

Assessment & Accountability

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Purpose of Accountability

The purpose of the ND accountability system is to provide statewide responsibility to all stakeholders to pursue the ND PK-12 Strategic vision and to do the following:

- Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, and the state;
- Ensure all schools and districts are engaged in a process of continuous improvement;
- Identify when and where desired results are not being achieved, prioritize which schools are most in need of support, and
- Allocate resources and support services, increase oversight and engagement, and elevate accountability for those schools most in need of support.



PK-12 Education Strategic Vision Framework

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

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

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who demonstrate math proficiency in 8th grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate Choice Ready
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students

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

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

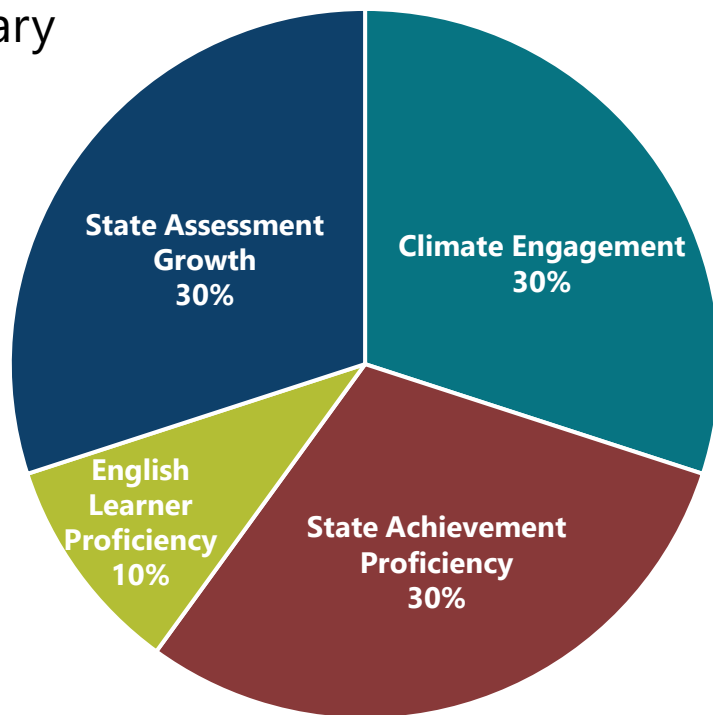
Crosswalk: PK-12 Strategic Vision Framework and ESSA Accountability	ESSA Accountability Systems					
	State Assessment Achievement	State Assessment Growth	English Learner Proficiency	Student Engagement	Choice Ready	Graduation Rate
Longterm Outcome #1	✓	✓	✓			
Increase students who enter kindergarten prepared to learn and increase the number of kindergarten classrooms that meet the needs of every learner.						
Longterm Outcome #2	✓					
Increase students who demonstrate reading proficiency in 3rd grade.						
Longterm Outcome #3		✓	✓			
Increase students who meet expected learning gains each year.						
Longterm Outcome #4				✓		
Increase students who engage in learning.						
Longterm Outcome #5					✓	✓
Increase students who graduate Choice Ready.						
Longterm Outcome #6	✓	✓	✓			
Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students.						

For more information, visit:

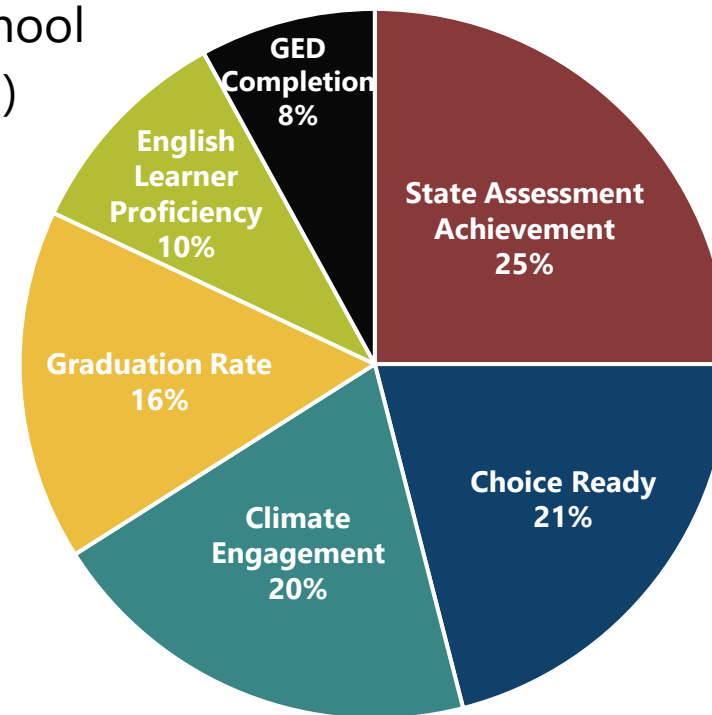
<https://insights.nd.gov/Education/State/K12CCStrategicGoals>

Elementary & High School Accountability System

Elementary
(K-8)

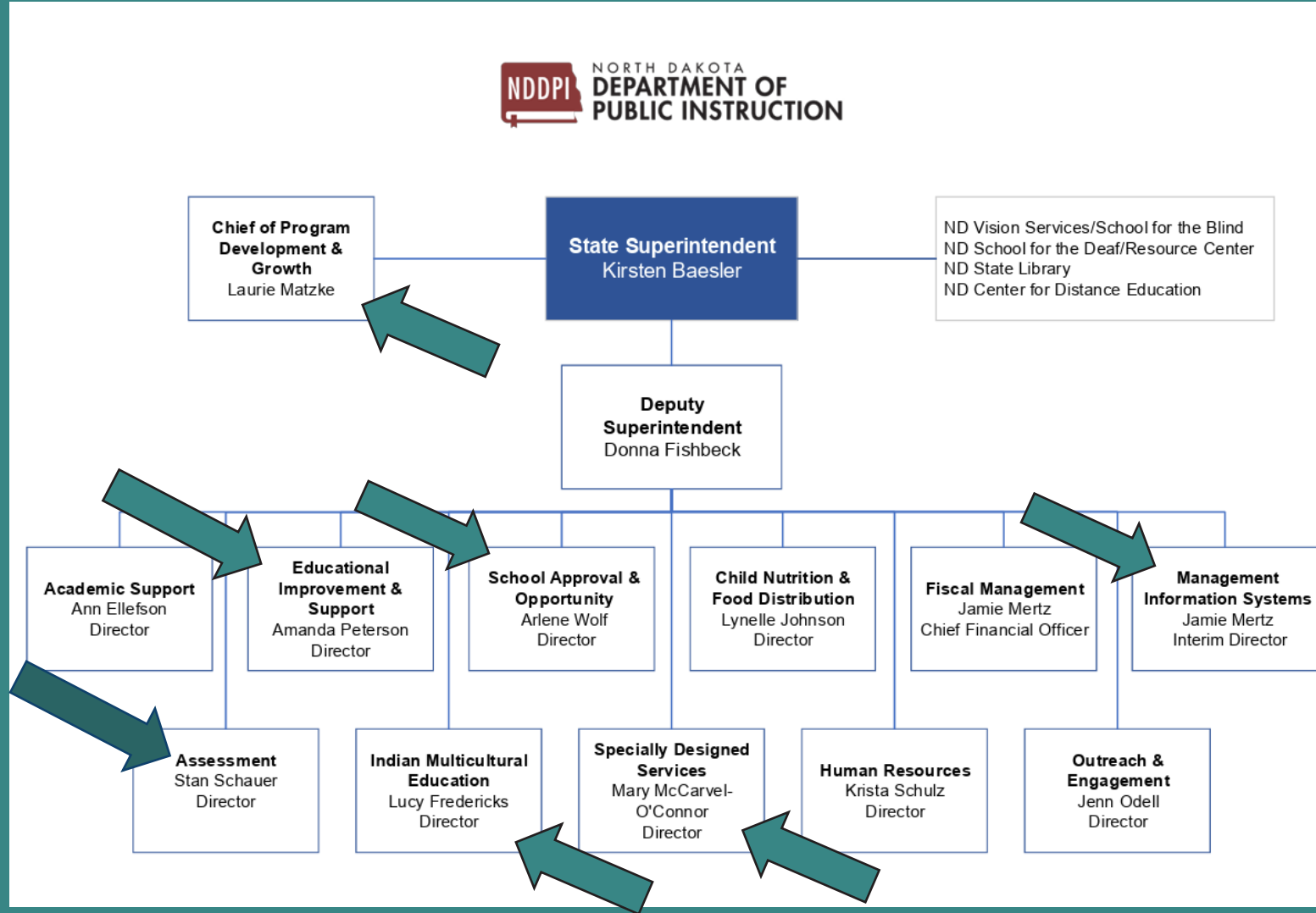


High School
(9-12)



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

Accountability is administered by several NDDPI offices



Accountability Calendar

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

Student Engagement Survey	Survey Window: February 2 - February 27, 2026
North Dakota State Assessment WIDA Access for ELLs Testing	Assessment Test Windows
Graduation Report	Deadline to submit report: June 30
Choice Ready Report	Deadline to submit report: June 30

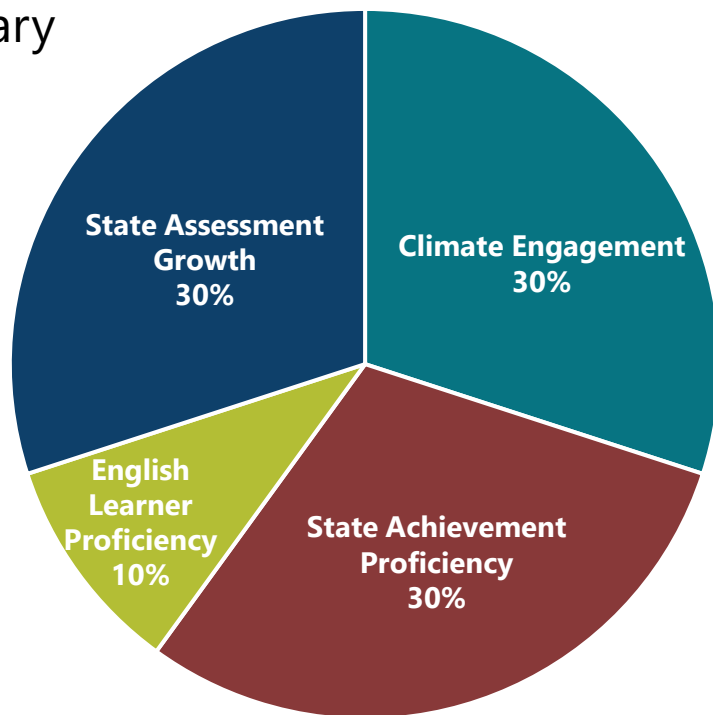
2025-2026

TSI/CSI/ND FIRST Identification Timeline

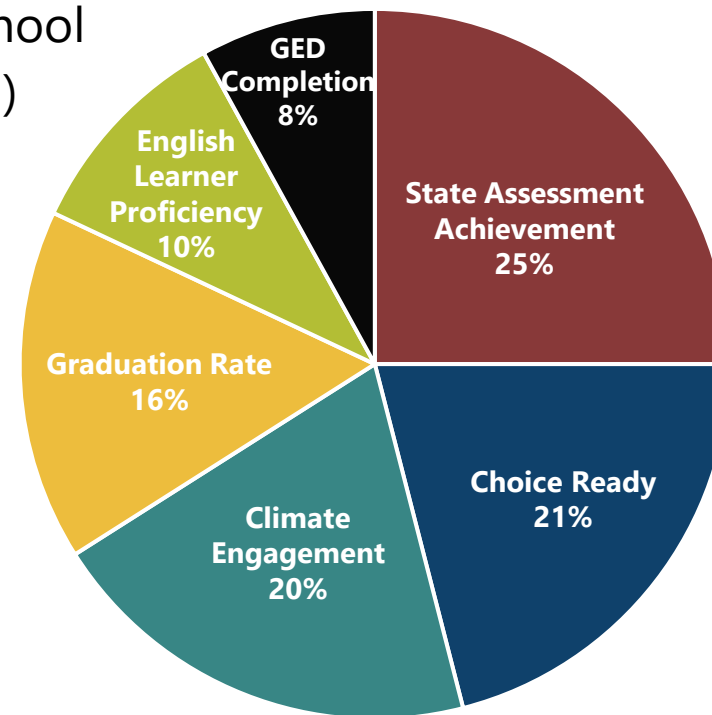


Elementary & High School Accountability System

Elementary
(K-8)



High School
(9-12)



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Accountability Resources

Accountability, Support, and Improvement

Click below for helpful accountability resources that will assist school leaders in reviewing and communicating accountability results.

<https://www.nd.gov/dpi/districts/schools/essa/accountability-support-improvement>



NDDPI NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Search This Website

Home / Districts/Schools / ESSA / Accountability, Support, & Improvement

Accountability, Support, & Improvement

The purpose of our accountability system is to provide statewide responsibility of all stakeholders to pursue our North Dakota vision. Through this accountability framework, North Dakota will:

- Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, and the state;
- Ensure all schools and districts are engaged in a process of continuous improvement;
- Identify when and where desired results are not being achieved and prioritize which schools are most in need of support; and
- Allocate resources and support services, increase oversight and engagement, and elevate accountability for those schools most in need of support.

North Dakota's accountability system provides a framework upon which we consistently, continuously, and holistically evaluate the ability of our state's education system to achieve desired outcomes. North Dakota's plan focuses around a continuous improvement model*. North Dakota's model allows multiple indicators to be used when outlining a school's measure of quality. In addition to student achievement, Choice Ready, graduation rate, and EL achievement, North Dakota applies a composite growth model within its accountability system under ESSA. Any academic achievement goals, either long-term or interim, also apply to composite and subgroup academic achievement for schools, districts, and the state per the accountability indicators displayed below:

Elementary (K-8)

Indicator	Percentage
State Assessment Growth	30%
State Assessment Proficiency	30%
English Learner Proficiency	10%
Climate Engagement	30%

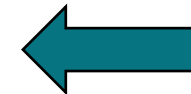
High School (9-12)

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

Accountability, Support, & Improvement

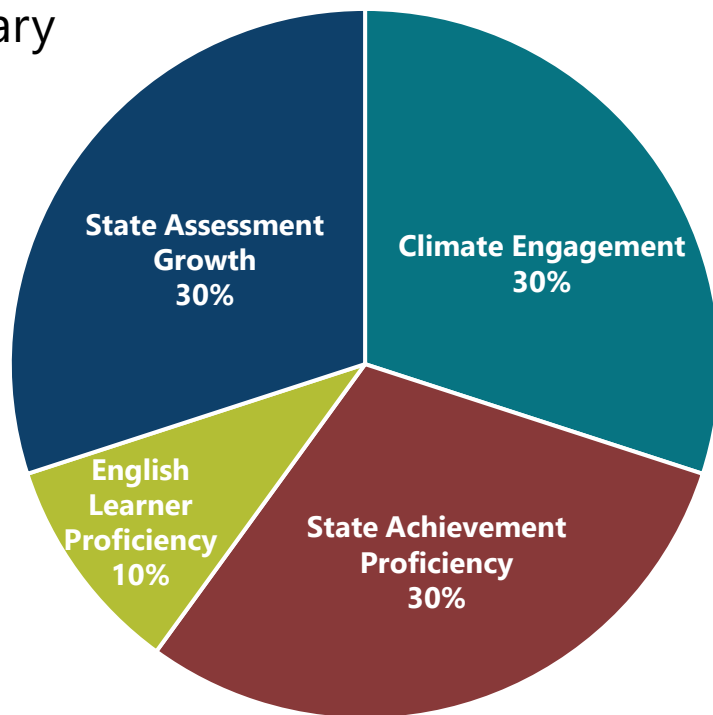
- This page includes all of the buttons to direct you to all topics included within the ND accountability system.
- The Resources tab includes helpful calculation guides, visuals, sample letters and communication tools, guidance documents, and recordings.

ASSESSMENT	CHOICE READY	
ENGLISH LEARNER	STUDENT ENGAGEMENT	
GENERAL SCHOOL IMPROVEMENT		
TARGETED SUPPORT AND IMPROVEMENT	COMPREHENSIVE SUPPORT AND IMPROVEMENT	ND FIRST
Q & A		
Accountability Calendar		
Resources		

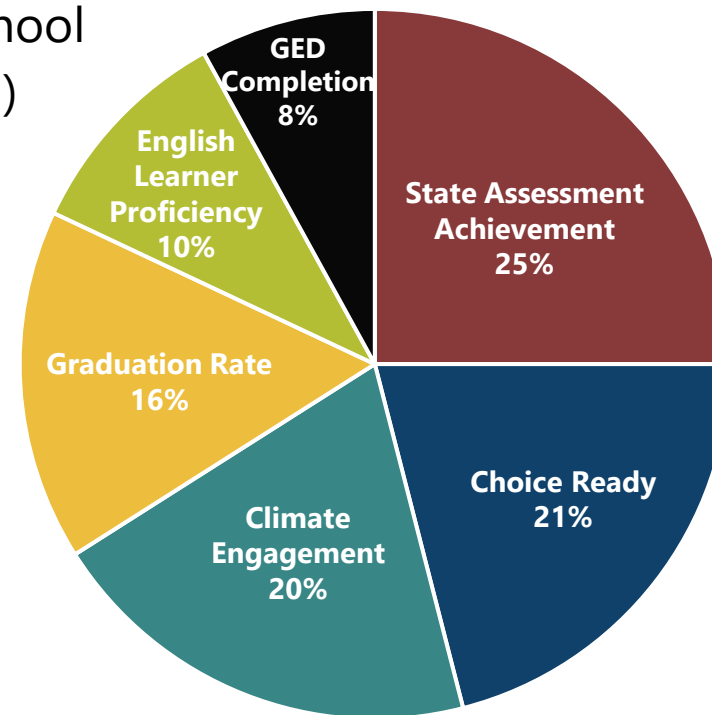


Elementary & High School Accountability System

Elementary
(K-8)



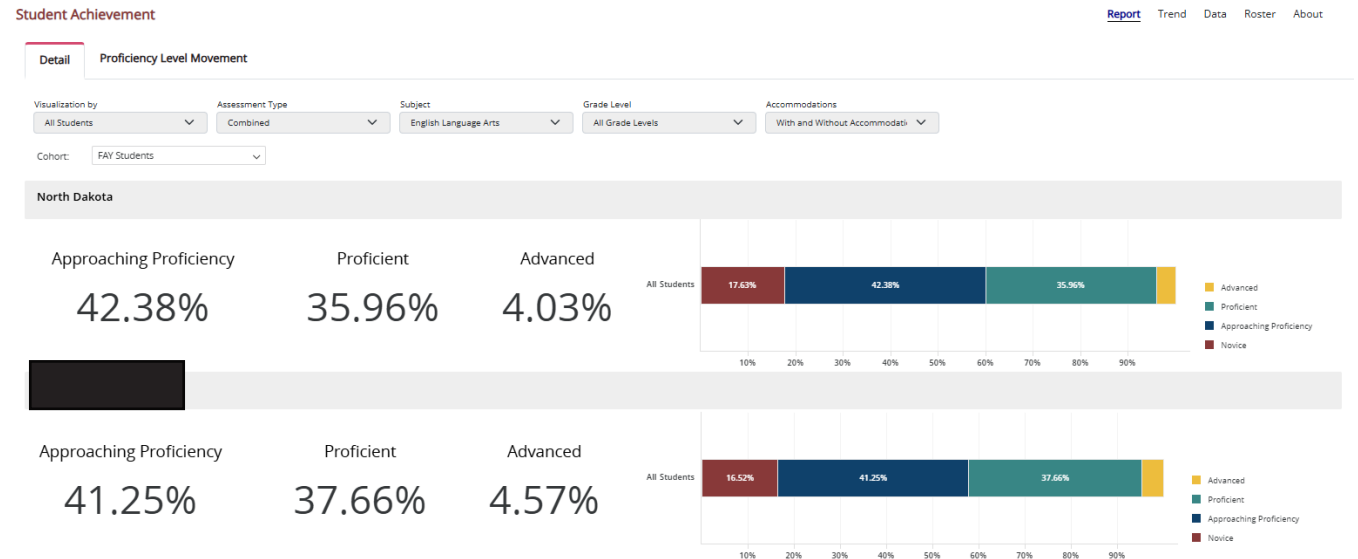
High School
(9-12)



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

Did you know?

- ✓ NDDPI has made an important update to the labeling of one of the four student proficiency levels.
- ✓ **Level 2** is now labeled **“Approaching Proficient.”**
- ✓ This change is more than just a new name—it reflects our **continued focus on student growth, progress, and potential.**
- ✓ Rather than framing achievement as a proficient/not proficient outcome, the new label emphasizes that students at this level **can do many things** and are on a path toward meeting grade-level expectations.



What Does “Approaching Proficient” Mean?

According to the policy Achievement Level Descriptor (ALD) for **Level 2 in mathematics**:

A student at Level 2 is approaching proficiency in applying mathematics knowledge and skills as outlined in the North Dakota Mathematics Content Standards. The student typically performs slightly below grade-level expectations, is sometimes able to engage with grade-level content and demonstrates higher-order thinking skills with some independence and support.

This update is designed to support **more meaningful conversations** between educators, families, and students by highlighting **what students can do**, not just where they are still developing.

Important note: Accountability points are awarded based on this approach.








Novice = -0.5

Approaching Proficiency = 0.5










Proficient = 1

Advanced = 2


Fundamentals ▴

-  Key Performance Indicators
-  Accountability Index
-  Enrollment Demographics
-  Educator Qualifications
-  Attendance Rate
-  Chronic Absenteeism
-  Dropout Rate

Highlighted Reports ▾

-  Student Achievement
-  Student Growth
-  Choice Ready
-  Graduation Rate
-  Completer Rate
-  English Learner Growth
-  Long-Term Goals
-  Student Engagement
-  ESSA Cost Per Pupil

Assessment Details ▾

-  95% Testing Participation
-  Testing Accommodations
-  1% Alternate Test Rule
-  IEP Student Performance
-  EL Student Performance
-  EL Participation - WIDA

Academic Year

2024-25 ▾

District

{All Districts} ▾

School

{All Schools} ▾

Key Performance Indicators

School Comparison

Students	Teachers	Administrators	Schools	Districts
119,622			511	166

School Environment

Attendance Rate	Chronic Absenteeism	Graduation Rate	Completer Rate	Dropout Rate
93.3%	19.8%	84.2%	92.0%	3.6%

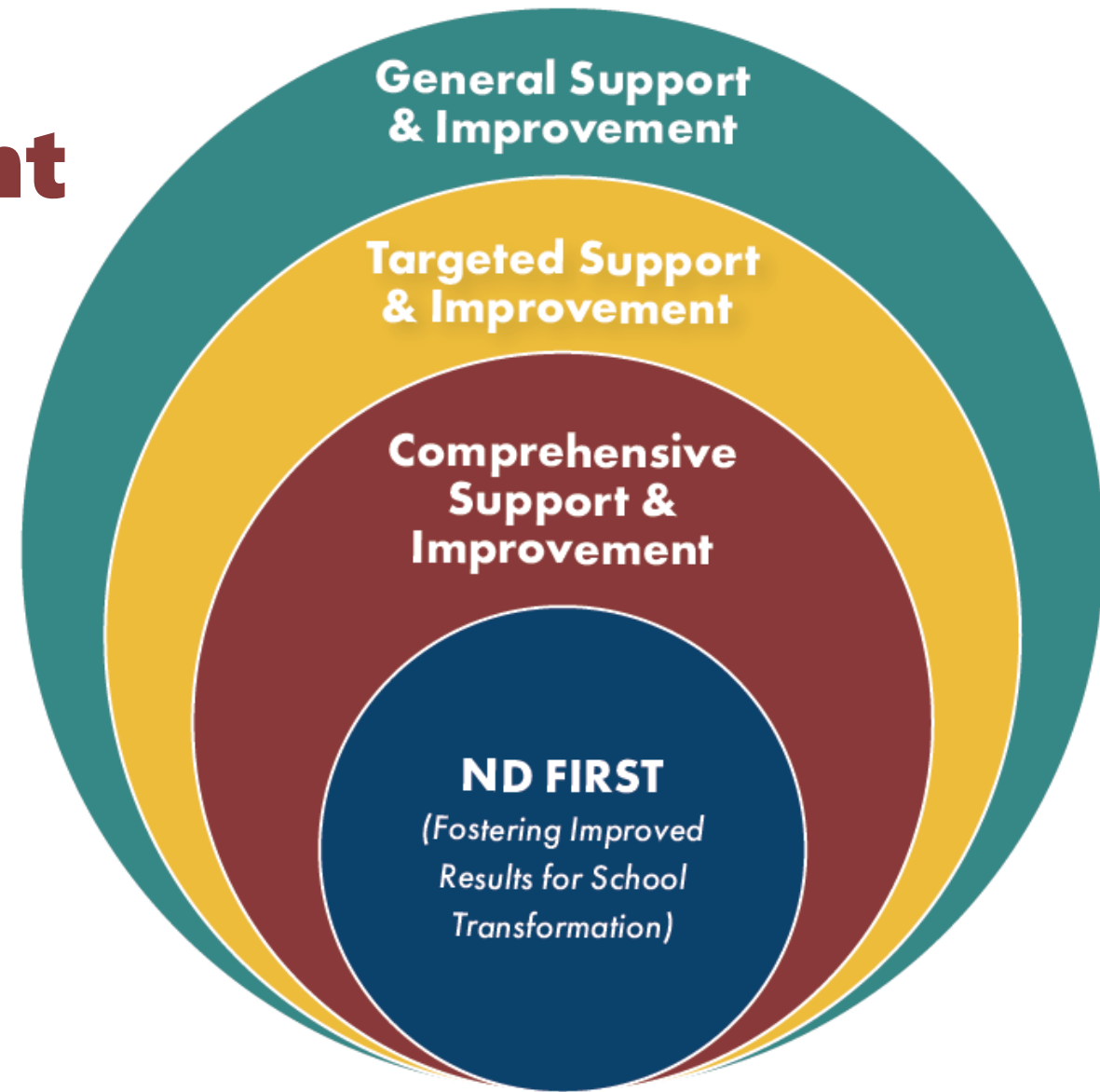
Student Achievement

Mathematics - Approaching Proficiency	Mathematics - Proficient	Mathematics - Advanced
29.1%	24.4%	17.4%
English Language Arts - Approaching Proficiency	English Language Arts - Proficient	English Language Arts - Advanced
42.4%	36.0%	4.0%

Identification of Schools for Improvement

Continuous Improvement

- ✓ Currently, North Dakota uses Cognia statewide for approval and as a system of improvement for all public schools.
- ✓ All schools illustrate their continuous school improvement through the Strategy Map.



ND School Improvement

Resource Compass

- [North Dakota Accountability, Support, and Improvement](#)
- [State Automated Reporting System \(STARS\)](#)
- [Evidence-Based Programs and Practices](#)
- [Insights Dashboard](#)
- [School Renewal Guide](#)
- [Funding Your Plan](#)

Targeted Support and Improvement (TSI) - bottom 10%, 1-year designation

Year 1:

NDDPI...

- Offers guidance, support, and funding, including an NDREA Coaching Liaison, to each school.
- Conducts regular check-ins, requires status reports, and monitors the use of federal funding.

NDREA Coaching Liaison...

- Ensures that the school is aware of all School Renewal resources available and trains schools how to properly utilize these tools.
- Assists in reviewing accountability data, noting gaps, and ensuring they are taking measures to address areas of need.
- Supports the schools in reviewing their comprehensive needs assessment.

Identified School...

- Establishes a School Improvement Team.
- Aligns their Cognia Strategy Map to school improvement efforts.
- Selects evidence-based system frameworks and practices to implement school improvement efforts.
- Implements the School Renewal process, including PDSA cycles, to test change practices.

Year 2: (All expectations of Year 1, and the following)

NDDPI...

- Monitors the use of all federal funding streams and state expectations at an increased rate.

NDREA Coaching Liaison...

- Supports the schools in conducting a comprehensive needs assessment of the school system that includes student subgroup outcomes and low performance.
- Assists the schools in reviewing gaps identified through the accountability process and facilitates a discussion on what measures the schools are going to take to address these gaps.
- Assists the schools in reviewing their Cognia Strategy Map to ensure that it is aligned with School improvement efforts and being implemented with fidelity.

Identified School...

- Adapts, adopts, or abandons change practices based on student outcomes.

Year 3: (All expectations of Year 1 and 2, and the following)

NDDPI...

- Facilitates meetings with the school and district leaders to review system structure and provide an overview of CSI implementation.
- Recommends school board participation in the Be Legendary School Board Training Institute.

NDREA Coaching Liaison...

- Guides the School Improvement Team through the process of reviewing their comprehensive needs assessment data to address gaps identified through the accountability process.
- Conduct observations to determine School Renewal implementation and alignment of goals.
- Completes the Progress Review, alongside the school's School Improvement Team, and the corresponding Progress Review Report.

Identified School...

- Completes the Progress Review, alongside the school's School Improvement Team and the NDREA Coaching Liaison.
- Adapts, adopts, or abandons change practices based on student outcomes.

Don't Exit

Move to CSI for a 3 year designation

General Support: ALL ND Schools are expected to be utilizing a continuous school improvement process, currently evidenced through each school's Strategic Plan in the Cognia platform.

Exit

Exit

Exit and Return to General Support

Exit

Comprehensive Support and Improvement (CSI) - bottom 5%, 3-year designation

Year 1:

NDDPI...

- Offers guidance, support, and funding, including an NDREA Coaching Liaison, to each school.
- Conducts regular check-ins, requires status reports, and monitors the use of federal funding.
- Monitors the use of all federal funding streams and state expectations at an increased rate.
- Requires school board participation in the Be Legendary School Board Training Institute.

NDREA Coaching Liaison...

- Ensures that the school is aware of all School Renewal resources available and trains schools how to properly utilize these tools.
- Facilitates a comprehensive needs assessment of the school system that includes student subgroup outcomes and low performance.
- Conducts observations to determine School Renewal implementation and alignment of goals.

Identified School...

- Establishes a School Improvement Team.
- Aligns their Cognia Strategy Map to school improvement efforts.
- Selects an evidence-based system framework and practices from an approved NDDPI menu to begin to implement the School Renewal process and meet school improvement goals.
- Ensures that the school board goes through the Be Legendary School Board Training Institute.

Year 2: (All expectations of Year 1, and the following)

NDDPI...

- Reviews implementation data to inform the next steps.

NDREA Coaching Liaison...

- Assists the School Improvement Team in reviewing their comprehensive needs assessment data.
- Supports school leadership in conducting observations to determine School Renewal implementation and alignment of goals.

Identified School...

- Meets consistently with their School Improvement Team to monitor the fidelity of implementation of school improvement plans and goals.
- Implements the School Renewal process, including PDSA cycles, to test change practices.
- Pursues full implementation of the Be Legendary School Board expectations.

Year 3: (All expectations of Years 1 and 2, and the following)

NDDPI...

- Reviews implementation data, including the Progress Review Report, to inform next steps.
- Synthesizes multiple data inputs to create a findings report that will lead to a school's sustainability expectations or inform ND FIRST.

NDREA Coaching Liaison...

- Works with school leadership to analyze needs assessment and observation data to determine next steps.
- Completes the Progress Review, alongside the school's School Improvement Team, and the corresponding Progress Review Report.

Identified School...

- Completes the Progress Review, alongside the school's School Improvement Team and the NDREA Coaching Liaison.
- Adapts, adopts, or abandons change practices based on student outcomes.

Exit and Return to General Support

Exit to TSI Year One Support

Remain in CSI and move into ND FIRST



Fostering Improved Results for School Transformation (ND FIRST)

NDDPI assigns an Executive Improvement Specialist (EIS) who works with the identified school to establish a Project Charter that outlines the teams executing implementation of ND FIRST.

Collaborative Partnership Agreement (MOU) Meetings

NDDPI and partners meet with the local school and district team to develop a shared understanding of goals and expectations based on the findings report and recommendations from external school performance reviews.

Collaborative Partnership Agreement (MOU) Established.

Key Characteristics of MOU

- Aligns reporting levels with proficiency and growth
- Prioritizes transparent communication and consultation with families, stakeholders, and local communities
- Includes IDEA requirements to strengthen processes
- Deploys strategic staffing
- Recognizes local beliefs, values, and behaviors
- Includes measurement of a change management plan
- Determines local, state, and federal funding based on identified needs and designates funding for approved activities
- Continues to acknowledge, tackle, and address root cause and systemic challenges

Customized Expectations

Co-Developed in partnership with school communities after each level of review noted above is complete.

*NDDPI and ND FIRST school will collectively create success metrics and goals, with the final determination made by the State Superintendent.

ND FIRST Teams

Each ND FIRST school or district will have an implementation team, a research & evaluation team, and a leadership team. See more information on those teams [\[here\]](#).

Consistent Expectations (Enforced by NDDPI)

Initial 18 Months (Year 1 & Year 2) Identified School...

- Establishes a Project Charter that outlines the teams executing implementation of ND FIRST
- Administers and implements the ND A-PLUS formative, interim, and summative assessments
- Engages in authentic personnel management, supervision, and evaluation processes for teachers, principals, and superintendent to generate the most effective feedback to support instruction
- Implements leadership and capacity building to guarantee all leaders can meet state education goals
- Implements effective practices to support recruitment and retention of teachers, and leaders
- Completes and engages in student outcomes-driven governance model that incorporates accountability measures
- Grants NDDPI access to performance data through data sharing agreement
- Experiences increased NDDPI oversight of funding for curriculum, training, instruction, assessment, or the school calendar

Post 18-Month Evaluation (Year 3) Identified School...

- Produces outcomes-based budgeting plan approved by NDDPI
- Continues leadership mentoring as needed
- Develops and applies strategic improvement processes in line with state education goals

Collaborative Partnership Agreement (MOU) Goal Review

Key Characteristics

- Check-in conferences every 3 months
- Collaborative review of partnership agreement/MOU expectations
- Includes representation from school board, school and district leadership, and external partners
- Multi-phased process with the intent to collect, review, and discuss evidence for the purpose of determining if ND FIRST schools are tracking toward goal attainment and are on track to exit, with the final determination made by the State Superintendent.

Exit and
Return to
General
Support

Exit to TSI
Year One
Support

Continue
ND FIRST

Identification Areas: TSI/CSI

Targeted Support and Improvement (TSI)

- Identified annually
- Any ND school (Title I or non-Title I) performing in the bottom 10% for three consecutive years
- Any school from the pool that has one or more subgroups with achievement levels below the highest performing comprehensive school based on all accountability factors within the state's accountability system
- Schools identified for three or more years become CSI

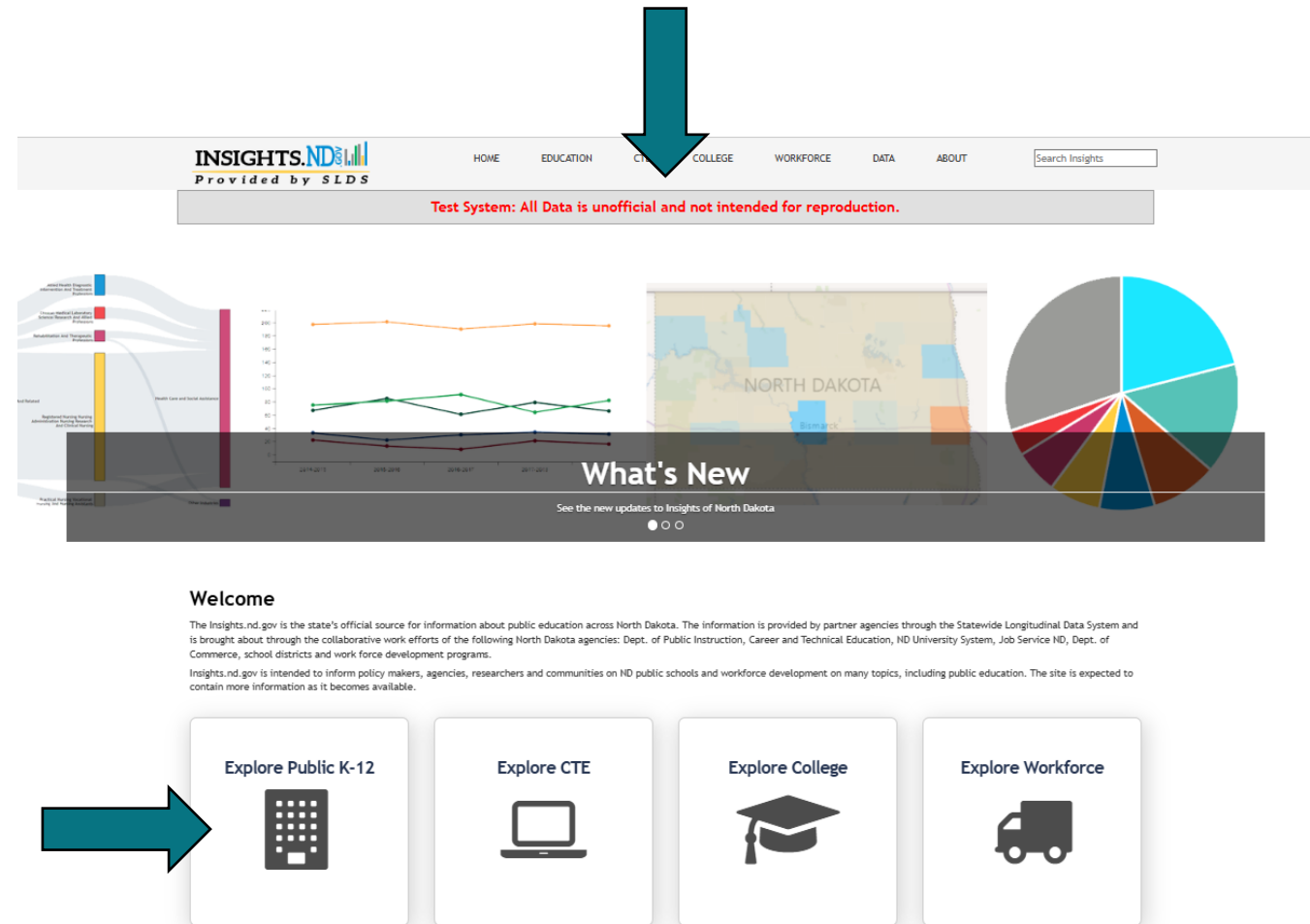
Comprehensive Support and Improvement (CSI)

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

Insights Release

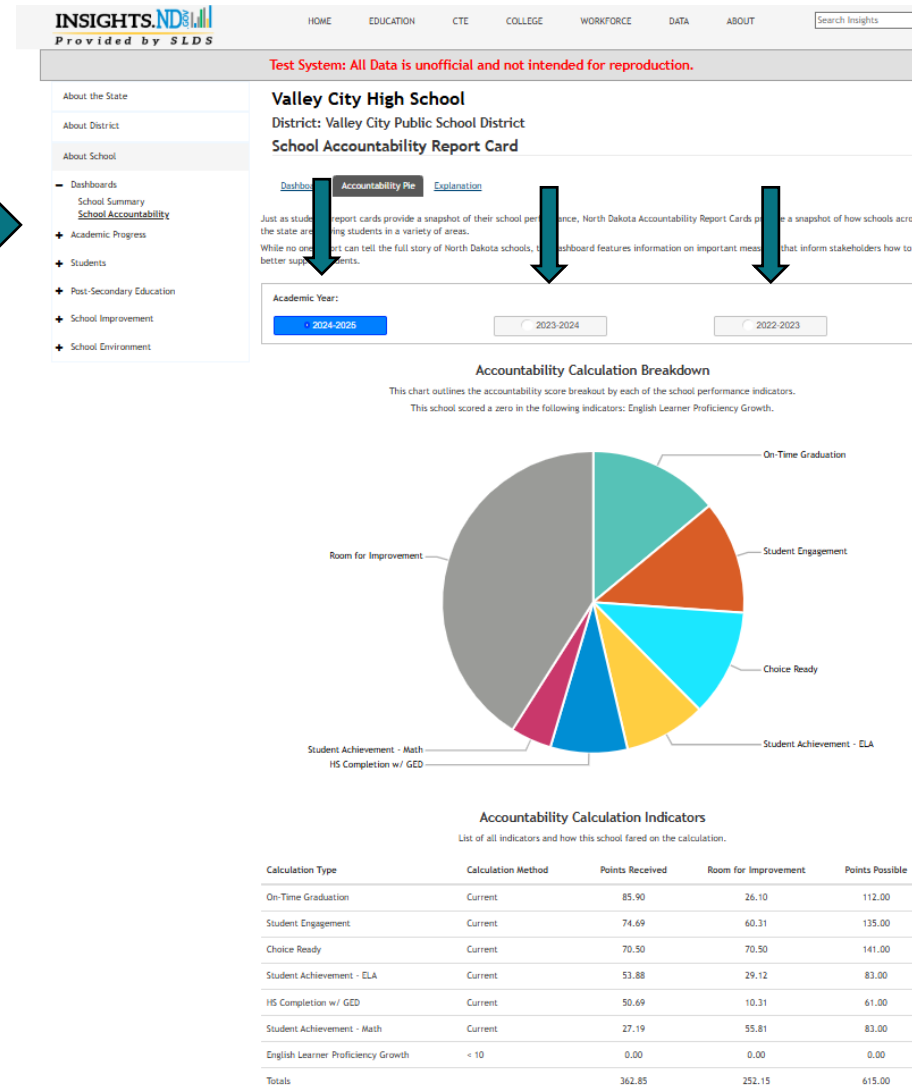
Insights Test Site

- Click on the test site to view the accountability report cards and other publicly available data.
uatinsights.edportal.nd.gov/
- NOTE:** To view information on the test site, you must be connected to the state's internet, which is STAGEnet.
- Additional changes, such as visuals and explanation tabs, will continue to be updated during this review period.



School Accountability Report Card

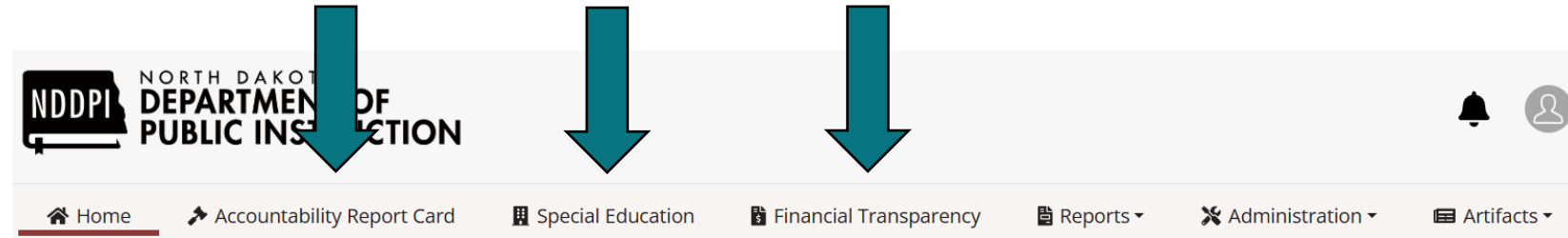
- To access the 2024-2025 School Accountability Report Card on the Insights test [site](#), click on "Explore Public K-12", "Data for Specific District or School", and choose your school. Then, on the far left, click on "Dashboards" to open the "School Accountability" tab. From there, you can access your "Accountability Pie", which is a visual representation of the accountability calculation breakdown.
- It is also helpful to compare to other years to note areas of improvement or need for growth.



Using the K-12 Reporting and Analytics Portal

K-12 Reporting & Analytics Portal

- [STARS Login](#)



NDDPI's K-12 Reporting and Analytics Portal

Welcome to NDDPI's K-12 Reporting and Analytics portal. NDDPI presents this “data as a service” portal to supplement the Statewide Longitudinal Data System (SLDS) as an additional information resource for schools that can further inform school improvement initiatives aimed at enhancing student learning outcomes. Our vision is that all students will graduate high school “choice ready” with the knowledge, skills, and dispositions to be successful. Preparedness requires kindergarten readiness, engaged learning, achieving reading proficiency by grade three, and meeting expected annual learning gains. Opportunity and outcome gaps must be narrowed, especially for economically disadvantaged and Native American student populations. Our belief is that data-informed collaboration between NDDPI and school districts promotes continuous school improvement.

Kirsten Baesler
Superintendent of Public Instruction



K-12 Reporting and Analytics

How can school leaders conduct a meaningful accountability review?

Review and understand the [School Accountability Calculation Guide](#) to see how points are distributed from school to school.

Use the step-by-step instructions in the [Accountability Data Validation User Guide](#) to conduct the actual review of local data.

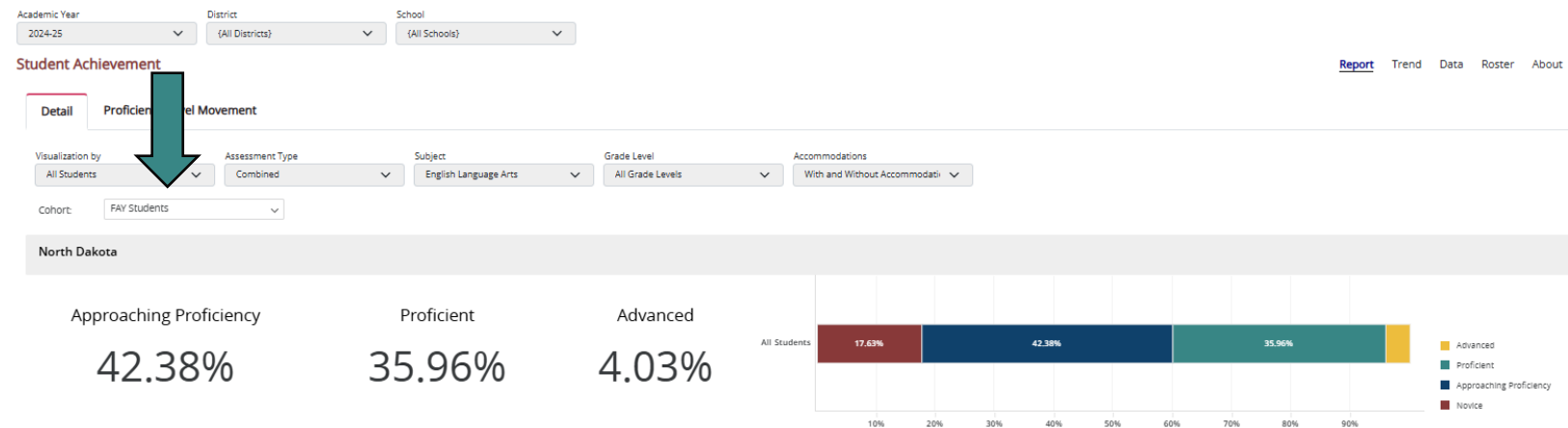


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ACCOUNTABILITY DATA VALIDATION USER GUIDE

Why might your data look different in Insights or K-12 Reporting and Analytics than ADAM?

Full Academic Year or FAY Status: A student is considered "FAY" if they have been enrolled for a minimum of 120 days. FAY is used in high-stakes state accountability decisions to ensure that entities are only held accountable for students they have instructed for a minimum length of time. Students enrolled for only a brief period at your school and who have not yet benefited from your school's instructional services are thus excluded from accountability calculations related to academic performance.





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Questions, Thoughts, or Feedback?





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THANK YOU

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