NDSSIP
Action Plan and Timeline
Key Strategies for 2023-24

> **State**-identified Measurable Results (SiMR): The percentage of students with an Emotional Disturbance who graduate within 6 years will increase from 60.22% in 2013-14 to 67.63% in 2025-26.

I. Continued Key Strategies for 2023-24

A. Messaging

B. Inter- and Cross-Departmental Alignment

C. Fidelity of Early Warning Systems

D. High School Practices

E. PIER Tool Improvement

F. Fidelity Measure Enhancement

G. Regression Analysis Follow-Up

H. Big Two Special Education Units Focus

II. New Key Strategy for 2023-24

A. Consider SPDG Possibilities

I. Continued Key Strategies for 2023-24

A. Messaging
- The SSIP Team will continue to focus on its positive messaging of how to help students who are disengaged from school.

B. Inter- and Cross-Departmental Alignment
- The SSIP Team will continue to work with other DPI programs to foster a department-wide commitment towards improving graduation rates of students with ED.

C. Fidelity of Early Warning Systems
- The SSIP Team will continue to work with those schools who are participating in the EWIMS project.

D. High School Practices
- The SSIP Team will continue to offer support to high schools implementing Evidence-Based Practices (EBPs).

E. PIER Tool Improvement
- The SSIP Team will improve the PIER Tool to get more specific information and data from the special education units that can be analyzed both qualitatively and quantitively.

F. Fidelity Measure Enhancement
- The SSIP Team will develop two common tools – one surrounding good practices for graduation/drop-out risk assessment and another for use with an EWS – for all units to use in order for the NDDPI to have a way to quickly determine technical assistance needs as well as assess progress on fidelity measures.

G. Regression analysis Follow-Up
- The SSIP Team will improve upon the previous regression model surrounding graduation predictions and thus, will improve upon the targeted support offered to units/districts.

H. Big Five Special Education Units Focus
- The SSIP Team will get buy-in from the Big Five Special Education Units to participate in this targeted initiative so that the graduation rate of ED students will increase.

A. Messaging

The SSIP Team will continue to focus on the positive messaging of how to help students who are disengaged from school.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23; 2023-24	On-going
3. Promote last year's (*Dropping out is a process, not an event*) and this year's message (*All students have hopes and dreams*).	2021-22	Completed
4. Promote 2021-22 message (*All students have hopes and dreams*); 2022-23 message (Promoting four EBPs); and 2023-24 message (Understanding EWS predictors).	2022-23; 2023-24	On-going
5. Develop a downloadable flyer with these messages for districts and parents to use.	May 2023	Completed
6. Tie this year's message to the Indicator 13 process via presentations to units.	Spring 2022	Completed
7. Present at various state-level conferences (ND Council of Educational Leaders, Transition Conference, Cognia Teacher Conference, Indian Education Summit)	March – November 2022	Completed
8. Present at various state-level conferences (ND Council of Educational Leaders, Transition Conference, Cognia Teacher Conference, Indian Education Summit); present at national-level conference	2022-23; 2023-24	On-going
9. Continue to share information on the ND Educational Hub/Educator's Edge (monthly teacher newsletter), the BLAST (weekly administrators), The Resource Center (DPI website - https://www.nd.gov/dpi/familiescommunity/nddpi-updates-and-guidance-covid-19/resource-center)	2022-23; 2023-24	On-going
10. Share EBPs with parents; share info on Parent Engagement Facebook page' share downloadable flyer with Parent Engagement; and Big Five Parent Centers: Pathfinders, Federation of Families, Family Voices, The Arc of ND, Designer Genes	2022-23; 2023-24	On-going

B. Inter- and Cross-Departmental Alignment

The SSIP Team will continue to work with other DPI programs and other State departments to foster a department-wide commitment towards improving graduation rates of students with ED.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23; 2023-24	On-going
3. Meet with the Academic Support and Indian and Multicultural Affairs Office as well as the TSI/CSI group to discuss how these teams can support the work of the SSIP.	2021-22; 2022-23; 2023-24	On-going
4. Expand the group to include: Accountability; Assessment, 21st Century; School Approval and Opportunity; Educational Improvement and Support; Early Childhood; CTE. Meet bi-monthly.	2022-23; 2023-24	Ongoing
5. Deliver presentations about the SSIP to Human Services, Juvenile justice, residential programs (cross-agency work)	2022-23; 2023-24	Ongoing
6. Participate in the "behavioral health collaboration" group. Lead staff members from Special Education, Section 504, General Education Behavioral Health, Department of Health and Human Services meet monthly as a problem-solving team for kids in crisis. Discussions revolve around what are we doing for trainings, case studies, sharing info on behavior grants.	2022-23; 2023-24	Ongoing

C. Fidelity of Early Warning System

The SSIP Team will continue to work with those schools who have signed up for the EWIMS project.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23	On-going
3. Collect information from the five EWIMS schools and their coaches; determine level of support needed. Annually, each May, conduct a survey of need.	2021-22; 2022-23; 2023-24	On-going
4. Provide appropriate support to the EWIMS schools and to the coaches (AIR is providing support through 2023-24.)	2021-22; 2022-23;2023-24	On-going
5. Tie in the EWIMS process/work with the Big Five strategy (Section G) below.	May 2023	Completed
6. Conduct a survey of all unit directors about what training they need surrounding EWIMS; analyze and report out on data.	September 2023	Completed
7. Conduct a survey of all unit directors about what training they need surrounding EWIMS; incorporate with the PIER Tool administration.	March 2024	Upcoming
8. Ask other districts/schools not part of the official cohort to join as "honorary" members who would have access to all AIR resources and to a coach who would do an every-3-month check-in regarding how things are going.	2024-25	Upcoming
9. Conduct a follow-up interview with the original cohort of schools to determine what has worked/hasn't and what they have sustained. Use this information for a formal sustainability plan with all cohort schools.	Spring 2024	Upcoming

D. High School Practices

The SSIP Team will continue to offer support to high schools implementing EBPs.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23	On-going
3. Identify the best 7-10 EBPs that units reported using in the PIER Tool.	March 2022	Completed
4. Publicize these "EBPs for High School Graduation."	May 2022	Completed
5. Offer PD on the four selected EBPs (how to implement them, how to evaluate their effectiveness, etc.) Presentations to school administrators are scheduled for February; presentations for two parent groups will be scheduled.	2022-23; 2023-24	On-going
6. Analyze the implementation and success rates of the EBPs via the PIER Tool	2023-24	Upcoming
7. Determine how to do a concerted push of the EBPs to increase their use. Investigate doing in-person trainings; going directly to teachers; seeking out national presenters (e.g., from IRIS Center); conducting parent trainings.	2023-24	Upcoming

E. PIER Tool Improvement

The SSIP Team will improve the PIER Tool to get more specific information and data from the special education units that can be analyzed both qualitatively and quantitively. The first three activities are from Strategy I-D above.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23	On-going
3. Publicize the PIER Tool summary report and the infographic from 2020-21 so units and key stakeholders can review the information.	April 2022	Completed
4. Provide PD to units on how to complete the current PIER Tool.	February 2022	Completed
5. Revise the PIER Tool to get more specific information and data from the special education units that can be analyzed both qualitatively and quantitively.	May 2022	Completed
6. Analyze PIER Tool data from 2021-22 and write summary report.	Fall 2022	Completed
7. Publicize the PIER Tool summary report and the infographic from 2021-22 so units and key stakeholders can review the information.	February 2023	Completed
8. Make the revised PIER Tool available to units.	August 2022	Completed
9. Provide PD to units on how to complete the new PIER Tool. Focus on: How you can use your data to make improvements? Have your grad rates improved using this particular tool? How do you know it happened?	February/March 2023	Completed
10. Analyze PIER Tool data from 2022-23 and write summary report.	Fall 2023	Completed
11. Publicize the PIER Tool summary report and the infographic from 2022-23 so units and key stakeholders can review the information.	January 2024	Completed
12. Revise the PIER Tool to get more specific information and data from the special education units that can be analyzed both qualitatively and quantitively.	January 2024	Completed

Activity	Timeline	Status
13. Create an online version of the PIER tool for ease of entry and ease of download.	February 2024	Upcoming
14. Provide PD to units on how to complete the new PIER Tool. Focus on: How you can use your data to make improvements? Have your grad rates improved using this particular tool? How do you know it happened?	February/March 2023	Completed

F. Fidelity Measure Enhancement

The SSIP Team will develop two common tools – one surrounding good practices for graduation/drop-out risk assessment and another for use with an EWS – for all units to use in order for NDDPI to have a way to quickly determine technical assistance needs as well as fidelity progress.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23	On-going

3. Explore a common fidelity-type tool (Generic Fidelity Tool) for use with all units surrounding EWS that can be used across all units by doing a lit review and interviewing key players.
   a. Note that this fidelity tool would not replace any specific tools that the units are using for their particular EBPs. Rather, this will serve as a global assessment of good practices surrounding interventions for students (e.g., do you have a standard process in place for identifying students who might be at-risk for dropping out, have you identified indicator data for at-risk students, do you look at the data on a regular basis, do you identify the proper intervention for at-risk students, do you collect student progress data and fidelity of intervention data, etc.).
   b. The purpose of this common Fidelity Tool is so that NDDPI can accurately monitor the implementation progress that units are making and to offer technical assistance as needed.
	March 2022	Completed

4. Develop Common Fidelity Tool (the "EWS Checklist") and EBP Inventory.	April 2022	Completed
5. Implement the EWS Checklist and EBP Inventory with the two pilot units. Analyze data; determine PD/TA needs.	Fall 2022	Completed
6. Readminister the EWS Checklist and EBP Inventory with the two pilot units. Analyze data; determine PD/TA needs.	May 2023	Completed
7. Encourage all schools within all units to administer the EWS Checklist and EBP Inventory. Offer support based on results. Roll out this tool with the new PIER Tool administration.	May 2023	Completed
8. Administer the EWS Checklist and EBP Inventory in fall to cohort 4 schools.	Fall 2023	Completed
9. Administer the EWS Checklist and EBP Inventory in spring to cohort 3 and cohort 4 schools. Analyze data; determine PD/TA needs.	May 2024	Upcoming
10. Encourage all schools within all units to administer the EWS Checklist. Offer support based on results. Roll out this tool with the new PIER Tool administration.	May 2024	Upcoming

G. Regression Analysis Follow-Up

The SSIP Team will improve upon the previous regression model for better predictions and thus, improved targeted support to units/districts.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2022-23	On-going
3. If possible, collect information from the Big Five surrounding attendance, behavior, and courses to improve upon the regression model. Course data could not be collected, but attendance and behavior were collected.	June 2022	Completed
4. Publicize the 2021-22 regression analysis report and the 1-page infographic so units and key stakeholders can review the information.	March 2023	Completed
5. Interview those special education units/districts that are doing better than expected and those that are doing worse than expected. In essence do a "root cause" of their situation to determine what can be learned and shared with other units/districts.	April 2023	Completed
6. Publicize the 2022-23 regression analysis report and the 1-page infographic so units and key stakeholders can review the information.	February 2024	Upcoming
7. Interview those special education units/districts that are doing better than expected and those that are doing worse than expected. In essence do a "root cause" of their situation to determine what can be learned and shared with other units/districts.	April 2024	Upcoming
8. Add the EBPs that are being implemented at the district level to the regression analysis to further assess what is working well. (Do this after administration of the new PIER Tool so that this information can be more easily discerned than currently.)	2023-24	Upcoming

H. Big Two Special Education Units Focus

The SSIP Team will get buy-in from the two of the Big Five Special Education Units to participate in this targeted initiative so that the graduation rate of ED students will increase. Note: This changed from Big Five to Big Two.

Activity	Timeline	Status
1. Convene planning meeting with NDDPI and external evaluator to develop detailed action and evaluation plans for this strategy.	February 2022	Completed
2. Meet with external evaluator regularly to discuss this strategy.	2021-22; 2022-23	On-going
3. Create the evaluation plan (2021-22).	February 2022	Completed
4. Review activities of the Big 5 as reported on the PIER Tool. a. This information will be used for needs assessment, messaging, and identification of strengths and areas of improvement.	February 2022	Completed
5. Review graduation rate data of the Big 2 over time. a. Include analysis of all students, students with disabilities, and students with ED.	February 2022	Completed
6. Interview the directors of the Big Two units to determine their needs/successes.	April 2022	Completed
7. Develop a data/EBP inventory for the two pilot units to complete.	August 2022	Completed
8. Create the evaluation plan for 2022-23.	August 2022	Completed

Activity	Timeline	Status
9. Analyze evaluation and outcome data and make adjustments as needed.	Fall 2022	Completed
10. Administer the Data/EBP Inventory and the EWS Checklist to the schools in the Big Two.	Fall 2022	Completed
11. Interview the directors of the Big Two units to determine their needs/successes, their EWS specifics, their EBPs, etc.	February 2023	Completed
12. Examine what type of computerized/online data system each of the Big 2 is currently using.	March 2023	Completed
13. Develop unit/district profiles of graduation data over time for units/districts to use in their strategizing for improved graduation rates (2022-23). Michelle will send out this week with more direction on how to get them/how to use them.	April 2023	Completed
14. Create the evaluation plan (2023-24).	August 2023	Completed
15. Analyze evaluation and outcome data and make adjustments as needed (2022-23).	Fall 2023	Completed
16. Analyze the PIER Tool, EWS Checklist, the Data/EBP Inventory, the graduation data, and interview data of the Big Two. Create a big picture report for the two units of all their data. Then decide on timeframe for meeting with staff from each of the Big Two pilot units.	March 2024	Upcoming
17. Determine if/how EWS can be improved and what level of support the Big 2 need surrounding their EWS. Share info with the units and let them decide the level of support they want from DPI.	April 2024	Upcoming
18. Develop unit/district profiles of graduation data over time for units/districts to use in their strategizing for improved graduation rates (2022-23). Michelle will send out this week with more direction on how to get them/how to use them.	January 2024	Completed

19. Identify and implement appropriate fidelity of implementation tool(s), including common fidelity-type checklists that can be used across units.
   a. Based on information from the PIER Tool/PIER Follow-Up Tool:
     i. Determine what fidelity measures are already using, should be collected by the State (for tracking/analysis).
   b. Determine what new fidelity measures should be used
	July 2024 – Develop
	August 2024 - Implement
		Upcoming

20. Identify and implement appropriate progress monitoring tools.
   a. Based on information from the PIER Tool in 2022-23:
     i. Determine what progress monitoring tools are already using, should be collected by the State (for tracking/analysis).
     ii. Determine what new progress monitoring tools should be uses
     iii. Read through 2021-22 PIER Tool results for "progress monitoring" mentions.
     iv. Share common progress monitoring tools that could be used across units.
   b. Provide training to pilot units and all other units regarding progress monitoring tools: what they are and how to effectively use them.
	June 2024	Upcoming

II. New Key Strategies for 2023-24

A. Consider SPDG Possibilities

The SSIP Team will examine the possibility of applying for a State Personnel Development Grant (SPDG) as a way of increasing the degree of PD/TA that is offered to all units surrounding the graduation rate of students with disabilities included those with ED.

Activity	Timeline	Status
1. Meet with external evaluator regularly to discuss this strategy.	2023-24	On-going
2. Develop a game plan for laying out the logic model for the SPDG and then determine if it is feasible.	Spring 2024	Upcoming
3. Investigate the use of the BARR Model with SPDG schools.	Spring 2024	Upcoming
4. Investigate the use of coaches for the SDPG schools.	Spring 2024	Upcoming
5. Investigate hiring a full-time SPDG coordinator who also serves as a coach.	Spring 2024	Upcoming