

of applying a 99% confidence interval statistical test in providing for a fair, valid, and reliable means of public accountability and reporting.

North Dakota’s established minimum sample size of  $N > 9$  and the corresponding application of a 99% confidence interval statistical reliability test has been a longstanding provision of the state’s accountability system. This sample size and reliability provision has been previously reviewed and approved by federal ESEA peer review.

**D. Annual Meaningful Differentiation. Describe the State’s system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.**

North Dakota is moving towards the differentiation of schools in a way that can be easily communicated to LEA decision makers, teacher, parents and the public. The reporting of results requires transparency and communication to inform as well as drive improvement for all students. State law defines any public school to include any educational institution supported through State funding and administered through a public school board.

North Dakota intends to create a dashboard for every public school that will allow multiple factors to be used when summarizing a school’s measure of quality and assist the state in meaningful differentiation of school quality. This process of differentiating will occur on an annual basis for all public schools in the state and include all students and each subgroup of students.

*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

<b>Indicator</b>	<b>Measure(s)</b>	<b>Description</b>
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
Achievement in Achieving English Language Proficiency	ACCESS 2.0	English proficiency achievement based on the ACCESS 2.0

Indicator	Measure(s)	Description
School Quality or Student Success	Climate/Engagement	The tool that will be utilized is a survey through the AdvancED platform.

High School

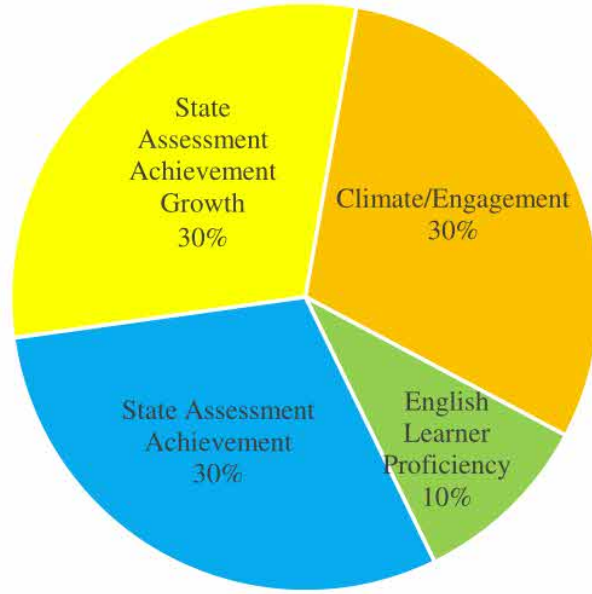
Indicator	Measure(s)	Description
Academic Achievement	Proficiency in ELA Proficiency in Mathematics	The statewide mathematics and ELA assessment (NDSA) which currently is the Smarter Balanced Assessment
Graduation Rate	4-year Adjusted Cohort Graduation Rate	Graduation rates are calculated based on the 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
Achievement in Achieving English Language Proficiency	ACCESS 2.0	English proficiency achievement based on the ACCESS 2.0
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.

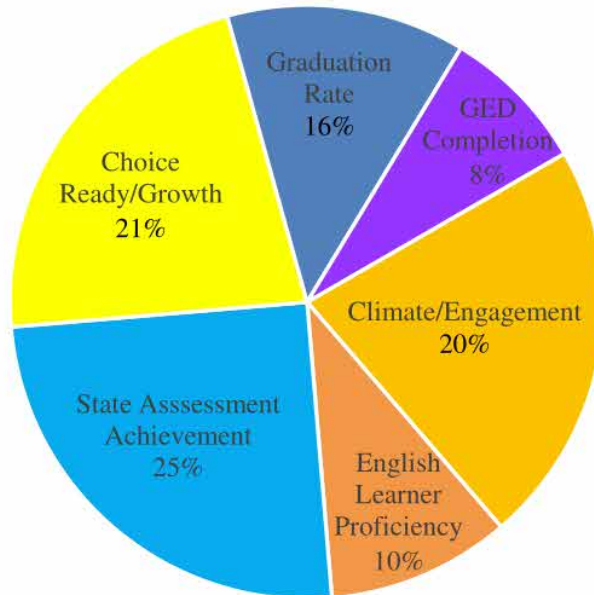
**ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).**

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

**Elementary**



**High School**



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.



# North Dakota

## Choice Ready Graduates



**COLLEGE READY**



**CAREER READY**



**MILITARY READY**

Diploma or GED and Developed Rolling 4-year Education Plan of Study and Based on North Dakota University System Placement Policies for Credit Bearing Courses:

ACT English 18  
or  
ACT Math 21

SAT Reading/Writing 480  
or  
SAT Math 530

CLEM/CREAM Pearson English 70%  
or  
CLEM/CREAM Pearson Math 70%

State Assessment English 3  
or  
State Assessment Math 3

And at least two additional Essential Skill indicators below:

- Community Service (25 hrs)
- 95% Attendance (not counting school-related absences)

- Two or more years in co-curricular activities
- Two or more years in extra-curricular activities

Based on NDUS Admissions Policy:

- ACT Composite 22 or Higher
- 2.8 GPA or Higher

And at least two additional indicators below:

Advanced Placement Course (A, B, or C)

Dual Credit Course (Eng/Math of A, B, or C)

Algebra II (A, B, or C)

Advanced Placement Exam (3+)

International Baccalaureate Exam (4+)

3.0 GPA or higher in the core course requirements for university admission.

- 2.8 GPA or Higher in a CTE Pathway
- Complete 2 credits in a Coordinated Plan of Study

And at least two additional indicators below:

Career Ready Practices (3.0)

Work Based Learning Experience (75 hrs)

Dual Credit Course (A, B or C)

WorkKeys (Gold or Silver)

Technical Assessment / Industry Credential

- ASVAB Score 31 or Higher
- Quality Citizenship (as measured by expulsions or suspensions of zero)
- Physically fit as deemed by physical education instructor

And:

Identify and complete any two additional indicators from college or career preparation

\* These metrics are intended to measure growth for high school accountability within ESSA.