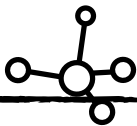


PIER Tool Summary

North Dakota SSIP • 2024-25

This is a summary of the 2024-25 Planning, Implementing, Evaluating Report (PIER) Tool submissions from 29 of 31 special education units (SEUs), focusing on efforts to increase six-year graduation rates for students with an Emotional Disturbance (ED).

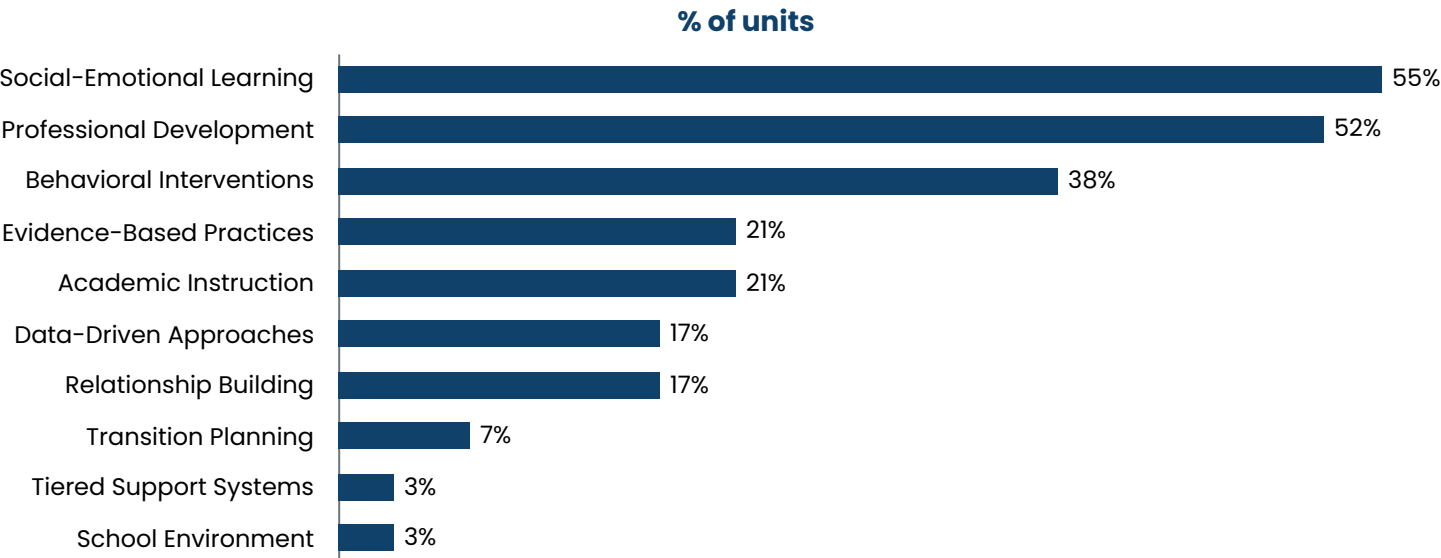


Theory of Action

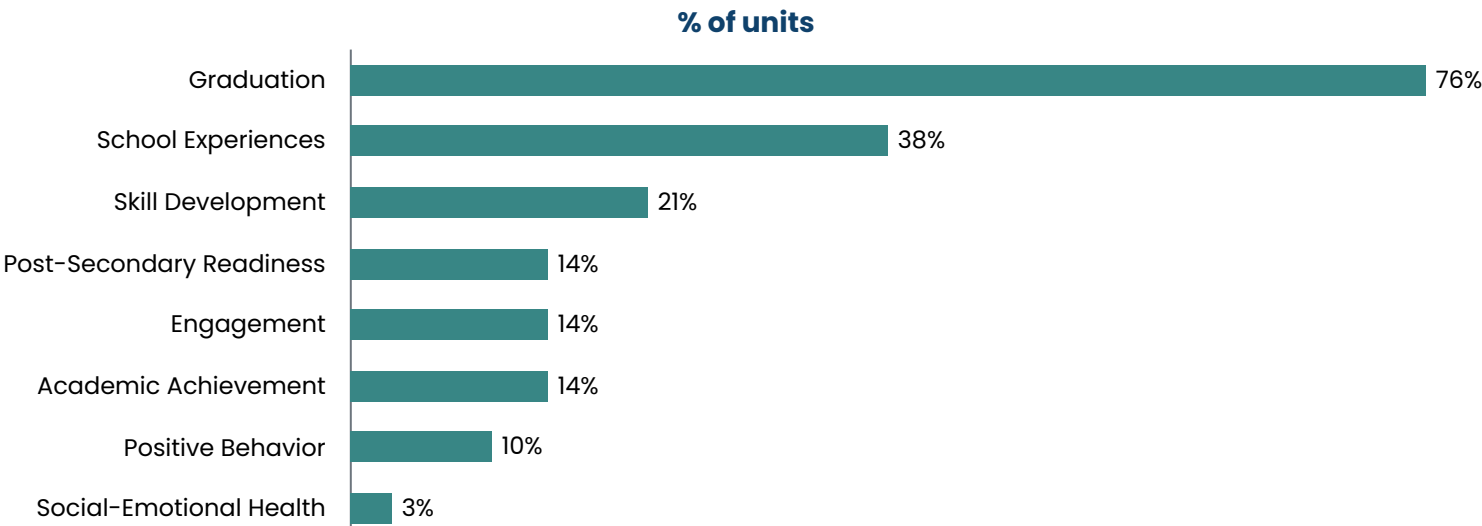
Units use Theory of Actions (TOAs) to guide their efforts in improving graduation rates for students with ED. TOAs, structured as If-Then statements, reveal 10 primary strategies and 8 outcomes.

The majority of units (86%) maintained their existing TOA from the previous year.

Key Strategies (If-Statements)



Ex,

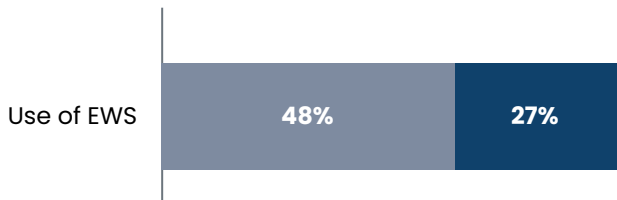




Early Warning Systems

Implementation of Early Warning Systems (EWS) varies, with some units operating fully established systems while others remain in early stages.

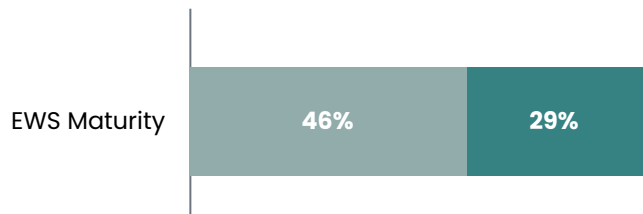
Extent of EWS Implementation Across Districts/Schools (% of units)



■ Some ■ Majority/All or Nearly All

21% report limited EWS implementation (few districts/schools)

Typical Level of EWS Implementation Across Districts/Schools (% of units)



■ Developing ■ Established/Fully Integrated

21% report implementation levels across schools vary too widely to estimate

EWS Excellence

61% identified at least one school implementing EWS effectively

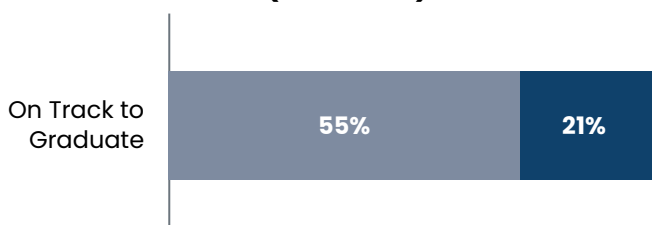
40+ schools recognized for EWS excellence

Primary EWS Indicators

93–97% of units monitor **attendance**, **academics**, and **behavior** to identify at risk students

Attendance ranked most important indicator

Student Progress Toward Graduation (% of units)



■ Suggests ■ Strongly Suggests

24% report EWS indicator data provides mix signals about whether students are on track to graduate

Top Challenges

- Inconsistent staff implementation
- Lack of training or expertise
- Limited intervention resources

Top Support Needs

- Intervention resources
- Guidance integrating EWS with MTSS
- Support with staff buy-in
- EWS training

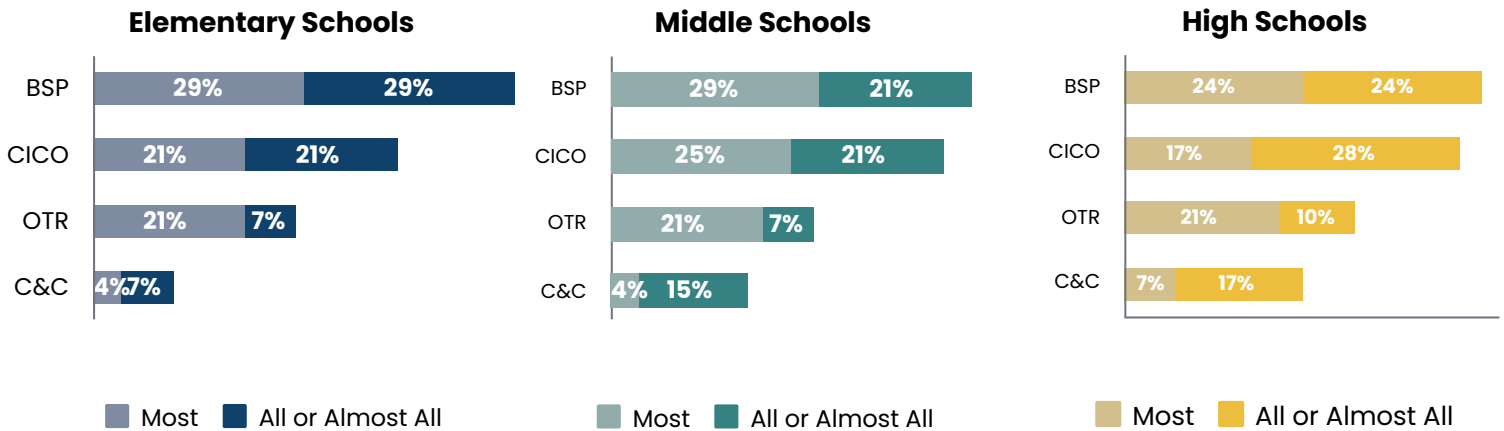


Evidence-Based Practice

Units reported on the implementation, fidelity, and impact of four Evidence-Based Practices (EBPs) supported by NDDPI. EBPs include Behavior Specific Praise (BSP), Check-in Check-out (CICO), Opportunity to Respond (OTR), and Check and Connect (C&C).

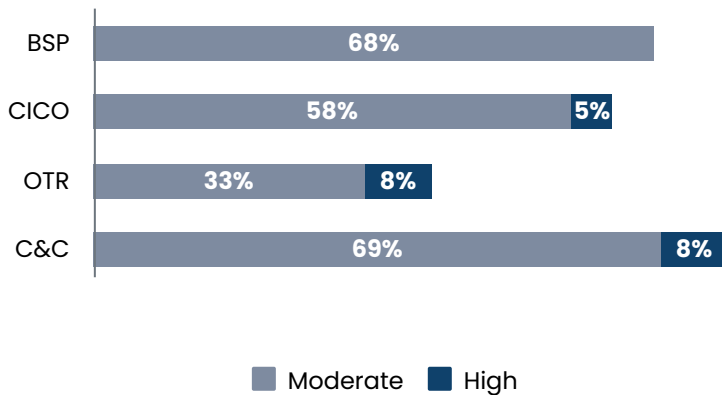
EBP Implementation Across Districts/Schools

4–39% of units report not using a given EBP across school types.



Fidelity of Implementation

Fidelity of Implementation Across EBPs (% of units)



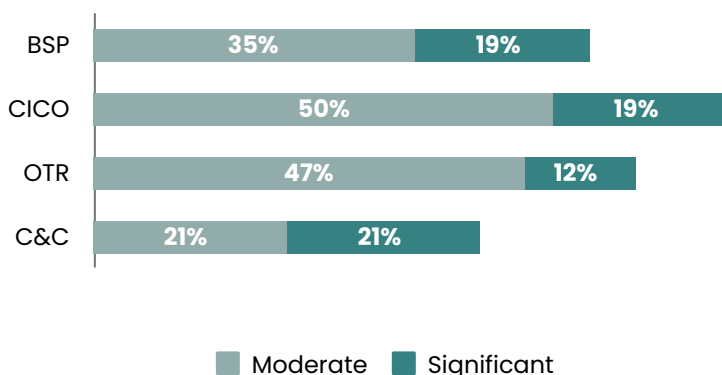
18–42% of units are not currently measuring fidelity.

Top Barriers

- Lack of staff commitment
- Insufficient time
- Lack of knowledge/skill

EBP Impact on Students

EBP Impact on Students (% of units)



23–37% of units are unsure or not collecting data to determine student impact.

Top Positive Outcomes

- Improved student-teacher relationships
- Reduced behavior incidents
- Increased student engagement

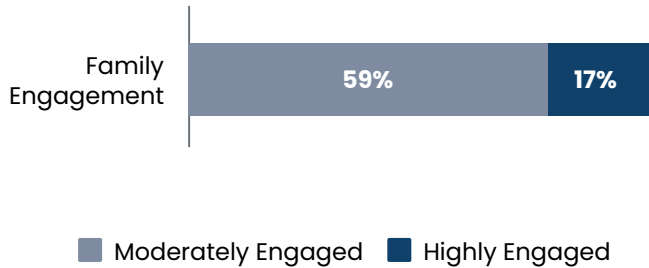


Stakeholder Engagement

Units employ multiple strategies to engage families and community stakeholders.

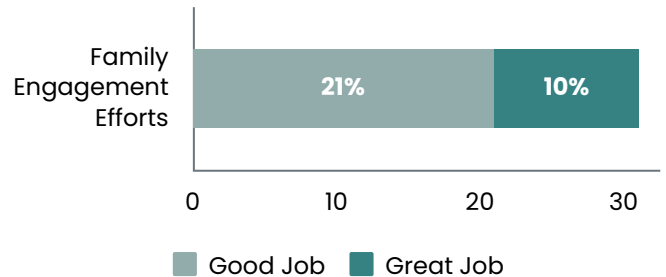
Family Engagement

Family Engagement Across Districts/Schools
(% of units)



17% of units report families are minimally or not engaged.

SEU Rating of Family Engagement Efforts
(% of units)



17% of units report they are doing only the minimum in this area or not nearly enough

Top Engagement Strategies

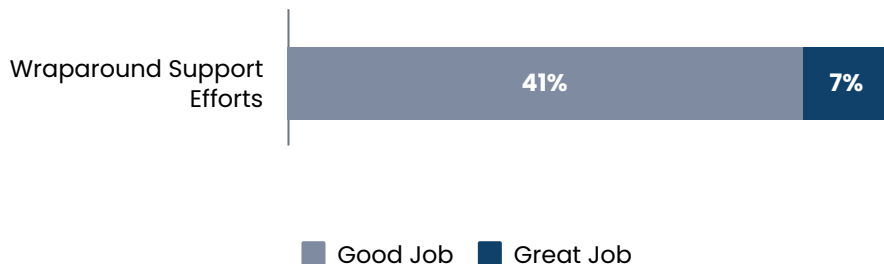
- External collaboration
- Family workshops/events
- Regular, multichannel communication

Key Challenges

- Work schedule/time
- Trust issues
- Limited staff time or capacity

Community and Stakeholder Wraparound Support

SEU Rating of Community and Stakeholder Wraparound
Support Efforts (% of units)



21% of units report they are doing only the minimum in this area or not nearly enough

Primary Partners

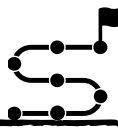
- Vocational rehabilitation
- Social/human services
- Mental health agencies

Primary Services

- Mental health
- Work-based learning
- Basic needs assistance

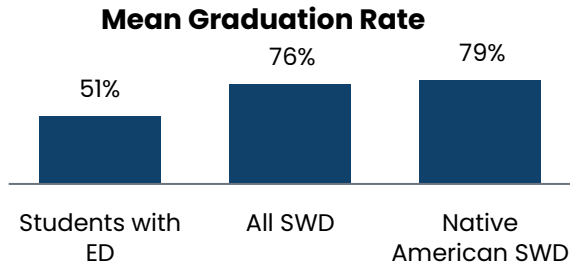
Key Challenges

- Staff time/capacity
- Geographic barriers
- Limited resources



Progress Toward SIMR

Units reported on their progress toward North Dakota's State Identified Measurable Result (SiMR) for improving six-year graduation rates for students with ED and students with disabilities (SWD).



Top Improvement Strategies

- EWS and Data Monitoring
- Targeted Academic Supports

62–72% of units rated student attendance as the most important factor impacting graduation rates



Scale-Up Planning

Units identified planned actions to improve graduation rates and strategies to build internal capacity.

Top Planned Actions to Improve Graduation Rates (% of units)



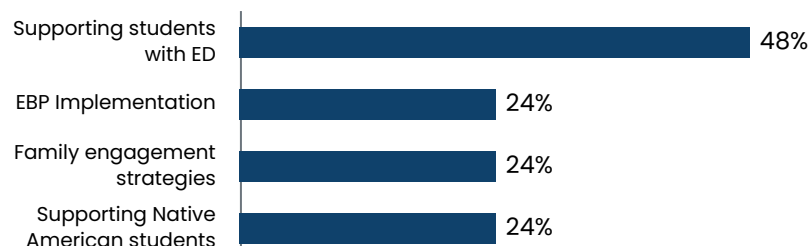
Top Strategies to Build Internal Capacity (% of units)



Technical Assistance Needs

Units indicated their technical assistance needs and preferred formats for the upcoming school year.

Top Technical Assistance Needs (% of units)



Top Preferred Technical Assistance Formats (% of units)

