



**\*Resource Allocation Rubric:**

**NDDPI SSIP Evaluation Rubric**

**State Level Indicators/NDDPI Capacity Building Activities**

(Indicators adapted from InDistar/Academic Development Institute (ADI) - District Office Indicators)

(Status rating- the current NDDPI performance status and its adequacy in meeting the level of performance implied within the indicator. Priority rating- the priority for NDDPI performance adjustment or change.)

State Level Indicators	NDDPI Capacity Building Activities	Status Rate 1,2,3,	Priority Rate 1,2,3,
<b>Area- Improving the unit within the framework of state support.</b> a. The NDDPI includes parent and community organizations in improvement planning, maintains regular communications with them, and encourages local special education units to do the same.			
b. The NDDPI assists local units with technology, training, and support to meet the individualized needs for integrated data collection, reporting and analysis systems.			
c. The NDDPI sets statewide achievement targets for the SIMR and assists the local units in setting appropriate and realistic achievement targets for unit level improvement efforts.			
d. The NDDPI office sets a unified vision for special education improvement with the participation of a broad range of stakeholders.			
e. The NDDPI staff is accountable for local unit improvement and student learning outcomes.			
f. The NDDPI annually reallocates resources to assist in the support of local units, staff and instructional improvement.			
g. The NDDPI intervenes early with assistance when a local unit is not making adequate progress.			

<p>h. The NDDPI understands that local unit leaders have reasonable autonomy to do things differently in order to succeed.</p>			
<p><b>Area- Taking the change process into account.</b></p> <p>a. The NDDPI operates with state-level and local unit level improvement teams that have a clearly defined purpose, regularly look at performance data and use that data to make decisions about improvement and professional development needs.</p>			
<p>b. The NDDPI examines existing special education improvement strategies being implemented across the state and determines their value, expanding, modifying, and culling as evidence suggests.</p>			
<p>c. The NDDPI assists each local unit so that improvement initiatives include research-based, field proven programs, practices and models.</p>			
<p>d. The NDDPI establishes a clear vision of what the program will look like when improved (Big Picture) and assists local units so that local improvement plans also include such a vision.</p>			
<p>e. The NDDPI is prepared for setbacks, resistance, and obstacles on the path to improvement.</p>			
<p><b>Area- Clarifying state - unit expectations.</b></p> <p>a. The local unit reports and documents its progress regularly to its Board, and also informs NDDPI.</p>			
<p>b. The NDDPI designates a contact person for each local unit, and that person maintains communications with the unit and an interest in its progress.</p>			
<p>c. The NDDPI and local unit decision makers meet periodically to discuss the unit's progress.</p>			
<p>d. State level professional development based on needs</p>			

of local units is built into the annual schedule by the NDDPI, but local units are also given support in selecting training and consultation that fit the requirements of their improvement plans and their evolving needs.			
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Status Ratings-

- 1) Something has been done but more is needed
- 2) On track and moving forward
- 3) Activities are sufficient

Priority Ratings-

- 1) Need to add activities right away
- 2) Need to add activities but wait and see
- 3) No need for additional activities at this time

**\*Advocacy Activity Log (Excel Spreadsheet):**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1			<b>1- Audience, 2- Involved in Presenting, 3- Both</b>												
2	<b>Date</b>	<b>Activity</b>	<b>Educators</b>	<b>Ed. Admin.</b>	<b>DHS</b>	<b>Legislature</b>	<b>DPI</b>	<b>DHS- DD</b>	<b>DHS- VR</b>	<b>DJC</b>	<b>CoP</b>	<b>ELC</b>	<b>Private Providers</b>	<b>Parents</b>	<b>Other</b>
3															

**\*EBPPs Results Log (Excel Spreadsheet):**

	A	B	C	D	E	F	G	H	I	J	K	L
1				"x" in cells D thru H to indicate the type					Rating of 1, 2, 3, 4 in cells I thru L			
2	<b>Unit</b>	<b>Practice or Program Description</b>	<b>New (1) or Expanding (2)</b>	<b>Instr.- Self Reg</b>	<b>Instr.- Exec. Functions</b>	<b>Supports- Academic</b>	<b>Supports- Behavior</b>	<b>Supports- Parent, Stud, Family, Commun.</b>	<b>Baseline Competency Level</b>	<b>End of 1st Year Competency Level</b>	<b>End of 2nd Year Competency Level</b>	<b>End of 3rd Year Competency Level</b>
3												

**\*Advocacy Results Log (Excel Spreadsheet):**

	A	B	C	D
1	<b>Date</b>	<b>Description of Service</b>	<b>Initiation</b>	<b>Expansion</b>
2				