



North Dakota PK-12 Education Strategic Vision & Progress Monitoring

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**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

Long-Term Outcomes

Long-term outcome

1 INCREASE STUDENTS WHO ENTER KINDERGARTEN PREPARED TO LEARN AND INCREASE THE NUMBER OF KINDERGARTEN CLASSROOMS THAT MEET THE NEEDS OF EVERY LEARNER

At this time, a measurable goal cannot be recommended due to the lack of a system of reliable and valid statewide measures to assess students who enter kindergarten prepared to learn, as well as a system to monitor early childhood experiences in the state. The ND K12 Education Coordination Council encourages the ND Department of Health and Human Services Early Learning Division to build a system of reliable and valid measures to aid kindergarten teachers in meeting the needs of every learner.

Long-Term Outcomes



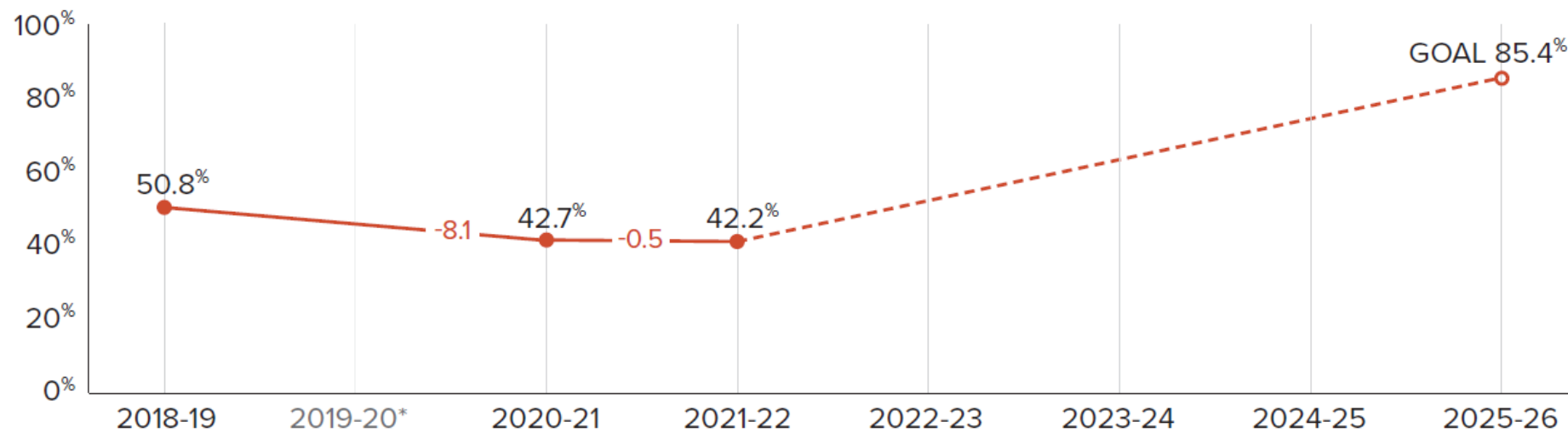
Long-term outcome

INCREASE STUDENTS WHO DEMONSTRATE READING PROFICIENCY IN 3RD GRADE

Aspirational goal:

By the 2025-26 school year, the percentage of students who are proficient or above on the North Dakota State Assessment (NDSA) reading subdomains will double from the 2020-21 school year.

Reading-Only Measure: Proficiency Levels



*2019-20 data are not available due to the COVID-19 pandemic disruptions.

Long-Term Outcomes

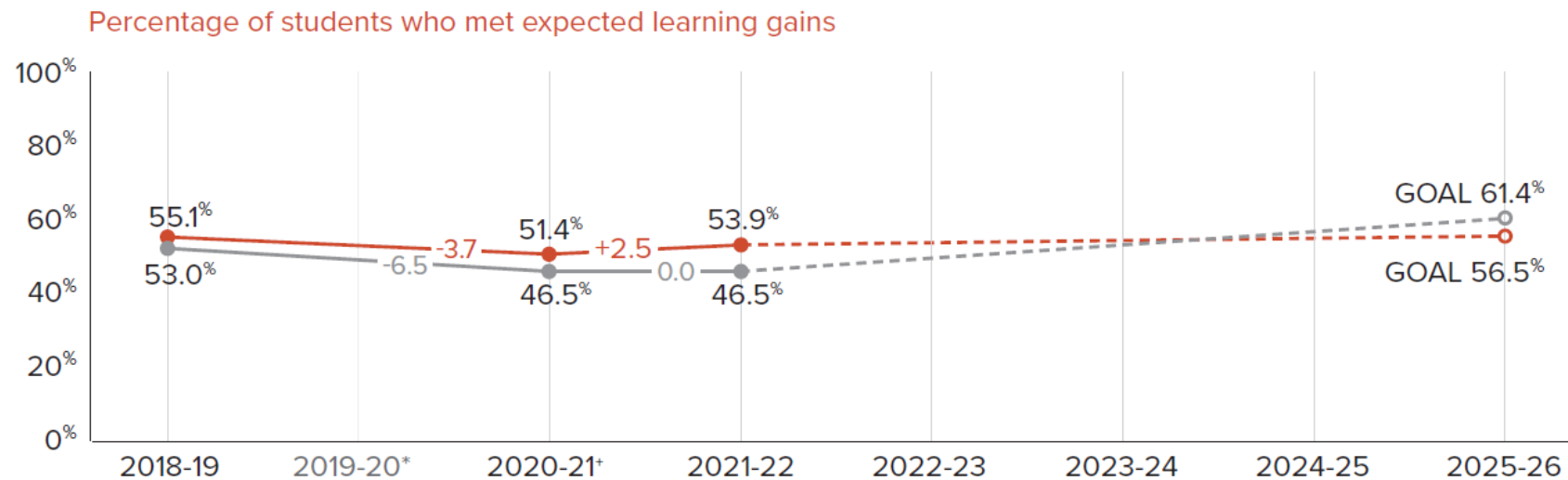
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Long-term outcome

INCREASE STUDENTS WHO MEET EXPECTED LEARNING GAINS EACH YEAR

Aspirational goal:

By the 2025-26 school year, the percentage of students who meet expected learning gains in English language arts (ELA) and math will increase by 10 percentage points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed.



*2019-20 data are not available due to the COVID-19 pandemic disruptions.

†The 2020-21 data are COVID-19 adjusted.

— ELA — Math

Long-Term Outcomes



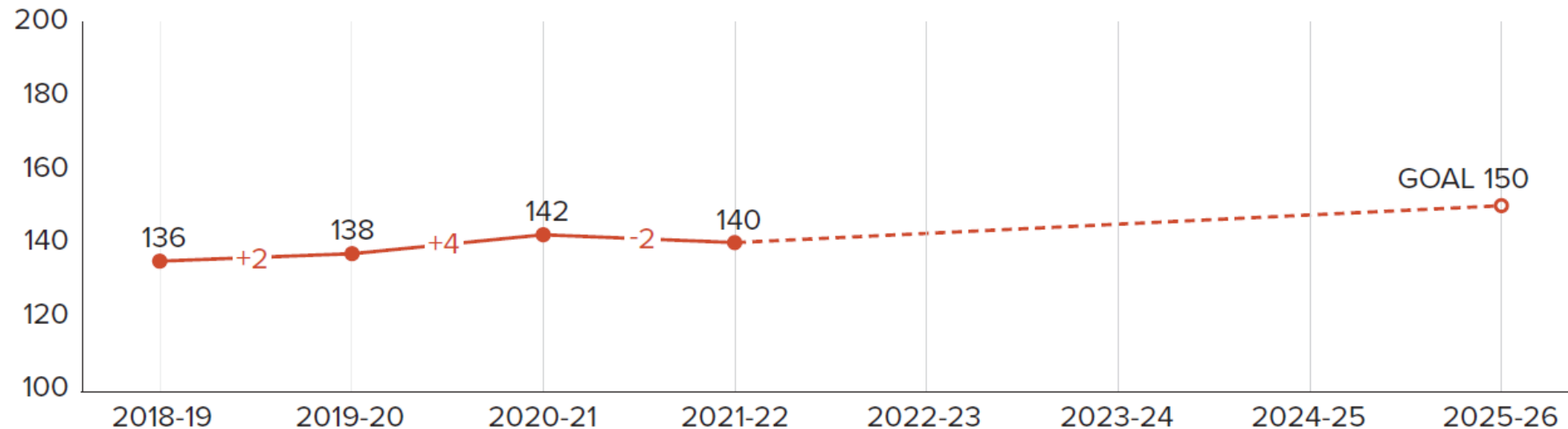
Long-term outcome

INCREASE STUDENTS WHO ENGAGE IN LEARNING

Aspirational goal:

By the 2025-26 school year, the statewide behavioral engagement score will be 150 points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed. Two points were awarded for the percentage of Committed students and one point was awarded for the percentage of Compliant students.

Statewide behavioral engagement score



Long-Term Outcomes



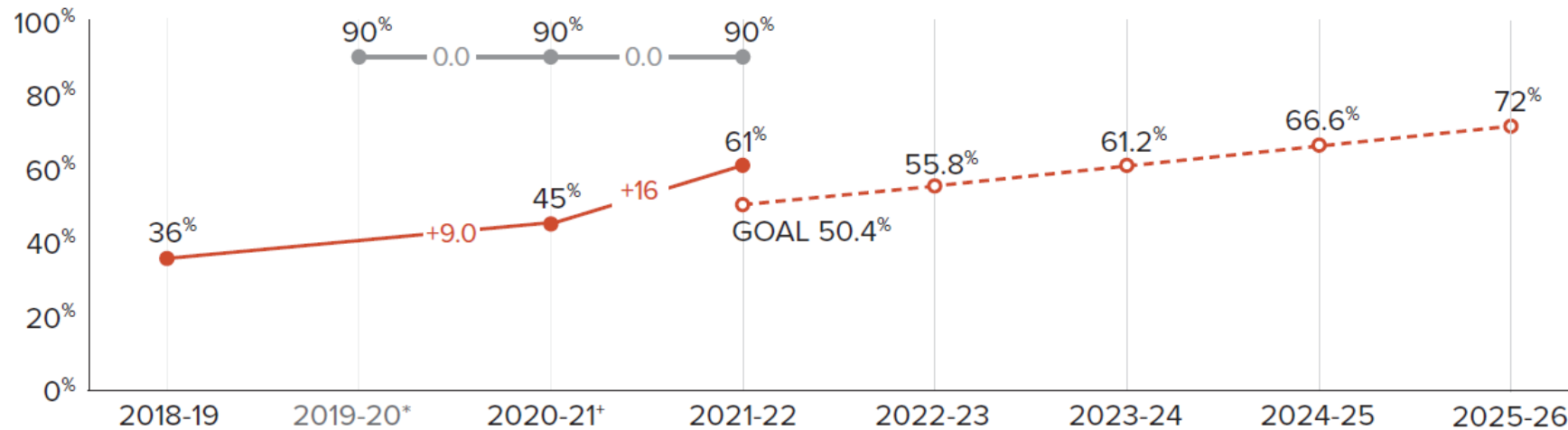
Long-term outcome

INCREASE STUDENTS WHO GRADUATE CHOICE READY

Aspirational goal:

By the 2029-30 school year, all students graduating high school with the traditional diploma will graduate Choice Ready. The Choice Ready rate will increase 5.4 percentage points each school year for 10 years to match the traditional graduation rate.

Choice Ready Metric Performance Rate and Traditional Graduation Rate 2019-2022



*2019-20 data are not available due to the COVID-19 pandemic disruptions.

— Traditional Graduation Rate
— Choice Ready Rate

Long-Term Outcomes

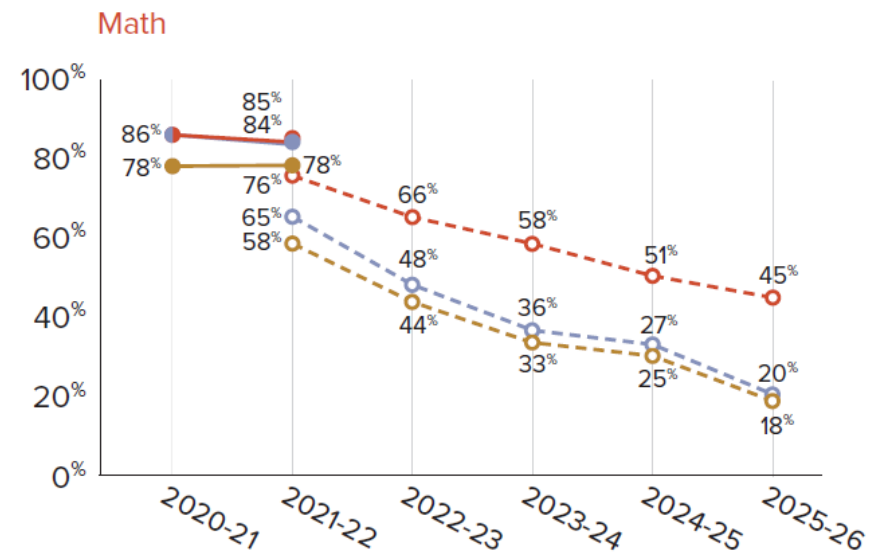
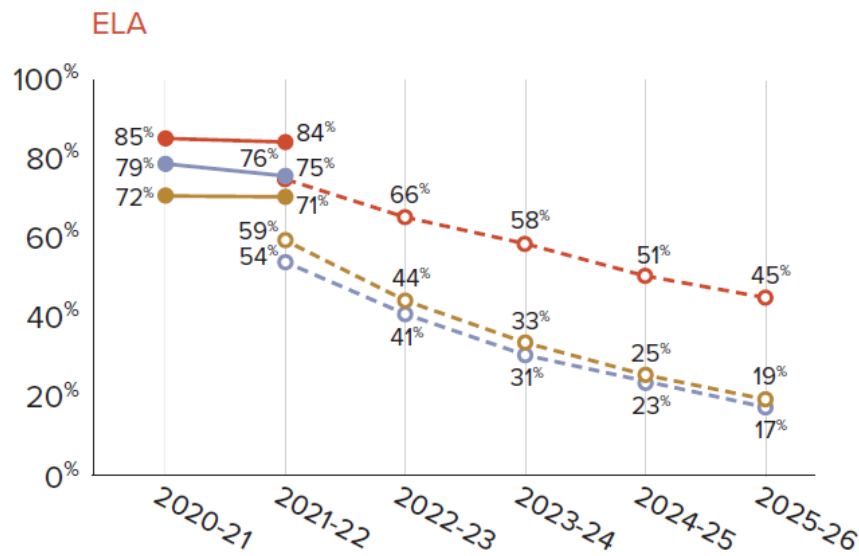


Long-term outcome

REDUCE THE DISPARITY IN ACHIEVEMENT FOR STUDENTS WITH DISABILITIES, STUDENTS IN POVERTY, AND NATIVE AMERICAN STUDENTS

Aspirational goal:

Reduce the number of students in Novice and Partially Proficient for students with disabilities by 12% each year for 5 years and for Native American and low-income students by 25% each year for 5 years.



- Students with disabilities
- Native American students
- Students in poverty

Progress Monitoring Process

- The intention and our hope is that all North Dakota decision makers will use these measurable goals to monitor progress toward the long-term outcomes of North Dakota students.
- The North Dakota K-12 Education Coordination Council will track progress toward these measurable goals related to the strategic vision outcomes.

Progress Monitoring Calendar



Mid-September

ND DPI releases NDSA, NDAA, Choice Ready, and engagement survey results



September-October

NDUS researchers (+ ND DPI lead) analyze data for the long-term outcomes and compile results into the progress monitoring report



November

Strategic Goals Subcommittee previews the progress monitoring report



Progress Monitoring Calendar



December

ND K12 Coordination Council releases the progress monitoring report to the public and encourages legislators to use the progress monitoring report to inform policy



January-February

Use the progress monitoring report to identify potential next steps and actions



March-September

Collaborate with legislators and entities to recommend policy and appropriations