PIER Tool Summary

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

North Dakota SSIP • 2024-25

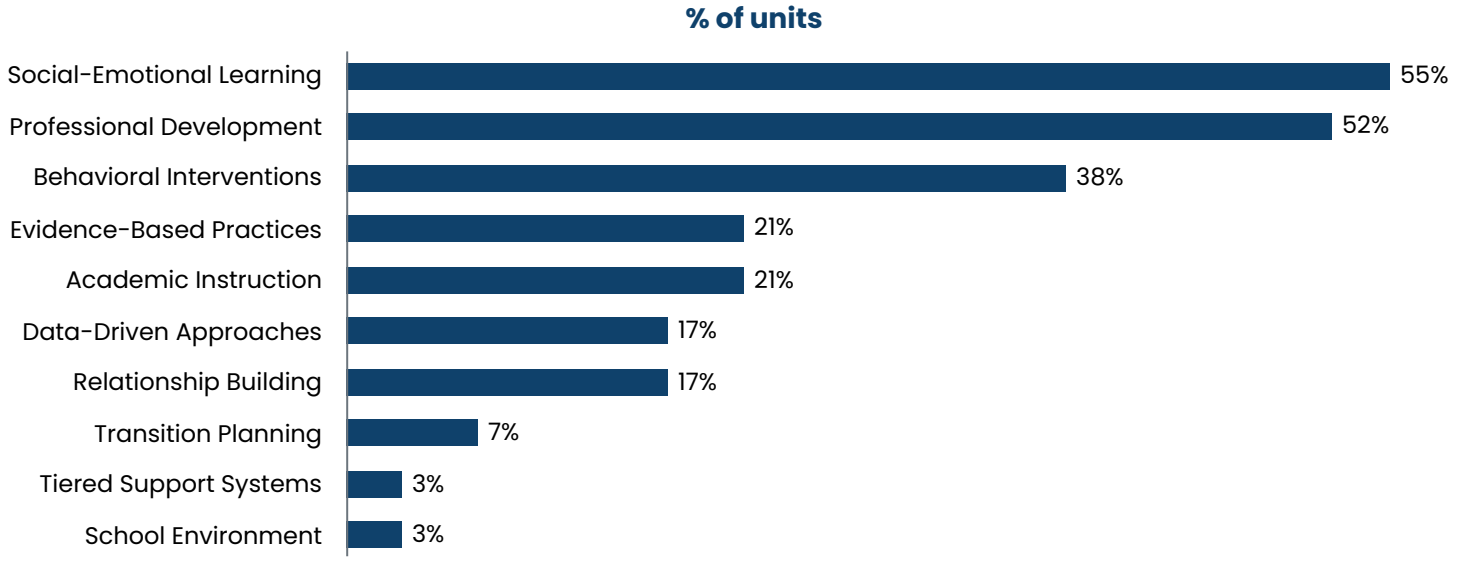
This is a summary of the 2024-25 Planning, Implementing, Evaluating Report (PIER) Tool submissions from all 29 special education units (SEUs) that serve high school students with disabilities, *focusing on efforts to increase six-year graduation rates for students with an Emotional Disability (ED).*

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)



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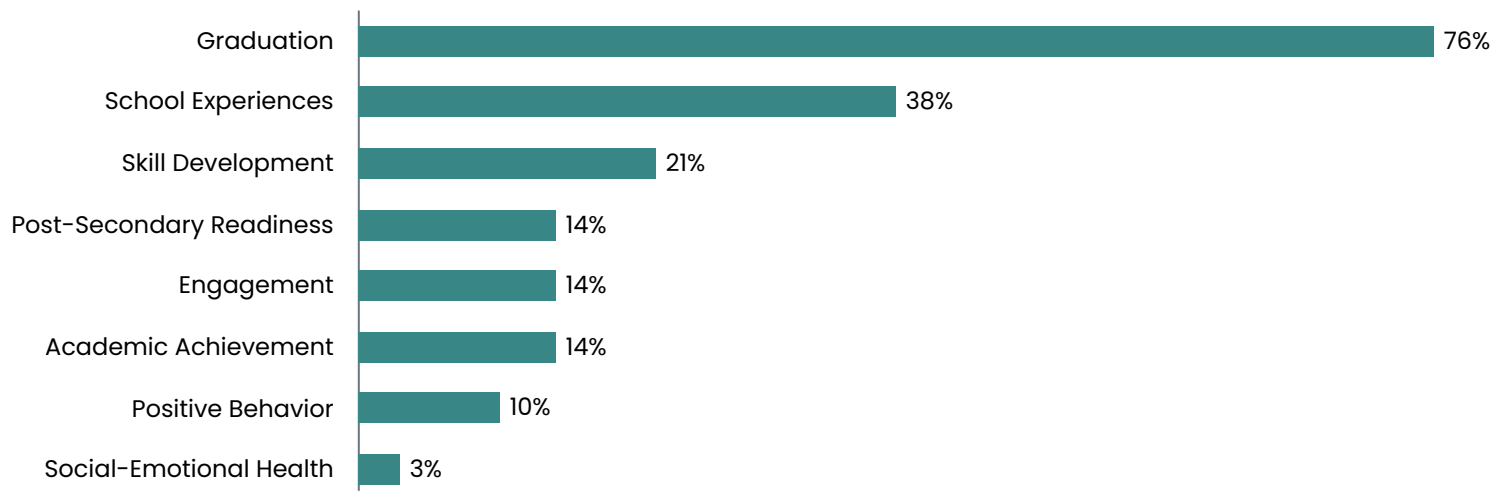
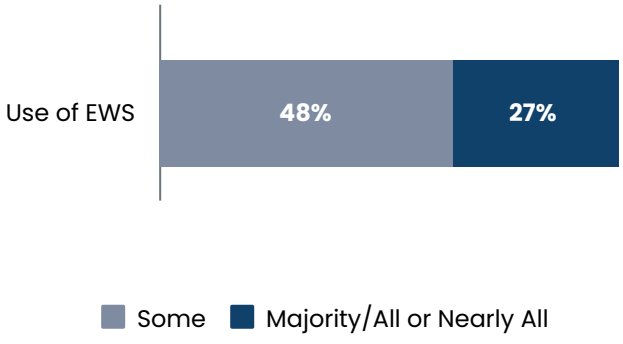


Early Warning Systems

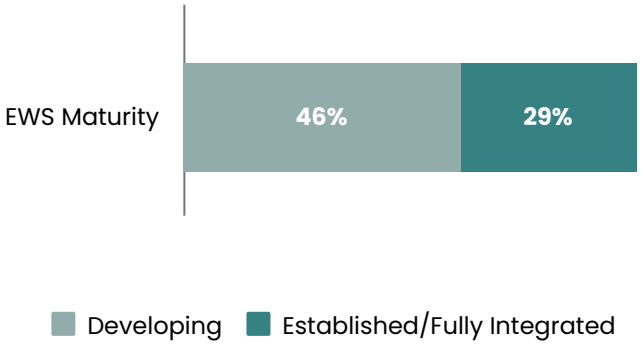
Implementation of Early Warning Systems (EWS) varies, with some units operating fully established systems while others remain in early stages.

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



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

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



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

EWS Excellence

61% identified at least one school implementing EWS effectively

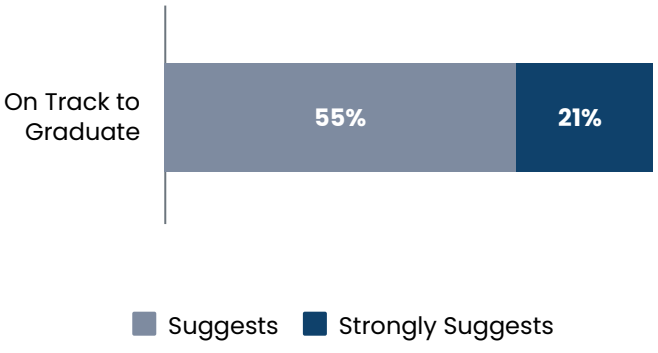
40+ schools recognized for EWS excellence

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)



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

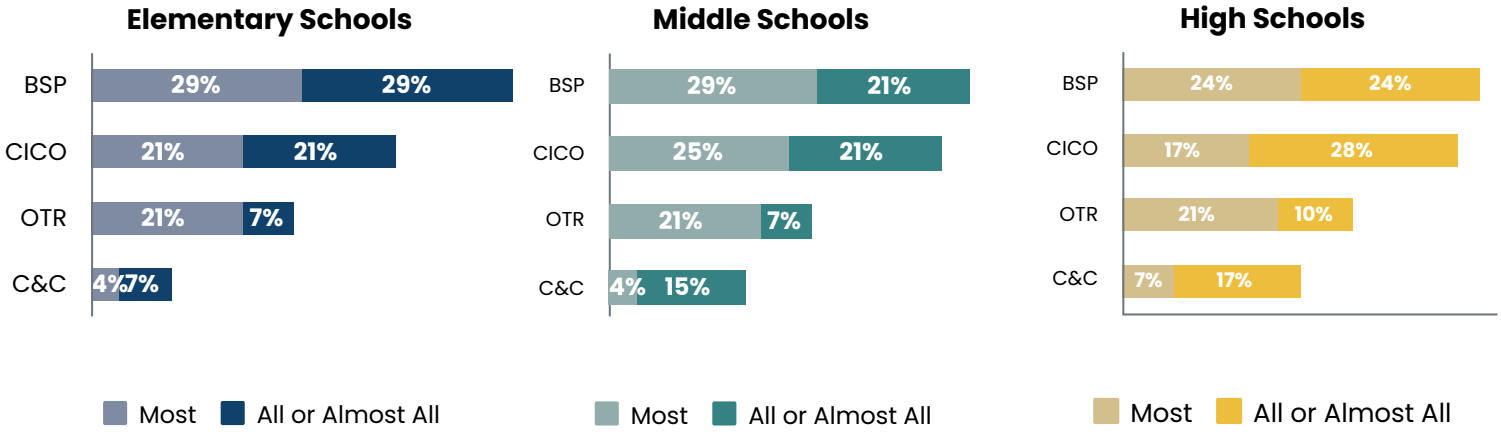
- Intervention resources
- Guidance integrating EWS with MTSS
- Support with staff buy-in
- EWS training

Evidence-Based Practice

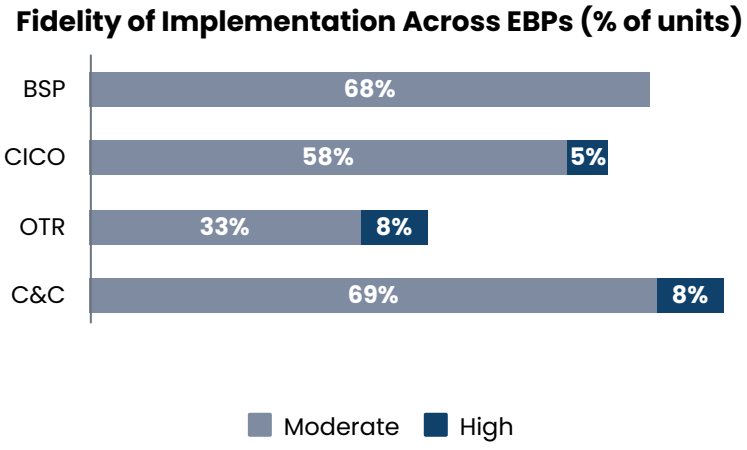
Units reported on the implementation, fidelity, and impact of four Evidence-Based Practices (EBPs) supported by NDDPI. EBPs include Behavior Specific Praise (BSP), Check-in Check-out (CICO), Opportunity to Respond (OTR), and Check and Connect (C&C).

EBP Implementation Across Districts/Schools

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



Fidelity of Implementation

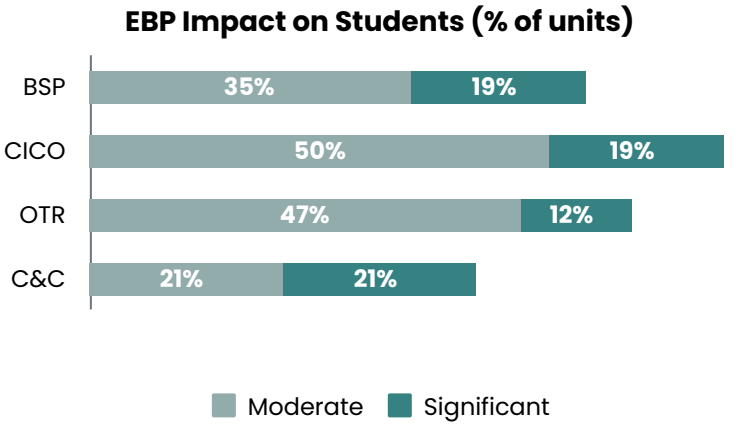


18-42% of units are not currently measuring fidelity.

Top Barriers

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

EBP Impact on Students



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

Top Positive Outcomes

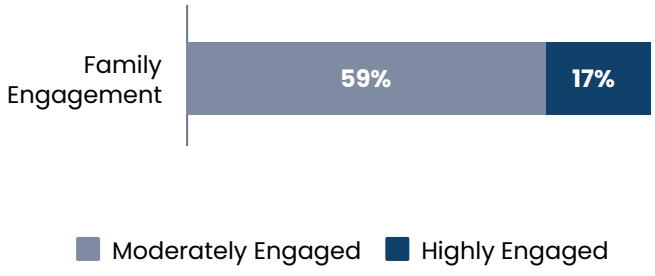
- Improved student-teacher relationships
- Reduced behavior incidents
- Increased student engagement

Stakeholder Engagement

Units employ multiple strategies to engage families and community stakeholders.

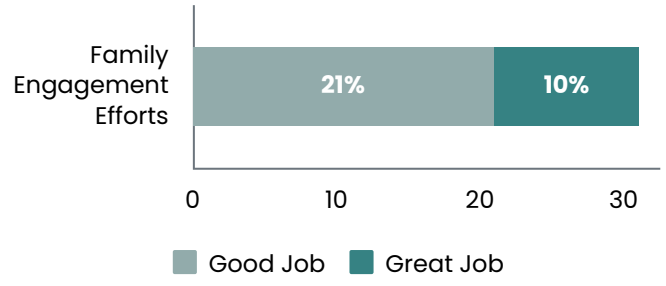
Family Engagement

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

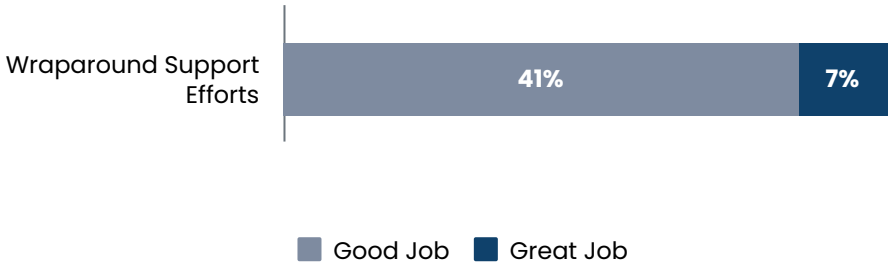
- External collaboration
- Family workshops/events
- Regular, multichannel communication

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

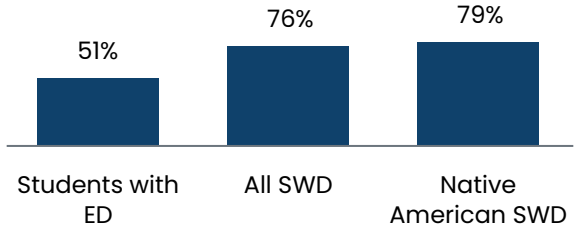
Key Challenges

- 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).

Mean Graduation Rate



Top Improvement Strategies

- EWS and Data Monitoring
- Targeted Academic Supports

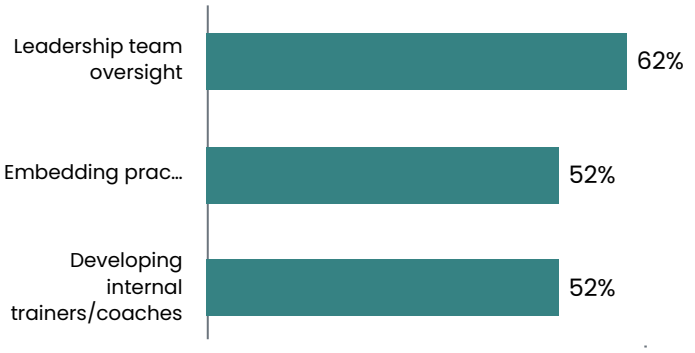
62–72% of units rated student attendance as the most important factor impacting graduation rates

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)

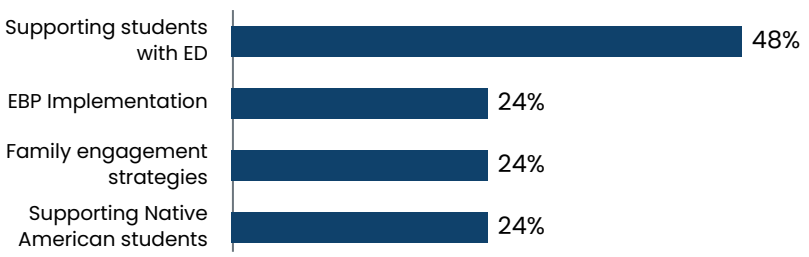
Top Strategies to Build Internal Capacity (% of units)



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)