

PIER Tool Summary

North Dakota SSIP • 2023-24

This is a summary of the 2023-24 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).



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 six primary strategies:

Primary Strategies 'If-Statements'		Targeted Outcomes 'Then-Statements'
Staff Professional Development	1	Graduation Rates
Implementation of EBPs	2	Positive School Experiences
Essential Skill Development	3	Essential Skill Development, Self-Regulation, and Executive Function Skills
Behavioral Interventions and Personalized Support	4	Behavioral and Emotional Health and Wellbeing
Data Driven Decision-Making and Early Intervention	5	Student Engagement and Connection
Supportive School Environments	6	Life-Readiness/Choice Ready

79% of units maintained their TOA from the previous year.

21% of units made strategic adjustments based on identified needs.

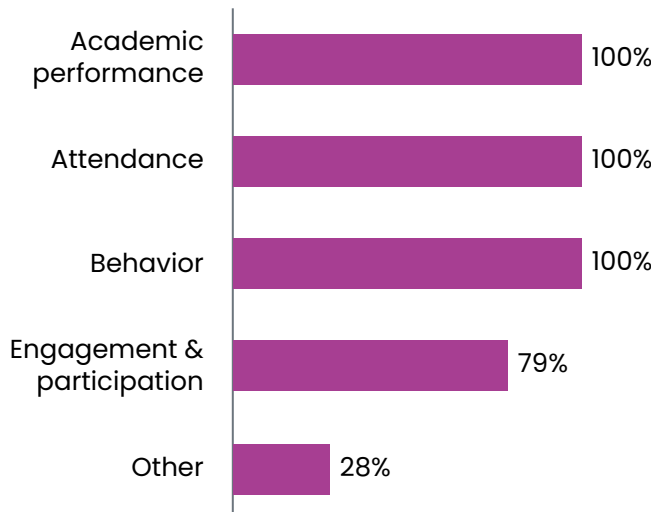


Implementation of Early Warning Systems (EWS) varies, with some units operating fully established systems while others remain in early stages.

65% of units reported that EWS data show most students were on the right path to graduation.

69% of units reported at least one high school excelling in EWS.

Key Indicators Monitored by EWS Across Units (N = 29)



Challenges Implementing EWS

- Chronic absenteeism
- Declining behavioral and cognitive engagement among students with ED
- Inconsistent implementation across schools
- Training needs
- Early identification difficulties
- Gaps in mental health support in rural areas

EBPs

Units reported on the implementation, fidelity, and impact of four Evidence-Based Practices (EBPs) supported by NDDPI.

Evidence-Based Practices

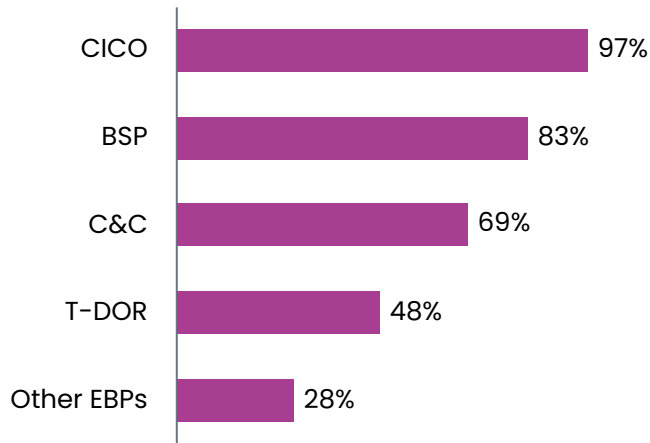
Check-In Check-Out (CICO)

Behavior-Specific Praise (BSP)

Check and Connect (C&C)

Teacher-Directed Opportunity to Respond (T-DOR)

Percent of Units Using a Given EBP in 2023-24 (N = 29)



Implementation

BSP, CICO, and C&C show strong levels of integration among implementing units.

Fidelity

CICO and C&C have the highest adherence among implementing units.

Impact

C&C and CICO have the strongest impact on students among implementing units.

Units employ various strategies to engage stakeholders.



Family Engagement

- Targeted events like family workshops and cultural celebrations.
- Individualized support planning.



Community Wraparound

- Mental health partnerships
- Social services integration
- Basic needs assistance



Other Engagement

Partnerships with:

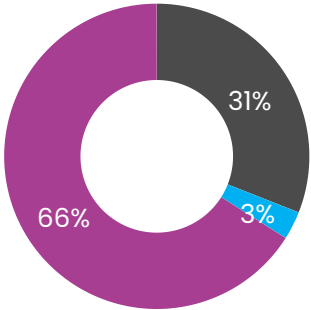
- Businesses
- Tribal councils
- Community organizations
- Mental health providers
- Government agencies

Percentage of units Rating Stakeholder Engagement as "Okay" or Better (N = 29)



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).

Six-Year Graduation Rate for Students with ED (N = 29) Target: 67.63%

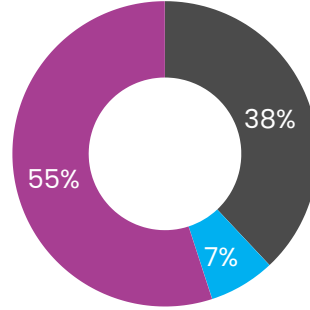


■ Below Target ■ At Target
■ Above Target

Most units are making progress toward state graduation rate targets.

About 1/3 of units remain below targets for both groups.

Six-Year Graduation Rate for Students with Disabilities (N = 29) Target: 77.74%



■ Below Target ■ At Target
■ Above Target

TREND ANALYSIS

Graduation rates fluctuate more for students with ED students.

SWD show more stable progress in graduation rates.

PLANNING & NEEDS

Units employ several key strategies to sustain and improve graduation rates. Many units indicate they have technical assistance needs for the upcoming school year.

Key Strategies

- EWS are being expanded across grade levels and integrated with frameworks like MTSS and BARR for more effective student monitoring.
- Professional development focuses on equipping both special and general education staff with skills in behavioral management, mental health support, and evidence-based interventions.
- Units are scaling up implementation of state-supported EBPs while emphasizing fidelity monitoring.
- Individual student support has been enhanced through comprehensive IEPs, regular progress monitoring, and targeted academic programs.
- Units prioritize family and community partnerships, expanded mental health services, and strengthened transition support through career and technical education opportunities.

Technical Assistance

38% of units indicated technical assistance needs for the upcoming school year.

- PD on EWS, MTSS, EBPs, Essential Skill Development, family engagement, and behavior management strategies
- Support for developing fidelity tools and data platforms
- Assistance with specialized program development
- Information on funding opportunities
- Guidance on staff recruitment and retention
- Continued support for existing initiatives
- PIER tool assistance