

North Dakota SSIP and SPDG Grad 701 2025-26 Evaluation Plan

The North Dakota State Systemic Improvement Plan (SSIP) and Grad 701 (SPDG) initiatives focus on improving the graduation rate for students with disabilities, including students with an emotional disturbance and Native American 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.

This plan indicates the various data measures that Data Driven Enterprises (DDE) will analyze, who will complete the evaluations, how the data will be provided to DDE, and the reason for each evaluation.

A. Evaluations Related to Professional Development

1. Training Tracking

What? Each training will be entered into the Training Tracking spreadsheet

Why? To keep track of the number and type of trainings that have been administered and to keep track of evaluations and participants

Who Completes? NDDPI Staff

When? Ongoing

How? In a spreadsheet

Applies to: SPDG & SSIP PD participants

2. ND Educational Hub Tracking

What? Online PD tool for delivering courses; participants will complete training modules and end-of-training questionnaire

Why? To keep track of the number and type of trainings that have been administered, track participants, and collect feedback on the training.

Who Completes? NDDPI staff oversee tracking, with participants completing the modules and questionnaires

When? Ongoing

How? Tracked automatically through the ND Educational Hub system

Applies to: SPDG & SSIP all PD participants

3. Sign-In Sheet

What? All participants from each training will be noted

Why? To track the number of participants in the trainings and to use for follow-up surveys

Who Collects? NDDPI

When? At each training

How? In spreadsheet

Applies to: SPDG & SSIP PD participants

4. End-of-Training Questionnaire

What? Survey measuring participant perceptions of training quality, usefulness, learning outcomes (knowledge, skills, and self-efficacy), motivation to apply learning, barriers to application, and satisfaction with training

Why? To assess participants' reactions to training and to inform improvements to trainings

Who Completes? Training participants (coaches, teachers, principals/admins, families)

When? Ongoing; at the end of each training

How? NDDPI will provide a link to the non-Hub trainings; Hub trainings will have the evaluation built in

Applies to: SPDG & SSIP participants

B. Evaluations Related to Implementation and Intervention Fidelity

1. Early Warning System (EWS) Checklist

What? A checklist that asks about the eight components of an effective EWS for identifying students who are in jeopardy of dropping out.

Why? To determine if the EWS is being implemented with fidelity

Who Completes? Early Warning Team at each school

When? New schools: Fall 2025 and Spring 2026; Continuing schools: Spring 2025-26

How? Online via Alchemer: <https://survey.alchemer.com/s3/6992663/NDSSIP-EWS>

Applies to: SPDG & SSIP cohort schools (required); other middle schools and high schools in the state (optional)

2. Data/Evidence-Based Practices (EBP) Inventory

What? An inventory that asks what data are being used and what EBPs are being implemented at the school as part of the EWS

Why? To document current data sources and evidence-based practices in use

Who Completes? Early Warning Team at each school

When? New schools: Fall 2025 and Spring 2026; Continuing schools: Spring 2025-26

How? Online via Alchemer: <https://survey.alchemer.com/s3/7002900/NDSSIP-Inventory>

Applies to: SPDG & SSIP cohort schools (required); other middle schools and high schools in the state (optional)

3. Fidelity Tools for Specific Evidence-Based Practices

What? BSP Fidelity Measure, BSP Skill Sheet, CICO Fidelity Measure, OTR Fidelity Measure, BARR fidelity measure, OTISS for instruction-related EPBs without fidelity measures, and will also include fidelity measures for newly introduced EBPs

Why? To ensure that EBPs are being implemented as intended, maintaining the integrity of interventions and ensuring consistency across various settings

Who Completes? Coaches will observe 20% of participating teachers

When? Ongoing

How? Coaches will observe teachers and complete the fidelity measure

Applies to: SPDG cohort schools (required); SSIP cohort schools and other middle schools and high schools in the state (optional)

4. Capacity Assessments

What? A set of linked assessments to evaluate the capacity of state, regional, and school teams to support and sustain the implementation of EWIMS/EBPs (e.g., State Capacity Assessment, Regional Capacity Assessment, Drivers Best Practices Assessment)

Why? To assess and monitor capacity at multiple levels to ensure that systems are developed to effectively support and sustain interventions

Who Completes? State, regional, and school implementation teams guided by trained facilitator

When? Fall 2025 and Spring 2026; administered twice per year at their respective levels (state, regional, school)

How? Scores are recorded on the SISEP.org. Automatically generated score reports include total scores, subscale scores, and individual item scores. Strengths and needs are identified and action plans are developed.

Applies to: SPDG cohort schools

5. Observation Checklist for High-Quality Professional Development (HQPD)

What? Observational tool assessing 21 indicators of quality PD delivery

Why? To ensure trainings are delivered with fidelity and aligned with best practices in adult learning

Who Completes? External observations are conducted by trained NDDPI staff or REA coaches, while trainers/coaches complete self-assessments of their sessions

When? External observation of at least one EWIMS team training each year, with ongoing self-reports for other trainings (self-reports not required)

How? The external observer will complete the HQPD following selected EWIMS team training sessions, and self-report HQPD will be completed via online survey

Applies to: SPDG cohort schools

C. Evaluations Completed by SPDG/SSIP Cohort Stakeholders

1. Stakeholder Survey (participant groups)

What? Survey administered to various stakeholder groups within SPDG cohorts. It includes tailored questions for each group on topics such as coaching, implementation capacity, application of learned skills from PD/TA activities, family engagement, and school climate perceptions.

Why? To gather feedback on the effectiveness project activities, evaluate the application of learned practices, and assess the impact of project over time from multiple perspectives.

Who Completes? Multiple stakeholder groups including coaches, school implementation team members, administrators/principals, teachers, parents/caregivers, and students

When? Spring 2026

How? Online via Alchemer:

Applies to: SPDG cohort schools

2. Interviews/Focus Groups

What? Interviews and focus groups of project stakeholders

Why? To gather qualitative and detailed information on participants experiences, the skills they have learned and implemented, perceived impacts, implementation challenges and successes, and suggestions for improvement

Who Completes?

SPDG: School implementation team members, teachers, principals, and families

SSIP: School implementation teams/possibly unit directors

When? Spring 2026

How? Conducted by DDE, either by phone or video

Applies to: SPDG and SSIP cohort schools

D. Evaluations Completed by SEUs

1. Early Warning Systems Needs Assessment

What? A needs assessment to collect information on training needs related to EWS surrounding drop-out prevention efforts.

Why? To determine professional development and provide technical assistance for Indicators 1, 2, and 17.

Who Completes? Special Education Unit Directors

When? June 2025

How? On paper after the special ed unit director meeting

Applies to: SPDG & SSIP – all SEUs

2. PIER Tool

What? A questionnaire that asks about the special education unit's (SEU) evidence-based practices and outcomes surrounding their graduation rates of students with emotional disturbances as part of the SSIP. This tool will be modified to include information on SWD and Native American SWD.

Why? Allows NDDPI to track SSIP and SPDG efforts and successes of the SEUs and to plan for PD/TA accordingly

Who Completes? Each SEU

When? Spring 2025 (Feb-May 2025)

How? Online via Alchemer: <https://survey.alchemer.com/s3/7713992/PIERTool>

Applies to: SPDG & SSIP – all SEUs

E. Evaluations Completed by Pre Service Teachers

1. End-of-Course Evaluation

What? Survey measuring pre-service teachers' perceptions of course quality, usefulness, learning outcomes (knowledge, skills, and self-efficacy), motivation to apply learning, barriers to application, and satisfaction with the course

Why? To assess pre-service teachers' reactions to the course and inform improvements to the course curriculum

Who Completes? Pre-service teachers

When? End of semester (TBD: Fall/Spring 2027-2029)

How? Course instructor will provide a link to the survey

Applies to: SPDG pre-service teachers

F. Student Data

1. Graduation Data

What? Analysis of official 4-year and 6-year cohort graduation rates at multiple levels:

- State, special education unit, and district levels
- Target groups within cohort schools (SWD, ED, Native American SWD)

Why? To track changes in graduation rates from one year to the next, to disaggregate data for better understanding, and assess impact of project activities on student outcomes

Who Completes? DDE analyzes graduation files provided by NDDPI

When? Fall 2025 (Q2: Oct – Dec)

How? DPI provides graduation files

Applies to: State-wide

2. Attendance Data

What? Official school attendance data for target groups (SWD, ED, and Native American SWD) in cohort schools

Why? To track changes in attendance in cohort schools and to assess the impact of project activities on attendance

Who Completes? DDE will analyze attendance data provided by NDDPI

When? Fall 2025 (Q2: Oct – Dec)

How? DPI provides attendance data

Applies to: SPDG cohort schools

3. Cognia Engagement Survey

What? Survey assessing three domains of student engagement: behavioral (efforts in the classroom), cognitive (investment in learning), and emotional (feelings about school).

Why? To evaluate change in engagement levels over time in cohort schools

Who Completes? Students

When? Fall 2025 (Q2: Oct – Dec)

How? DPI administers survey

Applies to: SPDG cohort schools

4. Regression Data

What? A regression model for high school graduation for all students and students with disabilities.

Why? To determine what variables at the student-level and unit-level best predict graduation rates for all students and students with disabilities and then to use that information for potential PD/TA

Who Completes? DDE will calculate based on the data files provided to them by NDDPI
When? Fall 2025
Reports? DDE will provide a report summarizing the findings to NDDPI; as well as a spreadsheet showing each unit's predicted and actual graduation rates. Units that perform better than predicted and lower than predicted will be identified.
Applies to: State-wide

G. Project Tracking and Other Evaluations Completed by SPDG

1. Project Implementation Tracking System

What? System to track progress and completion of planned project activities.
Why? To monitor and record project activities to ensure the project is being implemented as planned.
Who Completes? Grad 701 coordinator
When? Ongoing, with quarterly review
How? Tracking spreadsheet monitoring activity completion, participation data, and timeline adherence
Applies to: All SPDG activities and deliverables

2. Coaching Activities Tracking System

What? Each coaching activity will be entered into the Coaching Activities Tracking spreadsheet
Why? To keep track of the number and type of coaching activities that coaches have engaged in, and to keep track of coaching recipients for evaluation
Who Completes? NDDPI Staff
When? Ongoing
How? In a spreadsheet
Applies to: SPDG cohort schools

3. SPDG Evidence-Based PD Components Worksheet

What? A tool used to document and evaluate the quality of the project's PD/TA system across 16 components in 5 domains (selection, training, coaching, performance assessment, and facilitative administrative support).
Why? To ensure that the project's PD/TA system adheres to evidence-based practices and to guide improvements.
Who Completes? Grad 701 director, coordinator, and evaluators
When? Due May 2025 (reporting period: Mar. 1 – Feb. 28 2025)
How? Worksheet completed collaboratively, with members responsible for assessing and documenting evidence for their assigned components before final team review and submission.

4. Chatbot Evaluation

What? A tool designed to evaluate the performance, usability, and effectiveness of the chatbot in assisting users. This includes measuring user satisfaction, the accuracy of responses, and the chatbot's ability to support project objectives.
Why? To evaluate the effectiveness, user satisfaction, and impact of the chatbot in delivering PD content and supporting educators
Who Completes? Educators, administrators, and other stakeholders who use the chatbot
When? After each interaction with the chatbot or at set intervals (e.g., quarterly, end of project phase).
How? Automated collection of usage data (frequency, duration, types of queries) and online survey administered to users after interactions with the chatbot.

Data Driven Enterprises (DDE) is collecting and analyzing the evaluation information.
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