



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

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North Dakota State Superintendent

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Choice Ready Federal and State Accountability



**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**

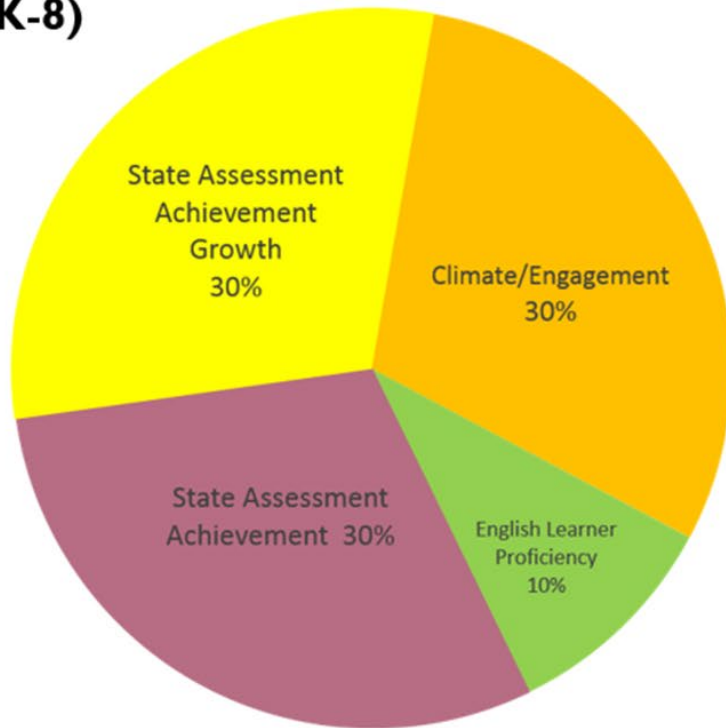
- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students 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**

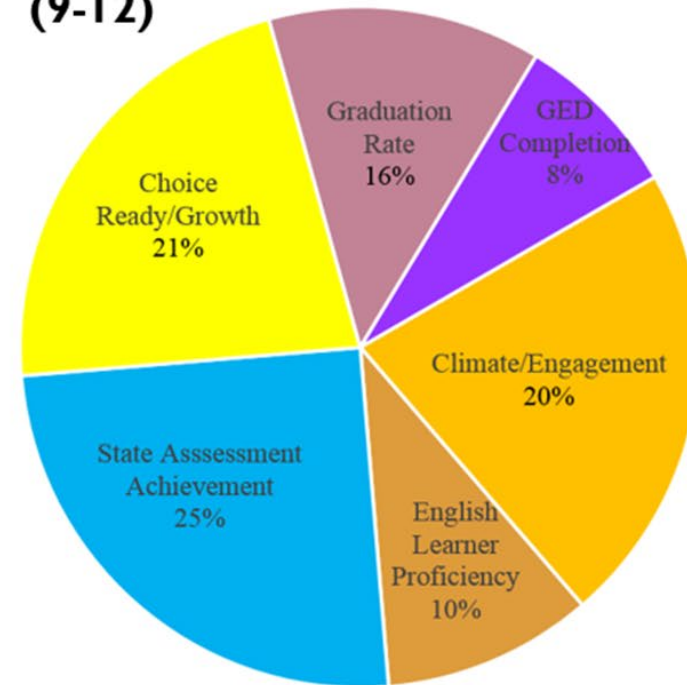
- Quality early childhood experiences
- Support for safe and healthy behaviors
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

School Accountability System

Elementary (K-8)



High School (9-12)



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



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.



ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27) and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school related absences)
- Career Exploration Experience
- Two or more years in organized Co-Curricular Activities
- Two or more years in organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully complete an on-line learning course
- Demonstrate competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsection scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

Two or more additional indicators:

- Advanced Placement Course (A, B or C) (1, 2, or 3)
- Dual Credit Course (English or Math) (A, B or C) or (1, 2, or 3)
- Algebra II (A, B or C) or (1, 2, or 3)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CLEM/CREAM (Eng./Math) Course (70% or greater)



WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (1, 2, or 3)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B or C) or (1, 2, or 3)
- WorkKeys (Gold or Silver)
- Technical Assessment / Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- CLEM/CREAM (Eng./Math) Course (70% or greater)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)



MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military. **Quality Citizenship** (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (1, 2, or 3))

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

Innovation





- Innovative Education (SB 2186)

- [North Dakota Century Code](#)
- [North Dakota Administrative Code on Innovative Education](#)

- North Dakota Learning Continuum & Mastery Framework (SB 2196)

- [North Dakota Century Code References](#)

- Learn Everywhere (HB 1478)

- [North Dakota Century Code](#)
- [North Dakota Administrative Code on Learn Everywhere](#)

- Virtual Academies

- North Dakota Administrative Code on [Virtual Schools/Academies](#)
- North Dakota Administrative Code on [Virtual Instruction Because of Weather or Other Conditions](#)

Innovative Education – Waiver History

- Senate Bill 2186 became law in 2017
- Provides flexibility for various sections of NDCC based on comprehensive school plan

Senate Bill 2196

North Dakota Learning Continuum Design

Knowledge, Skills & Dispositions for All Learners

Competencies are defined as relevant concepts that can be applied over time across multiple contexts and disciplines

Academic Attributes

ELA	S. Studies	Science	Math
<ul style="list-style-type: none">● Critical Reading● Organizing & Expressing Ideas in Writing● Inquiry & Research	<ul style="list-style-type: none">● Engaged Citizenship● Historical Perspectives & Change● Global Connections● Culture	<ul style="list-style-type: none">● Evaluation through Evidence● Analyzing & Interpreting● Modeling● Experimentation/ Investigation	<ul style="list-style-type: none">● Problem Solving● Connections● Reasoning and Proof

Mastery Framework Policy

- District-approved Mastery Framework Policy
 - Allows districts to waive the traditional unit of instructional time
 - Aligned to the ND Learning Continuum
 - Must identify the portions of the ND Learning Continuum which must be mastered for a student to attain units necessary for high school graduation
- Questions to Consider:
 - How have we consulted with our stakeholders regarding the move towards mastery?
 - How will the district document student learning and mastery?
 - What does satisfactory mastery look like in the district?
 - What supports will be provided to educators? Parents? Students?
 - How will we transition to this new system?
 - What will communication and messaging look like for our learning community?

North Dakota Graduation Pathways



Competency/Mastery Framework Model (SB 2196)



What does this mean for students?

State Level	District Level
<ul style="list-style-type: none">- Next step in Personalized Learning journey- ND Learning Continuum is the Base- Flexibility for graduation (SB 2196)- Opens doors for larger Systems Change	<ul style="list-style-type: none">- Optional for districts- Collective educator Buy In through productive struggle and personalization- Transparent learning expectations through Mastery Framework- Common Foundation for assessment

House Bill 1478: Learn Everywhere

- Permits schools to offer credit for educational opportunities that take place outside the school building
- Nicknamed the “Learn Everywhere Bill,” as it allows students to learn outside the walls of the classroom in conjunction with a sponsoring entity that provides educational opportunities in a more hands-on way than they may get in the classroom.

Learn Everywhere – Application Process

- Potential sponsoring entities create a proposal, submit to school for approval
 - They may work with the school district along the way in preparing their proposal
 - There is no “statewide” approval for sponsoring entities
 - Must get approval from any district/non-public school in which they wish to provide learning opportunities
- Districts/Nonpublic Schools must develop a local policy to participate
 - Submission and approval process for proposals
 - Eligibility requirements for sponsoring entities
 - Educational opportunity accountability

House Bill 1388: Virtual Academies

Virtual Academy: where students learn.

Virtual Learning: what students do.

Virtual Instruction: what teachers do.

Virtual Academies Scenarios

1. Purpose: Provide virtual instruction
 - School would be separate from the physical school
 - Example: a school district with a high school, a middle school, and an elementary school may also establish a virtual high school, middle school, and elementary school
 - Process: Plans for virtual academies must be approved both by the local school board and the North Dakota Department of Public Instruction. The approval process can take two weeks or more.
2. Purpose: Provide instruction due to emergency response
 - A district may use a virtual school to provide instruction in cases of inclement weather or emergencies.
 - Examples: A blizzard, a hazardous chemicals accident, a school fire, or a breakdown in the school's heating system. This is a short-term solution and is not intended to be used for full-time distance learning.
 - Process: A board policy must be in place to use this option. The policy does not need the approval of the Department of Public Instruction.

Questions?



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