



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

GRAD 701

BARR GRANT OPPORTUNITY

Vision

All students will graduate choice ready with the knowledge, skills, and disposition to be successful.

GRAD 701

GOAL

The overarching goal of Grad 701 is to increase graduation rates for students with disabilities through professional development and technical assistance on implementing Early Warning Systems and Evidence-Based Practices to teachers, administrators/principals, families, and pre-service teachers.



Regression Analysis

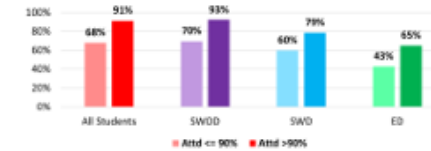
[InfographicRegressionAnalysis.pdf](#)

2022-23 COHORT RESULTS

MAIN FINDINGS

- SWD (n=977) are significantly less likely to graduate than SWOD (n=7,369).
- SWD are more likely to take 5-6 years to graduate than SWOD who, in turn, are more likely to take 4 years to graduate than SWD.
- Within the SWD group, students with ED (n=151) are less likely to graduate and more likely to drop out than other SWD.
- Within the SWD group, students placed in the regular education environment at least 80% of the time are more likely to graduate than SWD in more restrictive environments.
- Attendance rate and disciplinary status are the strongest predictors of graduation.

GRADUATION RATES BY ATTENDANCE RATES



GRADUATION RATES BY DISCIPLINARY STATUS



BEST PREDICTORS

- Attendance rate
- Race/ethnicity
- Special Ed Status
- Free/reduced lunch status
- Suspension rate of 1+ days
- Reading/Math proficiency
- Engagement status
- Emotional Engagement

Notes:

- Course grades (a variable that typically has a strong relationship with graduation) was not included in the model due to unavailability.
- Engagement status is measured by a student survey that asks about students' level of commitment to school in 3 domains: Behavioral, Cognitive, and Emotional

OTHER RELATIONSHIPS

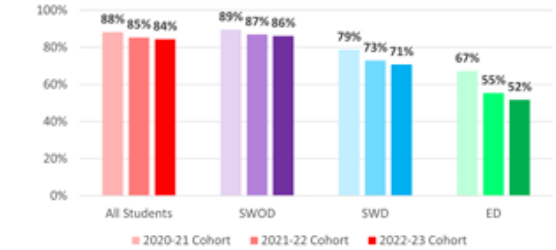
- Students scoring proficient on math and reading on the state test in 8th grade are more likely to graduate than those not scoring proficient.
- Students receiving free/reduced lunch are less likely to graduate than other students.
- White students are more likely to graduate than students of other race/ethnicities.
- Students who do not complete the Engagement Survey (and thus presumably are at the lowest level of engagement) are less likely to graduate than students who complete the survey. Further, students who are emotionally engaged are more likely to graduate than students who are emotionally disengaged.

WHAT FACTORS PREDICT THE 6-YEAR GRADUATION RATE?

The North Dakota State Systemic Improvement Plan (SSIP) leadership team set out to identify factors that predict the 6-year graduation for all students and for students with disabilities (SWD) with a focus on students with an Emotional Disability (ED). The rates of students without disabilities (SWOD) were also examined.

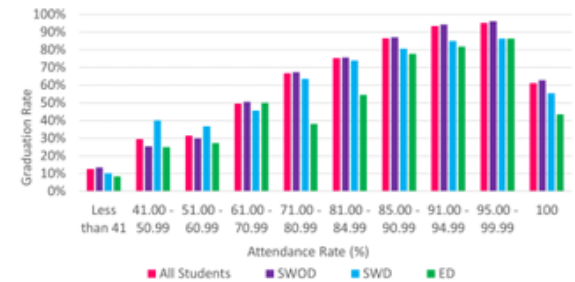
The 2022-23 cohort represents those students who started 8th grade in 2018-20 and would have graduated on time (i.e., in four years) in 2022-23; their 6-year graduation rate is their graduation rate status as of 2024-25.

OVERALL 6-YEAR GRADUATION RATES BY GROUP



GRADUATION RATES BY ATTENDANCE RATE GROUPING

The higher the attendance, the more likely one is to graduate unless 100% attendance, then there is a decrease in graduation.



IMPLICATIONS



Early Warning System

School leaders can use the information about the predictors as part of their early warning system. Students who are at risk of not graduating can be identified early (e.g., based on low attendance rates in middle school/high schools, not scoring proficient on 8th grade state test, being suspended for one or more days) and then receive targeted support.



Interviews

Follow-up interviews with special education units that have high graduation rates and/or graduation rates higher than expected given the regression model could be conducted.

- 2 units had graduation rates higher than 95%.
- 2 units had SWD graduation rates higher than 90%*.
- 3 units had higher than expected graduation rates for SWD*.
- 3 units had a higher than expected graduation rate for students with ED**.

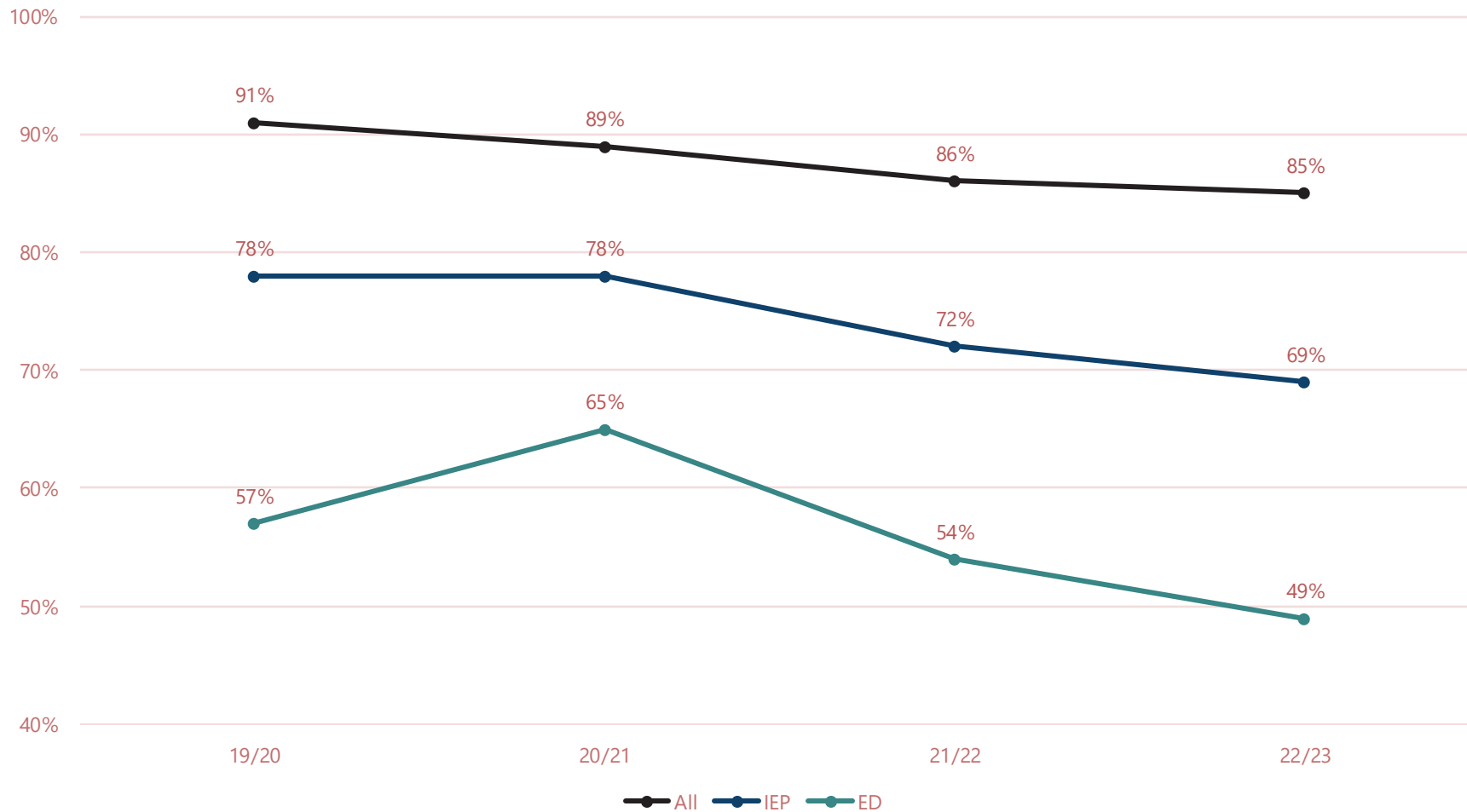
*Based on units with at least 10 SWD.
**Based on units with at least 10 ED students.



Student Engagement

Conducting further analyses on the relationship of student engagement and graduation could be helpful. Determining how the ND engagement survey results can better serve as a potential predictor could be explored.

6 Year Graduation Rate





01

Professional Development

(Cohort Schools)

Early Warning Intervention &
Monitoring Systems (EWIMS)
Evidence-Based Practices (EBPs)
Coaching
Family Engagement

02

Universal Training

(All Schools)

Train on EBPs to:
Educators
Administrators
Families

03

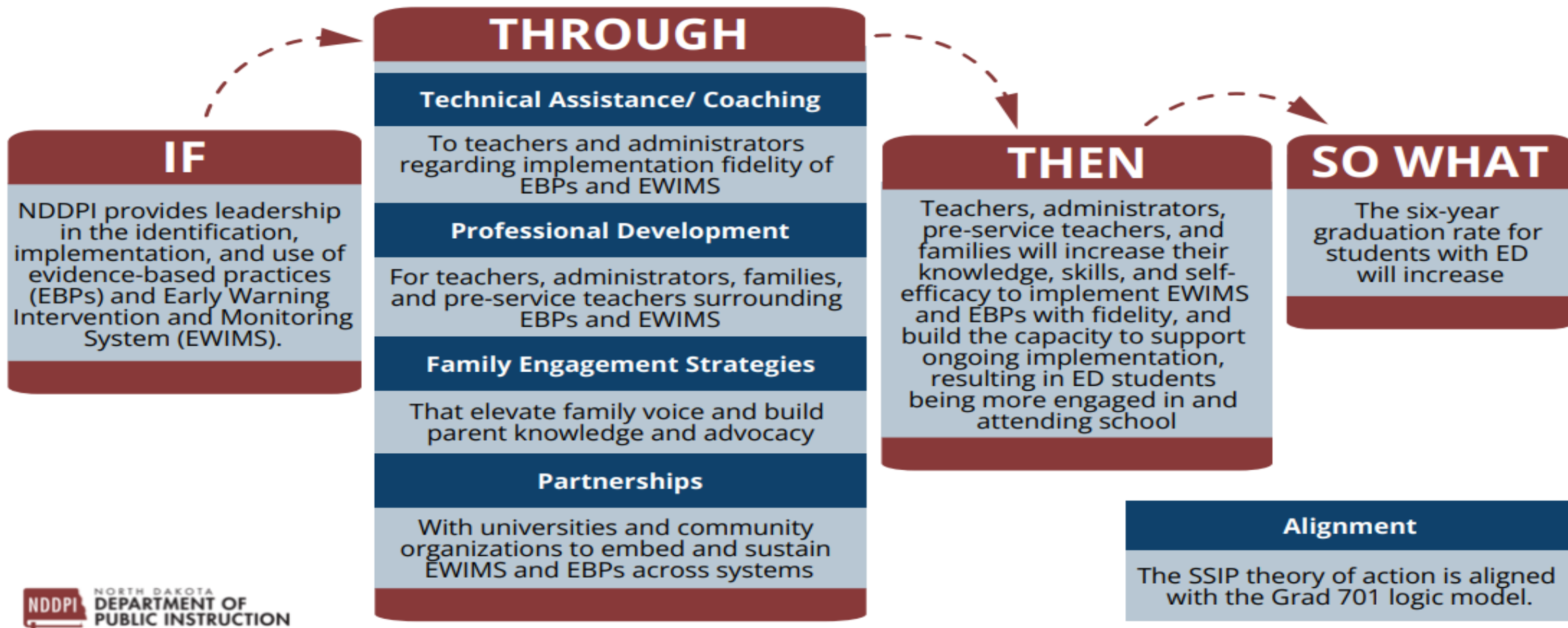
Pre-Service Training

(Universities)

Train new teachers on:
EWIMS
EBPs

SSIP Component: Theory of Action

North Dakota's State Systemic Improvement Plan (SSIP) is a component of Grad 701 (North Dakota's State Personnel Development Grant, SPDG). The State-identified Measurable Result (SiMR) is focused on improving the extended six-year graduation rate for students identified as having an emotional disturbance (ED).





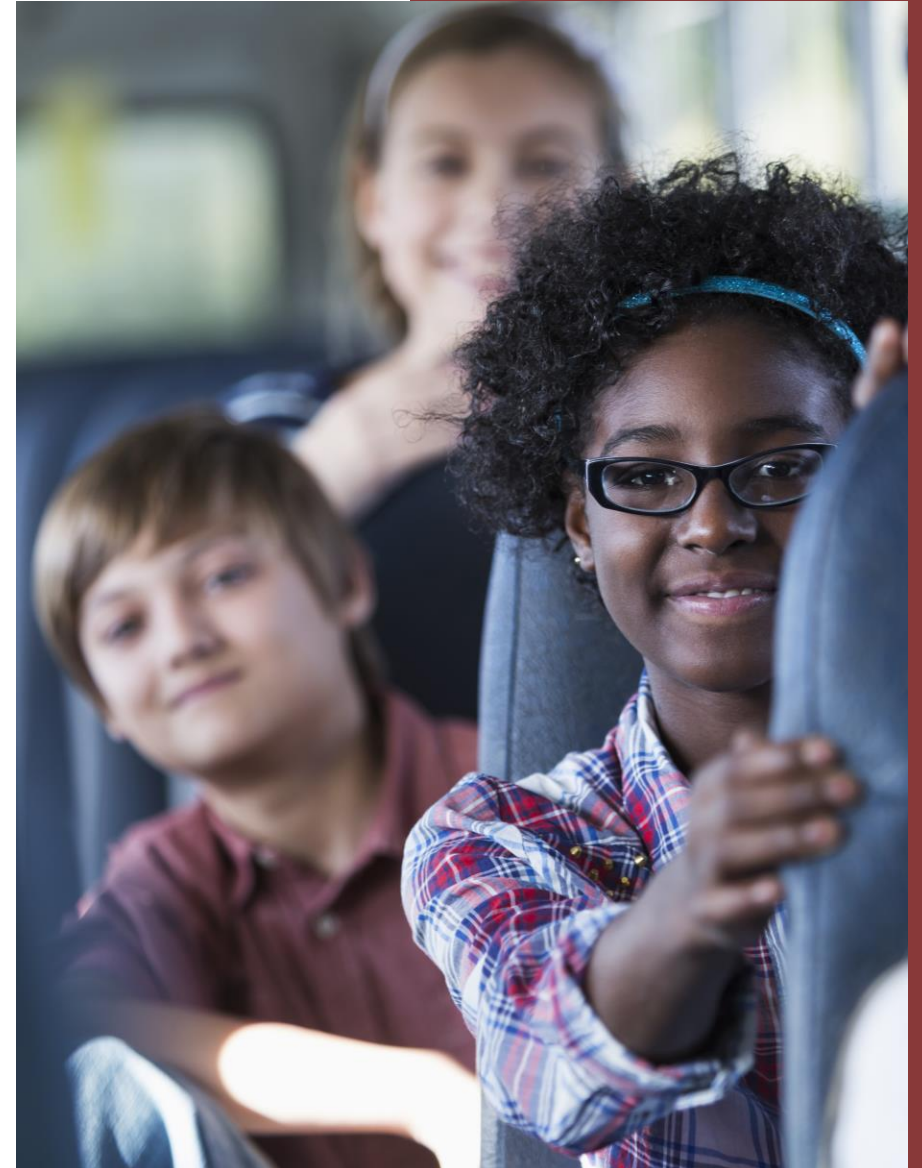
Objective 1

Develop and deliver PD/TA in the areas of (1) Early Warning Intervention and Monitoring Systems (EWIMS), (2) Evidence-Based Practices (EBPs), (3) coaching, and (4) family engagement.

- 1.1, Train coaches on EWIMS and EBPs
- 1.2, Identify, determine the readiness, and select 5 cohorts over 5 years to implement EWIMS/EPBs of the following three groups of schools per cohort year: (1) at least 4 EWIMS schools, (2) at least 1 BARR school, (3) at least 1 Pyramid Model school.
- 1.3, Build a family engagement “system” for ensuring families are active members of EWIMS/EBP implementation and ensuring increased family engagement/knowledge.

Objective 1, Cont.

- 1.4, Increase the knowledge, skills, and self-efficacy of teachers, administrators/principals, and families in the cohort schools on EWIMS/EBP implementation through high-quality PD.
- 1.5 Increase capacity of teachers, administrators/principals, and families in cohort schools to implement EWIMS/EBPs through coaching supports and resources.
- 1.6, Increase teacher and administrative capacity to make data-based decisions regarding supports for SWD through the use of EWIMS indicators, data analysis, tiered interventions/EBPs, fidelity tools, and an assessment of EWIMS effectiveness.
- 1.7, Build the capacity of participating administrators and implementation teams to support EWIMS/EBPs through capacity assessments, on-going professional learning on team development, communicating with families and stakeholders, and sustainability.





Objective 2

Provide universal training on EBPs to educators, administrators, and families.

- 2.1, Increase the knowledge, skills, and self-efficacy of teachers and principals across the state on EBP implementation through high-quality PD.
- 2.2, Increase the scalability and sustainability of the PD system by developing an intelligent chatbot system.

Objective 3

Provide training on EWIMS/EBPs to pre-service teachers.

- 3.1, Increase the knowledge, skills, and self-efficacy of pre-service teachers on EWIMS/EBP implementation through their courses.
- 3.2, Offer the courses at other universities.



BARR

Building Assets, Reducing Risks

- BARR believes that each and every student has the right not only to an education, but a right to success in education

Relationships

Data



GRAD 701



Application Information

Award Timeline



Website Information

Accessibility and Assistive Technology	+
Early Childhood Special Education	+
Federal and State Regulations, Laws and Policies	+
Fiscal	+
Grad 701	+
Program Improvement	+
Secondary Transition	+
Special Education Dispute Resolution	+
Special Education Data	+
TIENET	+

[Special Education](#)

Jot Form

- Grantees will need to complete their enter while the Jotform Application is open.
- It is recommended to have all documents easily accessible for upload and prepared responses to copy and paste in text entry boxes.



Name of the Public Middle or High School: *

Name of the Public School District: *

Please select the grades included in the building (select all that apply). *

- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ Age 18-21

Building Level

BARR Prior Experience

Please select one true statement.

- ☐ This building has not engaged in the BARR training program.
- ☐ This building is currently engaged in year one of implementation with the BARR training program (2025-2026 engagement).
- ☐ This building is currently engaged in year two of implementation with the BARR training program (2024-2025 and 2025-2026 engagement).
- ☐ This building is currently engaged in year three of implementation with the BARR training program (2023-2024, 2024-2025, and 2025-2026 engagement).
- ☐ This building completed the BARR training program.

If the building is currently under contract with BARR, what are the funding sources? (optional)

Local Needs Narrative

Local Needs Narrative

Provide a narrative of your school district's readiness to improve graduation and student outcomes by describing current reality, describing current needs, demonstrating the importance of improvement approaches to address the needs, showing the school personnel's capacity and willingness to engage in the work and relate how BARR training program will increase student outcomes in each of the area listed below:

- **Attendance** (absenteeism rate, instructional time lost, response to absenteeism, etc.)
- **Academic Outcomes** (success rates in core academic subjects, course failure in core classes, intervention structure, etc.)
- **Behavioral Outcomes** (signs of disengagement, number of documented behavioral incidents, positive behavioral supports in place, number of suspensions/expulsions, etc.)
- **Graduation/Dropout Rates** (student graduation and dropout rates reviewed over time and by subgroup)
- **School Level Outcomes** (continuous improvement model, school climate, monitoring and refining system, professional development opportunities, coaching, etc.)
- **Family Engagement** (addressing diverse student needs, family involvement and knowledge of the educational system, etc.)

Upload narrative as a PDF document *



Browse Files

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BARR Costs

BARR charges schools \$80,000 a year for three years. Grant funds through GRAD 701 will provide partial payment for the BARR training program each year at \$60,000/year for three years*. Describe your school district's/building's additional sources of funding that will be used to fully fund the BARR program over the three-year span.

**Funding is dependent on the state receiving the State Personnel Development Grant.*

Principal Letter

Leadership Commitment and Authority Letter of Application

The building principal will address a signed application letter to the review committee addressing the following:

- Interest in the GRAD 701 grant and desire to improve student outcomes and graduation rates for students with disabilities.
- Interest in implementing the BARR training program reflecting on the staff and student needs relating to data driven improvement approaches.
- Authority and autonomy to make leadership decisions about scheduling professional development selection, required grant participation, and budget expenditures.

Upload Principal Commitment Letter. *



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Goals & Evaluation

Goals and Evaluation

Please outline the goals this building will strive to achieve through strategic work to increase student engagement and improve graduation rates. Align these goals with the GRAD 701 goals. How will the success of implementation be measured and evaluated? Upload as a PDF document.

*



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Assurances

*

☐ Yes, I agree to all assurances of this grant.

- Implement the BARR program with fidelity.
- The commitment of the school building administration to engage as the educational leader with the training sessions offered by BARR. This includes ensuring days at the start of the school year for BARR training.
- Learn about and implement Early Warning Systems and Evidence-Based Practices with fidelity.
- Maintain building principal's engagement in leading and supporting the initiatives.
- Maintain educator participation in the continuous improvement model.
- Engage families in the implementation of these practices and update families on school implementation.
- Participate in the following grant required activities:
 - Yearly Early Warning System (EWS) survey (spring)
 - Yearly Evidence-Based Practice (EBP) inventory (spring)
 - Capacity assessment (twice a year)
 - EBP fidelity observations (based on training needs)
 - Stakeholder survey (yearly)
 - Stakeholder interview (yearly)
- Cooperate and comply with grant requirements, including responding appropriately to performance feedback and engaging in a continuous improvement process.
- Adhere to IDEA Fiscal Rules: Maintenance of Effort, Supplement, not supplant, and Excess Cost ([Funding Your Plan](#) page 7)
- Allocate additional funds to cover the entirety of the BARR contract for a three-year term*. For schools already implementing the BARR program, the number of years in the BARR program needs to equal a three-year term. *Funding is dependent on the state receiving the State Personnel Development Grant.
- Allocate reasonable funds for personnel, consulting contracts, supplies, professional development, travel, etc., according to the needs and goals set forth in the program narrative, and account for all grant requirements.

Needs Ranking

School Ranking based on Fall 2025 Enrollment Data

Ranks are from 1-10 with 10 showing highest need based on summing percent of Free Lunch, American Indian, LEP, and Special Ed.

DistrictName	NCESName	Rank
Alexander 2	ALEXANDER HIGH SCHOOL	5
Ashley 9	ASHLEY HIGH SCHOOL	6
Barnes County North 7	BARNES COUNTY NORTH HIGH SCHOOL	6
Barnes County North 7	BARNES COUNTY NORTH ELEMENTARY SCHOOL	4
Beach 3	BEACH HIGH SCHOOL	3
Beach 3	BEACH HIGH VIRTUAL ACADEMY	1
Belcourt 7	TURTLE MOUNTAIN COMMUNITY MIDDLE SCHOOL	10
Belcourt 7	TURTLE MOUNTAIN COMMUNITY HIGH SCHOOL	10
Belfield 13	BELFIELD HIGH SCHOOL	5
Beulah 27	BEULAH MIDDLE SCHOOL	2
Beulah 27	BEULAH HIGH SCHOOL	2
Billings Co 1	PRAIRIE ELEMENTARY SCHOOL	2
Billings Co 1	DEMORES ELEMENTARY SCHOOL	1
Bismarck 1	SOUTH CENTRAL ALTERNATIVE HIGH SCHOOL	9
Bismarck 1	WACHTER MIDDLE SCHOOL	8
Bismarck 1	BISMARCK HIGH SCHOOL	7
Bismarck 1	SIMLE MIDDLE SCHOOL	6

Superintendent Authorization

The NDDPI, Office of Specially Designed Services is offering the GRAD 701 grant.

I am aware that _____ school is applying for the GRAD 701 grant which requires it to use grant funds to engage in a three-year contract with Building Assets Reducing Risks (BARR). Additionally, this opportunity requires the involvement of all staff and the building principals in graduation improvement events. This school will have district cooperation in its best efforts to align the scheduling and professional development assurances of the grant with district requirements.

Applicants will be required to make the following assurances:

- Implement the BARR program with fidelity.
- The commitment of the school building administration to engage as the educational leader with the training sessions offered by BARR. This includes ensuring days at the start of the school year for BARR training.

Upload Superintendent's Authorization Form *



Browse Files

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NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

Thank You!



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