

Dropping Out is a Process, NOT an Event

Special Education in ND
State Systemic Improvement Plan (SSIP)

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- US Department of Education – Individuals with Disabilities Education Act (IDEA)(Federal Special Education Law)
- Every State MUST have a SSIP
- Continuous Improvement Process – Improve Results for Students with Disabilities
- Started 7 Years Ago
 - Stakeholders across ND – Determine ND's Focus (SiMR)
 - Report Quarterly to this stakeholder group (IDEA Advisory Council)

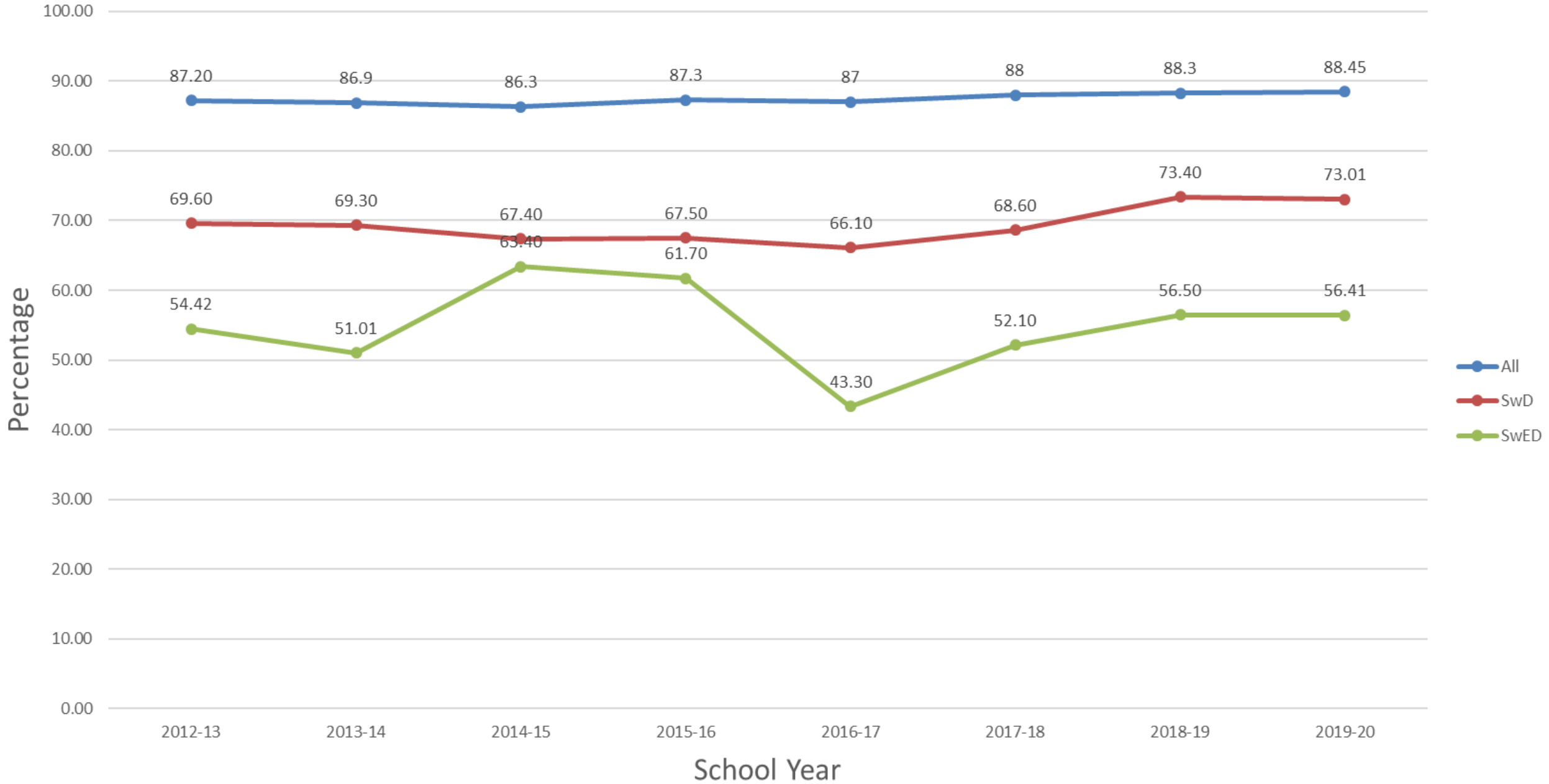
ND's SSIP Goal

State Identified Measurable Result (SiMR)

*Improve 6 Year Graduation Rates
for Students*

identified as having an Emotional Disturbance

4 Year Graduation Trend Data





Community Financial Impact of Dropping Out

\$300,000 - \$500,000 impact – 1 Dropout

For every 1% of Graduation Cohort who Drops Out ~ \$25,000,000

(76 * \$400,000 = \$25,000,000 conservatively)

- Reduced Earning Power
- Reduced Spending Power
- Increased interaction with Community Systems

ND's 4 Year Graduation Rate = 88%

Messaging

**Dropping Out is a Process,
NOT an Event**

We Know What Works

15 Effective Strategies for Dropout Prevention

Foundational Strategies

- ★ Systemic Approach
- ★ School-Community Collaboration
- ★ Safe Learning Environments

Early Interventions

- ★ Family Engagement
- ★ Early Childhood Education
- ★ Early Literacy Development

Basic Core Strategies

- ★ Mentoring/Tutoring
- ★ Service-Learning
- ★ Alternative Schooling
- ★ After-School/Out-of-School Opportunities

Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
- ★ Educational Technology
- ★ Individualized Instruction
- ★ Career and Technical Education (CTE)

Vision: All students graduating CHOICE READY...

High School Accountability

NDDPI Strategic Vision Framework

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

NDPC 15 Effective Strategies

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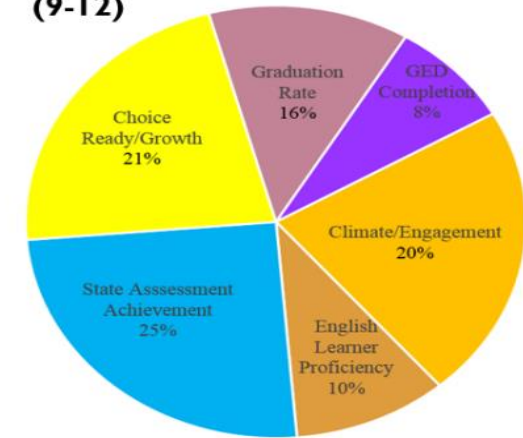
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High School (9-12)



ND Choice Ready

ESSENTIAL SKILLS

Earn a North Dakota high school diploma
Complete a 9-week Career Education Course/Individual Counseling (15.1-21-18), Financial Literacy (15.1-21-21), and pass ND Civics Test (15.1-21-27) and four or more additional indicators:

| | |
|---|--|
| ■ 25 hours of Community Service | ■ Two or more years in organized Extra-Curricular Activities |
| ■ 95% Attendance (not counting school related absences) | ■ Successfully complete a Capstone Project |
| ■ Work-based Learning Experience | ■ Successfully complete an on-line learning course |
| ■ Two or more years in organized Co-Curricular Activities | ■ Demonstrate competency in 21st Century Skills |

Students shall then complete two or more of the CHOICE READY components below.

POST-SECONDARY READY

Complete a Four Year Rolling Plan, and earn a 2.8 GPA or greater, and complete one academic indicator set below:

ACT/SAT minimum subsection scores ACT:
English—18 SAT Reading/Writing—480
ACT Reading—22 SAT Math—530
ACT Math—21
ACT Science—23

or

Two or more additional indicators:

- Advanced Placement Course (A, B or C) or (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B or C) or (4, 3 or 2)
- Algebra II (A, B or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDIUS admission CLEM/CREAM (Eng/Math) Course (70% or greater)

WORKFORCE READY

Complete a Four Year Rolling Plan, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B or C) or (4, 3, or 2)
- Work Keys (Gold or Silver)
- Technical Assessment/Industry Credential Workplace Learning Experience (75 hrs)
- CLEM/CREAM (Eng/Math) Course (70% or greater)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)

MILITARY READY

Complete a Four Year Rolling Plan, ASVAB score of 31 or greater (as determined by branch), Quality Citizenship (No Expulsions/Suspensions), Physically Fit (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and Complete two or more additional indicators from the Post Secondary or Workforce options.

Building and Leveraging Partnerships

- Partnerships Across the State
 - Public/Private partnerships
 - Public/Public partnerships
- Alignment Examples - (Time, Effort, Funding, Messaging, etc)
 - Agencies
 - Agency Offices
 - Field
 - Stakeholder groups

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COVID

- All Partners Working Hard – Fair amount of Stress (Schools and Families)
- Funding Partnerships and Supports
- Message from Our Office:
 - Communicate
 - Relationships / Trust
 - Good Faith Efforts
 - Individualization
 - Prior Written Notice (Communication)
 - Reconvene
- Students who need SEL support / Cognitive Support / Health Issues
 - Mask wearing / Physical interacting (OT/PT) / Telehealth / Attention Issues / Schedules (autism)
- Home Education Calls way up

COVID

- Formal Dispute Resolution Complaints right away
 - Needed to get the year started...???
- TA Calls
 - Parent / Advocacy
 - Directors / Leaders
- Students with most severe disabilities
 - Need physical interaction
 - SEL needs / engagement / Behavioral Health issues
- Dispute – Failure to Implement
- Webinars – very popular