



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

ND FIRST Implementation Update 8-14-24

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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.

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

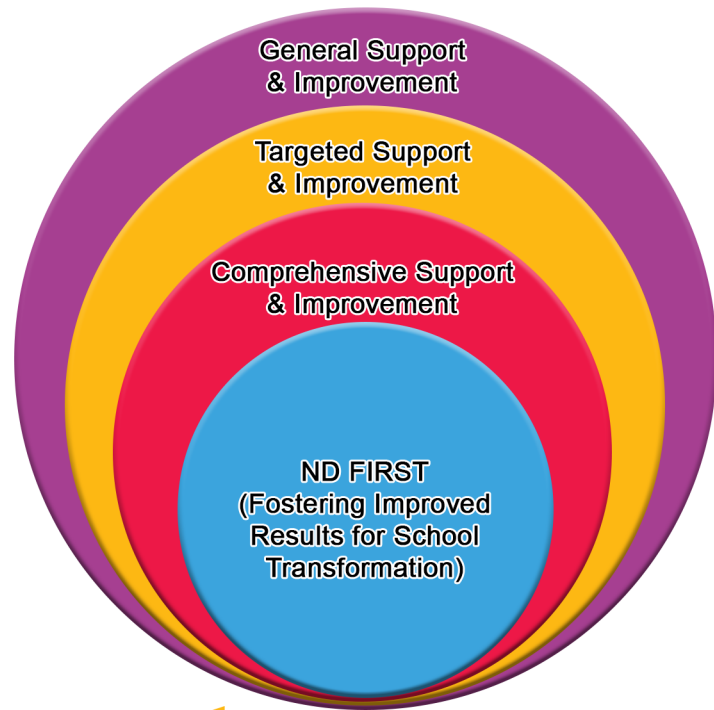
We will make progress toward this vision by achieving these long-term outcomes for students

- 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

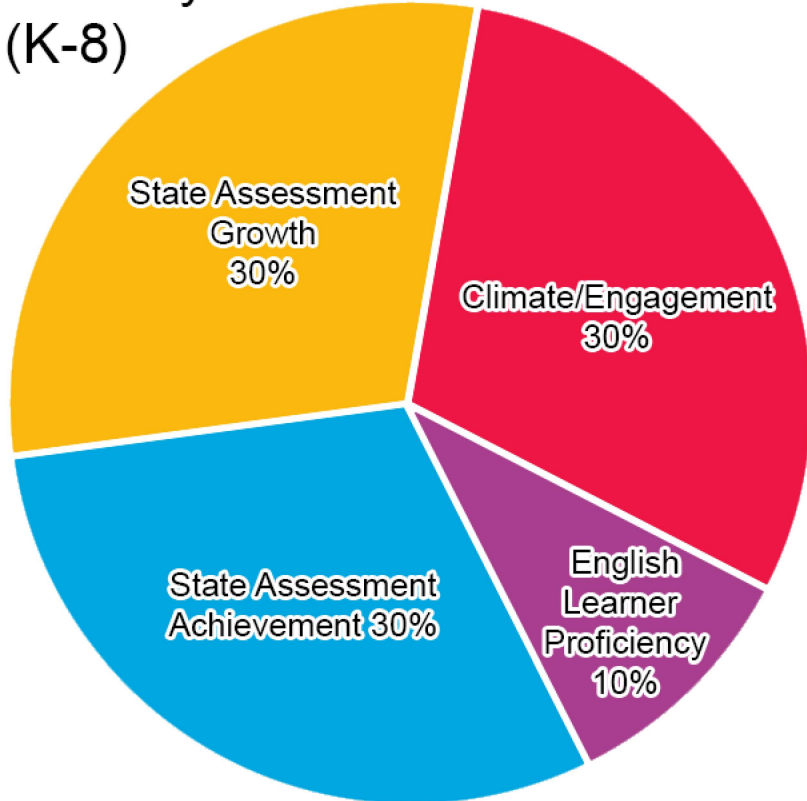
Continuous Improvement



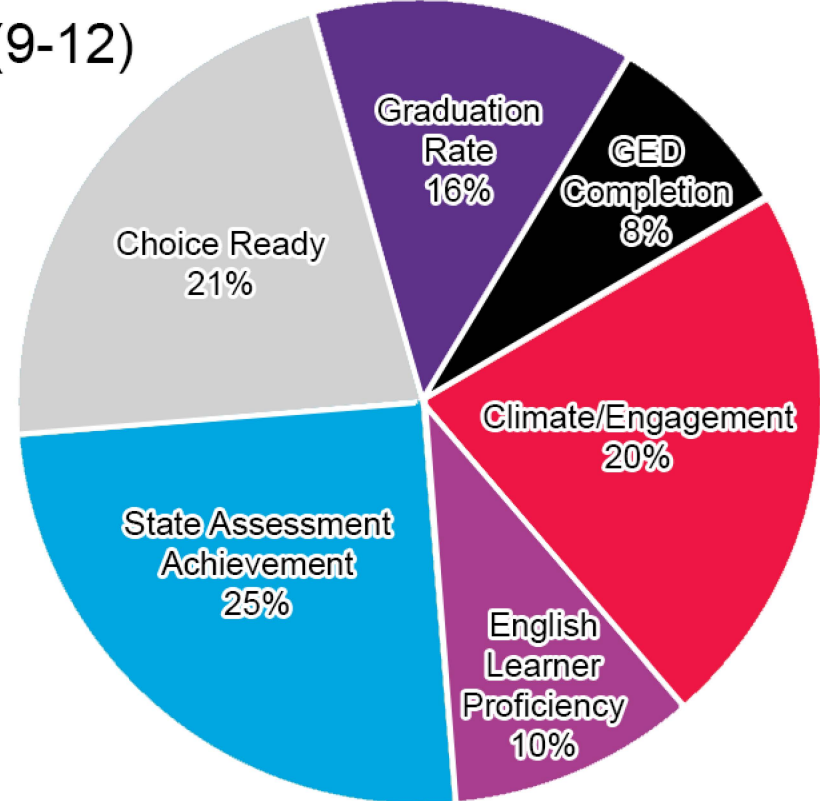
- Currently, North Dakota uses Cognia statewide for approval and as a system of improvement of all public schools.
- All schools participate in continuous school improvement through the Cognia process.
- Within North Dakota's System of Support:
 - General Support and Improvement
 - Targeted Support and Improvement (TSI)
 - Comprehensive Support and Improvement (CSI)
- Visit the [Insights Dashboard](#) for detailed information about any school in North Dakota.

Elementary & High School Accountability System

Elementary
(K-8)

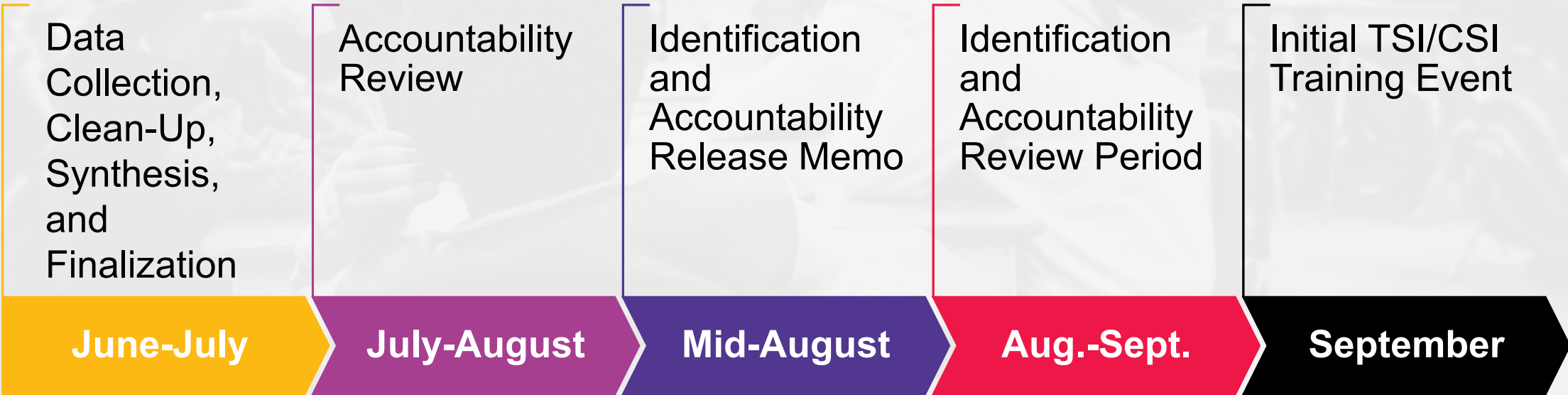


High School
(9-12)



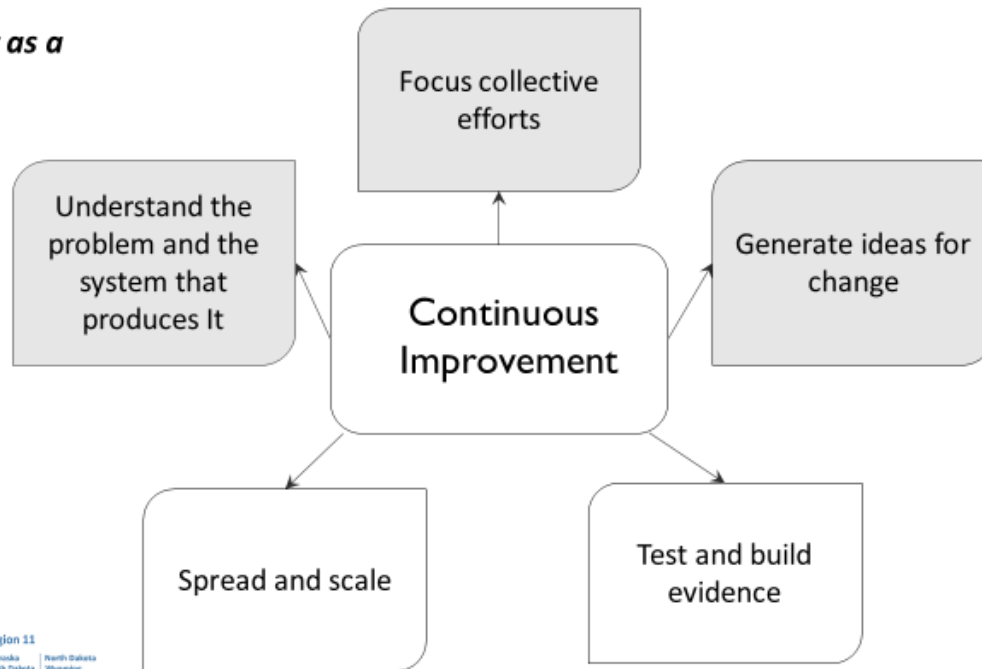
For accountability purposes, grades 7 and 8 are included with the elementary report, except for large districts with an approved middle school.

Current Identification Timeline



ND School Renewal Process

Improvement as a Science



(Bryk et al., 2015)

A School Renewal Guide for North Dakota Public Schools (Version 3.0)

*What Specifically Are We Trying to Accomplish?
(What Is the Exact Problem We Are Trying to Solve?)*

What Change Practice Might We Introduce, and Why?

How Will We Know That Our Change(s) Are Improvements?



Accountability Team Updates

- **Meeting monthly to continuously improve internal processes and fine-tune data collection and analysis**

- ✓ As ND has increased transparency and access to data, so has the desire to ensure accuracy and maintain a strong focus on improving student outcomes



SB 2254 = ND First



Signed by the Governor on **April 21, 2023**, filed with the Secretary of State on **April 24, 2023**



NDDPI continues planning next steps: see [timeline](#)



SB 2254 = ND First

Theory of Action:

IF the ND FIRST teams reduce barriers through connections to partners and resources, THEN every ND FIRST team can achieve identified student outcomes. NDDPI's Theory of Action is grounded in a clear understanding of the challenges ND FIRST teams face and the opportunities that result from genuine continuous improvement.

Primary Goal:

The primary goal is to increase collaboration and positive relationships with ND FIRST teams to reduce barriers and identify appropriate resources to help expedite the partnering school and district academic achievement for all students.

Primary Objective:

The primary objective is to develop in partnership a robust intervention response to under-performing schools that improve student outcomes for all children.



**Fostering Improved Results
for School Transformation**



ND FIRST TIMELINE 2024

APRIL-AUGUST 2024

- Final drafts of the process overview and templates will be completed and shared with relevant education groups.

JAN - MARCH 2024

- ND FIRST process communicated to partner groups
- Public comment period for ND citizens to provide feedback on the process

SEPTEMBER 2024

- CSI schools presented with growth and trend data & continue to refine their improvement plans
- NDDPI will provide a status update and final public comment period regarding ND FIRST process and procedures

ND FIRST TIMELINE

2025-2028

AUGUST 2025 - SEPTEMBER 2028

- NDDPI identifies a new cohort of CSI schools based on accountability data
- CSI schools will be presented with data that will show their overall growth and trends and will be asked to continue to refine their change practices and improvement plans
- Any CSI school identified in the second consecutive cycle in Aug/Sept 2025 will move into ND FIRST Partnership Agreement implementation



Public Comment

A virtual feedback session was held on March 27, 2024, hosted by the North Dakota Department of Public Instruction (NDDPI) and facilitated by Child Trends staff. This session gathered insights from educators and the public to inform the development of a program supporting low-performing schools. The goal is to enhance educational outcomes for each and every student in North Dakota through collaboration and positive relationships, focusing on reducing barriers and identifying resources for academic achievement.



ND First Updates

- ✓ Completed the consultation process in November 2023
- ✓ Building on the feedback provided and research conducted over the last several months, work has begun on developing North Dakota's robust intervention response to second-cycle CSI schools to improve student outcomes for all children in all school communities
- ✓ NDDPI will continue to provide updates to key stakeholder groups as the framework is being finalized
- ✓ Click here for more information: [ND FIRST | North Dakota Department of Public Instruction](#)

ND First Definitions



"Chronically low - performing district" means a school district for which auditing and monitoring has revealed a consistent mishandling of processes, reporting, or funds resulting in inadequate educational services for the school district's students and has had chronically low-performing schools within the school district.



"Chronically low - performing school" means a school identified by the state for comprehensive support and improvement in accordance with the Every Student Succeeds Act for more than one cycle.



"Inadequate educational services" include a lack of annual progress in academic achievement, student engagement, resource allocation, teacher effectiveness, chronic absenteeism, and persistent subgroup opportunity gaps.



ND First Interventions

- **The superintendent of public instruction shall conduct an assessment and a review of past interventions of a chronically low - performing school or school district to identify areas of insufficient performance and develop an improvement plan. An improvement plan under this section may include a directive from the superintendent of public instruction requiring:**
 - Funds to be held in escrow for the school or school district or spent as designated by the superintendent of public instruction.
 - Changes to curriculum, training, instruction, assessment, or the school calendar in the school or school district.
 - Reassignment or hiring of school or school district staff to fill roles associated with school or school district needs.



ND First: Additional Requirements

- **A memorandum of understanding (MOU) must be entered between the department of public instruction and a chronically low - performing school or school district.**
 - *This MOU will detail the precise expectations under this section.*
- **A chronically low - performing school or school district shall complete a school board leadership program as required by the department of public instruction.**





Assessment and Review of Past Interventions

Collaborative Partnership Meetings

Collaborative Partnership Agreement Executed

Collaborative Partnership Agreement Implemented

Goal Review Process

DEVELOPMENT PROCESS



Next Steps

- **Finalize documents for public comment**
 - Project Charter
 - Collaborative Partnership Agreement (MOU) template
 - ND School Improvement Process Map

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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, including 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, including 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.

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.

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, including 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, including the following)

NDDPI...

- Reviews implementation data, including the Progress Review Report, to inform next steps.

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

Exit

Exit

Exit and Return to General Support

Don't Exit

Move to CSI for a 3 year designation

Exit and Return to General Support

Exit to TSI Year One Support

Remain in CSI and move into ND FIRST

Resource Compass

- ND FIRST Project Charter
- ND FIRST Logic Model

Findings Report

- Financial Risk Assessment
- Data Trend Analysis
- Audit Results/Findings
- OCR/IDEA/SET Report Findings
- Cognia documentation
- Progress Review Report

ND FIRST Process

Progress Review: External school performance reviews conducted

Findings report completed and shared for each participating school

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

- Reporting levels must align with proficiency and growth
- Communication and consultation with families is transparent and managed appropriately
- Includes special education requirements
- Alternative staffing (SPED, REA, CDE, etc.)
- Recognizes the local, beliefs, values, and behaviors
- Measurement of a change management plan
- Funding is determined based on needs identified in previous steps and is designated for approved activities



Fostering Improved Results for School Transformation

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

Consistent Expectations

YEAR 1

- NDA + mandated
- Authentic supervision and evaluation processes for teachers, principals, and superintendent to generate more effective feedback to support instruction
- Leadership and capacity building
- Promising practices to support recruitment and retention of teachers, and leaders
- School board implementation training/coaching
- Data sharing agreement established and sustained
- Increased oversight of funding for curriculum, training, instruction, assessment, or the school calendar

YEAR 2

- Outcomes based budgeting
- Leadership mentoring
- School board implementation coaching
- Strategic improvement processes

YEAR 3

- Options listed based on 18 month evaluation
 - Increased or decreased oversight in administration, budgeting, instruction, curriculum, assessment, professional learning
 - Recommendations for school calendar, personnel, and designation
 - Leadership coaching on sustainability
 - OTHER, based on 18 month evaluation

Collaborative Partnership Agreement (MOU) Goal Review

Key Characteristics

- 3-6 month check-in conferences
- 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