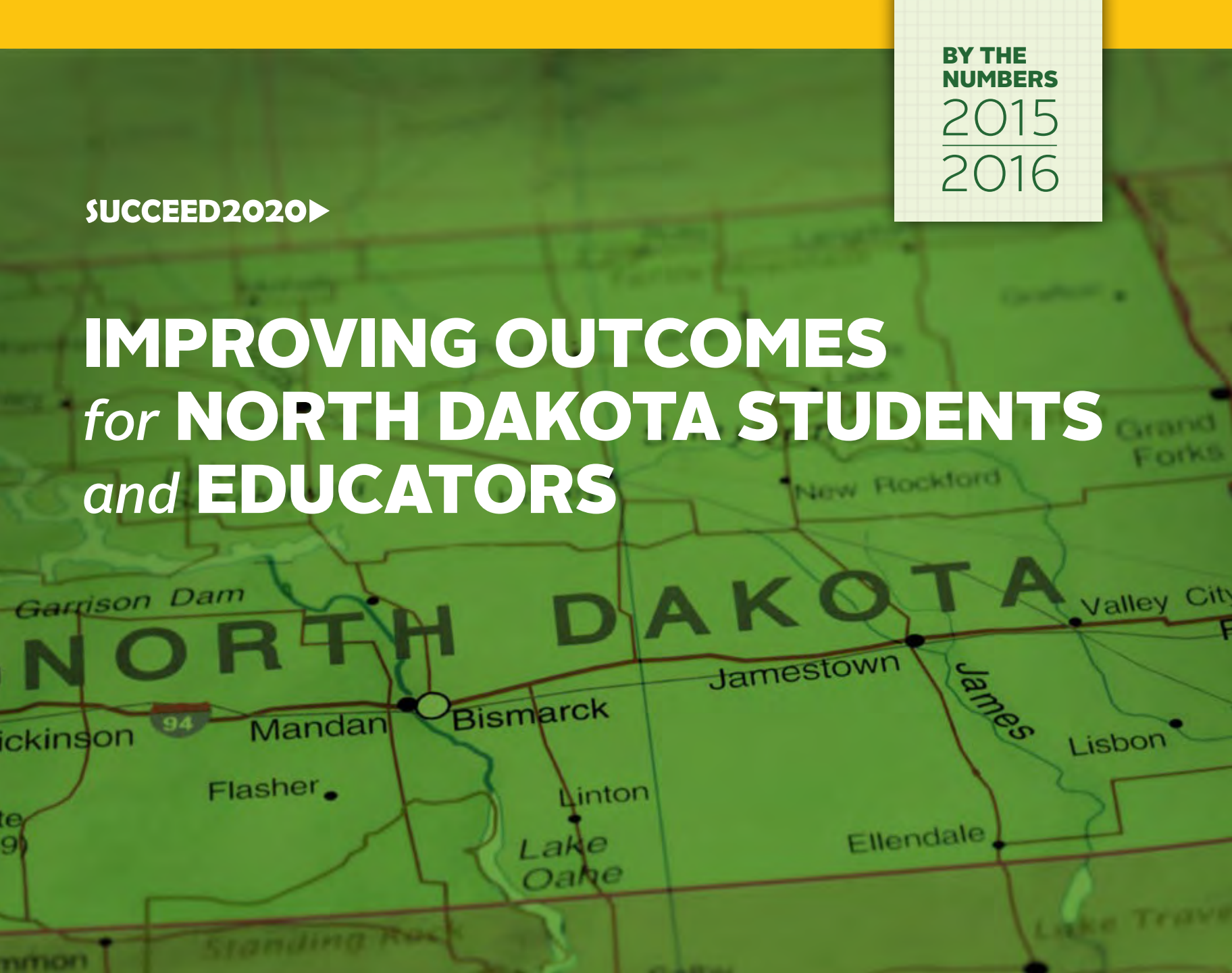


BY THE
NUMBERS
2015
2016

SUCCEED2020▶

IMPROVING OUTCOMES *for* NORTH DAKOTA STUDENTS *and* EDUCATORS





BY THE NUMBERS

2015–2016

Since 2012, the Hess Corporation has made a substantial investment to improve college and career readiness in North Dakota by supporting access to and success in rigorous academic and CTE preparation programs, ongoing college and career counseling and planning, and targeted and coordinated supports for students needing additional help.

The eight regional education associations (REAs) serve as conduits and leaders, working with their member districts and others in their communities to provide programs such as professional learning for teachers and other educators and career exposure opportunities for students.

This report provides a snapshot of the impact of Succeed 2020 on students, educators, school leaders, businesses, and the community at large and presents the perspectives of some of the people behind these numbers.*

*Methodological note: Percentages cited in professional learning examples are based on the number of educators reporting changes, not actual response rates. Similarly, percentages cited in career exploration examples are based on the number of students reporting changes. Some educators may have participated in multiple professional learning opportunities, and some students may have participated in multiple career exploration activities.

**SUCCEED 2020'S
OVERARCHING
GOAL IS BOLD
AND AMBITIOUS:
SUCCESSFUL
TRANSITION
FROM SCHOOL
TO COLLEGE AND
CAREERS FOR ALL
NORTH DAKOTA
STUDENTS.**

Supporting North Dakota Teachers through Professional Learning

THE CHALLENGE

Teachers are the single most important school-related factor affecting student achievement. As technology changes, new standards are established, subjects evolve, and research identifies new ways to educate students, teachers need to be up-to-date on how to engage their students most effectively. Whether a first-year teacher or a classroom veteran of 30 years, all teachers can benefit from high-quality professional learning opportunities.

THE SOLUTION

REAs facilitated or delivered a broad variety of teacher professional learning activities in evidence-based instructional practices and in content areas such as math and literacy at the district, regional, and statewide levels.

SUCCEED 2020 IMPACT

Teachers engaged in 831 sessions and
2,114 hours
of targeted and purposeful professional learning facilitated by REAs and partners.

On teachers' follow-up surveys,
87% reported that what they learned changed their classroom practice as a result of participating in Succeed 2020-funded professional learning opportunities.





HOLLY RIPLEY

Assistant Principal
West Fargo High School (SEEC)
NASSP 2016 National
Assistant Principal of the Year

Our participation in the academic literacy project, one of the Succeed 2020 professional learning activities, has been a game changer! Our partnership with SEEC has allowed us to gain a “critical mass” of teachers to participate in the same training set. This approach is helping create a movement at West Fargo High School to ensure engaging classrooms for all students.

Strengthening Schools through In-Depth and Customized Support

THE CHALLENGE

There is no silver bullet to improving ACT scores, increasing high school graduation rates, or reducing college remediation rates. School districts and schools need to take holistic approaches when addressing multiple challenges. Those challenges may be broad and complex, ranging from poor math and reading scores to better understanding of student test scores or strategies for serving high-needs students.

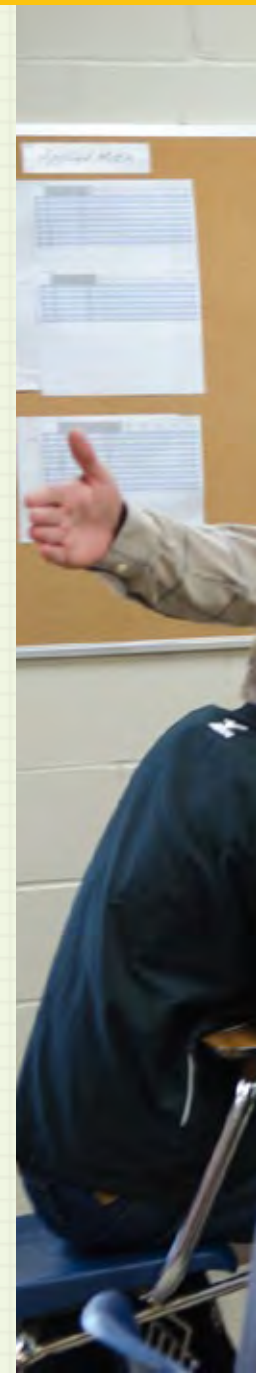
THE SOLUTION

Each year, REAs provide a customized and in-depth approach to supporting schools and school districts. To plan this approach, REAs meet with school leaders, analyze data to understand areas for growth, and survey teachers to understand their needs. Together, REAs work with schools to provide tailored, in-depth school and/or district support that addresses data analysis and understanding, improving support services and teaching strategies, and strengthening teaching in content areas.

SUCCEED 2020 IMPACT

>175 schools actively participated in a range of more extensive professional learning opportunities during early-outs, late-starts, half-day, and/or full-day activities as part of their districts' school improvement plans.

Follow-up surveys of teachers show that
>56% perceived a change in student engagement and
>57% perceived a change in student learning.





JAY B. SLADE

*Superintendent
Dakota Prairie School (NESC)*

As the former high school principal and current superintendent at Dakota Prairie School, I have witnessed first-hand the benefits of the Succeed 2020 program. These benefits range from technology assistance, data retrieval, professional development analyzing data, and support. In the time I have been at DP, we have transitioned to a “one-to-one” school, implemented data teams at both campuses, implemented a data intervention time with our students, and begun wrestling with best practices with regard to classroom teaching and data usage. All of these improvements are due directly to the assistance and guidance allowed to us by the Succeed 2020 grant.

Empowering Principals and Superintendents through Leadership Training

THE CHALLENGE

School leaders, both principals and superintendents, play major roles in improving outcomes for schools and students. Principals and superintendents invest in professional development, mentor new and experienced teachers, and make key decisions that create the conditions for teachers and students to thrive.

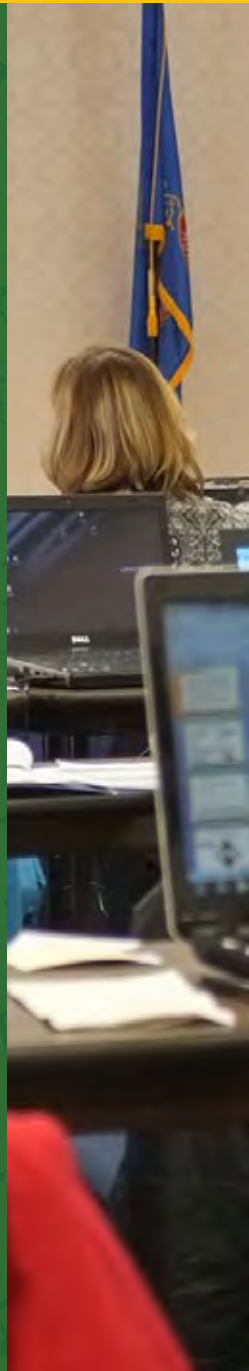
THE SOLUTION

REAs have created professional learning programs, professional communities, leadership series, and other programs designed to build the expertise, knowledge, and skills of superintendents and principals. Working with schools in holistic ways, REAs also align educational leader professional development with teacher professional learning.

SUCCEED 2020 IMPACT

>200 North Dakota administrators participated in on-going REA-facilitated professional learning for school and instructional leaders.

After participating, **95%** of educational leaders surveyed said that what they learned changed their leadership strategies and practices.



**TONYA L. HUNSKOR**

*K-12 Principal
TGU Granville School (NCEC)*

The NCEC professional learning community (PLC) provides a time for area principals to gather together to collaborate, share successful innovations, participate in book studies, and troubleshoot issues that arise. I have found our NCEC PLCs to be one of the most valuable tools that I have as a principal. The power of peer collaboration is so valuable at any level of education. The skills I have learned and tools I have acquired have made an impact on my staff and my students.

JUST IN TIME MATH:

Strengthening Math Education Statewide

THE CHALLENGE

Only 45 percent of fourth-grade North Dakota students were proficient in math in 2015. That number dropped to 39 percent for eighth-grade students. With changing academic standards, teachers need to be prepared to make math exciting and engage students as active learners.

THE SOLUTION

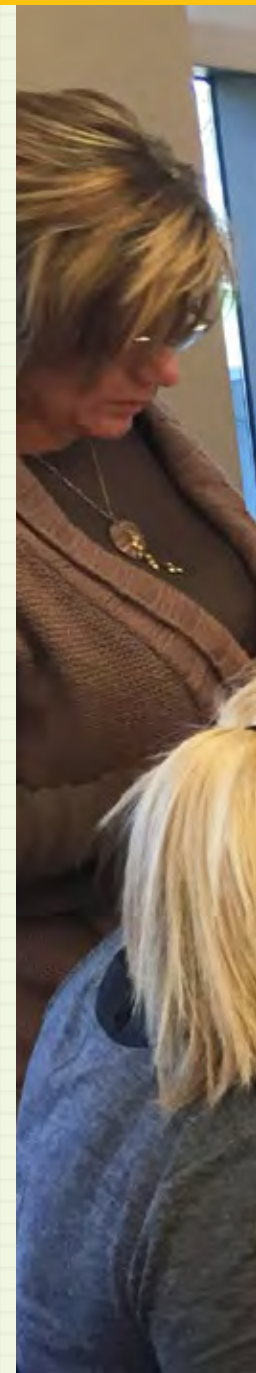
Just in Time (JiT) Math engages cohorts of fourth- to eighth-grade math teachers statewide in a two-year professional learning experience. Teachers participate in hands-on learning coupled with theory. Sessions are spread throughout the school year to meet teachers' specific needs at different times during the year. The 2016-17 professional development sessions will focus on instructional coaching in order to ensure implementation of theory in classroom practice.

SUCCEED 2020 IMPACT

The percentage of surveyed participants reporting *"I have the content knowledge to teach mathematics effectively"* increased from 87 percent prior to training to **97%** at the end of the 2015-16 school year.

>220 math teachers from 83 schools and 66 districts participated in JiT Math, and 189 completed a follow-up survey about changes resulting from their participation.

>80% of survey respondents reported *"substantial"* or *"moderate"* changes in their students' level of engagement in the classroom (83%) and in their students' learning (84%).



**RACHEL STEFFEN**

*Principal and 4th-8th Grade Teacher
Manning School (MREC)*

Excitement, engagement, and understanding all sum up how JiT math has changed the minds of students at Manning School. JiT math has introduced ways we can incorporate more hands-on learning with the use of manipulatives that connect them to our mathematical practices to increase understanding. As I brought the strategies back into my multi-grade classroom, my students showed more interest and excitement in their daily math lessons. The best benefit from JiT math is watching my students grow, understand, and have fun while being engaged throughout their learning.

Helping Students Explore Careers

THE CHALLENGE

Many North Dakota students go to college without knowing what careers they want to pursue. Too often, they are unprepared academically, fumble from major to major, and drop out at a rate exceeding the national average. Through career exploration activities, students learn about industries, careers, and the education and experiences needed to pursue various careers.

THE SOLUTION

REAs have partnered with North Dakota businesses to create career awareness and exploration activities such as career fairs, industry-specific symposia, workplace tours, and job shadow experiences. Through these experiences, students learn about the wide array of careers in North Dakota, including high-demand careers, as well as the educational preparation needed to pursue those careers.

SUCCEED 2020 IMPACT

>5,000 students participated in career awareness activities organized or supported by the REAs.

>38% of the students responding to the survey said they are more interested in continuing their education after high school.

After participating in career awareness activities, **>67%** of students who were surveyed indicated that they know more about careers as a result of participating in these opportunities.





DR. WOODROW (CHIP) POLAND

*Chair of the Department of
Agriculture and Technical Studies
Dickinson State University (RESP)*

I have a passion for agriculture, and I love to share that passion with students. It is my goal to show students that agriculture is more than just “cows and plows.” The RESP Succeed 2020 Career Expo and Career Discovery Day allows me to interact with a wide variety of students and show them why I love agriculture and my career in it and to share careers to which the programs offered by DSU’s Department of Agriculture and Technical Studies can lead. It lets me show students how agriculture impacts them and how they can be involved in this valuable and growing industry.

The Big Numbers

Each year, Succeed 2020 engages students, educators, and businesses. Here is a snapshot of those reached through all eight REAs:

STUDENTS

More than
2,200
students prepared for college and careers through Roads to Success lessons.

More than **1,350** students took career and technical education courses that were not previously available to them.

Nearly **5,000** students explored careers and mapped their futures through career fairs, job shadows, internships, and other career exploration activities.

More than **1,500** students gained hands-on experience in science, technology, engineering, and math (STEM) activities such as robotics competitions and project-based learning.

EDUCATORS

More than **400** school principals and superintendents participated in a range of activities to strengthen their abilities to lead other educators and improve student learning outcomes.

Roughly **2,100** teachers strengthened their teaching skills and increased their content knowledge.

Nearly **175** counselors learned skills to help students navigate their paths to college and careers.

BUSINESSES

More than **400** North Dakota businesses participated in career fairs, showing students the career opportunities available in their home state and the education necessary to pursue those opportunities.

About Regional Education Associations

A regional education association (REA) is a group of school districts seeking to improve their educational programs and services through cooperation and pooling of resources. The REAs serve 97 percent of North Dakota's public schools and more than 100,000 students. REAs, with the support of state and local partners, implement Succeed 2020 activities to meet the needs of students, schools, and communities.

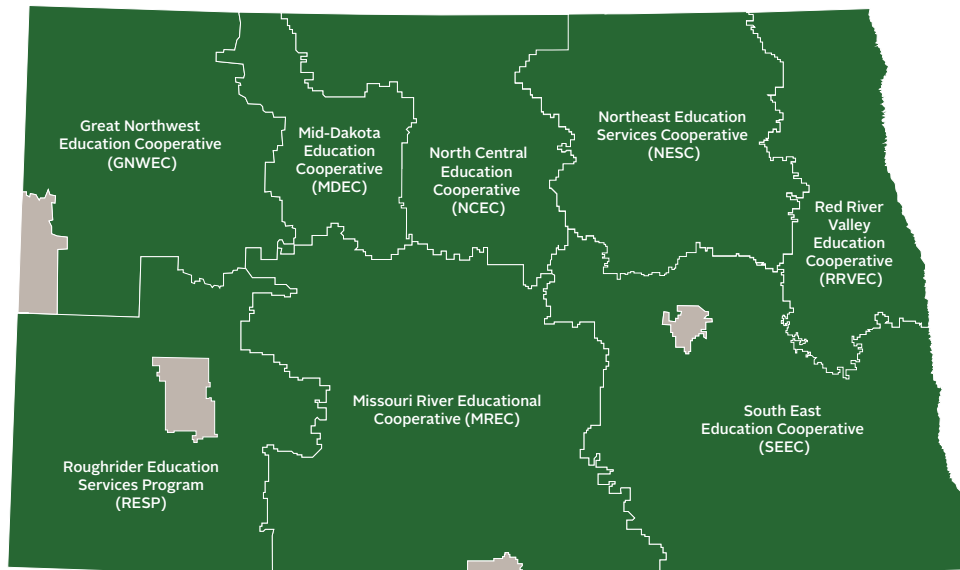
ABOUT FHI 360

FHI 360 manages Succeed 2020 on behalf of the Hess Corporation.

During the 2015-16 school year, FHI 360's work included:

- ▶ One-on-one coaching in each REA;
- ▶ Expert technical advice on data management, organizational development for AdvancED, and other topics;
- ▶ Guidance to REA staff on how to collect, analyze, and use data for program improvement;
- ▶ Strategic planning support to individual REAs and NDREA;
- ▶ Support to REAs to sustain activities developed under Succeed 2020;
- ▶ Regular visits to REAs from liaisons with specialized expertise;
- ▶ More than 10 technical trainings to address needs and requests from REAs.

NORTH DAKOTA REGIONAL EDUCATION ASSOCIATIONS



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NDSucceed2020.org

**ND
REA**

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