



**U.S. Department of Education  
Grant Performance Report Cover Sheet (ED 524B)**

OMB No. 1894-0003  
Exp. 08/31/2020

*Check only one box per Program Office instructions.*  
[ ] Annual Performance Report [ ] Final Performance Report

**General Information**

1. PR/Award #: H323A170015 2. Grantee NCES ID#: 46  
*(Block 5 of the Grant Award Notification - 11 characters.) (See instructions. Up to 12 characters.)*
- 3 Project Title: SD Cohesive Model for Literacy Support – SD SPDG  
*(Enter the same title as on the approved application.)*
4. Grantee Name *(Block 1 of the Grant Award Notification.):* South Dakota Department of Education
5. Grantee Address *(See instructions.)* 800 Governors Drive, Pierre SD 57501-2291
6. Project Director *(See instructions.)* Name: Brandi Gerry Title: Implementation Specialist  
 Ph #: (605) 295 - 3536 Ext: ( ) Fax #: ( ) -  
 Email Address: Brandi.Gerry@state.sd.us

**Reporting Period Information *(See instructions.)***

7. Reporting Period: From: 10 / 01 / 2018 To: 09 / 30 / 2019 (mm/dd/yyyy)

**Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)***

**8. Budget Expenditures**

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	\$170014.53	
b. Current Budget Period	\$506982.00	
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

**Indirect Cost Information *(To be completed by your Business Office. See instructions.)***

**9. Indirect Costs**

- a. Are you claiming indirect costs under this grant?  Yes  No  
 If yes, please indicate which of the following applies to your grant?
- b.  The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:  
 The period covered by the Indirect Cost Rate Agreement is from: 07 / 01 / 2018 to: 06 / 30 / 2019 (mm/dd/yyyy)  
 The approving Federal agency is:  ED  Other *(Please specify):* \_\_\_\_\_  
 The Indirect Cost Rate is 6.3 %  
 The Type of Rate *(For Final Performance Reports Only)* is:  Provisional  Final  Other *(Please specify):*
- c.  The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).
- d.  The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:  
 Is included in its approved Indirect Cost Rate Agreement; or  
 Complies with 34 CFR 76.564(c)(2).
- e.  The grantee is funded under a Training Rate Program and:  
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or  
 Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

**Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)***

10. Is the annual certification of Institutional Review Board (IRB) approval attached?  Yes  No  N/A

**Data Privacy and Security Measures Certification *(See instructions.)***

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached?  Yes  No

**Performance Measures Status and Certification (See instructions.)**

12. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No  
b. If no, when will the data be available and submitted to the Department? \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Matthew Flett

Name of Authorized Representative:

Title: Director of Finance & Management

Matthew Flett

Signature

Date: 5 / 3 / 19



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary

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**(See Instructions)**

The South Dakota State Personnel Development Grant (SD SPDG) received its initial funding in October of 2017. The SD SPDG Proposal, "SD Cohesive Model for Literacy Support" was designed with the purpose of supporting struggling readers, especially those with specific learning disabilities. The SD SPDG is comprised of four key areas: training in foundational literacy and the MTSS framework, instructional coaching, data-driven decision-making, and family engagement. SD schools partnered with South Dakota Parent Connection, Dakota State University instructor, MTSS facilitators, external evaluator, facilitator, and SD DOE staff across multiple divisions. SD SPDG materials and resources are located online at <https://doe.sd.gov/grants/SPDG.aspx>.

During Year 1 of the SD SPDG (10/01/17 – 09/30/18), the SD SPDG State Leadership Team identified seventeen schools from six districts to implement the system. Each school identified key members of a building leadership team (including an administrator, general education teacher, special education teacher, SPDG coach, parent, and other key staff identified by each respective school). These teams attended two full-day kick-off trainings during summer 2018 to learn more about the SD SPDG and better understand the identified tools and processes the grant would utilize for family engagement, literacy instruction, coaching supports, and data-driven decision-making. Each school left the kick-off trainings armed with an action plan and the tools, resources, and supports to begin implementation during the 2018-2019 school year. During the summer, SPDG coaches also participated in 5 days of foundational literacy training, 3 days of instructional coaching training, SPDG data-workbook training, and a face-to-face full day meeting in August 2018 to discuss questions and concerns, and to prepare for the upcoming school year.

Year 2 of implementation (10/01/18 – 09/30/19) focused on school-level implementation, ongoing training and supports, and baseline data collection. Key activities during the 2018-2019 school year included:

Foundational Literacy – SPDG coaches provided 18 hours of foundational literacy training to their respective schools. This included 287 participants in 52 total trainings across all SPDG schools. Training participants included general education teachers, interventionists, special education teachers, and other staff identified by the school.

MTSS Framework – Each school held a monthly building leadership team meeting. During the meeting, the teams reviewed building-level data and updated their action plans to track progress toward school-level and state-level goals. Two MTSS facilitators (one assigned to each half of the state) attended up to 3 building leadership team meetings at each assigned building. The MTSS facilitators assisted in setting up norms and meeting protocol and provided support in data analysis. The MTSS facilitators will also complete an external R-TFI for a sampling of the schools on each side of the state.

SPDG Coaching - SPDG coaches followed the protocol from their summer training to develop a differentiated coaching plan and provided targeted coaching assistance to all K-5 educators in general education, title, and special education settings. The coaches received continued support and training through monthly webinars and face-to-face meetings in August and February (and a meeting scheduled for May 2019). This ongoing training protocol provides continued training on literacy and coaching topics, as well as time for coaches to ask questions and share ideas.

Data-Driven Decision Making – The SPDG coaches were an integral part in the school-level data-driven decision-making process. Each coach is a member of the building leadership team and assists in facilitating school-level data conversations after each benchmarking period. The SPDG coach also utilizes the SPDG Data Workbook processes to guide grade-level and classroom-level data analysis.

Family Engagement – The SPDG Family Engagement team led many schools through a Family Friendly Walkthrough process. A handful of schools had completed the Walkthrough during the 2017-2018 school year through other state-level supports and used those results to guide their conversations and goals around family engagement. Through the Family Friendly Walkthrough, a team of parents, educators, and administrators from the school take a guided walk through the school building to identify strengths and barriers to families feeling engaged and connected to the school community. Following the guided walk, the family engagement team meets to discuss their findings and other aspects of the school climate and culture that contribute to strong family engagement. Each school receives a written report that will be used to develop family-engagement based goals on their respective action plans.

The Family Engagement team has spent this year working on developing family literacy trainings that will be delivered in livestream and on-demand formats throughout the 2019-2020 school year, as well as a web-based family literacy toolkit. The Family Engagement team is also exploring a partnership opportunity with the new South Dakota Statewide Family Engagement Center (SFEC). This partnership would allow for development of family literacy trainings and materials that can be utilized by both SPDG schools and schools engaging with the SFEC.

State Leadership – The SPDG State Leadership Team includes contracted supports in MTSS and family engagement, state-level leaders from several departments, our SPDG external evaluator, and facilitator. The state leadership team met face to face in October 2018 to review initial implementation results and school action plans. The leadership team also met monthly to share progress in key areas, review state-level data, and to gain feedback on refining and improving school supports. The leadership team will meet in June 2019 to analyze school-level and state-level data from the schools’ first year of implementation, examine feedback from the SPDG Advisory Panel, review and refine state-level goals, and celebrate successes from the year.

Stakeholder Input – The SPDG Advisory Panel held its first meeting in April 2019. The Advisory panel includes administrators and educators from SD schools, administrators from other SD schools, representatives from agencies representing family engagement, higher education, special education advocacy, and birth to 3 supports. During this initial meeting, the panel was given an overview of the SD SPDG and a review of key activities from the year. Then, panel members shared feedback on what they see as strengths, questions about various aspects of the grant, and suggestions for future improvements. This feedback will be utilized during the June 2019 state leadership meeting to continue guiding the SD SPDG.

### **Performance Measure Targets**

These are the Performance Measure targets that we will strive to achieve each year of the grant. These performance measures represent the OSEP-required measurements of the SPDG. In the Project Status Chart, we report on our performance on these three Performance Measures as well as on several project-specific measures.

#### **Performance Measure 1:**

In 2018-19, 50% of evidence-based professional development components will score a 3 or 4 on the Rubric of State-wide Professional Development Components rubric.

2017-18 Target: Baseline

2018-19 Target: 50%

2019-20 Target: 70%

2020-21 Target: 80%

2021-22 Target: 80%

#### **Performance Measure 2:**

In 2019-20, after two full years of training, 50% of the SPDG schools will receive a score of 70% or higher on the appropriate fidelity of implementation checklist.

2017-18 Target: Baseline

2018-19 Target: Baseline

2019-20 Target: 50%

2020-21 Target: 70%

2021-22 Target: 70%

#### **Performance Measure 3:**

In 2018-19, 50% of the SPDG funds will be used for activities designed to sustain the use of practices on which TA/PD is focused.

Measure: Analysis of budget expenditures (Cost of ongoing TA divided by cost of all PD activities for the initiative)

2017-18 Target: Baseline

2018-19 Target: 50%

2019-20 Target: 60%

2020-21 Target: 70%

2021-22 Target: 80%

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Project Status Chart

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)1. **Project Objective**  Check if this is a status update for the previous budget period.

Projects use evidenced-based professional development practices to support the attainment of identified competencies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a  In 2018-19, 50% of evidenced-based professional development components will score 3 or 4 on the SPDG Evidenced-Based Professional Development Components rubric.	PROGRAM		8 / 16	50		11 / 16	69
1b  In 2018-19, 80% of workshop participants will report that their knowledge increased.	PROJECT		521 / 652	80		626 / 652	96
1c  In 2018-19, 80% of workshop participants will report that their skills increased.	PROJECT		521 / 652	80		619 / 652	95
1d  In 2018-19, 80% of workshop participants will report that they will change what they do on the job.	PROJECT		521 / 652	80		600 / 652	92
1e  In 2018-19, 80% of workshop participants will report that that the trainings impact students.	PROJECT		521 / 652	80		593 / 652	91
1f  In 2018-19, 70% of staff participating in the Literacy Strategies training will score 70% or higher on each post-test. Post-test data will be collected in May 2019. We will update this performance measure in summer 2019.	PROJECT		999 / 999	100		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The evaluation measures that pertain to Project Objective 1 and that were administered in 2018-19 include: • Tracking System for all professional learning & development (PLD) trainings • End-of-PLD Evaluations (evaluations completed at the end of each PLD training) • Pre-/Post-Tests (administered at the beginning of the literacy strategies training and at the end of the literacy strategies training) Attachment B, the SD SPDG Evaluation Plan, explains all the SD SPDG evaluation tools. A manual of evaluation tools is available online here: <https://doe.sd.gov/grants/documents/SPDG-EvalManual.pdf>. An online evaluation system tracked professional development trainings and included information about who delivered the training, who attended the training, and the date. Built into the site is a data collection and reporting feature for end-of-training evaluations. The online evaluation system requires a log-in to enter data and review reports. A preliminary Dashboard Report was created that summarized the evaluation data related to all project objectives, including Objective 1. Attachment B, the SD SPDG State-Level Dashboard Report, is the state-level data representing this reporting year. In addition to the statewide Dashboard Report, a Dashboard Report for each district and each school will be created. School teams will review them in an on-site training and use them for action planning. As of April 15, 2019, 71 trainings were administered during the 2018-19 school-year. A total of 411 unique participants attended the trainings. Two more trainings will be administered before the end of the school year. End-of-training evaluation data was collected on these trainings and reported to the Advisory Team, State Leadership Team, and District Leadership Teams. 1a. Attachment A, the Evidence-Based Professional

Development Components Worksheet, illustrates how the SD SPDG State Leadership Team scored the 16 professional development components. We will continue to focus on implementing and enhancing all Components in the 2019-20 school year. The 2018-19 score is 69%. 1b. – 1e. All PLD activities are tracked in terms of who delivered the training, to whom was the training delivered, date, and how the training was delivered. At the end of each training, participants complete an end-of-PLD training evaluation. Quarterly reports are generated. Because we believe strongly that the PLD delivered to the SPDG schools must have an impact on participant knowledge, skills, and job behaviors, and in turn on students, we have set project goals surrounding these areas. A total of 652 end-of-PLD evaluations were completed on the 49 of the 71 trainings. 98% of these respondents indicated that the usefulness of training was "good," "very good," or "excellent;" 96% stated that their work-related knowledge has increased at least "some;" 95% stated that their work-related skills have increased at least "some;" 92% stated that they will change something that they do back on the job based on what they learned in the training; 91% stated that the training would "probably" or "definitely" impact students. 1f. Participants at the Literacy Strategies trainings take a pre- and post-test to assess their improvement in knowledge as a result of the training. 250 participants have completed the pre-test. These individuals will complete a post-test in May 2019.



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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**2. Project Objective**

[ ] Check if this is a status update for the previous budget period.

Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2a  In 2019-20, after two full years of training, 50% of the SPDG schools will receive a score of 70% or higher on those sections of the R-TFI on which they have received training.	PROGRAM		999 / 999	100		999 / 999	100
2b  In spring 2020, 50% of participating instructional staff will be observed implementing new strategies, skills, and/or knowledge with fidelity from the training they received, as observed by the Literacy Observation Checklist. Baseline data has been collected in spring 2019; we report on that in the explanation below.	PROJECT		999 / 999	100		999 / 999	100
2c  In spring 2020, 70% of SPDG coaches will receive a favorable rating on the Coaching Survey. Baseline data has been collected in spring 2019; we report on that in the explanation below.	PROJECT		999 / 999	100		999 / 999	100
2d  In spring 2020, 70% of staff at the SPDG schools will respond positively on the Family Engagement Survey (for staff members). Baseline data has been collected in spring 2019; we report on that in the explanation below.	PROJECT		999 / 999	100		999 / 999	100
2e  In spring 2020, 70% of family members at the SPDG schools will respond positively on the Family Engagement Survey. Baseline data has been collected in spring 2019; we report on that in the explanation below.	PROJECT		999 / 999	100		999 / 999	100
2f  After three years of training, 15% of students with disabilities in the SPDG schools will show an increase in their district-level benchmark reading scores over the spring 2018 baseline.	PROJECT		999 / 999	100		999 / 999	100
2g	PROJECT		999 / 999	100		999 / 999	100

After three years of training, 10% of students with specific learning disabilities in the SPDG schools will show an increase in their district-level benchmark reading scores over the spring 2018 baseline.

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG supported practices over time. Project Objective 2 measures administered in 2018-19 include:

- Reading Tiered Fidelity Inventory (R-TFI), an implementation survey completed by leadership teams at each school.
- Literacy Observation Checklist, a checklist used to determine if educators are implementing the core reading strategies with fidelity.
- Coaching Survey, a questionnaire that measures satisfaction with the coaching activities provided K-5 educators.
- Family Engagement Survey, a written questionnaire completed by family and school staff about the extent to which the school engage families.

In addition, we are tracking the number of coaching activities the coaches provide to the schools. Preliminary data from 2018-19 show that coaches provided 2,565 coaching activities to educators over topics such as comprehension, fluency, phonics, and student engagement.

2.a. Fidelity of Implementation. For this measure, the R-TFI is used. Seventeen schools completed this in fall 2018; all schools will complete it again in May 2019. External observers will complete it on at least four schools in spring 2019. Baseline data from fall 2018 indicate that the 17 schools earned 54% of the points for Tier 1 overall. These scores are expected to increase as staff members are trained and begin to implement MTSS. Scores from spring 2019 will be used to determine training needs in 2019-20.

2.b. Literacy Observation Checklist. Trained external observers assess whether instructional staff are implementing core reading strategies with fidelity. This will be administered in May 2019, and data will be examined in summer 2019 to determine training needs in 2019-20.

2.c. Coaching Survey. The coaching survey is administered twice every school year – in January and May. Results from January 2019 indicate that coaches are doing a great job. A total of 253 school staff members completed the coaching survey in January. 95% indicated that their knowledge increased and 95% indicated that their skills increased because of the instructional assistance/coaching they had received from their coach. Detailed results are provided to each coach so that they can adjust the supports they provide to their schools.

2.d. and 2.e. Family Engagement Survey. Two Family Engagement surveys (one for families and one for educators) developed by SD Title 1 were administered by the SD Parent Connection in 2018-19. This baseline data indicated overall positive results. For example, 84% of family members and 92% of educators stated that families' culture, ethnicity, and beliefs are respected and value at this school. The data also suggested room for improvement. For example, 72% of family members and 59% of educators stated the school offers programs to families that will help promote learning in the home. These surveys will be administered annually to examine improvements over time.

2.f. - 2.k. Impact on Student Performance. A key project measure is looking at the impact that the SPDG initiative has on student achievement. If fidelity measures indicate that practices are being implemented with fidelity, a corresponding increase in student achievement will be expected. Progress monitoring scores will be used to assess growth in achievement. Baseline progress monitoring data will be available in June 2019. State test data from spring 2018 shows that 19% of students with disabilities in grades 3-5 and 6% of students with specific learning disabilities in grades 3-5 scored proficient. For students in grades 3-5, 63% of students with disabilities and 77% of students with specific learning disabilities scored at Level 1 (the lowest level). Spring 2019 state test data will be available in summer 2019 and will be examined at that time.



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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**3 . Project Objective**  Check if this is a status update for the previous budget period.

Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3a  In 2018-19, 50% of the SD SPDG funds will be used for activities designed to sustain the use of practices on which PD/TA is focused.)	PROGRAM		568771 / 1137542	50		858777 / 1137542	75

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. 3a. South Dakota allocated funds toward the following activities during year 1 to sustain the use of practices outline in the SD SPDG. • District MTSS team members attend a national MTSS conference to gain knowledge on the MTSS implementation \$150,000 (one conference per school before 09/30/2020). - \$97,443.63 • Training Materials \$30,000 • Parent Resource \$29,789.50 • Coaches' salaries and benefits \$611,294.12 • Effective Coaching Training \$10,000 • Literacy Training \$66,650 • Data Driven Instruction Training \$13,600 Total: \$858,777.25



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**SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)**

\$359,796.66 has been drawn down from the G5 system for the current budget period.

South Dakota expects to have unexpended funds at the end of grant year two. Our timeline for implementation at the school and district levels took longer than originally anticipated. Costs for coach training were lower than expected. During the reported grant year, funds for a coaching coordinator were not used, as Brandi Gerry acted in both SPDG co-director and coaching coordinator roles. While most participating districts utilized their funds to attend a national MTSS conference, not all districts were able to complete that during years 1 and 2, so those districts will carry over that component in the 2019-2020 school year.

During Year 3, South Dakota will partner with external personnel to fill the role of coaching coordinator. This role will be filled by either one person to support all coaches, or two people who each support coaches on one half of the state. We plan to continue partnership for the coaching coordinator position through the duration of the SD SPDG. Districts unable to attend a national MTSS conference will use their funds to attend a conference in the 2019-2020 school year.

As noted in Section C, one school will leave the SD SPDG at the end of the 2018-19 school year and will be replaced by a different school in the same district. With this transition, we anticipate the use of additional funds for training materials to assist the new SPDG school in their first year of SD SPDG implementation. There were no changes to the budget that affected our ability to achieve approved project activities and/or project objectives. Because project activities and goals remain consistent, South Dakota will request to carry over remaining funds to year three.



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**SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)**

Continued SD SPDG Partnerships:

- SD Parent Connection – family engagement
- Birth to 3 (Part C) – early literacy, SSIP coaching
- Utah State University – external evaluator, facilitator
- Dakota State University – IHE, literacy

New and/or changed SD SPDG Partnerships:

- Brandi Gerry, SPDG Co-director, also took the role of coaching coordinator during this grant period. This eliminated the need for partnership with an outside coaching coordinator. Due to the number of responsibilities for both roles, the SD SPDG State Leadership team agreed that it would be best to partner with an outside entity for the coaching coordinator role. Currently, the SD SPDG co-directors are working to fill this role with either one person to support all coaches, or two persons (one for each half of the state). This line item will continue to be included in future budgets. This change will positively impact our ability to provide consistent support to school coaches.
- One school (Grandview Elementary in Rapid City) has chosen to discontinue its participation in SD SPDG. Grandview will continue all SPDG activities through the end of the 18-19 school year. At that time, Wilson Elementary will take their place. All SPDG-funded supplies and personnel (including SPDG coach) will be transferred to Wilson Elementary. Wilson will join as a “Year 1” school, and the SPDG coach will provide initial implementation supports during this first year of participation. This change will not impact the SD SPDG budget.
- Watertown Intermediate School includes students in grades 5 and 6. Because our SPDG focus is grades K-5, Watertown Intermediate is a partial participant in the grant activities. All teachers are invited to attend professional development, and all grade 5 teachers receive coaching and data analysis supports.

SD currently has no changes needed for grant activities.

SD continues to partner with the following district/schools for the SD SPDG:

1. Rapid City, Knollwood Elementary
2. Rapid City, South Park Elementary
3. Rapid City, South Canyon Elementary
4. Rapid City, Rapid Valley Elementary
5. Rapid City, Valley View Elementary
6. Rapid City, Black Hawk Elementary
7. Rapid City, Meadowbrook Elementary
8. Watertown, Jefferson Elementary
9. Watertown, Lincoln Elementary
10. Watertown, McKinley Elementary
11. Watertown, Mellette Elementary
12. Watertown, Roosevelt Elementary
13. Watertown, Intermediate
14. Hot Springs Elementary
15. Sisseton Westside Elementary
16. Milbank Koch Elementary
17. Iroquois Elementary

The eight Rapid City schools share four coaches, the six Watertown schools share two coaches, Hot Springs has one in-district coach, Milbank and Sisseton share a coach, and Iroquois is contracting with an out-of-district coach.

South Dakota  
State Personnel Development Grant  
Grant Performance Report  
Fiscal Year 2019

Related Documents:

Attachment A – Evidence-Based Professional Development Components Worksheet

Attachment B – SD SPDG Evaluation Plan

Attachment C – SD SPDG State-Level Dashboard Report

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## **Worksheet**

### **SPDG Evidence-based Professional Development Components**

#### ***Worksheet Instructions***

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
A(1) Selection	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Description of expectations for PD participants (e.g., attendance in training, data reporting).<sup>1</sup></li> <li>● Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).<sup>2,3</sup></li> <li>● Description of how schools, districts, or other agencies were informed of their responsibilities.<sup>2,3</sup></li> </ul> <p>Provide a brief description of the form(s) used for these agreements.</p>	<p><b>Description of expectations for PD participants (e.g., attendance in training, data reporting).</b></p> <p>The expectations of participants were spelled out in the application process and shared online in the SPDG Overview document (<a href="https://doe.sd.gov/grants/documents/19-SPDG-Overview.pdf">https://doe.sd.gov/grants/documents/19-SPDG-Overview.pdf</a>). These included attendance at state-wide trainings and completion of all evaluations.</p> <ul style="list-style-type: none"> <li>● The application indicated that districts must complete evaluations, attend all trainings.</li> <li>● All districts received monthly reminders for upcoming evaluation components.</li> <li>● All K-5 classroom and special education teachers attend PD sessions.</li> <li>● Training is provided by each district's respective coach(es).</li> <li>● Attendance is documented at each training.</li> <li>● An evaluation is given to each participant at the end of each training module.</li> <li>● Training materials are purchased by the district.</li> <li>● Coaches attend annual building leadership team meetings, monthly school leadership meetings and monthly coaching webinars.</li> </ul> <p><b>Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants)</b></p> <p>The district/school agreed to do the following:</p> <ul style="list-style-type: none"> <li>● Assign/Identify administrative support at the district level. Administration demonstrate buy-in for SPDG implementation and program sustainability.</li> <li>● Ensure administrative support at all levels of the local system (i.e., school board, superintendent, principal, etc.).</li> <li>● Assemble a school level team that meets as a full team at least monthly to review student data, assess student progress, and make changes if</li> </ul>	3

<sup>1</sup>

<http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

<sup>2</sup> <http://learningforward.org/standards/resources#.U1Es3rHD888> .

<sup>3</sup> Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

		<p>needed. This team consists of the building principal, general education staff, special education staff, coach, and others as identified by the respective school.</p> <ul style="list-style-type: none"> <li>● School level teams attend one team training per year in Pierre (annual Building Leadership Team meeting).</li> <li>● Create an action plan to help guide decision making and measure progress, and submit action plan to state leadership team for review.</li> <li>● Develop sustainability plan to ensure continued implementation when the five year SPDG grant is complete.</li> <li>● Ensure all K-5 teachers (general education, special education, title) receive coaching from the school coach.</li> <li>● Meet with Parent Connection at least twice per year to evaluate building-level family engagement practices and supports.</li> </ul> <p>The SD DOE provided the following supports during Year 1:</p> <ul style="list-style-type: none"> <li>● Salary for 9 coaches during training process</li> <li>● Training for coaches</li> <li>● Training materials</li> <li>● Travel costs for state level meetings</li> <li>● Substitute pay while coach is being trained</li> <li>● Send members of each school team to a national literacy conference (one time during years 1-3 of the grant)</li> <li>● Support for administrators to implement MTSS system</li> </ul> <p>The SD DOE provided the following supports during Year 2:</p> <ul style="list-style-type: none"> <li>● Salary for 9 coaches</li> <li>● Training and on-site support for coaches</li> <li>● Training materials</li> <li>● Travel costs for state level meetings</li> <li>● Send members of each school team to a national literacy conference (one time during years 1-3 of the grant)</li> <li>● Support for administrators to implement MTSS system</li> </ul> <p>The SD DOE will provide the following supports during Year 3:</p> <ul style="list-style-type: none"> <li>● Salary for 9 coaches</li> <li>● Training and on-site support for coaches</li> <li>● Training materials</li> <li>● Travel costs for state level meetings</li> <li>● Send members of each school team to a national literacy conference (one conference per school team during years 1-3 of the grant)</li> <li>● Ongoing training and support for administrators</li> </ul>	
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		<p><b>Description of how schools, districts, or other agencies were informed of their responsibilities.</b></p> <ul style="list-style-type: none"> <li>• These responsibilities were spelled out in the application process. Schools applied for inclusion in the SD SPDG project.</li> <li>• Districts received a guidance document spelling out expectations for the 2018-2019 school year.</li> <li>• Districts receive annual guidance during the annual building leadership team meetings.</li> </ul>	
A(2) Selection	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.<sup>1</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Expectations for trainers’ qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for trainers (the people who trained PD participants).</li> </ul> </li> <li>• Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> <li>○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ul> </li> </ul>	<p><b>Expectations for trainers’ qualifications and experience and how these qualifications will be ascertained.</b></p> <ul style="list-style-type: none"> <li>• The roles, responsibilities, and expectations of SPDG trainers are outlined in contract objectives.</li> <li>• All trainers must be certified and/or have extensive training in the content in which they will be delivering.</li> </ul> <p><b>Expectations for coaches’ qualifications and experience and how these qualifications will be ascertained.</b></p> <p>Districts were asked to use the Coaching Considerations document when determining who their coach would be. This document lists the skills a coach should have in relation to conducting PD, facilitating data digs, and demonstrating the following characteristics:</p> <ul style="list-style-type: none"> <li>• Exhibit skills of a highly qualified teacher.</li> <li>• Possess good communication skills and leadership skills, including the ability to read social situations and people.</li> <li>• Utilize and understand the coaching cycle (pre-conference, class observation, and debriefing).</li> <li>• Engage teachers in self-reflection and meaningful dialogue.</li> <li>• Develop expectations for all teachers, including those who resist the coaching process.</li> <li>• Understand how to work with adults (i.e. recognize an adult learner’s need for autonomy while maintaining decision-making power).</li> <li>• Promote adult learning in a way that models classroom practice.</li> <li>• Collaborate with teachers by establishing trust, maintaining confidentiality, and communicating effectively.</li> <li>• Understand the power of collaboration and encourage a partnership with teachers, rather than being seen in the role of “expert” or evaluator.</li> </ul>	3
B(1) Training	<b>Accountability for the delivery and quality of training.</b>	<b>Identification of the lead person(s) accountable for the training.</b>	3

	<p>Required elements:</p> <ul style="list-style-type: none"> <li>● Identification of the lead person(s) accountable for training.</li> <li>● Description of the role and responsibilities of the lead person(s) accountable for training.</li> </ul>	<p>Brandi Gerry and Teresa Berndt, who serve as Co-Directors for the SPDG, will select and ensure trainers meet the quality expectations.</p> <p><b>Description of the role and responsibilities of the lead person(s) accountable for training.</b></p> <p>The Co-Directors have the following responsibilities:</p> <ul style="list-style-type: none"> <li>● Ensure all trainers meet the skill-level expectations.</li> <li>● Plan training events.</li> <li>● Monitor the efficacy of the trainers and the overall training plan.</li> <li>● Ensure the logistical coordination for all PD activities.</li> <li>● Meet with the state team once a month to discuss progress/needs.</li> <li>● Review and analyze evaluation data that pertains to the quality of the trainers and the trainings.</li> </ul> <p>Ms. Berndt met with trainers on a regular basis to review training goals and expectations.</p>	
B(2) Training	<p><b>Effective research-based adult learning strategies are used.</b><sup>4,5,6</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Identification of adult learning strategies used, including the source (e.g., citation).</li> <li>● Description of how adult learning strategies were used.</li> <li>● Description of how data are gathered to assess how well adult learning strategies were implemented.</li> </ul>	<p><b>Identification of adult learning strategies used, including the source.</b></p> <p>The trainings will follow the guidelines of the <b>Observation Checklist for High-Quality Professional Development (HQPD)</b>. The checklist provides a way to determine whether professional development follows adult learning principles. It can also be used to provide ongoing feedback and coaching or as a guidance document when designing or revising professional development. The 22-item tool addresses six domains present in high-quality professional development: Preparation, Introduction, Demonstration, Engagement, Evaluation/Reflection, and Mastery. The Observation Checklist for High-Quality Professional Development was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to individuals who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high-quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.</p>	2

<sup>4</sup> Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

<sup>5</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

<sup>6</sup> <http://learningforward.org/standards/learning-designs#.U1GVhbHD888> .

		<p>Citation: Noonan, P., Gaumer Erickson, A.S., Brussow, J.A., &amp; Langham, A. (2015). Observation checklist for high-quality professional development in education [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning.</p> <p><b>Description of how adult learning strategies were used.</b> In trainings for coaches and other SPDG school staff, trainers use adult learning strategies such as think-pair-share, gradual release of responsibility, and role playing. During the monthly coaching webinars, trainers share and model adult learning strategies that can be used during professional development sessions at their respective schools.</p> <p><b>Description of how data are gathered to assess how well adult learning strategies were implemented:</b> The HQPD is collected on each coach once per year. The results of the HPQD along with the End-of-Training evaluation is shared with the appropriate trainer/coach. The data is used to make and/or increase changes in the delivery of the training/workshop, which considers adult learning strategies.</p>	
B(3) Training	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).<sup>3,5</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Description of skills that participants were expected to acquire as a result of the training.</li> <li>● Description of activities conducted to build skills.</li> <li>● Description of how participants' use of new skills was measured.</li> </ul>	<p><b>Description of skills that participants were expected to acquire as a result of the training.</b> At each training, clear expectations and objectives are specified. In addition, over the five-year grant period, participants are expected to gain knowledge/skills in these areas:</p> <p>2018-2019 School Year</p> <ul style="list-style-type: none"> <li>● Foundational Literacy Practices</li> <li>● Tier 1 Data Analysis (SPDG Data Workbook)</li> <li>● School-level Family Engagement</li> </ul> <p>2019-2020 School Year</p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Tier 2 and 3 Data Analysis (SPDG Data Workbook)</li> <li>● Family Literacy Trainings and Supports</li> </ul> <p>2020+</p> <ul style="list-style-type: none"> <li>● Trainings and supports will be determined based on needs demonstrated through school data and staff input.</li> </ul> <p>Note: Over the course of the grant period, schools will provide ongoing new staff training and refresher training in all areas listed above.</p>	3

		<p><b>Description of activities conducted to build skills.</b>  During training, participants are given the opportunity to practice skills through small group scenarios and other activities. Throughout the school year, coaches provide follow-up support to ensure skills are being used with fidelity. Coaches have been trained to use the data workbook to assist building teams with data drill-downs.</p> <p><b>Description of how participants' use of new skills was measured.</b>  At select trainings, participants are given a pre-test and post-test to measure skills gained. The school/district teams participating in the project complete the R-TFI for literacy at the beginning and end of the school year. In addition, the Literacy Observation Checklist is completed on a sample of teachers in each district to ensure fidelity of skill implementation. All of this data supports the increase of skills learned and developed through the implementation process.</p>	
B(4) Training	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.<sup>5</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Identification of training outcome measure(s).</li> <li>● Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training.</li> <li>● Description of how training outcome data were reported.</li> <li>● Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</li> </ul>	<p><b>Identification of training outcome measures:</b>  Training outcomes are based on the following areas:</p> <p>2018-2019 School Year</p> <ul style="list-style-type: none"> <li>● Foundational Literacy Practices</li> <li>● Tier 1 Data Analysis (SPDG Data Workbook)</li> <li>● School-level Family Engagement</li> </ul> <p>2019-2020 School Year</p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Tier 2 and 3 Data Analysis (SPDG Data Workbook)</li> <li>● Family Literacy Trainings and Supports</li> </ul> <p>2020+</p> <ul style="list-style-type: none"> <li>● Trainings and supports will be determined based on needs demonstrated through school data and staff input.</li> </ul> <p>Note: Over the course of the grant period, schools will provide ongoing new staff training and refresher training in all areas listed above.</p> <p><b>Description of procedures to collect pre- and post- training data or another kind of assessment of knowledge and skills gained from training.</b>  Evaluation plans are developed in collaboration with their trainer and the SEA. The evaluation plans include the following:</p> <ul style="list-style-type: none"> <li>● End-of-training evaluations</li> <li>● Coaching Survey</li> <li>● R-TFI</li> <li>● Literacy Observation Checklist</li> </ul>	2

		<ul style="list-style-type: none"> <li>● Family Engagement Survey</li> <li>● Pre/post tests</li> </ul> <p>Evaluation data is collected via three methods: 1) internal web-based portal system; 2) online survey; 3) on paper (for in-person trainings)</p> <p><b>Description of how training outcome data were reported.</b> The R-TFI is collected twice a year in years 1 and 2, and once a year during the remaining years. The End-of-Training Questionnaire is collected, analyzed, and reported on in real-time via an internal web-based portal system (SDPD). It is collected after each training. Other evaluation measures are analyzed and reported on as soon as possible and are shared with the trainers, the SPDG Leadership Team, coaches, and other relevant staff.</p> <p><b>Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</b> Outcome data will be reviewed twice per year by the SPDG State Leadership Team. The co-directors, coaching coordinator, and other relevant staff will review data in an ongoing basis.</p>	
B(5) Training	<p><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b><sup>5,7</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Description of training provided to trainers.</li> <li>● Description of coaching provided to trainers.</li> <li>● Description of procedures for observing trainers.</li> <li>● Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).</li> <li>● Description of procedures to obtain participant feedback.</li> <li>● Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule,</li> </ul>	<p>These are the individuals who are the SPDG Trainers: Carla Miller (Parent Center Trainer), Pat Bruinsma (MTSS Trainer), Brandi Gerry (Coaching Coordinator), Katie Anderson (IHE), and Jackson Consulting (Literacy and Coaching Trainer)</p> <p><b>Description of training provided to trainers:</b> Trainers attended relevant training, such as state MTSS conference, coaching training, and literacy training.</p> <p><b>Description of coaching provided to trainers:</b> SPDG Co-directors provided oversight/coaching of the trainers to ensure training is relevant to the grant and state initiatives and aligned to desired outcomes.</p> <p><b>Description of procedures for observing trainers:</b> The End-of-PLD Questionnaire is completed after each training session. The HQPD Checklist will be completed after each training session.</p> <p><b>Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).</b></p>	3

<sup>7</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

	<p>processes; to ensure that trainers are qualified).</p>	<p>SPDG Co-directors will complete the HQPD Checklist on a sample of training sessions. This information is analyzed to inform future training sessions and to inform the trainers.</p> <p><b>Description of procedures to obtain participant feedback:</b> End-of-PLD Questionnaires are completed after each training session.</p> <p><b>Description of how observation and training fidelity data were used:</b> Data from HQPD and End-of-PLD Questionnaires is shared with trainers and used to plan next steps according to the data reports.</p>	
<p>C(1) Coaching</p>	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.<sup>8</sup></b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Identification of the lead person(s) responsible for coaching services.</li> <li>● Description of the role and responsibilities of the lead person(s) accountable for coaching services.</li> <li>● Description of how data were used to provide feedback to coaches and improve coaching strategies.</li> </ul>	<p><b>Identification of the lead person(s) responsible for coaching services.</b> Teresa Berndt and Brandi Gerry are the Coaching Leads and are accountable to ensure instructional coaches are meeting coaching expectations in each district. Coaches are accountable for delivering the in-district training.</p> <p><b>Description of the role and responsibilities of the lead person(s) accountable for coaching services.</b> Coaching Leads track coach attendance and meetings and monthly webinars and provide follow-up work to the coaches unable to attend. Coaching Leads review data related to coaching and PD provided by coaches.</p> <p>The Coaching Responsibilities document (a 3-page document on the SD SPDG website - <a href="https://doe.sd.gov/grants/documents/SPDG-Coach-Responsibilities.docx">https://doe.sd.gov/grants/documents/SPDG-Coach-Responsibilities.docx</a>) outlines the coach’s roles, responsibilities, and prerequisite skills. This document lists the coaching responsibilities surrounding:</p> <ul style="list-style-type: none"> <li>● Professional Development (e.g., conduct PD workshops)</li> <li>● Literacy Coaching (e.g., visit each teacher 2-3 times using the Coaching Cycle)</li> <li>● Data Analysis, (e.g., facilitate data analysis digs)</li> <li>● Evaluation Tools (e.g., submit all required evaluation measures)</li> </ul> <p>Coaches attended 10 days of training in spring/summer 2018. During the 2018-2019 school year, coaches attended 3 in-person meetings and participated in monthly webinars on coaching, literacy, and data analysis topics.</p>	<p>3</p>

<sup>8</sup> <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

<sup>9</sup> <http://learningforward.org/standards/data#.U2FGp IdWYk> .

<sup>10</sup> <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).

		<p>Coaching Leads ensure that coaches follow their responsibilities in accordance with the SD Coaching document.</p> <p><b>Description of how data were used to provide feedback to coaches and improve coaching strategies.</b></p> <p>The Coaching Survey is collected and reported on twice per year. The End-of-PLD Questionnaires is completed and reported on after each training that a coach does. In addition, the Coaching Activities Tracking System is used to track the number and type of coaching activities that each individual coach is doing. Summary reports by and across coaches are generated and reviewed by the SPDG Co-coordinators on a consistent basis. All summary data for an individual coach will be shared with the coach.</p>	
C(2) Coaching	<p><b>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).<sup>6</sup></li> <li>● Describe how SPDG coaches monitored implementation progress.</li> <li>● Describe how the data from the monitoring is used to provide feedback to implementers.</li> </ul>	<p><b>Describe the coaching strategy used and the appropriateness for use with adults.</b></p> <p>Coaches follow the Jill Jackson coaching cycle (@ Jackson Consulting, 2012) which includes the phases of Pre-Conference, Execution, and Debriefing. This model for coaching was developed to be used with adult educators.</p> <p><b>Describe how SPDG coaches monitored implementation progress.</b></p> <p>Coaches are key facilitators in the monthly leadership teams. Coaches provide school-level data to review at each monthly meeting, at which the building leadership team monitors school progress.</p> <p>Coaches review data from the End-of-PLD Questionnaires and responses from the Coaching Survey to monitor coaching implementation progress.</p> <p><b>Describe how the data from the monitoring is used to provide feedback to implementers.</b></p> <p>The R-TFI results are the basis of the feedback shared with each school team. Next steps for implementing MTSS are created based on that data. The Family Engagement Surveys also serve as a critical piece for the building leadership team in terms of being the guiding force for the activities that a school needs to improve upon to make sure that family engagement is on track.</p>	3
D(1) Performance Assessment (Data-based Decision Making)	<p><b>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).<sup>10</sup></b></p> <p>Required elements:</p>	<p><b>Provide a description of the role/responsibilities of the lead person and who this person is.</b></p> <p>The external evaluator, Susan Wagner, Ph.D., President of Data Driven Enterprises (DDE), oversees the collection and reporting out of fidelity information. In collaboration with the SPDG team, DDE has developed an internal web-based portal system that collects, analyzes, and reports real-time PD and coaching</p>	3



	<ul style="list-style-type: none"> <li>● Provide a description of the role/responsibilities of the lead person and who this person is.</li> </ul>	<p>activities. Dr. Wagner has over 25 years of program evaluation experience and over 15 years of SPDG evaluation experience.</p> <p>Duties include:</p> <ul style="list-style-type: none"> <li>● Collects fidelity data (e.g., R-TFI and other evaluation measures) on a regular basis.</li> <li>● Reports out on the analysis to the SPDG Co-coordinators and leadership team.</li> <li>● Meets with SPDG State Leadership Team monthly.</li> <li>● Addresses evaluation concerns and questions.</li> </ul>	
D(2) Performance Assessment	<p><b>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Describe data systems that are in place for various education levels.</li> <li>● Describe how alignment or coherence is achieved between various data systems or sources of data.</li> <li>● Describe how multiple sources of information are used to guide improvement and demonstrate impact.<sup>10</sup></li> </ul>	<p><b>Describe data systems that are in place for various education levels.</b></p> <p>Districts use various testing data systems (DIBELS, AIMSWeb, FastBridge) for their benchmark data. The SD SPDG uses the R-TFI online system to monitor fidelity of implementation. To track SPDG workshops/trainings and coaching activities, we use the SDPD site. This site has been successfully used with the SD MTSS and SD SSIP projects. In addition to tracking activities, this system collects and analyzes training evaluation data. These evaluation reports are generated in real-time.</p> <p><b>Describe how alignment or coherence is achieved between various data systems or sources of data.</b></p> <p>All evaluation measures are compiled into a SPDG Dashboard report for the state and individual school/district teams. (e.g., end-of-training questionnaires, R-TFI, student outcomes data, staff surveys, coaching evaluation form) are thoroughly analyzed and disaggregated and compared in order to identify patterns and common themes.</p> <p>The detailed Evaluation Plan describes each evaluation measure, its purpose, the participants, the data collection method, and timeline. All data are used to determine what is working well and what needs to change in the trainings and the implementation processes.</p> <p><b>Describe how multiple sources of information are used to guide improvement and demonstrate impact.</b></p> <p>These multiple evaluation measures as described in the detailed Evaluation Plan are used to determine changes needed in the trainings, coaching, and implementation plans. Evaluation measures are related to student outcome data to determine impact. The state, as well as the districts, use data to determine if student outcomes are improving.</p>	3
D(3) Performance Assessment	<p><b>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).<sup>10</sup></b></p>	<p><b>Describe the feedback loop for each level of the system the SPDG works with</b></p> <ul style="list-style-type: none"> <li>● <b>Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</b></li> </ul> <p>The data is submitted by coaches, educators, and districts. The data is reviewed by the SPDG State Leadership team, and feedback is provided to coaches, educators,</p>	2

	<p>ed elements:</p> <ul style="list-style-type: none"> <li>● Describe the feedback loop for each level of the system the SPDG works with <ul style="list-style-type: none"> <li>○ Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</li> </ul> </li> <li>● Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).<sup>10</sup></li> </ul>	<p>and districts to utilize for decision-making. The SPDG Co-coordinators share this information with the SPDG Advisory group twice per year for feedback and recommendations.</p> <p><b>Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).</b></p> <p>The R-TFI is a detailed examination of the extent to which a school is implementing the critical components of the MTSS process. This checklist will produce scores that will indicate what needs to be improved upon. Other evaluation measures (e.g., End-of-PLD Questionnaire, Literacy Observation Checklist, Intervention Tracking Forms, Coaching Survey, Family Engagement Surveys) are reviewed by the schools, coaches, and SPDG Leadership Team when the data are available. All of these data together help inform what is working well at the school level surrounding the implementation drivers of selection, training, and coaching. For example, the coaching survey that is completed by school team members will provide information on the effectiveness of the building coaches and what modifications, if any, need to be made in the coaching process.</p>	
D(4) Performance Assessment	<p><b>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.</b><sup>10</sup></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Describe how benchmarks are created and shared.</li> <li>● Describe positive recognition processes for achievements.</li> <li>● Describe how data are used to “market” the initiative.</li> </ul>	<p><b>Describe how benchmarks are created and shared.</b></p> <p>At the district/building level, the SPDG teams created goals and plans for implementation using the Action Plan document during summer 2018 (Original - <a href="https://doe.sd.gov/grants/documents/SPDG-Action-Plan.docx">https://doe.sd.gov/grants/documents/SPDG-Action-Plan.docx</a> and Revised - <a href="https://doe.sd.gov/grants/documents/SPDG-ActionPlan.docx">https://doe.sd.gov/grants/documents/SPDG-ActionPlan.docx</a>). Building Leadership teams met monthly to review and revise action plans based on progress and school-level outcomes data. Schools completed the R-TFI in the fall of 2018, and will complete it again in the spring 2019. Building teams will review data from year 1 implementation and revise action plans in preparation for the 2019-2020 school year.</p> <p>The R-TFI will then be completed each following spring. In addition to the R-TFI data, student outcome data will be collected from each school to examine growth in student literacy scores from fall to spring and from spring to spring. The R-TFI results and student outcome results will be shared with the building team, the coach, and the SPDG State Leadership Team. Results across all SPDG schools will be generated to look for common needs across the state.</p> <p><b>Describe positive recognition processes for achievements.</b></p> <p>Progress (e.g, growth in R-TFI, increase in benchmark scores) will be celebrated during the Annual Building Leadership Team meeting, including prizes and treats.</p> <p>A note from DOE Division Directors and Education Secretary will be sent to the district superintendent to individually recognize schools.</p>	1

		<p>During the annual Building Leadership Team meetings, each building will have time to share personal success stories and growth they have seen during the past year. This information will be shared with the state leadership team and advisory group, and will also be used to create personalized notes of congratulations to each SPDG school.</p> <p><b>Describe how data are used to “market” the initiative.</b>  The SPDG State Leadership Team will share school-level success stories including improved student data at statewide conferences. In addition, the team will promote the SPDG through DOE social media platforms (DOE Twitter, Facebook, Youtube channel).  Monthly updates and celebrations will be included in the monthly “SPDG-In Update” newsletter starting in 2019-2020.</p>	
D(5) Performance Assessment	<p><b>Participants are instructed in how to provide data to the SPDG Project.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Procedures described for data submission.</li> <li>● Guidance provided to schools/districts.</li> </ul>	<p><b>Procedures described for data submission.</b>  Procedures and/or instructions are explicit for each evaluation/survey/checklist form based on the comprehensive Evaluation Plan. The evaluation plan defines data components, submission timelines, and locations. In addition, all evaluations were put in a handy “Manual of Evaluation Tools for 2018-19” document. This 87-page manual provides the purpose of the overall evaluation; lists a description of each evaluation measure, how to complete the evaluation, when to complete the evaluation; and includes a copy of the actual evaluation measure (see attached).</p> <p><b>Guidance provided to schools/districts.</b>  As already mentioned, districts received a print and digital copy of the Manual of Evaluation Tools (<a href="https://doe.sd.gov/grants/documents/SPDG-Manual-EVAL.pdf">https://doe.sd.gov/grants/documents/SPDG-Manual-EVAL.pdf</a>) that lists each evaluation, the instructions, and submission guidelines. This manual was reviewed at the April 2018 Kick-Off meeting and is available on the SD SPDG website. The external evaluator and other evaluation personnel are readily available to follow-up and support the data collection process. Monthly emails are sent to participants with upcoming evaluation components to be collected and submitted.</p>	3
E(1) Facilitative Administrative Support/ Systems Intervention	<p><b>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</b></p> <p>Required elements:</p>	<p><b>Role/job description of administrators relative to program implementation provided.</b>  Principals are vital members of building and/or district level teams. Principals regularly meet with participating teachers and coaches to discuss progress and data. Principals are invited and encouraged to attend all school-level trainings, and are provided with their school’s evaluation data throughout the school year and during annual Building Leadership Team meetings..</p>	1

	<ul style="list-style-type: none"> <li>● Role/job description of administrators relative to program implementation provided.</li> <li>● Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</li> </ul>	<p><b>Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</b></p> <p>The Co-Directors communicate quarterly with the principals. The SD SPDG Leadership Team will create a “SPDG-In Update” monthly newsletter to inform principals, other administrators, and school teams about what is happening with the SPDG. Trainings and information-sharing surrounding literacy, MTSS, data analysis, and family engagement will be included in the newsletter. During the annual Building Leadership Team meeting, the principals will participate in a targeted discussion on their perspective of the SPDG grant and share feedback on supports that would be helpful to them in supporting the SPDG work in their respective buildings.</p> <p>A SD SPDG website (<a href="http://www.doe.sd.gov/grants/SPDG.aspx">http://www.doe.sd.gov/grants/SPDG.aspx</a>) has been developed to house all key SPDG-related documents and resources, including those needed by SPDG administrators. This website is updated regularly by the SPDG co-directors.</p>	
E(2) Facilitative Administrative Support/Systems Intervention	<p><b>Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers).</li> <li>● Describe processes for revising policies and procedures and making other necessary changes.</li> </ul>	<p><b>Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers).</b></p> <p>Districts receive a data dashboard that includes a summary of the evaluation data collected through the SPDG. During the annual Building Leadership Team Meeting, building teams will review the data, identify barriers, revisit their action plan, and implement strategies to remove the barrier. When assistance is needed, the district team will communicate any needs or concerns to the SPDG Co-Directors and/or Coaching Coordinator.</p> <p><b>Describe processes for revising policies and procedures and making other necessary changes.</b></p> <p>District teams and the coach are the first level to address barriers. If unable to find a resolution, the next step would be to bring the barrier to the Co-Directors and/or SPDG Advisory Group. They would make recommendations to the district level or state leadership level depending on the complexity of the issue.</p>	3

**SPDG Project Goal:** Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are appropriate and effective. The use of evidence-based literacy strategies and strategies that support family engagement are also required pieces of this grant. Schools will be using the Multi-Tiered System of Supports (MTSS) framework and will have access to an instructional coach to ensure fidelity and sustainability of the grant's elements over time.

Throughout the first year of the grant, literacy coaches will receive training for data analysis, foundational reading skills, and coaching models to support their role in districts.

<b>A. Evaluations Across All Training Activities</b>
<p><b>1. Professional Development Tracking System</b></p> <p><b>What?</b> A web-based tracking system: South Dakota Professional Development (SDPD) website. Each SPDG training for Data Analysis, Literacy, Coaching, and Family Engagement will be entered into the system</p> <p><b>Why?</b> To keep track of the number and type of trainings that have been administered and to keep track of evaluations and participants</p> <p><b>Who?</b> SPDG Coaches/SPDG State Team</p> <p><b>When?</b> Ongoing</p> <p><b>How?</b> SDPD website logins will be given to SPDG State Team members and SPDG coaches: <a href="http://ddesurvey.com/SDPD">http://ddesurvey.com/SDPD</a></p>
<p><b>2. Sign-In Sheet</b></p> <p><b>What?</b> A web-based tracking system: South Dakota Professional Development (SDPD) website. All participants from each SPDG training will be uploaded into the system</p> <p><b>Why?</b> To track # of participants in the SPDG workshops/trainings; to use for follow-up surveys</p> <p><b>Who?</b> SPDG coaches</p> <p><b>When?</b> At each Workshop/Training</p> <p><b>How?</b> On paper, transferred to spreadsheet then uploaded to the SDPD website: <a href="http://ddesurvey.com/SDPD">http://ddesurvey.com/SDPD</a></p>
<p><b>3. End-of-PLD Questionnaire</b></p> <p><b>What?</b> Evaluation of the SPDG trainings</p> <p><b>Why?</b> To determine how satisfied participants are with the training and how useful participants perceive the training to be</p> <p><b>Who?</b> Participants at each of the SPDG trainings</p> <p><b>When?</b> After each training</p> <p><b>How?</b> A unique URL through the SDPD website to the evaluation form will be given to participants after each training.</p>
<p><b>4. Focus Groups</b></p> <p><b>What?</b> Focus groups of 3-4 schools</p> <p><b>Why?</b> To get qualitative and detailed information regarding the extent to which participants are implementing the skills they learned in the SPDG trainings and the extent to which they are satisfied with the trainings</p> <p><b>Who?</b> Data Driven Enterprises (DDE)</p> <p><b>When?</b> In spring 2019 and spring 2020</p> <p><b>How?</b> DDE will visit each selected school and interview the team in a group setting</p>
<p><b>5. Observational Checklist for High Quality Professional Development (HQPD)</b></p> <p><b>What?</b> Determines whether SPDG trainings are incorporating the essential elements of high quality PLD.</p> <p><b>Why?</b> To determine if SPDG trainings are incorporating the essential elements of high quality training for data analysis, instructional strategies, collaboration, and family and community engagement</p> <p><b>Who?</b> SPDG State Team</p> <p><b>When?</b> For at least one training at each district, the questionnaire will be completed by the state representative</p> <p><b>How?</b> On Survey Monkey: <a href="https://www.surveymonkey.com/r/SDSPDG_HQPD">https://www.surveymonkey.com/r/SDSPDG_HQPD</a></p>

## B. Literacy

### 1. Reading Tiered Fidelity Inventory (R-TFI)

**What?** Rubric to monitor fidelity of SPDG-Reading implementation

**Why?** To determine if MTSS-Literacy is being implemented with fidelity

**Who?** SPDG Coaches/Team members at each school who are responsible for monitoring school-level fidelity of SPDG implementation

**When?** Fall 2018 and spring 2019 (then annually each spring)

**How?** Teams will complete the R-TFI on the MIBLSI website:

<https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

### 2. Literacy Observation Checklist

**What?** Checklist

**Why?** To determine if instructional staff are implementing the core reading strategies with fidelity; Coaches use with teachers; Brandi uses with coaches

**Who?** SPDG Coaches will observe teachers at SPDG schools

**When?** Spring 2019, and every spring afterwards

**How?** On Survey Monkey: <https://www.surveymonkey.com/r/SDSPDGliteracyobs>

### 3. Pre-/Post-Test

**What?** A pre-/post-test for literacy strategies will be administered.

**Why?** To determine the extent to which the participants learn new knowledge.

**Who?** Participants at literacy strategies trainings

**When?** At the beginning of the literacy strategies training and at the end of the literacy strategies training

**How?** On paper

### 4. Intervention Tracking Form

**What?** Form for tracking which students are getting a Tier II or III intervention at three different points of time.

**Why?** To determine the effectiveness of various interventions and if students' performance is improving as a result of the intervention

**Who?** Teachers at SPDG schools

**When?** Three times a year: On November 1; February 1; and May 1; starting 2018-19

**How?** A tracking spreadsheet will be provided to each teacher

## C. Coaching

### 1. Coaching Survey

**What?** A questionnaire that measures satisfaction with the coaching activities provided to districts and schools.

**Why?** To determine the effectiveness of the coaching

**Who?** Staff members (all K-5 general education and special education teachers in the school) who received coaching

**When?** Twice annually in January and May starting in 2019

**How?** Coaches will send a link to the survey to staff members: <https://www.surveymonkey.com/r/SDSPDGcoachingsurvey>

### 2. Coaching Activities Tracking System

**What?** A web-based tracking system: South Dakota Professional Development (SDPD) website. Each SPDG coaching activity will be entered into the system

**Why?** To keep track of the number and type of coaching activities that coaches have engaged in (types of meetings, types of supports they are providing, what topics they are focusing on)

**Who?** SPDG Coaches

**When?** Ongoing

**How?** SDPD website logins will be given to SPDG State Team members and SPDG coaches: <http://ddesurvey.com/SDPD>

## D. Data Analysis

### 1. Team Problem-Solving Checklist for Individual Students

**What?** Team Problem-Solving Checklist for Individual Students

**Why?** To provide a model for best practice and to determine if the framework for using data-based decision-making as outlined in the data-based PLDs is being followed.

**Who?** Completed by one person on the school team (**sample of 2-3 students per semester per school**)

**When?** On-going

**How?** On Survey Monkey: <https://www.surveymonkey.com/r/SDSPDGIndividualStudentChecklist>

## E. Family Engagement

### 1. Family Engagement Survey

**What?** Written questionnaire about the extent to which the school encourages family involvement

**Why?** To measure family engagement

**Who?** Family members at SPDG schools

**When?** Annually

**How?** On Survey Monkey: <https://www.surveymonkey.com/r/GSFJ9QM>

### 2. Family Engagement Survey (for staff members)

**What?** Written questionnaire about the extent to which the school encourages family involvement

**Why?** To measure family engagement

**Who?** Staff members at SPDG schools

**When?** Annually

**How?** On Survey Monkey: <https://www.surveymonkey.com/r/J8YCDZ9>

### 3. Family Friendly Walk-Through

**What?** A checklist to determine the extent to which a school is family-friendly

**Why?** To help schools assess their "Family Friendly" practices

**Who?** Designated team at schools in SPDG districts

**When?** All schools during 2018-19 school-year (reflective piece 2019-20 school-year) and again during 2022-23 school-year

**How?** Trained Facilitator leads designated team through a 2-3 hour school walk-through

## F. Student Data

### 1. Benchmark Data

**What?** Reading benchmark data

**Why?** To determine if students' scores increase from fall to spring and from one year to the next

**Who?** If this is not available in SDStars then the SPDG coaches will be responsible for turning this in to SD DOE

**When?** June 2019 (for data from fall 2018, winter 2019, and spring 2019)

**How?** An electronic file with student ID number and test scores

### 2. State Test Data

**What?** Reading achievement data on the state test

**Why?** To determine if students' scores increase from one year to the next

**Who?** SD DOE will provide the state test data to DDE

**When?** Annually

**How?** An electronic file with student ID number and test scores

## OSEP Measures

## G. OSEP Performance Measures

### 1. SPDG Evidence-Based Professional Development Components Rubric

**What?** This measure describes the 16 components (e.g., selection, PD, coaching) of evidenced-based professional development practices that the SD PLD system should have

**Why?** Federal reporting requirement for the SPDG (Performance Measurement 1)

**Who?** SPDG State Team

**When?** Annually – due May 1<sup>st</sup>

**How?** Submit to OSEP

### 2. Fidelity of Implementation Measures

**What?** Fidelity measures: B1 (R-TFI) and B2 (Literacy Observation Checklist)

**Why?** Federal reporting requirement for the SPDG (Performance Measurement 2)

**Who?** External Observers

**When?** Annually starting in spring 2019

**How?** B1: <https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

B2: <https://www.surveymonkey.com/r/SDSPDGliteracyjobs>

### 3. Sustainability Measures

**What?** Sustainability measures

**Why?** Federal reporting requirement for the SPDG (Performance Measurement 3)

**Who?** SPDG State Team

**When?** Annually TBD

**How?** Monitoring of spending on PD/TA activities



## Optional Measures

### H. Optional Measures

#### 1. Data-Based Decision-Making Problem-Solving Checklists

**What?** These tools are the Team Process Checklist and the Team Problem-Solving: Universal Curriculum & Instruction Checklist

**Why?** To provide a model for best practice and to determine if the framework for using data-based decision-making as outlined in the data-based PLDs is being followed.

**Who?** School Team Members (Team Process Checklist: completed individually; Universal Curriculum & Instruction Checklist: completed by one person on each team)

**When?** On-going

**How?** On Survey Monkey:

**Team Process Checklist:** <https://www.surveymonkey.com/r/SDSPDGTeamProcessChecklist>

**Universal Curriculum & Instruction Checklist:** <https://www.surveymonkey.com/r/SDSPDGUniversalChecklist>

#### 2. PLD Follow-Up Questionnaires

**What?** These are short questionnaires consisting of questions on the behaviors, knowledge, and skills participants have implemented that relate to data-driven decision making (DDDM) and literacy strategies since the PLD and how the PLD has affected them and their work.

**Why?** To determine the extent to which participants are implementing the skills they learned in the SPDG trainings

**Who?** Instructional staff/administrators

**When?** Completed by participants several months after the PLD activities.

**How?** On Survey Monkey: <https://www.surveymonkey.com/r/SDSPDGfollowup>

#### 3. Coaching Evaluation Tool for Administrators

**What?** A questionnaire that measures coaching activities

**Why?** To evaluate the activities that the coach is/isn't doing as part of the SD SPDG and then to provide feedback to the district coach.

**Who?** School/District Administrators

**When?** As needed

**How?** TBD

Data Driven Enterprises (DDE) is collecting and analyzing the evaluation information.

Amy Lance, Project Director, [amy@datadrivenenterprises.com](mailto:amy@datadrivenenterprises.com), 907-250-6208

Susan Wagner, President, [susan@datadrivenenterprises.com](mailto:susan@datadrivenenterprises.com), 303-255-4648



**South Dakota SPDG  
Evaluation Dashboard Report 2018-19  
Overall as of April 15, 2019**

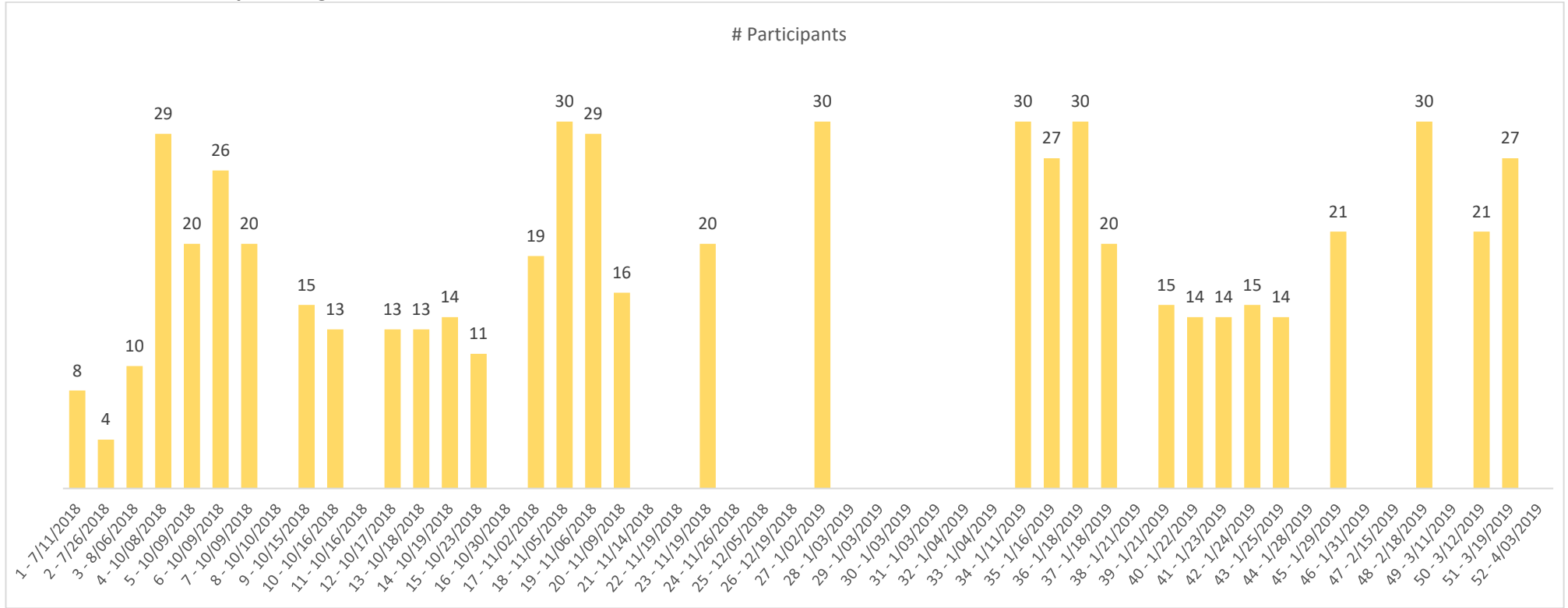
**SPDG Project Goal:** *Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are appropriate and effective. The use of evidence-based literacy strategies and strategies that support family engagement are also required pieces of this grant. Schools will be using the Multi-Tiered System of Supports (MTSS) framework and will have access to an instructional coach to ensure fidelity and sustainability of the grant's elements over time.*

**0. Overview**

<b>By the Numbers</b>	
<b># trainings</b>	71
# Literacy Trainings	52
# Coaching Trainings	5
# Data Analysis Trainings	14
# Family Engagement Trainings	0
# Other SPDG Trainings	0
<b># unique participants - all trainings</b>	411
# unique participants – Literacy Trainings	287
# unique participants – Coaching Trainings	109
# unique participants – Data Analysis Trainings	202
# unique participants – Family Engagement Trainings	0
# unique participants – Other SPDG Trainings	0
# training-participant instances – Literacy Trainings	618
# training-participant instances – Coaching Trainings	109
# training-participant instances – Data Analysis Trainings	229
# training-participant instances – Family Engagement Trainings	0
# training-participant instances – Other SPDG Trainings	0
Average number of participants per training	22
<b># of evaluations</b>	
# training sessions with completed evaluations	49
# evaluations completed across trainings	652

# 1. Literacy

## A. Attendance at Literacy Trainings (Based on Sign-In Sheets)



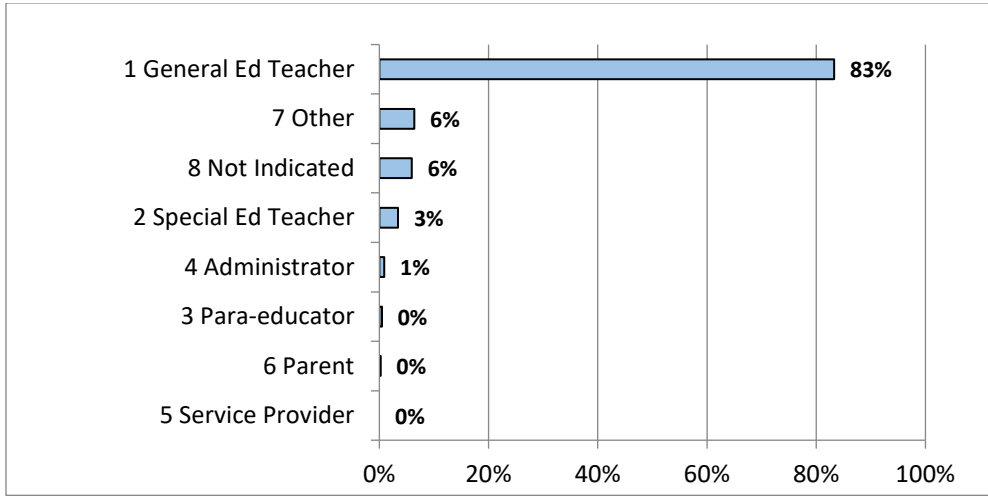
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

**B. Literacy Trainings:**

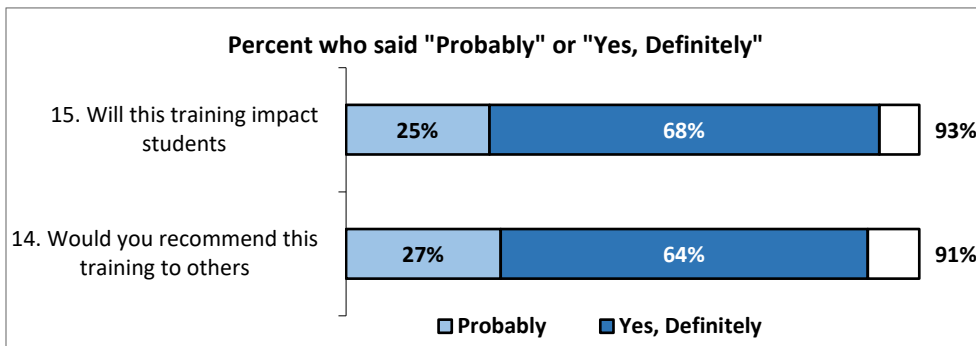
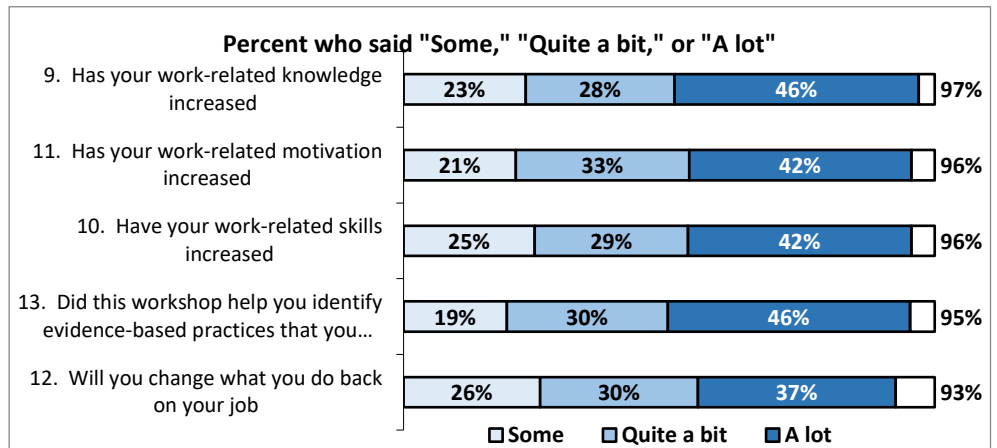
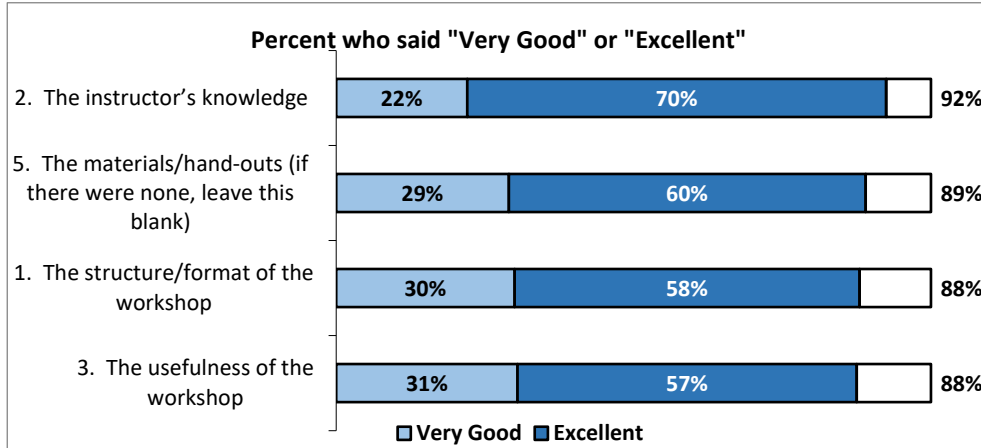
1	7/11/2018	Foundational Literacy (Days 3-5) – 2198	19	11/6/2018	CORE Sourcebook: Phonics – 2403	37	1/18/2019	Comprehension – 2376
2	7/26/2018	New Teacher Literacy Overview – 2223	20	11/9/2018	CORE Reading Class – 2362	38	1/21/2019	Sourcebook Module 3: Phonological & Phonemic Awareness, The Simple View
3	8/6/2018	DIBELS Next Transition – 2361	21	11/14/2018	Core Sourcebook Training PD – 2317	39	1/21/2019	Foundational Comprehension for Fourth Grade – 2398
4	10/8/2018	CORE Sourcebook: Phonological Awareness – 2305	22	11/19/2018	Core Sourcebook PD Phonics – 2319	40	1/22/2019	Foundational Comprehension for Third Grade – 2397
5	10/9/2018	CORE Sourcebook: Phonological Awareness – 2310	23	11/19/2018	CORE Sourcebook: Phonics – 2404	41	1/23/2019	Foundational Phonics for Second Grade – 2396
6	10/9/2018	Sourcebook PA – 2316	24	11/26/2018	CORE Phonics – 2423	42	1/24/2019	Foundational Phonics Training for First Grade – 2395
7	10/9/2018	Sourcebook PA – 2328	25	12/5/2018	Core Source book training Phonemic Awareness – 2320	43	1/25/2019	Kindergarten Phonological Awareness – 2394
8	10/10/2018	Core Sourcebook training – 2318	26	12/19/2018	CORE training in Phonics – 2425	44	1/28/2019	Sourcebook Module 4: Part 1: Reading
9	10/15/2018	Kindergarten Literacy Best Practices – 2299	27	1/2/2019	Essential Standards – 2322	45	1/29/2019	CORE Sourcebook Phonics (SP) – 2409
10	10/16/2018	First Grade Literacy Best Practices – 2300	28	1/3/2019	DIBELS Module 1 Foundations & 2 Guidelines & Integration of Sourcebook Foundations of Literacy Big 5 Overview – 2333	46	1/31/2019	CORE Multi-syllabic training – 2424
11	10/16/2018	Sourcebook Module 1: The Big Picture of Reading – 2389	29	1/3/2019	DIBELS Module 3 First Sound Fluency & Module 4 Phoneme Segmentation Fluency & Integration of	47	2/15/2019	CORE Training – 2427
12	10/17/2018	Second Grade Literacy Best Practices – 2301	30	1/3/2019	DIBELS Module 5 Letter Naming Fluency & Module 6 Nonsense Word Fluency & Integration of Sourcebook	48	2/18/2019	CORE-Vocabulary – 2400
13	10/18/2018	Third Grade Literacy Best Practices – 2302	31	1/3/2019	DIBELS Workshop – 2331	49	3/11/2019	Multi-syllabic word reading – 2418
14	10/19/2018	Fourth Grade Literacy Best Practices – 2303	32	1/4/2019	DIBELS Module 7 Oral Reading Fluency & Module 8 DAZE & Sourcebook Phonics, Fluency, Vocabulary, Morphology, & Comprehension – 2382	50	3/12/2019	CORE Sourcebook Fluency (SP) – 2410
15	10/23/2018	Fifth Grade Literacy Best Practices – 2304	33	1/4/2019	DIBELS Module 9 Conclusion & Module 10 Benchmark	51	3/19/2019	CORE Sourcebook Fluency KN – 2419
16	10/30/2018	Sourcebook Module 2: Student Engagement, Explicit Instruction, Signaling, & Corrective Feedback – 2390	34	1/11/2019	CORE-Vocabulary – 2354	52	4/3/2019	CORE training in Phonics – 2426
17	11/2/2018	CORE Phonemic Awareness and Phonics – 2296	35	1/16/2019	CORE Sourcebook - Phonics (KN) – 2414			
18	11/5/2018	CORE Training-Comprehension – 2298	36	1/18/2019	CORE-Comprehension – 2374			

### C. Training Participant Roles – Across All Literacy Trainings

437 participants completed a training evaluation across 34 Literacy trainings.



### D. Training Evaluations – Across All Literacy Trainings

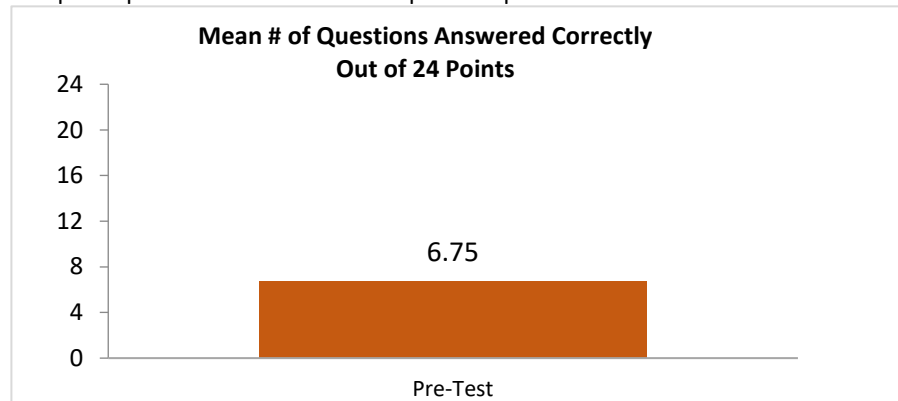


#### Sample of Participant Comments

- "I gained more knowledge of phonemic awareness."
- "Wonderful presenter. Easy to listen to and gives practical classroom ideas."
- "The importance of the Big 5 and the importance of having all of them to be successful."
- "The best thing about this session is our instructor! She has an enthusiasm that is contagious. She makes things that seem so complicated easy to understand. She is extremely patient with my many questions."
- "Learning how to teach to the children who have deficits in reading."
- "I ordered mini dry erase paddles so all students can be engaged with working on task at the same time. This way I can make a quick observation of who is getting it and who isn't."
- "The presenter was very knowledgeable and able to answer any questions we had."

### E. Foundational Reading Training Pre -Test

250 participants from 5 districts completed a pre-test.



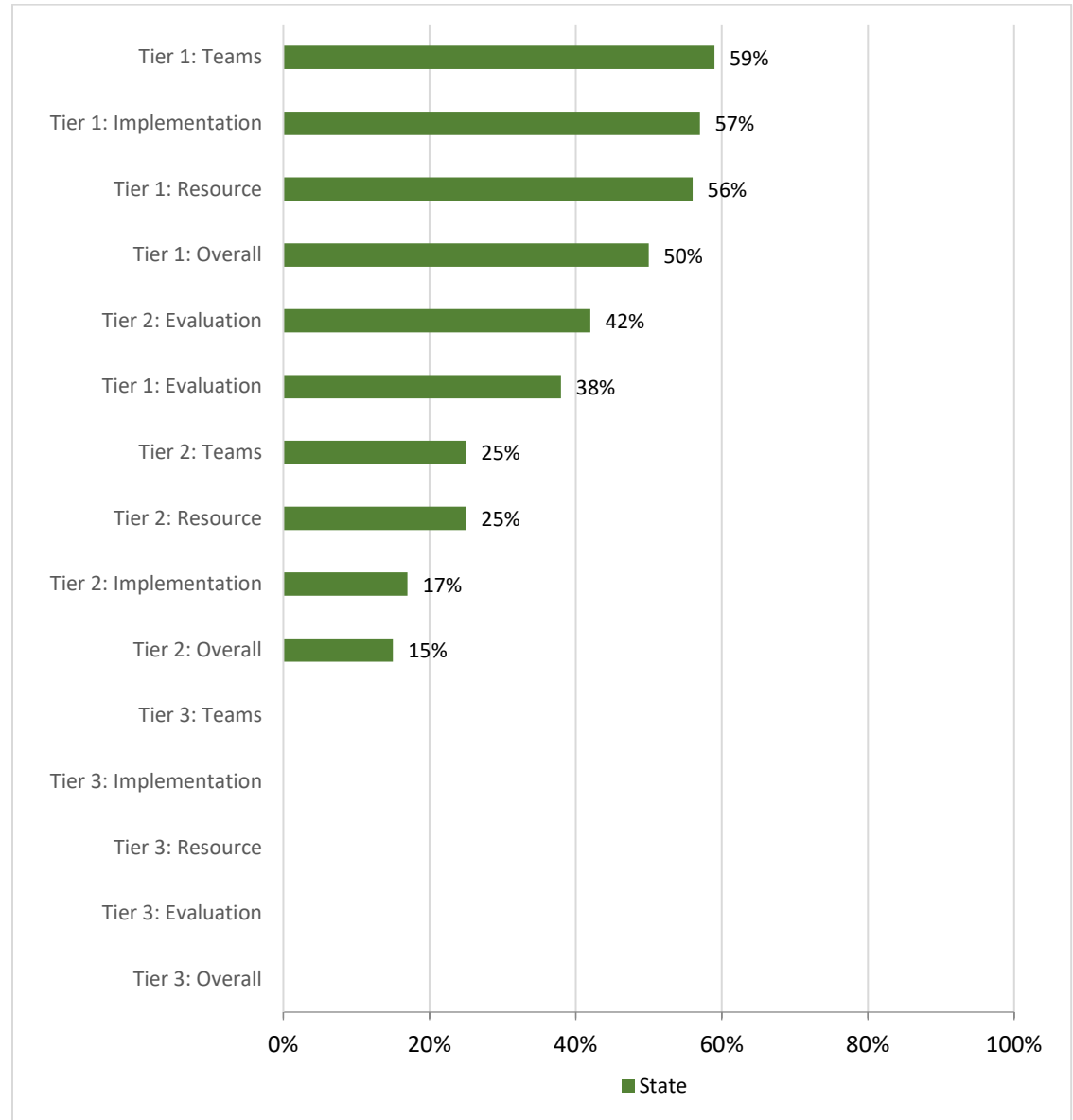
### F. Observation Checklist for High-Quality Professional Development (HQPD) Training

HQPD Ratings for 2 Literacy Trainings	
# of criteria (out of 22) that were met	15
<b>The Seven Criteria that were not met:</b>	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
13. Includes opportunities for participants to practice and/or rehearse new skills	
16. Adheres to agenda and time constraints	
17. Includes opportunities for participants to reflect on learning	
19. Engages participants in assessment of their acquisition of knowledge and skills	
20. Details follow-up activities that require participants to apply their learning in a new setting or context	

### G. Elementary School Reading Tiered Fidelity Inventory (R-TFI)

In fall 2018, 18 schools representing 6 districts (1 school each from Hot Springs, Iroquois, Koch, Sisseton; 8 schools from Rapid City; and 6 schools from Watertown) completed the R-TFI.

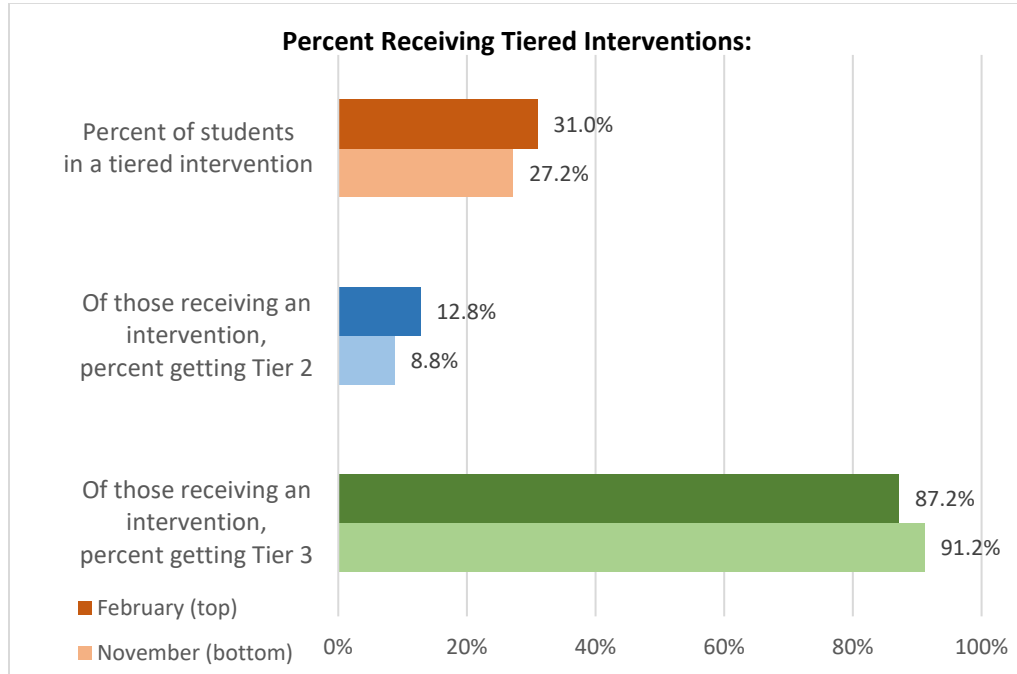
	<b>% of Points Earned</b>
<b>Total Score</b>	
Tier 1: Teams	59%
Tier 1: Implementation	57%
Tier 1: Resources	56%
Tier 1: Evaluation	38%
Tier 1: Overall	50%
Tier 2: Teams	25%
Tier 2: Implementation	17%
Tier 2: Resources	25%
Tier 2: Evaluation	42%
Tier 2: Overall	15%
Tier 3: Teams	-
Tier 3: Implementation	-
Tier 3: Resources	-
Tier 3: Evaluation	-
Tier 3: Overall	-





## H. Intervention Tracking Form

Participating teachers were asked to indicate students who were receiving a Tier 2 and/or 3 intervention as of November 1, 2018 and February 1, 2019.

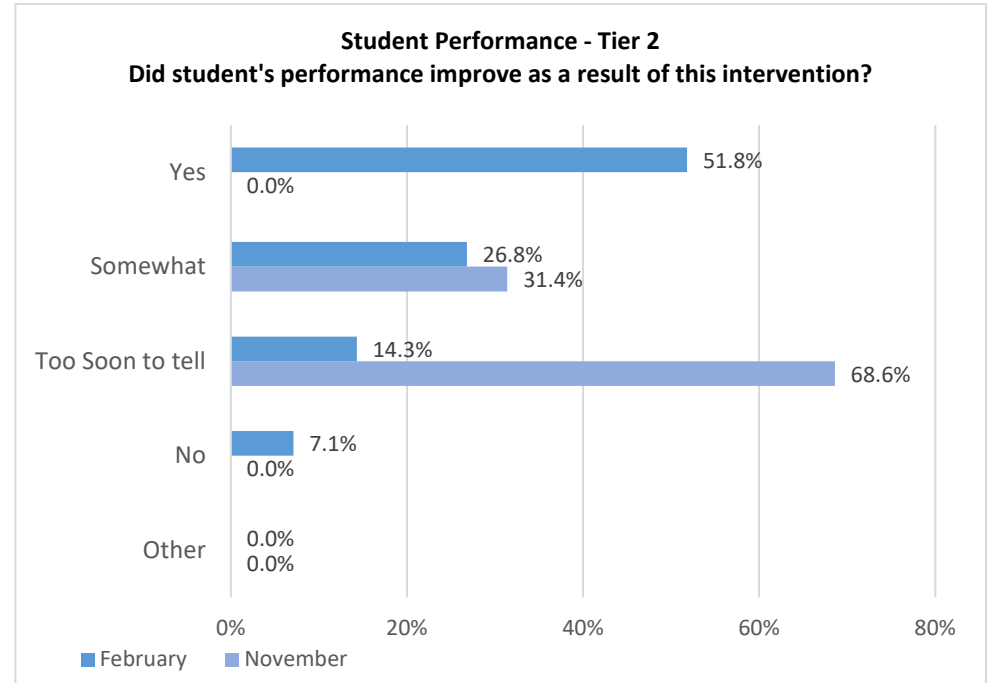
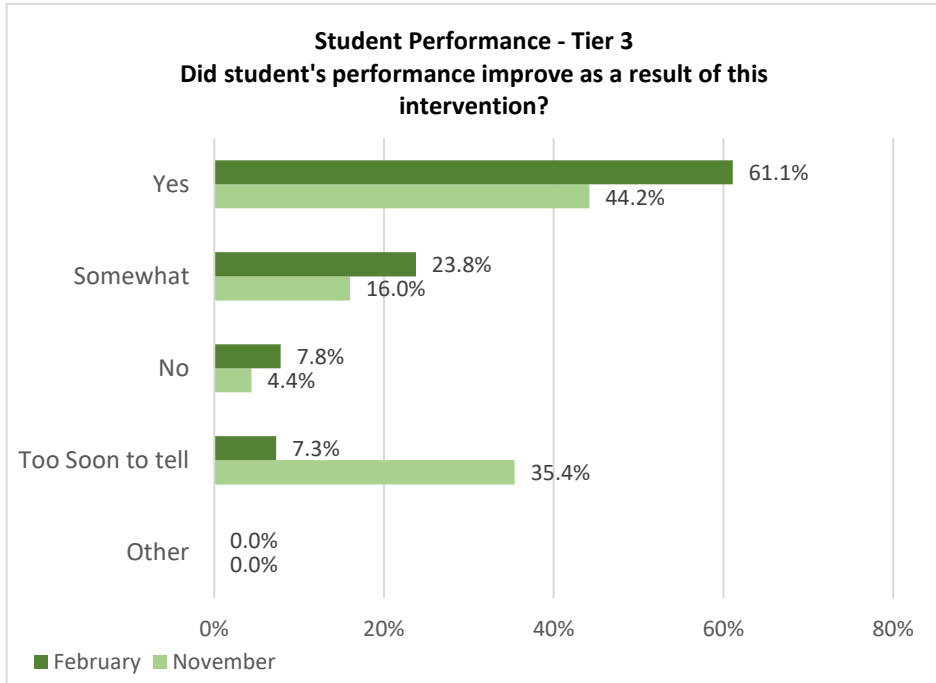
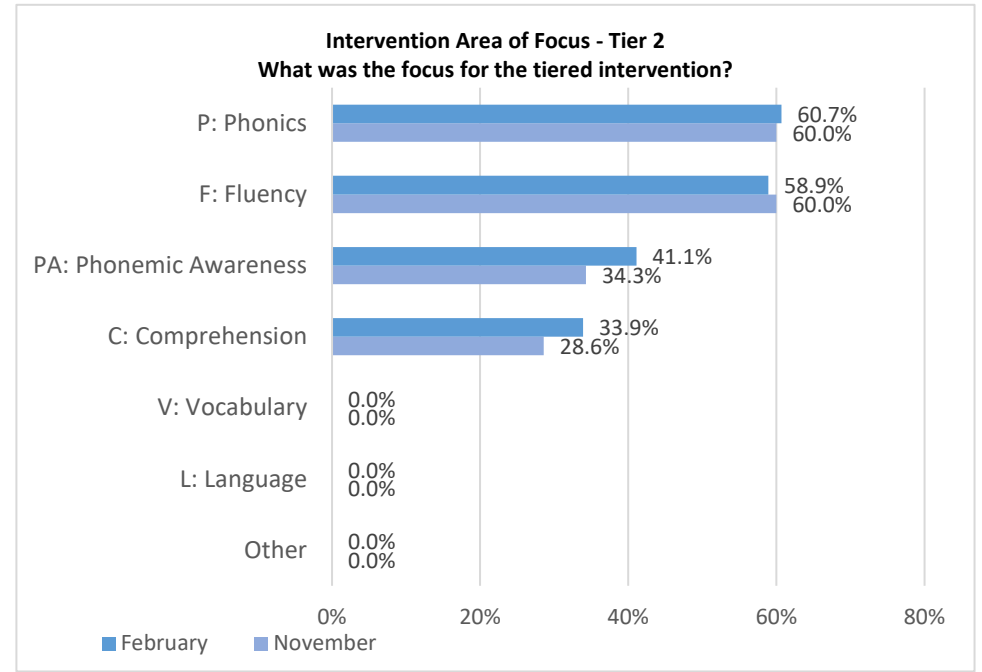
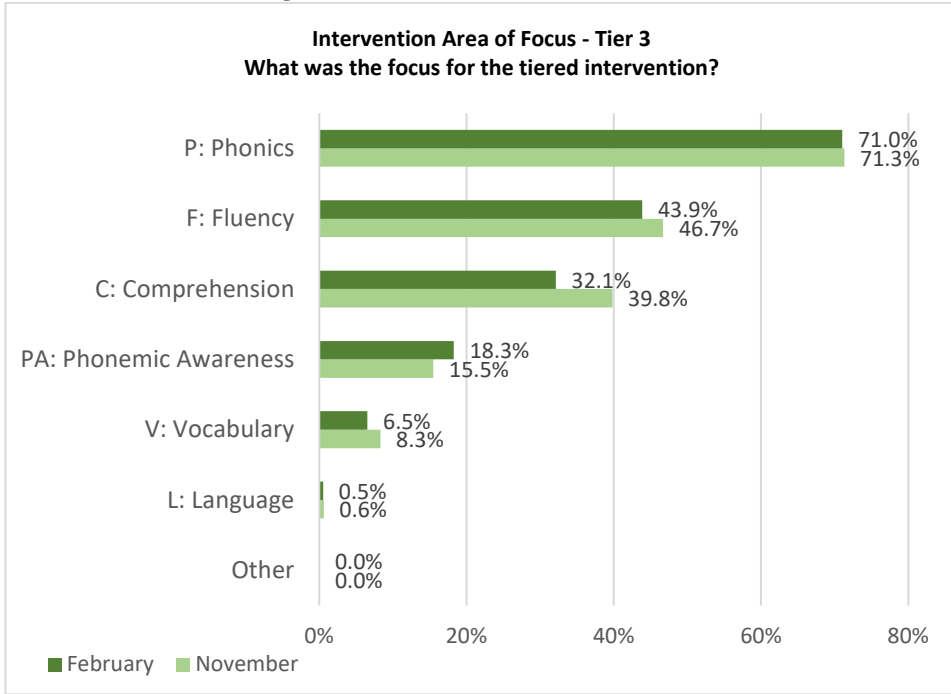


<b>By the Numbers:</b>	November	February
# of students in grades K-5 for whom a tracking form was completed	397	439
# of teachers who completed an intervention tracking form	48	49
# of schools with tracking forms	20	19
# districts with tracking forms	6	6
Average # of minutes per week spent in a Tier 3 Intervention	115	117
Average # of minutes per week spent in a Tier 2 Intervention	141	146

### Movement in and out of Tiers from November 2018 to February 2019

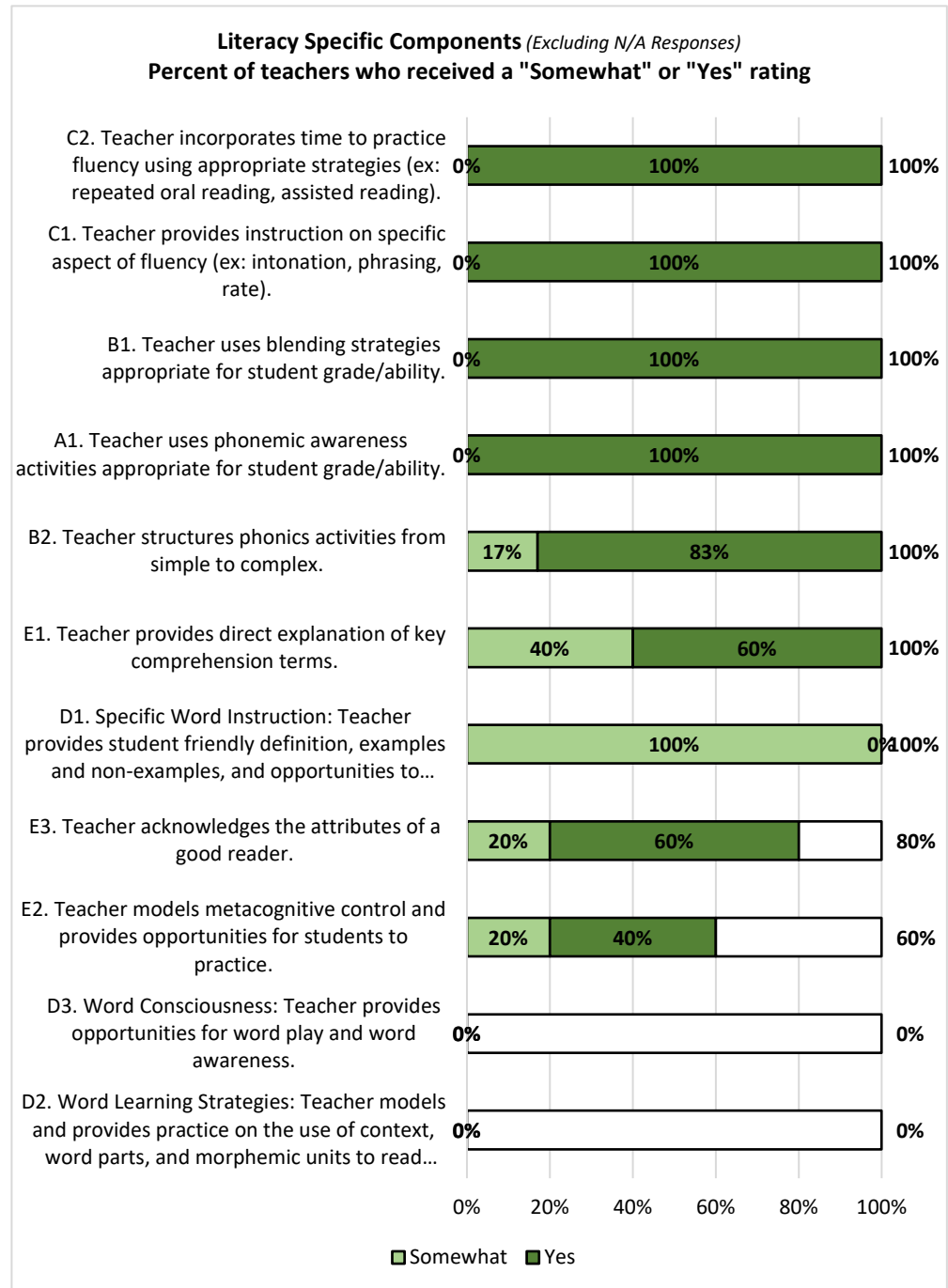
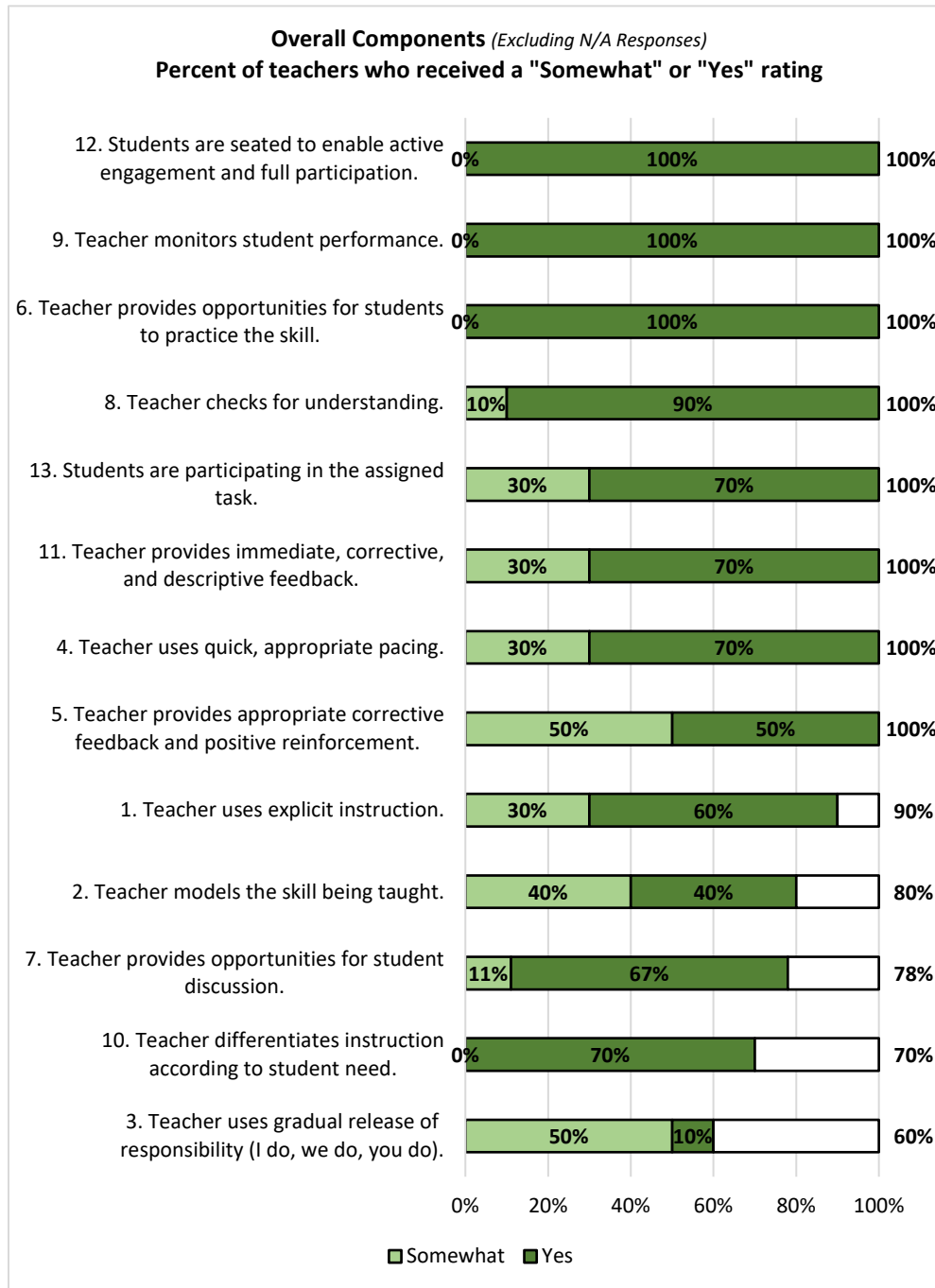
	Statewide	
	Count	Percent
<b>Of the Tier 2 Students in November, % Who:</b>		
Stayed in Tier 2 from November to February	34	92%
Moved from Tier 2 (November) to Tier 3 (February)	3	8%
Were not in February file	0	0%
<b>Of the Tier 3 Students in November, % Who:</b>		
Moved from Tier 3 (November) to Tier 2 (February)	18	5%
Moved from Tier 3 (November) to Tier 1 (February)	10	3%
Stayed in Tier 3 from November to February	330	86%
Were not in February file	24	6%
<b>Of the Tier 2 Students in February, % Who:</b>		
Were not in November file	2	4%
Were in November file	54	96%
<b>Of the Tier 3 Students in February, % Who:</b>		
Were not in November file	56	15%
Were in November file	330	85%

**H. Intervention Tracking Form – continued**



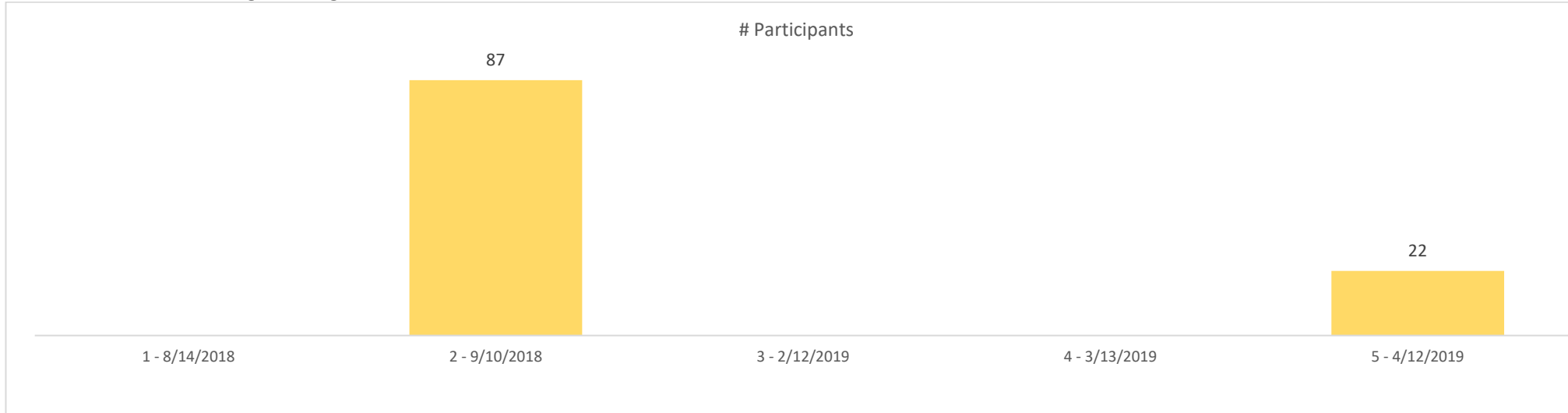
## I. Literacy Observation Checklist

10 teachers from 3 districts were observed by Brandi Gerry of the South Dakota Department of Education in spring 2019.



## 2. Coaching

### A. Attendance at Coaching Trainings *(Based on Sign-In Sheets)*



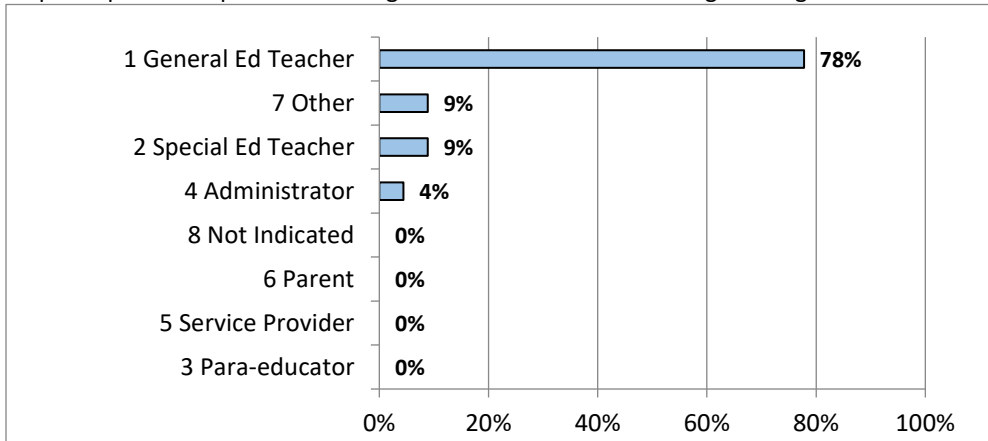
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

### B. Coaching Trainings:

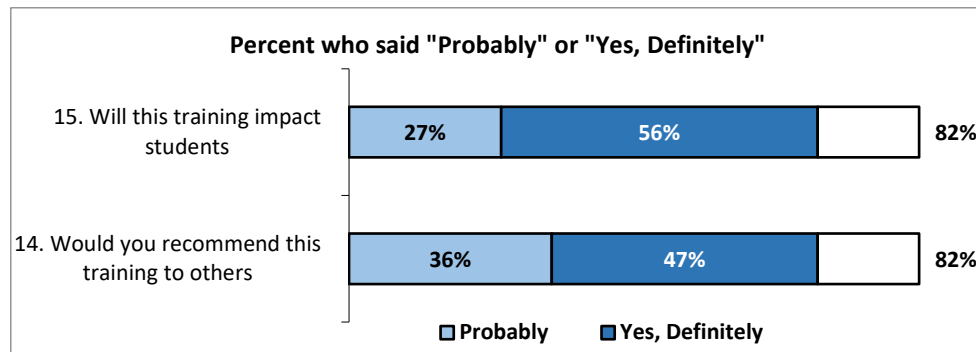
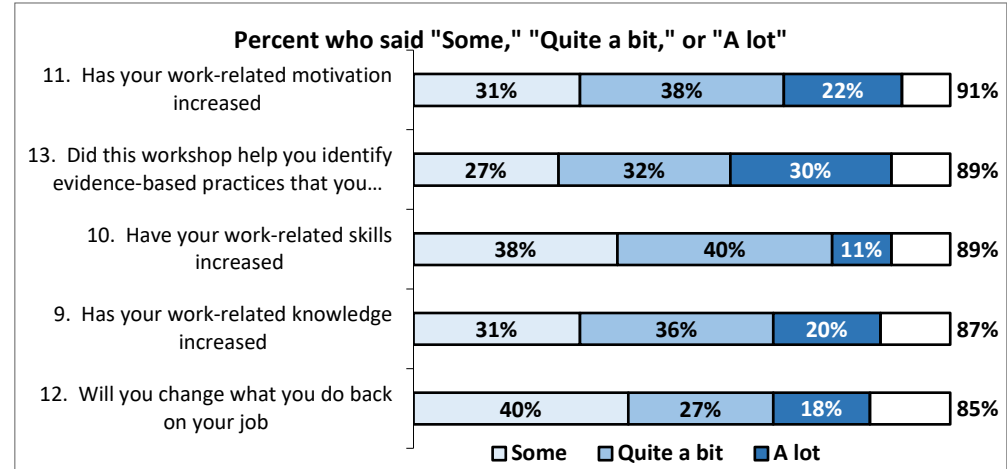
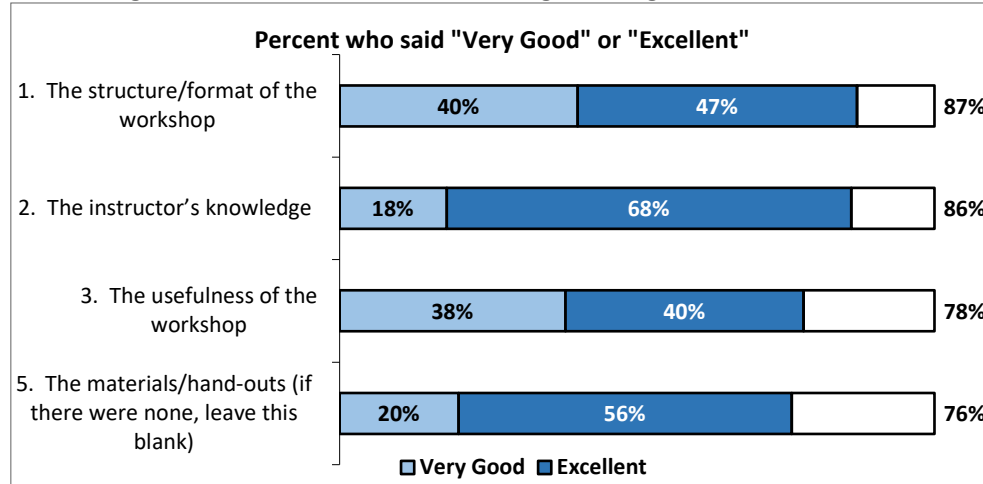
1	8/14/2018	Year Overview & Expectations – 2191
2	9/10/2018	Lit 101 Sessions – 2428
3	2/12/2019	Coach Meeting - Topics TBD – 2192
4	3/13/2019	Literacy Mini Sessions – 2417
5	4/12/2019	Vocabulary, Fluency, FastBridge – 2429

### C. Training Participant Roles – Across All Coaching Trainings

45 participants completed a training evaluation across 2 Coaching trainings.



### D. Training Evaluations – Across All Coaching Trainings

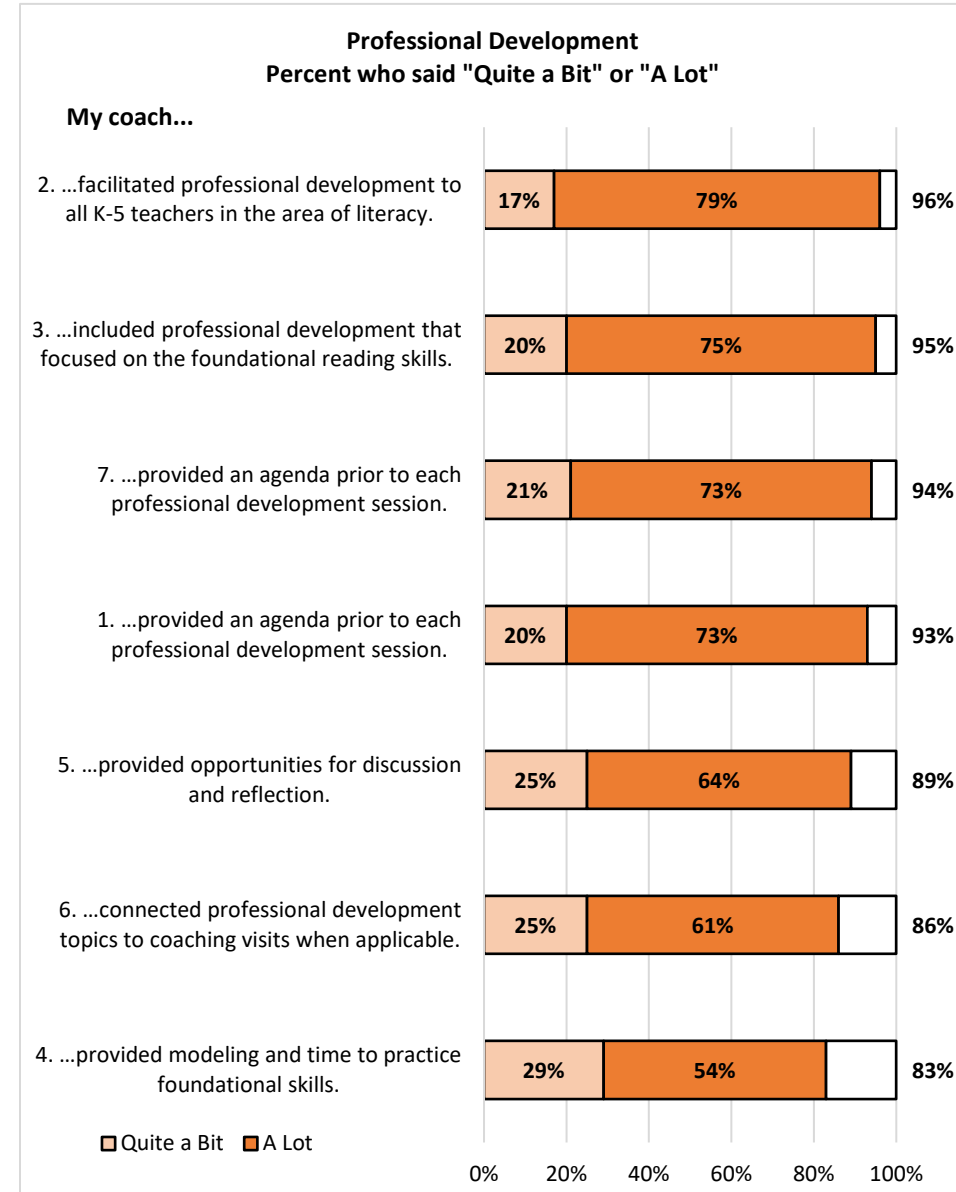
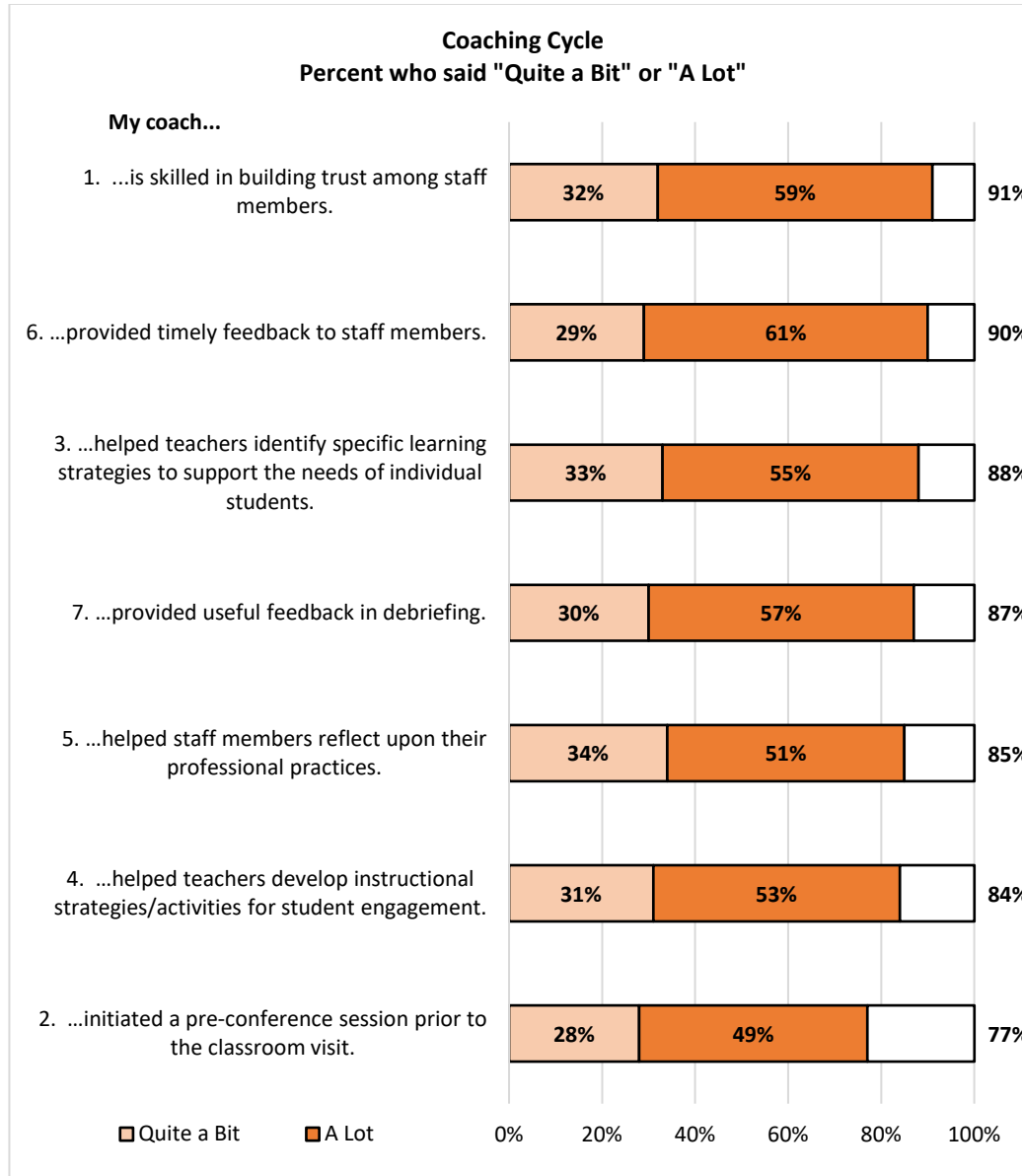


#### Sample of Participant Comments

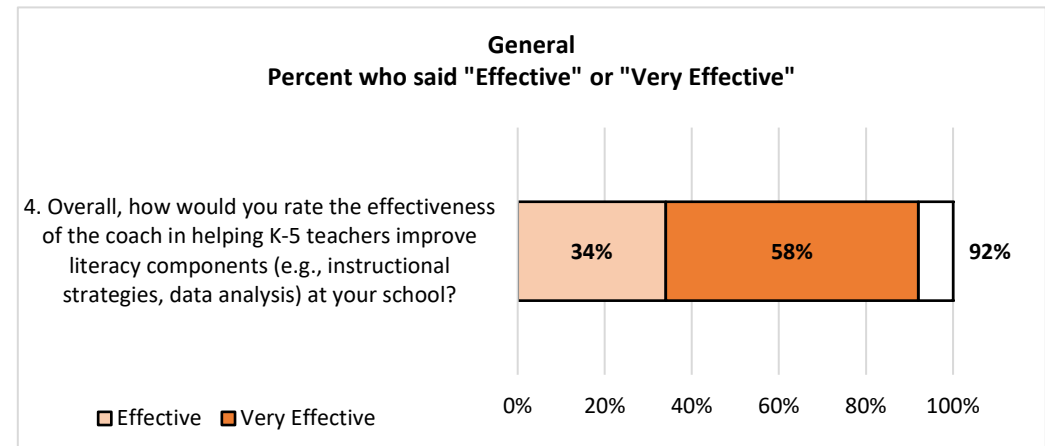
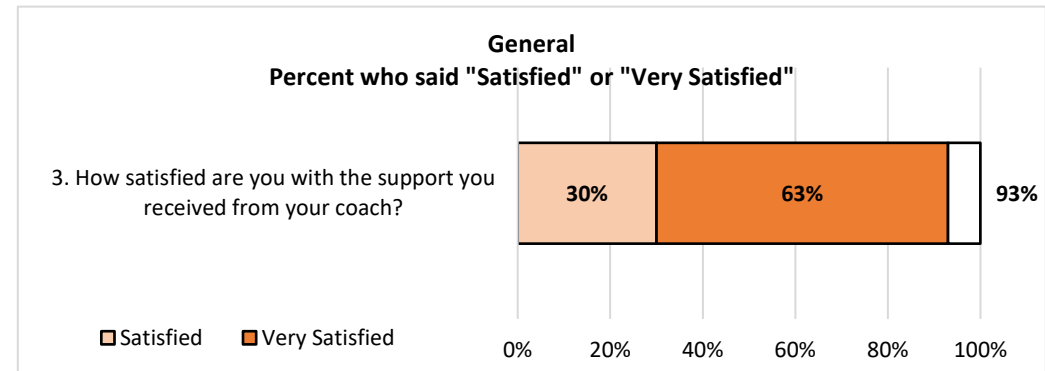
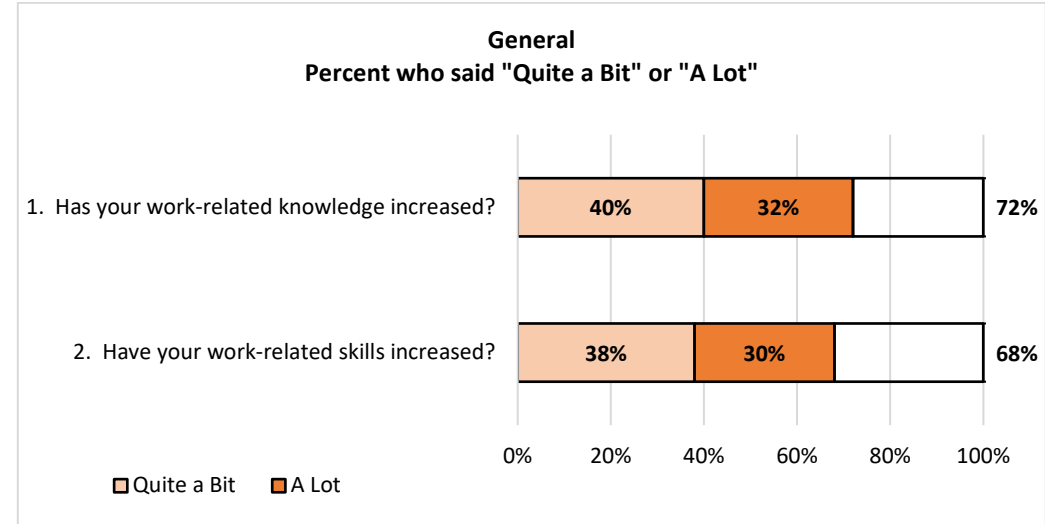
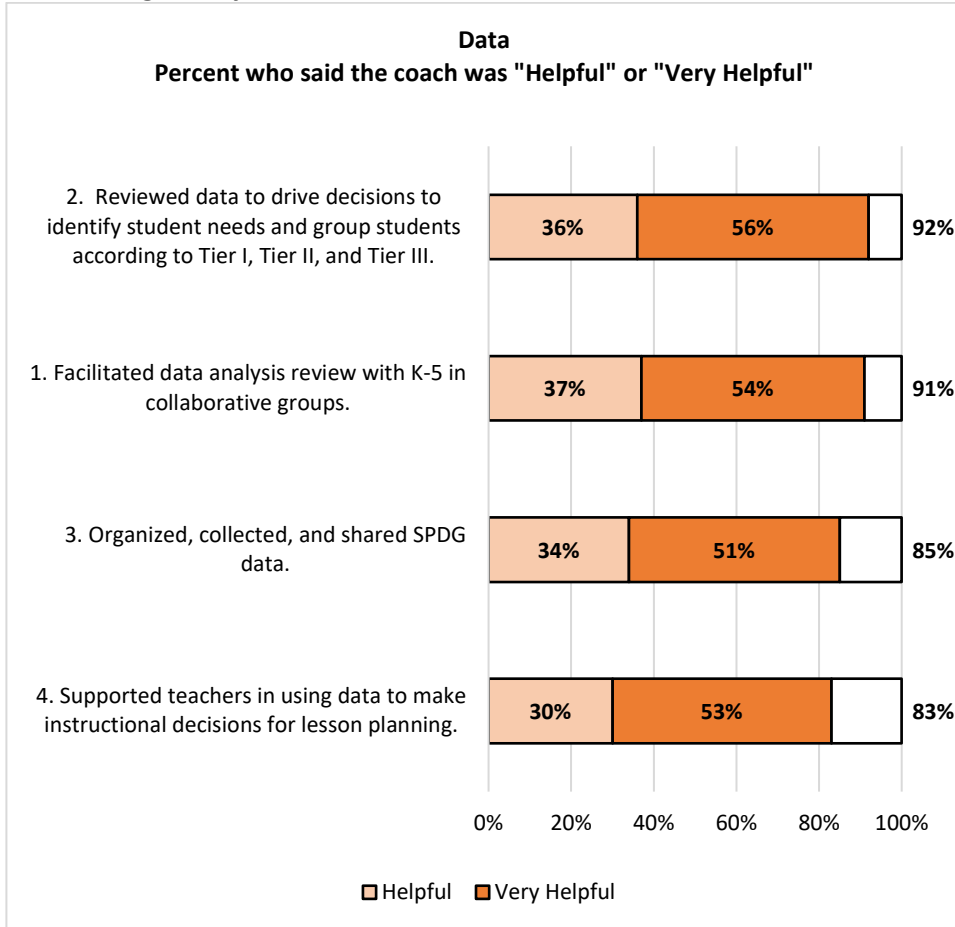
- "We had fun as a school wide activity doing a March Madness tournament of books. I've also brought back my 'royal reader' activity that I've done in the past."
- "The best thing about the training was getting to collaborate with colleagues and learning from astute professionals in the field."
- "A lot of the information was things I was taught in college, but don't necessarily use the best. The course was a good refresher, especially with the adoption of a new curriculum. It was the perfect time because I will be able to set up my reading block with the knowledge given to me and the new curriculum."
- "I liked how accessible the coaches are and ready to help us to implement what we learn into our teaching. They are always willing to help us in any way or teach us how to do it."
- "They really pinpointed skills and gave us great information for each skill. They also were very willing to answer any and all questions."

## E. Coaching Survey

253 staff members from 6 districts completed the Coaching Survey between December 2018 and February 2019



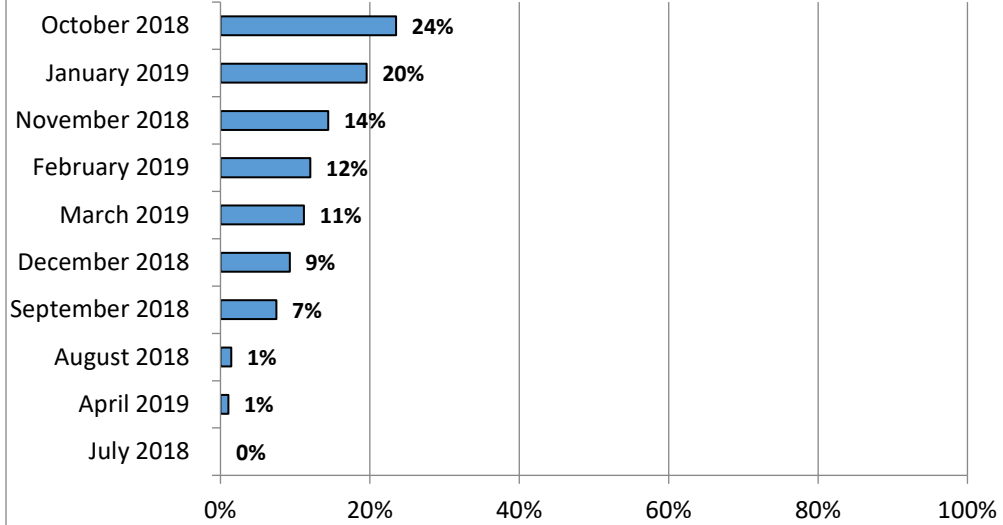
## E. Coaching Survey – Continued



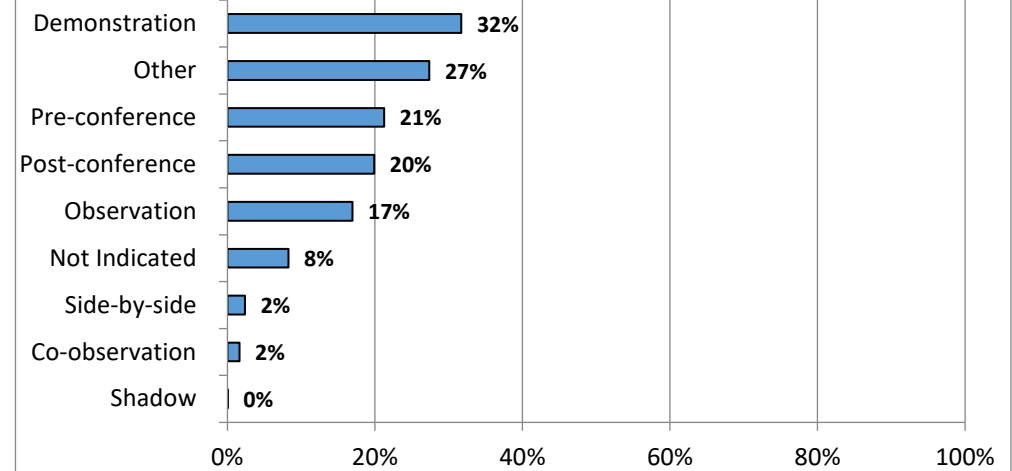
## F. Coaching Activities Tracking

2,565 Coaching Activities were entered on the SDPD site from July 1, 2018 – April 15, 2019.

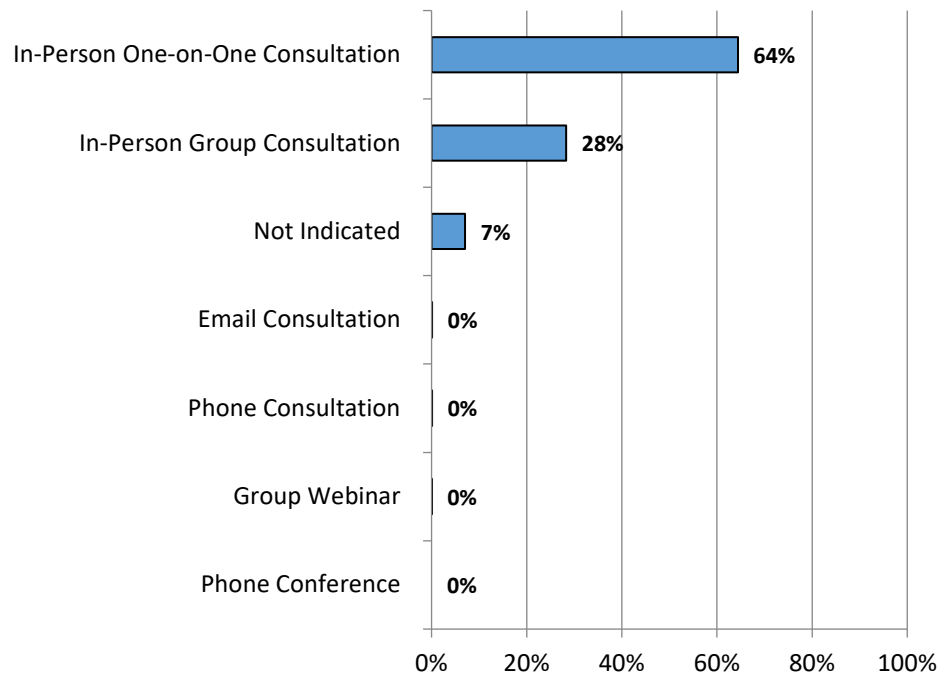
**What was the date of the Coaching Activity?**



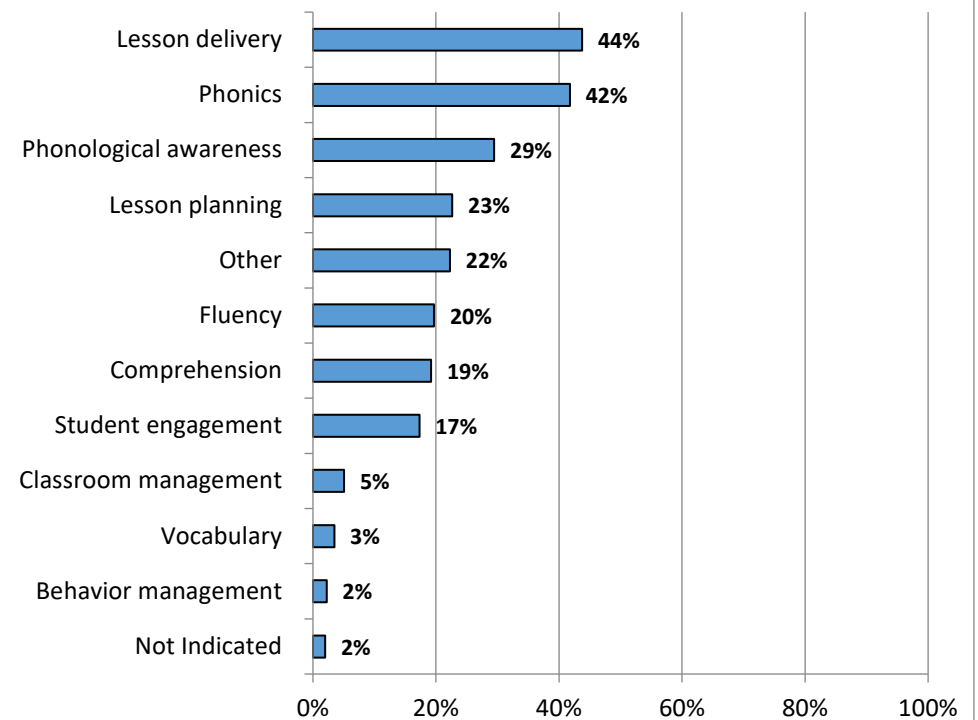
**What was the type of Coaching Activity?**



**What was the method of the Coaching Activity?**



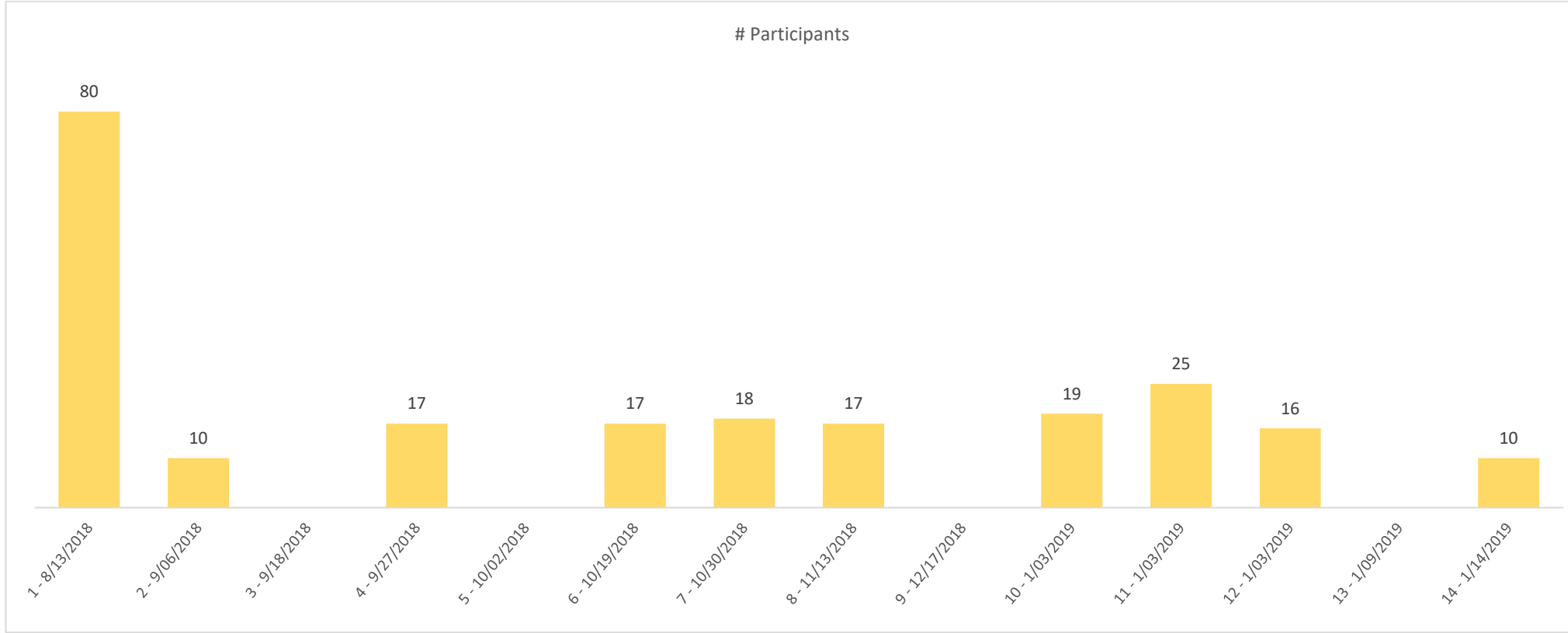
**What was the topic of the Coaching Activity?**





### 3. Data Analysis

#### A. Attendance at Data Analysis Trainings (Based on Sign-In Sheets)



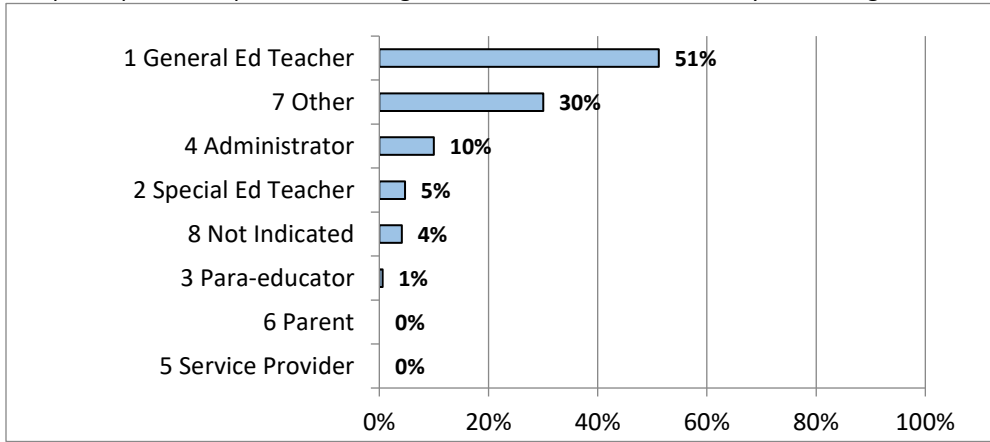
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

#### B. Data Analysis Trainings:

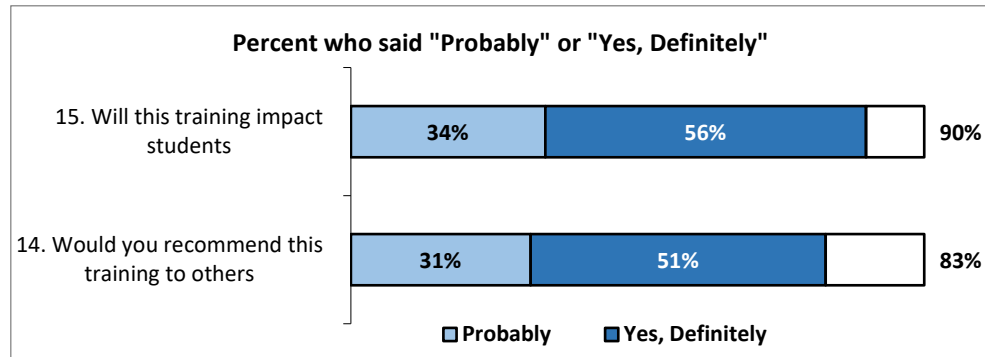
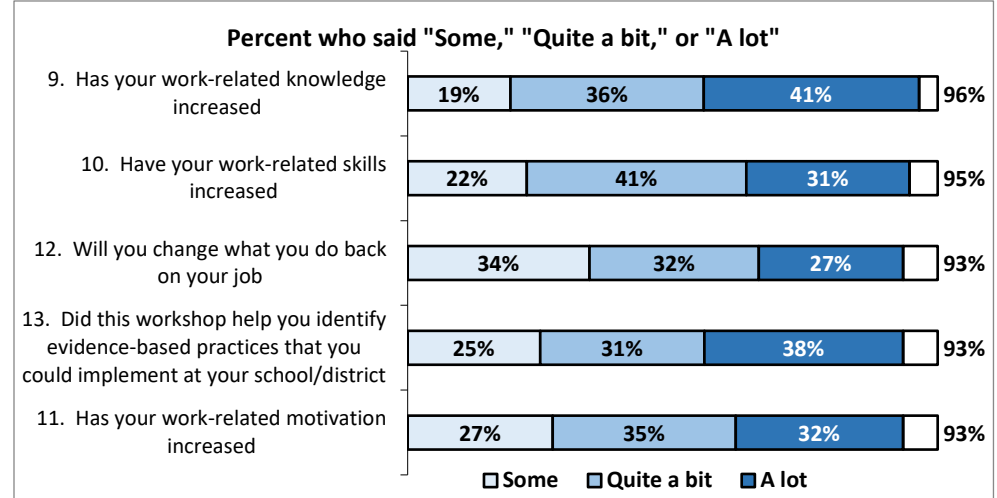
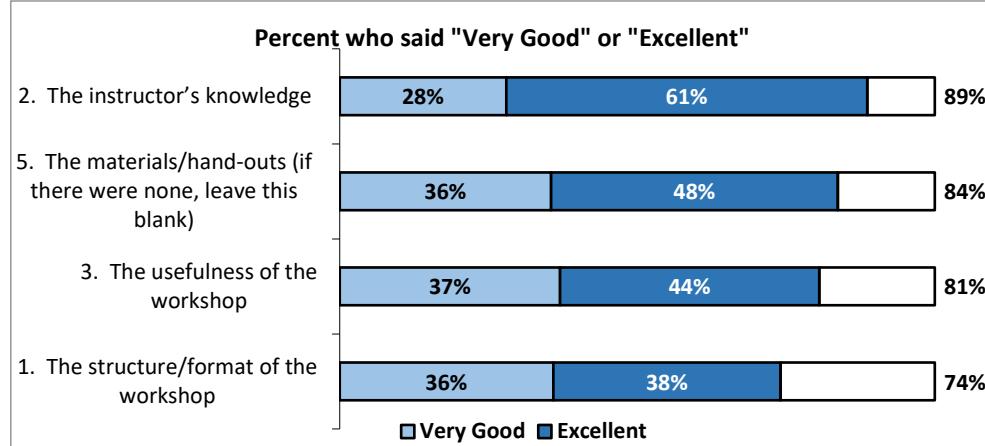
1	8/13/2018	SPDG DIBELS Essentials Training – 2222	8	11/13/2018	SPDG DIBELS Mentor Training – 2309
2	9/6/2018	Data Analysis – 2360	9	12/17/2018	MB Winter/Middle of Year DIBELS Data Dig – 2387
3	9/18/2018	MB Fall/Beginning of Year DIBELS Data Dig – 2385	10	1/3/2019	Acadience Reading (DIBELS) Training – 2324
4	9/27/2018	SPDG DIBELS Data Interpretation – 2280	11	1/3/2019	Acadience Reading (DIBELS) Training – 2325
5	10/2/2018	GV Fall/Beginning of Year DIBELS Data Dig – 2386	12	1/3/2019	Acadience Reading Essentials – 2327
6	10/19/2018	FastBridge Progress Monitoring – 2289	13	1/9/2019	GV Winter/Middle of Year DIBELS Data Dig – 2388
7	10/30/2018	FAST Bridge Overview – 2295	14	1/14/2019	Data Analysis Winter – 2367

### C. Training Participant Roles – Across All Data Analysis Trainings

170 participants completed a training evaluation across 13 Data Analysis trainings.



### D. Training Evaluations – Across All Data Analysis Trainings

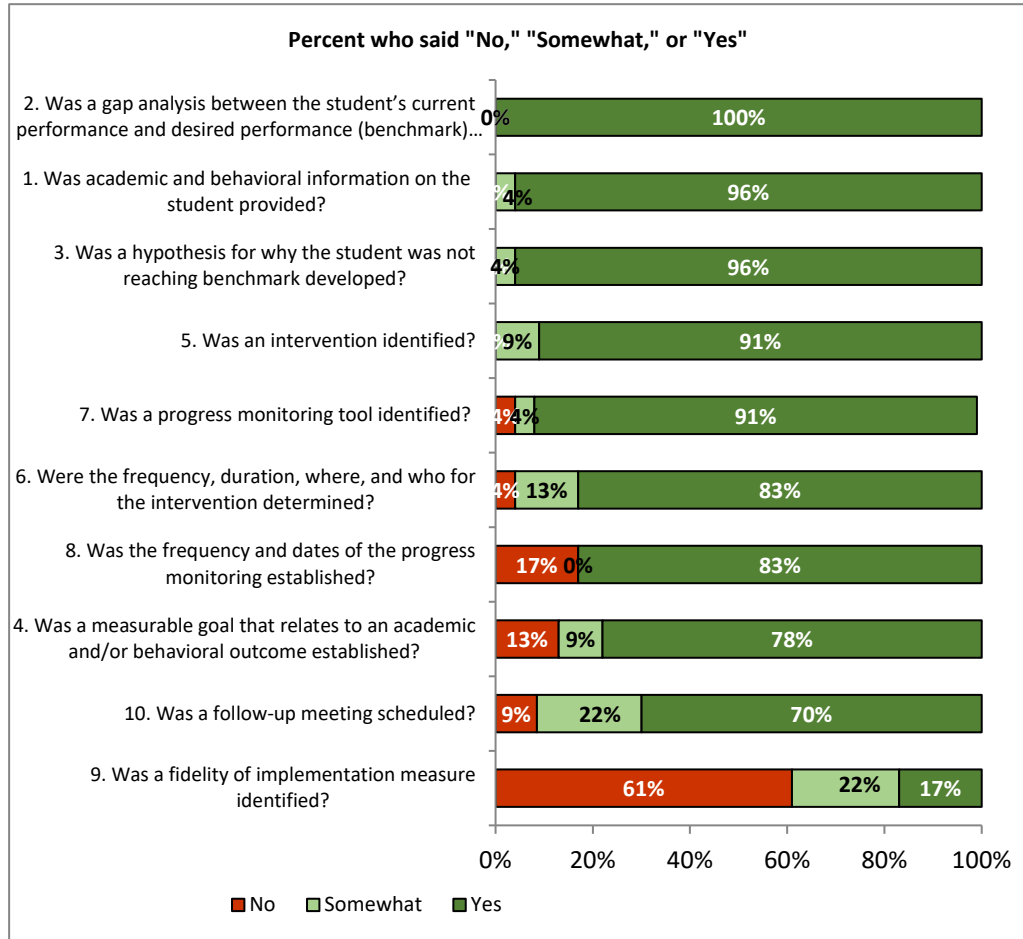


#### Participant Comments

- "Great presenters. Very knowledgeable. Their experience was evident and appreciated."
- "I liked the hands-on activities to practice giving the assessments and then coming back as a whole group to ask questions and compare answers."
- "I think the presenter did a great job of adjusting the workshop to meet our needs. She gave basic info and dove into more specific areas we had questions on. There are many topics I can bring back to our staff to assist us with the assessment for screening and progress monitoring."
- "I can use this information right away with my first grade team!"
- "This session gave great information about how to give the Dibels Assessment and how to score the Dibels Assessment, I felt ready to begin our own assessments back at our school."
- "I really enjoyed hearing from the school that has already started to use Fast Bridge to hear what they liked and what they didn't like about it."

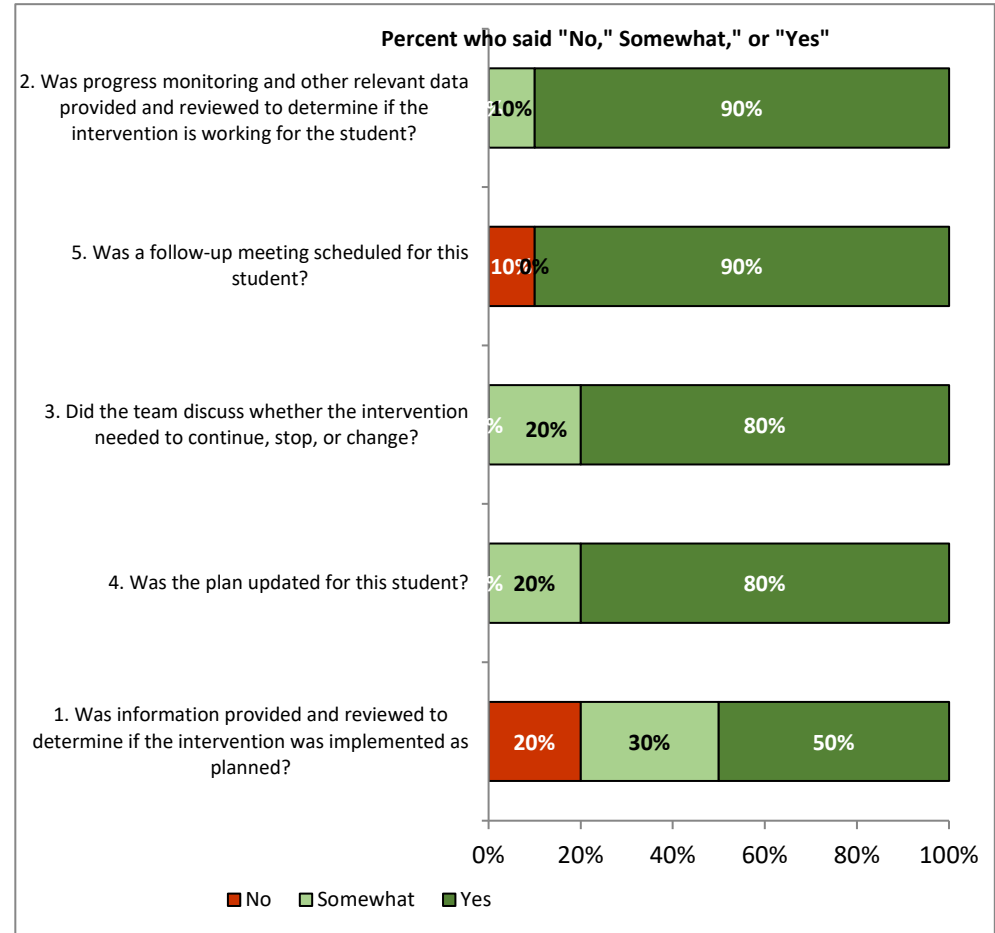
### E. Team Problem-Solving: Individual Student Checklist - Initial Meeting

23 school team members from 3 districts completed the Initial Meeting section.



### F. Team Problem-Solving: Individual Student Checklist – Follow-Up Meeting

10 school team members from 5 districts completed the Follow-Up Meeting section.



## 4. Family Engagement

Between July 1, 2018 and April 15, 2019, no Family Engagement trainings were entered on the SDPD site.

### A. Family Engagement Survey

575 family members and 227 educators from 5 districts completed the Family Engagement Survey between October 2018 and March 2019.

