

North Dakota SSIP Highlights of the 2021-22 PIER Tool

The Planning, Implementing, Evaluating Report (PIER) Tool is an annual, online reporting tool that special education unit directors complete to detail their efforts to increase 6-year graduation rates for ED students. The most prevalent responses made by directors to each of 12 PIER Tool questions are provided here.

THEORIES OF ACTION

Focusing on providing PD to staff so that they can teach students to develop the social, emotional, and self-regulation skills they need to improve their school experience which will lead to graduation.

HELP FROM NDDPI

Providing additional training/support on the SSIP process, data progress, and data utilization. Providing information on how other districts and units are improving their graduation rates and if their peers have resources to share.

CRITICAL INITIATIVES

Offering PD, building MTSS frameworks, improving intervention plans, implementing EBPs, increasing student/family engagement.

SUSTAINABILITY

Expanding staffs' social-emotional skills, reviewing data for direction, and collaborating with other districts and the community.

PLANS FOR IMPROVEMENT

Developing and implementing more formal procedures and using a variety of EBPs. Specifically, using FBAs/BIPs; hiring behavioral specialists, mentors, teachers, guidance counselors, or psychologists; providing a wide variety of behavior-related professional development, trainings, and workshops; teaching self-regulation and life skills to students with disabilities; increasing student and family engagement; forming community partnerships; providing on-demand resources for staff.

KEY MEASURES

Student data (e.g., graduation rates, family surveys, intervention documentation, IEP goal growth); assessment data (e.g., Aimsweb, TATE, ALSUPs); PD data (tracking training, attendance, and staff application of new skills); family data (engagement surveys and event attendance).

ADDITIONAL ACTIVITIES

Providing staff with specialized training and resources; hiring behavioral specialists; implementing new programs, curriculum, and interventions; developing new screeners and standardized forms; using an early warning system, offering credit recovery and career exploration activities; and creating partnerships with community businesses for meeting students' needs outside of the classroom.

GRADUATION RATES

Many units indicate that their graduation rates have been traditionally high or have been consistently increasing. Units with lower rates are working to increase graduation rates (if it is not a result of small population numbers).

EARLY WARNING SYSTEMS

Collecting and monitoring student data (e.g., attendance, academic performance, behavior) to recognize early warning signs and then implementing a formal, standardized action plan based on these data.

FAMILY ENGAGEMENT

Family-focused activities and events, newsletters, and social media groups. Wrap-around approaches connecting families with community services and programs, such as counseling, mentors, after-school programming, and career-training; however, wrap-around programs are difficult in rural areas.

LOCAL CONTROL

Districts and schools generally have the same initiatives and goals as sped units but have autonomy on how to implement and accomplish the critical initiative goals

EBPs AND FIDELITY TOOLS

FBAs, BIPs, Absenteeism & Truancy, Check and Connect, Conscious Discipline, EWIMS, Restorative Justice, Second Step, Skills Streaming for Adolescence, TATE, Zones of Regulation, Why Try.