Innovation Waiver Report

2024-2025

ND CDE

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Executive Summary

In 2024–25, the North Dakota Center for Distance Education (NDCDE) accelerated its transformation into a competency-based virtual school, shifting from conceptual planning to full-scale execution.

Through its Innovation Waiver, NDCDE achieved or exceeded every major milestone laid out in its internal CBE Phases Guide—aligning 155 courses to state standards, transitioning 48 to a full competency-based education (CBE) model, and implementing new student information system (SIS) reporting and learning management system (LMS) dashboards to track standard-level mastery while simultaneously customizing its SIS to report student outcomes.

Professional development was central to this work. With 99% of full-time teachers participating in CBE-aligned sessions, educators built proficiency in standards alignment, rubric design, feedback strategies, and instructional flexibility. This professional learning was continuously refined through fast feedback loops and supported by a new micro-course and monthly PLCs.

Stakeholder engagement also deepened. NDCDE developed new communication tools for families, refined policies, and hosted open houses for schools and legislators where CBE's alignment was a focus.

Students, teachers, schools, and families are now better prepared to navigate and support the shift to personalized, proficiency-based learning.

Operationally, NDCDE invested in long-term sustainability. The 2025–27 biennial budget includes targeted funding for professional development, curriculum and technology upgrades, and staff capacity. Systems upgrades this year—including SIS updates and investment in data reporting tools— further reinforce scalability.

Most importantly, NDCDE began measuring what matters most: student learning. Early data show that over 70% of students in several pilot courses are already meeting or exceeding standards-level proficiency benchmarks. This initial data validates the instructional model and guides next steps in scaling the approach to middle school and high school coursework.

Response to DPI Innovation Waiver Questions

Question Set One: Rational/Vision

Q **Did the rationale/vision change during this year of implementation; if so how?**

A With our vision statement changing in 2024, as detailed on page three, we have made no additional amendments. Instead, we have focused on realizing this vision by aligning our resources to fulfill one key aspect of our vision--becoming a fully competency-based school through technology, training, and curricular work to provide students with truly individualized instruction.

Q **Did the activities and implementation align with the vision and mission of the district; if so how?**

A The activities under our Innovation Waiver aligned perfectly with our mission and vision--specifically, our aim to empower students and invest in our staff. In fact, this year, by investing in our staff, we aimed to empower our students. Our teachers dedicated the majority of the year to aligning our curriculum to state standards and beginning to implement proficiency-based student evaluation, with our elementary program completing the majority of this work in core subjects like math and incorporating rubrics into our courses to measure student proficiency--the steps needed to begin personalizing learning through competency-based education (CBE).

Q **Is the district considering any changes in the vision and mission for next year; if yes, why?**

A NDCDE is considering condensing our mission statement to ensure that it is easy for our staff and students to recall. This was a point of discussion at our recent leadership team retreat, driven by our continued use of *The Advantage* to drive organizational excellence. As we work to condense this statement, we aim to ensure that it still encapsulates all that it currently includes--providing opportunities to students everywhere, fostering excellence in the next generation of North Dakota citizens, supporting schools, delivering educational excellence, and leading through innovation.

Question Set One, cont.

Current mission:

NORTH
Dakota | Center for
Distance Education
Be Legendary.™

OUR MISSION STATEMENT

The Center for Distance Education's (CDE) mission is to provide virtual education to support North Dakota's K-12 schools. It offers all students access to extensive educational opportunities, allowing them to achieve their personal goals and reach their full potential. CDE is innovative and quality-focused in its approach to educational delivery and its scope of services to foster the strength of North Dakota's future.

Proposed mission (draft):

Education that meets you wherever you are: Powering future-ready students in North Dakota and wherever there is a learning need.

By stating that education meets students "wherever you are," the revised mission underscores NDCDE's continued dedication to student-centered virtual learning that adapts to each learner's pace, location, and goals. The commitment to "future-ready students" reinforces the organization's role in helping students pursue personal aspirations—whether academic, professional, or otherwise—through high-quality, innovative online education. In short, the updated mission reaffirms NDCDE's foundational focus on personalization, equity, and impact while communicating it with clarity and relevance for today's learners and stakeholders.

Question Set Two: Stakeholder Engagement

Describe how the stakeholders are engaged in the implementation of the plan. Narrative can include a list of specific stakeholders and how their input was used to inform the implementation of the education program. Were additional stakeholders added to the plan? If so, who and why? Will additional stakeholders be included next year? If so, who and why?

In 2024–25, NDCDE expanded its engagement strategy to ensure that all key stakeholder groups — instructional, operational, and external — were aligned and actively contributing to the success of its CBE transition. This included enhanced professional learning, robust technical collaboration, and intentional outreach to families and school partners. The 2024–25 school year marked a shift from conceptual planning to collaborative execution. The full-year rollout process — driven by teachers, supported by staff, and informed by technical and stakeholder input — has laid a strong foundation for continued transformation.

1 NDCDE Teachers

Teacher involvement spanned the entire school year and was central to NDCDE's progress in implementing CBE. Rather than building courses from the ground up, teachers focused on reviewing and enhancing vendor-produced curriculum to ensure alignment with North Dakota standards and the CBE framework. This included identifying and aligning learning objectives to competencies, scaffolding non-sequential standards, refining pacing, and modifying assessments to support mastery-based progression. This work occurred as part of a structured, multi-phase rollout process that began with teacher identification and training, followed by curriculum alignment, instructional design modifications, and final integration into the LMS. Department heads and lead teachers served as key contributors and reviewers throughout the process, ensuring quality and consistency.

Professional development throughout the year supported this work. Teachers participated in sessions on pre-assessments, rubrics, growth mindset, and feedback techniques. These offerings helped equip teachers to recognize gaps in curriculum, make data-informed modifications, and support students through individualized learning paths. A centralized SharePoint site provided ongoing access to all training materials, implementation guides, and tools for planning communication with families and learning coaches.

This teacher-driven effort helped ensure that CBE was not only a pedagogical shift, but a practical one—grounded in existing course structures yet meaningfully adapted for student mastery.

Question Set Two: Stakeholder Engagement

2 NDCDE Staff

All staff participated in CBE–focused PD in January 2025. The session emphasized growth mindset and the underlying "why" of CBE, preparing non-instructional staff to support organizational change. With clearer knowledge of how grading, reporting, and pacing are shifting, staff can better respond to stakeholder questions and uphold a consistent message.

NDCDE's IT and LMS teams were fully embedded in the rollout process, supporting system configurations and technical planning. Through ongoing meetings and documentation, they addressed tasks like turning off automatic zero settings, refining enrollment notes, and aligning LMS dashboards to reflect standards–based grading. They also collaborated with curriculum leaders to avoid confusion around CBE course labels in the school store, choosing to include explanatory language in course descriptions. This cross-functional coordination ensured that CBE changes were not just pedagogical but operationally sound.

3 Parents, Students, Schools & Other External Stakeholders

As new courses prepared for launch, the CBE team focused on building family understanding. A suite of communication tools was developed to explain the 1–4 scale, clarify student expectations, and offer simple talking points for teachers to use when updating parents. These tools will be used in orientation campaigns and are already informing stakeholder readiness.

NDCDE engaged school leaders, counselors, and learning coaches throughout the year via briefings, support materials, and policy discussions. Their feedback helped guide how CBE was represented in course catalogs, how final grades would translate on transcripts, and how to coordinate student pacing expectations with district partners

In December 2024, NDCDE hosted a legislative open house to introduce the CBE model and highlight its alignment with statewide goals for equity, relevance, and readiness. This communication helped reinforce the model's alignment with workforce development needs and rural education access, building legislative understanding and support..

Question Set Three: Implementation Plan

Provide details on implementing this plan. What were the highest priorities in implementation for this year, and were these priorities met?

This year, NDCDE accelerated the implementation of Phase I and initiated early Phase II of its CBE rollout, as outlined in the internal CBE Phases Guide. Key priorities were:

- Course Alignment and CBE Transition: 155 courses were aligned to North Dakota state standards and competencies. Of these, 48 courses were transitioned to full CBE models using a new standards-based review process. Teachers received ongoing training via the "Mastering Standards Alignment" micro-course and monthly PD sessions, ensuring a consistent and scalable implementation approach.
- Introduction to Virtual Learning Course Launch: NDCDE launched a required course for middle and high school students that prepares them for asynchronous learning, time management, feedback use, and reflection—all critical to student success in a CBE environment.
- SIS and LMS Modernization: Major updates were made to our SIS (Genius) to support CBE reporting and our LMS (Buzz), including real-time dashboards. A new CBE-focused course coding system was developed to enable better tracking and transparency.
- Cross-Department Collaboration: Weekly LMS/IT meetings and cross-functional CBE planning meetings brought together Curriculum, LMS, Learning, and Operations teams to streamline implementation and proactively resolve challenges.

All major milestones under the 2024–2025 plan were achieved or are nearing full execution, positioning the organization to scale CBE more broadly next year.

NDCDE IMPLEMENTATION PLAN

Phases of Competency Based Education

North Dakota Center for Distance Education

Phase 1
0-6 Months
Foundation & Planning

Phase 3
19-24 Months
Pilot Implementation

Phase 5
Ongoing
Continuous Improvement & Sustainability

Phase 2
7-18 Months
Design & Development

Phase 4
25-36 Months
Full Implementation

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Question Set Three, cont.

Provide details on any teams formed to assist with the implementation and the plan. How often did team(s) meet, and what were the meeting outcomes?

CBE implementation was led by a cross-functional team composed of the Assistant Superintendent, Director of Curriculum, Director of Learning, and other department heads. The team met weekly, with key outcomes including:

- Oversight and refinement of course walkthrough processes, now differentiated by course type (CBE Prep, CBE Refresh, Legacy).
- Redesign of onboarding and training resources to reflect evolving CBE priorities.
- Review and monitoring of course transition timelines and instructional alignment.
- Design of professional development focused on CBE instructional strategies, rubrics, and family communication.

Monthly department meetings and PLC sessions (8 held this year) reinforced these priorities and provided opportunities for collaborative problem-solving. LMS and IT teams also met regularly to align platform features with instructional needs.

Describe any unforeseen changes made in the implementation of the plan.
Several key adaptations were made during the year:

- Walkthrough Efficiency Improvements: The walkthrough process was revamped to align with instructional quality goals and CBE needs, enabling faster turnaround using automation tools like Agilix API.

Question Set Three, cont.

- **Enhanced Student Support Integration:** With increased Honor Code referrals and rapid pacing concerns, the Student Support team implemented new tracking systems and restorative behavior frameworks. These updates emphasized integrity while maintaining student-centered re-engagement.
- **Focused Redesign on Middle School ELA and Math:** Based on staff readiness and instructional demand, targeted redesign of middle school ELA and math was prioritized for deeper integration of rubrics, standards-based grading, and learner choice.
- **Vendor Transition and Innovation Alignment:** Two new vendors were brought in and two were retired to better align content with CBE principles. AI tools (e.g., MagicSchool, BusyBee) were piloted for content creation and instruction, expanding NDCDE's innovation ecosystem.
- **Workload Rebalancing through Strategic Hiring:** To manage high enrollment and maintain quality, the division implemented a limit of 150 active enrollments per teacher at one time.

These shifts demonstrate the organization's flexibility and commitment to delivering rigorous, personalized, and future-ready instruction through its CBE model.

Address North Dakota Century Code (NDCC) 15.1-06-08.2:

NDCDE's Innovation Waiver aligns closely with the intent of NDCC 15.1-06-08.2 by enabling instructional and operational flexibility that enhances the quality of education delivered to students statewide. In 2024–25, the waiver supported major strides in our implementation of Competency-Based Education (CBE), transforming how learning is designed, assessed, and supported. We fully transitioned 48 courses to a CBE model this year, aligning them to priority state standards and competencies. These redesigned courses emphasize student mastery and progression based on demonstrated proficiency rather than seat time. To support this work, NDCDE now has a total of three dedicated curriculum designers. In addition, it developed a new course coding system to track CBE courses and implemented a standards-based review process to ensure instructional rigor and alignment. Our instructional systems were also modernized to support CBE delivery. New dashboards in our student information system allow teachers and families to monitor student progress by standard in real time. A required Introduction to Virtual Learning course was launched for middle and high school students to build foundational skills in time management, goal setting, and navigating asynchronous coursework—key components of success in a CBE environment.

NDCDE also leveraged its Innovation Waiver to rethink student support systems. Our Student Support team implemented a portfolio-based advising framework for diploma students and expanded use of engagement and risk tracking reports to coordinate interventions. A restorative approach to discipline and academic integrity was adopted to prioritize student growth while maintaining accountability.
CBE has improved both equity and relevance across our offerings. Students from all regions of the state can now access learning that is personalized, flexible, and tied directly to real-world competencies. At a systems level, NDCDE is better positioned to analyze student needs, close learning gaps, and respond with targeted improvements across curriculum and instruction.

Question Set Four: Professional Development

Provide details on the PD that was provided, how it aligned to the plan, participants, and how the PD was monitored to assure it made a difference in the implementation plan. Provide information on PD that will be or is being considered for next year. Describe how it aligns with the implementation plan.

In 2024–25, NDCDE implemented a comprehensive professional development plan designed to support the transition to Competency-Based Education (CBE), aligned with our Cognia Strategy Map and Innovation Waiver goals. The PD offerings were structured around priority areas such as standards alignment, rubric design, feedback strategies, learner engagement, and wellness, ensuring staff were equipped to deliver high-quality, student-centered instruction.

Key offerings included:
- Rubrics and Feedback Series (March and April 2025): Teachers developed rubrics aligned to standards and practiced delivering feedback using student work samples. The April session focused on giving actionable feedback tied to rubric performance levels. Direct instruction segments clarified expectations, and breakout activities supported collaboration and application of learning.
- CBE Mindset and Growth-Oriented Instruction: Staff explored the principles of growth vs. fixed mindsets using *Mindset* by Carol Dweck and applied strategies to foster learner resilience and ownership.
- Standards Alignment and Pre-Assessment Strategies: Teachers were guided in aligning course content to priority standards and designing pretests to identify learner needs.
- AI Integration and Course Adaptation: Sessions introduced MagicSchool AI and focused on adapting curriculum to be rigorous, relevant, and personalized.

Question Set Four, Cont.

Participation was robust, with 99% of full-time teachers attending most CBE-related PD sessions. Feedback was collected through post-session surveys ("Fast Feedback"), which provided quantitative and qualitative data. This feedback loop informed future sessions and confirmed that PD topics were resonating with teachers and supporting CBE-aligned instruction.

PD was monitored through attendance tracking, teacher-created products (rubrics, feedback examples), PLC discussions, and alignment checks conducted during course walkthroughs. These outputs ensured the PD directly supported implementation milestones such as course redesign, instructional consistency, and learner feedback practices.

Future PD

The 2025–26 professional development plan continues to align tightly with our strategic goal of scaling CBE, particularly for middle school and high school courses. Planned offerings include:

- Quality Feedback in a CBE Environment: Building on this year's work, teachers will deepen their skills in providing specific, rubric-aligned feedback and using it to drive student growth.
- Standards Alignment and Knowledge Check Training: Teachers will receive targeted support to align assessments with proficiency-based standards and develop knowledge checks for formative insight.

IN 2024-25,

99%

FULL-TIME TEACHERS PARTICIPATED IN CBE-RELATED PD

- Project-Based Summative Assessment Design: Shifting from traditional multiple-choice tests to authentic, summative tasks that allow learners to demonstrate mastery in meaningful ways.
- Dashboard-Driven Instruction: Teachers will be trained to use SIS dashboards to flag learners needing intervention, design conference strategies, and track growth over time.
- CBE for New Departments: New departments and transitioning courses will receive tailored CBE onboarding to ensure alignment with existing frameworks.

Professional learning will continue through webinars, PLCs, and a staff-wide book study on intergenerational collaboration in virtual teams. A total of 20 hours of structured PD is planned across the academic year. All offerings will be aligned to the Cognia Strategy Map and monitored through attendance, teacher reflections, and application during walkthroughs and curriculum reviews.

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Question Sets Five & Six: Continuous Improvement & Evaluation

Describe discussions on continuous improvement and how it was addressed.
NDCDE's continuous improvement efforts are firmly embedded within Strategic Theme 1: Improving Student Outcomes on the organization's Cognia Strategy Map. In 2024–25, conversations around CBE moved beyond implementation logistics and began centering on instructional impact and learner growth. Recurring leadership team briefs and department-level meetings provided structured opportunities to review CBE milestones, identify professional learning needs, and address system-wide feedback trends.

The CBE Rollout Plan – Spring 2025 defined a structured five-phase approach for middle school math and English, including mechanisms for training, review, communication, and student data collection. These phases were grounded in real-time monitoring and aligned to shared goals for improving instructional quality and personalizing learning.

What strategies were implemented to ensure continuous improvement is addressed?
 Strategies this year included:
- Monthly teacher check-ins and scheduled PD "open hours" to identify barriers and iterate on design before full launch.
- Quarterly data reviews of LMS activity, rubric use, and course alignment status by curriculum and IT teams.
- Spring pilot testing of scaffolding and assessment models with a small cohort of students.

- Fast feedback loops after professional development to track understanding and guide training adjustments.
- Monthly leadership team briefs, which required departments to report on Strategic Theme 1 progress and identify next steps or concerns.

These efforts ensured that professional development, curriculum adjustments, and student supports were responsive and forward-looking.

Provide information and data being collected that can be used to measure success.

NDCDE is beginning to transition from implementation tracking to evaluating the actual impact of CBE on student learning. The following data are collected:

Course Development & Alignment Metrics
- 155 courses aligned to state priority standards
- 48 courses fully transitioned to a CBE structure
- Progress is reported monthly in leadership briefs and benchmarked against goals in the Cognia Strategy Map

Professional Development Feedback
- Fast feedback is collected at all CBE-related PD sessions and reviewed by the leadership team to inform future planning
- 99% full-time teacher participation in rubric and feedback training; feedback showed increased confidence and clearer expectations

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Question Sets Five & Six, Cont.

Preliminary Student Learning Data (Spring 2025 pilot results):
- Kindergarten Math: 83% of students proficient on all standards
- 2nd Grade Math: 75%
- 5th Grade Math: 50%
- Kindergarten ELA: 70%
- 2nd Grade ELA: 67%
- 5th Grade ELA: 42%

(Note: Sample sizes <10 students per course)

Provide details on how the district is analyzing the data and the results of this research.
- Monthly leadership team briefs aggregate CBE updates, alignment metrics, and PD reflections to ensure accountability
- Fast feedback forms are analyzed after each PD session, with summary trends reviewed at year-end for planning future offerings
- LMS and SIS tools allow real-time analysis of pacing, standards mastery, and course engagement
- Student proficiency data, starting with spring pilots and expanding in Fall 2025, will be central to mid-year instructional adjustments and long-term curriculum planning

This data-driven approach ensures that decisions about training, curriculum, and instruction are based on measurable impact, not assumptions—advancing our goal of improving student outcomes across all learner groups.

2024-25 NDCDE CBE ACCOMPLISHMENTS

Systems Enhancements

NDCDE's LMS & SIS have been customized to fully implement CBE ✓

COGNIA STRATEGY GOALS

100% CBE-Related Goals Met ✓

STUDENT DATA

Preliminary Proficiency data Collected ✓

CURRICULAR Alignment

155 Courses Now State Standards-Aligned ✓

Communication

CBE Phase Guides (Internal) & Communication Resources (External) Developed ✓

Question Set Seven: Sustainability

To sustain the growth and momentum of CBE, NDCDE has embedded CBE priorities across its financial planning, staffing structure, instructional policy, and technology strategy. Budget allocations approved for the 2025–27 biennium reflect this commitment (see details below). These investments align with ongoing operational goals and our Cognia Map's Strategic Theme 1: Improving Student Outcomes.

In addition to financial planning, NDCDE has built structural supports to ensure sustainability:
- The Director of Curriculum and Instructional Designers (3) lead the redesign of courses aligned to competencies.
- The Director of Learning and Assistant Principal jointly oversee and deliver professional development, with support from department heads and LMS leads.
- Strategic operations, fiscal services, enrollment, and IT now fall under unified oversight to streamline decision-making and improve readiness for scale.

To complement these investments, NDCDE implemented a new organizational policy manual in January 2025. Under the guidance of the NDCDE Policy Committee, future updates will formalize:
- Competency progression and pacing flexibility
- Course length and structure guidelines
- Behavior and discipline matrices rooted in restoration and clarity

Together, these actions provide the financial, instructional, and policy infrastructure to support a long-term, sustainable shift to CBE at scale—serving both student learning and school system integration needs.

CBE 2025–27 Planned Budgetary Allocations

→	Professional Development & Travel	**$156K**
→	Technology & Curriculum	**$2.4M**
→	Staff	**$7.47M**

Conclusion

NDCDE's Innovation Waiver efforts in 2024–25 resulted in lasting structural changes—from curriculum and instructional design to professional learning and data systems. With new dashboards in place, teacher-driven course redesign underway, and initial student proficiency data collected, the foundation for scalable, standards-based virtual learning is firmly established.

In 2025–26, NDCDE will build on this momentum by launching fully CBE-aligned middle school courses, establishing a baseline for student growth, and expanding training and communication supports for teachers, families, and schools. These next steps reflect NDCDE's continued commitment to meaningful, measurable learning—where students advance based on what they know and are ready to do.

Appendix A:

2025 CBE Outcomes

CBE Initiatives, Goals & Outcomes 2025
Purpose: NDCDE – Competency-Based Education (CBE) Update for Innovation Waiver (July 2025)
Report
Division of Teaching and Learning

Key CBE Initiatives (Current FY)

- **Development and Implementation of NDCDE CBE Phases**
    - o Created a CBE Phases Guide which outlines the phases of transitioning to CBE from the piloting phase to refinement.
    - o Utilized during teacher process meetings and professional development to assist educators in self-assessing and setting goals.
- **Introduction to Virtual Learning Course (Grades 6–12)**
    - o Launched a required course introducing learners to asynchronous online learning, AI and acceptable use policies, time management, accessing and understanding feedback, reflection, and goal setting. All of these topics align with CBE principles.
    - o Implemented for all 6th–8th grade learners fall 2024; expansion to 9–12th grade January 2025.
- **Mastering Standards Alignment Micro Course**
    - o Developed micro course as PD for staff that focuses on the What, Why and How of Standards alignment in a CBE structure.
    - o Provides a consistent process for aligning standards for teachers.
- **Alignment of Assessments with CBE Rubrics**
    - o Educators began aligning assessments to clearly defined competencies, piloting performance-based rubrics focused on mastery of priority standards.
    - o Enhanced student understanding of expectations and self-assessment capabilities.
- **Professional Development on CBE Concepts**
    - o Conducted monthly professional development sessions incorporating themes such as an Introduction to CBE, Standards Alignment, Building Rubrics, Designing Aligned Assessments, Providing Targeted Feedback, and a Growth Mindset.
    - o Developed an internal CBE support hub to centralize resources and provide asynchronous learning opportunities for staff in Buzz, our LMS.
- **Development of CBE Dashboards**
    - o Collaborated with the internal development team to build data dashboards in our SIS, Genius, displaying real-time learner progress aligned to competencies.
    - o Supports transparency and assists instructors in monitoring individual and course-level mastery.

Outcomes & Impact

- **Enhanced Educator Engagement and Clarity**
  - Educators utilized the Phases of CBE to identify their current practices and define next steps, reporting increased confidence in designing learner-centered experiences.
- **Improved Student Engagement and Agency**
  - Student feedback indicated positive responses to reflection and goal-setting activities, particularly among middle and high school students participating in the Introduction to Virtual Learning course.
- **Alignment with Cognia Standards**
  - CBE initiatives directly supported Cognia standards related to personalized learning, learner agency, and continuous improvement, as outlined in the Cognia Strategy Map.
- **Data-Driven Instructional Practices**
  - Implementation of dashboards enabled educators to access real-time data on learner progress, facilitating timely interventions and feedback.

Plans for Remainder of FY & Next School Year

- **Expansion of CBE Course Redesign**
  - Initiate targeted course redesigns in Middle School ELA and Math.
  - Align standards, add rubrics, and voice & choice options to align with CBE principles.
- **Develop CBE Communication for Families & Districts**
  - Develop resources, training and videos that explain CBE and how it aligns to our vision at NDCDE, along with how it is best for learners and gives us a better understanding of skills and opportunities for growth.
  - Communication will be sent on how CBE Competencies align and can transfer to local districts current grading scale.
- **Enhanced Support for Educators**
  - Continue professional development focusing on deepening understanding of CBE and supporting educators in implementation.
  - Develop short, focused training modules and resources for use in staff meetings and coaching sessions.
- **Refinement of Student Learning Experiences**
  - Update the Introduction to Virtual Learning course to integrate increased learner voice and choice.

o Redesigning course assessments to better align to CBE Principles and increase learner voice & choice.

- **Advancement of CBE Dashboards**
  o Refine and expand dashboards for broader course-level use and cross-course consistency.
  o Provide training for educators on utilizing dashboards to guide instruction and communication.
- **Strengthening Cross-Department Collaboration**
  o Maintain coordination with curriculum, LMS, and student services teams to ensure a unified approach to CBE implementation across the organization.

Webinar Attendance	
FTT/FTE:	100%
Adjunct:	<1% (2 adjuncts)
Staff:	2 staff members across various dept.
Leadership team:	4

This front page is an overview including a few visuals of the questions that gave us quantative data. The tab at the bottom includes the data from the fast feedback we collected for our March PD Focus: CBE Rubrics and Feedback

Webinar Feedback

1. How would you rate the overall quality of the session? More details

4.80
Average Rating
① ② ③ ④ ⑤

- Level 5 — 16
- Level 4 — 4
- Level 3
- Level 2
- Level 1

2. How relevant was the content to your role and needs? More details

4.85
Average Rating
① ② ③ ④ ⑤

- Level 5 — 17
- Level 4 — 3
- Level 3
- Level 2
- Level 1

3. How engaging was the session? More details

4.85
Average Rating
★ ★ ★ ★ ★

- Level 5 — 17
- Level 4 — 3
- Level 3
- Level 2
- Level 1

6. Would you recommend this PD to a colleague? More details

- ● Yes   19
- ● No   1

5%
95%
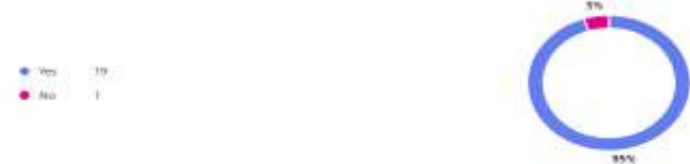
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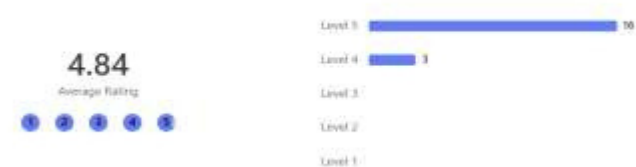
Webinar Feedback

1. How would you rate the overall quality of the session?   More details

4.84
Average Rating

Level 5 ▬▬▬ 16
Level 4 ▬ 3
Level 3
Level 2
Level 1

2. How relevant was the content to your role and needs?   More details

4.84
Average Rating

Level 5 ▬▬▬ 16
Level 4 ▬ 3
Level 3
Level 2
Level 1

3. How engaging was the session?   More details

4.84
Average Rating

★ ★ ★ ★ ★

Level 5 ▬▬▬ 17
Level 4 ▬ 1
Level 3 ▬ 1
Level 2
Level 1

6. Would you recommend this PD to a colleague?   More details

● Yes   18
● No   1

5%

95%

Appendix C:

NDCDE CBE Phase Descriptions
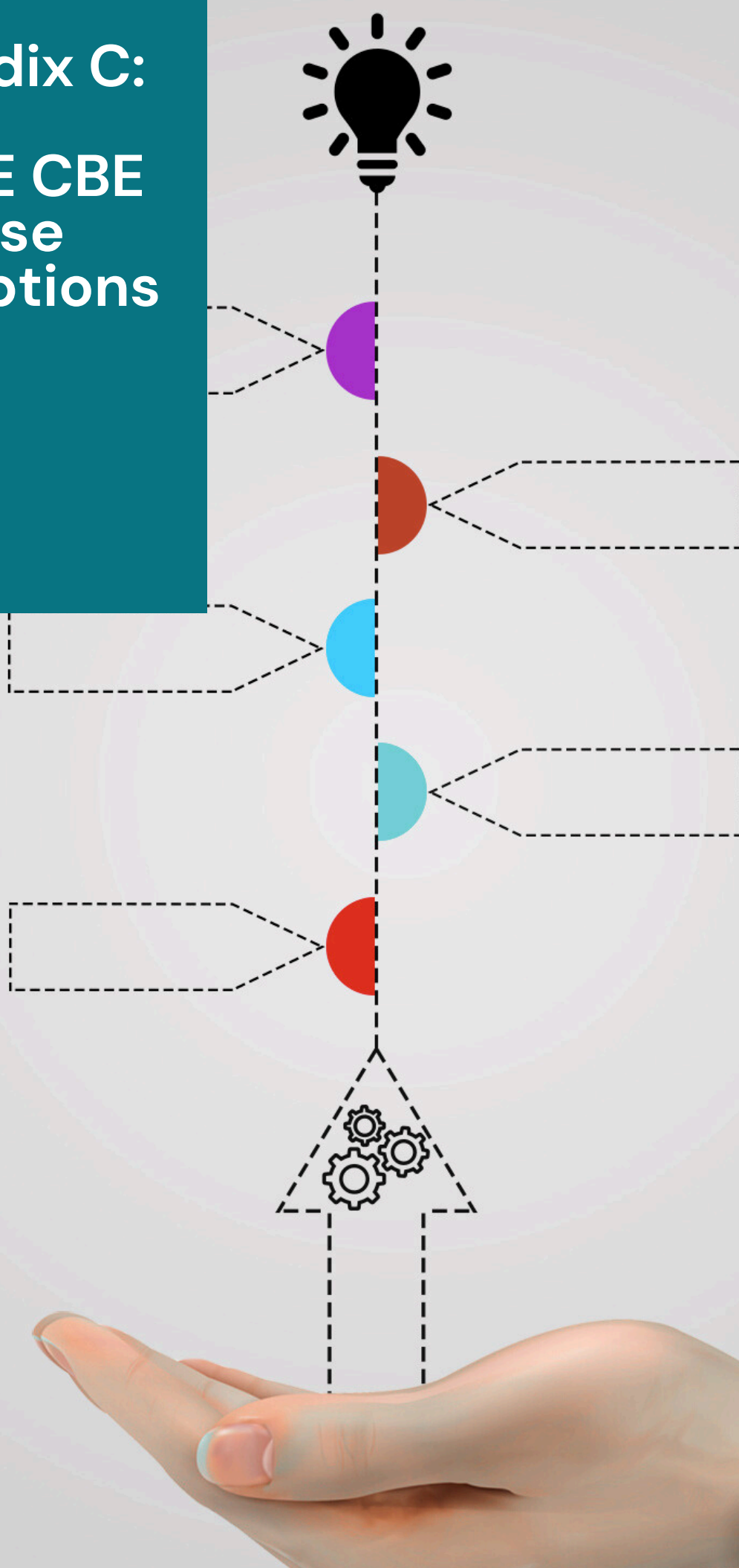
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Ongoing
Continuous Improvement & Sustainability

Phase 2
7-18 Months
Design & Development

Phase 4
25-36 Months
Full Implementation

Phase 1

Vision and Culture Development

- Define CBE Vision: Craft a clear, compelling vision for CBE that aligns with NDCDE's mission and values. This vision should focus on personalized, self-paced learning that allows students to progress upon proficiency.

- Cultural Alignment: Foster a CBE mindset among all stakeholders through PD and collaboration.

Infrastructure and Resource Assessment

- Technology Review: Assess existing digital platforms and tools to ensure they support CBE functionalities like tracking individual progress and CBE gradebook structure.

- Resource Planning: Identify needs for additional resources such as CBE training materials and software enhancements.

Phase 2

Curriculum Design

- Develop/Align Competency Frameworks: Identify and define key competencies (state standards) for each subject area that students must achieve, tailored to asynchronous learning needs and align first with course assessments, followed by each module and/or learning activity.

- Adapt Curriculum: Redesign courses as needed to be competency-based, allowing students to progress based on proficiency (could include pre-assessments).

Professional Development

- Virtual Training: Roll out comprehensive, on-demand professional development courses and training based on CBE principles, assessment methods, and digital tool utilization.

- Support Networks: Establish support teams and mentorship opportunities for teachers transitioning to CBE.

Phase 3

Pilot Launch

- Implement Pilot Courses: Begin with a select number of courses or grade levels to trial CBE, gathering initial data on student engagement and progress.

- Adjust Based on Feedback: Use feedback from students, parents, and educators to refine processes, resources, etc.

Data Collection and Analysis

- Monitor Student Progress: Utilize LMS to track student achievement against set competencies.

- Evaluate Pilot Success: Analyze data to determine the effectiveness of the pilot, making necessary adjustments before wider implementation.

Phase 4

Expand CBE Implementation

- Broaden CBE Courses: Gradually introduce more courses into the CBE framework based on the pilot's success.

- Enhance Technological Capabilities: Upgrade digital platforms as needed to support an asynchronous, competency-based model.

Ongoing Professional Development and Support

- Continuous Learning Opportunities: Offer regular updates to resources and new strategies for engaging students in an asynchronous environment.

- Peer Collaboration: Encourage ongoing collaboration and sharing of best practices among staff through virtual meetings and shared digital resources.

Phase 5

Policy and Advocacy

- Develop Supportive Policies: Advocate for state and NDCDE level policies that recognize and support competency-based education.

Stakeholder Engagement and Data Utilization

- Stakeholder Involvement: Keep staff & stakeholders engaged through regular updates and opportunities to provide feedback on the transition to CBE.

- Data-Driven Decisions: Use data analytics to continually assess and improve offerings, outcomes and the learning experience.

Appendix D:

FALL 2025 CBE ROADMAP

CBE Roadmap

1 | Fall 2025 — Middle-School Core (Math & ELA)

Subject	CourseTitle(CourseCode)
MS Math	• Middle School Math 6 Sem 1 (MMA4211B) • Middle School Math 6 Sem 2 (MMA4212B) • Middle School Math 7 Sem 1 (MMA3221B) • Middle School Math 7 Sem 2 (MMA3222B) • Middle School Math 8 Sem 1 (MMA3231B) • Middle School Math 8 Sem 2 (MMA3232B)
MS ELA	• MS Language Arts 6 Sem 1 (MEN3151B) • MS Language Arts 6 Sem 2 (MEN3152B) • MS Language Arts 7 Sem 1 (MEN4131B) • MS Language Arts 7 Sem 2 (MEN4132B) • MS Language Arts 8 Sem 1 (MEN4141B) • MS Language Arts 8 Sem 2 (MEN4142B)

2 | Spring 2026 — Expanded MS Core + Key Electives

Area	CourseTitle (CourseCode)
MS Science	MS Earth & Space Sci S1 (MSC3081B) • S2 (MSC3082B) MS Physical Sci S1 (MSC3091B) • S2 (MSC3092B) MS Life Sci S1 (MSC4071B) • S2 (MSC4072B)
MS Social Studies	MS World History S1 (MSS2121B) • S2 (MSS2122B) MS North Dakota Studies (MSS2091B)
MS Health/PE	MS Fitness Basics I (MPH3101B) • II (MPH3102B)

MS Electives	Coding 1a Intro (MCO2021B) • Digital Art & Design S1 (MAR2111B)
	Career Research & Decision Making (MGE6021B) • Digital Citizenship (MCO1051B)
	Exploring Music (MMU1101B) • Middle-School Life Skills (MFC4021B)

3 | Summer 2026 — HS Electives & CTE Wave

Cluster	Course Title (Course Code)
Health & PE	Walking Fitness (HPH6161B) • Health: Living Your Best Life (code TBD)
	First Aid (code TBD) • Personal Fitness (code TBD) • Sports Fundamentals (code TBD)
Fine Arts (HS)	Guitar 1A (HMU2051B) • Guitar 1B (HMU2052B) • Music Appreciation (HMU6041B)
Business / IT	Entrepreneurship 1a (HBU2361B) • Excel Fundamentals (HBU2371B)
	Word Fundamentals (HBU2391B) • Personal Finance & Money Mgmt (HBU3231B)
	Sports & Entertainment Marketing (HBU3141B)
Computer Science / Cyber	Foundations of Programming (HCO1251B)
	Programming 2a (HCO1271B) • Programming 2b (HCO1272B)
	Cybersecurity Capstone (code TBD)
Agriculture (NEW)	Botany & Horticultural Sci I (01053) • II (01054)
	Agriscience Technology I (01021) • Veterinary Science (01067)
	Principles of Agriculture (01011)
Family & Consumer Sci	Child Development (HFC2201B) • Child Dev IA/IB (codes TBD)
	Culinary Arts 1a (HFC1211B) • Family Living & Healthy Relationships (HFC1261B)
	Interior Design (HFC1241B) • Life Skills: Navigating Adulthood (HFC1251B)
Trades / Tech Ed	Building Maint Tech I (HTE1151B) • II (HTE1152B)
	Construction Fundamentals (HTE1141B) • Drones: Remote Pilot (HAV2001B)
Education Pathway	E-Sports & History of Video Games (HGE1141B)
	Educational Methodology (HGE1202B) • Introduction to Education (HGE1201B)
Health Sci. Pathway	Nursing Assistant 1A (HHC4011B) • 1B (HHC4012B)

4 | Fall 2026 — High-School Core (Math, Science, ELA, Social Studies)

CoreArea	Course Title (CourseCode)
Math	Algebra I S1 (HMA5561B) • S2 (HMA5562B) Geometry S1 (HMA3551B) • S2 (HMA3552B) Algebra II S1 (HMA4571B) • S2 (HMA4572B) Pre-Algebra S1 (HMA1541B) • S2 (HMA1542B) Pre-Calculus S1 (HMA3521B) • S2 (HMA3522B) Biology S1 (HSC4521B) • S2
Science	(HSC4522B) Chemistry S1 (HSC5451B) • S2 (HSC5452B) Physics S1 (HSC3481B) • S2 (HSC3482B) Physical Science S1 (HSC2511B) • S2 (HSC2512B) Astronomy 1a (HSC1501B) • 1b (HSC1502B) Creative Writing (HEN4111B) • Gothic Literature (HEN4261B)
English Language Arts	Public Speaking 1a (HEN2691B) Intensive Reading: Universe (code TBD) • Intensive Reading: Fields (code TBD) Professional Communication (code TBD) American History S1 (HSS6721B) • S2 (HSS6722B)
Social Studies	U.S. Government (HSS3881B) • Economics w/ Fin Lit (HSS2641B) World History S1 (HSS3821B) • S2 (HSS3822B) North Dakota Studies (HSS2841B) Anthropology I (HSS4441B) • History of the Holocaust (HSS2481B) Law & Order (HSS4301B) • Sociology I (HSS4401B) • II (HSS4402B) Personal Psychology I (HSS5311B) • Human Geography (HSS2761B)