

**A Guide to the 2008-09  
Comparative School and District Reports**

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## **A Guide to the 2008-09 Comparative School and School District Reports**

The North Dakota Department of Public Instruction (NDDPI) administers and supports a comprehensive assessment system that monitors and documents student achievement results and then uses these results to assist educators and school administrators in increasing student academic achievement. The **Comparative School and District Report (CSDR)** is one of these tools. CSDRs have been generated for each public school and school district in the state.

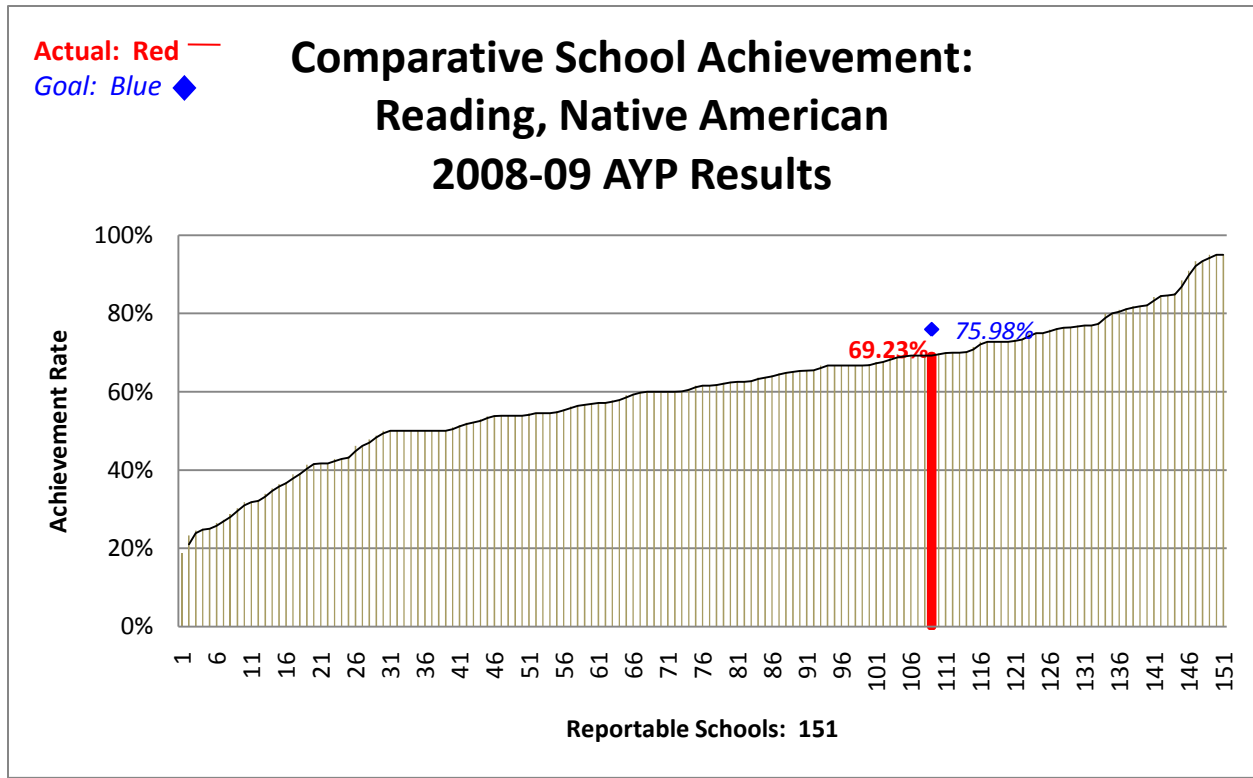
The CSDR graphs individual school and district *actual achievement rates in reading and mathematics on the state assessments compared to the state's intermediate achievement goals according to the established rules for adequate yearly progress*. The CSDR graphs a school or district's comparative standing in reading and mathematics, in the aggregate and disaggregated by certain subgroups; student attendance rates in elementary and middle schools; and student graduation rates in high schools (see Table 1).

If a school or district has any data group with an N value of less than ten (<10) *no report will be generated for that particular subgroup*. In compliance with The No Child Left Behind Act, reporting any data group with <10 students violates student privacy. The CSDRs are generated from data collected and rules established that govern annual Adequate Yearly Progress Reports (AYP). The state measures adequate yearly progress in up to 42 different categories. For more information on AYP please refer to: *A Guide to the 2008-2009 Annual Adequate Yearly Progress Report* at <http://www.dpi.state.nd.us/testing/account/AYP0809.pdf>.

**Table 1  
Primary and Secondary Indicators Referenced within the CSDR**

Subgroups	Achievement Areas			
	Math Achievement	Reading Achievement	Attendance	Graduation
White Students	*	*		
Native American Students	*	*		
Black Students	*	*		
Asian Students	*	*		
Hispanic Students	*	*		
Other Ethnicity Students	*	*		
Students with Disabilities	*	*		
Low Income	*	*		
Students with Limited English Proficiency	*	*		
All Students	*	*	*	*

Table 2  
Example of A Comparative School Report



**Reading the Graph:**

Table 2 (above) provides an example for interpreting the CSDR graphs.

**Heading:** The CSDR displays 1) the achievement content area (i.e., math or reading), 2) the composite or subgroups (i.e., composite, ethnicity, economically disadvantaged, students with disabilities, students with limited English proficiency), and 3) the school year (i.e., 2008-2009).

**Reportable Schools or Districts:** The CSDR displays either the number of schools or districts included in the comparison. This number will differ depending on the particular, reportable demographic characteristics of schools and districts within the state.

**Actual Achievement Rate:** The CSDR displays the actual achievement rate which is represented by a red line (—). This represents the school or district’s actual achievement in the content area presented in the 2008-09 adequate yearly progress report.

**Achievement Goal:** The CSDR displays the representative school or district achievement goal, which is represented by a blue diamond (◆). The state’s baseline achievement goals were calculated in 2002 based on federally defined rules. Federal law requires that the achievement goals rise incrementally until 2013-2014, when the goal will be set at 100% proficiency. Achievement goals are raised every three years

(see Table 3 below). The achievement goal on graphs *may vary compared to the state's intermediate established achievement goal when insufficient student numbers exist and multiple-year averaging is required for that specific school or district*. For more information refer to: *A Guide to the 2008-2009 Annual Adequate Yearly Progress Report* at <http://www.dpi.state.nd.us/testing/account/AYP0809.pdf>. All students are held to the state's challenging achievement standards. Table 3 shows that the goal for math proficiency in the fourth grade is **72.9%**.

**Table 3  
State Intermediate Achievement Goals, 2001-2014**

**Goals for Percentage of Students Scoring Proficient and Advanced in Reading/Math  
Graduation and Attendance Rate Goals**

Subject/ Grades	School Years*												
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
<b>Reading</b>													
<b>4</b>	65.1%			73.8%			82.6%				91.3%		100%
<b>8</b>	61.4%			71.1%			80.7%				90.4%		100%
<b>11</b>	NA			57.2%			71.5%				85.7%		100%
<b>12</b>	42.9%			NA			NA				NA		NA
<b>Math</b>													
<b>4</b>	45.7%			59.3%			72.9%				86.4%		100%
<b>8</b>	33.3%			50.0%			66.7%				83.3%		100%
<b>11</b>	NA			43.1%			62.1%				81.0%		100%
<b>12</b>	24.1%			NA			NA				NA		NA
<b>Graduation</b>	89.9%	73.09%**											
<b>Attendance</b>	93.0%												

\* During 2001-04 the state assessment was administered at the 12th grade. Since 2004-05 the state assessment has been administered at the 11th grade, to replace the 12th grade assessment.

\*\*In 2006-07 the graduation goal was recalculated according to rules set forth within the State's Accountability Workbook. This new graduation goal will remain, unless amended by the state at a later time.

**Comparative Standing:** The CSDR graph displays a school or district's comparative standing with a vertical red line. Schools or districts represented on the left of the red line have lower achievement levels. The schools or districts represented to the right of the red line have higher achievement levels.

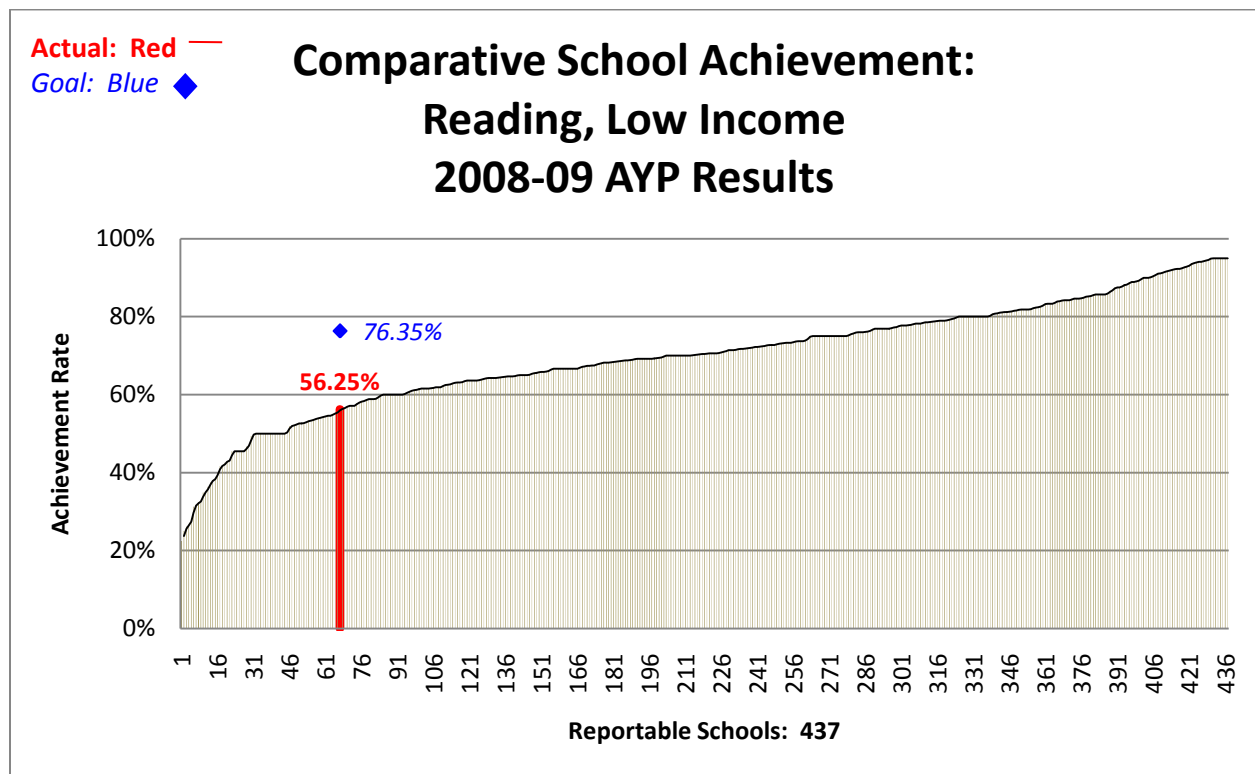
**Utilization:**

Data results provide valuable information that can assist educators and school administrators in increasing student academic achievement. The CSDR provides districts and schools a visible perspective of their standing in comparison to other schools or districts. It also provides a visible indicator of where the school or districts actual achievement rate is in comparison to the state's intermediate established achievement goals. In Table 2 the data indicates that the school *did not* achieve the intermediate state goal. In order to reach the intermediate state goal, achievement in this area needs to increase by 6.75%.

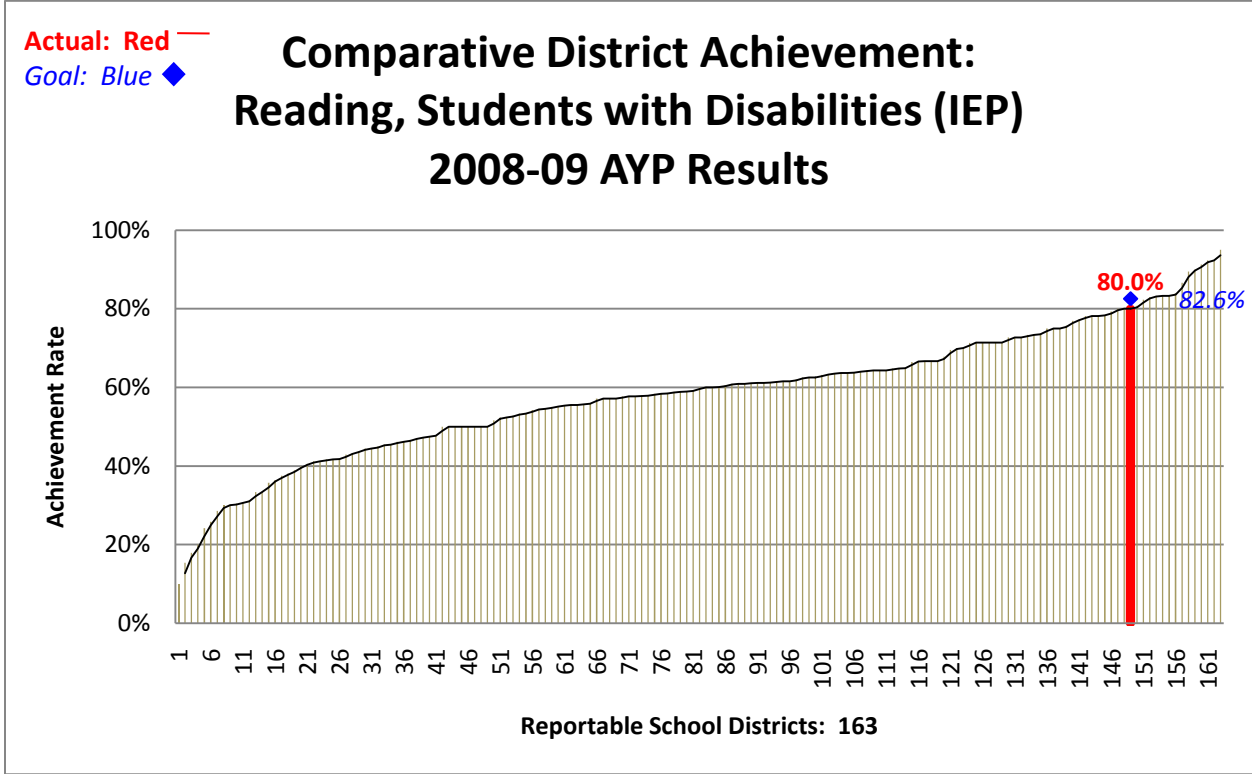
**Actual achievement 69.23% - state's established goal 75.98%  
= -6.75%**

In an effort to promote the promising practices occurring within the state of North Dakota a list of the schools exceeding the state's intermediate achievement goal in each content area has been generated for use. Schools and districts are encouraged to collaboratively engage in seeking out effective strategies to improve achievement.

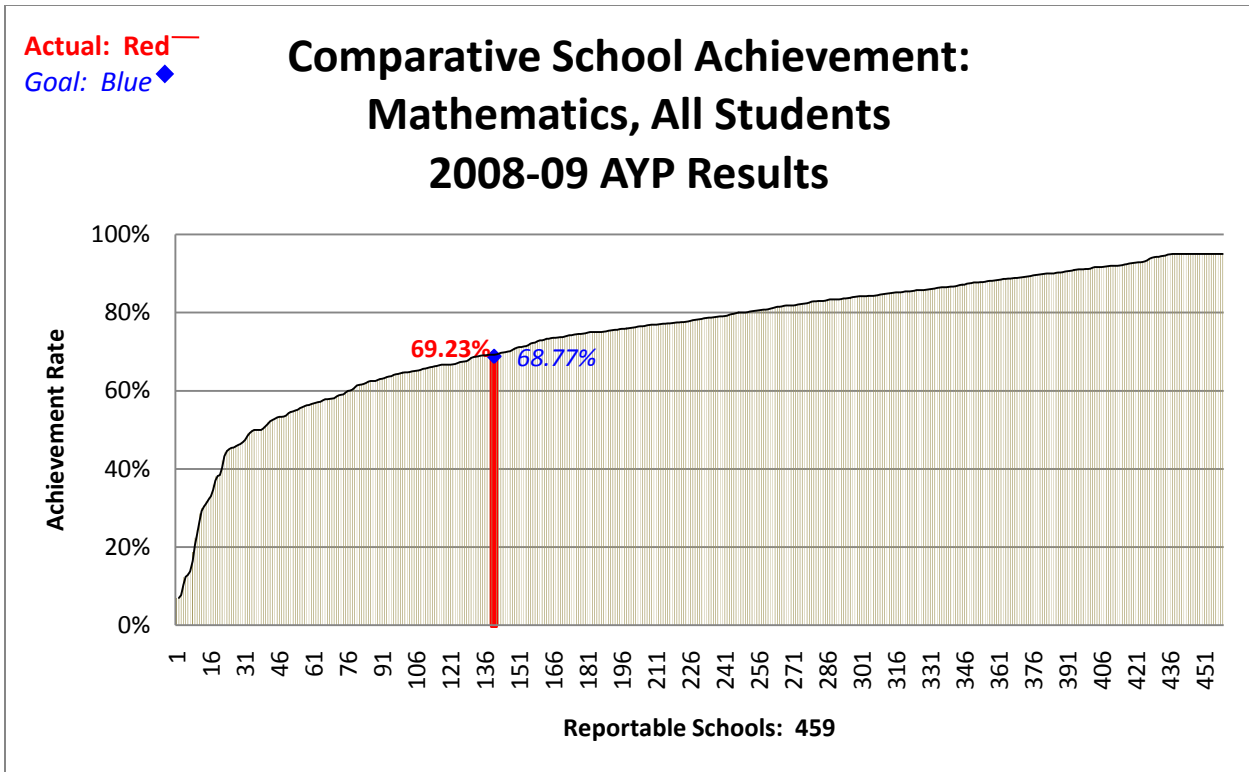
## Examples: Comparative School and District Reports (CSDR)



**Example A:** The above graph compares achievement between *schools*. This particular graph demonstrates the results for a school in the *content area* of *reading* and *subgroup* of *low income*. The school's *achievement goal* is 76.35%. The school's *actual achievement rate* is 56.25%. The school needs to increase achievement in this area by 20.10% to meet the achievement goal. In relation to other schools, this particular school exceeds achievement of sixty-one other schools and has lower achievement than approximately three hundred and seventy-six schools.



**Example B:** The graph above compares *district* achievement. This particular graph compares achievement in the *content area of reading* and the *subgroup of students with disabilities*. The district's *achievement goal* is 82.6%. The district's *actual achievement rate* is 80%. The district did not meet their established goal by 2.6%. In comparison to other districts, this particular district's achievement exceeds approximately one hundred forty-six other school districts while it is below fifteen other school districts.



**Example C:** This graph compares schools in the content area of *mathematics* and in the aggregate of *all students*. The school's *achievement goal* is 68.77%. Their *actual achievement rate* is 69.23%. In this example, the school exceeded their achievement goal by .53%. In comparison to other schools, this school exceeds the achievement of approximately one hundred thirty-six schools and is below the achievement of three hundred twenty-three other schools in the state.