
NORTH DAKOTA

DEPARTMENT OF PUBLIC INSTRUCTION

**A CALL FOR:
EDUCATIONAL LEADERSHIP AND ACTION**

**ESSENTIAL INFORMATION ON NORTH DAKOTA EDUCATION
FOR POLICY MAKERS**

ACADEMIC ACHIEVEMENT

Standards - proficiency

GLOBAL ECONOMY

International competition

TRANSITIONS

Post-secondary expectations

ALIGNMENT

- P-16 graduation requirements



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INTRODUCTION

EDUCATIONAL PARTNERSHIPS

Staff members of the ND Department of Public Instruction have partnered with members of the P-16 Education Task Force, and support the various principles developed by task force members. The task force was initiated by the joint boards on public education in September of 2005 whose vision is “All ND students will be educated in an innovative, relevant, integrated and challenging system providing world-class quality to prepare them to be good citizens and to take full advantage of all opportunities available to them in their lives.”

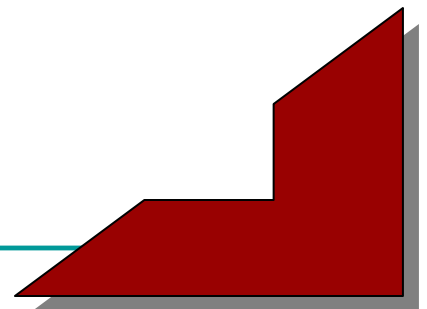
The Department of Public Instruction strongly supports the vision, mission and goals of the task force. Staff members are currently in the process of adopting specific P-16 recommendations relevant to DPI authority into our five year strategic plan. The premise of our plan is in keeping with a major task force principle – “In order to compete throughout their lives, ND students require an education that is competitive on an international basis.”



DPI STRATEGIC PLANNING

The purpose and design of DPI’s plan is the result of agency-wide efforts to develop rigorous activities deemed necessary to realize improved outcomes for students. Demographic, economic, technological and political trends were assessed and linked to federal grant programs and state and federal mandates. Other state plans and national objectives for K-12 education were reviewed. Before plan adoption, directors involved their staff members in aligning agency goals with individual unit performance measurements.

Plan development is ongoing. DPI staff continues to develop timelines, desired outcomes and performance indicators. We are committed to achieving our vision for ND schools “All students achieve their maximum potential and become lifelong learners through school and community partnerships.”



ND EDUCATION TODAY

(Excerpts from the P-16 Draft)

North Dakotans have always, justifiably, taken great pride in their education system. They have come to take for granted that the education provided in the state is of high quality, and some even suggest it is “second to none.” North Dakota has the second highest rate of high school graduation in the country and has the highest percentage in the country of its high school graduates going on to post-secondary education. In a variety of state, regional and national assessments, North Dakota elementary students, in particular, are highly ranked.

Task force members educated themselves about education issues and needs in North Dakota and spread the word to their respective constituencies. Current data shows that cracks appear in North Dakota’s educational system and students are falling through them. North Dakota students do well through the 4th grade. Nationally, we have the highest-ranking “raw material” coming into our classrooms. But in the end, we do not have the best product. North Dakota is below the national average in what it currently requires schools to offer for high school graduation. We continue to maintain the status quo in achievement. Many ND students are ill prepared to go on to college or to enter the workforce after graduation from high school.

WHERE WE SHINE ACADEMICALLY

◆ North Dakota students are number one in the nation in the percentage of students who graduate from high school and go on to post-secondary education.

◆ The 2005 NAEP scores show North Dakota’s fourth and eighth grade students above the national average in reading, mathematics and science.

◆ North Dakota leads the nation in percentage of citizens with post-secondary degree.



WHAT WE MUST DO BETTER

◆ 2005 NAEP scores report North Dakota students have fallen below the national average in writing.

◆ Approximately 28 percent of ND students in post-secondary education institutions need to take remediation classes in order to prepare them for college credit courses.

◆ North Dakota students drop to 38th in the nation in the percentage of students who graduate from two and four-year post-secondary education institutions within three and six years respectively.

◆ In 2006, only 23 percent of ND students were considered prepared for success in post-secondary education in all four ACT core areas tested- English, mathematics, reading and science.

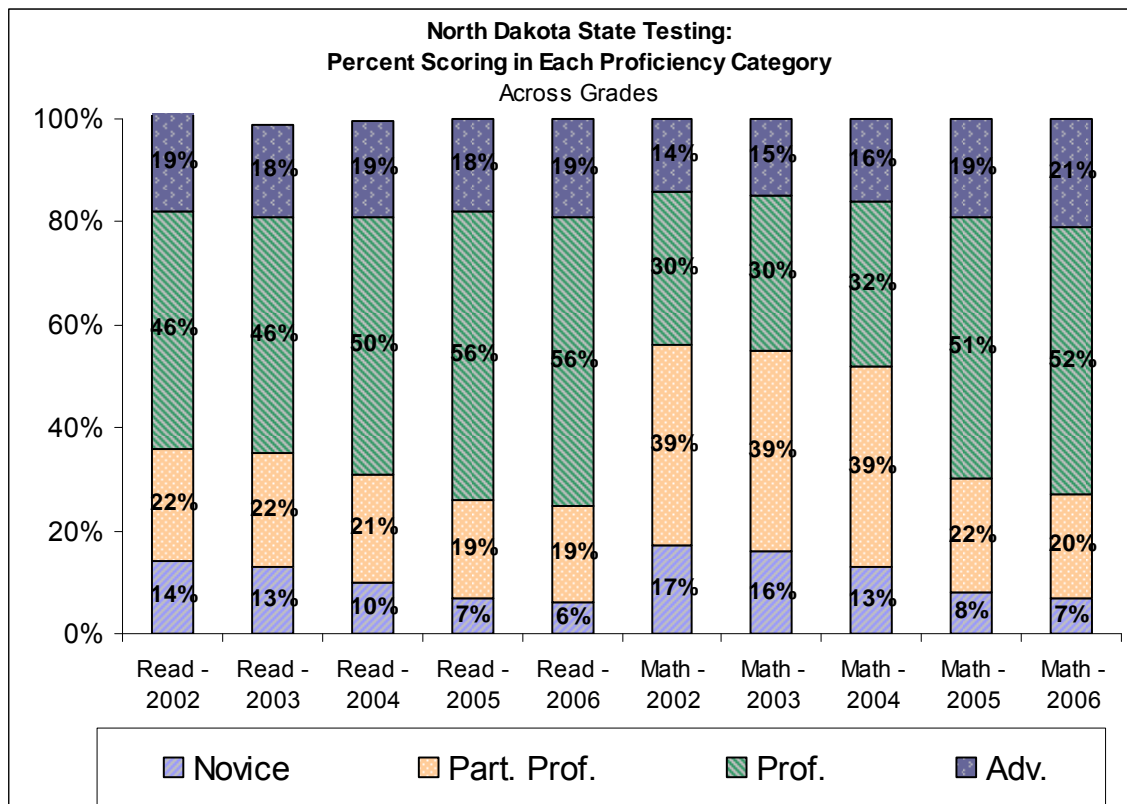
WHERE DO WE GO FROM HERE?

Policy makers, community representatives, parents and school districts must work in partnership with the business community to strengthen academic skills that prepare students for employment now and into the future. Specifically, we must develop well-rounded students skilled not only in basic core areas, but who are also proficient in communications, teamwork, problem-solving and analysis.

North Dakota students' ACT scores have remained essentially flat for the last 15 years. For example ACT composite scores in 2001 were 21.4. Their ACT composite scores in 2006 were 21.4, while composite scores nationally increased by .2 in 2006 alone.

According to ACT, only 52% of ND high school graduates were considered ready for college-level reading in 2006.

North Dakota State Testing Results Results Across Grades 3-8, 11 (2005-2006) and Grades 4, 8, 12 (2002-2004)



STUDENT WELL-BEING

Excerpts from Education Week
Quality Counts 2007

SUCCESS INDICATORS

◆ Education Week released its annual report on January 3, 2007. According to the national report, ND tied with Kansas and Illinois for 12th place in its “Chance for Success Index.” The index identifies precursors of educational success and includes family incomes, degrees achieved by children and parents, English fluency, test scores, high school graduation rates and employment. The nine areas in which North Dakota ranked well include English fluency (97%); high school graduation rate (83.1%); 2 – 4 year college enrolled or degreed young adults (57.7%); degreed adults (43.4%). The report shows that the state lags in income at or above the national average (42.2%); and in preschool enrollment (26%).

CURRENT STRENGTHS

- ◆ Two parent families benefit from strong parental employment rates.
- ◆ Most children in ND live with two parents.
- ◆ ND students have a low drop out rate.
- ◆ ND ranks fifth in the nation for low birth weight.
- ◆ ND ranks sixth in the nation for low teen birth rate.
- ◆ ND students are less likely to watch daily TV, lack exercise, or be at risk of being overweight.

IMPORTANT CHALLENGES

- ◆ The number of children in ND has been declining.
- ◆ Increasing numbers of children live with single parents or grandparents.
- ◆ North Dakota’s youngest children and minority children are most likely to live in poverty.
- ◆ About 14% of ND children are poor, but only 6.66% receive assistance.
- ◆ In contrast to declining enrollment, the number of children in early childhood and special education programs are growing.
- ◆ ND youth are more likely to binge drink, drive after drinking, and ride in a car with a driver who has been drinking.

BUILD CAPACITY TO OVERCOME BARRIERS

- ◆ Develop community partnerships to address the range of problems experienced by children weighed down by environmental factors such as language, housing, health and safety.
- ◆ Achievement gaps open before children reach school age. Early childhood education can help mitigate the disparities in school readiness that exist between children with different socioeconomic backgrounds. The Department plans to build close partnerships with other agencies that directly affect student health and welfare needs so that minority students and the poor succeed, emotionally and socially. If all children are to succeed, it is imperative for them to become informed, participating citizens with the knowledge and skills necessary to gain a place in the global economy.

PROMOTE HIGH STANDARDS AND ACCOUNTABILITY

◆ Studies show that students are capable of achieving at much higher levels when challenged. Increasing student expectations while in high school will help prepare them as they go on to college and the workplace. The state needs to increase academic requirements - invest in foreign language – fund early education programs, strengthen math and science requirements, improve reading and language skills - rather than fund remediation programs in subsequent years.

The P-16 Education Task Force and the Governor’s Commission on Education Improvement parallel the efforts of other states that are focusing on connections between all facets of education - early childhood education, teacher preparation, career counseling, postsecondary education and training, and workforce and economic development.

CREATE AN ENVIRONMENT FOR CHILDREN TO THRIVE AND EXCEL

- ◆ Provide social support and economic opportunities to single parents, grandparents and child care workers.
- ◆ Make income eligibility guidelines less restrictive.
- ◆ Provide needed primary and preventive health and dental care to low income children.

PROFICIENCY

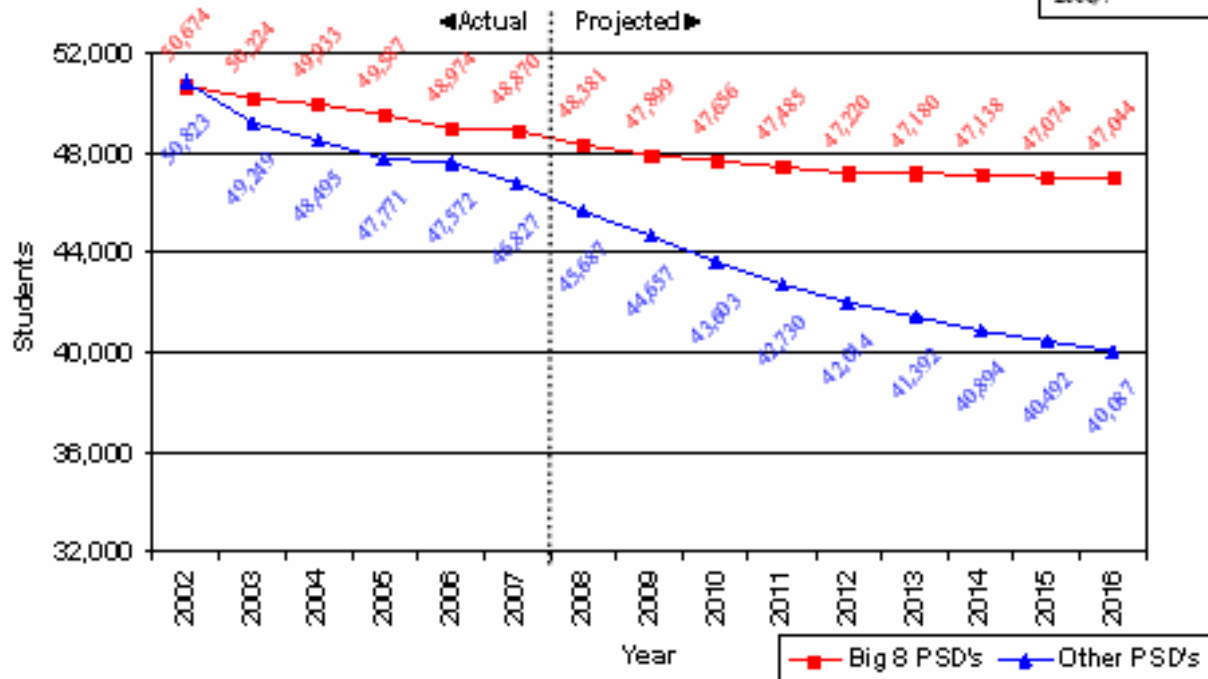
◆ America’s workforce is competing for jobs with individuals from around the world. The global market requires that young people attain higher levels of proficiency and educational attainment. An educated workforce with knowledge and skills is an economic reality if ND students are to participate in a technology-driven world in which companies are looking for talent and job positioning throughout the globe.





ND Public K-12 Enrollment: Actual & Projected
 NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
 OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Big 8 PSD's: Fargo, Bismarck, Grand Forks, Minot, West Fargo, Mandan, Dickinson, and Jamestown Public School Districts (as of 2009).



SUMMARY

The future growth of our state is tied inextricably to economic development. Economic development is dependent on a highly educated and skilled workforce, able to think critically, innovate, be technologically literate, and productive. Our students, to be successful, must be nurtured by family and supported by their community. They must learn to be good citizens in a global environment.

The ND Department of Public Instruction continues to collaborate with members of the P-16 Education Task Force and the Governor's Commission on Education Improvement to turn study recommendations into action. Together we face North Dakota's educational issues and concerns, respond to challenges, look for solutions, and speak with one voice to insure ongoing progress towards our common goal of helping all students reach their full potential. *For more information on the P-16 Education Task Force go to www.agree.org* *For more information on the Governor's Commission on Education go to www.governor.nd.gov*

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION FIVE-YEAR STRATEGIC PLAN 2006-2011

Mission: “To ensure a uniform, statewide system for effective learning”

Guiding Principles:

- ▶ Partner with schools to help all students reach their full potential.
- ▶ Establish a culture of customer service that recognizes and values the opinions and needs of all our stakeholders.
- ▶ Provide operational excellence to support North Dakota’s local education agencies and school districts.
- ▶ Create enriching opportunities for parents and communities to participate as partners in the pursuit of educational excellence.

Vision: “All students achieve their maximum potential and become lifelong learners through schools and community partnerships.”

Goals: Student Achievement-Accountability-Community Partnerships-Support

- I. Align all elements of public education to help students achieve academic success.
- II. Promote health and wellness initiatives that provide a safe and nurturing environment that encourages community involvement and embraces diversity.
- III. Ensure a comprehensive system of accountability for results-based decision making.
- IV. Build capacity to ensure a uniform educational system that meets or exceeds established standards.

Beliefs:

- ▶ All students must be ready to learn.
 - ▶ All students must be prepared for post-secondary education and/or work.
 - ▶ Schools must partner with and support parents and communities.
 - ▶ A high quality education system must be accountable to the public.