North Dakota Department of Public Instruction
State Systemic Improvement Plan

PIER Tool Summary Report

2024-25

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Executive Summary

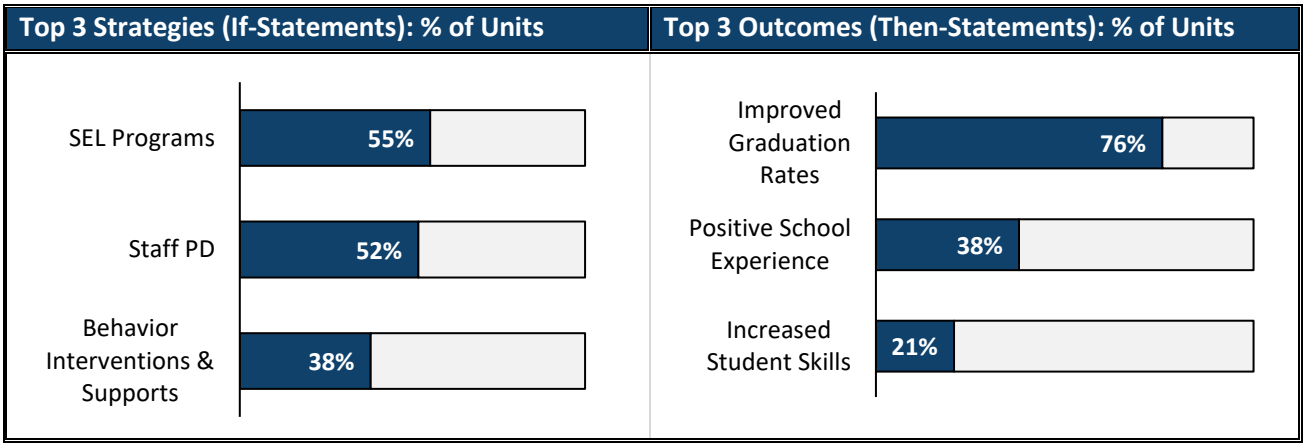
Background and Participation

The North Dakota Planning, Implementing, Evaluating Report (PIER) Tool is an annual reporting instrument completed by special education units to detail their efforts to increase six-year graduation rates for students with an Emotional Disability (ED). This report summarizes the 2024–25 PIER Tool submissions from all 29 special education units that serve high school students with disabilities (100% response rate).

Key Findings

A. Theory of Action (TOA)

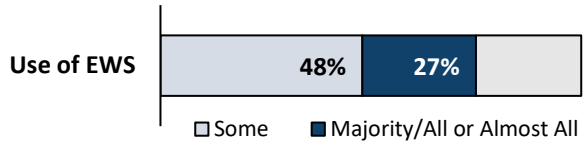
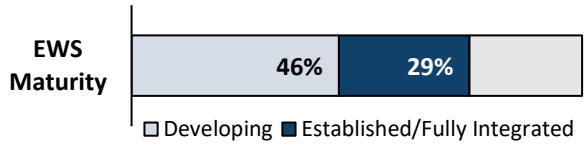
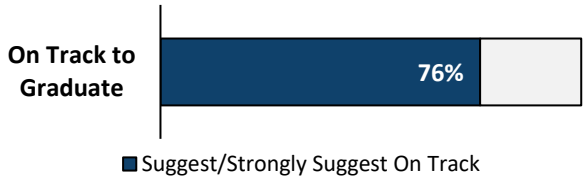
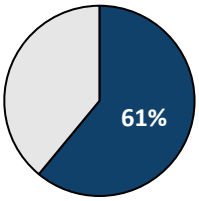
Analysis of TOA statements revealed ten distinct strategies, with social-emotional learning (SEL) programs, professional development, and behavioral interventions being the most frequently cited. The predominant expected outcomes across units are improved graduation rates, positive school experiences, and student skill development. The majority of units (86%) maintained their existing TOA from the previous year, indicating stability in strategic approaches.



B. Early Warning Systems (EWS) Implementation

Most SEUs report EWS in at least some districts/schools, though almost half remain in the developing stage with inconsistent implementation. Less than a third report established or fully integrated systems. Despite implementation challenges, outcomes are positive: most SEUs report EWS data indicates students are on track to graduate, and 61% of units identified schools with exemplary EWS implementation (over 40 schools total).

Key barriers center on consistency and capacity, including inconsistent staff implementation, lack of training, and limited intervention resources. Support needs align closely with these challenges: SEUs prioritize intervention resources, MTSS integration guidance, and staff buy-in/training support.

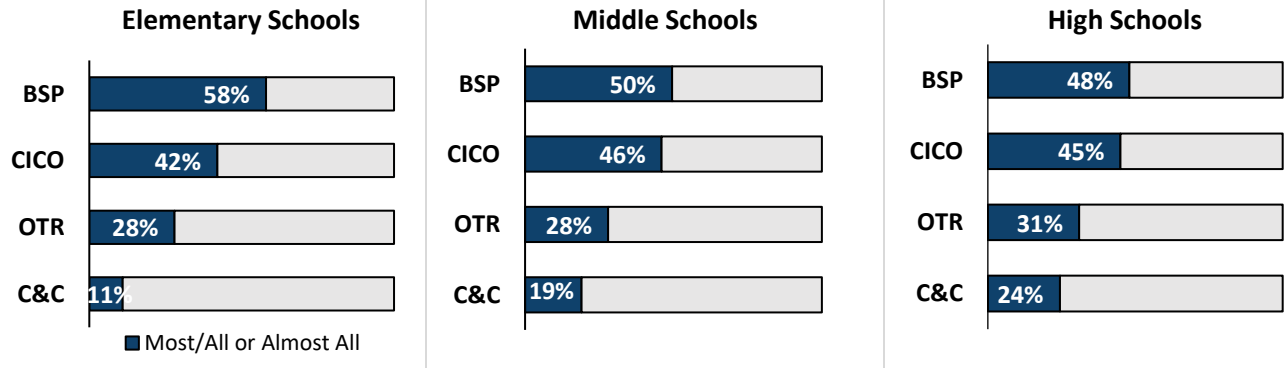
EWS Implementation Across Districts/Schools	Typical Level of EWS Implementation
	
EWS Indicator Data: Student Progress Toward Graduation	**SEUs with Exemplary EWS Schools**
	 **61%** of SEUs reported **schools with effective EWS** implementation Over 40 schools recognized for excellence

Primary EWS Indicators	Top Challenges	Top Support Needs
93-97% of SEUs monitor **attendance**, **academics**, and **behavior** to identify at risk students **Attendance** ranked **most important**	• Inconsistent staff implementation (48%) • Lack of training or expertise (45%) • Limited intervention resources (41%)	• Intervention resources (59%) • Guidance integrating EWS with MTSS (52%) • Support with staff buy-in (31%) • EWS training (31%)

C. Evidence-Based Practice (EBP) Implementation

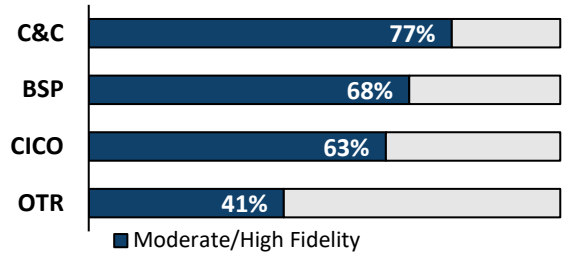
EBP Implementation Across School Levels. Behavior Specific Praise (BSP) and Check-In Check-Out (CICO) show the highest levels of adoption across districts and schools, while Opportunity to Respond (OTR) and Check and Connect (C&C) have the lowest. BSP implementation decreases with grade level, with a 10-percentage-point drop in use from elementary (58%) to high school (48%). In contrast, C&C shows a modest increase in implementation across levels, rising from 11% in elementary to 24% in high school, a 13-point increase.

EBP Implementation Across Districts/Schools



Fidelity of Implementation. Fidelity remains a challenge across EBPs, with 23-42% of units not currently measuring fidelity. Among those that do, C&C, BSP, and CICO show higher levels of adherence (63-77% moderate-to-high fidelity) compared to OTR (41%). Common barriers include lack of staff commitment, insufficient time, and knowledge gaps.

Fidelity of Implementation Across EBPs



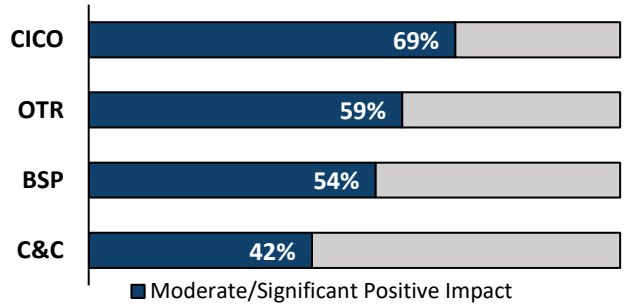
18%-42% of units are not currently measuring fidelity.

Top Barriers to Implementing with Fidelity

1. Lack of staff commitment (25-63%)
2. Insufficient time (29-37%)
3. Lack of knowledge/skill (21-47%)

Perceived Impact on Students. Most units report moderate or significant positive student impacts, with CICO showing the highest impact (69%) and C&C the lowest (42%). However, 23-37% of units lack sufficient data to assess impact. Frequently cited benefits include stronger student-teacher relationships, fewer behavior incidents, and increased engagement.

EBP Impact on Students



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

Top Reported Positive Outcomes

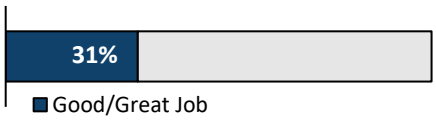
1. Improved student-teacher relationships (32-58%)
2. Reduced behavior incidents (41-58%)
3. Increased student engagement (26-65%)

D. Stakeholder Engagement

Family Engagement. Family engagement shows moderate levels, with 76% of units reporting families are moderately or highly engaged, though only 31% of units rate their own engagement efforts as good or great. Common engagement strategies include collaboration with external organizations, family workshops, and regular, multichannel communication. Key challenges include family work schedules/time constraints, trust issues, and limited staff time/capacity.

Family Engagement Across Districts/Schools

SEU Rating of Family Engagement Efforts



Top Engagement Strategies

- External collaboration (83%)
- Family workshops/events (69%)
- Regular, multichannel communication (69%)

Key Challenges

- Work schedules/time (76%)
- Trust issues (52%)
- Limited staff time or capacity (48%)

Community and Stakeholder Wraparound Support. Units report moderate to high performance, with 48% rating efforts good or great. Common partners include vocational rehabilitation programs, social/human services, and mental health agencies— primarily providing mental health services, work-based learning opportunities, and basic needs assistance. The most cited challenges are staff time/capacity, geographic barriers, and limited community resources.

SEU Rating of Community and Stakeholder Wraparound Support Efforts

Primary Partners	Primary Services	Key Challenges
• Vocational rehabilitation (93%) • Social/human services (86%) • Mental health agencies (86%)	• Mental health (83%) • Work-based learning (79%) • Basic needs assistance (66%)	• Staff time/capacity (69%) • Geographic barriers (48%) • Limited resources (45%)

E. Progress Toward the SiMR.

Students with an Emotional Disability. Six-year graduation rates range from 0% to 100%, with a mean of 51.10%. Most units (66%) are below the state target (67.63%), and 45% report fluctuating trends over time. Attendance is the top factor impacting graduation, while EWS and data monitoring are the most common strategies for improvement.

All Students with Disabilities. Graduation rates range from 0% to 100%, with a mean of 75.62%. Performance relative to the state target (77.74%) is closely divided: 55% at or above, 45% below. Attendance remains the top factor impacting graduation, and EWS and data monitoring are again the leading strategies for improvement.

Native American Students with Disabilities. Among 21 units serving this population, graduation rates range from 46.15% to 100% (mean 78.84%). Compared to non-Native American SWD, results are mixed—30% higher, 30% lower, 20% similar, and 20% undetermined due to small sample sizes. The most common improvement strategies are targeted academic supports, culturally responsive curriculum, and cultural mentors/Native American staff, though 33% report limited or no population-specific strategies.

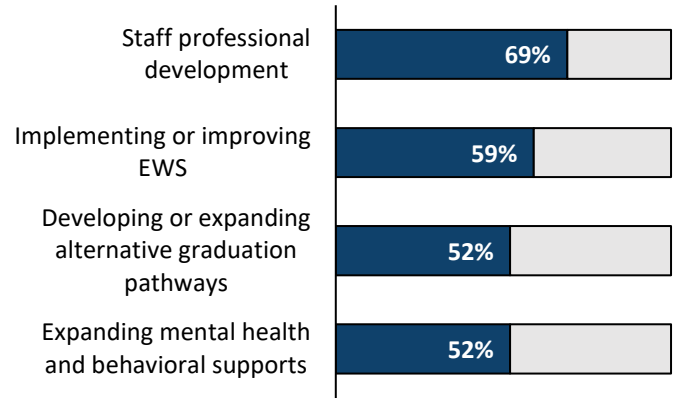
Student Population	Graduation Rate Range	At/Above State Target	Trend Over Time	Top Factor Impacting Graduation	Top Strategy to Improve Graduation
Students with ED	Mean: 51.10% Range: 0-100%	34% (67.63% target)	Fluctuating (45%)	Attendance (62%)	EWS and Data Monitoring (43%)
All SWD	Mean: 75.62% Range: 0-100%	55% (77. 74% target)	Fluctuating (55%)	Attendance (72%)	EWS and Data Monitoring (52%)
Native American SWD	Mean: 78.84% Range: 46.15-100%	Mixed Performance*	Stable (38%)	-	Targeted Academic Supports (43%)

**Compared to SWD: 30% higher, 30% lower, 20% similar, 20% unable to determine due to sample size*

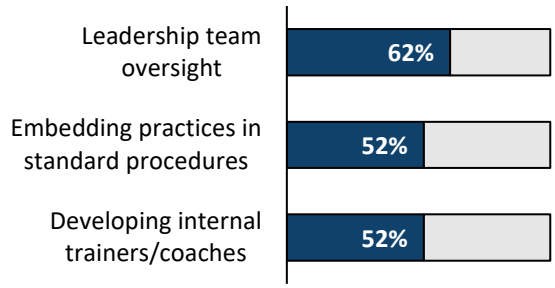
F. Scale-Up Planning

Units employ multiple strategies to improve graduation rates for SWD, with professional development as the top priority, followed by implementing or improving early warning systems. Mental health supports and alternative graduation pathways also rank highly. For sustaining practices, SEUs prioritize leadership team oversight, embedding practices into standard procedures, and developing internal trainers/coaches.

Top Planned Actions to Improve Graduation Rates



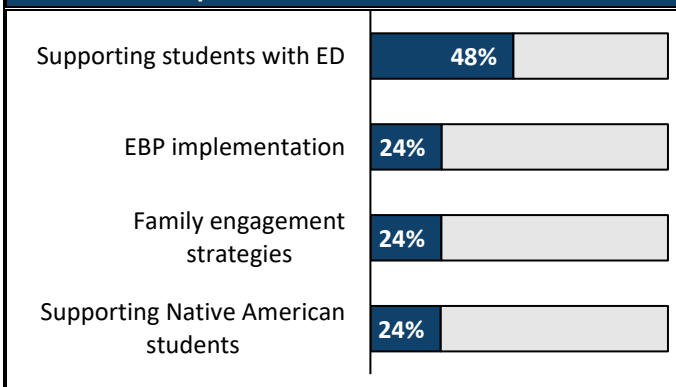
Top Strategies to Build Internal Capacity



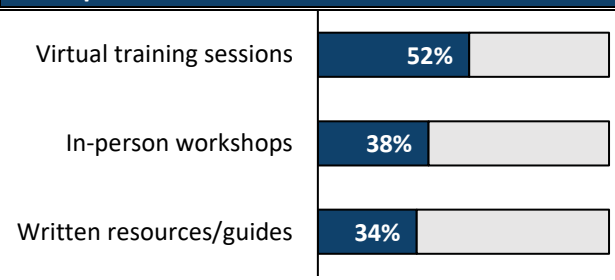
G. Technical Assistance Needs

Nearly half of units (48%) would like technical assistance for supporting students with emotional disabilities, representing the highest-need area. Other priority areas include EBP implementation, family engagement, and supporting Native American students. Virtual training is the most requested format, though over a third still prefer in-person workshops.

Top Technical Assistance Needs



Top Preferred Technical Assistance Formats



Background

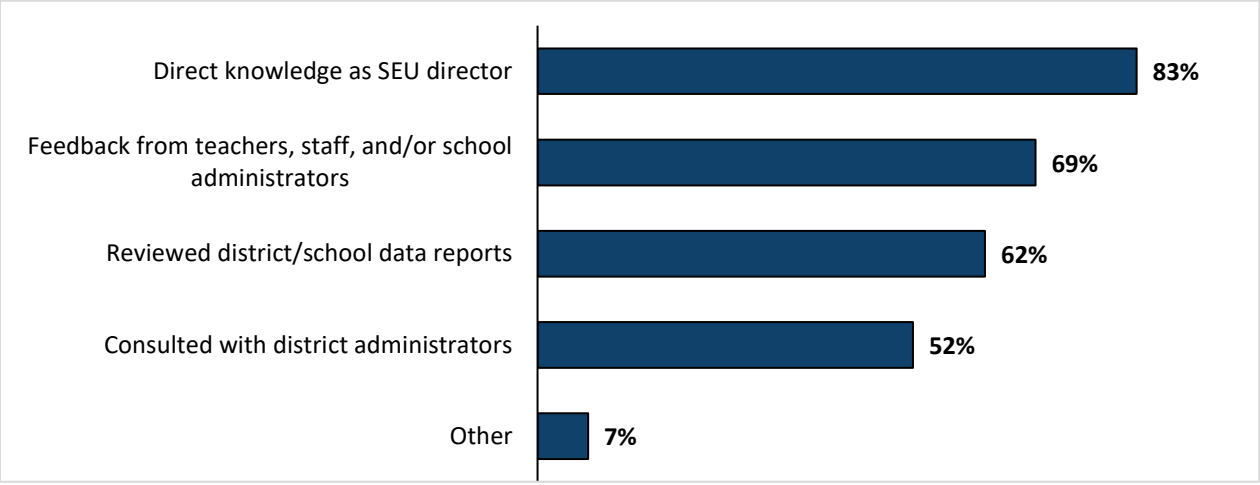
The North Dakota Planning, Implementing, Evaluating Report (PIER) is an annual, online reporting tool that special education units (SEUs) complete to detail their efforts to increase six-year graduation rates for ED students. This tool is designed to provide a framework to help organize, contemplate, and report efforts made by the SEUs to support the state's ongoing, aligned continuous improvement process.

This report summarizes the 2024–25 PIER Tool submissions from all 29 special education units that serve high school students with disabilities (100% response rate).

Survey Data Sources. Most SEU directors (83%) relied on their own direct knowledge to complete the survey. A majority also gathered input from multiple sources: 69% consulted teachers, staff, or school administrators; 62% reviewed data reports; and 52% consulted with district administrators. Only 7% used other methods, including school board reporting and custom data collection instruments.

Display 1: Survey Data Sources

1. How did you gather information to complete this survey?

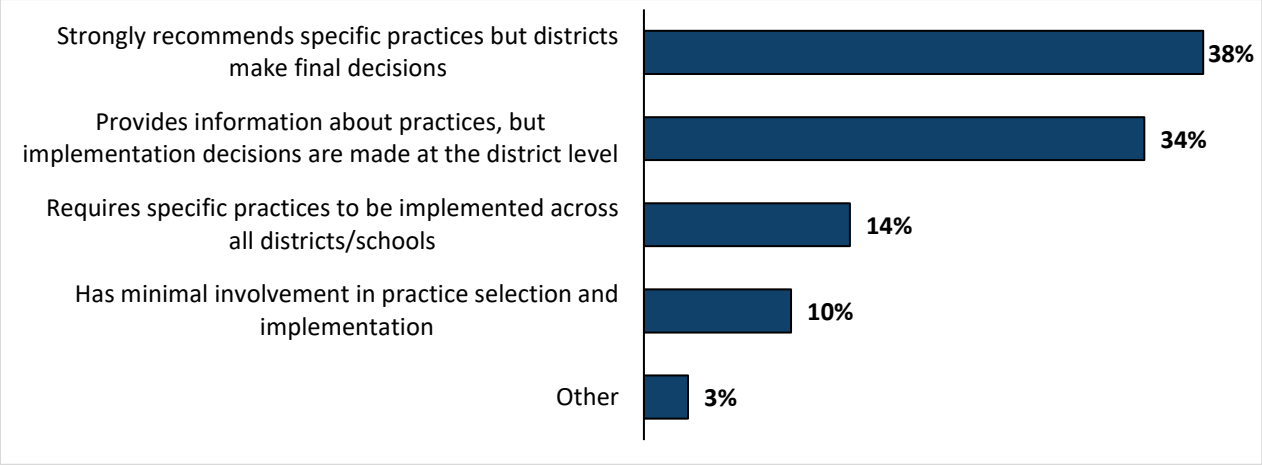


Multiple selections allowed. See Appendix A for complete list of "other" responses.

SEU Role in Implementation. SEU involvement in implementing interventions varies. The most common approach is a collaborative one: 38% strongly recommend specific practices while allowing districts final decision-making authority, and 34% provide information but leave implementation decisions to districts. Only 14% require specific practices across all districts/schools, while 10% have minimal involvement. One (3%) respondent noted their SEU works alongside districts to both recommend and assist with implementation.

Display 2: SEU Role in Implementation

2. What best describes your Special Education Unit's role in implementing interventions like EWS and EBPs? Our SEU:



See Appendix A for complete list of "other" responses.

Summary of Results

A. Theory of Action

North Dakota's special education units (SEUs) were asked to report their Theories of Action (TOA) that they use to guide their efforts in improving graduation rates for students with an Emotional Disability (ED). These theories, formulated as If-Then statements, outline strategic approaches to address the complex needs of ED students and improve their educational outcomes.

Analysis of Theory of Action Statements

Key Strategies (If-Statements). Analysis of these responses reveals ten distinct strategies to improve outcomes for students with disabilities, with variation in adoption rates across units. Units typically employed multiple strategies within their TOA statements, with most responses incorporating between two and four distinct strategies to improve outcomes for students with disabilities.

Social-emotional learning programs represent the most frequently cited strategy, appearing in over half of unit responses. **Professional development** follows closely, with 52% of units emphasizing staff training approaches. **Behavioral interventions** constitute the third most common strategy, implemented by 38% of responding units. Two strategy areas, **evidence-based practices** and **academic instruction**, each appear in 21% of responses. Five additional strategies receive moderate emphasis, with **data-driven approaches** and **relationship building** each adopted by 17% of units. **Transition planning**, **tiered support systems**, and **school environment** were less frequently cited approaches.

Display A-1: Theory of Action Key Strategies (If-Statements)

Strategy	Description	Units
Social-Emotional Learning	Teaching students self-regulation, emotional management, and social skills through direct instruction or structured programs like Zones of Regulation.	16 (55%)
Professional Development	Training staff in skills, knowledge, and practices needed to support SWD, including behavior management, social-emotional learning, and EBPs.	15 (52%)
Behavioral Interventions	Implementing systematic behavioral supports including Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), and behavior management strategies.	11 (38%)
Evidence-Based Practices	Implementing evidenced-based interventions and programs with fidelity.	6 (21%)
Academic Instruction	Providing high-quality, differentiated teaching practices and curriculum modifications to support student learning.	6 (21%)
Data-Driven Approaches	Using systematic data collection, monitoring systems, and Early Warning Systems (EWS) to identify at-risk students and inform intervention decisions.	5 (17%)
Relationship Building	Fostering connections and collaboration between students, families, school staff, and community partners.	5 (17%)
Transition Planning	Individualized planning to prepare students for post-secondary life and career readiness.	2 (7%)
Tiered Support Systems	Implementing multi-level intervention frameworks with Tier 1 and Tier 2 supports.	1 (3%)
School Environment	Creating safe, supportive, and welcoming school environments that promote student comfort and learning.	1 (3%)

See Appendix B for complete list of responses to open-ended questions.

Expected Outcomes (Then-Statements). While primarily targeting improved graduation rates, TOA strategies aimed to impact a number of outcomes ranging from immediate student experiences to long-term graduation and post-secondary success. Eight distinct outcomes were identified from the analysis of TOA statements.

Improved graduation rates represent the predominant expected outcome, appearing in 76% of unit responses and demonstrating clear alignment with the initiative's primary objective. **Positive school experience** emerges as the secondary outcome focus, cited by 38% of units who recognize that *"*students will feel more comfortable and learning will be optimized, increasing graduation rates*."*

Student skill development appears in 21% of responses, reflecting units' emphasis on building foundational competencies for long-term success. Three outcome areas receive equal emphasis at 14% adoption rates: **post-secondary readiness**, **student engagement**, and **academic achievement**. **Behavioral performance** improvements and **student wellness** represent less frequently cited outcome expectations.

The distribution of outcome expectations reveals units' understanding that graduation improvement requires attention to multiple interconnected factors, including student experience, skill development, and engagement, rather than focusing solely on graduation metrics.

Display A-2: Theory of Action Expected Outcomes (Then-Statements)

Expected Outcome	Description	Units
Graduation	Increase in high school completion rates for students with disabilities, including those with an emotional disability.	22 (76%)
School Experiences	Increase in positive, effective, and successful student experiences in school settings.	11 (38%)
Skill Development	Building students' internal capabilities and competencies, including self-regulation skills, executive function skills, life skills, and foundational abilities that enable long-term success and independence.	6 (21%)
Post-Secondary Readiness	Students being "choice ready" with preparation and skills for college, career, and life after high school.	4 (14%)
Engagement	Increased student connection to school, participation in learning, and motivation to stay in school.	4 (14%)
Academic Achievement	Improvements in academic learning, achievement, and educational performance outcomes.	4 (14%)
Positive Behavior	Improvements in student behavior, emotional regulation, and appropriate behavioral responses in school settings.	3 (10%)
Social-Emotional Health	Enhanced social-emotional wellness and mental health outcomes.	1 (3%)

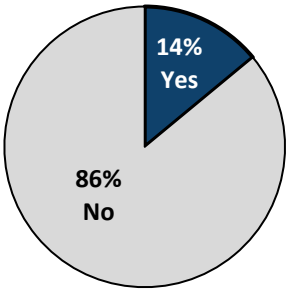
See Appendix B for complete list of responses to open-ended questions.

Changes in Theories of Action in Past Year

SEUs were asked if their TOA changed in the past year. Twenty-five units (86%) maintained their existing TOA from the previous year, while four units (14%) reported modifications based on data analysis, organizational changes, resource considerations, or shifts in approach focus.

Display A-3. TOA Changes in Past Year

2. Has your Theory of Action changed in the past year? If yes, briefly describe the reason for the change.

TOA Changes in Past Year	Main Reasons for TOA Changes:
 **14% of SEUs changed their TOA in the past year**	**Data analysis insights** - Analysis revealed need to revisit Tier 1 and Tier 2 supports **Organizational restructuring** - Unit closure and relaunch as smaller rural unit required shift to emphasize early transition planning, consistent behavioral support, and enhanced collaboration **Resource alignment** - Ensuring resources were in place and accessible for districts and special education support staff **Shift in Emphasis** - Moving from student-focused responsibility (expecting students to engage) to team-focused action (emphasizing what school team members can do to create positive change)

See Appendix B for complete list of responses to open-ended questions.

B. Early Warning System

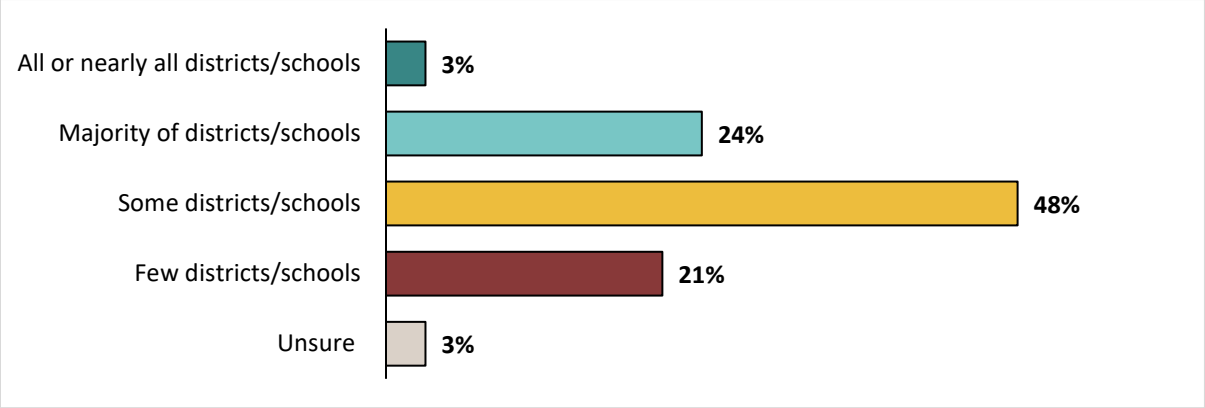
SEUs were asked about their use of Early Warning Systems (EWS) to identify and support students at risk of not graduating.

EWS Implementation

Extent of EWS Use Within Units. SEUs were asked about the use of EWS in districts/schools within their unit. Most respondents report partial use of EWS, with 48% indicating some districts/schools have systems in place. Only 3% report comprehensive implementation, with EWS used in all or nearly all districts/schools, while 21% report limited implementation in only a few districts/schools.

Display B-1: Extent of EWS Use Within Units

1. Within your SEU, how widespread is the use of Early Warning Systems (EWS)?

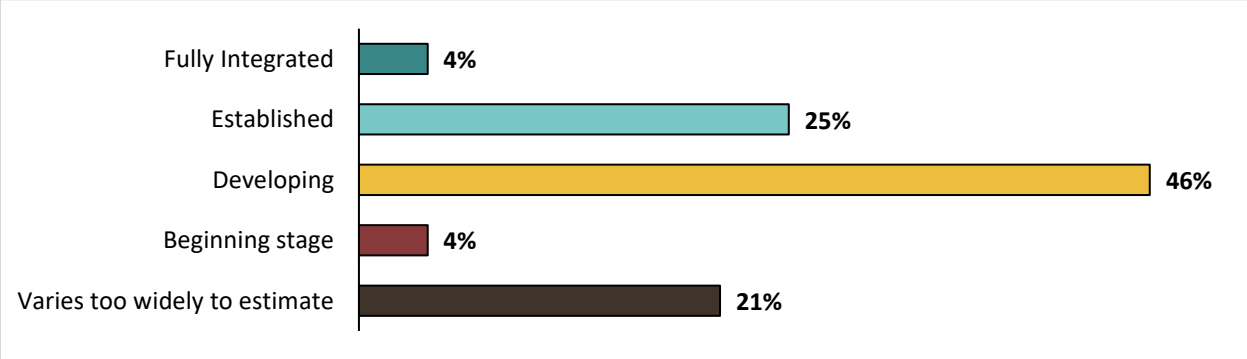


Full Description of Rating Scale: Comprehensive implementation (all or nearly all districts/schools). Substantial implementation (majority of districts/schools). Partial implementation (some districts/schools). Limited implementation (few districts/schools). Unsure.

Typical Level of EWS Implementation. Among schools with EWS, the typical level of implementation varied. Nearly half (46%) are in the developing stage with inconsistent implementation, while 25% have established systems with regular data use. Only 4% report fully integrated systems, while 21% indicate that implementation levels across schools vary too widely to estimate.

Display B-2: Typical Level of EWS Implementation

2. For schools with an EWS, how would you describe the typical level of implementation?



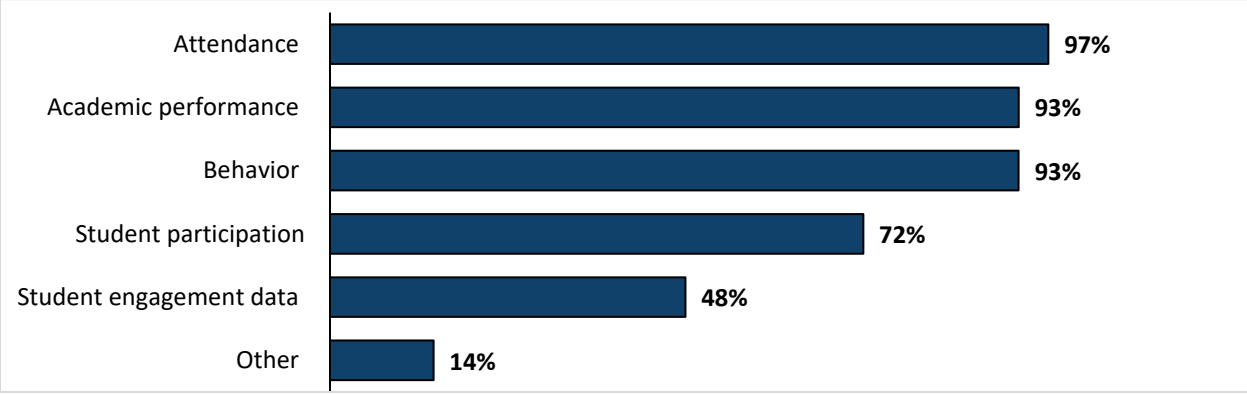
Full Description of Rating Scale: Fully Integrated (fully integrated, refined systems with continuous improvement); Established (regularly using data to identify and support students). Developing (systems exist but implementation is inconsistent). Beginning stage (just starting to establish systems). Implementation levels vary widely across schools.

EWS Indicators

Key EWS Indicators. SEUs were asked to indicate which key indicators comprise their EWS. Nearly all units monitor the foundational ABC indicators: attendance (97%), academic performance (93%), and behavior data (93%). Beyond these core metrics, most units (72%) also track student participation (e.g., work completion, missing assignments, participation points, late work). Student engagement data (e.g., student engagement/perception surveys) are used less frequently (48%). Four units (14%) reported additional measures, including interventions and SEL behavior scales, counseling services, and wellness indicators.

Display B-3: Key EWS Indicators

3. Which key indicators comprise EWS within your SEU?



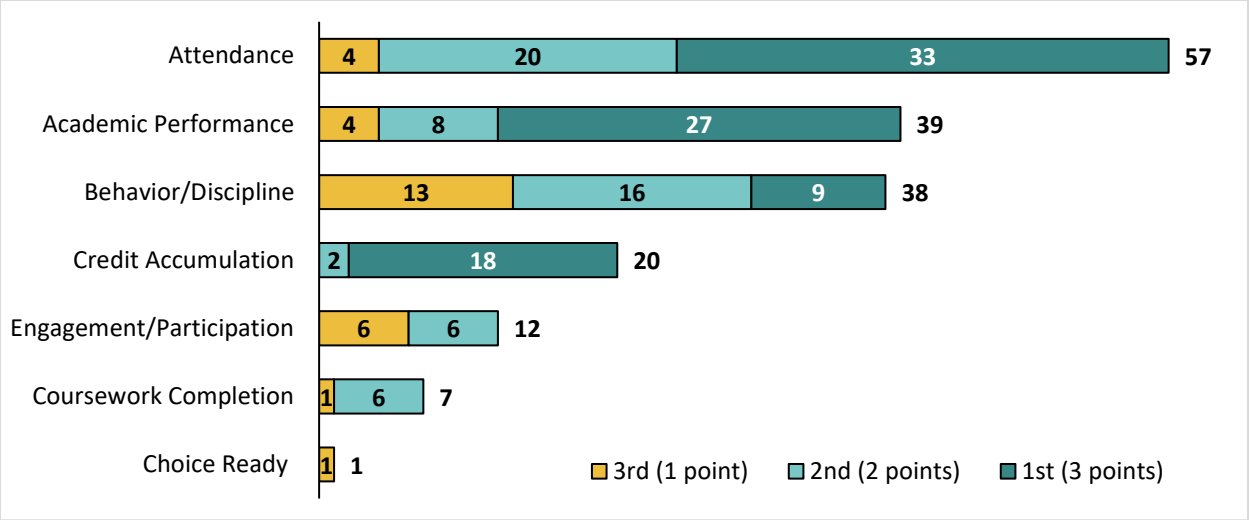
Multiple selections allowed. See Appendix A for complete list of "other" responses.

Ranking of EWS Indicators. Units ranked their top three most important graduation indicators in order of priority. Responses were weighted with first-place rankings receiving 3 points, second-place rankings receiving 2 points, and third-place rankings receiving 1 point. Display B-4 shows these weighted totals, emphasizing the relative importance units placed on each indicator rather than just the frequency of mentions.

Attendance is identified as the most important EWS indicator, with 11 units ranking it first (33 first-place weighted points) and a weighted total of 57 points. **Academic performance** follows as the second priority with 9 first-place rankings (27 weighted points) and a total of 39 weighted points. **Behavior/discipline** indicators rank third with 38 weighted points, though notably received more second and third-place rankings (21 total) than first-place votes (3). **Credit accumulation** shows moderate importance with 6 first-place rankings (18 weighted points), but limited secondary rankings. The results demonstrate strong consensus that attendance serves as the primary early warning indicator, with academic performance as a close secondary measure.

Display B-4: Ranking of EWS Indicators

4. Of the indicators you use, which are the top 3 most important to determine if students are on-track to graduation and/or straying off the graduation path?

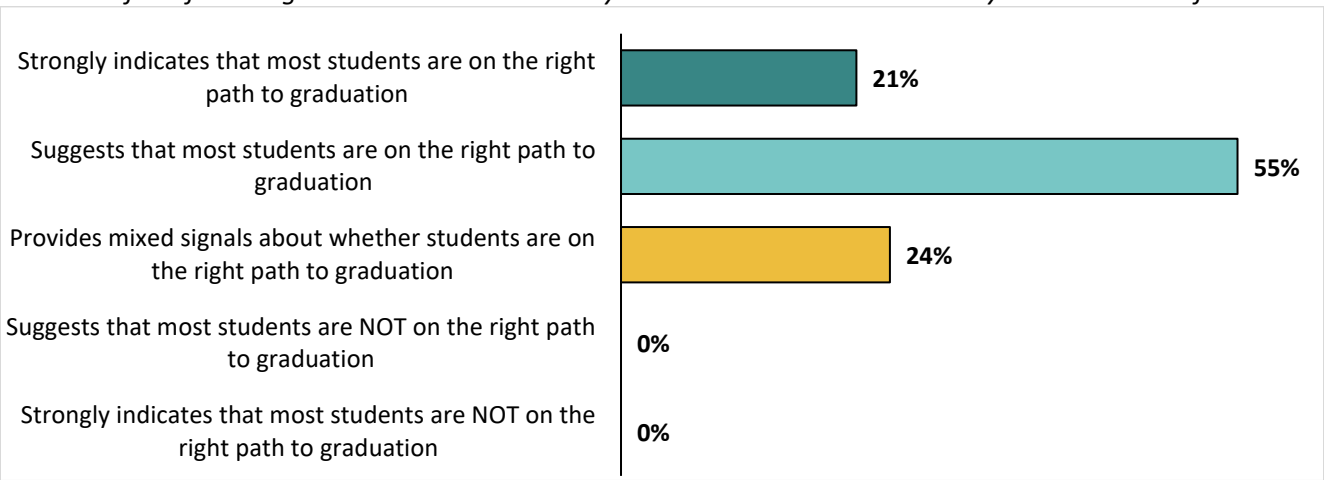


Interpretation of EWS Indicator Data

Student Progress Toward Graduation. The majority of SEUs (76%) report that their EWS data suggests or strongly indicates most students are on the right path to graduation. An additional 24% report mixed signals. Notably, no units report that their EWS data indicates students are not on track, suggesting that current EWS are identifying most students as progressing toward graduation.

Display B-5: Interpretation of EWS Indicator Data

5. Which of the following statements best describe your EWS indicator data? The key indicator data of our EWS:



*Full Description of Rating Scale: Strongly indicates that students are on the right path to graduation. Suggests that most students are on the right path to graduation. Provides mixed signals about whether students are on the right path to graduation. Suggests that most students are **not** on the right path to graduation. Strongly indicates that most students are **not** on the right path to graduation.*

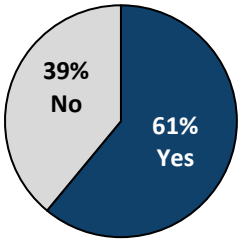
EWS Excellence

Schools Excelling in EWS Implementation. SEUs were asked whether any schools within their unit were excelling in EWS implementation. The majority of SEUs (61%) identified schools within their unit demonstrating particularly effective EWS implementation, with over 40 individual schools recognized for excellence.

Strong EWS practices were characterized by regular, team-based data reviews, structured systems for student support, proactive attendance outreach, and relationship-based strategies, such as having the staff member closest to the student reach out when early warning signs appear. Many schools have established well-defined Student Assistance Teams or EWS teams that meet consistently to review data and implement individualized intervention plans. Several have embedded these systems within broader frameworks like MTSS and BARR (Building Assets, Reducing Risks) to support academic, behavioral, and social-emotional growth. Schools also emphasized the importance of early identification, particularly at the elementary level, and involving families in planning and follow-up, underscoring the value of coordinated, data-driven approaches to student success. (See Appendix B for the full set of open-ended responses, including all schools mentioned.)

Display B-6: Units Reporting Schools Implementing EWS Effectively

6. Is there a school(s) within your SEU that is doing a particularly good job with its EWS? If yes, list the school(s) and describe what they are doing well.

Schools Excelling in EWS Implementation	Effective EWS Practices Across Identified Schools
 **61% (14 SEUs) identified at least one school within their unit that is demonstrating strong EWS implementation.**	• **Regular team-based data review** to identify at-risk students and guide interventions • **Structured student support teams** with clear roles and follow-up processes • **Individualized intervention plans** based on academic, behavioral, and attendance data • **Proactive attendance outreach** and relationship-based strategies, including home visits and family contact • **Integration within broader frameworks** such as MTSS, BARR, or Check & Connect • **Family engagement** in planning and intervention follow-up • **Early identification and support** at the elementary level to address issues at younger ages • **Expanded support capacity** through roles like school social workers

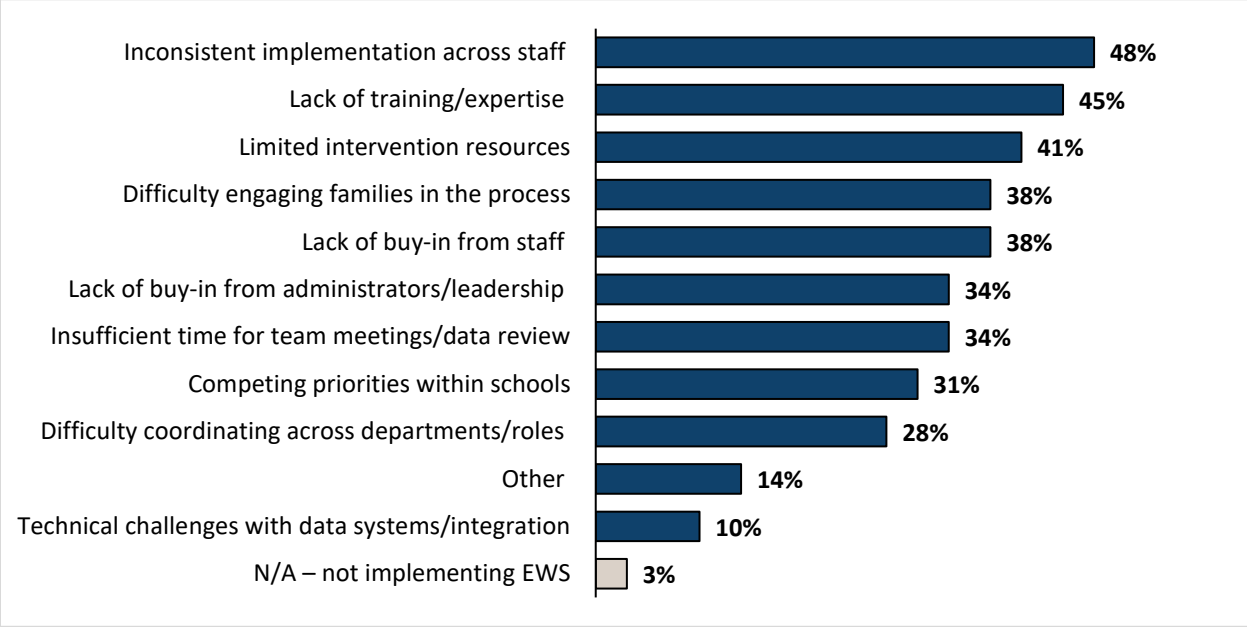
See Appendix B for complete list of responses to open-ended questions.

EWS Implementation Challenges and Support Needs

EWS Implementation Challenges. SEUs were asked about the main challenges their districts/schools face in implementing EWS. The top three barriers are inconsistent staff implementation (48%), lack of training or expertise (45%), and limited intervention resources (41%). Beyond these primary challenges, about one-third of units report difficulty with staff buy-in (38%), family engagement (38%), administrator buy-in (34%), insufficient meeting time (34%), competing priorities (31%), and difficulty coordinating across departments/roles. Four units (14%) cited additional challenges including high training needs for new or international staff, lack of formal systems in low-dropout rural districts, general education teachers unprepared for classroom modifications, and scheduling difficulties.

Display B-7: EWS Implementation Challenges

7. What are the primary challenges your district(s)/school(s) face in implementing EWS?

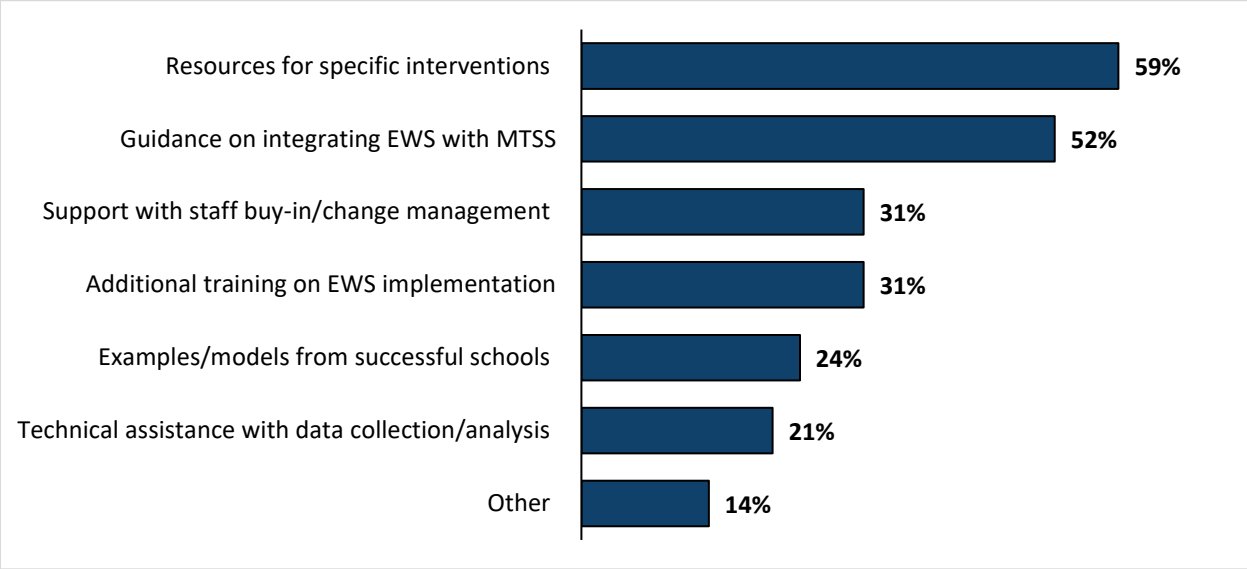


Multiple response options allowed. See Appendix A for complete list of "other" responses.

EWS Support Needs. SEUs identified their top support needs for improving EWS implementation. The most requested support is resources for specific interventions (59%), followed by guidance on integrating EWS with MTSS (52%). An equal percentage of units (31%) requested additional training on EWS implementation and support with staff buy-in/change management. These priorities align with the reported implementation challenges, particularly the need for intervention resources and staff engagement.

Display B-8: Support Needs to Improve EWS Implementation

8. What type of support would most help your SEU improve EWS implementation?



Up to three response options allowed. See Appendix A for complete list of "other" responses.

Additional Comments

Ten SEUs shared additional insights about EWS implementation within their unit, highlighting both strengths and ongoing challenges. A few noted **strong collaboration and training efforts**, particularly through MTSS coordinators, but emphasized continued needs for **resources, staff buy-in, and clearer alignment** between EWS, MTSS, and BARR frameworks. **Lack of district-level support or authority** was identified as a barrier by SEUs, with some also citing **delayed communication** about at-risk students. Others described difficulties in **delivering interventions** once students are identified, challenges with **middle school and teacher engagement**, and concerns about **data entry and follow-through**, particularly for students with emotional impairments. One unit highlighted a promising approach **targeting mental health counseling services** (e.g., IMPACT Program) toward students at risk of dropping out.

C. Implementation Status for Evidence-Based Practices and Fidelity Data

SEUs were asked about their implementation of four NDDPI-supported evidence-based practices in the 2024-25 school year:

1. Behavior-Specific Praise (BSP),
2. Check-In/Check-Out (CICO),
3. Opportunities to Respond (OTR), and
4. Check & Connect (C&C).

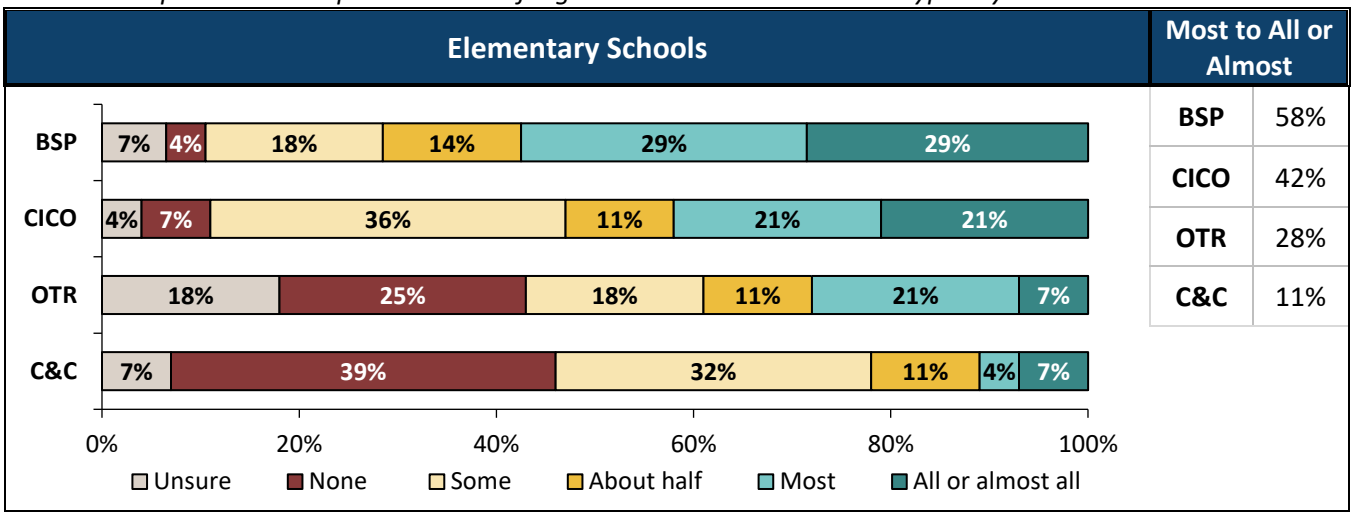
This section presents a comparative analysis of implementation patterns across practices, followed by detailed findings for each individual EBP. Twenty-six units reported implementing BSP and CICO, while 19 units reported implementing C&C and 17 units reported implementing OTR. Units that reported no implementation or were unsure across all school levels were not asked additional questions about that practice.

Comparison of EBPs

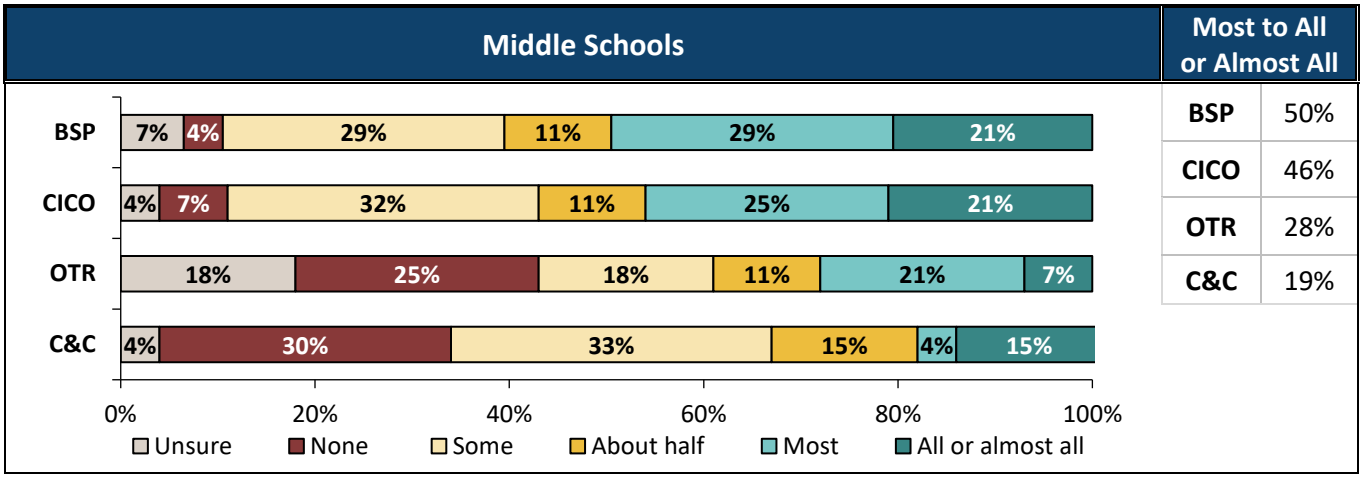
EBP Implementation Across School Levels. Implementation levels vary considerably across the four EBPs, with BSP showing the highest widespread adoption and C&C showing the lowest. BSP demonstrates the most consistent implementation across all school types, with 58% of elementary schools, 50% of middle schools, and 48% of high schools reporting that "most" to "all or almost all" schools use this practice. CICO shows similarly strong implementation rates (42-46% across school types), while OTR has more modest adoption (28-31% across school types). C&C shows the lowest implementation rates, with only 11% of elementary schools, 19% of middle schools, and 24% of high schools reporting widespread use. Notably, C&C also has the highest percentages of schools reporting no implementation (30-39% across school types), suggesting this practice faces greater barriers to adoption or may be less prioritized by SEUs.

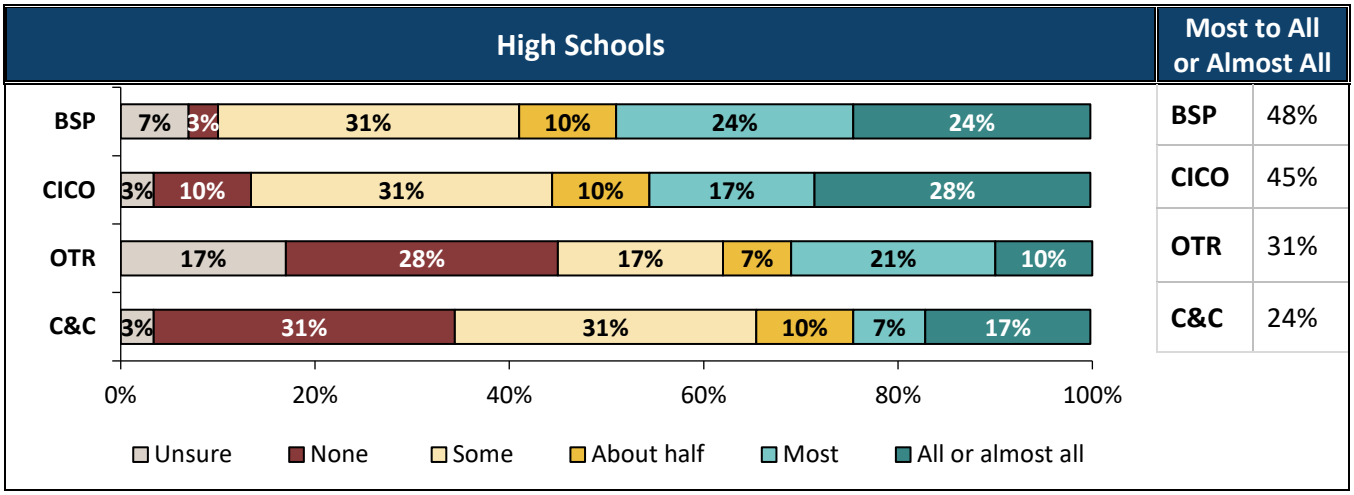
Display C-1: EBP Implementation Across School Levels

1. How widespread is the implementation of a given EBP across each school type in your SEU?



Most to All or Almost	
BSP	58%
CICO	42%
OTR	28%
C&C	11%



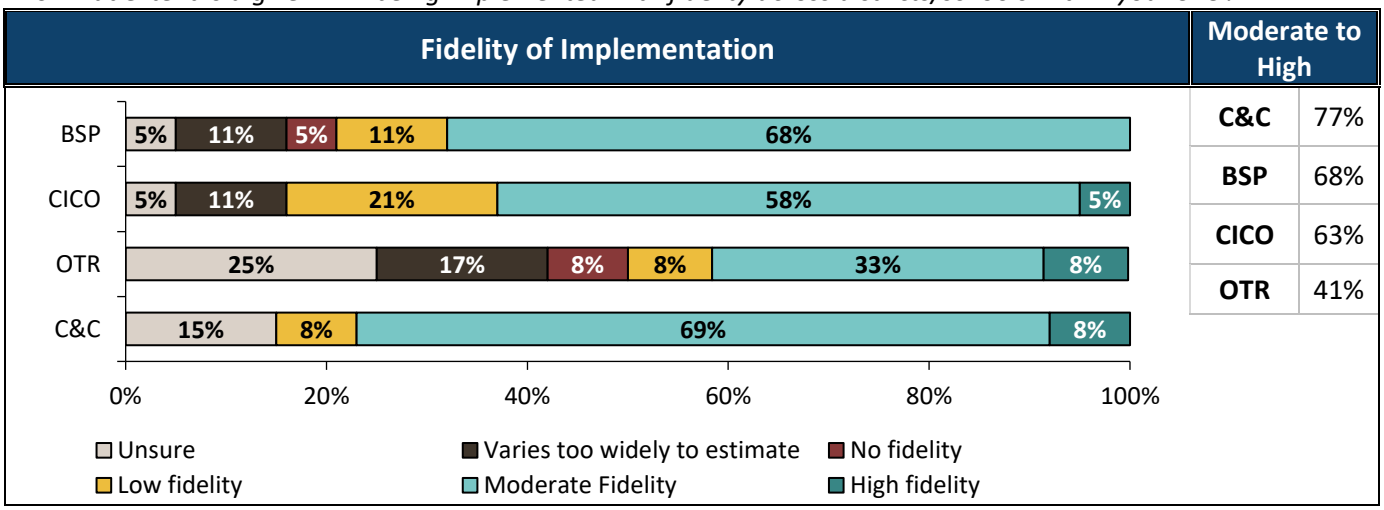


Fidelity of Implementation. When asked about the fidelity of implementation across districts/schools, C&C had the highest reported fidelity, with 77% of units indicating moderate or high fidelity. BSP followed closely at 68%, and CICO at 63%. High fidelity implementation is rare across all practices, with only 5-8% of SEUs reporting this level for CICO, OTR, and C&C, and no SEUs reporting high fidelity for BSP.

OTR was rated lowest in fidelity, with only 41% of units reporting moderate or high fidelity. OTR also had the highest rates of uncertainty (25%), variability across districts/schools (17%), and reports of no fidelity (8%) (i.e., OTR is not implemented as intended, with no adherence to guidelines), suggesting this practice is not well established and lacks consistent support across sites.

Display C-2: Fidelity of Implementation

2.To what extent is a given EBP being implemented with fidelity across districts/schools within your SEU?



Moderate to High	
C&C	77%
BSP	68%
CICO	63%
OTR	41%

Barriers to Fidelity. The number and nature of implementation barriers vary considerably across practices. BSP faces the most barriers on average (3.1 per SEU), followed by CICO (2.3), C&C (2.1), and OTR (1.8).

Lack of staff commitment is the most frequently cited barrier, particularly for CICO (63%), BSP (53%), and C&C (50%). BSP also faces challenges with knowledge/skills gaps and lack of evaluation tools (both 47%). CICO struggles with frequent staff changes (42%) and insufficient evaluation time (37%). OTR shows more modest barriers overall, with knowledge/skills, evaluation tools, and time constraints (each 33%) being primary concerns. Notably, 25% of SEUs report implementing OTR with fidelity and facing no barriers, the highest rate among all practices.

Display C-3: Barriers to Implementing EBPs with Fidelity

3. What are the primary barriers to implementing a given EBP with fidelity?

Barrier	BSP	CICO	OTR	C&C
Lack of staff commitment to implementing the practice	53%	63%	25%	50%
Insufficient time to evaluate fidelity	32%	37%	33%	29%
Lack of knowledge/skills on how to implement with fidelity	47%	21%	33%	21%
Lack of tools/processes to evaluate fidelity	47%	16%	33%	21%
Frequent staff changes disrupt consistent implementation	32%	42%	8%	29%
No access to coaching or feedback to support implementation	42%	11%	17%	29%
Other district/school initiatives interfere with implementation	11%	21%	8%	21%
Difficulties with student engagement or response to practice	32%	5%	8%	7%
Other	5%	16%	8%	0%
Practice not a good fit for student/classroom needs	5%	0%	0%	7%
None – implementing with fidelity	16%	5%	25%	14%
Average Number of Barriers per SEU	**3.1**	**2.3**	**1.8**	**2.1**

Multiple selections allowed. Color coding: Light Yellow=Low (0-24%), Dark Yellow=Medium (25-49%), Orange=High (50%+)

Fidelity Measurement Tools. SEUs use an average of 1.2 to 2.2 tools to measure EBP fidelity, with CICO utilizing the most tools and C&C the fewest. However, a substantial percentage of SEUs do not currently measure fidelity: 42% for BSP, 26% for C&C, 23% for CICO, and 18% for OTR.

The tools used vary by practice. OTR relies most on practice-specific observation tools (47%), while C&C uses data platforms most frequently (37%). CICO shows the most diverse approach, with practice-specific observation tools, data platforms, and consultations with administrators each used by 31% of SEUs. BSP most commonly uses consultations with administrators (31%), practice-specific observation tools (27%), general classroom observation forms (27%), and walkthroughs (27%). Student feedback and walkthroughs are used less frequently across all practices (0-27%).

Display C-4: Fidelity Measurement Tools

4. What tools/processes are used to measure the fidelity of a given EBP?

Tool/Process	BSP	CICO	OTR	C&C
Observation tools specific to this practice	27%	31%	47%	11%
Data platforms	19%	31%	6%	37%
Consultations with administrators or specialists	31%	31%	12%	16%
Other	23%	15%	18%	32%
General classroom observation forms	27%	23%	29%	5%
Coaching and performance feedback	23%	27%	18%	0%
Self-monitoring log/checklist	15%	27%	12%	5%
Walkthroughs using predefined criteria	27%	12%	18%	0%
Student feedback	8%	23%	0%	11%
Fidelity is not currently measured	42%	23%	18%	26%
Average Number of Tools per SEU	**2.0**	**2.2**	**1.6**	**1.2**

Multiple selections allowed. Color coding: Light Blue=Low (0-14%), Medium Blue=Medium (15-29%), Dark Blue=High (30%+)

Data Collected to Assess Impact. SEUs collect an average of 2.3 to 3.3 data sources to evaluate the impact of EBPs, with BSP using the most data sources and OTR and C&C the fewest.

The most commonly collected data types are behavioral data, academic performance, progress toward IEP/BIP objectives, and attendance records. BSP shows the highest data collection rates overall, with behavioral data such as discipline referrals (77%) being most prevalent, followed by IEP/BIP progress (65%), academic performance (62%), and attendance (62%). CICO follows a similar pattern with behavioral data (62%) and IEP/BIP progress (58%). OTR relies more heavily on academic performance indicators (59%), while C&C focuses on behavioral data (53%) and attendance records (53%). Student engagement, student feedback, and teacher feedback are collected much less frequently across all practices.

Display C-5: Data Collected to Assess Impact

5. What data are you collecting to determine if a given EBP is having an impact on students?

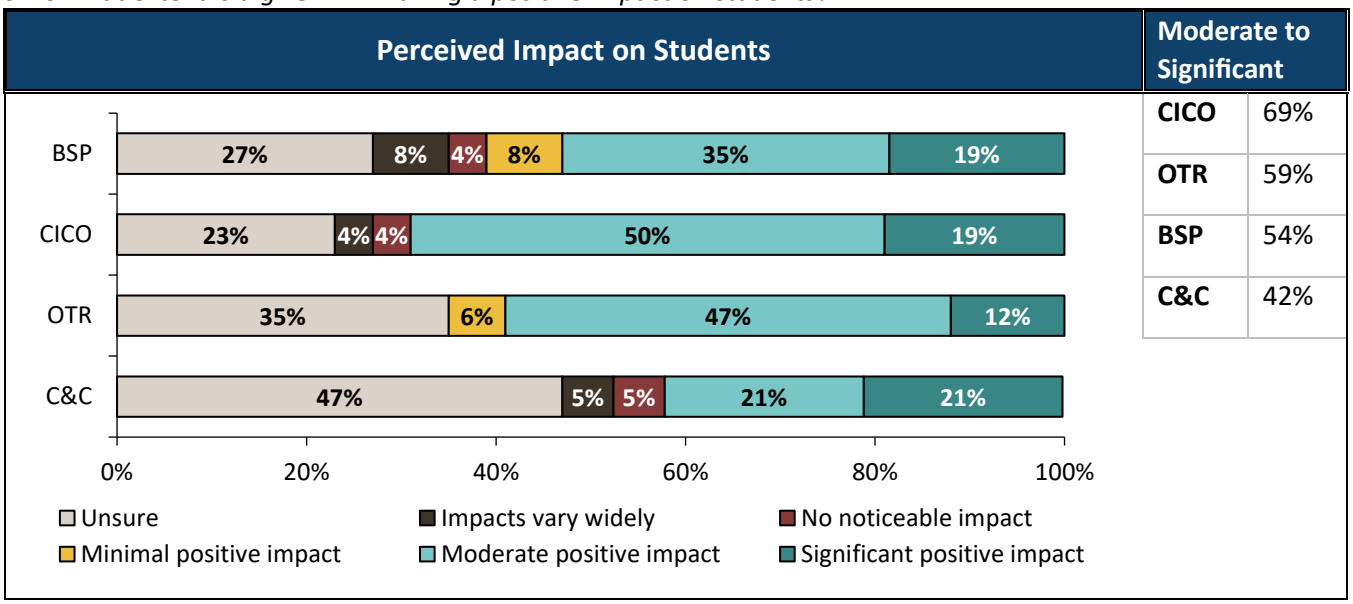
Data Source	BSP	CICO	OTR	C&C
Behavioral data (e.g., discipline referrals)	77%	62%	41%	53%
Academic performance indicators	62%	42%	59%	47%
Progress towards IEP/BIP objectives	65%	58%	47%	37%
Attendance records	62%	38%	41%	53%
Student engagement	23%	31%	35%	26%
Student feedback/surveys	27%	8%	0%	5%
Teacher feedback/surveys	19%	0%	6%	5%
Unsure/no specific data collected	23%	23%	29%	37%
Average Number of Data Sources per SEU	**3.3**	**2.4**	**2.3**	**2.3**

Multiple selections allowed. Color coding: Light Blue=Low (0-24%), Medium Blue=Medium (25-49%), Dark Blue=High (50%+)

Perceived Impact on Students. The majority of SEUs report that EBPs are having a moderate to significant positive impact on students, with CICO showing the strongest impact (69%), followed by OTR (59%), BSP (54%), and C&C (42%). However, there is considerable uncertainty about impact. Nearly half of SEUs (47%) are unsure about C&C's impact or have no data available, while 35% report uncertainty for OTR, 27% for BSP, and 23% for CICO. Very few SEUs report no noticeable impact (0-5% across practices), suggesting that when data are available, the practices generally show positive effects.

Display C-6: Perceived Impact on Students

6. To what extent is a given EBP having a positive impact on students?



Moderate to Significant	
CICO	69%
OTR	59%
BSP	54%
C&C	42%

Observed Positive Outcomes. SEUs report an average of 2.6 to 4.6 positive outcomes per EBP, with CICO showing the most observed benefits (4.6) and C&C the least (2.6). The most frequently reported outcomes center on behavioral and relational improvements. CICO demonstrates broad positive impact, with improved student-teacher relationships, reduced behavior incidents, and increased student engagement (each 58%) being most common. OTR's top outcome is increased student engagement (65%), alongside improved student-teacher relationships and classroom management (each 53%). BSP most frequently produces improved student-teacher relationships (54%). C&C shows more modest outcomes, with reduced behavior incidents (47%) as the primary benefit, and substantial uncertainty (53% unsure or no data available). Academic performance improvements are reported less frequently across all practices (26-41%), suggesting these EBPs have stronger behavioral and social-emotional impacts than academic ones.

Display C-7: Observed Positive Outcomes

7. What positive outcomes have been observed/reported as a result of implementing a given EBP?

Observed Outcome	BSP	CICO	OTR	C&C
Improved student-teacher relationships	54%	58%	53%	32%
Reduced behavior incidents/disciplinary issues	46%	58%	41%	47%
Increased student engagement	38%	58%	65%	26%
Improved student self-regulation	35%	54%	35%	26%
Improved classroom behavior	38%	54%	41%	16%
Improved classroom management	42%	35%	53%	16%
Improved academic performance	35%	35%	41%	26%
Increased student confidence	23%	35%	35%	21%
More instructional time due to fewer disruptions	31%	27%	35%	5%
Increased student attendance	31%	27%	24%	16%
Improved relationships between peers	23%	19%	29%	26%
Unsure/no data available	27%	23%	24%	53%
Average Number of Observed Outcomes	**4.0**	**4.6**	**4.5**	**2.6**

Multiple selections allowed. Color coding: Light Blue=Low (0-24%), Medium Blue=Medium (25-49%), Dark Blue=High (50%+)

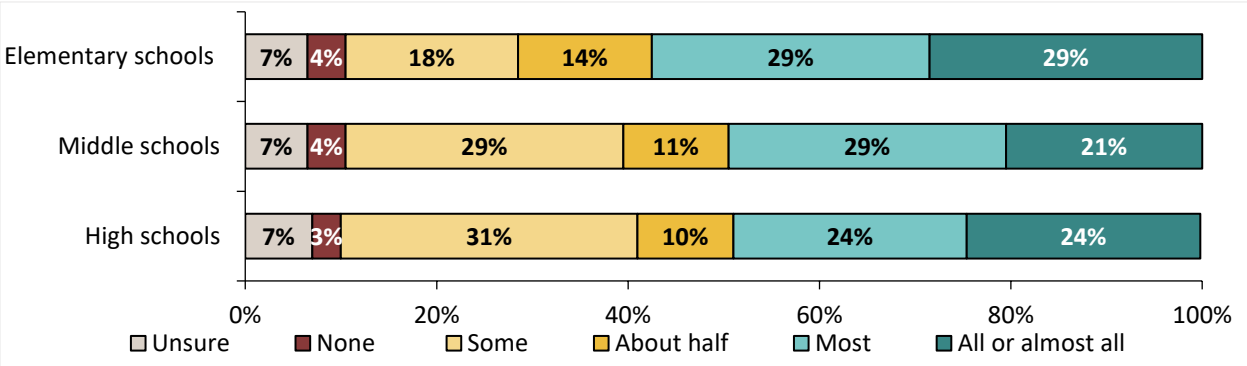
C1. Behavior-Specific Praise

Behavior-Specific Praise (BSP) is one of the four EBPs supported by NDDPI. This section examines units' responses regarding the use of BSP including levels of implementation, fidelity, and perceived impact on student outcomes.

Level of Implementation. Twenty-six units (90%) report at least some implementation of BSP across their districts/schools. Implementation of varies by school level, with elementary schools showing the strongest adoption of BSP. In elementary settings, 58% of SEUs report implementation in most or all school compared to 50% for middle schools and 48% for high schools.

Display C1-1: Level of Implementation by School Type

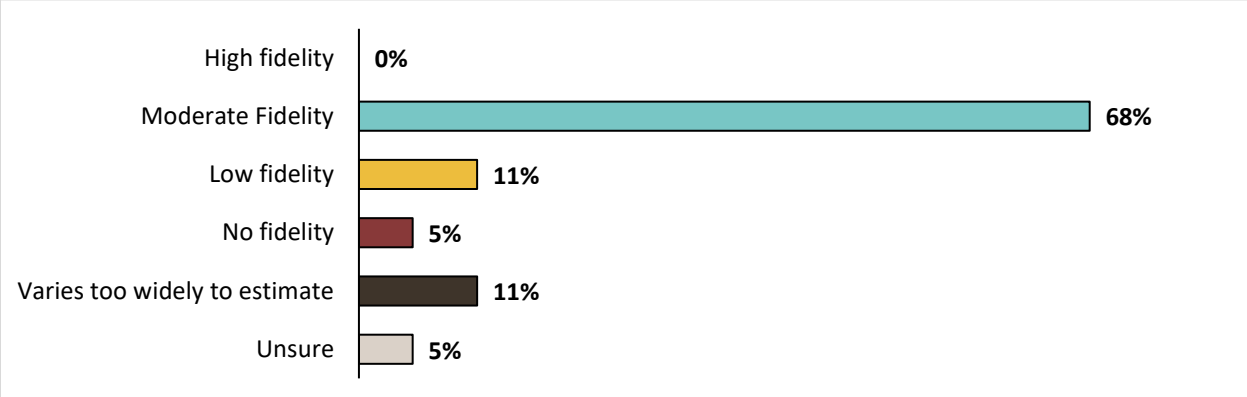
1. How widespread is the implementation of BSP across each school type in your SEU?



Fidelity of Implementation. Among units implementing BSP, the majority of SEUs (68%) report moderate fidelity in BSP implementation, where practices generally align with guidelines but include some deviations and inconsistencies. Notably, no units report high fidelity implementation with strong adherence to guidelines. A small proportion report low or no fidelity (16% combined), while 11% indicate fidelity levels vary too widely to characterize across their districts/schools.

Display C1-2: Implementation Fidelity

2. To what extent is BSP being implemented with fidelity across districts/schools within your SEU?

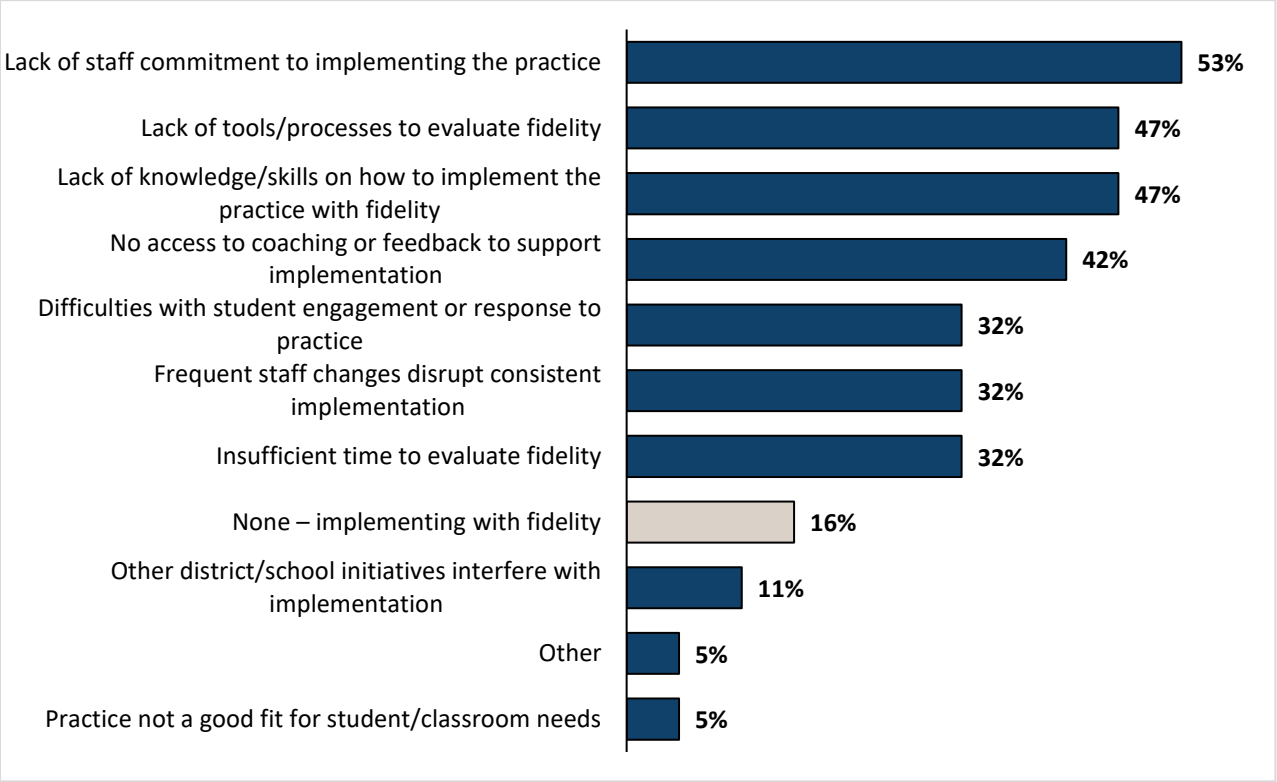


Full Description of Rating Scale: High fidelity – strong adherence to guidelines, with few, if any, deviations and inconsistences in application. Moderate fidelity - generally aligns with guidelines, but with some deviations and inconsistencies in application. Low fidelity – minimal adherence to guidelines, with major deviations and inconsistences in application. No fidelity – not implemented as intended, with no adherence to guidelines. Fidelity levels vary too widely to characterize.

Barriers to Fidelity. Key barriers to implementing BSP with fidelity are lack of staff commitment (53%), lack of knowledge/skills (47%), and lack of fidelity evaluation tools (47%). Additionally, 42% lack access to coaching or feedback. Only 16% report no barriers as they are implementing with fidelity, highlighting implementation challenges across most units.

Display C1-3: Barriers to Fidelity

3. What are the primary barriers to implementing BSP with fidelity?

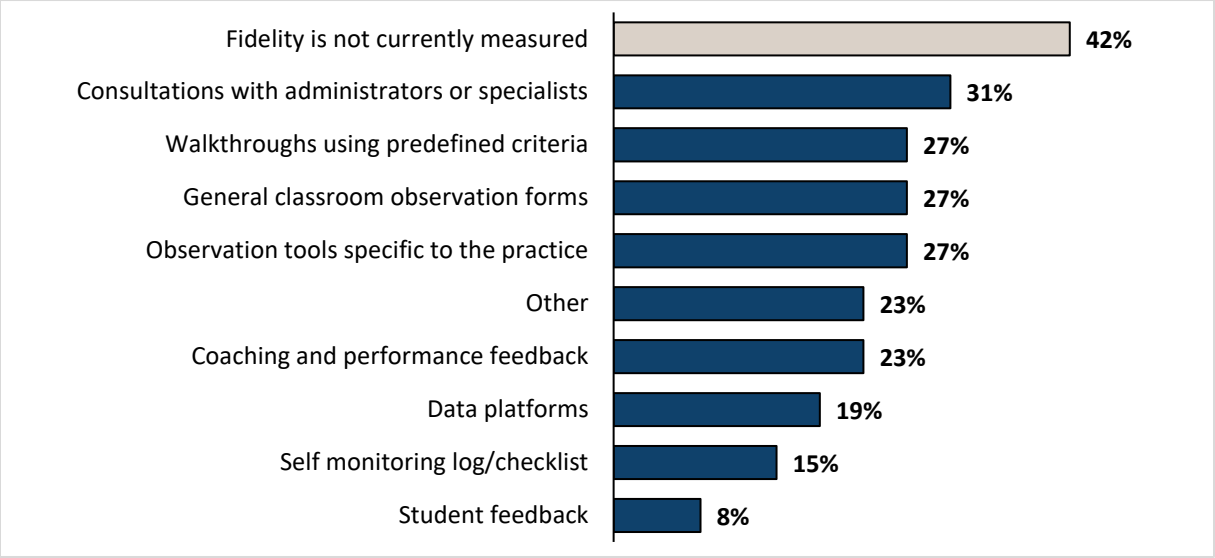


Multiple selections allowed. See Appendix A for complete list of "other" responses.

Fidelity Measurement Tools. A gap exists in fidelity monitoring, with 42% of SEUs not currently measuring fidelity of implementation. Among those that do measure fidelity, the most common approaches are consultations with administrators or specialists (31%), and three equally used methods at 27%: observation tools specific to BSP, general classroom observation forms, and walkthroughs using predefined criteria.

Display C1-4: Fidelity Measurement Tools

4. What tools/processes are used to measure the fidelity of BSP implementation?

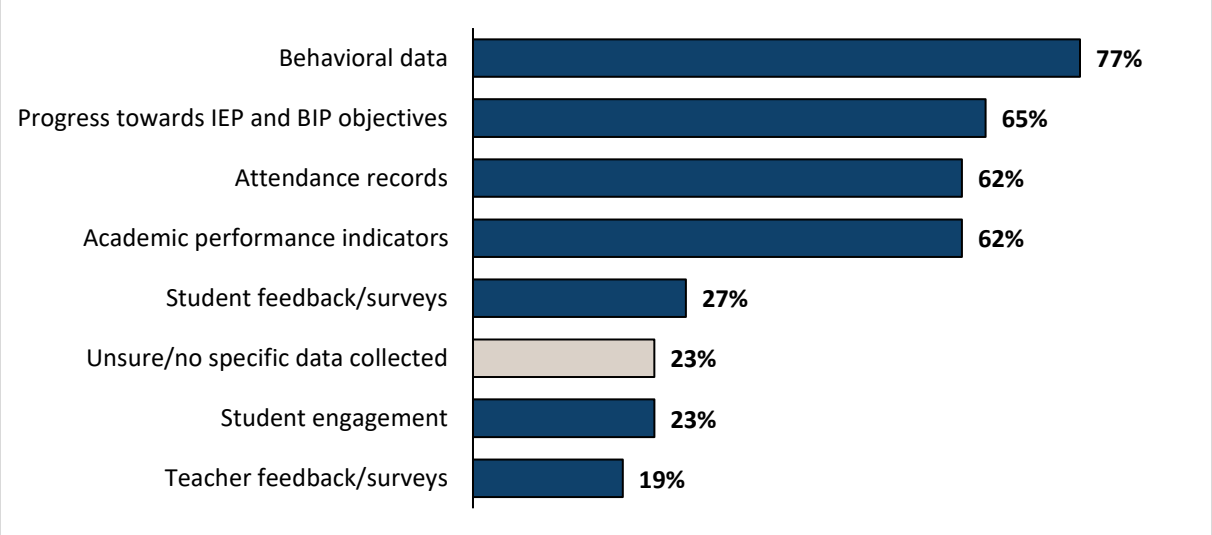


Multiple selections allowed. See Appendix A for a complete list of specific tools/processes for each category.

Data Collected to Assess Impact. Most SEUs collect multiple data sources to assess BSP's impact on students. The most commonly tracked indicators are behavioral data such as office discipline referrals (77%), progress towards IEP and BIP objectives (65%), academic performance (62%), and attendance records (62%). Student feedback/surveys (27%), student engagement data (23%), and teacher feedback/surveys (19%) are less frequently collected; and 23% report being unsure or not collecting data to determine BSP's impact.

Display C1-5: Data Collected to Assess Impact

5. What data are you collecting to determine if BSP is having an impact on students?

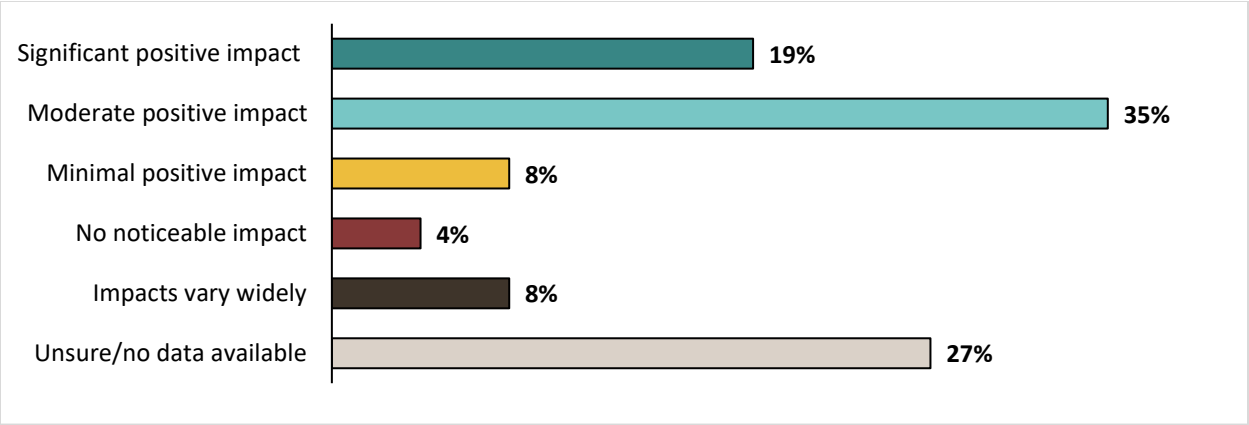


Multiple selections allowed.

Perceived Impact on Students. Over half of SEUs (54%) report positive impacts from BSP implementation, with 35% observing moderate positive impact and 19% reporting significant positive impact. However, 27% are unsure or have no data available to assess impact, and a combined 12% report minimal or no impact.

Display C1-6: Perceived Impact on Students

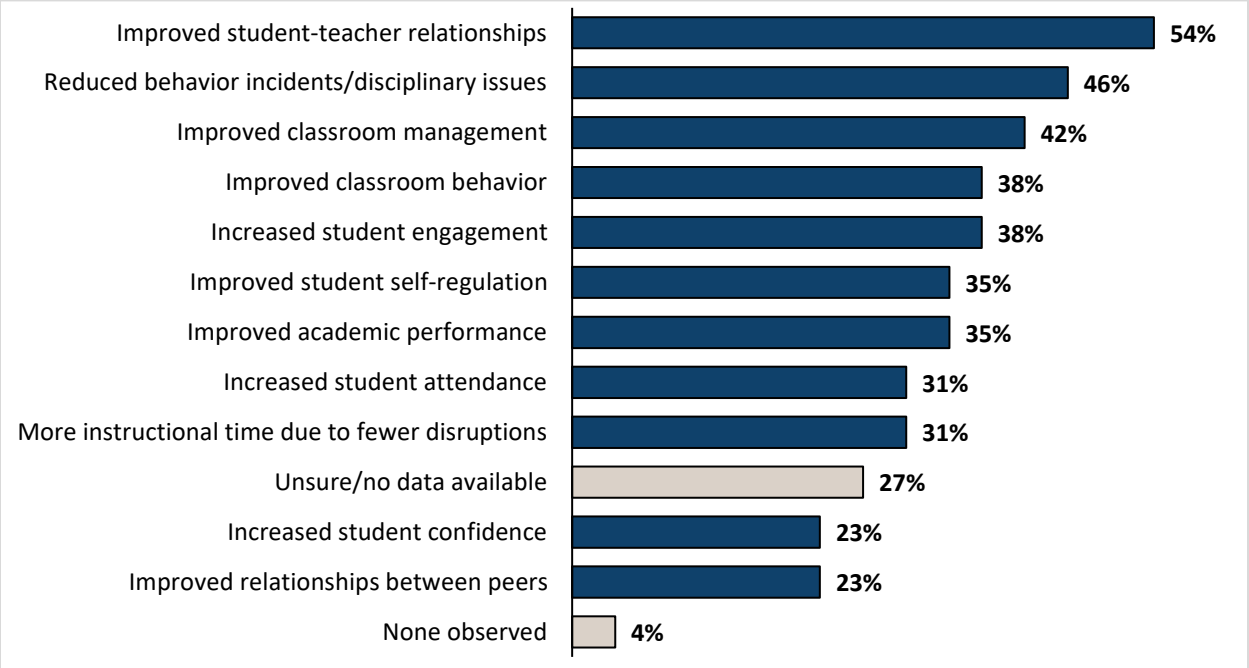
6. Based on available data, what impact has BSP had on students?



Observed Positive Outcomes. The most frequently reported positive outcome from BSP is improved student-teacher relationships (54%), followed by reduced behavior incidents (46%) and improved classroom management (42%). Units also commonly observe increased student engagement and improved classroom behavior (both 38%), as well as improvements in student self-regulation and academic performance (both 35%). However, over a quarter are unsure or lack data, and one respondent (4%) did not observe any positive outcomes.

Display C1-7: Observed Positive Outcomes

7. What positive outcomes have been observed/reported as a result of implementing BSP?



Multiple selections allowed.

Additional Comments. Units were provided an opportunity to share any additional information that would help explain their experiences, challenges, or successes with implementing BSP.

Six units offered additional context revealing key challenges: classroom teacher resistance (some believe students shouldn't be praised for meeting expectations) and administrator confusion about BSP as a specific, structured practice versus general positive comments. One unit noted decreased BSP use as students get older, with teachers believing older students need less praise for good behavior. However, some units successfully integrate BSP into IEPs/BIPs or embed it within broader behavior frameworks like district-wide Behavior Solutions programs. One unit reported that using an external behaviorist strengthened consistent implementation across staff (see Appendix B for a complete list of responses to open-ended questions).

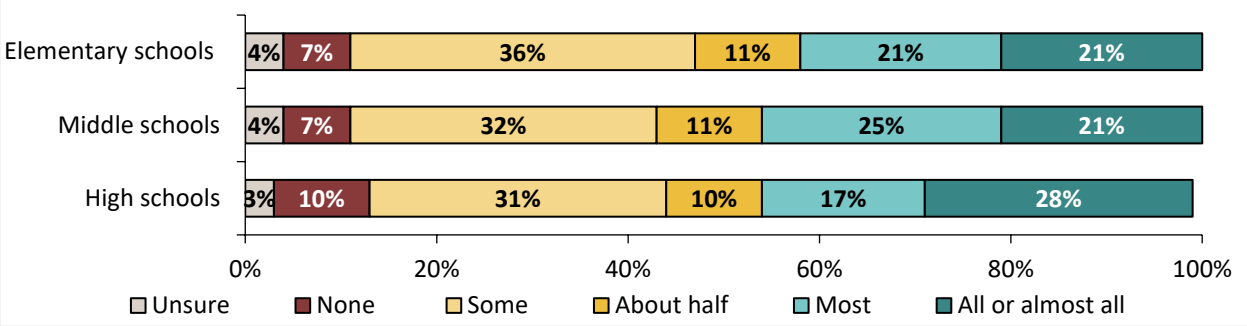
C2. Check-In Check-Out

Check-In Check-Out (CICO) is one of the four EBPs supported by NDDPI. This section examines units' responses regarding the use of CICO including levels of implementation, fidelity, and perceived impact on student outcomes.

Level of Implementation. Twenty-six units (90%) report at least some implementation of CICO across their districts/schools. Implementation shows relatively consistent patterns across school types, with between 42% and 46% of SEUs reporting use in most or all elementary, middle, and high schools. However, about one-third of respondents indicate use in only some schools across all grade levels, with 7-10% reporting CICO is not being implemented.

Display C2-1: Level of Implementation by School Type

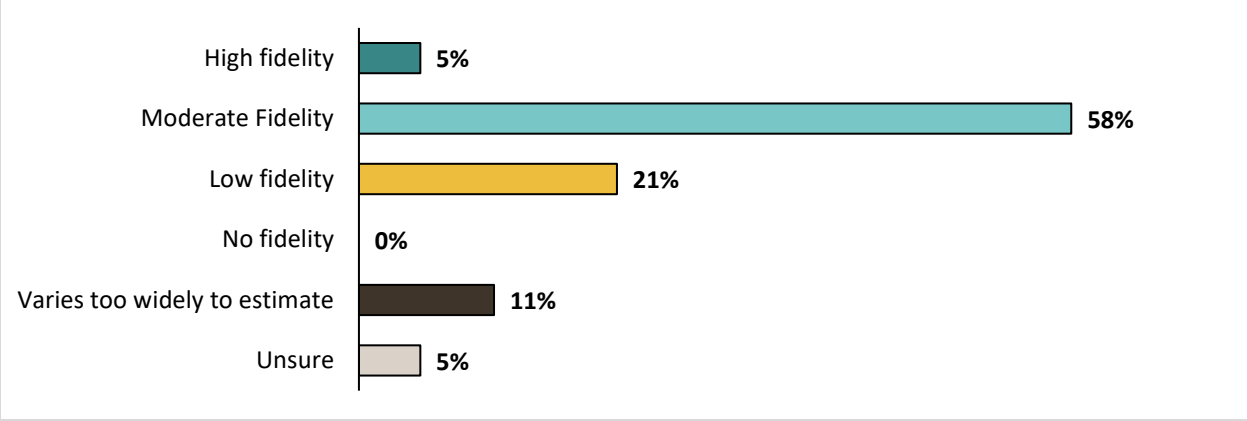
1. How widespread is the implementation of CICO across each school type in your SEU?



Fidelity of Implementation. Among units implementing CICO, the majority of SEUs (58%) report moderate fidelity in CICO implementation, with general alignment to guidelines but some deviations and inconsistencies. Only 5% report high fidelity implementation, while 21% indicate low fidelity.

Display C2-2: Implementation Fidelity

2. To what extent is CICO being implemented with fidelity across districts/schools within your SEU?

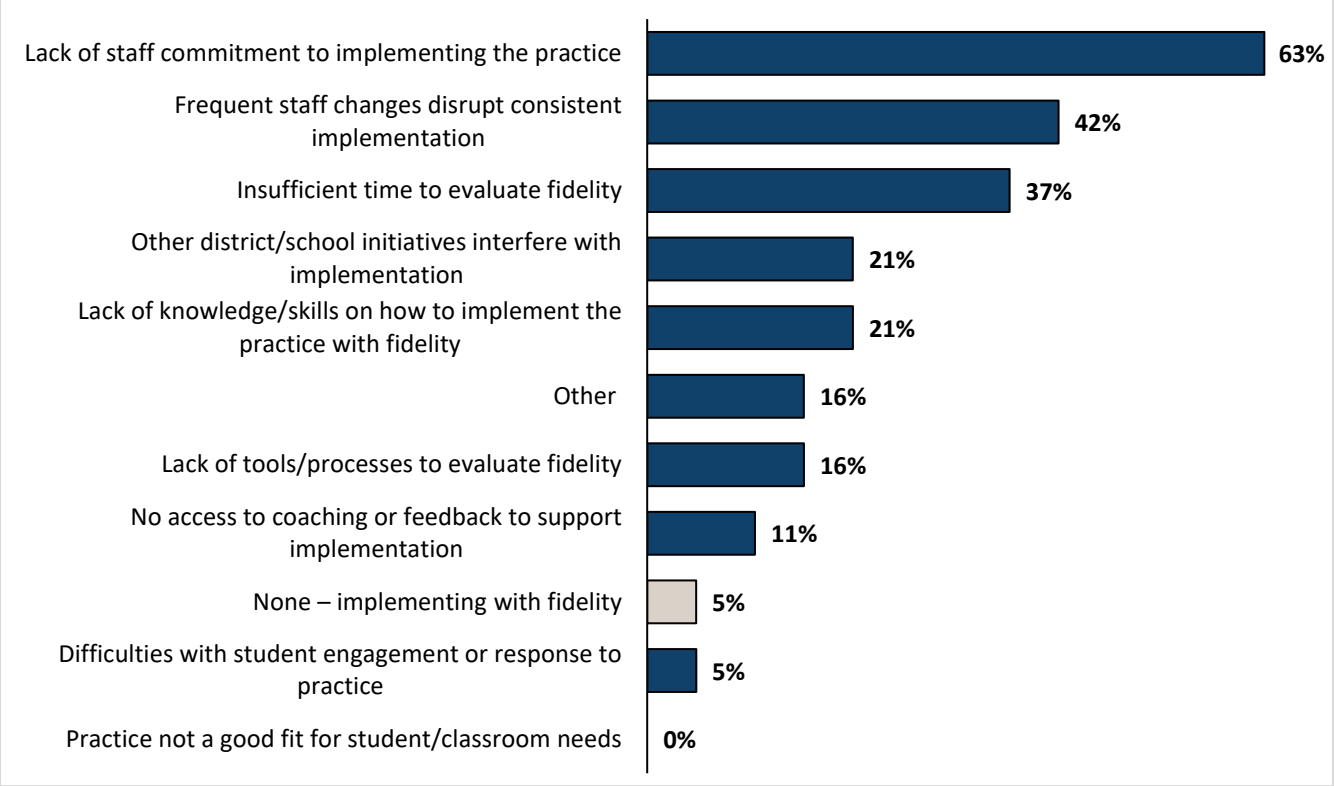


Full Description of Rating Scale: High fidelity – strong adherence to guidelines, with few, if any, deviations and inconsistences in application. Moderate fidelity - generally aligns with guidelines, but with some deviations and inconsistencies in application. Low fidelity – minimal adherence to guidelines, with major deviations and inconsistences in application. No fidelity – not implemented as intended, with no adherence to guidelines. Fidelity levels vary too widely to characterize.

Barriers to Fidelity. The primary barrier to implementing CICO with fidelity is lack of staff commitment (63%), followed by frequent staff changes that disrupt consistent implementation (42%) and insufficient time to evaluate fidelity (37%). Only one (5%) unit reports implementing CICO with fidelity.

Display C2-3: Barriers to Fidelity

3. What are the primary barriers to implementing CICO with fidelity?

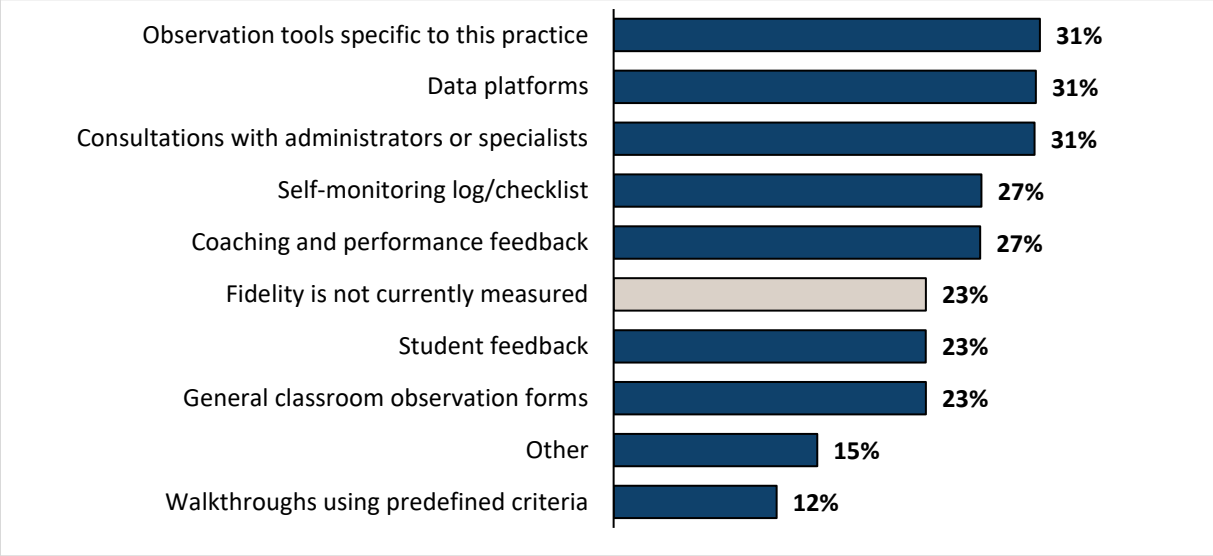


Multiple selections allowed. See Appendix A for complete list of "other" responses.

Fidelity Measurement Tools. The most commonly reported tools used to measure fidelity included CICO-specific observation tools, data platforms, and consultations with administrators or specialists (each at 31%). Self-monitoring checklists and coaching/feedback were also noted (27% each). However, 23% of SEUs report that fidelity is not currently measured.

Display C2-4: Fidelity Measurement Tools

4. What tools/processes are used to measure the fidelity of CICO implementation?

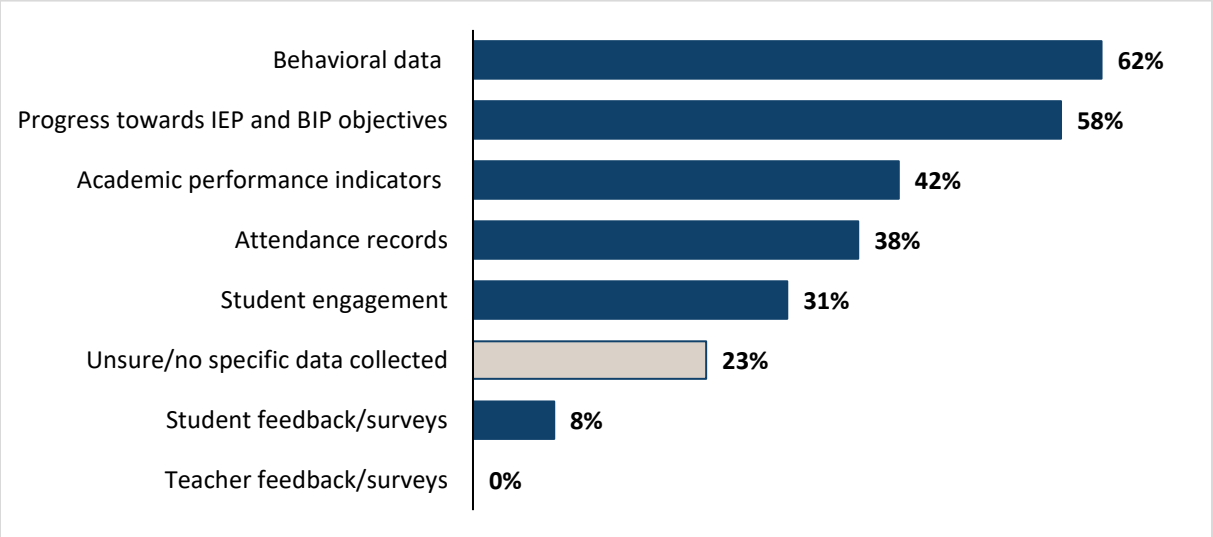


Multiple selections allowed. See Appendix A for a complete list of specific tools/processes for each category.

Data Collected to Assess Impact. Most SEUs collect multiple data sources to assess CICO's impact on students. The most commonly tracked indicators are behavioral data such as office discipline referrals (62%) and progress towards IEP and BIP objectives (58%), followed by academic performance (42%) and attendance records (38%). Notably, no units collect teacher feedback, and student feedback is rarely gathered (8%). Additionally, 23% report being unsure or collecting no specific data to determine CICO's impact.

Display C2-5: Data Collected to Assess Impact

5. What data are you collecting to determine if CICO is having an impact on students?

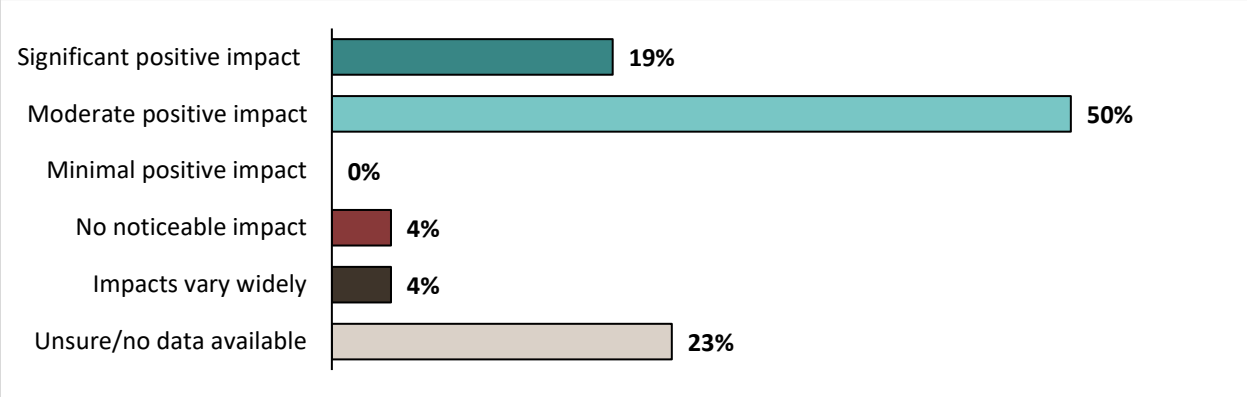


Multiple selections allowed.

Perceived Impact on Students. Most SEUs report positive impacts from CICO implementation, with 50% observing moderate positive impact and 19% reporting significant positive impact. No respondents reported minimal positive impact and only one respondent (4%) indicated no noticeable impact. However, nearly a quarter (23%) remain unsure or lack available data to determine CICO's effects.

Display C2-6: Impact on Students

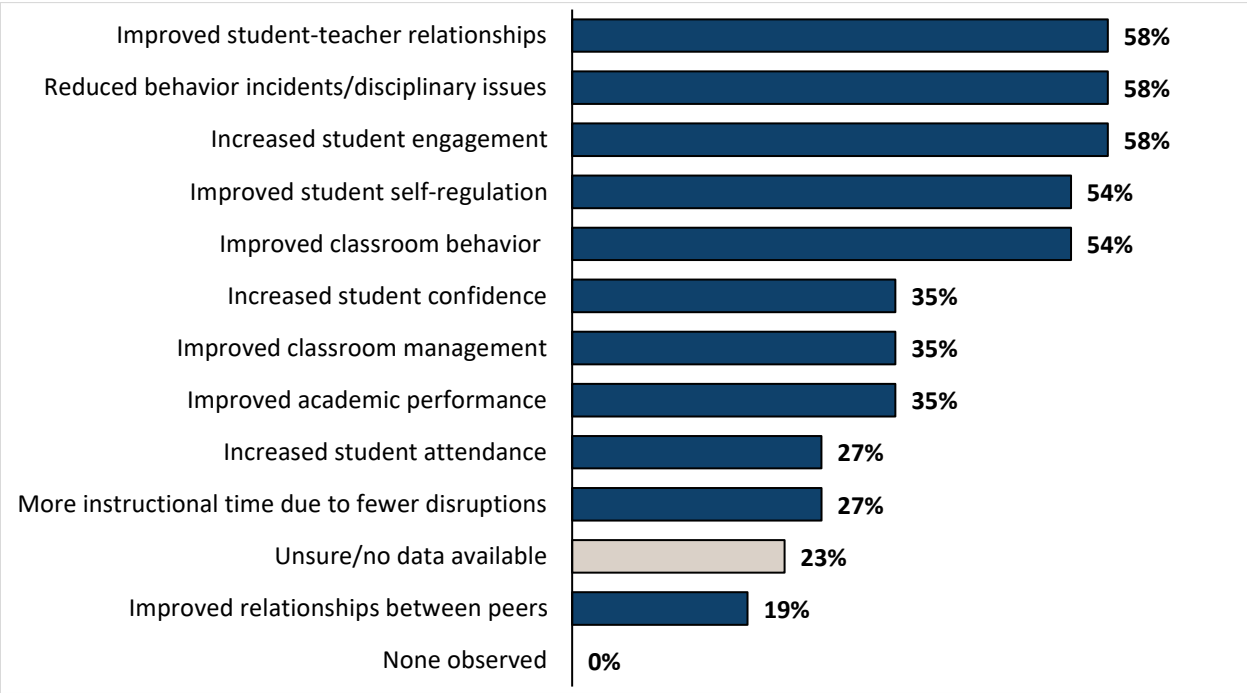
6. Based on available data, what impact has CICO had on students?



Observed Positive Outcomes. Three outcomes are frequently observed from CICO implementation: improved student-teacher relationships, reduced behavior incidents, and increased student engagement (58% each). Units also commonly observe improved classroom behavior (e.g., on-task behavior, participation) and student self-regulation (both 54%). Nearly a quarter (23%) of respondents were unsure, and no units reported no observed benefits.

Display C2-7: Observed Positive Outcomes

7. What positive outcomes have been observed/reported as a result of implementing CICO?



Multiple selections allowed.

Additional Comments. Units were provided an opportunity to share any additional information that would help explain their experiences, challenges, or successes with implementing CICO.

Six units offered additional context revealing that CICO is primarily implemented at the individual level through IEPs and behavior plans for students with executive functioning and social-emotional needs, rather than as a school-wide program. A key challenge is premature discontinuation—teachers discontinue CICO when students improve, not understanding it's the reason for that improvement. Implementation quality varies widely, from structured MTSS-integrated approaches with proper monitoring to informal check-ins without clear goals or fidelity measures (see Appendix B for all responses).

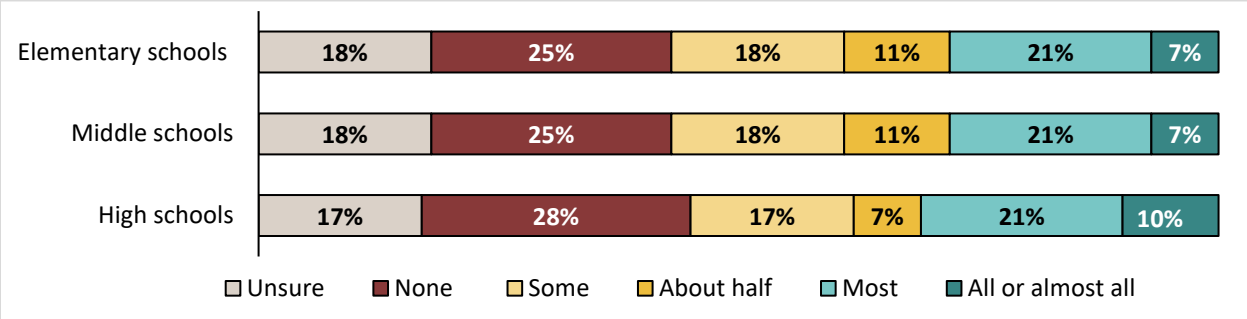
C3. Opportunity to Respond (Teacher Directed)

Opportunity to Respond (OTR) is one of the four EBPs supported by NDDPI. This section examines units' responses regarding the use of OTR including levels of implementation, fidelity, and perceived impact on student outcomes.

Level of Implementation. Seventeen units (59%) report at least some implementation of OTR across their districts/schools. Implementation shows relatively limited adoption across all school types, with only 28% of SEUs reporting implementation in *most* or *all* elementary and middle schools, and 31% in high schools. Across all school levels, about one-quarter of SEUs report no implementation (25% elementary and middle, 28% high schools), and uncertainty exists with 17-18% unsure about implementation levels.

Display C3-1: Level of Implementation by School Type

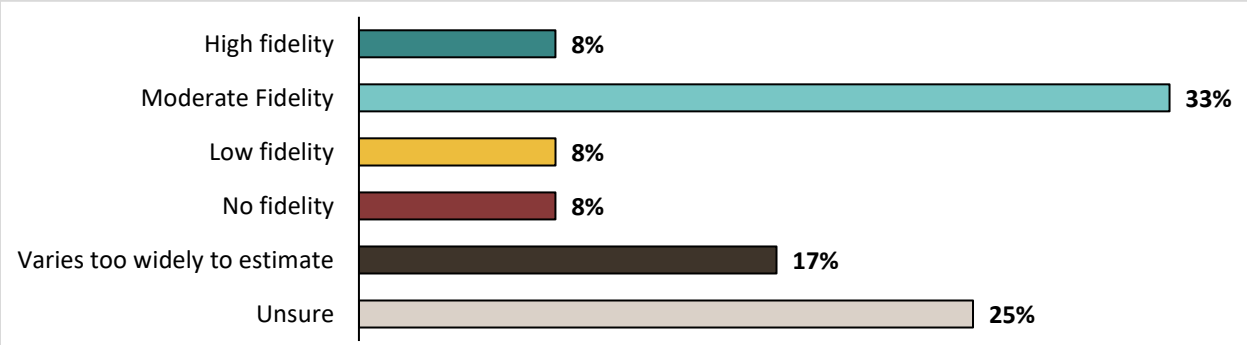
1. How widespread is the implementation of OTR across each school type in your SEU?



Fidelity of Implementation. Among units implementing OTR, fidelity shows considerable uncertainty and variation: 25% are unsure about fidelity levels and 17% report variation too wide to characterize. One-third (33%) report moderate fidelity, where practices generally align with guidelines but include some deviations and inconsistencies. Small proportions (8% each) report no, low, or high fidelity.

Display C3-2: Implementation Fidelity

2. To what extent is OTR being implemented with fidelity across districts/schools within your SEU?

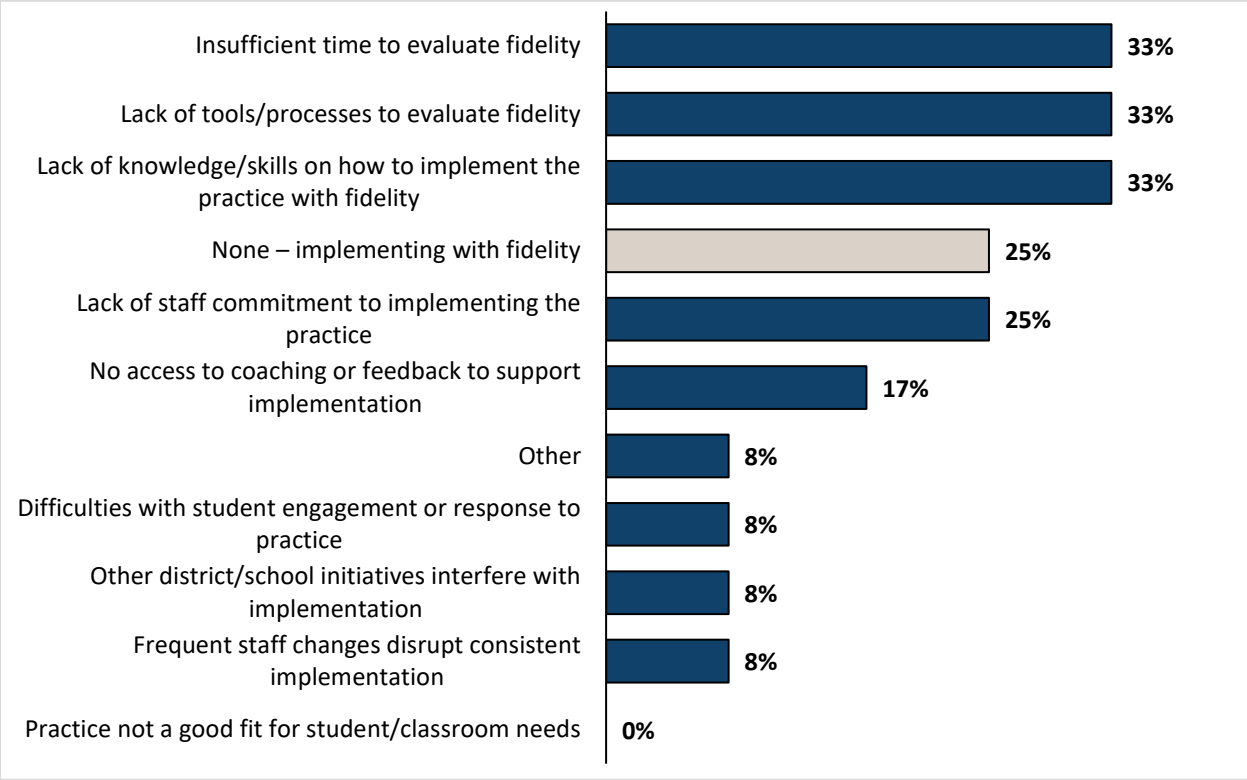


Full Description of Rating Scale: High fidelity – strong adherence to guidelines, with few, if any, deviations and inconsistences in application. Moderate fidelity - generally aligns with guidelines, but with some deviations and inconsistencies in application. Low fidelity – minimal adherence to guidelines, with major deviations and inconsistences in application. No fidelity – not implemented as intended, with no adherence to guidelines. Fidelity levels vary too widely to characterize.

Barriers to Fidelity. Barriers were distributed evenly across several areas, with the most frequently cited being insufficient time to evaluate fidelity, lack of fidelity tools, and lack of knowledge/skills on how to implement with fidelity (each at 33%), followed by lack of staff commitment (25%). Notably, 25% report implementing with fidelity, a higher rate than observed for other practices.

Display C3-3: Barriers to Fidelity

3. What are the primary barriers to implementing OTR with fidelity?

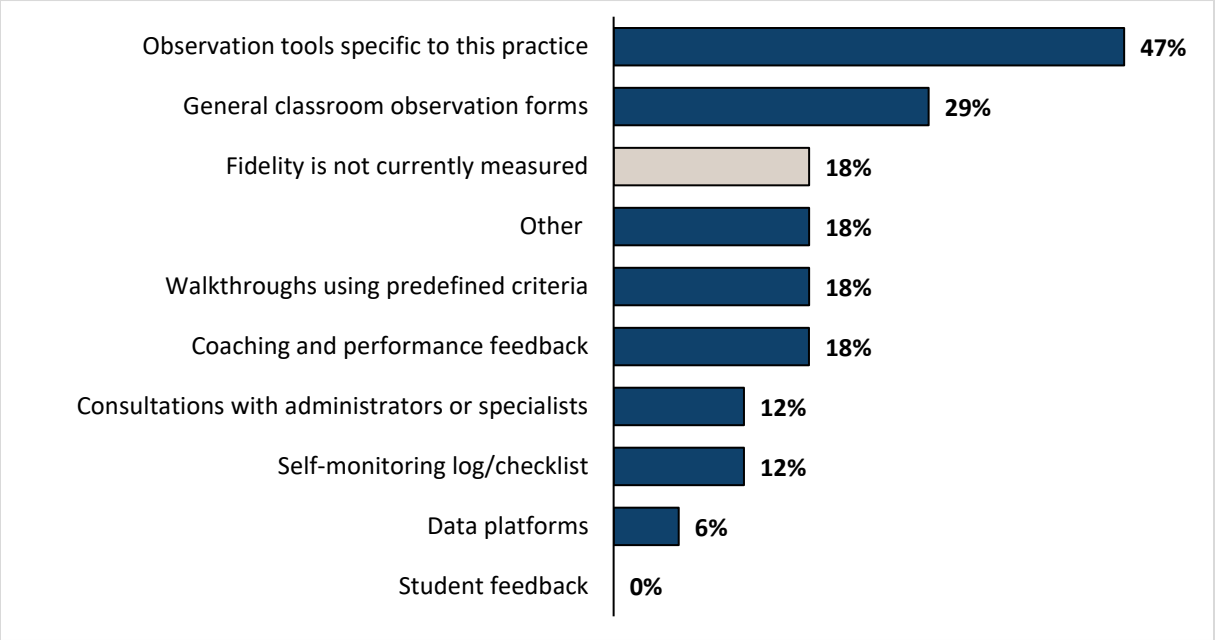


Multiple selections allowed. See Appendix A for complete list of "other" responses.

Fidelity Measurement Tools. The most commonly reported tools for assessing fidelity were observation tools specific to OTR (47%) and general classroom observation forms (29%). However, 18% of SEUs reported not currently measuring fidelity. Use of self-monitoring tools, coaching, walkthroughs, and other methods were noted but less common.

Display C3-4: Fidelity Measurement Tools

4. What tools/processes are used to measure the fidelity of OTR implementation?

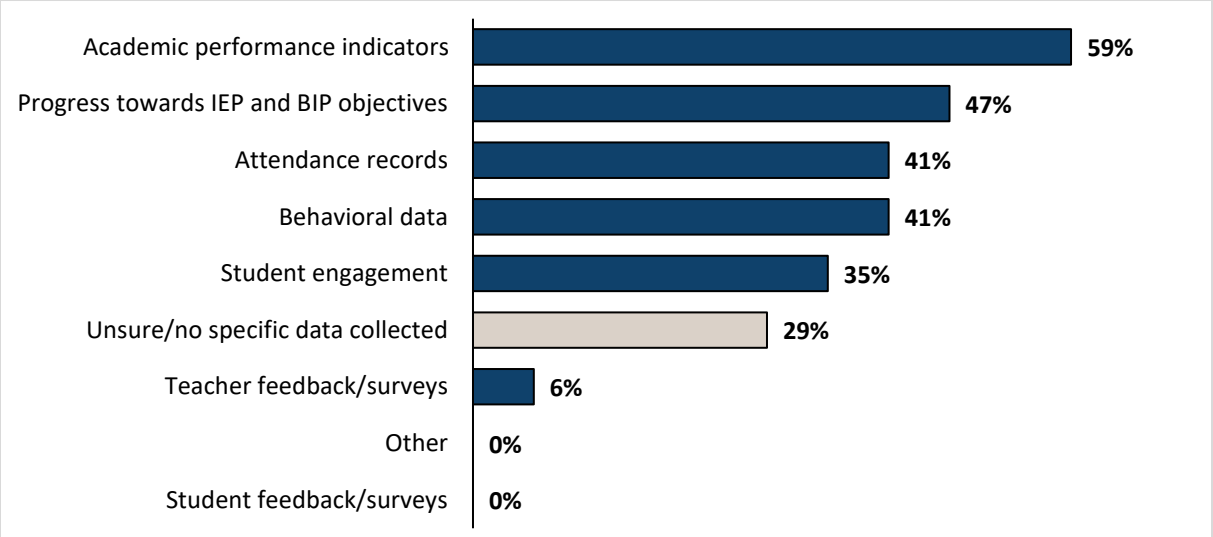


Multiple selections allowed. See Appendix A for a complete list of specific tools/processes for each category.

Data Collected to Assess Impact. Academic performance indicators are most commonly collected to assess OTR impact (59%), followed by progress toward IEP/BIP objectives (47%). Behavioral data and attendance records are each tracked by 41% of SEUs. However, nearly a third (29%) report being unsure or not collecting data to determine OTR's impact.

Display C3-5: Data Collected to Assess Impact

5. What data are you collecting to determine if OTR is having an impact on students?

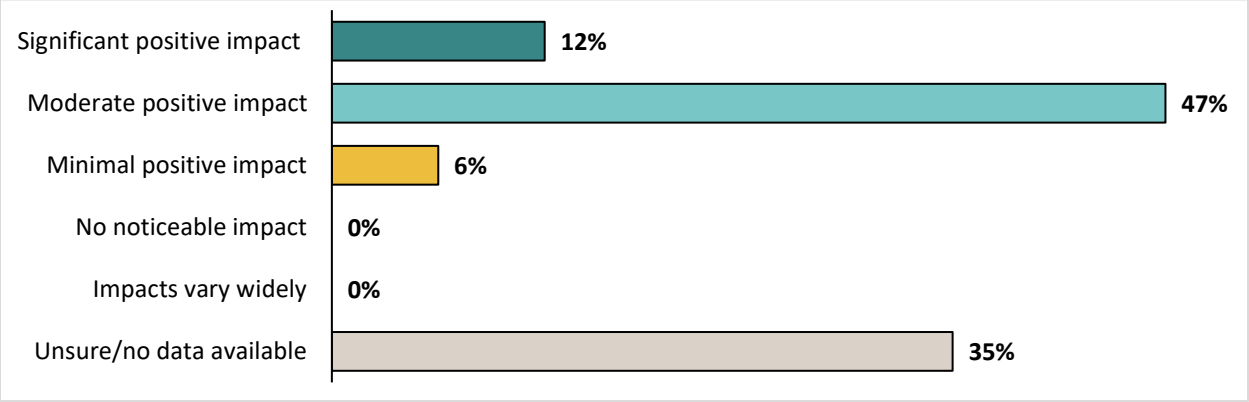


Multiple selections allowed.

Perceived Impact on Students. Over half of SEUs (59%) report positive impacts from OTR implementation, with 47% observing moderate positive impact and 12% reporting significant positive impact. However, over a third (35%) remain unsure about impact or lack data to determine impact.

Display C3-6: Perceived Impact on Students

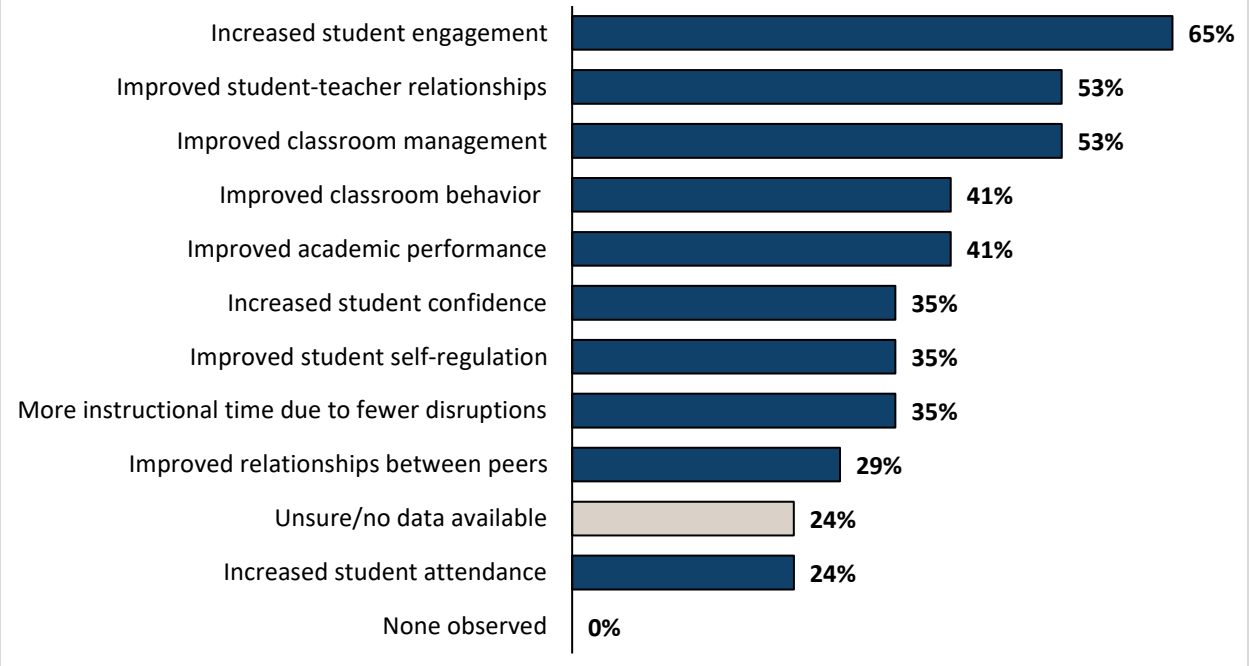
6. Based on available data, what impact has OTR had on students?



Observed Positive Outcomes. Increased student engagement is the most frequently observed positive outcome from OTR implementation (65%), followed by improved classroom management and improved student-teacher relationships (53% each). Improved academic performance and improved classroom behavior are each reported by 41% of SEUs. However, nearly a fourth (24%) of SEUs are unsure or lack data.

Display C3-7: Observed Positive Outcomes

7. What positive outcomes have been observed/reported as a result of implementing OTR?



Multiple selections allowed.

Additional Comments. Units were provided an opportunity to share any additional information that would help explain their experiences, challenges, or successes with implementing OTR.

Three units offered additional information, including highlighting variation across districts, a need for a fidelity checklist, and a focus on increasing student engagement through more intentional use of OTR, particularly at the high school level. Some early progress was noted, though consistency and follow-through remain a challenge.

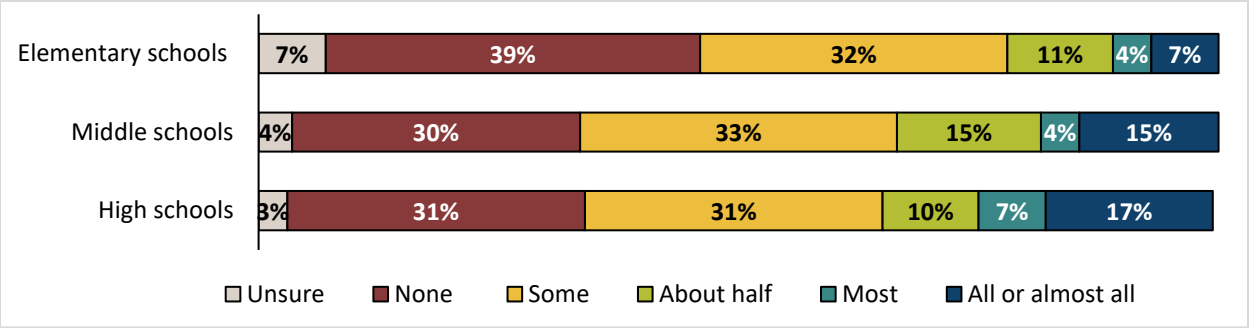
C4. Check & Connect

Check and Connect (C&C) is one of the four EBPs supported by NDDPI. This section examines units' responses regarding the use of C&C including levels of implementation, fidelity, and perceived impact on student outcomes.

Level of Implementation. Nineteen units (66%) report at least some implementation of C&C across their districts/schools. Implementation in most or all schools is rare, reported by only 11% of SEUs for elementary, 19% for middle schools, and 24% for high schools. This pattern indicates C&C remains among the least widely adopted evidence-based practices, with particularly limited reach at the elementary level.

Display C4-1: Level of Implementation by School Type

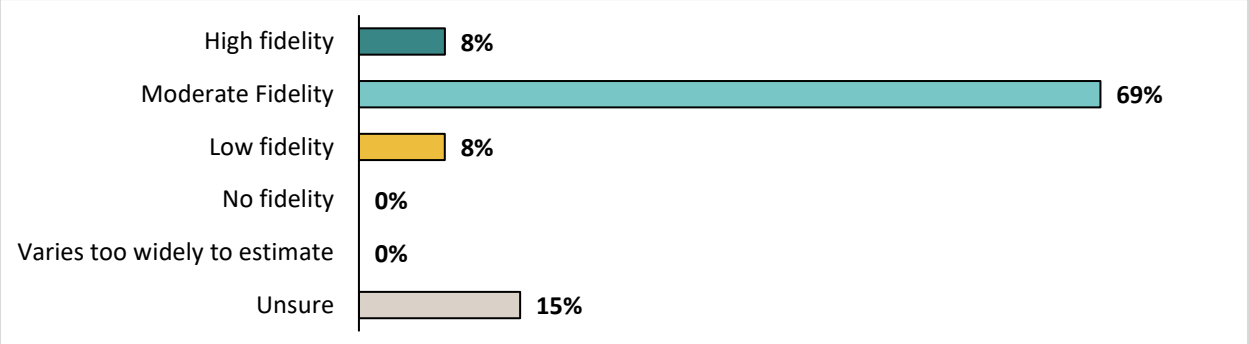
1. How widespread is the implementation of C&C across each school type in your SEU?



Fidelity of Implementation. Among SEUs implementing C&C, the majority (69%) report moderate fidelity, where practices generally align with guidelines but include some deviations and inconsistencies. Only 8% report high fidelity with strong adherence to guidelines, while 8% report low fidelity with minimal adherence and major deviations and inconsistences in application. Fifteen percent of units are unsure about fidelity levels.

Display C4-2: Implementation Fidelity

2. To what extent is C&C being *implemented with fidelity across districts/schools within your SEU?*

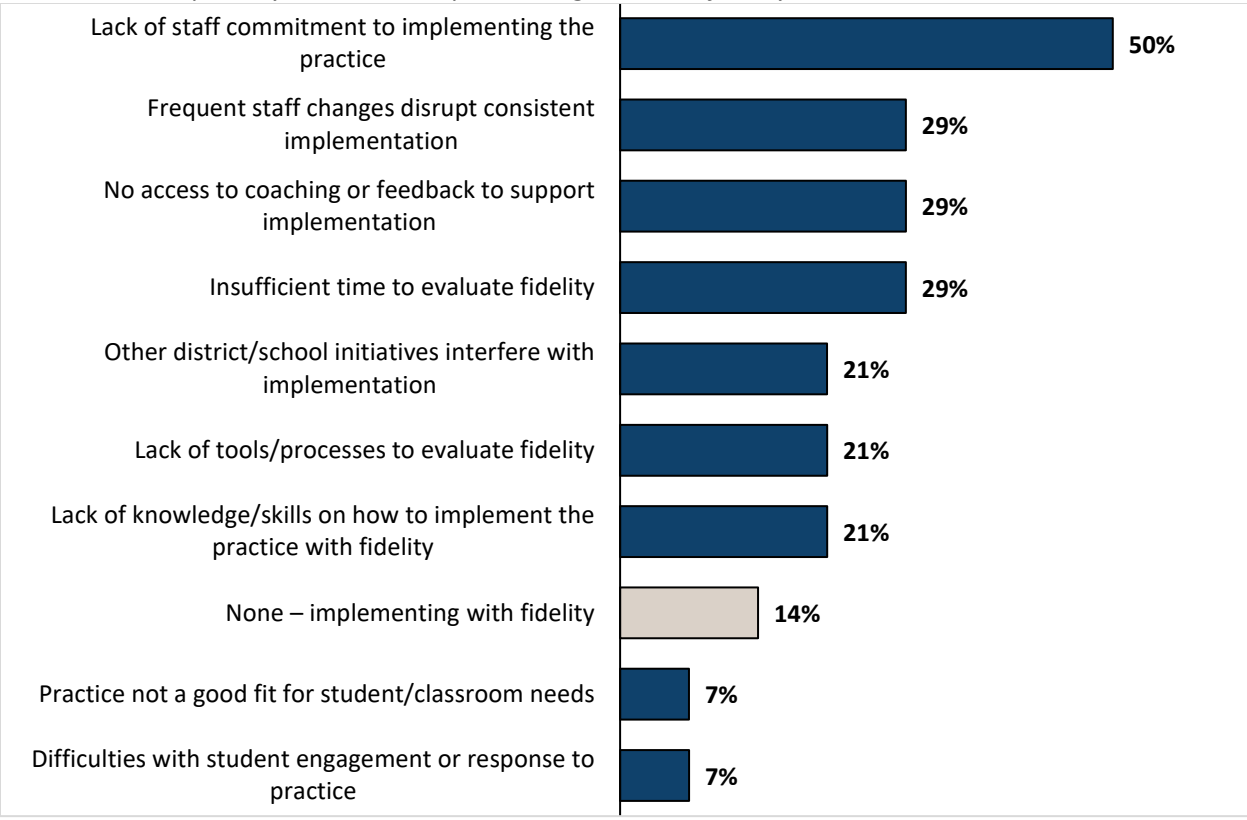


Full Description of Rating Scale: High fidelity – strong adherence to guidelines, with few, if any, deviations and inconsistences in application. Moderate fidelity - generally aligns with guidelines, but with some deviations and inconsistencies in application. Low fidelity – minimal adherence to guidelines, with major deviations and inconsistences in application. No fidelity – not implemented as intended, with no adherence to guidelines. Fidelity levels vary too widely to characterize.

Barriers to Fidelity. The primary barrier to implementing C&C with fidelity is lack of staff commitment (50%), followed by three equally cited challenges at 29% each: insufficient time to evaluate fidelity, lack of coaching access, and frequent staff changes that disrupt consistent implementation. Two SEUs (14%) reported no barriers and that they are implementing with fidelity.

Display C4-3: Barriers to Fidelity

3. What are the primary barriers to implementing C&C with fidelity?

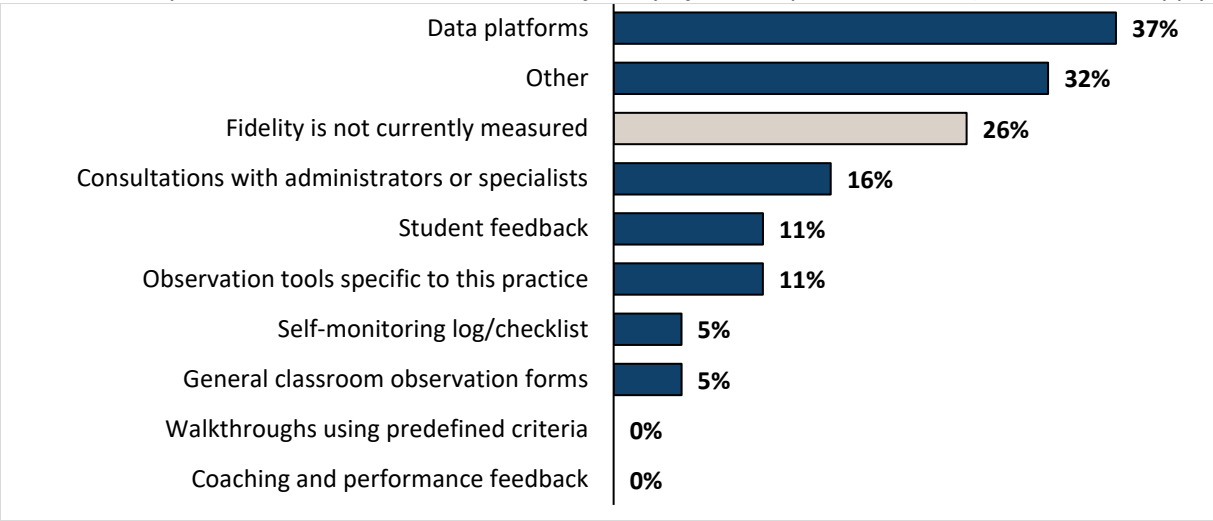


Multiple selections allowed.

Fidelity Measurement Tools. The most common approach to fidelity measurement is using data platforms (37%), including the Check & Connect App, Panorama, and other tracking systems. Additional "other" methods (32%) include monthly meetings, IEP team data sharing, mentor programs, and student-specific tracking sheets. Traditional observation tools and feedback mechanisms are minimally used, with most individual measurement approaches used by 16% or fewer SEUs. However, over a quarter (26%) of units do not currently measure fidelity of C&C implementation.

Display C4-4: Fidelity Measurement Tools

4. What tools/processes are used to measure the fidelity of C&C implementation? (Select all that apply)

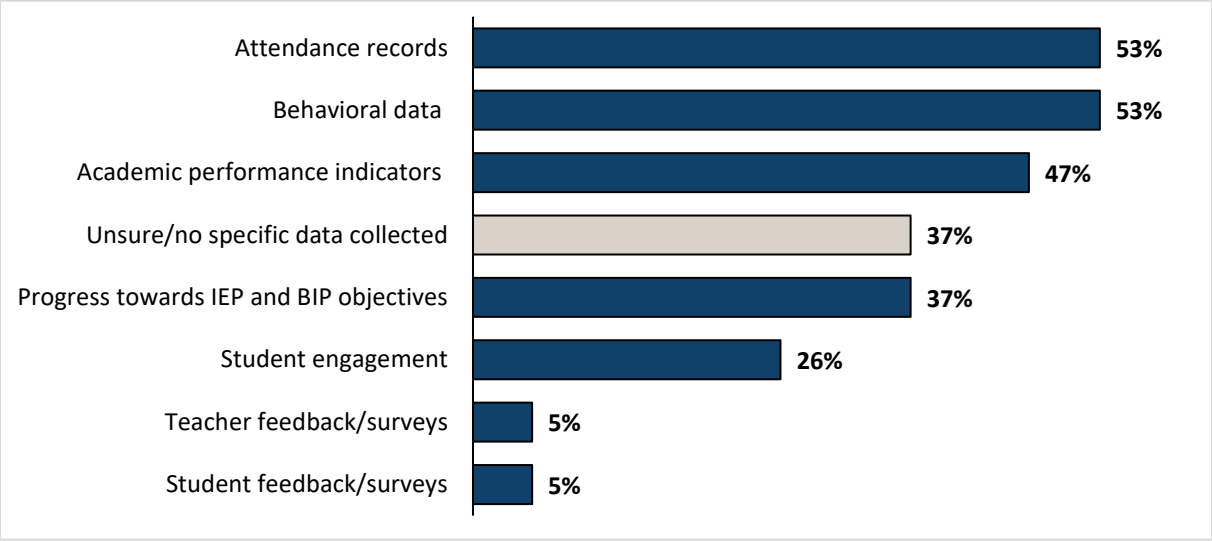


Multiple selections allowed. See Appendix A for a complete list of specific tools/processes for each category.

Data Collected to Assess Impact. SEUs collect varied data sources to assess C&C's impact, though 37% are unsure or collect no specific data, the highest proportion among all EBPs. Among those collecting data to assess impact, the most common indicators are behavioral data, attendance records (both 53%), and academic performance (47%). Progress toward IEP/BIP objectives (37%) and student engagement (26%) are monitored less frequently. Notably, student and teacher feedback are rarely collected (5% each).

Display C4-5: Data Collected to Assess Impact

5. What data are you collecting to determine if C&C is having an impact on students?

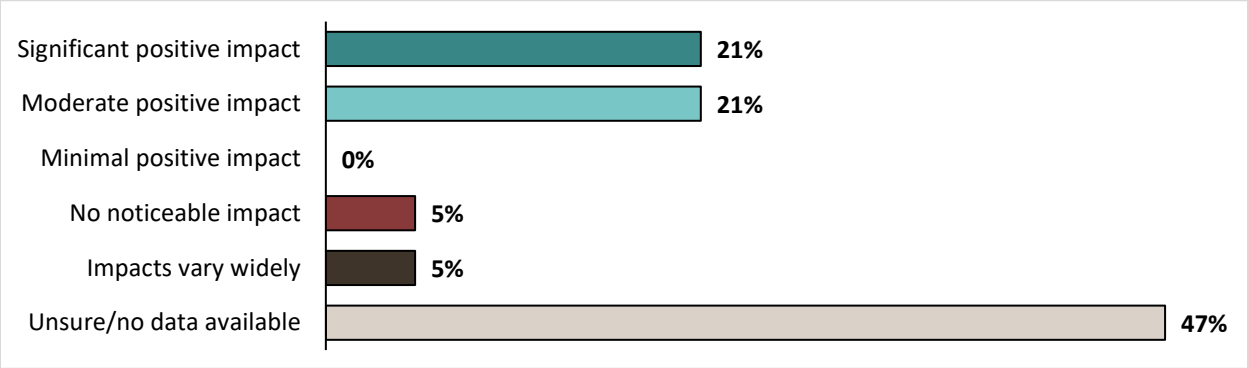


Multiple selections allowed.

Perceived Impact on Students. Assessment of C&C's impact is limited by lack of data: 47% of SEUs are unsure or have no data available to evaluate impact, the highest across all EBPs. Among the minority with available data, equal proportions (21% each) report moderate or significant positive impact. One unit (5%) reports no noticeable impact, and one reports widely varying impacts.

Display C4-6: Impact on Students

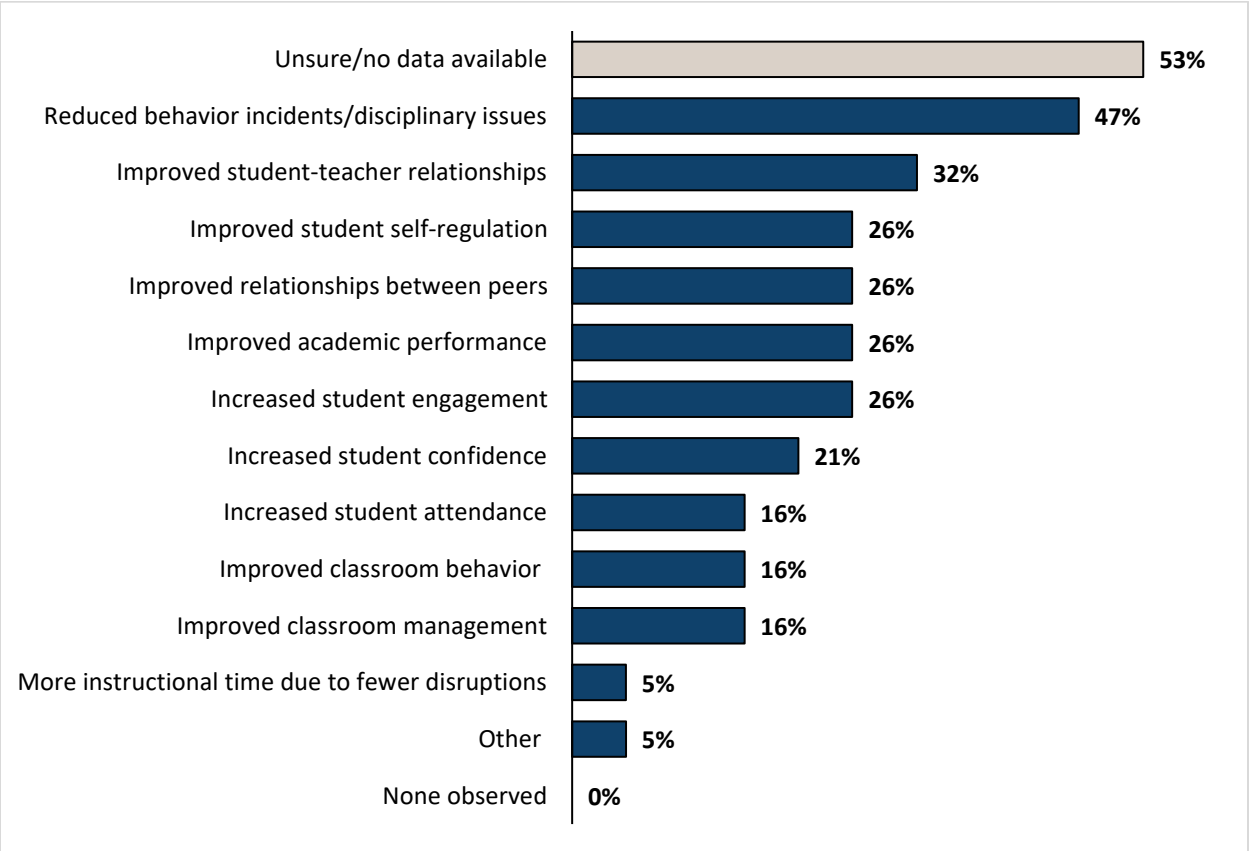
6.Based on available data, what impact has C&C had on students?



Observed Positive Outcomes. The most frequently observed benefit is reduced behavior incidents (47%), followed by improved student-teacher relationships (32%). Multiple outcomes are reported by about one-fourth of units: increased student engagement, improved academic performance, improved peer relationships, and improved self-regulation (all 26%). However, over half (53%) of units are unsure or do not have data.

Display C4-7: Observed Positive Outcomes

7. What positive outcomes have been observed/reported as a result of implementing C&C?



Multiple selections allowed. See Appendix A for complete list of "other" responses.

Additional Comments. Units were provided an opportunity to share any additional information that would help explain their experiences, challenges, or successes with implementing C&C.

Four units offered additional information. A key challenge identified is determining appropriate exit criteria: once strong mentor-student relationships are built, students want to continue and struggle with transitioning to independence. Success stories include strong district buy-in and effective peer mentoring programs that created genuine relationships benefiting both older mentors and younger mentees (see Appendix B for all responses).

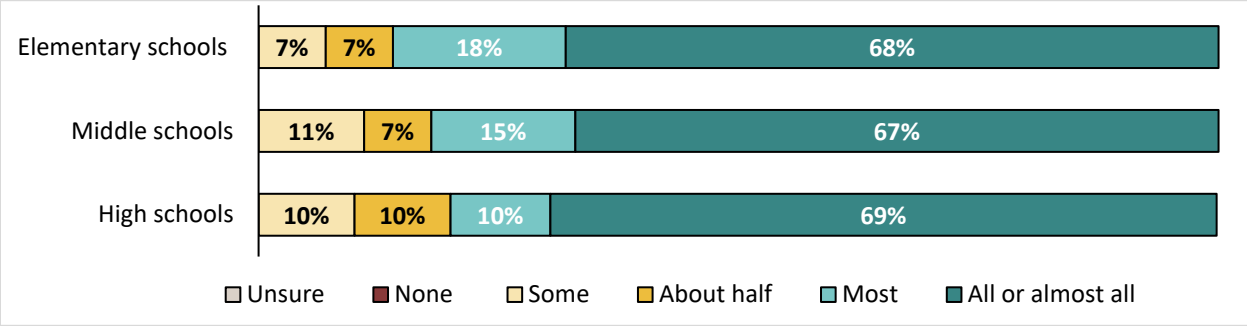
C5. Functional Behavior Assessment and Behavior Intervention Plan

In addition to the four NDDPI-supported EBPs, SEUs were asked about the use of Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) across districts/schools within their unit. This section examines units' responses regarding the use of FBA and BIP including levels of implementation, fidelity, and perceived impact on student outcomes.

Level of Implementation. FBA/BIP practices are widely implemented, with approximately two-thirds of SEUs (67-69%) reporting implementation in all or almost all schools across elementary, middle, and high school levels. An additional 10-18% report implementation in most schools. Implementation in only some schools is rare (7-11%), and no units report complete absence of FBA/BIP practices.

Display C5-1: Level of Implementation by School Type

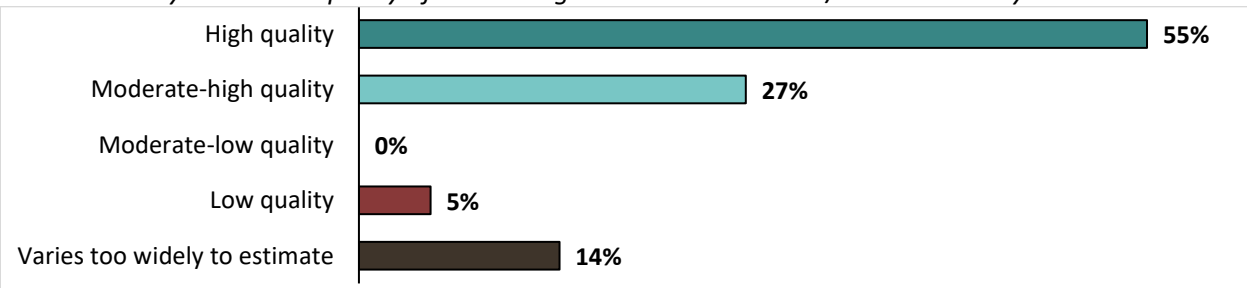
1. How would you describe the overall implementation level of FBA/BIP across each school type in your SEU?



Quality of FBAs. The majority of SEUs (55%) report high quality FBAs with comprehensive assessment of behavior functions, multiple data sources, and clear hypothesis development. An additional 27% report moderate-high quality FBAs with thorough assessment and reasonable hypotheses. Only one unit (5%) reports low quality FBAs, and 14% indicate FBA quality varies widely across districts/schools.

Display C5-2: Quality of FBAs

2. How would you rate the quality of FBAs being conducted in districts/schools within your SEU?

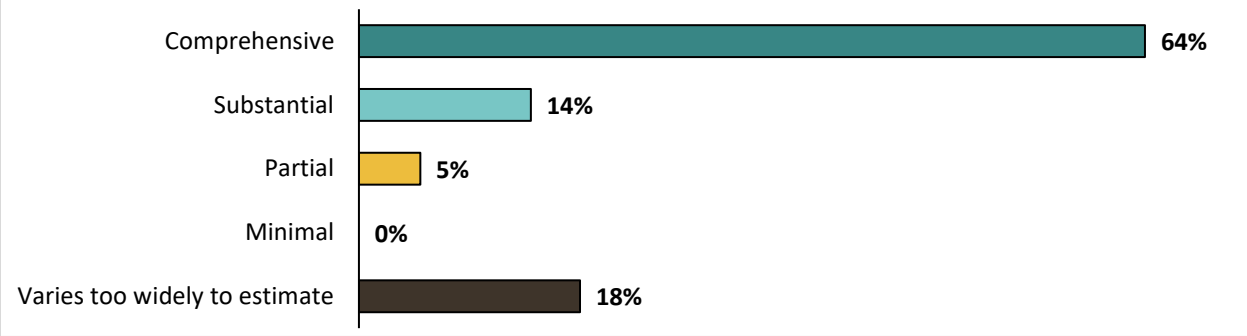


Full Description of Rating Scale: High quality (comprehensive assessment of behavior functions with multiple data sources, clear hypothesis development). Moderate-high quality (thorough assessment with adequate data sources and reasonable hypotheses). Moderate-low quality (basic assessment with limited data sources or unclear hypotheses). Low quality (superficial assessment with minimal data collection and weak hypothesis development). FBA quality varies widely across districts/schools.

BIP Development from FBA Findings. Most SEUs report strong alignment between FBAs and BIPs, with 64% indicating comprehensive BIP development that clearly addresses function of behavior with specific, individualized strategies. An additional 14% report substantial BIP development with mostly individualized strategies. However, 18% indicate BIP development quality varies widely across districts/schools, and one (5%) unit reports only partial connection between FBAs and BIPs.

Display C5-3: BIP Development from FBA Findings

3. How thoroughly are BIPs developed from FBA findings in districts/schools within your SEU?

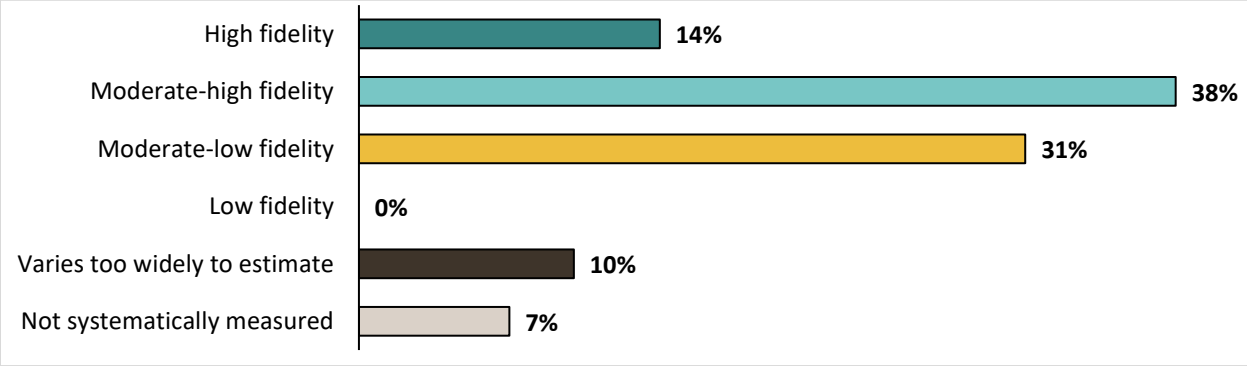


Full Description of Rating Scale: Comprehensive (BIPs clearly address function of behavior with specific, individualized strategies). Substantial (BIPs generally address function with mostly individualized strategies). Partial (BIPs somewhat address function but often use generic strategies). Minimal (BIPs have limited connection to FBA findings with primarily generic strategies). BIP development quality varies widely across districts/schools.

BIP Implementation Fidelity. BIP implementation fidelity shows moderate levels across most SEUs. The largest proportion (38%) reports moderate-high fidelity with general adherence to BIP components and occasional inconsistencies, while 31% report moderate-low fidelity with frequent departures from BIP components. Only 14% achieve high fidelity with consistent adherence across settings and staff. Additionally, 10% report fidelity varies widely, and 7% indicate fidelity is not systematically measured.

Display C5-4: Implementation Fidelity

4. To what extent are BIPs being implemented with fidelity in districts/schools within your SEU?

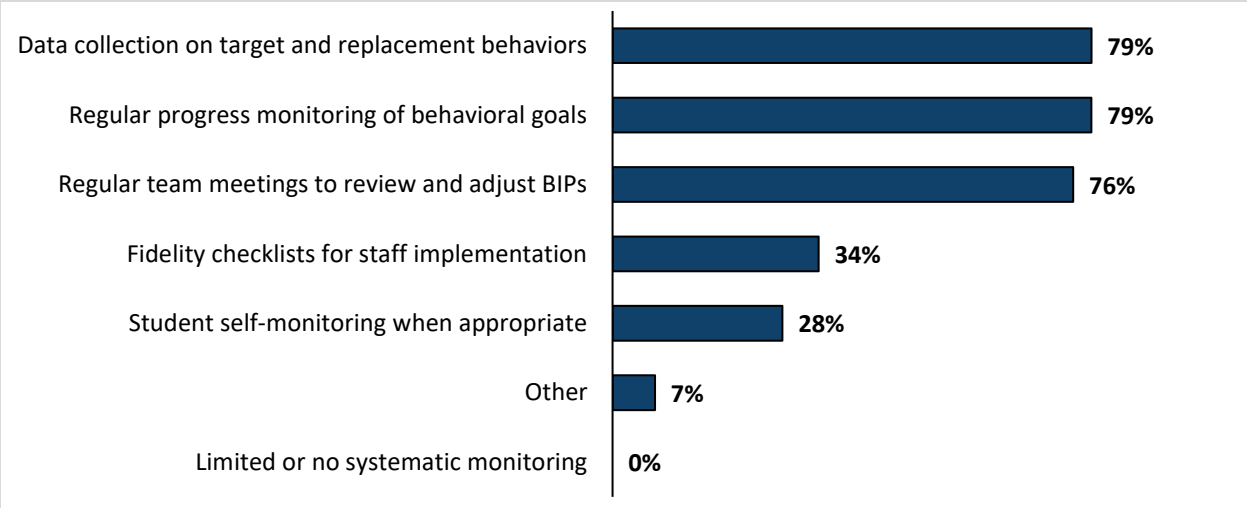


Full Description of Rating Scale: High fidelity (consistent adherence to BIP components across settings and staff). Moderate-high fidelity (generally follows BIP components with occasional inconsistencies. Moderate-low fidelity (follows some BIP components but with frequent departures). Low fidelity (minimal adherence to BIP components; implementation differs significantly. Fidelity levels vary widely across districts/schools. Fidelity is not systematically measured.

BIP Monitoring Methods. SEUs employ multiple methods to monitor BIP implementation and effectiveness. The most common approaches are regular progress monitoring of behavioral goals and data collection on target and replacement behaviors (both 79%), followed closely by regular team meetings to review and adjust BIPs (76%). Fidelity checklists for staff implementation are used by 34% of units, and student self-monitoring when appropriate is utilized by 28%. Notably, no units report limited or no systematic monitoring, indicating widespread commitment to tracking BIP effectiveness.

Display C5-5: Monitoring Methods

5. Which methods are used to monitor BIP implementation and effectiveness?

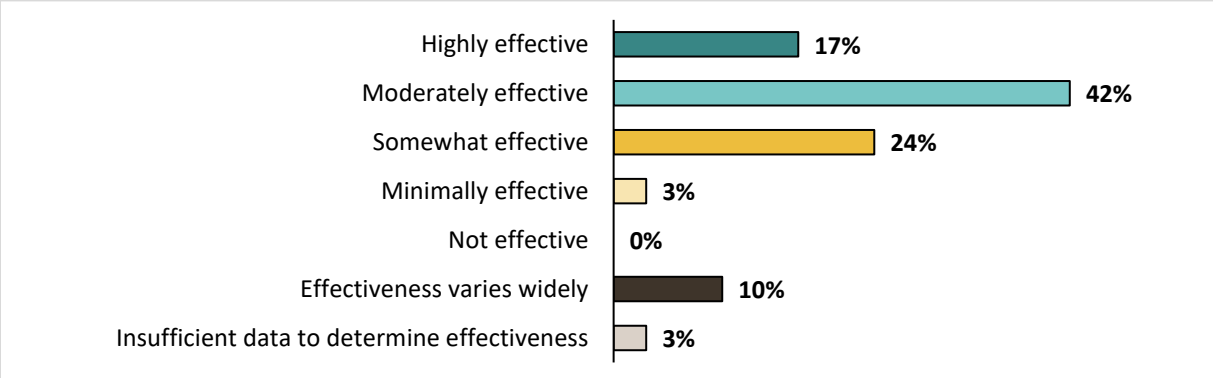


Multiple selections allowed. See Appendix A for complete list of "other" responses.

BIP Effectiveness. Most SEUs report positive outcomes from BIP implementation, with 59% indicating moderate to high effectiveness (substantial/significant positive behavior change for many/most students). An additional 24% report BIPs as somewhat effective with modest positive change for some students. Only one unit (3%) reports minimal effectiveness, and no units report BIPs as ineffective.

Display C5-6: BIP Effectiveness

6. How effective are BIPs in addressing target behaviors in districts/schools within your SEU?

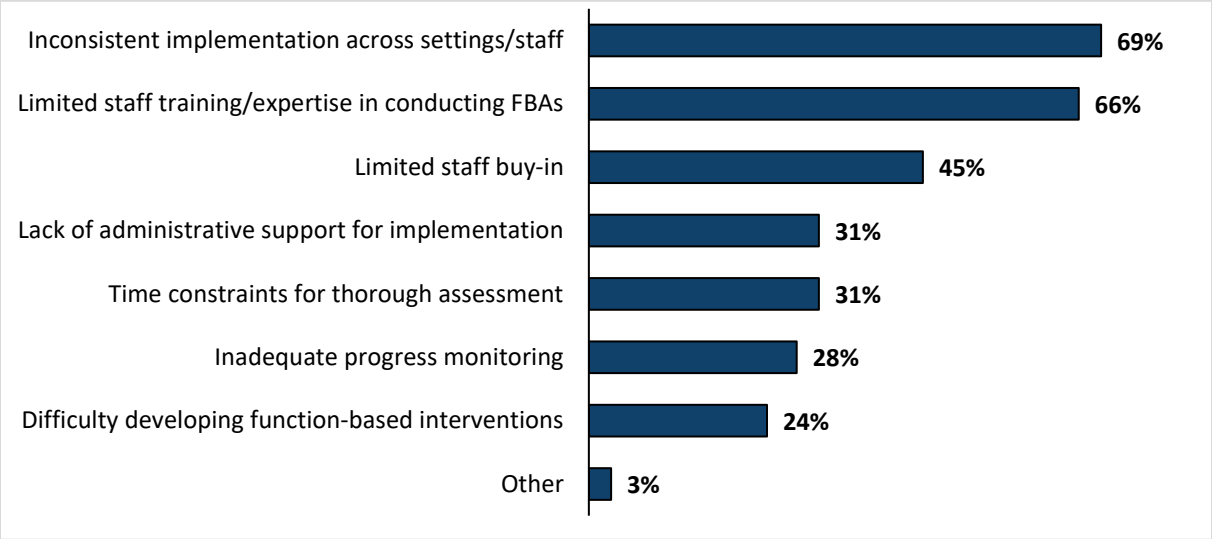


Full Description of Rating Scale: Highly effective (significant positive behavior change for most students). Moderately effective (substantial positive behavior change for many students). Somewhat effective (modest positive behavior change for some students). Minimally effective (limited positive behavior change observed). Not effective (no positive behavior change observed). Effectiveness varies widely. Insufficient data to determine effectiveness.

Challenges to Effective FBA/BIP Implementation. The primary challenges to effective FBA/BIP implementation are inconsistent implementation across settings and staff (69%) and limited staff training/expertise in conducting FBAs (66%). Secondary challenges include limited staff buy in (45%), time constraints for thorough assessment and lack of administrative support (both 31%), inadequate progress monitoring (28%), and difficulty developing function-based interventions (24%).

Display C5-7: Challenges to Effective Implementation

7. What are the primary challenges to effective FBA/BIP implementation in districts/schools within your SEU?

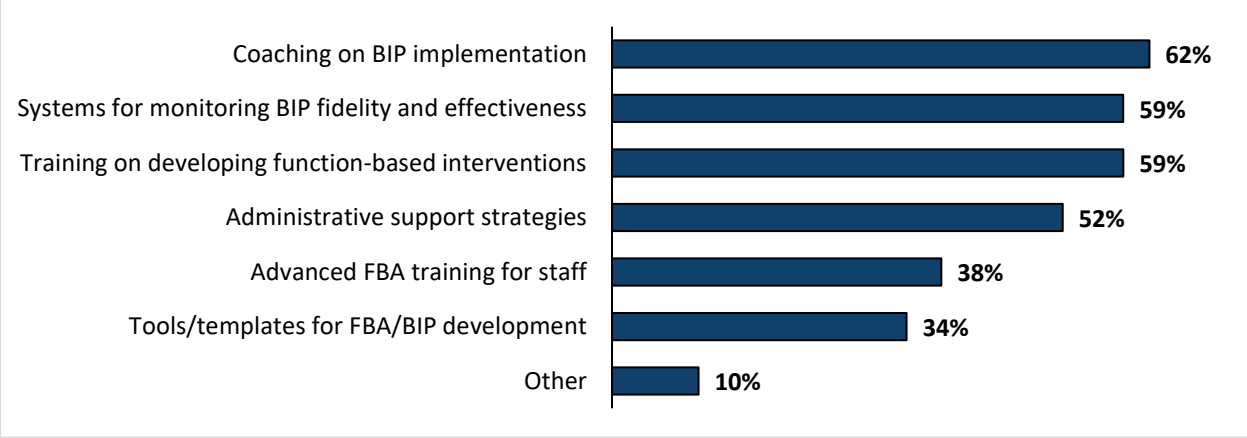


Multiple selections allowed. See Appendix A for complete list of "other" responses.

Support Needs for FBA/BIP Improvement. The most requested supports are coaching on BIP implementation (62%), followed by training on developing function-based interventions and systems for monitoring BIP fidelity and effectiveness (both 59%). Over half (52%) also prioritize administrative support strategies, while 38% request advanced FBA training and 34% seek tools and templates for FBA/BIP development. Additional needs (10%) include highly trained staff to conduct FBAs, funding for professional development opportunities, and differentiated approaches based on student needs.

Display C5-8: Support Needs for Improvement

8. What supports would most help districts/schools in your SEU improve FBA/BIP quality and implementation?



Multiple selections allowed. See Appendix A for complete list of "other" responses.

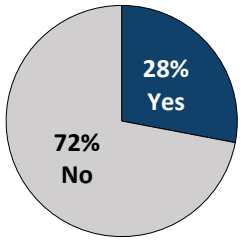
C6. Other EBPs

Beyond the four NDDPI-supported practices, units were asked about additional evidence-based practices they are implementing, recommendations for formal state support, and practices specific to Native American students.

Implementation of Other EBPs. Most SEUs (72%) reported not implementing EBPs beyond the four supported by NDDPI (BSP, CICO, OTR, and C&C). However, 28% indicated they are using additional EBPs within their districts and schools.

Display C6-1: Implementation of Other EBPs

1. Are there any other EBPs that you are using (other than the four supported by NDDPI)?

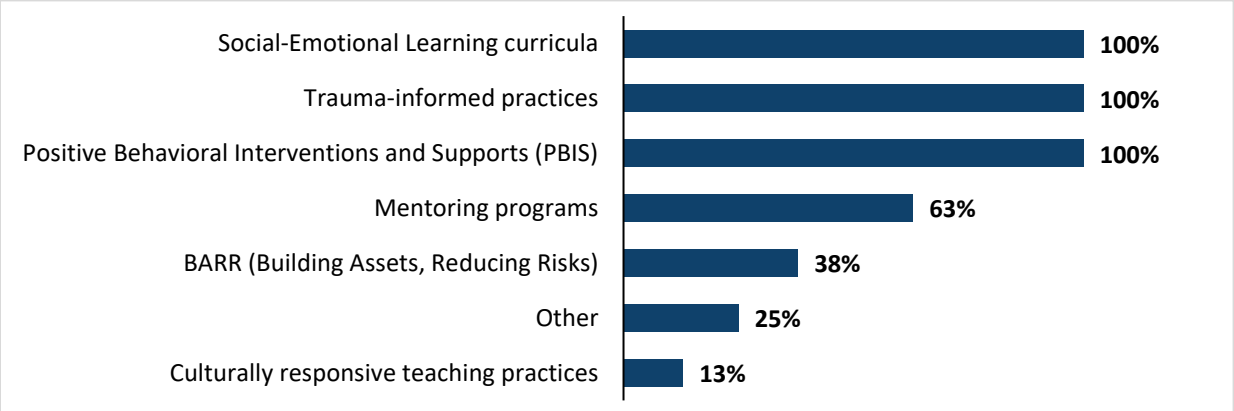


28% (8 SEUs) report using other EBPs beyond the four supported by NDDPI.

Types of Additional EBPs Implemented. Among the eight SEUs implementing additional EBPs, all (100%) reported implementing Social-Emotional Learning curricula (such as Second Step, Zones of Regulation, Why Try, and Social Thinking Curriculum), trauma-informed practices (such as Trauma Sensitive Schools and Non-Violent Crisis Intervention), and Positive Behavioral Interventions and Supports (PBIS). Mentoring programs were implemented by 63% of SEUs, including peer mentoring, Big Brother/Big Sister, and Sources of Strength.

Display C6-2: Types of Additional EBPs Implemented

2. If yes, which other EBPs are being implemented?

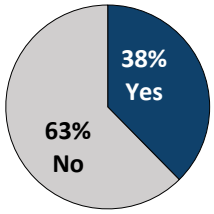


Multiple response options allowed. See Appendix A for a complete list of other EBPs for each category.

Recommended EBPs for NDDPI Support. Among those implementing additional practices, 38% recommended additional EBPs for NDDPI to consider formally supporting, specifically mentioning Prevent-Teach-Reinforce, PBIS, CHAMPS/STOIC.

Display C6-3: Recommended EBPs for NDDPI Support

3. Are there any EBPs you recommend NDDPI consider supporting formally? If Yes, what are the EBPs you would recommend and why?



Three SEUs (38% of those implementing additional EBPs) recommend NDDPI consider formally supporting additional practices, including:

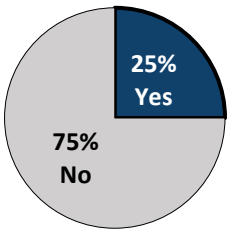
- Prevent-Teach-Reinforce (n=2)
- Positive Behavioral Interventions and Supports (PBIS) (n=1)
- CHAMPS/STOIC (n=1)
-

EBPs for Native American Students.

Two SEUs (25% of those implementing additional EBPs) report using EBPs specifically designed to support Native American students. These include the 4 Directions framework with cultural advisor-led programming and the Sweetgrass Method to enhance culturally responsive teaching practices and improve evaluation processes for Native American students.

Display C6-4: EBPs for Native American Students

4. Are you implementing any EBPs specific to supporting Native American students? If Yes, list the EBPs you are using.



Two SEUs (25% of those implementing additional EBPs) report using practices specifically designed for Native American students:

- 4 Directions framework with cultural advisor-led programming
- Sweetgrass Method to enhance culturally responsive teaching and evaluation practices for Native American students

D. Stakeholder Engagement Activities

SEUs were asked how districts and schools within their units engage families, community partners, and other stakeholders to support student graduation outcomes.

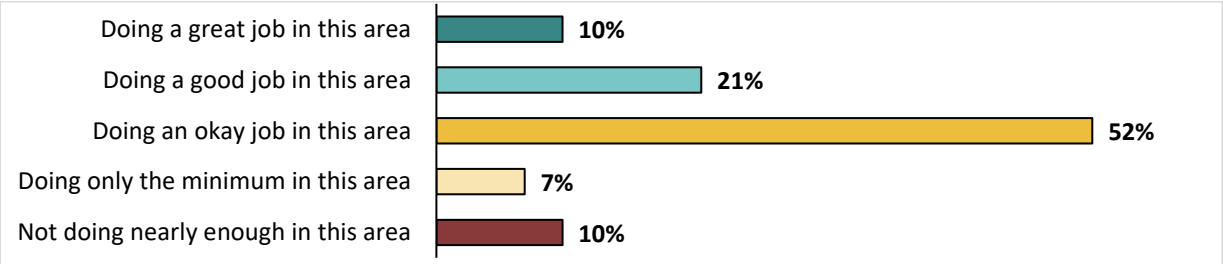
D1. Family Engagement

Family engagement refers to the ongoing partnership between educators and families to support children's learning and development. It extends beyond parent-teacher conferences to include continuous communication, collaboration, and shared decision-making that strengthen the school-family connection.

SEU's Family Engagement Efforts. Most SEUs (52%) rate their family engagement efforts as adequate, reporting they are doing an okay job in this area. An additional 31% indicate they are doing good or great. However, 17% acknowledge they are underperforming in this area, doing the minimal or not nearly enough.

Display D1-1: SEU's Family Engagement Efforts

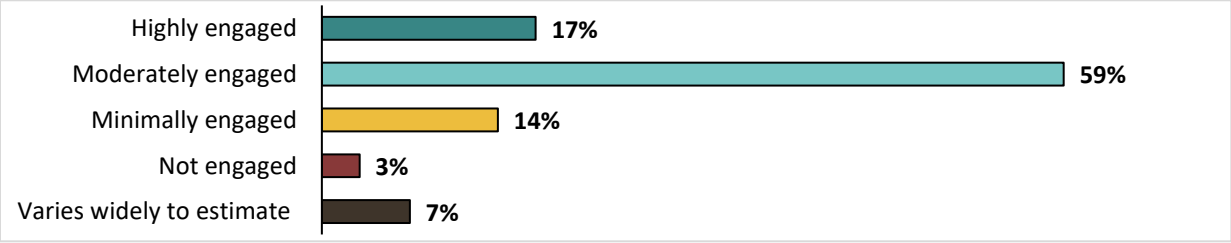
1. How would you rate your SEU's family engagement efforts surrounding student graduation? We are:



Family Engagement Across Districts/Schools. Family engagement across SEUs shows moderate levels overall, with 59% reporting that some families are involved, but it's inconsistent across families and activities. High engagement, where families serve as active educational partners, is reported by only 17% of SEUs, whereas a combined 17% report minimal engagement or no involvement beyond required interactions. Only 7% report engagement levels that vary widely across districts and schools.

Display D1-2: Family Engagement Across Districts/Schools

2. To what extent are families actively engaged in their child's education across districts/schools within your SEU?

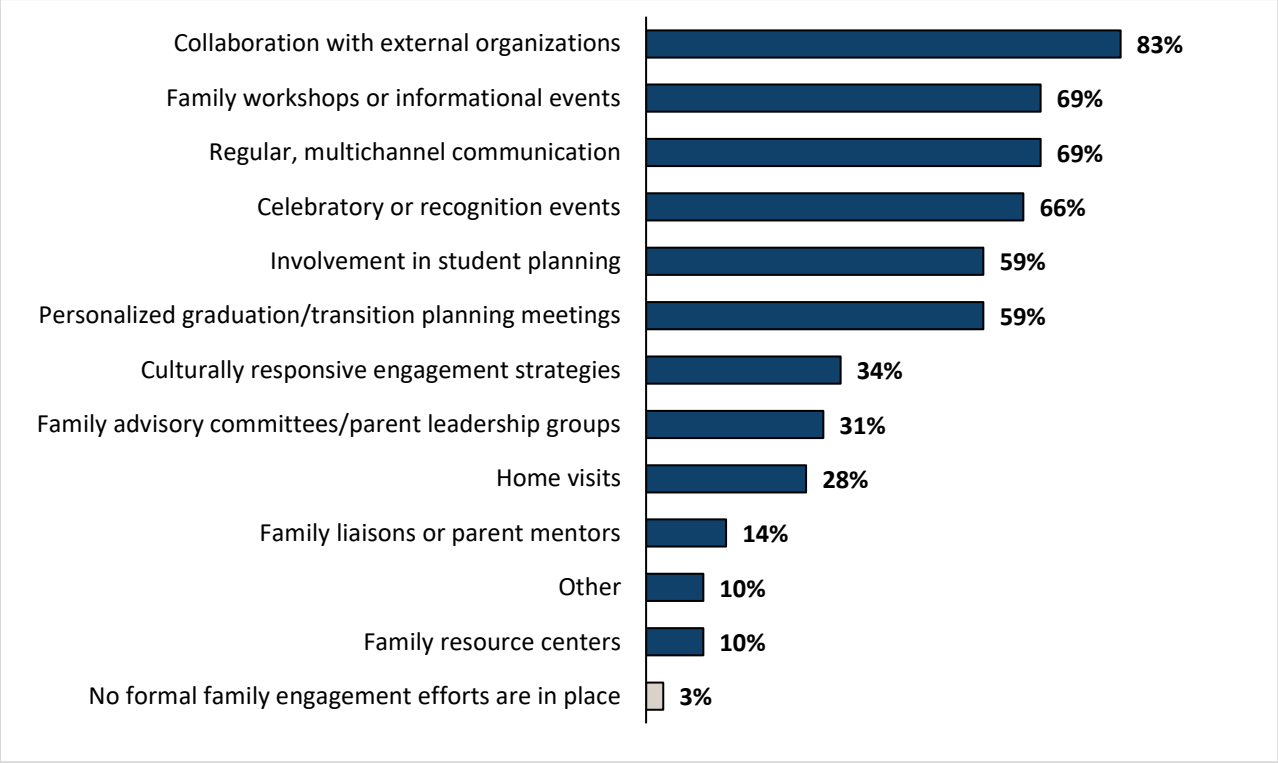


Full Description of Rating Scale: Highly engaged – Families are active partners in their child's education, consistently involved in school activities, decision-making, and student support. Moderately engaged – Some families are actively involved, but engagement is inconsistent across families and activities. Minimally engaged – Most families participate only when required (e.g., IEP meetings, disciplinary actions), with little voluntary engagement. Not engaged – Few or no families participate beyond required interactions. Engagement levels vary widely across districts/schools.

Family Engagement Strategies. SEUs employ diverse strategies to engage families in supporting student graduation. The most common approach is collaboration with external organizations (83%), followed by family workshops or informational events and regular multichannel communication (69% each). Celebratory events are used by 66% of SEUs, while involvement in student planning and personalized graduation/transition planning meetings are each used by 59% of SEUs to engage families in supporting graduation efforts. Culturally responsive engagement strategies and family advisory committees are implemented by 34% and 31%, respectively. In addition, few SEUs (10%) described other unique approaches such as family retreats and inclusive extracurricular programs like the ABLE Games, which engaged families in adaptive physical education and mental health supports.

Display D1-3: Family Engagement Strategies

3. What strategies does your SEU use to engage families in supporting students toward graduation?

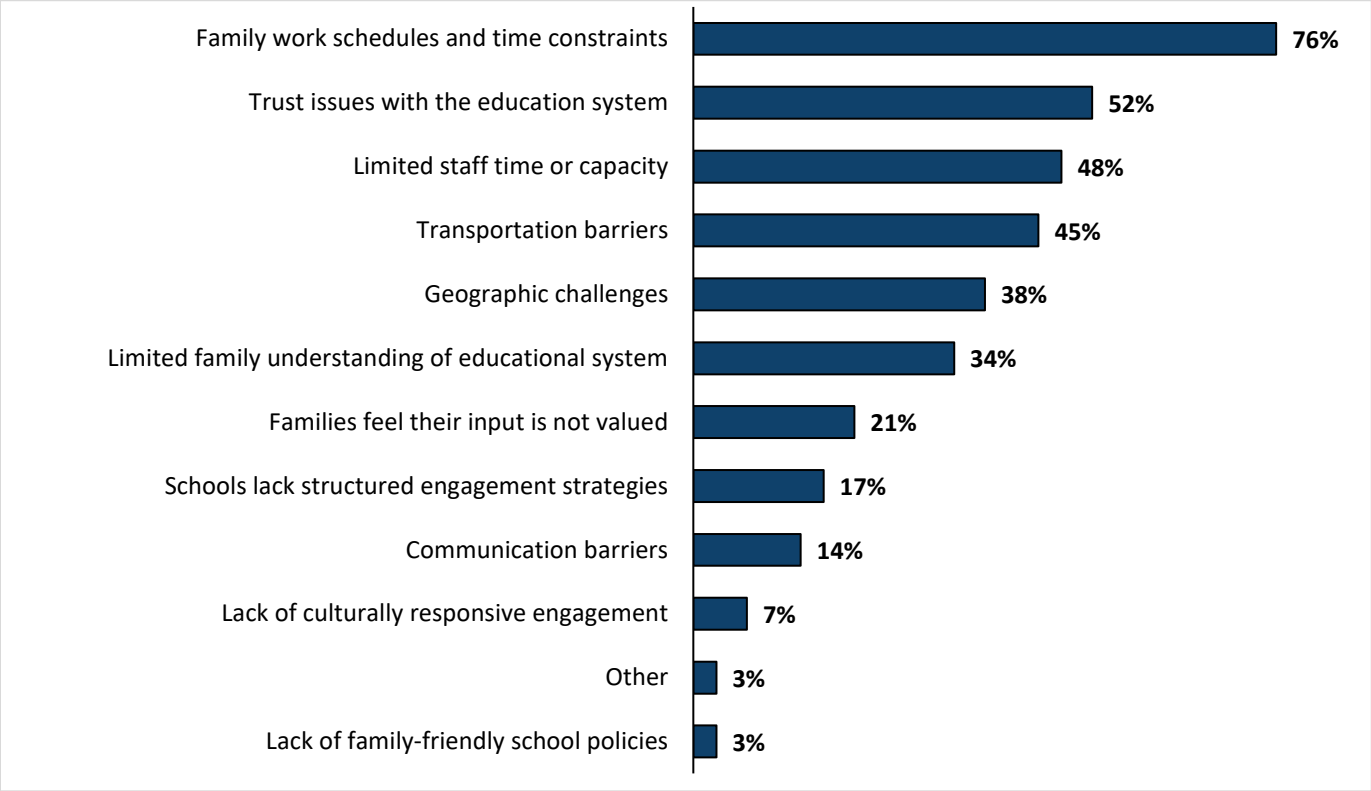


Multiple selections allowed. See Appendix A for complete list of "other" responses.

Family Engagement Challenges. The most common challenges reported are family work schedules and time constraints (76%), followed by trust issues with the education system (52%) and limited staff time or capacity (48%). Transportation barriers (45%), geographic challenges (38%), and families' limited understanding of the educational system (34%) are also frequently cited.

Display D1-4: Family Engagement Challenges

4. What are the primary challenges your SEU faces in engaging families to support student graduation?



Multiple selections allowed. See Appendix A for complete list of "other" responses.

Strategies for Engaging Native American Families. Among SEUs serving Native American populations, common strategies for engaging families included participation in tribal community events, dedicated liaison positions, cultural celebration events, and collaboration with tribal education departments or councils (each used by 28% of units). Less common strategies include cultural responsiveness training for staff (21%), Native language support/translation (17%), and involvement of tribal elders/community leaders (10%).

Display D1-5: Strategies for Engaging Native American Families

5. What specific strategies does your SEU use to engage families of Native American students with disabilities?

Multiple selections allowed. See Appendix A for complete list of "other" responses.

Additional Comments. Units were provided opportunity to share successes or challenges in engaging families to support student graduation.

Seven units offered additional insights revealing both challenges and promising practices. Challenges mentioned include families' decisions to pursue GED instead of high school diplomas (with one unit noting little success in changing minds despite meetings and alternative credit options), difficulty securing parent participation in events despite extensive outreach efforts, and time constraints.

Successful strategies highlighted include quarterly guidance meetings integrated with IEP meetings, purposeful buy-in focused on supporting the whole child (which increases family commitment), and coordinating multiple events simultaneously to boost participation. One unit noted their parent retreat model at Lake Metigoshe, where families participate in overnight trainings and activities, has created lasting support networks and provided valuable information on topics like Social Security and vocational rehabilitation. Another significant success story involves hiring a Native American Family Liaison, which helped increase Native American student graduation rates from 17% in 2017 to 75% in 2024. Units also emphasized the value of family surveys and hiring dedicated parent engagement staff to identify barriers (see Appendix B for all responses).

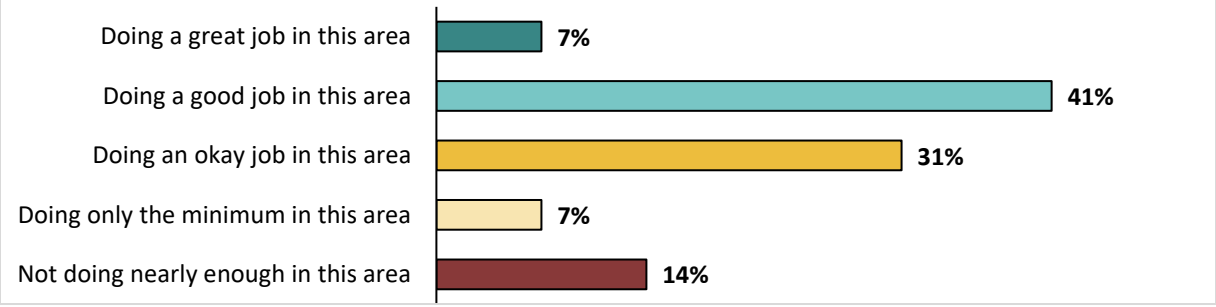
D2. Community Stakeholder Wraparound Supports

Community stakeholder wraparound supports involve a coordinated network of schools, families, and community partners working together to meet students' academic, social, emotional, and behavioral needs, recognizing that success depends on support both inside and outside the classroom.

SEU's Community and Stakeholder Wraparound Support Efforts. Most SEUs (48%) report performing well in community and stakeholder wraparound support efforts, with 41% doing a good job and 7% doing a great job in this area. An additional 31% indicate they are doing an okay job, while 21% acknowledge underperformance, and are not doing nearly enough or doing only the minimum required.

Display D2-1: Community and Stakeholder Wraparound Support Efforts

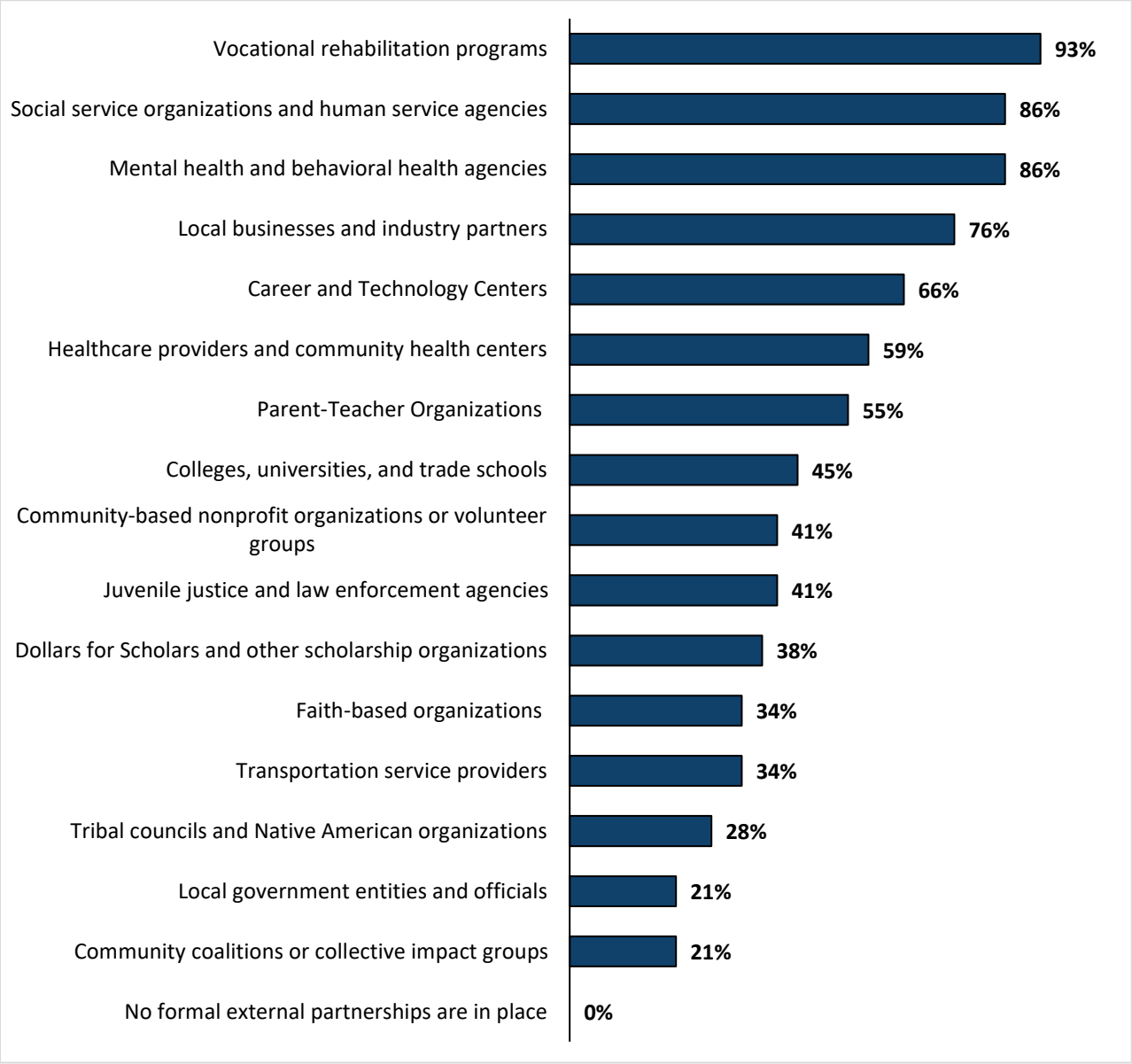
1. How would you rate your community and stakeholder wraparound support efforts surrounding graduation?



Community Partners. SEUs engage with a wide variety of community partners. The most common community partners include vocational rehabilitation programs (93%), social and human service organizations (86%), mental and behavioral health agencies (86%), and local businesses (76%). Over half of respondents also report engaging with Career and Technology Centers (66%), healthcare providers (59%), and Parent-Teacher Organizations (55%). No SEUs reported having no partnerships in place.

Display D2-2: Community Partners

2. What types of community partners are actively engaged with districts/schools in your SEU?

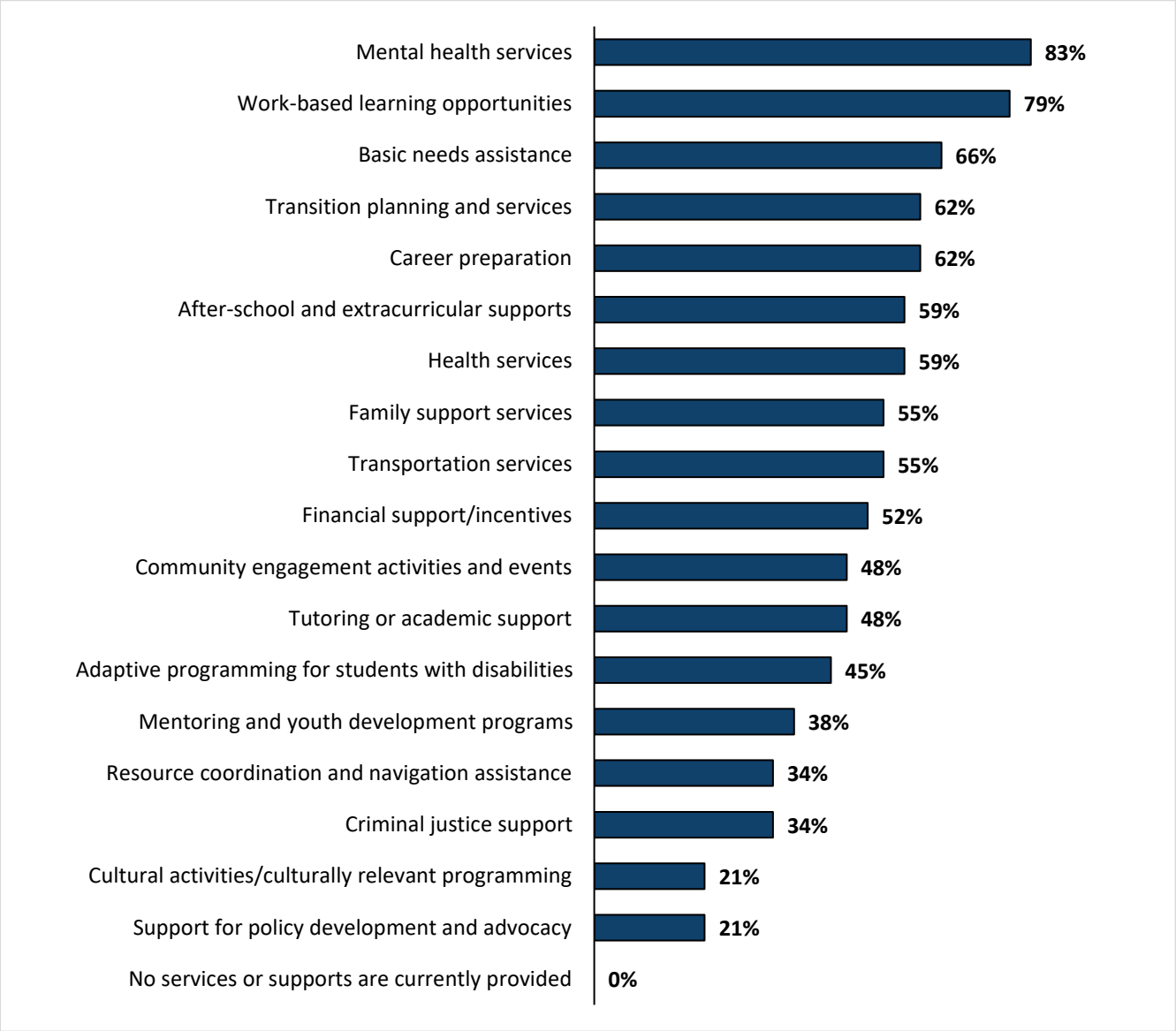


Multiple selections allowed.

Partnership Services and Support. Community partnerships provide many services to support student graduation. The most frequently reported services include mental health services (83%), followed by work-based learning opportunities (79%) and basic needs assistance (66%). Over half of SEUs also report services related to transition planning (62%), career preparation (62%), health services (59%), transportation services (55%), as well as after-school (59%), family (55%), and financial (52%) supports. All respondents reported that at least some services were provided through partnerships.

Display D2-3: Partnership Services and Support

3. What services or supports do these partnerships provide to support student graduation?

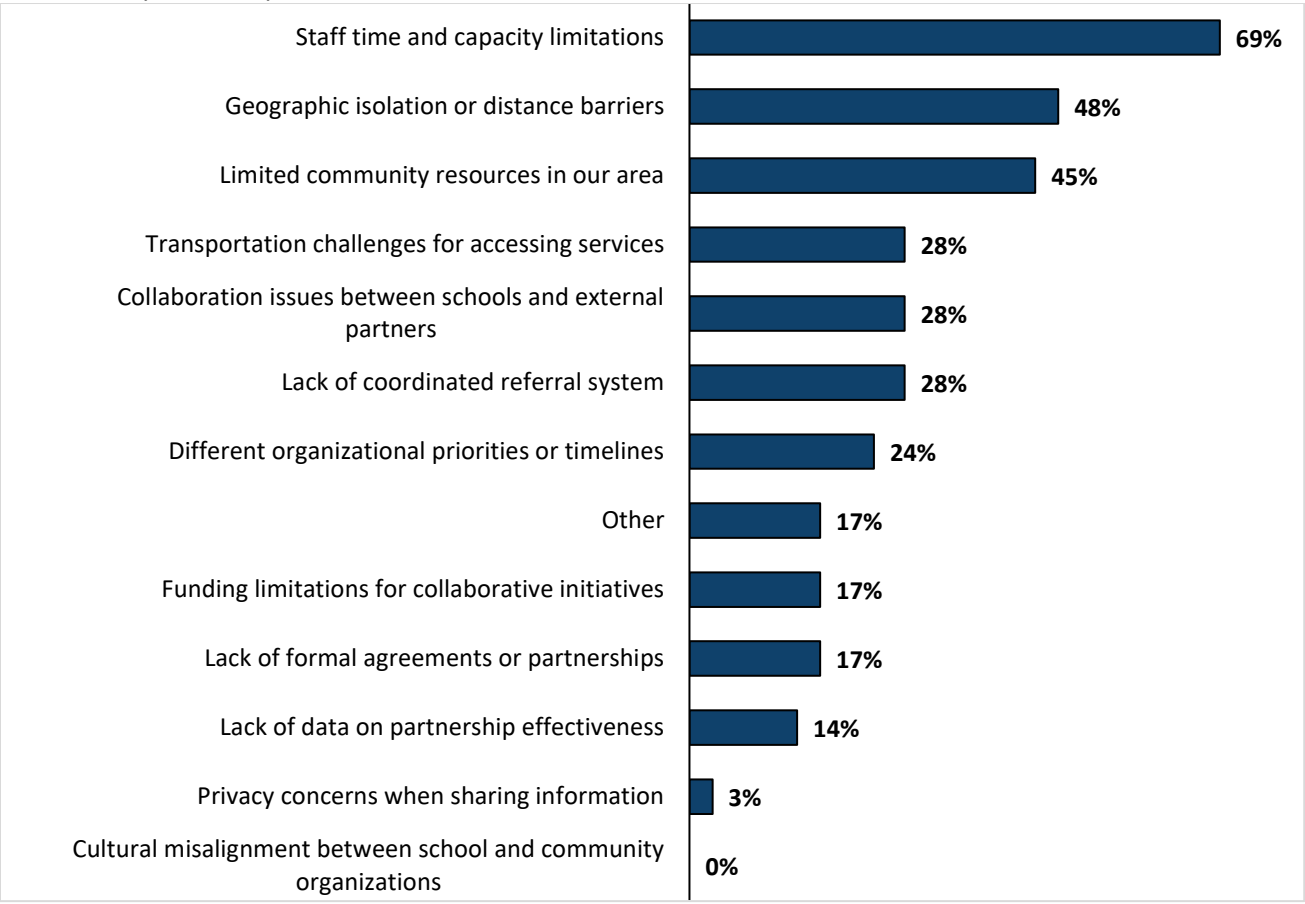


Multiple selections allowed.

Partnership Challenges. Staff time and capacity limitations (69%) represent the primary challenge to developing and maintaining community partnerships, followed by geographic barriers (48%) and limited community resource (45%). Multiple operational challenges each affect approximately one-quarter to one-third of respondents: transportation challenges, inconsistent collaboration between schools and organizations, lack of coordinated referral systems, and different organizational priorities.

Display D2-4: Partnership Challenges

4. What are the primary challenges your SEU faces in developing and maintaining community and stakeholder partnerships?



Multiple selections allowed. See Appendix A for complete list of "other" responses.

Additional Comments. Units were provided opportunity to share successes or challenges in developing community partnerships and wraparound supports for student graduation.

Ten units offered additional insights. Rural geography emerged as the predominant challenge, with units reporting limited local resources and businesses, lack of access to career and technical schools, transportation barriers preventing students from reaching opportunities, and service providers citing insufficient staffing for rural areas. Other challenges include availability of specialized supports for students with complex needs, Medicaid access barriers, conflicting policies between agencies and schools, and staffing turnover that disrupts relationship-building.

Successful strategies include forming partnership agreements with local hospitals for mental health support, monthly collaboration with human service zones, school-to-work programs with chambers of commerce, participation in collaborative groups like the Rolette County Health Coalition, and use of behavioral health grants to support mental health professional partnerships (see Appendix B for all responses).

E. Progress Toward the SiMR

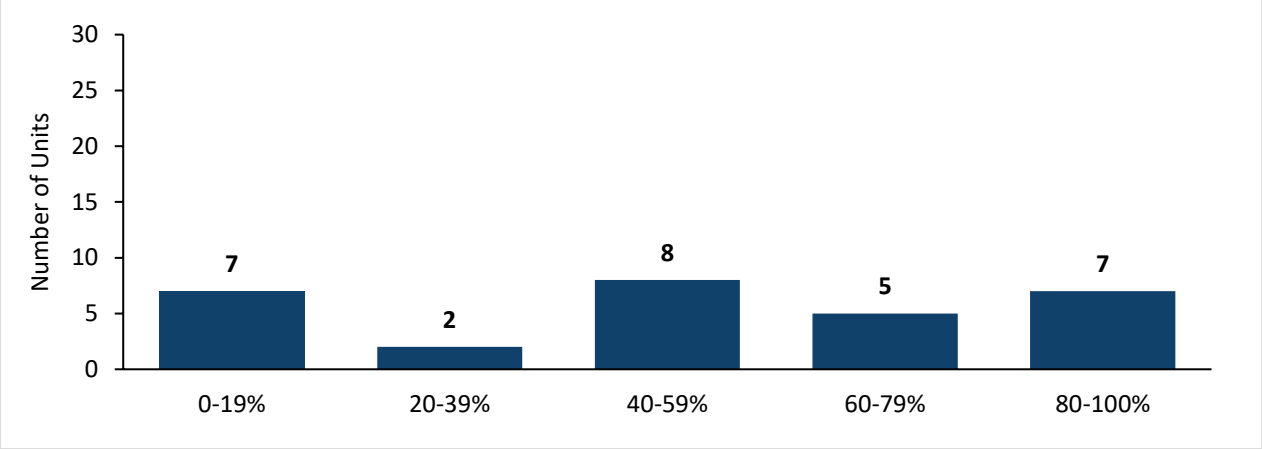
Units provided data on their progress toward North Dakota's State Identified Measurable Result (SiMR) targets for six-year graduation rates among students with ED, SWD, and Native American SWD. This section presents units' graduation rates compared to NDDPI targets, trends over time, and strategies for meeting the state's 2025-26 targets, highlighting areas of success and potential need for support.

E1. Students with an Emotional Disability

Six-Year Graduation Rate. Six-year graduation rates for students with ED show considerable variation across SEUs, ranging from 0% to 100%. Seven SEUs (24%) reported a graduation rate of 0%, and six SEUs (21%) reported a rate of 100%. The median graduation rate was 50%, and the mean was 51.10%.

Display E1-1: Six-Year Graduation Rate for Students with ED by SEU

1. Based on your most recent data, what is the six-year graduation rate for students with ED in your SEU? Enter percentage: ____%

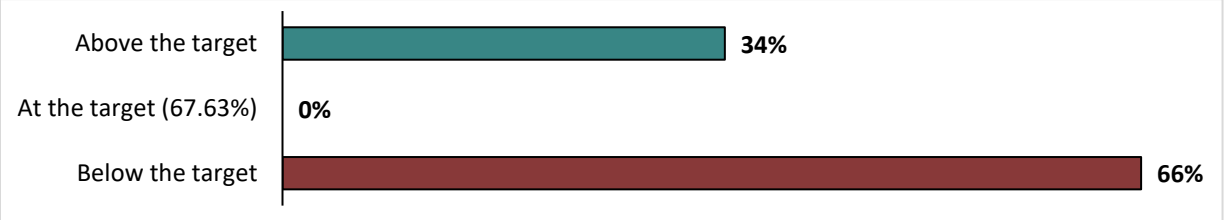


Graduation rates are grouped into 20-percentage-point ranges for display purposes. See Appendix A for individual rates.

Graduation Rate Compared to State Target. Most SEUs (66%) report six-year graduation rates for students with ED that fall below the state target of 67.63% for 2025-26, while 34% exceed the target and no SEUs report rates at the target. This indicates that while some SEUs are exceeding expectations, the majority face challenges in meeting the state's performance benchmark.

Display E1-2. Graduation Rate Compared to State Target.

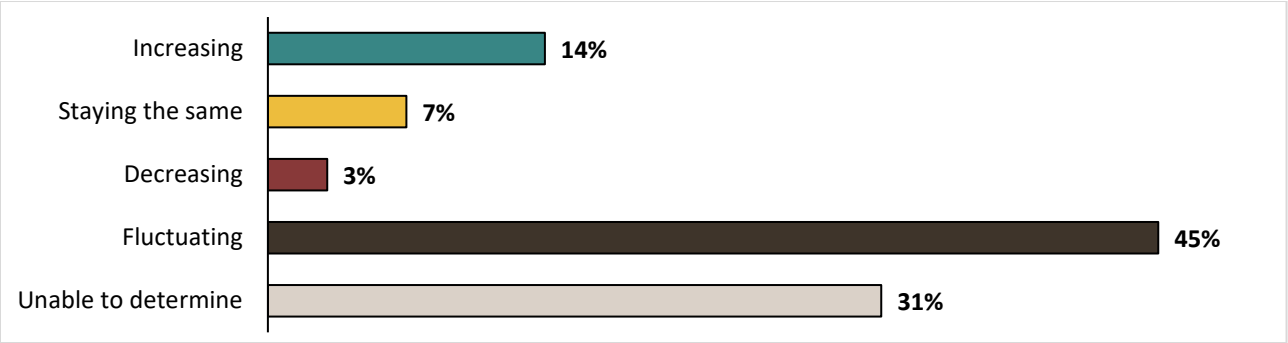
2. The NDDPI has set a 2025-26 target of 67.63% for the six-year graduation rate for students with ED. Is your most recent six-year graduation rate for students with ED at, above, or below this target?



Trends in Graduation Rates Over Time. Graduation rate trends for students with ED show instability across most SEUs, with 45% reporting fluctuating patterns over time. Nearly one-third (31%) are unable to determine trends due to having too few students for reliable analysis. Only 14% report increasing trends, while 7% indicate stable rates and 3% show decreasing trends.

Display E1-3. Trends in Graduation Rates Over Time

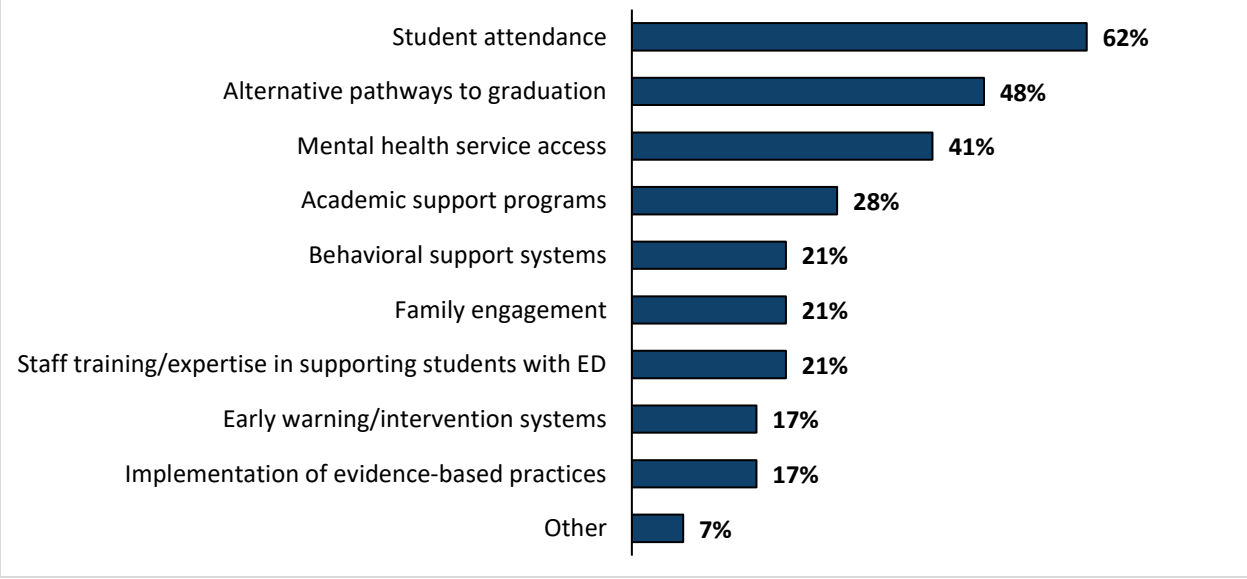
3. When you look at your trend data for students with ED, is the trend over time:



Factors Impacting Graduation Rates. Student attendance (62%) was identified as the most critical factor impacting graduation rates for students with ED. Alternative pathways to graduation (48%) and access to mental health services (41%) were also recognized as important. Around a fourth of respondents also identified academic support programs (28%), behavioral support systems, family engagement, and staff training and expertise (each 21%) as important factors impacting graduation rates.

Display E1-4: Factors Impact Graduation Rates

4. What factors do you believe most impact graduation rates for students with ED in your SEU?



Up to three selections allowed. See Appendix A for complete list of "other" responses.

Strategies to Improve Graduation Rates. SEUs were asked to about specific strategies their unit is planning to implement to maintain or improve graduation rates for students with ED. Twenty-three SEUs responded. The three most frequently cited strategies were Early Warning Systems and data monitoring (43%), with SEUs emphasizing identification of at-risk students through tracking attendance, behavior, and academic performance; Training on Evidence-Based Practices (39%), focusing on professional development to ensure effective implementation of research-based interventions; and Behavior Support Systems and Interventions (35%), highlighting continued emphasis on functional behavioral assessments and behavior intervention plans.

Additional common strategies included Individualized or Student-Centered Approaches and Alternative Graduation Pathways (each 26%), Access to Mental Health and Clinical Services (22%), and Continuing Current Practices (22%). Less frequently mentioned but still important were Family and Community Engagement (17%) and School Climate and Relationship Building (13%).

Overall, responses demonstrated a comprehensive approach emphasizing systematic identification, evidence-based interventions, and individualized behavioral supports as the primary strategies for supporting students with ED.

Display E1-5: Strategies for Students to Improve Graduation Rates for Students with ED (n = 23 SEUs)

Theme	Description	Units
Early Warning Systems and Data Monitoring	Use or enhancement of Early Warning Systems or similar data-informed frameworks that identify students at risk of not graduating.	10 (43%)
Training on Evidence-Based Practices (EBPs)	Professional development focused on evidence-based interventions and practices, often through platforms like the ND Education Hub.	9 (39%)
Behavior Support Systems and Interventions	Implementation and improvement of behavioral assessment tools, intervention plans, and support frameworks.	8 (35%)
Individualized or Student-Centered Approaches	Strategies that emphasize tailored supports for students based on their unique needs, strengths, and circumstances.	6 (26%)
Alternative Graduation Pathways and Transition Planning	Implementation or promotion of flexible graduation options (e.g., credit recovery, individualized graduation plans, work-based learning, GED pathways) and/or early transition planning.	6 (26%)
Access to Mental Health and Clinical Services	Efforts to provide or expand access to mental health services, therapy, clinical consultation, or behavioral health supports, often through school-based providers, partnerships, or use of behavioral health funding.	5 (22%)
Family and Community Engagement	Strategies to strengthen the relationship between home and school, including increased parental involvement and partnerships with community organizations.	4 (17%)
School Climate and Relationship Building	Initiatives aimed at improving the school environment or student-teacher relationships.	2 (9%)

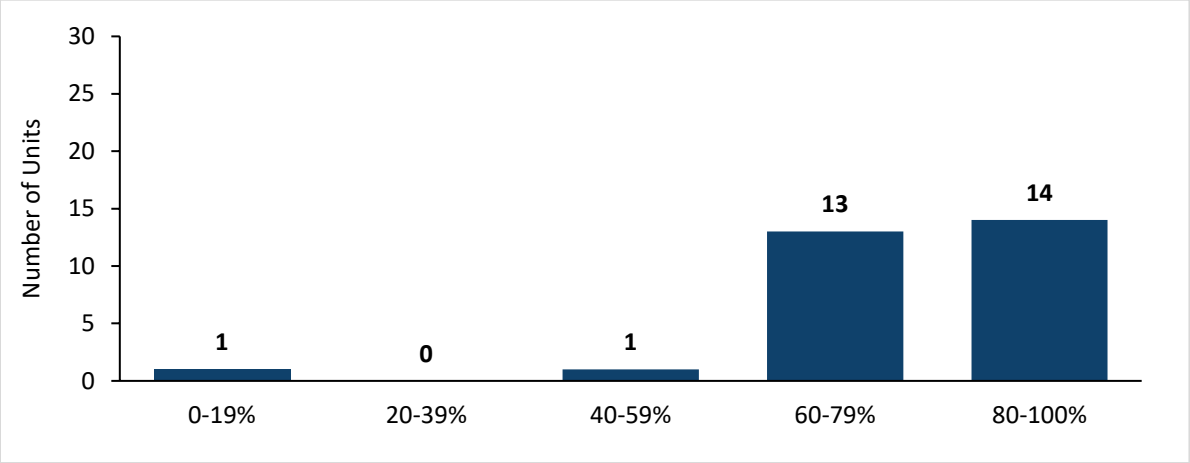
See Appendix B for complete list of responses to open-ended questions.

E2. Students with Disabilities

Six-Year Graduation Rate. Six-year graduation rates for SWD show variation across SEUs, ranging from 0% to 100%. Two SEUs (7%) reported a graduation rate of 100%, while one SEU (3%) reported a rate of 0%. The median graduation rate was 78.95%, and the mean was 75.42%.

Display E2-1: Six-Year Graduation Rates for SWD by SEU

1. Based on your most recent data, what is the six-year graduation rate for students with disabilities in your SEU? Enter percentage: ____%

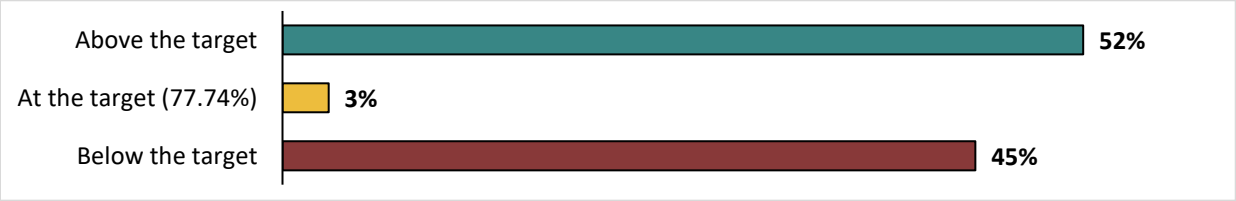


Graduation rates are grouped into 20-percentage-point ranges for display purposes. See Appendix A for individual rates.

Graduation Rate Compared to State Target. SEU performance relative to the state target of 77.74% is closely divided, with 52% reporting graduation rates above the target and 45% falling below it. Only 3% of SEUs report rates at the target level. This relatively even split suggests that while many SEUs are meeting or exceeding expectations, a substantial portion still face challenges in reaching the state benchmark.

Display E2-2. Graduation Rate Compared to State Target.

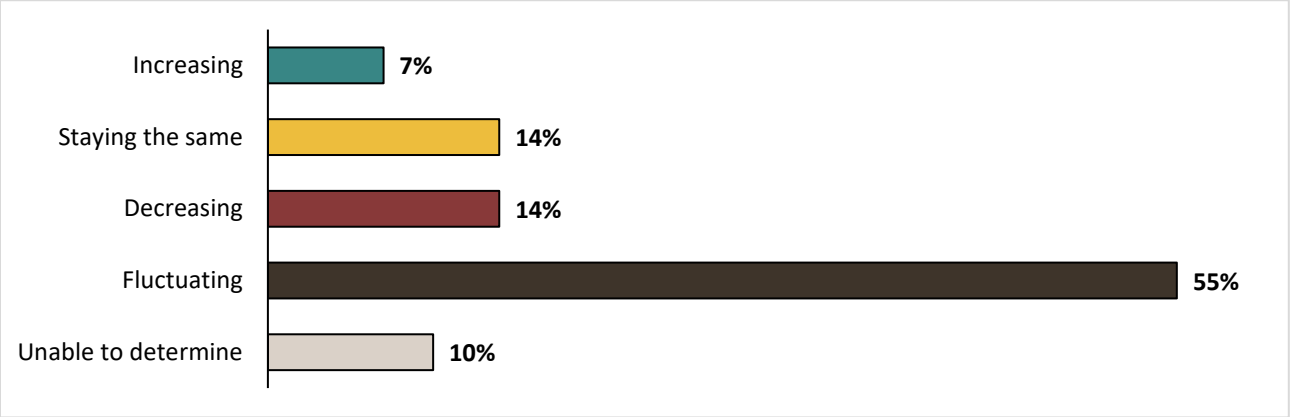
2. The NDDPI has set a 2025-26 target of 77.74% for Indicator 1. While Indicator 1 does not use the six-year cohort as its target group, for purposes of this exercise, look at your six-year graduation rate for all students with disabilities. Is your most recent six-year graduation rate for students with disabilities at, above, or below this target?



Trends in Graduation Rates Over Time. Graduation rate trends for students with disabilities show instability across most SEUs, with 55% reporting fluctuating patterns over time. Equal percentages (14% each) report decreasing trends and stable rates, while only 7% indicate increasing trends. A small percentage (10%) are unable to determine trends due to insufficient data

Display E2-3. Trends in Graduation Rates Over Time

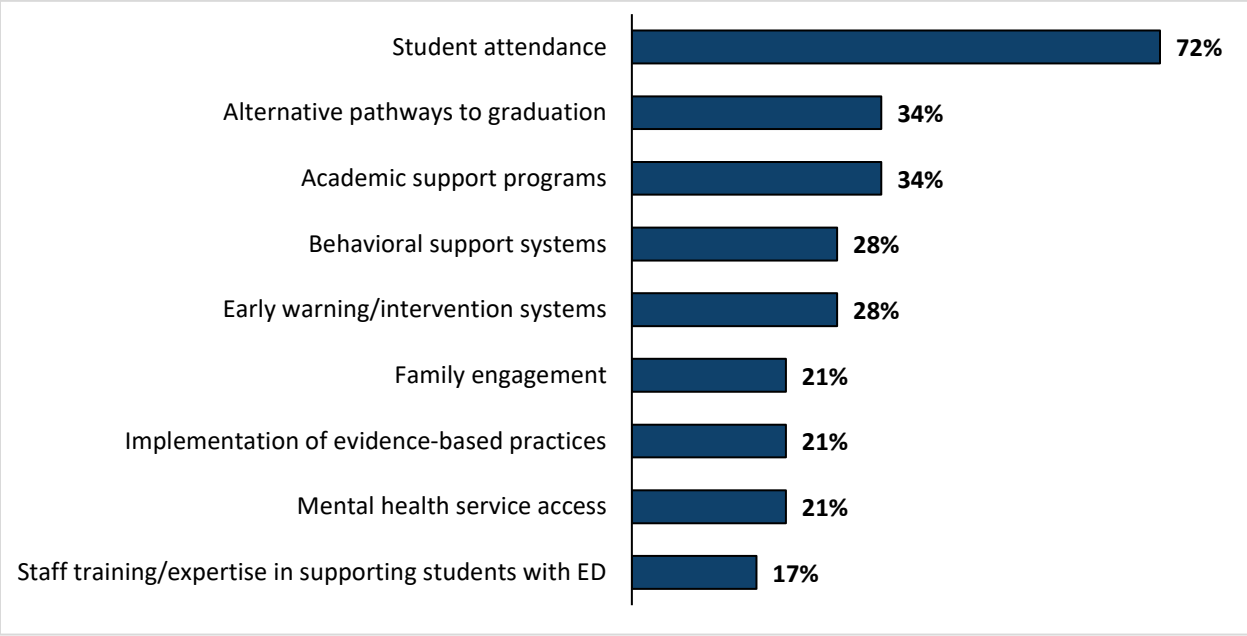
3. When you look at your trend data for students with disabilities, is the trend over time:



Factors Impacting Graduation Rates. Student attendance (72%) was identified as the most critical factor impacting graduation rates for SWD. Around a third of SEUs also reported alternative pathways to graduation and academic support programs as important (each 34%). Around a fourth (21%-28%) of respondents also identified behavioral support systems, early warning/intervention system, family engagement, evidence-based practices, and mental health services as important factors impacting graduation rates.

Display E2-4: Factors Impact Graduation Rates

4. What factors do you believe most impact graduation rates for students with disabilities in your SEU?



Up to three selections allowed.

Strategies to Improve Graduation Rates. SEUs were asked to about specific strategies their unit is planning to implement to maintain or improve graduation rates for students with disabilities.

Twenty-three SEUs provided responses regarding their planned strategies to maintain or improve graduation rates for students with disabilities. The most frequently cited strategy was Early Warning Systems and Data Monitoring (52%), emphasizing identification of at-risk students through systematic tracking of attendance, behavior, and academic performance indicators.

Alternative Graduation Pathways and Transition Planning was the second most common strategy (43%), with SEUs highlighting credit recovery options, individualized graduation plans, and flexible programming. Curriculum and Instruction changes and Collaborative Problem-Solving and Staff Structures each represented 30% of responses, indicating significant focus on improving academic programming and team-based decision-making processes.

Additional strategies included Individualized or Student-Centered Approaches (26%), Evidence-Based Practices Training (22%), and Behavior Support Systems and Interventions (17%). Overall, responses demonstrated a comprehensive approach prioritizing systematic student monitoring, flexible graduation options, and enhanced instructional programming as the primary strategies for supporting students with disabilities.

Display E2-5: Strategies for Students to Improve Gradation Rates for SWD (n = 23 SEUs)

Theme	Description	Units
Early Warning Systems and Data Monitoring	Use or enhancement of Early Warning Systems or similar data-informed frameworks that identify students at risk of not graduating.	12 (52%)
Alternative Graduation Pathways and Transition Planning	Implementation or promotion of flexible graduation options (e.g., credit recovery, work-based learning, GED pathways) and/or early transition planning.	10 (43%)
Curriculum and Instruction	Changes to course offerings, specialized instruction models, academic programming, and intentional instruction	7 (30%)
Collaborative Problem-Solving	Use of PLCs, progress monitoring systems, or other team-based structures to support implementation and decision-making.	7 (30%)
Individualized or Student-Centered Approaches	Strategies that emphasize tailored supports for students based on their unique needs, strengths, and circumstances.	6 (26%)
Training on Evidence-Based Practices (EBPs)	Professional development focused on evidence-based interventions and practices, often through platforms like the ND Education Hub.	5 (22%)
Behavior Support Systems and Interventions	Implementation and improvement of behavioral assessment tools, intervention plans, and support frameworks.	4 (17%)
Access to Mental Health and Clinical Services	Efforts to provide or expand access to mental health services, therapy, clinical consultation, or behavioral health supports, often through school-based providers, partnerships, or use of behavioral health funding.	3 (13%)
Continuing Current Practices	Maintaining existing strategies that show positive results based on data indicating effective graduation rates.	3 (13%)
Staffing and Program Structure	Adding personnel, restructuring programs, implementing new organizational models, or enhancing staff roles and responsibilities.	3 (13%)

See Appendix B for complete list of responses to open-ended questions.

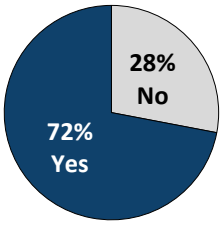
E3. Native American Students with Disabilities

SEUs were asked to report on Native American students with disabilities (SWD) and their progress toward graduation. Those who indicated that they do not serve this population skipped this section.

SEUs Serving Native American SWD. Most SEUs (72%, or 21 units) indicated they serve this population and continued with the questions in this section. The remaining 28% of SEUs that do not serve Native American SWD skipped to the next section.

Display E3-1: SEUs Serving Native American Populations

1. Does your SEU serve Native American students with disabilities?

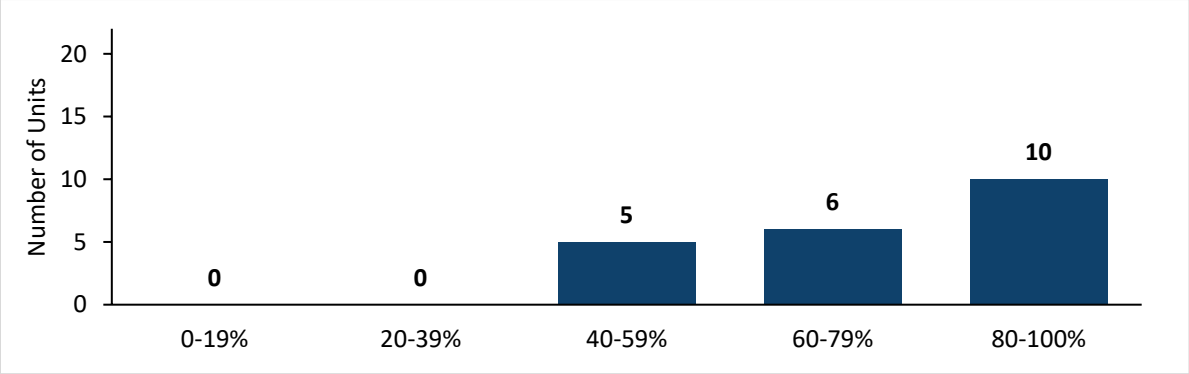


72% (21 SEUs) report serving Native American SWD

Six-Year Graduation Rate. Six-year graduation rates for Native American SWD show variation across SEUs, ranging from 46.15% to 100%. Nine SEUs (43%) reported a graduation rate of 100%. The median graduation rate was 67.00%, and the mean was 70.88%.

Display E3-2. Six-Year Graduation Rates for Native American SWD by SEU (N=21)

3. Is this graduation rate for Native American students with disabilities higher, lower, or similar to the rate for non-Native American students with disabilities in your SEU?

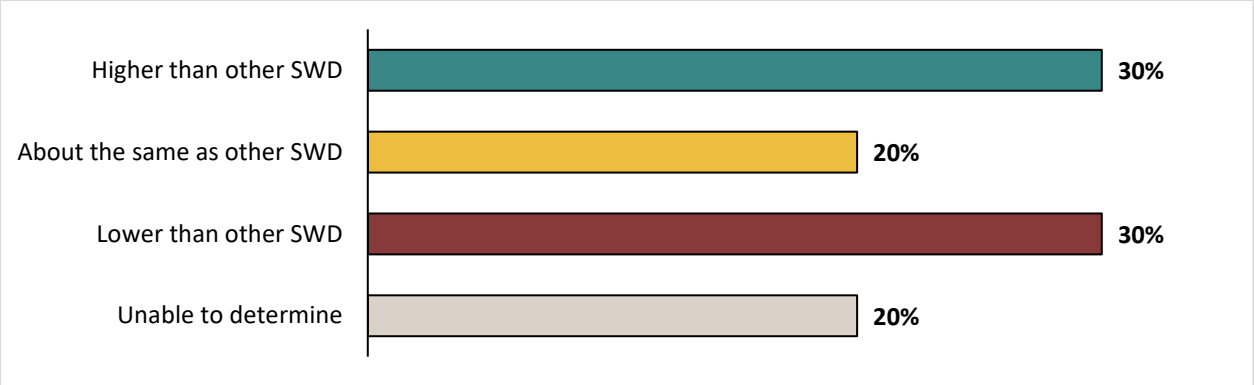


Graduation rates are grouped into 20-percentage-point ranges for display purposes. See Appendix A for individual rates.

Graduation Rate Compared to Other SWD. Results are evenly split with no clear pattern: 30% report Native American SWD have higher rates, 30% report lower rates, 20% report similar rates, and 20% cannot determine due to small sample sizes. This indicates considerable variation across SEUs with no consistent advantage or disadvantage.

Display E3-3. Graduation Rate Compared to Other SWD

3. Is this graduation rate for Native American students with disabilities higher, lower, or similar to the rate for non-Native American students with disabilities in your SEU?

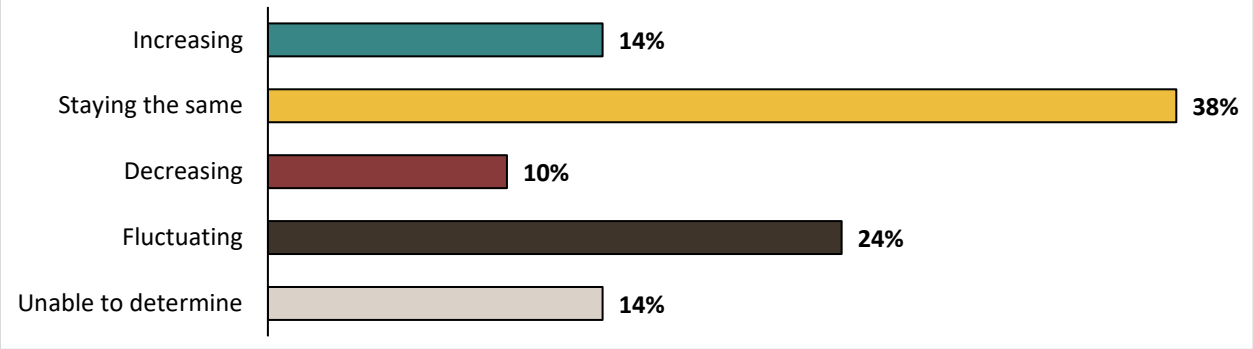


Full Description of Rating Scale: Higher than other SWD (by more than 5 percentage points). About the same as other SWD (within 5 percentage points). Lower than other SWD (by more than 5 percentage points). Unable to determine - we do not have enough Native American SWD to make a meaningful comparison.

Trends in Graduation Rates Over Time. Examining graduation rate trends over time for Native American SWD, most SEUs (38%) reported rates staying the same, while 24% observed fluctuating trends. A small percentage reported increasing trends (14%) or decreasing trends (10%).

Display E3-4. Trends in Graduation Rates Over Time

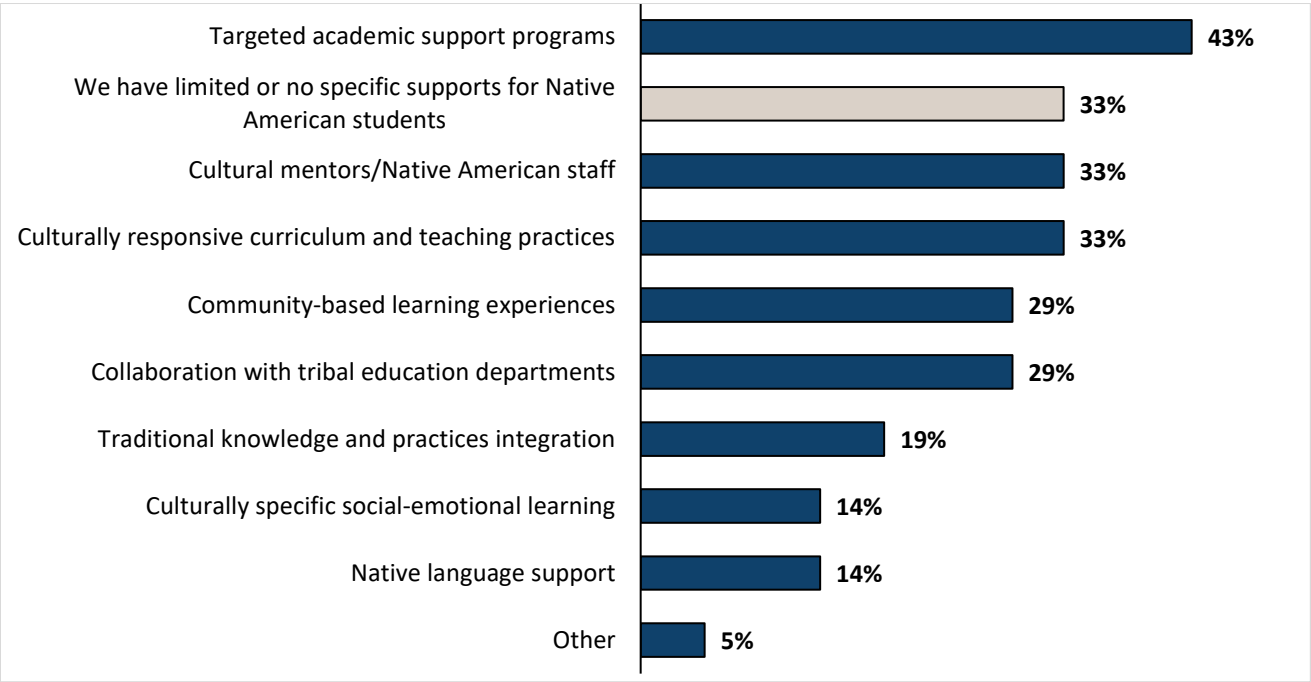
3. When you look at your trend data for Native American students with disabilities, is the trend over time:



Current Support Strategies to Improve Graduation Rates. SEUs report varied levels of support for improving graduation outcomes for Native American students with disabilities. The most common supports are targeted academic support programs (43%), culturally responsive curriculum and teaching practices (33%), and cultural mentors/Native American staff (33%). However, 33% reported having limited or no specific supports for this population.

Display E3-5: Factors Impact Graduation Rates

4. What specific supports or programs does your SEU provide to improve graduation outcomes for Native American students with disabilities?



Multiple selections allowed. See Appendix A for complete list of "other" responses.

Planned Support Strategies to Improve Graduation Rates. SEUs were asked about specific strategies their unit is planning to implement to maintain or improve graduation rates for Native American SWD. Seventeen SEUs responded.

Most SEUs (53%) report using general strategies without specific adaptations for Native American students. Among those with who reported implementing strategies specifically designed for this population, the most common approach was Culturally Responsive Practices (29%), including integration of traditional teachings like the "7 Teachings," culturally relevant educational experiences through partnerships with organizations like Circle of Nations, and ongoing staff education on cultural sensitivity.

Community and Tribal Collaboration (24%) was the second most targeted strategy, featuring ongoing meetings with tribal leaders about graduation, partnerships with tribal entities and agencies, and collaboration with Native American liaisons.

Display E3-6: Strategies for Students to Improve Graduation Rates for Native American SWD (n = 17 SEUs)

Theme	Description	Units
General/Non-Specific Strategies	Use of general strategies applied to all students with disabilities without specific cultural adaptations for Native American students. Includes explicit statements of "same as all SWD," general EWS/MTSS approaches, alternative pathways without cultural tailoring, or statement of no specific strategies.	9 (53%)
Culturally Responsive Practices	Implementation of culturally sensitive approaches, culturally relevant educational experiences, traditional teachings, or practices specifically designed to honor and incorporate Native American culture and values.	5 (29%)
Community and Tribal Collaboration	Partnerships with tribal entities, agencies, community organizations, tribal leaders, or Native American liaisons to support student success.	4 (24%)

See Appendix B for complete list of responses to open-ended questions.

F. Scale-Up Planning

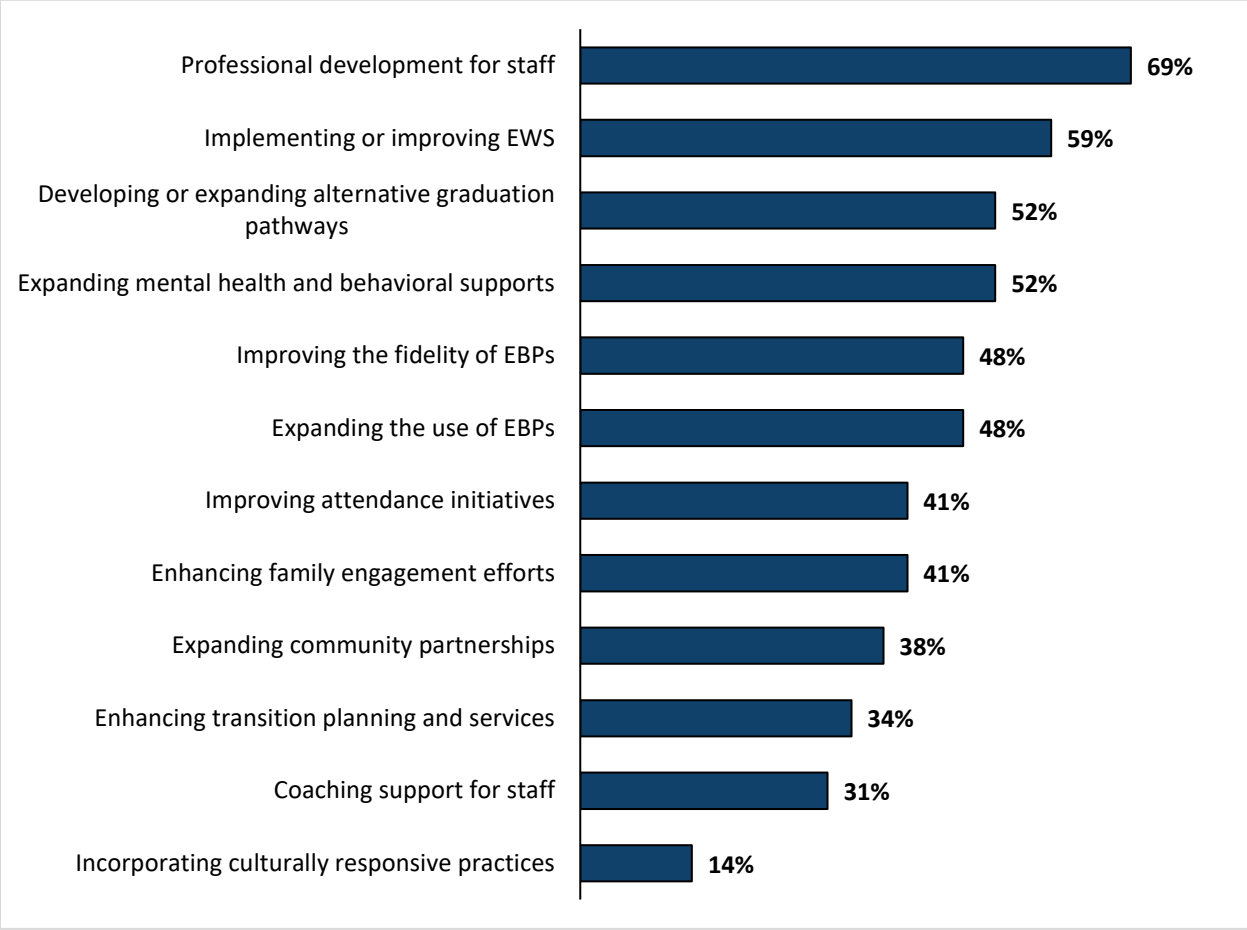
Units were asked how they will sustain or improve on their efforts surrounding graduation.

Planned Strategies to Improve Graduation Rates

SEUs report multiple approaches in their plans to improve graduation rates. The most frequently included strategy is professional development for staff (69%), followed by implementing or improving EWS (59%). Two strategies are prioritized at 52%: expanding mental health and behavioral supports and developing or expanding alternative graduation pathways. Nearly half of units (48%) plan to expand the use of EBPs and improve EBP fidelity.

Display F1: Planned Strategies to Improve Graduation Rates

1. Which of the following approaches are included in your plan to improve graduation rates?



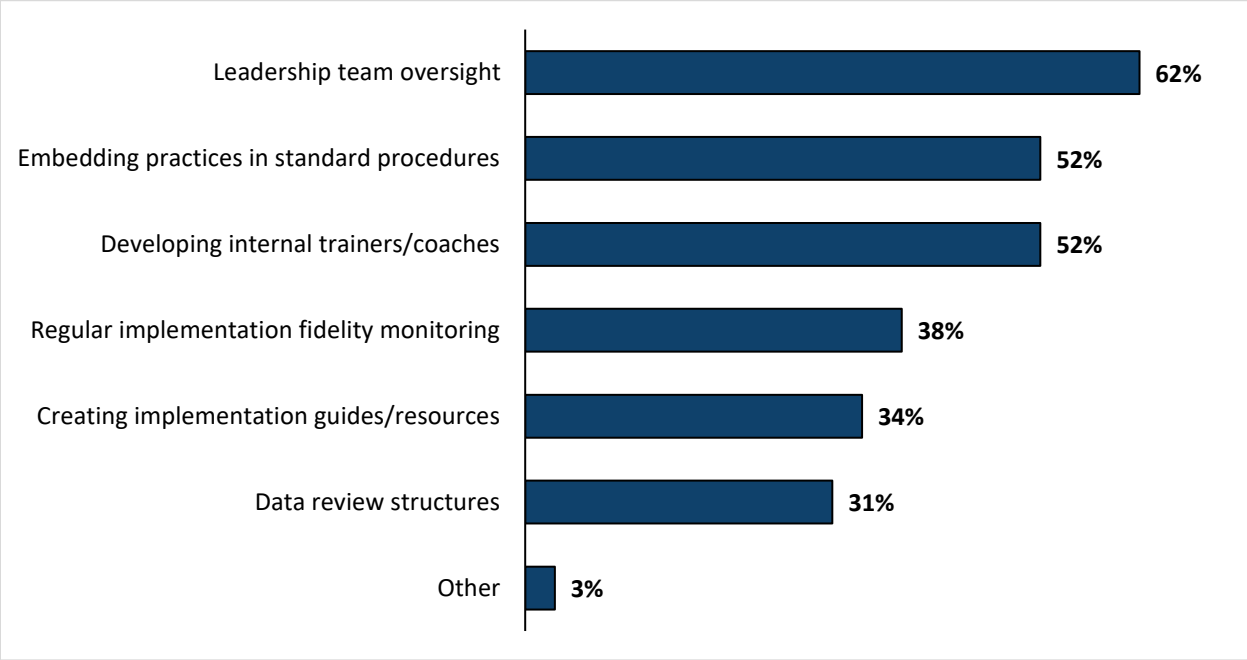
Multiple selections allowed.

Building Internal Capacity to Sustain Practices

SEUs employ multiple approaches to build internal capacity for sustaining effective practices. The most common methods include leadership team oversight (62%), embedding practices into standard procedures, and developing internal trainers/coaches (both 52%). About one-third of units are using fidelity monitoring (38%), implementation resources (34%), and data review structures (31%) to strengthen internal capacity. One unit (3%) noted participation in EWIMS training as an additional capacity-building approach.

Display F2: Building Internal Capacity to Sustain Practices

2. How are you building internal capacity to sustain effective practices?



Multiple selections allowed. See Appendix A for complete list of "other" responses.

Scaling Successful Practices

SEUs were asked to identify successful practices they plan to scale across their unit and the resources needed for implementation. Sixteen units responded to this question.

Scaling Successful Practices Across SEUs. The most frequently cited area is evidence-based practice expansion (38%), including plans to expand Check & Connect implementation, BARR, tiered behavioral assessments, and improve overall quality and consistency of EBP use. Two areas tied as the second priority at 25%: early warning systems and MTSS for strengthening early identification and tiered support structures, and mental health supports, with units expanding school-based counselors, psychologists, and behavioral specialists. Additional areas include behavior supports (19%) focused on improving FBA/BIP quality and fidelity through systematic approaches and coaching, alternative pathways and programming (19%) such as credit recovery and flexible educational options, and family engagement (13%) through guidance counselor expansion and strengthening home-school relationships.

Resources Needs For Scaling Practices. Units identified resource needs to successfully scale these practices. The most pressing needs are training/professional development and staffing/personnel (both 44%). Training needs encompass both access to external professional development (particularly from NDDPI) and development of internal trainers and coaches. Staffing needs emphasize hiring counselors, psychologists, BCBAs, teachers, and dedicated staff for at-risk students, with multiple units noting the need for fully staffed schools to provide necessary student supports. Implementation tools and resources (38%) such as guides, fidelity checklists, and data integration systems were also frequently cited. Funding (19%) was noted as necessary to support hiring, training, and program implementation.

Display F3: Scaling Successful Practices Across SEUs

3. What, if any, successful practices from districts/schools are you planning to scale across your SEU? What resources would you need to successfully scale these practices?

Theme	Description	Units
EBP Expansion	Plans to implement or expand use of specific research-based interventions and programs across the SEU, including Check & Connect, BARR, tiered behavioral assessments, or general commitment to evidence-based approaches. Includes both introducing new EBPs and improving quality/consistency of existing EBP implementation.	6 (38%)
Early Warning & MTSS Systems	Implementation or strengthening of data monitoring systems, early identification frameworks, Multi-Tiered Systems of Support (MTSS), or systematic approaches to identifying and responding to at-risk students through data review and tiered interventions.	4 (25%)
Mental Health Supports	Expansion of school-based mental health services, including hiring or increasing capacity of mental health counselors, school psychologists, social workers, or other clinical staff.	4 (25%)
Behavior Supports	Improving the quality, consistency, and fidelity of FBAs and BIPs across the SEU. Includes systematic approaches to behavioral assessment, intervention planning, and ensuring BIP implementation fidelity through coaching or BCBA support.	3 (19%)
Alternative Pathways & Programming	Alternative graduation options, credit recovery, individualized programming, or flexible educational pathways	3 (19%)
Family Engagement	Strategies to strengthen partnerships between schools and families, including expanding guidance counselor capacity for family work, coaching to enhance home-school relationships, or initiatives specifically designed to increase parent/family involvement in student supports.	2 (13%)

Display F4: Resource Needs for Scaling Practices

Theme	Description	Units
Training & Professional Development	Access to professional development opportunities, including external training from NDDPI or consultants, development of internal trainers/coaches, capacity-building for existing staff, or systematic training initiatives.	7 (44%)
Staffing & Personnel Needs	Need to hire additional staff or increase FTEs to implement practices, including mental health counselors, school psychologists, BCBAs, teachers, specialists, or other personnel. Includes both new positions and expanding existing roles.	7 (44%)
Implementation Tools/Resources	Need for guides, templates, fidelity checklists, data integration systems, monitoring tools, or other materials and resources to support implementation quality and consistency. Includes both print/digital resources and technological systems for data management.	6 (38%)
Funding	Financial resources needed to support scaling efforts, including money to hire staff, provide training opportunities, purchase materials, or support program implementation. Explicitly mentioned need for budget/financial support.	3 (19%)

See Appendix B for complete list of responses to open-ended questions.

G. Technical Assistance Needs

SEUs were asked if they have any technical assistance needs that they would like NDDPI to address in the upcoming school year.

Technical Assistance Needs

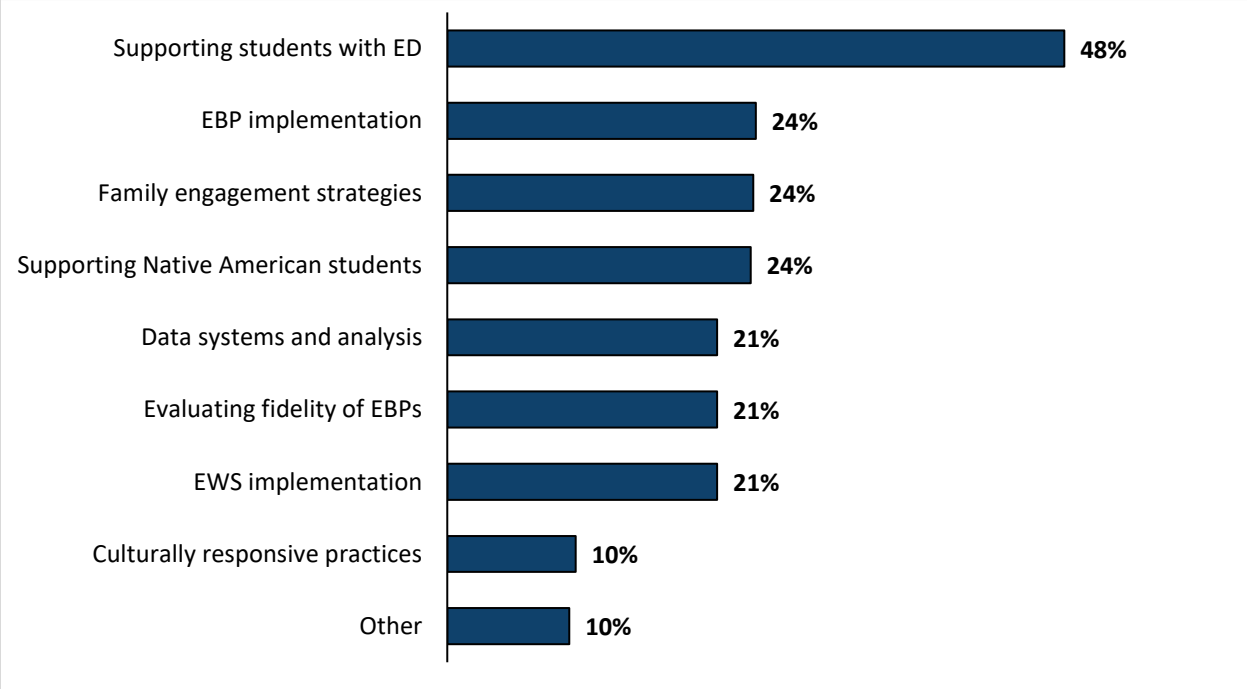
The most requested area is supporting students with ED (48%), with specific needs including training for general education teachers, school staff, and administrators on EBPs, creative programming options, alternative pathways for rural areas, and written resources/guides from the state. One unit noted a need for accountability and follow-through from parents and agencies for students aged 16 and older.

Multiple areas tied at 24%: EBP implementation (such as embedding practices into daily routines and instruction, and FBA/BIP training), family engagement strategies, and supporting Native American students (including SEL curriculum, resources, and targeted EBPs).

Additionally, 21% of SEUs requested assistance with EWS implementation, evaluating EBP fidelity, and data systems and analysis (such as learning how to better use platforms like Infinite Campus and understanding what other units are using). Multiple respondents emphasized that training should be scheduled at times when unit staff and teachers can attend without losing instructional time. One unit highlighted a critical gap: lack of support from outside agencies for students ages 16 and older, noting that state services end at 16 while schools must serve students until age 21.

Display G1: Technical Assistance Needs

1. In which of the following areas would you like technical assistance?



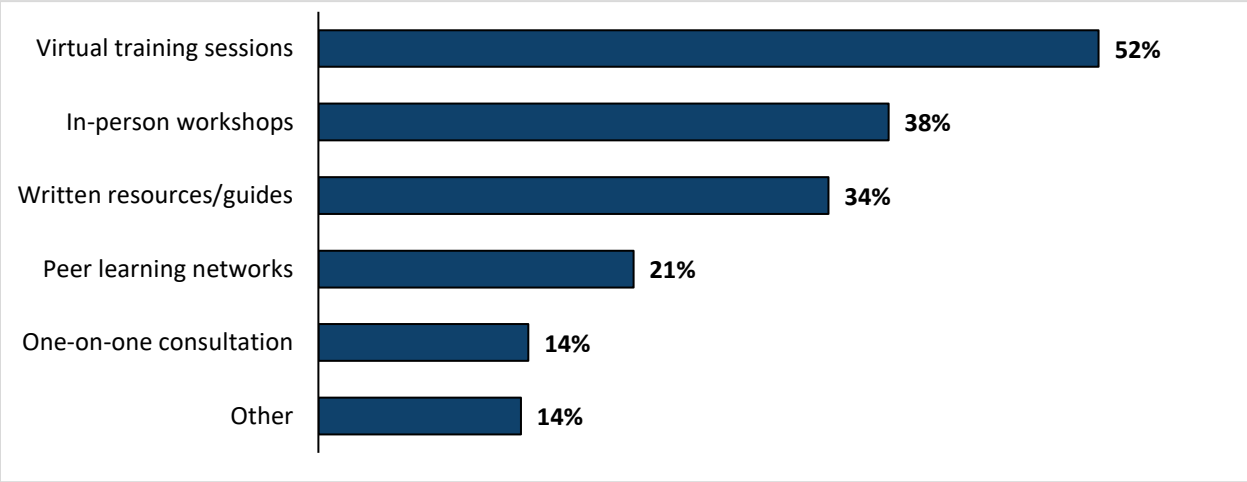
Multiple selections allowed. See Appendix A for complete list of specific of TA needs.

Preferred Technical Assistance Formats

SEUs expressed preference for multiple formats of technical assistance delivery. Virtual training sessions are the most requested (52%), followed by in-person workshops (38%) and written resources/guides (34%). Multiple units emphasized the need for flexible timing that allows staff to attend without losing instructional time with students. For written resources, requests included state EBP guidance and "one pagers or guides that can be accessed at any time." One unit noted that offering various formats would give staff multiple ways to access information based on their needs and preferences.

Display G2: Preferred Technical Assistance Formats

2. What format of technical assistance would be most helpful?



Multiple selections allowed. See Appendix A for complete list of "other" responses.