



## NORTH DAKOTA



North Dakota has addressed seven of the 10 Blueprint policies to improve college readiness in the state. The state has systems in place to address three of the four high school policies. It has developed rigorous Common Core standards and has put in place an assessment system for its students. It is one of three states that requires juniors to take either the WorkKeys or ACT assessments.

North Dakota has addressed three of four college policies. It is one of 35 states that has guaranteed transfer of general education courses within two- and four-year public institutions. It also has one of two bridge policies in place with a data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

POLICY REVIEW	NORTH DAKOTA	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> Yes - AP or dual enrollment mandatory	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , SBAC; ACT	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
<b>3. GRADUATION REQUIREMENTS</b> H.S. course requirements match statewide college admissions	<b>YES</b> , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
<b>4. K-12 ACCOUNTABILITY</b> CCR is indicator in system	<b>NO</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>YES</b> Statewide Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
<b>6. REMEDIAL AND PLACEMENT POLICIES</b> Statewide or systemwide remedial policies Statewide or systemwide placement policies	<b>YES</b> Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
<b>7. TRANSFER (3 OUT OF 4 POLICIES)</b> Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	<b>YES</b> Yes Partial Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
<b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b> Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	<b>NO</b> No Yes Yes, Persistence	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
<b>9. STATEWIDE CCR DEFINITION</b>	<b>NO</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> No	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>7 out of 10</b>	

## STRENGTHS

North Dakota, as part of its Common Core standards to improve college readiness, is one of 25 states that requires all high schools to offer pre-college curriculum. As such it is one of three states requiring all school districts to offer Advanced Placement (AP) or dual enrollment options. This is a key tool to increase both college enrollment and graduation rates and also is a way to ensure that all areas of the state and all types of students have opportunities to take more rigorous classes.

North Dakota is one of 21 states that has a uniform statewide policy on remedial education. The policy includes a common assessment system for placing students into remedial or credit-bearing courses. This strategy can help communicate a consistent message about college readiness expectations.

## CONSIDERATIONS

North Dakota should consider establishing measures of college and career readiness for determining school performance and for school report cards. Some states consider college-going rates, ACT/SAT results or college remediation rates as indicators of college and career readiness. Others measure participation in dual enrollment courses, AP scores or the number of industry certifications earned. This increases the transparency of how well schools are educating their students.

The state also should look at joining the 32 states and the District of Columbia that have developed clear definitions of what it means for a student to be college and career ready. Developing the definition increases the collaboration between high school and college educators. The most common elements found in the definitions include academic knowledge, skills and assessment scores.

## RESOURCES AND STATE EXAMPLES

### Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement. Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math.

### Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating the **Unbridled Learning: College/Career-Ready for All** program emphasizing accountability with an emphasis on the end goal, college completion. It details what students should learn, what will be tested, when tests are given and lays out the elements for public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.