This dashboard analyzes North Dakota’s plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on indicators most essential for advancing equitable educational opportunities for all students. North Dakota submitted its plan on May 5, 2017, and the U.S. Department of Education approved it on September 1, 2017. Full text is available at [https://www2.ed.gov/admins/lead/account/stateplan17/ndconsolidatedstateplan.pdf](https://www2.ed.gov/admins/lead/account/stateplan17/ndconsolidatedstateplan.pdf). View ESSA equity dashboards for other states at [www.all4ed.org/essa](http://www.all4ed.org/essa).

### Long-Term Goals

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>67% of students proficient in reading and 60.7% proficient in math by 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaggregation of Student Subgroup</td>
<td>Goals not uniform across subgroups, or similarly ambitious, but still require higher rates of growth from lower-performing subgroups</td>
</tr>
<tr>
<td>4-Year Cohort High School Graduation Rate</td>
<td>90% or more of students graduating by 2024</td>
</tr>
<tr>
<td>Extended-Year Cohort High School Graduation Rate</td>
<td>6-year cohort graduation rate goal of 93%</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Accounts for students’ initial proficiency level in setting student goals with a maximum of 6 years to attain proficiency</td>
</tr>
</tbody>
</table>

### Accountability

<table>
<thead>
<tr>
<th>Disaggregation of Student Subgroups</th>
<th>Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-Size</td>
<td>10 students</td>
</tr>
<tr>
<td>School Quality and Student Success (SQSS) Indicator</td>
<td>Student engagement survey for all schools; “Choice Ready” (measure of college, career, and military readiness) and GED completion rate for high schools</td>
</tr>
<tr>
<td>High School Graduation Rate</td>
<td>Uses 4-year cohort graduation rate</td>
</tr>
<tr>
<td>Weighting of Academic Indicators</td>
<td>72% weight for high schools and 70% weight for elementary and middle schools</td>
</tr>
<tr>
<td>Testing Participation Rates</td>
<td>No credit for untested students; schools that do not meet 95% participation requirement receive a “reduction in program status” and are required to submit an improvement plan</td>
</tr>
<tr>
<td>Inclusion of Student Subgroup Performance</td>
<td>Uses an index based on subgroup performance to identify schools for targeted support; does not otherwise rate schools</td>
</tr>
</tbody>
</table>

### Support and Intervention

**Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support**
- Definition is narrower than “additional targeted support” and caps the number of schools eligible for targeted support as the bottom 10% of schools

**High School Graduation Rate Used to Identify Schools for Comprehensive Support**
- 6-year cohort graduation rate

---

**Concern**

North Dakota gives the GED completion rate an 8% weight in the accountability system compared to 21% for the 4-year cohort graduation rate.
Note: Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

### Academic Achievement

- **Green**: 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow**: 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red**: Less rigorous goals and/or longer timeline than 2040

### Academic Achievement by Student Subgroup

- **Green**: Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow**: Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red**: Same or similar rates of academic growth for all subgroups

### 4-Year Cohort High School Graduation Rate

- **Green**: 90% or more of students graduating by 2030
- **Yellow**: 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red**: Less rigorous goals and/or longer timeline than 2040

### Extended-Year Cohort High School Graduation Rate

- **Green**: At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow**: 1–2 percentage points higher than 4-year cohort rate goal
- **Red**: Goals are the same or state does not set goals for each cohort rate

### English Language Proficiency

- **Green**: Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow**: Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red**: Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

### School Quality and Student Success (SQSS) Indicator

- **Green**: Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow**: Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red**: SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

### High School Graduation Rate Indicator

- **Green**: Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow**: Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red**: Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

### Weighting of Academic Indicators

- **Green**: 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow**: 50–74% weight on academic indicators
- **Red**: Less than 50% weight on academic indicators

### Testing Participation Rates

- **Green**: No credit for untested students or similarly rigorous consequences
- **Yellow**: Less rigorous consequences that have limited implications for accountability
- **Red**: Does not specify consequences for untested students

### Inclusion of Student Subgroup Performance in School Ratings

- **Green**: Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow**: Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red**: Does not include all ESSA subgroups in all school ratings

### Support and Intervention

#### Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green**: Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a subset of indicators
- **Yellow**: Definition is meaningfully different from ATS and triggers identification based on low performance across all indicators
- **Red**: Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

#### High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green**: Uses 4-year cohort graduation rate exclusively
- **Yellow**: Uses 5-year cohort graduation rate
- **Red**: Uses 6-year (or longer) cohort graduation rate

© Alliance for Excellent Education, December 2018. www.all4ed.org/essa