

2024-25 COGNIA STRATEGY MAP

VISION	MISSION	BELIEFS
<p>Our vision is to transform education in North Dakota and beyond by providing a flexible, high-quality virtual learning experience.</p> <p>We aim to do this by:</p> <p>Empowering Students: Providing a comprehensive and high-quality education that integrates a state-aligned curriculum, personalized learning experiences, and 21st-Century skill development to equip students as lifelong learners who are workforce-ready.</p> <p>Supporting Schools: Anticipating and fulfilling the evolving needs of North Dakota schools by providing cutting-edge curricula.</p> <p>Leading in Virtual Education: Positioning North Dakota as a national leader in virtual learning by adopting innovative, research-based practices that maximize student engagement and academic success.</p> <p>Investing in Staff: Ensuring our staff are resourced and empowered to deliver exceptional education and foster a dynamic, engaging virtual learning environment.</p>	<p>The Center for Distance Education's (CDE) mission is to provide virtual education to support North Dakota's K-12 schools. It offers all students access to extensive educational opportunities, allowing them to achieve their personal goals and reach their full potential. CDE is innovative and quality-focused in its approach to educational delivery and its scope of services to foster the strength of North Dakota's future.</p>	<p>BELIEFS</p> <p>Core:</p> <ul style="list-style-type: none"> Barrier breakers Bridge builders Flexibility fluent <p>Aspirational:</p> <ul style="list-style-type: none"> Fearless innovators Quality conscious Considerately collaborative

Theme	Objective: <i>Goal is to fully meet these in a 3-5 cycle</i>	Critical Initiatives (CI)	Key Measures of Success
Strategic Theme (ST) 1: Enhancing CDE’s understanding of student outcomes and improving our pass and completion rates (Improving Student Outcomes)	ST 1, Objective: CDE will improve student pass /proficiency and completion rates, aiming to raise the pass (eventually proficiency) rate to 85% across all grades and subject areas and maintain its completion rate at or above 95%. It will continue to transition to competency-based education to understand students’ knowledge and skills and track their growth at the standards level within each NDCDE course, fostering students’ development and engagement to further improve completions and reduce drop rates.	1. CDE will continue to align its courses to state priority standards (SPS).	70% of classes are aligned by June 30, 2025.
		2. CDE will update its course and organizational policies to align with the CBE framework.	All impacted policies will be updated by July 30, 2025, and ready to implement in August 2025.
		3. CDE will work with its Student Information System (SIS) vendor to ensure this system can house and report information on student proficiency at the standards level.	SIS is capable of reporting students’ proficiency levels by standard.
		4. CDE’s LMS/Curriculum team will integrate state priority standards rubrics with proficiency scales into CDE courses and train teachers on using them to measure proficiency.	60% of CDE classes contain the rubrics and are actively in use by June 30, 2025.
		5. CDE’s LMS/Curriculum team will develop a plan for keeping courses aligned to state priority standards when updated or vendor changes occur.	This plan will be in place and actively in use by June 30, 2025.
		6. In response to our data, the CDE administrative team will research best practices in online student engagement and identify and implement professional development to train teachers in these techniques.	By summer 2025, each full-time teacher will actively use at least two of these techniques, and adjunct teachers will actively use at least one by this deadline. Observation and student feedback mechanisms will be updated to help measure the impact of this training.
		7. The CDE administrative team will develop a predictive model to identify factors influencing pass/proficiency and completion rates. It will then begin researching and implementing intervention steps and building a dashboard that flags at-risk students weekly based on the predictive model factors.	A predictive model will be built by Summer 2025, and the dashboard to display the model’s results will be developed and active by January 2026.

		8. CDE’s administrative team will study the middle school population in-depth to help understand factors that prevent these students from completing and passing, identifying and implementing additional support services.	This study will be completed by December 2025, and the recommendations will begin to be implemented in January 2026. During this time, middle school pass, drop, and completion rates will be monitored for signs of improvement, with a goal of increasing them by at least 3%.
		9. CDE will develop and implement new drop and withdrawal policies to ensure accountability when students register for a free CDE class.	Policies are in place, communicated, and implemented by Fall 2024.
		10. To increase student engagement, CDE will evaluate current custom assessments to determine impact and quality and develop and implement a comprehensive plan for creating assessments, including ongoing professional development for teachers on differentiation and assessment design.	Metrics to evaluate customized assessment qualities will be identified during Summer 2025. In Fall 2025, high-impact assessments will be identified, and the teachers who developed them will train their peers on the development and implementation process.
		11. CDE will evaluate the validity of the data it currently collects, attempting to improve its accuracy, and begin developing dashboards to help increase staff access to and use of data.	This review will occur in Fall 2024, and the changes needed to data collection will be implemented throughout the Spring of 2025. Dashboard production will begin in Summer 2025.
		12. CDE will identify a way for students to set and monitor their own goals in each middle and high school course to help foster buy-in and engagement.	A solution will be devised in Summer 2025, and a set of pilot courses will be identified to implement the goal-setting exercise. Student engagement, measured through drop, completion, and time spent in the LMS, will be monitored to assess effectiveness.

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Strategic Theme (ST) 2: Ensuring CDE services and supports are exceeding stakeholder needs and expectations, including those of the state (Exceeding Expectations)	ST 2, Objective: CDE strives to earn a 95% satisfaction rate among all the stakeholders it serves, both internal and external, by improving and responding to actual and perceived gaps in its operations, quality, and culture. It aims to ensure that it offers the right mix of courses to prepare students to be Choice Ready and meet the virtual education needs of North Dakota schools. It will strive to find and deliver education to underserved North Dakota students who could benefit from learning in a virtual modality.	1. In response to parent, student, and teacher feedback, CDE will implement a student and parent virtual education onboarding course.	The student onboarding course will be completed by Fall 2024, with implementation beginning during this semester. Participants will be asked to assess quality and impact, and CDE will monitor success metrics for students who have completed the course.
		2. CDE will create a unified communication platform for staff to streamline information sharing with staff and increase collaboration.	During Summer 2024, all current SharePoint sites will be inventoried, and old, unneeded content will be removed by Spring 2025. The IT Team will use the inventories to design and implement a new uniform communications platform by Summer 2025.
		3. The CDE social committee will update and assist the leadership team with deploying the employee engagement plan in response to Gallup and the teacher satisfaction survey to increase internal employee satisfaction.	This plan will be fully reviewed and updated by Fall 2024, and action steps to improve engagement will be implemented through the 2024-25 school year. The annual Gallup data will be used to assess and refine this plan.
		4. CDE will fully adopt and implement its new policy manual, training staff and students on relevant policies and updating its intranet and Internet sites to reflect them.	The policy committee and legal counsel will complete its review in segments throughout Summer and Fall 2024, with the leadership team then adopting the manual and devising a communications strategy. Policies will begin to be implemented by Fall 2024.
		5. CDE will appoint advisory board members, as defined by CDE policy, provide orientation, and convene the first board meeting.	Board selection and orientation will occur in Summer 2024. The first board meeting is scheduled for October 2024.
		6. CDE will evaluate the need to provide a hybrid delivery model to schools experiencing teacher shortages and advocate for the resources to support this program if necessary.	CDE will develop a needs assessment survey to be sent to school districts in early Fall 2024; results will impact response steps.
		7. CDE will identify and expand partnerships with businesses, industries, higher education, and government entities to develop curricula in	Throughout the 25-27 biennium, CDE will add five post-secondary certificates to our dual credit program. It will add two to three external partnerships to help build curriculum.

		areas of statewide need and expand student opportunities.	
		8. CDE will develop and implement its new military pathway in conjunction with new military partners.	CDE will identify military partners and begin offering the first class in this pathway by Spring 2025. It will seek an appropriation to finish developing and offering this program to students.
		9. CDE will update and/or replace current courses with those focused on becoming proficient in the content area and 21 st -Century skills.	Throughout the 24-25 school year, CDE will identify courses in which this integration is most feasible. Integration will typically occur through the development of customized assessments and through the selection of new vendors. CDE will develop a new rubric used to measure proficiency in 21st-Century skills. CDE will integrate new content/assessments, including 21st-Century skill mapping when building CDE curricular maps.
		10. CDE will audit its CTE courses to ensure alignment with its new framework for CTE course selection.	The curriculum committee will complete this review throughout the 24-25 school year.
		11. CDE will seek an appropriation to provide elementary and diploma programs to ND homeschool students based on need.	CDE will conduct a needs assessment survey through the homeschool association to help gauge the need for this and include the amount needed to provide this service in its 25-27 legislative budget request.
		12. CDE will enhance its billing system to improve school business managers' access to information and ease of use.	The CDE business manager will send a needs assessment survey to school business managers to confirm needed enhancements in Summer 2024. CDE will then contract with its business system vendor to update the system to reflect these changes, with an anticipated implementation date of Spring 2025. NDCDE will present these enhancements to school business managers at its summer or fall conference.

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Strategic Theme (ST) 3: As a virtual school, keeping pace with technology innovations to support and educate our students and staff (Leveraging Innovation)	ST 3, Objective: CDE aims to forecast and respond to emerging virtual education trends, deliver a future-focused curriculum with integrated and elective-based coursework dedicated to 21 st -Century skills, and equip our teachers and staff with the knowledge and tools necessary to deliver innovative virtual education to our students.	1. CDE will implement end-point solutions.	CDE will evaluate current endpoint solutions during the 24-25 school year, procure licenses, develop an implementation and migration plan, and complete staff training.
		2. To the extent feasible, CDE will remove barriers to accessing student data and records, equipping teachers with these data and the tools to understand and use the information to improve student learning.	Once DPI has migrated to a new SIS for statewide student data, CDE will work with DPI and legal counsel to determine how it can access data for students enrolling at CDE and transfer key metrics to its system to inform instructional delivery and planning.
		3. CDE will establish an Education Innovations Department.	CDE will meet with MI Virtual to understand this department's specific roles and responsibilities within its virtual school and help develop a job description. During the 2027 session, it will seek funding for a researcher with a terminal degree to lead this department.
		4. CDE will develop AI use guidelines for students and staff and identify and implement appropriate AI tools for both groups.	After the honor code policy is adopted (no later than July 2024), the leadership team will develop these guidelines and provide training on them, which will be rolled out in Fall 2024.
		5. CDE will complete its study on the long-term utility of the LMS.	The Instructional Technology Committee will have completed its study and made recommendations to the leadership team before the 25-27 biennial budget is prepared in Fall 2024.
		6. The Instructional Technology Committee will develop a process and cycle for evaluating major technology infrastructure.	During the 24-25 school year, this committee will formalize the process for conducting this analysis and a review cycle.
		7. Also see ST 1, CI 3	

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Strategic Theme (ST) 4: Ensuring that CDE operates with optimum efficiency considering its state agency status, its strategic priorities, and the scope of its roles and responsibilities (Optimizing Efficiency)	ST 4, Objective: CDE aims to set and meet targeted enrollment goals with the overall vision of educating 5% of North Dakota students annually, helping North Dakota schools reallocate their resources to form cost-efficient hybrid K-12 partnerships statewide. As part of this enrollment plan, CDE will identify and phase out courses in low demand or require a seated modality. It will devise a means of optimally using its teachers and staff to balance course and operational coverage with staff well-being.	1. The CDE leadership team will set a targeted enrollment strategy by grade level and content area to meet its overall goal of 13,500 enrollments per year, identifying the resources necessary to meet these goals during the 25-27 biennium and advocating for the necessary resources (financial and human capital) to support them.	The leadership team will complete this study and make budget recommendations by Fall 2024.
		2. CDE will advocate for the continuation of state law on virtual school choice, sharing the successes of this legislation to date with key stakeholders.	A virtual school choice report will be finalized and shared with stakeholders during Summer 2024. The CDE director will conduct summer and fall legislative visits. It will work with parents to educate them on the process of testifying.
		3. CDE will evaluate the content areas where enrollments have been historically low, determining the utility of continuing these courses and reallocating teacher loads to higher priority areas when phase-outs occur.	This study and phase-outs will occur during the 24-25 school year.
		4. The CDE leadership team will develop a long-term enrollment plan for out-of-state students, ensuring that these enrollments subsidize our budget and do not overextend our teachers.	A complete review of our out-of-state students' courses will be conducted in 2024-25. Based on this review, a needs assessment survey may be developed. All data will be compiled to make an internal decision.
		5. CDE will evaluate its current teacher workload policy by experimenting with a new model for assigning enrollments to teachers, assessing the impact on teacher well-being and the	CDE will develop and implement a research-based workload policy that assists with responding to our growth.

		organization's ability to meet enrollment demands.	
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