North Dakota SSIP

Evaluation Plan

The NDDPI evaluation plan was developed internally to validate ownership and direct responsibility for the success of this SSIP effort. Three short term objectives drive the formative evaluation of the plan. Three long term objectives drive the summative evaluation of the plan.

1) Short Term Objectives:
    a. The NDDPI will annually provide adequate and appropriate financial, technical assistance, and professional development resources to increase the number and evidence-based and promising practices successfully implemented in North Dakota (ND) schools for the SSIP target population.
    b. The NDDPI will provide adequate and appropriate advocacy annually to increase services available to the ND SSIP target population.
    c. The NDDPI will meet or exceed the annual targets of Indicator 17, Six-year Extended Graduation Rate, for ND students identified as emotionally disturbed.
2) Long Term Objectives:
    a. The NDDPI will meet or exceed the ending target of Indicator 17, Six-year Extended Graduation Rate, for students identified as emotionally disturbed.
    b. The NDDPI will increase Indicator 1, Graduation Rate, and Indicator 3, Academic Proficiency Rate, for all ND students with disabilities.
    c. The NDDPI will decrease Indicator 2, Drop-out Rate, for all ND students with disabilities.

Improving the graduation rates of students with emotional disturbance requires an adjustment in the performance of people across the system. This adjustment focuses on the increased implementation of evidence-based and promising practices (EBPPs) and the increase in mental health services available to the target population. The NDDPI evaluation plan will measure the inputs and strategies' implementation, availability, appropriateness, and adequacy. It will measure student performance outcomes to evaluate the student effects of the increase in EBPPs and services.

The NDDPI aligned the evaluation plan to the Theory of Action, containing the abovementioned elements. Each element is evaluated as a formative measure of progress or a summative measure of success. The alignment of the elements with those in the Theory of Action includes:

1) Inputs- Technical Assistance, Resource Allocation, and Relationship Building (Partnerships).
2) Strategies- Planning that results in identifying EBPPs, adequate resources for LEAs to plan for and implement EBPPs, and advocacy that increases the mental health services available for the target population.
3) Outputs- Increase the implementation of EBPPs and increase services available to the target population.
4) Short Term Outcomes- An improvement in the six-year extended graduation rate of students identified as having an emotional disturbance.

5) Long Term Outcomes- An improvement in the graduation rates, drop-out rates and proficiency rates of all students with disabilities.

Evaluation Plan Data Collection:

Inputs regarding TA

PIER Tool (communication log) – is a tool to help frame the special education unit's continuous improvement efforts using improvement science to support change. Supports LSEUs as they intentionally plan, implement, evaluate, and report local SSIP efforts. LSEUs will submit their written summary and improvement goals, strategies, and activities to the NDDPI, Office of Special Education, through the use of the PIER Tool.

PIER Tool Workspace Platform (improvement plan entries) –allows for communication between the NDDPI and LSEUs as they add data to the PIER tool. It includes reporting the results of the formative and summative evaluation and updates of the written summary to the NDDPI. Assists in determining implementation with fidelity of the EBPPs.

Special Education Unit Directors – monthly virtual meeting to share SSIP information and solicit TA needs from special education unit directors across ND

Inputs regarding Resource Allocation

Capacity Building Activities - resources, technical assistance, professional development, and advocacy activities will be used to identify the current and priority status in meeting the level of performance implied within each of the state level indicators of the evaluation rubric.

Inputs regarding Partnerships

Partner Lists- the NDDPI works with a variety of partners within the NDDPI and partners within and outside of the education profession. (NDDPI Office of Academic Support, NDDPI Office of Indian/Multicultural Education, IDEA Advisory Counsel, National Dropout Prevention Center, AIR, Cognia, Parent Support Groups, Communities of Practice, Special Education Directors, etc.).

Strategies regarding Planning Process Fidelity

Fidelity Ratings – LSEUs will report Fidelity of Implementation into the PIER tool. Each unit will provide fidelity feedback from NDDPI SSIP staff through the Workspace Platform to complete the Fidelity of Implementation part of the PIER Tool. NDDPI will work with an outside evaluator to compare Fidelity of Implementation across LSEUs, determine similarities between units, and share data with stakeholders.

Strategies regarding Implementation Capacity

Resource Allocation Rubric- the PIER Tool has a section titled "SPED Resources" where LSEUs enter data into the SSIP Graduation Rate Spreadsheet to track graduation rates of students with ED. LSEUs are responsible for summarizing data discussing graduation trends, future graduation targets, and consideration for future SSIP efforts and activities.

If the trendline does not indicate improving graduation rates, the LSEU must provide data for adjustments they plan to incorporate to get graduation rates back on track.

NDDPI Activities: Continue to share and expand the message "Dropping Out is a Process, NOT an Event" and "Every Student has Hopes and Dreams". NDDPI will collaborate with AIR to continue to assist LSEUs in creating Early Warning Systems to determine needed intervention for students with ED, so they graduate from high school. A coaching cadre will be developed to assist in training and implementing EWS state-wide. NDDPI will share Evidence-Based Strategy lists from the National Dropout Prevention Center and The National Technical Assistance Center for Transition, the Collaborative, so that LSEUs can increase implementation and selection of EBPPs at the local level.

Strategies regarding Advocacy

Advocacy Activity Log- Entries in the PIER Tool will be used to determine the current status for indicators in the above "Resource Allocation Rubric." The NDDPI staff believes that increasing the number and type of services available to students with behavioral, social/emotional, social communication, and mental health needs will keep them in school and thus increase their graduation rates. To verify the belief and sustain the work of the SSIP, it is important to establish a cause/effect relationship between the NDDPI advocacy activities and increased mental health services available to the targeted students. NDDPI will begin using the Workspace platform within the PIER Tool to communicate between NDDPI and LSEUs as data is entered throughout the year.

Outputs regarding EBPPs

EBPPs Results Log- NDDPI and an external evaluator will review each LSEU's PIER tool information to analyze the number and type of EBPPs annually and the competency levels of practitioners to implement them. Data from initial submissions of units' written summaries, goals, strategies, and activities will provide the NDDPI leadership team with baseline and fidelity data. Since ND is a local control state, LSEUs have the opportunity to determine what EBPPs will be used at the local level. NDDPI will use the data from the EBPPs Results Log to further assist in a better way to determine and report fidelity through quantitative data.

Outputs regarding Services

Services Results Log- The NDDPI staff will continue to share and collect information from different stakeholder groups, both within and outside of NDDPI. Along with providing a list of various educational and treatment services initiated or expanded and made available to students with behavioral, social/emotional, social communication, and mental health needs. Stakeholder suggestions will be included in an annual cause analysis to provide value to the NDDPI staff to continue its advocacy activities.

Short Term Outcomes

Indicator 17 Results- The six-year extended graduation rates for students with emotional disturbance will be compared annually to the target rates set in the North Dakota SSIP. The comparison will provide formative information regarding the effects of the

improvement efforts on student performance. The final comparison of these rates will provide summative information regarding the overall success of the North Dakota SSIP efforts.

Long Term Outcomes

Indicators 1, 2, and 3 Results- Graduation rates, drop-out rates, and academic proficiency rates of all North Dakota students with disabilities are annually analyzed for the SPP/APR. The results are analyzed as part of the State's focused monitoring process data drill down. The final comparison of these rates will provide summative information regarding the success of the ND SSIP efforts on all ND students with disabilities.

Evaluation Plan Logic Model

The resulting evaluation logic model visually represents the NDDPI SSIP evaluation plan. It includes the general elements of the Theory of Action, the corresponding North Dakota elements, the collection tools used to gather the information necessary to evaluate each component, and the pathways of influence and information.