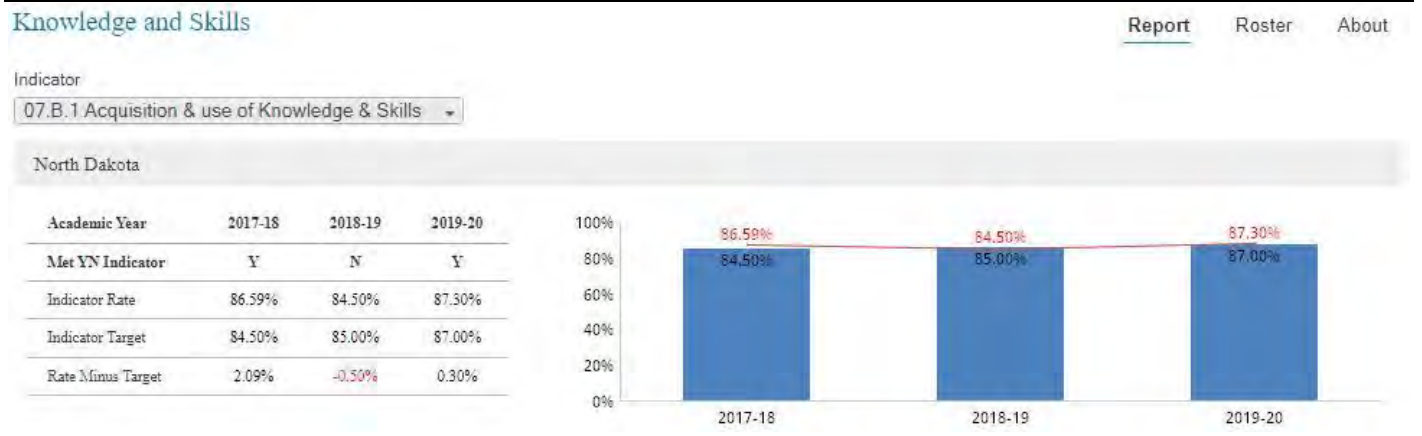


FIGURE 31: EXAMPLE KNOWLEDGE AND SKILLS CHART

APPROPRIATE BEHAVIORS

DESCRIPTION

District and the parents should talk about behavior as if it is one of the child’s needs. While it is not required by law, some experts say it is a good idea to have a behavior plan in the IEP if it is likely that a child’s behavior will become a problem. Behavior plans are like tools: They can be used by the school to help the child learn better ways of behaving.⁵

Indicator 7c: Appropriate Behaviors Growth

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

- Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose if you want to see Appropriate Behaviors by growth or functioning.



FIGURE 32: EXAMPLE APPROPRIATE BEHAVIORS CHART

⁵ "Part 4: Special Education, Behavior and Discipline." Wisconsin Special Education Mediation System. Web. 03 Sept. 2021.

DISPROPORTIONATE REPRESENTATION

DESCRIPTION

The basic premise of disproportionate representation is that, all other things being similar, students from different groups should be identified for special education services in similar proportions.⁶

Indicator 9: Disproportionate Representation of Suspension/Expulsion by Race/Ethnicity

Percent of districts identified as having a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Disproportionate Representation of Suspension/Expulsion by Race/Ethnicity, Disability

Percent of districts identified as having a disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

FILTERS

Dynamic Filters: *Indicator*

Indicator: This is where you choose to see Disproportionate Representation, by either Suspension / Expulsion and Race/Ethnicity, or see it by Disability Category.

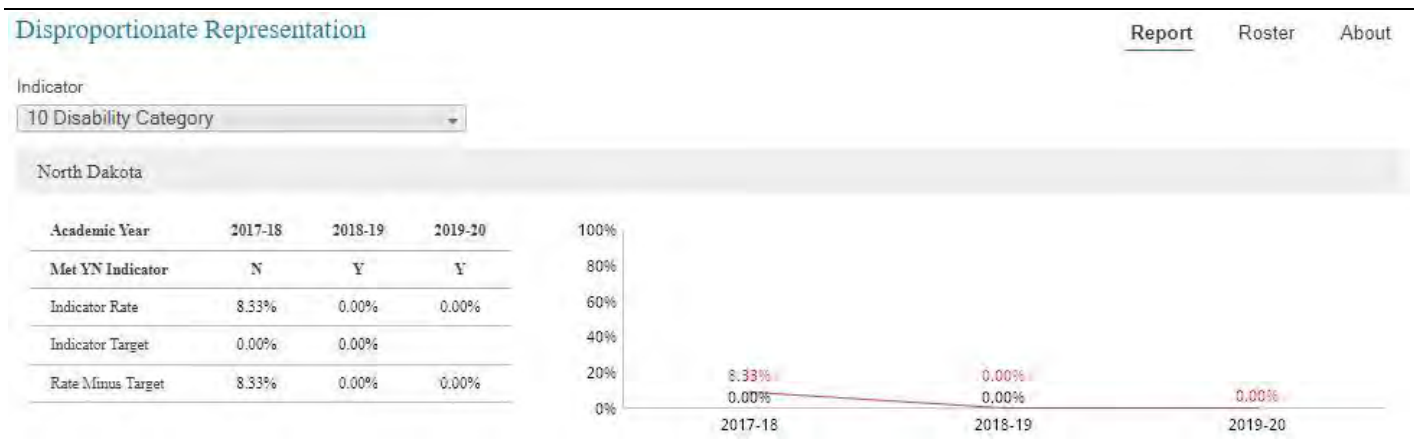


FIGURE 33: EXAMPLE DISPROPORTIONATE REPRESENTATION CHART

⁶ Hosp, John L., PhD. "Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education." RTI Action Network. Florida State University. Web. 03 Sept. 2021.

POST-SECONDARY OUTCOMES

DESCRIPTION

Current national policy mandates are holding schools and states more accountable for the postschool outcomes of youth with disabilities. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) are requiring schools to develop “measurable postschool goals in the areas of employment, education/training, and, if appropriate, independent living” and states to “report student postschool outcome performance”⁷

Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Indicator 14a: Higher Education

Enrolled in higher education within one year of leaving high school. Enrolled in higher education as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (4+ year program) for at least one complete term, at any time in the year since leaving high school.

Indicator 14b: Competitive Employment or Higher Education

Enrolled in higher education or competitively employed within one year of leaving high school. Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school.

Indicator 14c: Any Education, Training, or Employment

Enrolled in other postsecondary education or training means youth have been enrolled on a full- or part-time basis for at least 1 complete term in an education or training program at any time in the year since leaving high school. In addition, “some other employment” means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school.

The Blue Bar is the target for each year. The Red Line is the actual values for each year.

FILTERS

Dynamic Filters: *Indicator*

Indicator: Higher Education, Competitive Employment or Higher Ed, and Any Education/Training/Employment.

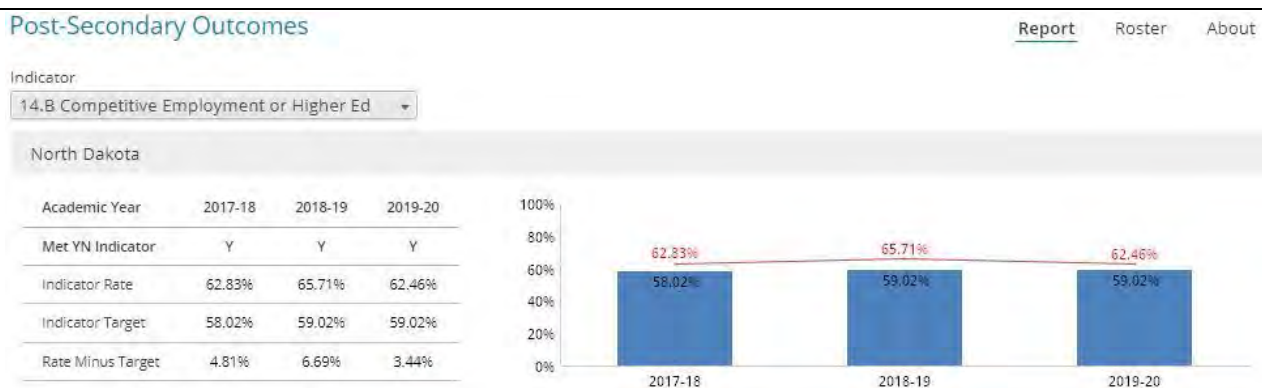


FIGURE 34: EXAMPLE POST-SECONDARY OUTCOMES CHART

⁷ "The Post-High School Outcomes of Young Adults with Disabilities up to 6 Years After High School." Institute of Education Sciences. U.S. DEPARTMENT OF EDUCATION, Sept. 2011. Web. 03 Sept. 2021.

USE CASES

CHRONIC ABSENTEEISM

DESCRIPTION

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

USE CASE

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

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

Academic Year	District	School
2020-21	Bismarck 1	Century High School

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

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

Visualization By	Grade Level
Race	Eleventh Grade

Here are the results for Eleventh Grade:

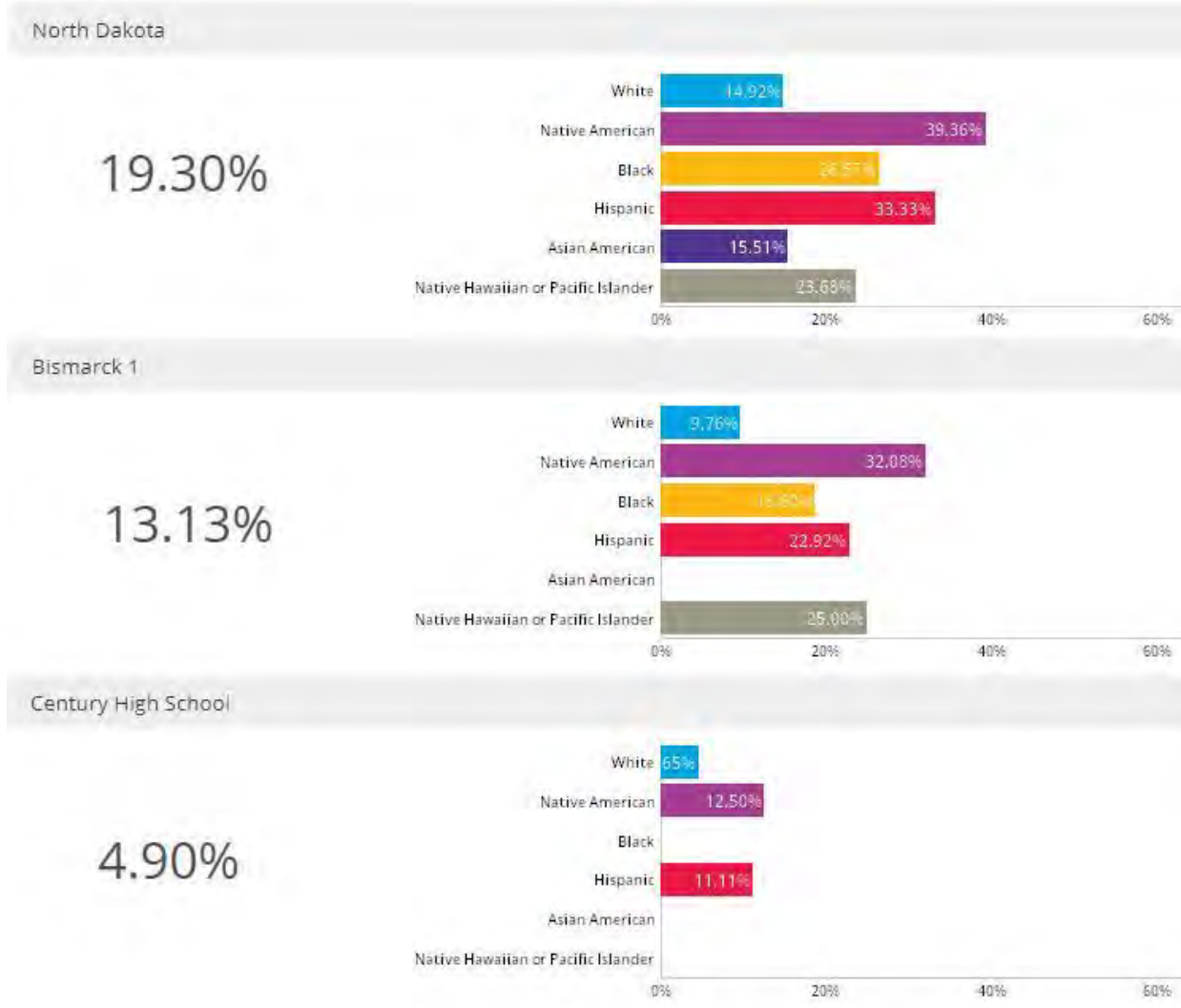


FIGURE 35: USE CASE: PERCENTAGES OF CHRONIC ABSENTEEISM STUDENTS BY RACE IN THE ELEVENTH GRADE FOR CENTURY HIGH SCHOOL IN BISMARCK SCHOOL DISTRICT

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

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

Visualization By: Race
 Grade Level: Twelfth Grade

Here are the results for Twelfth Grade:

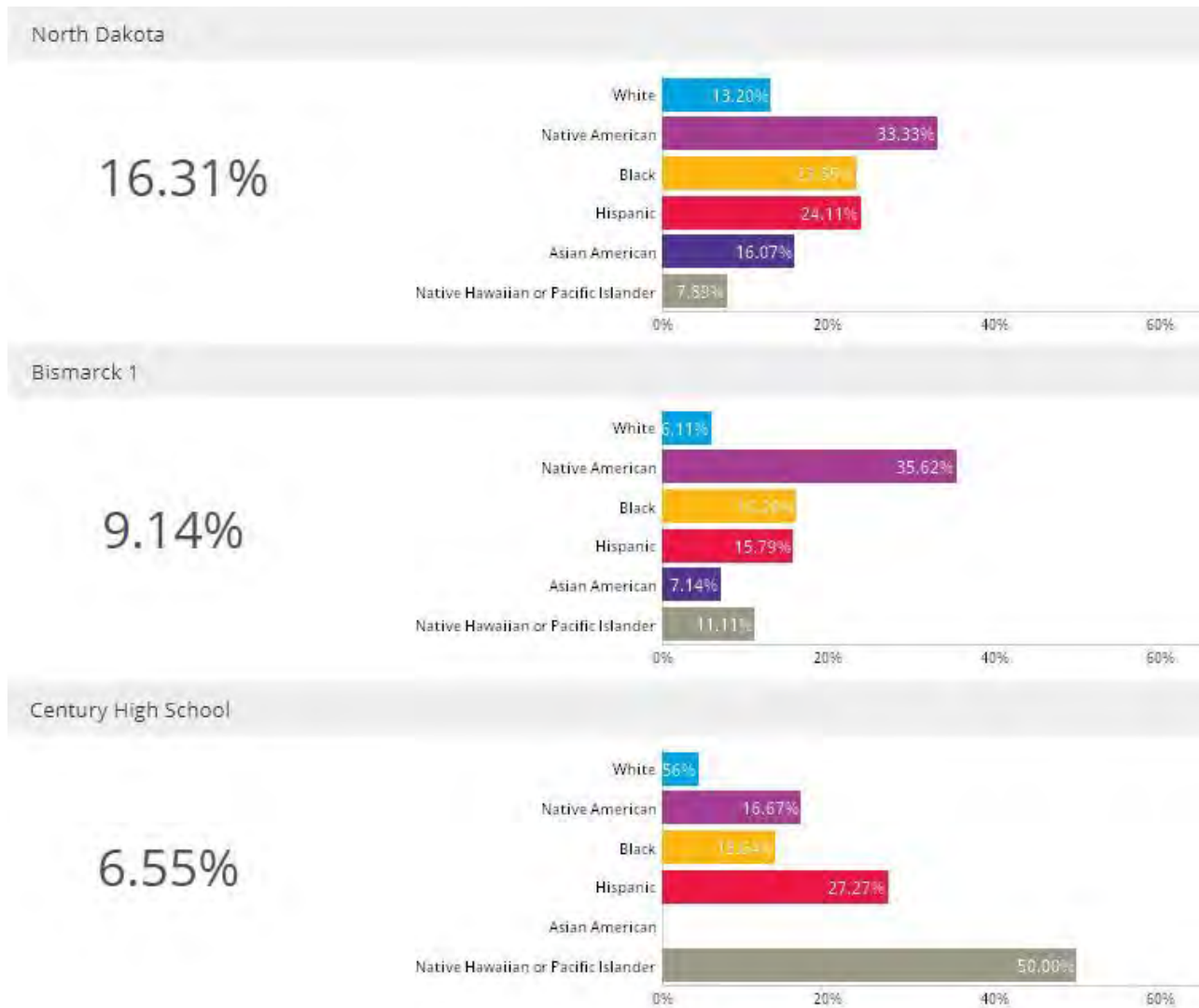


FIGURE 36: USE CASE: PERCENTAGES OF CHRONIC ABSENTEEISM STUDENTS BY RACE IN THE TWELFTH GRADE FOR CENTURY HIGH SCHOOL IN BISMARCK SCHOOL DISTRICT

One thing that is immediately apparent, is that the Native Hawaiian or Pacific Islander group has a much higher rate of chronic absenteeism at Century High School in the Twelfth Grade than in the Eleventh.

SPECIAL EDUCATION SCENARIO

APPROPRIATE BEHAVIORS

DESCRIPTION

District and the parents should talk about behavior as if it is one of the child's needs. While it is not required by law, some experts say it is a good idea to have a behavior plan in the IEP if it is likely that a child's behavior will become a problem. Behavior plans are like tools: They can be used by the school to help the child learn better ways of behaving.⁸

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

- Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

USE CASE

Find the Growth and Functioning percentages in the East Central Special Ed Unit for the District Carrington 49 and compare how each Rate is doing compared to their Target. The red line is the Indicator Rate, the blue bar is the Target.

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

Academic Year	Special Ed Unit	District
2020-21	East Central Special Ed Unit	Carrington 49

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

STEP 2: On the Appropriate Behaviors chart, set the Dynamic filters for first chart (The Growth percentage). Since we want to see the results by Growth, the Indicator filter will be set to "07.C.1 Use of Appropriate Behaviors - Growth".

Indicator

- 07.C.1 Use of Appropriate Behaviors - Growth
- 07.C.1 Use of Appropriate Behaviors - Growth
- 07.C.2 Use of Appropriate Behaviors - Functioning

⁸ "Part 4: Special Education, Behavior and Discipline." Wisconsin Special Education Mediation System. Web. 03 Sept. 2021.

Here are the results for Growth:

The Blue Bar is the Target Rate, and the Red Line is the Actual Rate.



FIGURE 37: USE CASE: APPROPRIATE BEHAVIORS GROWTH FOR DISTRICT CARRINGTON 49 IN SPECIAL EDUCATION UNIT EAST CENTRAL

As you can see, both the Special Education Unit and the District were doing well in the school years 2017-18 and 2018-19, but had a drop off in 2019-20.

Now we want to see the same data, but for Functioning

STEP 3: Set Dynamic filters for second chart (The Functioning percentage). Since we want to see the results by Functioning, the Indicator filter will be set to “07.C.2 Use of Appropriate Behaviors – Functioning.”



Here are the results for Functioning:

Again, the Blue Bar is the Target Rate, and the Red Line is the Actual Rate.



FIGURE 38: USE CASE: APPROPRIATE BEHAVIORS FUNCTIONING FOR DISTRICT CARRINGTON 49 IN SPECIAL EDUCATION UNIT EAST CENTRAL

While the percentages are slightly different than the first chart, the pattern remains the same: both the SPED Unit and the District were doing well in 2017-18 and 2018-19, but had a drop off in 2019-20.

LOW PERFORMING GROUP

STUDENT ACHIEVEMENT: MIGRANT STUDENTS

DESCRIPTION

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

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

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

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

USE CASE

Find the percentages of the Level 1, Level 2, Level 3, and Level 4 groups for Migrant and Non-Migrant students for all Grade Level and All Student Achievement. Compare that to the same group for English Language Arts, Mathematics, and Science.

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

Academic Year	District	School
2020-21	All Districts	All Schools

STEP 2: Set Dynamic filters for first chart (English Language Arts). First, set the Subject filter to “ELA,” since we want to see the English Language Arts results. Since we want to see the results for Migrant vs. Non-Migrant, we want to set the Visualization By filter to “Migrant.” And, since we want to see all four levels, we want to change the Chart Contents to “Details.”

Assessment Type	Subject	Grade Level	Measure Group	Visualization By	Chart Contents
Regular and Alternate	ELA	All Grade Levels	All Students	Migrant	Details

Here are the results for English Language Arts:

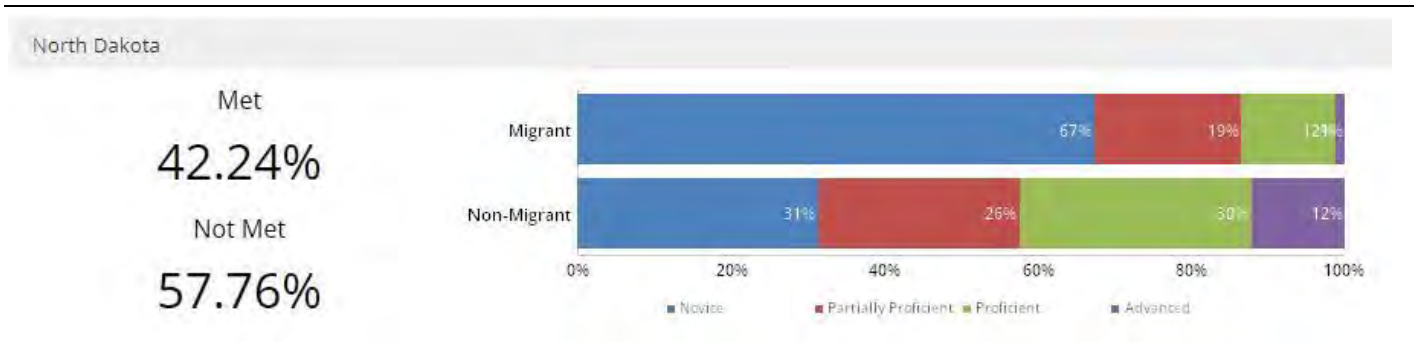


FIGURE 39: USE CASE: STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS (ELA) OF MIGRANT VS. NON-MIGRANT STUDENTS

It is not surprising to see that Migrant children are more likely to be in the Novice category for English Language Arts than non-Migrant children.

Now we want to see the same data, but for Mathematics.

STEP 3: Set Dynamic filters for second chart (Mathematics). First, set the Subject filter to “Mathematics,” since we want to see the mathematics results. Since we want to see the results for Migrant vs. Non-Migrant, we want to set the Visualization By filter to “Migrant.” And, since we want to see all four levels, we want to change the Chart Contents to “Details.”



Here are the Mathematics results:

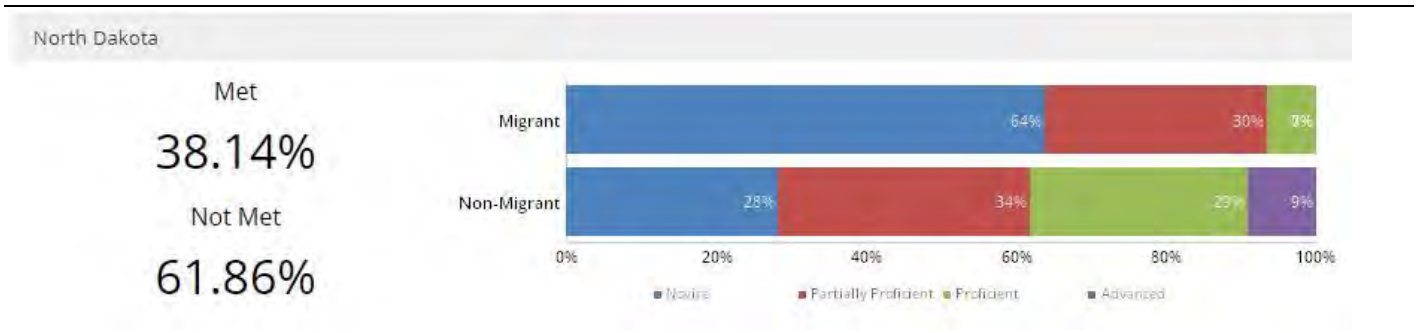


FIGURE 40: USE CASE: STUDENT ACHIEVEMENT IN MATHEMATICS OF MIGRANT VS. NON-MIGRANT STUDENTS

As you can see, migrant children are still more likely to be novices than non-migrant children, but not as quite as high as ELA.

Now let's look at the science data.

STEP 4: Set Dynamic filters for second chart (Science). First, set the Subject filter to "Science," since we want to see the Science results. Since we want to see the results for Migrant vs. Non-Migrant, we want to set the Visualization By filter to "Migrant." And, since we want to see all four levels, we want to change the Chart Contents to "Details."

Here are the results:

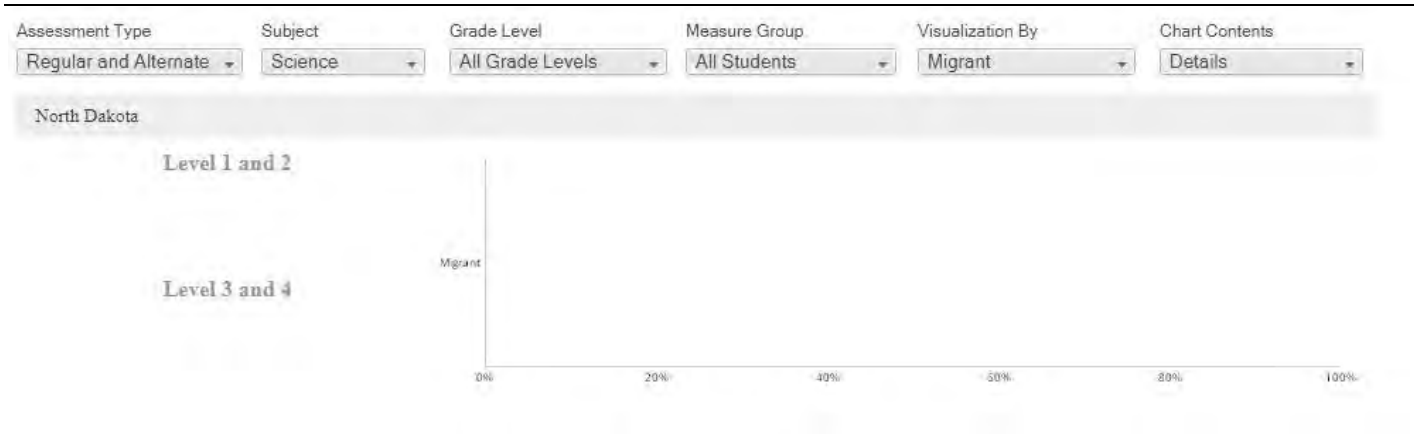


FIGURE 41: USE CASE: STUDENT ACHIEVEMENT IN SCIENCE OF MIGRANT VS. NON-MIGRANT STUDENTS

As you can see, the chart is blank, meaning, there is no data for this set of criteria.

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