



Accelerating the College and Career Readiness of North Dakota's Students

IN TODAY'S ECONOMY, ALL STUDENTS MUST GRADUATE FROM HIGH SCHOOL READY TO SUCCEED IN COLLEGE AND THEIR CAREERS

Percentage of Students Graduating from High School Class of 2007¹

	North Dakota	Nation
All Students	81%	69%
White	84%	76%
Hispanic	+	55%
Black	+	51%
Asian	+	79%
American Indian	44%	50%

+Insufficient or no data provided

MORE STUDENTS NEED TO BE PREPARED FOR SUCCESS BEYOND HIGH SCHOOL

Percentage of ACT-Tested High School Graduates Ready For College-Level Course Work in 2010²

	North Dakota	Nation
All Four Core Subjects	24%	24%
English	71%	66%
Math	48%	43%
Reading	56%	52%
Science	31%	29%

NORTH DAKOTA AND THE NATION NEED MORE COLLEGE GRADUATES

North Dakota's College Graduation Rates Versus National Average³

	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	46%	56%	42%	31%
White	48%	59%	47%	32%
Hispanic	29%	46%	18%	29%
Black	32%	39%	29%	26%
Asian	43%	66%	+	33%
American Indian	11%	38%	19%	27%

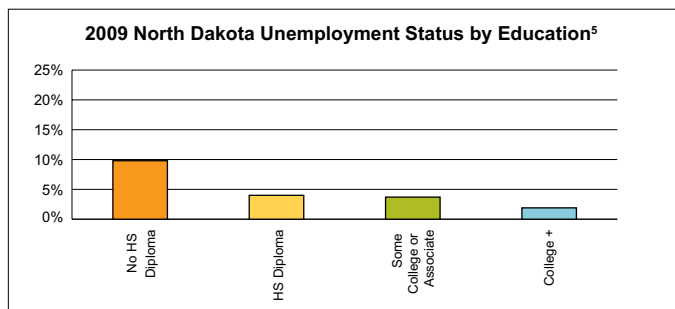
+Insufficient or no data provided

*Graduation within six years of entrance (Cohort from 2002–2008)

**Graduation within three years of entrance (Cohort from 2005–2008)

Students in North Dakota who began college but did not return for a second year received a cumulative **\$5.6 million** in federal grants and a cumulative **\$37.5 million** in state expenditures.⁴

HIGHER LEVELS OF COLLEGE AND CAREER READINESS EQUALS HIGHER EMPLOYMENT



Bolster economic vitality: Nearly **1,600** students did not graduate from North Dakota's high schools in 2010; the lost lifetime earnings in North Dakota for that class of dropouts total **\$400 million**.⁶

TO ACCELERATE COLLEGE AND CAREER READINESS, NORTH DAKOTA TEACHERS SEE THE NEED FOR FEWER, CLEARER, AND BETTER STANDARDS

Impact of Improving Standards on Academic Achievement from North Dakota's Teachers View⁷

	Clearer Academic Standards	Common Standards Across All States	Tougher Academic Standards	Fewer Academic Standards
Strong or Very Strong Effect	69%	54%	49%	30%
Moderate Effect	23%	33%	40%	30%
No Effect	8%	11%	9%	37%

THE VAST MAJORITY OF STATES HAVE DECIDED TO IMPROVE THEIR STANDARDS TO SUPPORT COLLEGE AND CAREER READINESS

- Forty-eight states participated in the creation of the common core state standards, which build on the best state standards and go further by internationally benchmarking and back-mapping them for grades K–12. **North Dakota was one of those states.**
- As of April 2011, forty-four states have adopted the common core state standards in mathematics and English language arts. **North Dakota is not one of those states.**

TO HAVE A CLEAR MEASURE OF COLLEGE AND CAREER READINESS, STATE ASSESSMENTS MUST ACCURATELY REFLECT STUDENT ACHIEVEMENT; CURRENT TESTS DO NOT

North Dakota's Eighth-Grade Proficiency as Measured by North Dakota State Tests and the National Assessment of Educational Progress (NAEP)⁸

	State	NAEP
Reading	76%	34%
Math	71%	43%

- The average gap nationally between state- and NAEP-reported reading scores is **41** percentage points. North Dakota's gap is **42** percentage points.
- The average gap nationally between state- and NAEP-reported math scores is **32** percentage points. North Dakota's gap is **28** percentage points.

NORTH DAKOTA IS ONE OF FORTY-FIVE STATES WORKING TO CREATE COMMON ASSESSMENT SYSTEMS ALIGNED TO COLLEGE- AND CAREER-READY STANDARDS

Two groups of states have formed to develop these next-generation assessment systems, scheduled to be available during the 2014–15 school year. **North Dakota is participating in Smarter Balanced Assessment Consortia and Partnership for Assessment of Readiness for College and Careers (PARCC).** For more information, visit <http://www.k12.wa.us/smarter> and <http://www.achieve.org/PARCC/>.

CONSISTENT STANDARDS AND ASSESSMENTS MAKE COMMON AND ECONOMIC SENSE

- Ease transition for students who move from state to state.** In 2009, about **2,768** school-aged children moved to North Dakota from another state; about **2,296** students moved from North Dakota to another state.⁹
- Help states realize economies of scale and improve test quality by working together.** Currently, states spend a combined **\$1.3 billion** annually to develop, publish, administer, score, and report on their own state tests.¹⁰
- Reduce the need for remediation in college.** The need for remediation among students entering North Dakota's postsecondary institutions unprepared for postsecondary work cost the state nearly **\$9.7 million** during the 2007–08 school year.¹¹

1. Editorial Projects in Education Research Center, *Diplomas Count*, 2010.

2. ACT, "College Readiness by State," 2010.

3. Analysis of data from NCES Integrated Postsecondary Education Data System, 2010.

4. M. Schneider, *Finishing the First Lap: The Cost of First-Year Student Attrition in America's Four-Year Colleges and Universities* (American Institute for Research: Washington, DC: 2010).

5. U.S. Bureau of Labor Statistics, 2010.

6. Alliance for Excellent Education, "The High Cost of High School Dropouts," unpublished.

7. Scholastic, 2010.

8. NCES, *Nation's Report Card: Reading 2009*; NCES, *Nation's Report Card: Math 2009*; U.S. Department of Education, "EDFacts State Profiles," 2010.

9. U.S. Census Bureau, "American Community Survey," 2009.

10. Stanford Center for Opportunity Policy in Education, 2010.

11. Alliance for Excellent Education, "Saving Now and Saving Later" (Washington, DC: Author, 2011).