Center for American Progress

FACT SHEET

North Dakota Accountability

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TABLE 1

North Dakota school classification system

Design model	Performance index		
Summative classifications	General support, targeted support, comprehensive support		
School classification indicators		**Indicator weights**	
		Elementary and middle schools	High schools
Academic achievement		30.0%	25.0%
Subject(s) — English language arts and math	Measure(s) — Percent proficient		
Student growth		30.0%	—
Subject(s) — English language arts and math	Measure(s) — Student learning index		
English learner progress Percent of students meeting growth target		10.0%	10.0%
Early warning Attendance*		—	—
Persistance Four-, five- and six-year graduation rates; GED diploma completion		—	21.0%
College and career readiness "Choice ready" indicator with three pathways—college ready, career ready, and military ready—each with multiple measures, such as performance in advanced coursework, 75 hours of a work-based learning experience, and Armed Services Vocational Aptitude Battery performance		—	22.0%
Enrichment and environment Student engagement survey; four-year education plan of study, physical fitness, quality citizenship (measured by zero expulsions and suspensions), participation in co- or extra-curricular activities, and community service*		30.0%	22.0%

*These measures are included in North Dakota's "choice ready" indicator.

Notes: A state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed July 2017); personal communication from Laurie Matzke, assistant superintendent, Division of Student Support and Innovation, North Dakota Department of Public Instruction, August 1, 2017.

North Dakota timeline to identify and intervene in schools

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	Collect data to identify comprehensive and targeted support schools* • Spring: Provide final notification of identification • Conduct grant application training • Review and approve applications for funding • Launch district and school support system	2020-21
2018-19	See above	2021-22
2019-20	See above	2022-23
2020-21	See above and Determine if schools met improvement targets by end of school year	2023-24

*North Dakota will identify schools for targeted support starting in the 2019-20 school year.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

TABLE 3
North Dakota school improvement funding

Grant structure and amounts

Competitive grants	✕
Formula grants	✓*
Maximum amount, comprehensive schools	$300,000–$400,000
Maximum amount, targeted schools	$50,000

*Every comprehensive and targeted support school will receive school improvement funding.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

TABLE 4
North Dakota school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	Use of four-year or extended-year cohort graduation rate not detailed
Chronically low-performing subgroups	No methods to identify these schools are described
Consistently underperforming subgroups*	See note
Low-performing subgroups*	See note; not identified in required timeline**

*North Dakota uses two sets of criteria to identify a single category of schools needing targeted support instead of distinct criteria for each.

**ESSA requires these schools to be identified by the 2018-19 school year.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

A selection of North Dakota's key school improvement strategies

• A multitiered system of support comprising five elements: assessments of student learning; data-based decision-making; multilevel evidence-based instruction; infrastructure and support mechanisms; and fidelity and evaluations

• The state provides statewide professional development via a cohort model

• Coaching, technical assistance, and state leadership teams provide the structure for additional supports to districts and schools

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).