

**South Dakota
State Personnel Development Grant
(SD SPDG)**

Annual Grant Performance Report

Grant Year 3



**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: 03 / 01 / 2019 To: 02 / 29 / 2020 (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 (10/01/18-09/30/19)	\$950,895.80	
b. Current Budget Period (10/01/19-02/29/20)	\$464,409.57	
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 / 2019 to: 06 / 30 / 2020 (mm/dd/yyyy)
 The approving Federal agency is: ED Other *(Please specify):* _____
 The Indirect Cost Rate is 8.9 %
 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.

Cody Stoesser

Director, Division of Finance and Management

Title: _____

Name of Authorized Representative: _____


Signature

Date: 4/30/2020



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

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

PR/Award # (11 characters): H323A170015

The Executive Summary is a narrative summary of the project's accomplishments during the performance period.

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 the South Dakota Parent Connection, a Dakota State University instructor, MTSS facilitators, an external evaluator, a facilitator, and SD DOE staff across multiple divisions. SD SPDG materials and resources are located online at <https://doe.sd.gov/grants/SPDG.aspx>.

Year 3 of implementation (10/01/19 – 09/30/20) 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 an additional 18 hours of professional development to their respective schools. Feedback from schools during the spring 2019 building leadership team meetings identified a continued need for foundational literacy training. Schools also identified that teachers would benefit from specific instructional strategies that could be used to teach foundational literacy skills. With this feedback in mind, the focus of the trainings for the 2019-2020 school year was on foundational literacy skills and applying explicit instruction strategies in classroom practice. Several coaches also provided introductory training to new-to-district teachers. Training participants in all trainings included general education teachers, interventionists, special education teachers, and other staff members identified by the school.

During the spring 2020 semester, all SD schools closed and moved to flexible learning through a variety of methods. During this time SPDG coaches completed the needed hours of professional development through shared webinars, online meetings discussing shared articles, and virtual trainings.

MTSS Framework – Schools continued with monthly building leadership team meetings. During these meetings, each team reviews building level data and updates their action plan to track progress toward school-level and state-level goals. Teams continued to utilize the norms and meeting protocols developed with the assistance of the MTSS facilitators. Feedback from schools during the spring 2019 building leadership team meetings indicated they felt comfortable leading the meetings without the assistance of the MTSS facilitators during the 2019-2020 school year. During the spring of 2020, building leadership teams will complete the R-TFI (Reading Tiered Fidelity Inventory) on the processes in all three tiers of instruction. Results from the R-TFI will identify building needs in developing and delivering Tier 2 and Tier 3 supports for students.

SPDG Coaching – SPDG coaches continue to follow the protocol in developing differentiated coaching plans and providing targeted coaching assistance to all K-5 educators in general education, title, and special education settings. Coaches received ongoing supports and coaching from the Coaching Coordinator. The Coaching Coordinator conducted onsite visits, facilitated face-to-face meetings, and monthly webinars. During onsite visits, the Coaching Coordinator reviewed teacher feedback provided through survey data and engaged SPDG coaches in reflecting and refining their coaching practices. SPDG coaches participate in ongoing training in data

processes (SPDG Data Workbook training in August 2019), Explicit Instruction (onsite training in February 2020 and a follow-up webinar in April 2020), and foundational literacy (Teaching Reading Sourcebook training in summer 2020). Ongoing training and supports provides time for collaboration and skill-building.

Data-Driven Decision Making – The SPDG coaches continue to be an integral part of school-level data-driven decision-making processes. Each coach is a member of the building leadership team and assists in facilitating school-level data conversations after each benchmarking period. Coaches also utilize the SPDG Data Workbook to guide grade-level data conversations when grade level teams meet to review progress monitoring data and make decisions on instruction and intervention for students.

Family Engagement – The SPDG Family Engagement team developed a Read to Succeed training for families. The goal of this family literacy training series is to provide family-friendly definitions of foundational literacy skills and tools for families to use at home when working with children. The training includes four modules - two that are provided face to face, and two follow-up modules that are online and self-paced. The first module, focused on phonemic awareness and phonics, was shared with families in each building during the fall of 2019. At the training, the link for the second module, which provided follow-up videos and family-friendly activities in the areas of phonemic awareness and phonics, were shared with families. The third module, which focused on fluency, vocabulary, and comprehension, was provided as a train the trainer to key staff from each building. Unfortunately, schools were closed shortly after the train the trainer was completed.

In response to the school closures and the increased need for families to support learning at home, the SPDG Family Engagement team developed online self-paced versions of both modules 1 and 3 that families could access from home. The content has been shared through several South Dakota entities, included the South Dakota Statewide Family Engagement Center and South Dakota Parent Connection. This has allowed us to reach families far beyond those enrolled in SD SPDG-participating districts. The modules are available at this link: <https://sdsfec.org/resource/read-to-succeed-literacy-course-for-parents/>.

State Leadership – The SPDG State Leadership team continues to include state-level leaders from several departments, our SPDG facilitator and external evaluator, and contracted supports in higher education, family engagement, and the Coaching Coordinator. The SPDG State Leadership Team meets face-to-face twice per year, and virtually every month. These regular meetings allow key area leaders to share updates and progress. The team will meet in July 2020 to analyze school-level and state-level data from the schools' second 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 continues to meet twice per year to review state-level results and to provide input and advice to the SPDG State Leadership team. The Advisory panel includes administrators and educators from SD SPDG schools, and administrators from other SD schools, members from agencies representing family engagement, higher education, special education advocacy, and birth to 3 supports. When the panel met in September 2019, the panel reviewed SD SPDG grant goals and key activities from the previous year. Panel members shared feedback on strengths, challenges, and opportunities for growth and collaboration. Three key suggestions were gathered and shared with the SPDG State Leadership team in the areas of communication, coaching, and family engagement. After reviewing these suggestions, the SPDG State Leadership team decided to develop a communication protocol to improve feedback loops, and to create a tracking sheet where all school supports will input their school meeting dates, topics, and key areas of discussion. The next SPDG Advisory meeting is scheduled for July 2020.

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 2019-20, 70% 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 2019-20, 60% 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%



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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

PR/Award # (11 characters): H323A170015

SECTION A - Performance 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.

SPDG Program Measure 1: Projects use evidenced-based professional development practices to support the attainment of identified competencies.

1.a. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 70% of evidenced-based professional development components will score 3 or 4 on the SPDG Evidenced-Based Professional Development Components rubric.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		11/16	70%		16/16	100%	

1.b. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 80% of workshop participants will report that their knowledge increased.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		258/323	80%		307/323	95%	

1.c. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 80% of workshop participants will report that their skills increased.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		258/323	80%		307/323	95%	

1.d. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 80% of workshop participants will report that they will change what they do on the job.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			258/323	80%		300/323	93%

1.e. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 80% of workshop participants will report that that the trainings impact students.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			258/323	80%		297/323	92%

1.f. Performance Measure	Measure Type	Quantitative Data					
At the end of training, 70% of staff participating in the Literacy Strategies training will score 70% or higher on the post-test.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			235/335	70%		196/335	59%

Explanation of Progress

SPDG Program Measure 1: Projects use evidenced-based professional development practices to support the attainment of identified competencies.

(See Section A additional attachment for Explanation of Progress.)



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Project Status Chart**

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SECTION A - Performance 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.

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

2.a. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, after two full years of training, 50% of the SPDG schools that are reviewed externally will receive a score of 70% or higher on those sections of the Reading Tiered Fidelity Inventory (R-TFI) on which they have received training.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2/4		50%		3/4

2.b. Performance Measure	Measure Type	Quantitative Data					
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 Classroom Observation Checklist.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			12/23		52%		4/23

2.c. Performance Measure	Measure Type	Quantitative Data					
In spring 2020, 70% of SPDG coaches will receive a favorable rating on the Coaching Survey. <i>Baseline data has been collected in winter 2019, spring 2019, and winter 2020; we report on that in the explanation below.</i>	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999				999/999

2.d. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 70% of staff at the SPDG schools will respond positively on the Family Engagement Survey (for staff members).	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			214/305	70%		225/305	74%

2.e. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 70% of family members at the SPDG schools will respond positively on the Family Engagement Survey.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			799/1141	70%		942/1141	83%

2.f. Performance Measure	Measure Type	Quantitative Data					
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 2019 baseline.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

2.g. Performance Measure	Measure Type	Quantitative Data					
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 2019 baseline.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

2.h. Performance Measure	Measure Type	Quantitative Data					
After three years of training, the state reading proficiency rates of students with disabilities in the SPDG schools will increase by 7 percentage points over the spring 2018 baseline.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

2.i. Performance Measure	Measure Type	Quantitative Data					
After three years of training, the state reading proficiency rates of students with specific learning disabilities in the SPDG schools will increase by 3 percentage points over the spring 2018 baseline.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

2.j. Performance Measure	Measure Type	Quantitative Data					
After three years of training, the percentage of students with disabilities in the SPDG schools who score at Level 1 (the lowest level) will decrease by 15 percentage points over the spring 2018 baseline.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

2.k. Performance Measure	Measure Type	Quantitative Data					
After three years of training, the percentage of students with specific learning disabilities in the SPDG schools who score at Level 1 (the lowest level) will decrease by 10 percentage points over the spring 2018 baseline.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999/999			999/999	

Explanation of Progress

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

(See Section A additional attachment for Explanation of Progress.)



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
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SECTION A - Performance 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.

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

3.a. Performance Measure	Measure Type	Quantitative Data					
In 2019-20, 60% of the SD SPDG funds will be used for activities designed to sustain the use of practices on which PD/TA is focused.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		597,863/996,438	60%		767,199/996,438	77%	

Explanation of Progress

(See Section A additional attachment for Explanation of Progress.)



**U.S. Department of Education
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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

South Dakota did not expend funds at the expected rate during the reporting period and expects to have unexpended funds at the end of grant year two. Our costs for professional development, meeting rooms, and supplies were lower than originally budgeted. Many of our spring and summer 2020 activities, including professional development, building leadership team meetings, and district assessment and evaluation components, have been postponed or moved to a virtual format due to the Coronavirus pandemic and school closures. Due to the delay in many grant-related activities, SD anticipates having unexpended funds at the end of the current budget period. SD plans to utilize these unexpended funds by offering previously scheduled professional development during the 2020-2021 school year as school re-open and restrictions on the number of participants meeting are removed. 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 as identified below.

Personnel

South Dakota continues to work to coordinate SPDG efforts with other initiatives with related goals, including SD MTSS (South Dakota Multi-Tiered Systems of Supports), SD SSIP (South Dakota State Systemic Improvement Plan), and South Dakota's 5-year plan to support struggling readers including students with dyslexia. Continued collaboration allows the state to better serve all schools in the areas of literacy, data-driven decision making, and family engagement. South Dakota will continue using SPDG funds to support state staff in offices who are providing expertise to SPDG activities, including the Division of Learning and Instruction and Title 1.

Travel

SPDG co-directors and leaders in key areas of the grant (including family engagement, coaching, and leadership) will continue to perform regular site visits to SPDG districts and buildings to provide onsite technical assistance and fidelity checks. South Dakota continues to build the capacity of our leadership team by including them in state-sponsored professional development and providing for travel to an out-of-state conference.

Contractual Services

SPDG coaches and building leadership have provided very positive feedback on the addition of the external coaching coordinator, who has also provided administrator supports during the 2019-2020 school year. South Dakota will continue partnering with this external contractor to provide coaching and leadership supports to SPDG schools and coaches.

Professional development continues to be a high priority in the SD SPDG. The SPDG State Leadership Team utilized detailed data related to professional development to create a professional development plan for the 2020-2021 school year that will address the needs of SPDG schools. For example, data from the Classroom Observation Checklist (Performance Measure 2b) indicated that additional training in lesson delivery is needed at the coach and teacher levels. To address this need, SD will provide additional training in explicit instruction during the 2020-2021 school year.

The Team also met with leadership from other SD initiatives (SD State Systemic Improvement Plan, SD Multi-Tiered Systems and Supports, and SD State Plan to Support Struggling Readers including Students with Dyslexia) to identify collaborative training opportunities. To enhance collaboration and alignment with state initiatives with similar goals, South Dakota will utilize remaining year 3 funds to provide several professional development opportunities in the areas of foundational literacy, explicit instruction, coaching, tiered student supports, data-driven decision making, and instructing students with reading disabilities. These trainings will be offered to all SPDG schools, SD MTSS schools, and past and current SD SSIP schools. If there are available spots, the trainings will also be opened to all SD schools not currently participating in the listed SD initiatives.

Supplies & Materials

The two separate summer building leadership team meetings have been well-received by participating schools. Teams left the 2019 meetings with ample opportunities to reflect and discuss year-end data and well-defined action plans to lead building-level plans for the 2019-2020 school year. South Dakota will continue to provide two separate building leadership team meetings, but due to school closures and regulations regarding the number of participants allowed in a gathering, these meetings will be conducted virtually during spring 2020. SD will continue to utilize funds to support two separate meetings during years four and five.

Grants

Several districts have remaining conference funds. The SPDG State Leadership team agreed to allow districts to use remaining funds to attend a second conference to build on existing knowledge and work toward sustaining grant practices. SPDG districts responded positively to the ability to purchase additional supplies and resources for new-to-district teachers and paraprofessionals. South Dakota will continue providing supports to schools with new-to-district teachers and new-to-district paraprofessionals. At this time, no school changes are anticipated for the 2020-2021 school year.

Budget Category	Estimated Balance after 09/30/2020 (YR 3)	Initial Year 4 Budget	Amended Year 4 Budget (Initial Budget plus Year 3 Carryover)
Personnel (Salary & Fringe Benefits)	\$ -	\$ 34,445.00	\$ 34,445.00
Travel	\$ 29,627.79	\$ 13,000.00	\$ 13,000.00
Contractual Services	\$ 62,169.32	\$ 143,750.00	\$ 390,150.00
Supplies & Materials	\$ (4,524.47)	\$ 1,000.00	\$ 3,500.00
Grants	\$ 164,041.21	\$ 378,265.07	\$ 378,265.07
Subtotal	\$ 251,313.85	\$ 570,460.07	\$ 819,360.07
Indirect Cost (6.9%)	\$ 17,089.34	\$ 39,361.74	\$ 56,535.84
Total	\$ 268,403.19	\$ 609,821.81	\$ 875,895.91



**U.S. Department of Education
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SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Continued SD SPDG Partnerships include:

- 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

Changed SD SPDG Partnerships:

- The SPDG coach at Hot Springs Elementary left the district at the end of the 2018-2019 school year. The district opted to contract with an external SPDG Coach for the 2019-2020 school year. The Coaching Coordinator provided additional support to the coach as needed. The school has reported high satisfaction with the coaching provided and plans to continue contracting with the external coach in the future. This change did not impact our ability to achieve project objectives.

South Dakota does not anticipate any changes in partners during the next reporting period.

South Dakota currently has no changes needed for grant activities.

South Dakota continues to operate implementation teams around each of the key grant areas: MTSS/Data-Driven Decision Making, Coaching, Literacy, Family Engagement, and Leadership/Sustainability. Each state-level implementation team oversees activities related to their respective area, provides targets supports to SPDG schools, and reports on updates monthly during SPDG State Leadership Team meetings. This allows team members with expertise in their respective areas to provide high-quality supports to SPDG schools. Monthly meetings allow implementation teams to collaborate and ensure supports are provided seamlessly with one another.

Sustainability has been an ongoing focus during the grant timeline. Each SPDG school has a section of their action plans dedicated to sustainability plans. During the annual building leadership team meetings, presenters provide guidance and set aside time for building leadership teams to review and refine sustainability plans. Teams are encouraged to include district administrators who are able to make personnel and financial decisions, as these are often key areas of decision-making in the sustainability process.

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. Rapid City, Wilson Elementary
9. Watertown, Jefferson Elementary
10. Watertown, Lincoln Elementary
11. Watertown, McKinley Elementary
12. Watertown, Mellette Elementary
13. Watertown, Roosevelt Elementary
14. Watertown, Intermediate
15. Hot Springs Elementary
16. Sisseton Westside Elementary
17. Milbank Koch Elementary
18. Iroquois Elementary

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

SD SPDG
Grant Performance Report
Additional Attachments

Attachment A – Evidence-Based Professional Development
Components Worksheet

Attachment B – SD SPDG Evaluation Plan

Attachment C – 2018-19 SD SPDG State-Level Dashboard Report

Attachment D – 2019-20 SD SPDG State-Level Dashboard Report

Attachment E - Section A Explanation of Progress

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 a 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.

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ ● Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} ● Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>Description of expectations for PD participants (e.g., attendance in training, data reporting).</p> <p>The expectations of participants were spelled out in the application process and shared online in the SPDG Overview document. (https://doe.sd.gov/grants/documents/SPDG-Overview.pdf). These included attendance at state-wide trainings and completion of all evaluations.</p> <ul style="list-style-type: none"> ● The application indicated that districts must complete evaluations, attend all trainings. ● All districts received monthly reminders for upcoming evaluation components. ● All K-5 classroom and special education teachers attend PD sessions. ● Training is provided by each district's respective coach(es). ● Attendance is documented at each training. ● An evaluation is given to each participant at the end of each training module. ● Training materials are purchased by the district. ● Coaches attend annual building leadership team meetings, monthly school leadership meetings and monthly coaching webinars. <p>Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants)</p> <p>The district/school agreed to do the following:</p> <ul style="list-style-type: none"> ● Assign/Identify administrative support at the district level. Administration demonstrate buy-in for SPDG implementation and program sustainability. ● Ensure administrative support at all levels of the local system (i.e., school board, superintendent, principal, etc.). ● 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 needed. This team consists of the building principal, general education 	4

¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

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

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

		<p>staff, special education staff, coach, and others as identified by the respective school.</p> <ul style="list-style-type: none"> ● School level teams attend one team training per year in Pierre (annual Building Leadership Team meeting). ● Create an action plan to help guide decision making and measure progress and submit action plan to state leadership team for review. ● Develop sustainability plan to ensure continued implementation when the five-year SPDG grant is complete. ● Ensure all K-5 teachers (general education, special education, title) receive coaching from the school coach. ● Meet with Parent Connection at least twice per year to evaluate building-level family engagement practices and supports. <p>The SD DOE provided the following supports during Year 1:</p> <ul style="list-style-type: none"> ● Salary for 9 coaches during training process ● Training for coaches ● Training materials ● Travel costs for state level meetings ● Substitute pay while coach is being trained ● Send members of each school team to a national literacy conference (one time during years 1-3 of the grant) ● Support for administrators to implement MTSS system <p>The SD DOE provided the following supports during Year 2:</p> <ul style="list-style-type: none"> ● Salary for 9 coaches ● Training and on-site support for coaches ● Training materials ● Travel costs for state level meetings ● Send members of each school team to a national literacy conference (one time during years 1-3 of the grant) ● Support for administrators to implement MTSS system <p>The SD DOE will provide the following supports during Year 3:</p> <ul style="list-style-type: none"> ● Salary for 9 coaches ● Training and on-site support for coaches ● Training materials ● Travel costs for state level meetings ● Send members of each school team to a national literacy conference (one conference per school team during years 1-3 of the grant) ● Ongoing training and support for administrators <p>The SD DOE will provide the following supports during Years 4-5:</p> <ul style="list-style-type: none"> ● 50% of salary for 9 coaches 	
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		<ul style="list-style-type: none"> ● Training and on-site support for coaches ● Training materials ● Travel costs for state level meetings ● Ongoing training and support for administrators ● Support to districts in developing and implementing a sustainability plan for grant activities. <p>Description of how schools, districts, or other agencies were informed of their responsibilities.</p> <ul style="list-style-type: none"> ● These responsibilities were spelled out in the application process. Schools applied for inclusion in the SD SPDG project. ● Districts receive an annual guidance document spelling out expectations for each upcoming school year. ● Districts receive annual guidance during the annual building leadership team meetings. <p>School districts received a grant agreement form that outlined all expectations and responsibilities. A signed grant agreement form indicates a district's agreement and commitment to the responsibilities outlined within the SD SPDG grant.</p>	
<p>A(2) Selection</p>	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.¹</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role and responsibilities for trainers (the people who trained PD participants). ● Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). 	<p>Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.</p> <ul style="list-style-type: none"> ● The roles, responsibilities, and expectations of SPDG trainers are outlined in contract objectives. ● All trainers must be certified and/or have extensive training in the content in which they will be delivering. <p>Description of role and responsibilities for trainers (the people who trained PD participants).</p> <ul style="list-style-type: none"> ● Meeting with SPDG Director or Co-director to plan the content and delivery method of the training. ● Review the HQPD checklist to ensure understanding overall of PD expectations and adult learning theories utilized through the grant. ● Deliver training as agreed upon during initial meeting. ● Administer end of PLD survey to collect training feedback. ● Review feedback to prepare for any future trainings to be delivered for the grant. <p>Expectations for coaches' qualifications and experience and how these qualifications will be ascertained.</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</p>	<p>3</p>

		<p>should have in relation to conducting PD, facilitating data digs, and demonstrating the following characteristics:</p> <ul style="list-style-type: none"> ● Exhibit skills of a highly qualified teacher. ● Possess good communication skills and leadership skills, including the ability to read social situations and people. ● Utilize and understand the coaching cycle (pre-conference, class observation, and debriefing). ● Engage teachers in self-reflection and meaningful dialogue. ● Develop expectations for all teachers, including those who resist the coaching process. ● Understand how to work with adults (i.e. recognize an adult learner’s need for autonomy while maintaining decision-making power). ● Promote adult learning in a way that models classroom practice. ● Collaborate with teachers by establishing trust, maintaining confidentiality, and communicating effectively. ● Understand the power of collaboration and encourage a partnership with teachers, rather than being seen in the role of “expert” or evaluator. <p>Description of role and responsibilities for coaches (the people who trained PD participants).</p> <ul style="list-style-type: none"> ● Attend regular meetings with coaching coordinator (face to face and virtual). ● Follow the Jackson coaching model to: <ul style="list-style-type: none"> ○ Identify coaching needs and develop differentiated coaching plans (including all K-5 general ed and special ed teachers). ○ Follow the cycle of pre-conference, observation, and debrief with each coaching visit. ● Input coaching activities into the Coaching Activities tracking website. ● Administer coaching surveys to all teachers receiving coaching supports. ● Review coaching survey results with coaching coordinator. Using feedback to revise and refine coaching practices. 	
<p>B(1) Training</p>	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Identification of the lead person(s) accountable for training. ● Description of the role and responsibilities of the lead person(s) accountable for training. 	<p>Identification of the lead person(s) accountable for the training. Brandi Gerry and Teresa Berndt, who serve as Co-Directors for the SPDG, will select and ensure trainers meet the quality expectations.</p> <p>Description of the role and responsibilities of the lead person(s) accountable for training. The Co-Directors have the following responsibilities:</p> <ul style="list-style-type: none"> ● Ensure all trainers meet the skill-level expectations. 	<p>3</p>

		<ul style="list-style-type: none"> ● Plan training events. ● Monitor the efficacy of the trainers and the overall training plan. ● Ensure the logistical coordination for all PD activities. ● Meet with the state team once a month to discuss progress/needs. ● Review and analyze evaluation data that pertains to the quality of the trainers and the trainings. <p>Ms. Berndt meets with trainers on a regular basis to review training goals and expectations.</p>	
<p>B(2) Training</p>	<p>Effective research-based adult learning strategies are used.^{4,5,6}</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Identification of adult learning strategies used, including the source (e.g., citation). ● Description of how adult learning strategies were used. ● Description of how data are gathered to assess how well adult learning strategies were implemented. 	<p>Identification of adult learning strategies used, including the source.</p> <p>The trainings will follow the guidelines of the Observation Checklist for High-Quality Professional Development (HQPD). 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 HQPD 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> <p><i>Citation: Noonan, P., Gaumer Erickson, A.S., Brussow, J.A., & Langham, A. (2015). Observation checklist for high-quality professional development in education [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning.</i></p> <p>Description of how adult learning strategies were used. 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>4</p>

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

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

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

		<p>Description of how data are gathered to assess how well adult learning strategies were implemented: The HQPD is collected on each coach once per year. The results of the HQPD 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>	
<p>B(3) Training</p>	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Description of skills that participants were expected to acquire as a result of the training. ● Description of activities conducted to build skills. ● Description of how participants’ use of new skills was measured. 	<p>Description of skills that participants were expected to acquire as a result of the training. 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"> ● Foundational Literacy Practices ● Tier 1 Data Analysis (SPDG Data Workbook) ● School-level Family Engagement <p>2019-2020 School Year</p> <ul style="list-style-type: none"> ● Explicit Instruction ● Tier 2 and 3 Data Analysis (SPDG Data Workbook) ● Family Literacy Trainings and Supports ● Administrator training and webinar supports <p>2020-2021</p> <ul style="list-style-type: none"> ● Foundational Literacy Practices – refresher training for continuing staff ● Explicit Instruction – refresher training for continuing staff ● Tier 2 and Tier 3 Data Analysis follow-up training ● Sustainability guidance and supports <p>2021+</p> <ul style="list-style-type: none"> ● Trainings and supports will be determined based on needs demonstrated through school data and staff input. <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>Description of activities conducted to build skills. 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</p>	<p>4</p>

		<p>have been trained to use the data workbook to assist building teams with data drill-downs.</p> <p>Description of how participants’ use of new skills was measured. 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 Reading – Tiered Fidelity Inventory (R-TFI) for literacy every spring. In addition, the Classroom 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>	
<p>B(4) Training</p>	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Identification of training outcome measure(s). ● Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. ● Description of how training outcome data were reported. ● Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching. 	<p>Identification of training outcome measures: Training outcomes are based on the following areas:</p> <p>2018-2019 School Year</p> <ul style="list-style-type: none"> ● Foundational Literacy Practices ● Tier 1 Data Analysis (SPDG Data Workbook) ● School-level Family Engagement <p>2019-2020 School Year</p> <ul style="list-style-type: none"> ● Explicit Instruction ● Tier 2 and 3 Data Analysis (SPDG Data Workbook) ● Family Literacy Trainings and Supports ● Administrator training and webinar supports <p>2020-2021</p> <ul style="list-style-type: none"> ● Foundational Literacy Practices – refresher training for continuing staff ● Explicit Instruction – refresher training for continuing staff ● Tier 2 and Tier 3 Data Analysis follow-up training ● Sustainability guidance and supports <p>2021+</p> <ul style="list-style-type: none"> ● Trainings and supports will be determined based on needs demonstrated through school data and staff input. <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>Description of procedures to collect pre- and post- training data or another kind of assessment of knowledge and skills gained from training. Evaluation plans are developed in collaboration with the external evaluator and the SEA. The evaluation plans include the following:</p> <ul style="list-style-type: none"> ● End-of-PLD Questionnaire ● Coaching Survey 	<p>4</p>

		<ul style="list-style-type: none"> ● R-TFI ● Classroom Observation Checklist ● Family Engagement Survey ● Pre/post tests <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>Description of how training outcome data were reported. The End-of-PLD Questionnaire is collected, analyzed, and reported on in real-time via an internal web-based portal system. It is collected after each training. All evaluation measures are analyzed by the External Evaluator across all participants, by district, and by school. Summary reports are shared with the trainers, the SPDG Leadership Team, the SPDG Advisory Team, coaches, and other relevant staff.</p> <p>Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching. Outcome data is reviewed twice per year by the SPDG State Leadership Team and SPDG Advisory Team. The co-directors, coaching coordinator, and other relevant staff review data in an ongoing basis. During the 2019-2020 school year, participants requested more hands-on opportunities to practice the skills presented. In responses, coaches and trainers adjusted training schedules to allow more time for practice and feedback.</p>	
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,7}</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Description of training provided to trainers. ● Description of coaching provided to trainers. ● Description of procedures for observing trainers. ● Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). ● Description of procedures to obtain participant feedback. ● Description of how observation and training fidelity data were used (e.g., to determine if 	<p>These are the individuals who are the SPDG Trainers: Carla Miller (Parent Center Trainer), Sally Crowser (Coaching Coordinator, Administrator Trainer), Katie Anderson (IHE Family Literacy and Coaching Trainer), and Jackson Consulting (Literacy and Coaching Trainer)</p> <p>Description of training provided to trainers: Trainers attended relevant training, such as state MTSS conference, coaching training, and literacy training.</p> <p>Description of coaching provided to trainers: 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>Description of procedures for observing trainers: The HQPD Checklist is completed on a sampling of training sessions.</p>	4

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

	<p>changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).</p>	<p>Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). SPDG Co-directors 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>Description of procedures to obtain participant feedback: End-of-PLD Questionnaires are completed after each training session. Information gathered from these questionnaires are provided to trainers as a tool for reflection and to inform future training sessions. The questionnaires are completed online using the internal web-based portal system that collects, analyzes, and generates reports in real-time.</p> <p>Description of how observation and training fidelity data were used: Data from HQPD and End-of-PLD Questionnaires is shared with trainers and used to plan next steps according to the data reports. Data is also shared with schools and districts to identify strengths and needs for future training topics and delivery methods.</p>	
<p>C(1) Coaching</p>	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.⁸</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Identification of the lead person(s) responsible for coaching services. ● Description of the role and responsibilities of the lead person(s) accountable for coaching services. ● Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<p>Identification of the lead person(s) responsible for coaching services. Teresa Berndt and Sally Crowser 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>Description of the role and responsibilities of the lead person(s) accountable for coaching services. Coaching Leads track coach attendance, meetings, 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 - https://doe.sd.gov/grants/documents/SPDG-Coach-Responsibilities.docx) outlines the coach’s roles, responsibilities, and prerequisite skills. This document lists the coaching responsibilities surrounding:</p> <ul style="list-style-type: none"> ● Professional Development (e.g., conduct PD workshops) ● Literacy Coaching (e.g., visit each teacher 2-3 times using the Coaching Cycle) ● Data Analysis, (e.g., facilitate data analysis digs) 	<p>4</p>

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

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

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

		<ul style="list-style-type: none"> ● Evaluation Tools (e.g., submit all required evaluation measures) <p>Coach Trainings:</p> <ul style="list-style-type: none"> ○ Spring/Summer 2018: Coaches attended 10 days of training. ○ 2018-2019 school year: Coaches attended 3 in-person meetings and participated in monthly webinars on coaching, literacy, and data analysis topics. ○ 2019-2020 school year: Coaches attended 3 in-person meetings and participated in monthly webinars on coaching, literacy, and data analysis topics. ○ Spring 2020: Coaches participated in a webinar provided by Jill Jackson on how to continue coaching supports during school closures. <p>Coaching Leads ensure that coaches follow their responsibilities in accordance with the SD Coaching document.</p> <p>Description of how data were used to provide feedback to coaches and improve coaching strategies.</p> <p>The Coaching Survey is collected and reported on twice per year. The End-of-PLD Questionnaires are 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 coach and across coaches are generated and reviewed by the SPDG Co-coordinators on a consistent basis. After coaching reports are developed, they are reviewed by the coaching coordinator and each individual coach. The coaching coordinator uses these reports and coaching tools to assist the coaches in reflecting and refining their coaching skills.</p>	
<p>C(2) Coaching</p>	<p>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ ● Describe how SPDG coaches monitored implementation progress. ● Describe how the data from the monitoring is used to provide feedback to implementers. 	<p>Describe the coaching strategy used and the appropriateness for use with adults.</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>Describe how SPDG coaches monitored implementation progress.</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. Coaches share implementation notes with the building leadership teams and district teams. Coaches are a key member of the team that completes the R-TFI implementation assessment.</p> <p>Coaches review data from the End-of-PLD Questionnaires and responses from the Coaching Survey to monitor coaching implementation progress.</p>	<p>3</p>

		<p>Describe how the data from the monitoring is used to provide feedback to implementers.</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>	
<p>D(1) Performance Assessment (Data-based Decision Making)</p>	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Provide a description of the role/responsibilities of the lead person and who this person is. 	<p>Provide a description of the role/responsibilities of the lead person and who this person is.</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 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"> ● Collects fidelity data (e.g., R-TFI and other evaluation measures) on a regular basis. ● Reports out on the analysis to the SPDG Co-coordinators and leadership team. ● Meets with SPDG State Leadership Team monthly. ● Addresses evaluation concerns and questions. 	<p>4</p>
<p>D(2) Performance Assessment</p>	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Describe data systems that are in place for various education levels. ● Describe how alignment or coherence is achieved between various data systems or sources of data. ● Describe how multiple sources of information are used to guide improvement and demonstrate impact.¹⁰ 	<p>Describe data systems that are in place for various education levels.</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 internal web-based portal. This site has also 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>Describe how alignment or coherence is achieved between various data systems or sources of data.</p> <p>All evaluation measures (e.g., end-of-PLD questionnaires, R-TFI, student outcomes data, staff surveys, coaching evaluation form, etc.) are compiled into a SPDG Dashboard report for the state and individual school/district teams. All measures are thoroughly analyzed and disaggregated and compared in order to identify patterns and common themes. Building and district level reports are shared with district personal using a secure FTP process. This ensures data and student information is secure and shared only with identified personnel in each district.</p>	<p>3</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>Describe how multiple sources of information are used to guide improvement and demonstrate impact.</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 schools/districts, use data to determine if student outcomes are improving.</p>	
<p>D(3) Performance Assessment</p>	<p>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).¹⁰</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Describe the feedback loop for each level of the system the SPDG works with <ul style="list-style-type: none"> ○ Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. ● Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).¹⁰ 	<p>Describe the feedback loop for each level of the system the SPDG works with</p> <ul style="list-style-type: none"> ● Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. <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, and districts to utilize for decision-making. Building teams review their data annually at the building leadership team meetings. During this time, teams use their data to reflect on growth and continued areas of need and to develop and update action plans that will guide their work the following year. The SPDG Co-coordinators share this information with the SPDG Advisory group twice per year for feedback and recommendations. Recommendations from the SPDG Advisory Group are shared with the SPDG State Leadership Team and used to drive change at the state level.</p> <p>Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).</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, Classroom 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 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>	<p>3</p>
<p>D(4) Performance Assessment</p>	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰</p>	<p>Describe how benchmarks are created and shared.</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 - https://doe.sd.gov/grants/documents/SPDG-Action-Plan.docx and Revised -</p>	<p>3</p>

	<p>Required elements:</p> <ul style="list-style-type: none"> ● Describe how benchmarks are created and shared. ● Describe positive recognition processes for achievements. ● Describe how data are used to “market” the initiative. 	<p>https://doe.sd.gov/grants/documents/SPDG-ActionPlan.docx). Building Leadership teams meet 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, in spring 2019, and will continue to complete it annually in the spring through the duration of the grant. During annual Building Leadership Team Meetings, building teams review data from each year of implementation and revise action plans in preparation for the upcoming school year.</p> <p>In addition to the R-TFI data, student outcome data is 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 are shared with the building team, the coach, and the SPDG State Leadership Team. Results across all SPDG schools are generated to look for common needs across the state.</p> <p>Describe positive recognition processes for achievements. Progress (e.g., growth in R-TFI, increase in benchmark scores) is celebrated during the annual Building Leadership Team meetings, including prizes and treats. During the annual Building Leadership Team meetings, each building is given time to share personal success stories and growth they have seen during the past year. This information is then shared with the state leadership team and advisory group and is also used to create personalized notes of congratulations to each SPDG school.</p> <p>Describe how data are used to “market” the initiative. The SPDG State Leadership team promotes SPDG trainings and successes through DOE social media platforms (DOE Twitter, Facebook, YouTube channel). District-level infographics and news releases will be shared at the end of the 2019-2020 school year for districts to publish in local media outlets (local newspapers and school social media platforms).</p>	
<p>D(5) Performance Assessment</p>	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Procedures described for data submission. ● Guidance provided to schools/districts. 	<p>Procedures described for data submission. 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 2019-20” document. This 93-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. The manual can be found on the SD SPDG website: https://doe.sd.gov/grants/documents/SPDG-EManual.pdf.</p>	<p>4</p>

		<p>Guidance provided to schools/districts. Districts received a print and digital copy of the Manual of Evaluation Tools that lists each evaluation, the instructions, and submission guidelines. This manual was reviewed in July 2019 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. The manual is reviewed annually and updated as needed.</p>	
<p>E(1) Facilitative Administrative Support/ Systems Intervention</p>	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Role/job description of administrators relative to program implementation provided. ● Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 	<p>Role/job description of administrators relative to program implementation provided. 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> <p>Describe how the SPDG trains and supports administrators so that they may in turn support implementers. The Co-Directors communicate quarterly with the principals. During the 2019-2020 school year, all SPDG building principals were invited to attend a face-to-face training on the administrator’s role and relationship with the SPDG coach. This training was also opened to non-SPDG administrators. After the training, a survey was sent to participants to identify areas of need. Survey results were used to develop a series of webinars to continue supporting the administrators in their role with the SPDG grant.</p> <p>During the 2019-2020 annual Building Leadership Team meeting, the principals will participate in a targeted discussion on their perspective of the SPDG grant, goals and needs to sustain grant activities, and share feedback on supports that would be helpful to them in the future. This feedback will assist in developing administrator supports in the 2020-2021 school year.</p> <p>The SD SPDG website (http://www.doe.sd.gov/grants/SPDG.aspx) 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>	<p>3</p>
<p>E(2) Facilitative Administrative</p>	<p>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</p>	<p>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).</p>	<p>3</p>

<p>Support/ Systems Intervention</p>	<p>procedures to alleviate barriers and facilitate implementation</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● 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). ● Describe processes for revising policies and procedures and making other necessary changes. 	<p>Districts receive a data dashboard report that includes a summary of the evaluation data collected through the SPDG. During the annual Building Leadership Team Meeting, building teams review the data, identify barriers, revisit their action plan, and implement strategies to remove the barrier. When assistance is needed, the district team communicate any needs or concerns to the SPDG Co-Directors and/or Coaching Coordinator.</p> <p>Describe processes for revising policies and procedures and making other necessary changes.</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>	
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South Dakota
State Personnel Development Grant (SPDG)
2019-20 Evaluation Plan

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 **second** year of the grant, literacy coaches will receive **continued** training in data analysis, foundational reading skills, and **explicit instruction strategies** to support their role in districts.

A. Evaluations Across All Training Activities
<p>1. Professional Development Tracking System</p> <p>What? 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>Why? To keep track of the number and type of trainings that have been administered and to keep track of evaluations and participants</p> <p>Who? SPDG Coaches/SPDG State Team</p> <p>When? Ongoing</p> <p>How? SDPD website logins will be given to SPDG State Team members and SPDG coaches: https://sdpd.ddehome.com/</p>
<p>2. Sign-In Sheet</p> <p>What? 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>Why? To track # of participants in the SPDG workshops/trainings; to use for follow-up surveys</p> <p>Who? SPDG coaches</p> <p>When? At each Workshop/Training</p> <p>How? On paper, transferred to spreadsheet then uploaded to the SDPD website: https://sdpd.ddehome.com/</p>
<p>3. End-of-PLD Questionnaire</p> <p>What? Evaluation of the SPDG trainings</p> <p>Why? To determine how satisfied participants are with the training and how useful participants perceive the training to be</p> <p>Who? Participants at each of the SPDG trainings</p> <p>When? After each training</p> <p>How? A unique URL through the SDPD website to the evaluation form will be given to participants after each training.</p>
<p>4. Focus Groups</p> <p>What? Focus groups of 3-4 schools</p> <p>Why? 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>Who? Data Driven Enterprises (DDE)</p> <p>When? In spring 2021</p> <p>How? DDE will visit each selected school and interview the team in a group setting</p>
<p>5. Observational Checklist for High Quality Professional Development (HQPD)</p> <p>What? Determines whether SPDG trainings are incorporating the essential elements of high quality PLD.</p> <p>Why? 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>Who? SPDG State Team</p> <p>When? For at least one training at each district, the questionnaire will be completed by a state representative.</p> <p>How? On Survey Monkey: https://www.surveymonkey.com/r/SDSPDG_HQPD</p>
<p>6. Interviews – <i>NEW!</i></p> <p>What? Phone interviews of participants</p> <p>Why? 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>Who? Data Driven Enterprises (DDE)</p> <p>When? In spring 2020</p> <p>How? DDE will conduct the phone interviews</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? Spring 2020 (and 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. Classroom Observation Checklist – **REVISED!**

What? Checklist of explicit instruction skills and core reading strategies observed during a lesson

Why? To determine if instructional staff are implementing explicit instruction and core reading strategies with fidelity

Who? The SPDG coaches will observe 20% of teachers participating in the SPDG (literacy section is optional). The observation will also be completed by a state representative in each school. A minimum of 4 teachers per building (general ed, intervention, and special ed) will be observed.

When? Spring 2020 (and annually each spring)

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

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. The pre-/post test will also be administered at the end of each school year to evaluate maintenance of knowledge.

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

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

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

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: <https://sdpd.ddehome.com/>

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? Ongoing

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? By November 1, 2019

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

2. Family Engagement Survey (for educators)

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

Why? To measure family engagement

Who? Educators at SPDG schools

When? By November 1, 2019

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

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, follow up visit 1 year after completing, and walkthrough completed during 2021-2022

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

On Survey Monkey: <https://www.surveymonkey.com/r/SDFFWTchecklist>

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? Districts are responsible for submitting data

When? Three times per year (fall data by October 1, winter data by February 1, and spring data by June 1)

How? An electronic file with student ID number and test scores uploaded to the secure FTP site

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 1st

How? Submit to OSEP

2. Fidelity of Implementation Measures

What? Fidelity measures: B1 (R-TFI) and B2 (Classroom 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/SDobschecklist>

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

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, 907-250-6208

Susan Wagner, President, susan@datadrivenenterprises.com, 303-255-4648



**South Dakota SPDG
Evaluation Dashboard Report 2018-19
Overall as of June 10, 2019**

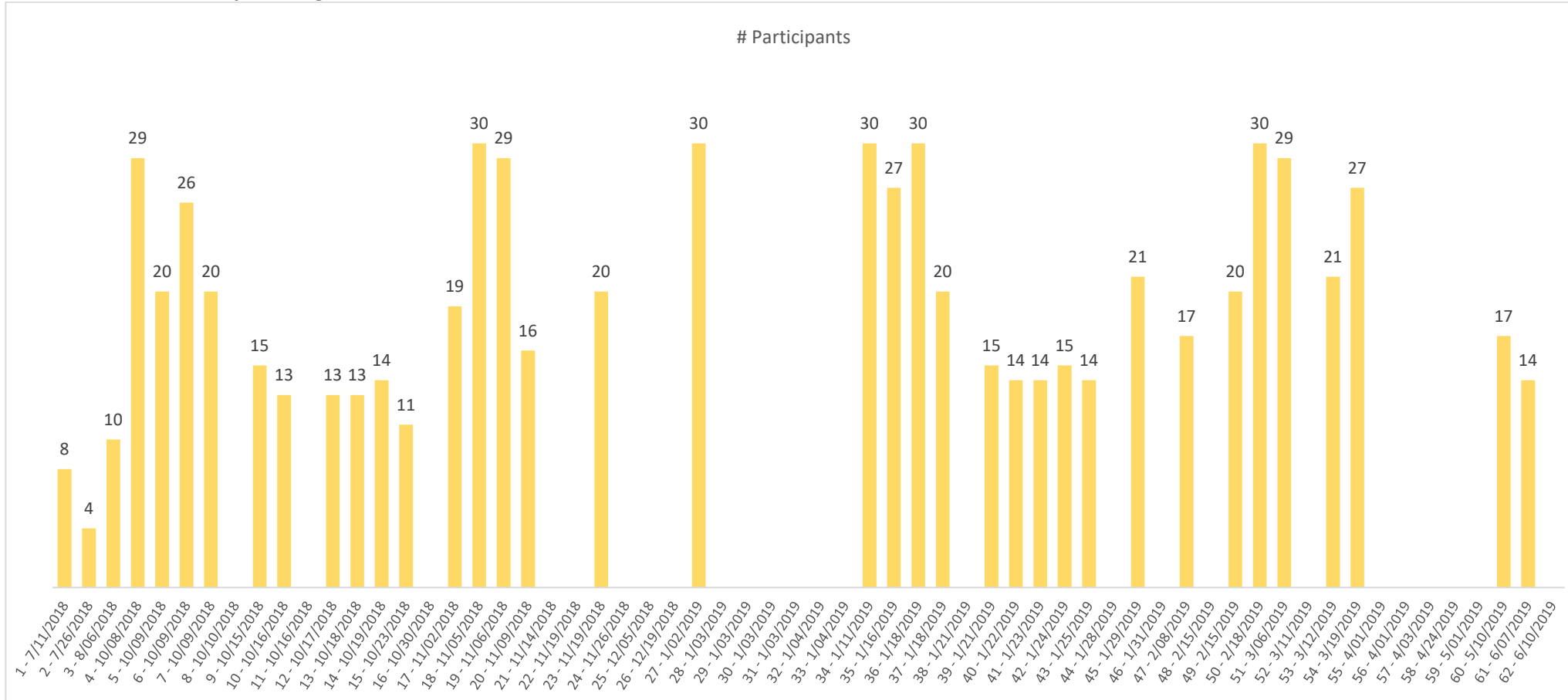
SPDG Project Goal: *Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are 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

By the Numbers	
# trainings	83
# Literacy Trainings	62
# Coaching Trainings	6
# Data Analysis Trainings	15
# Family Engagement Trainings	0
# Other SPDG Trainings	0
# unique participants - all trainings	413
# unique participants – Literacy Trainings	289
# unique participants – Coaching Trainings	109
# unique participants – Data Analysis Trainings	209
# unique participants – Family Engagement Trainings	0
# unique participants – Other SPDG Trainings	0
# training-participant instances – Literacy Trainings	715
# training-participant instances – Coaching Trainings	109
# training-participant instances – Data Analysis Trainings	250
# training-participant instances – Family Engagement Trainings	0
# training-participant instances – Other SPDG Trainings	0
Average number of participants per training	20
# of evaluations	
# training sessions with completed evaluations	57
# evaluations completed across trainings	1033

1. Literacy

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



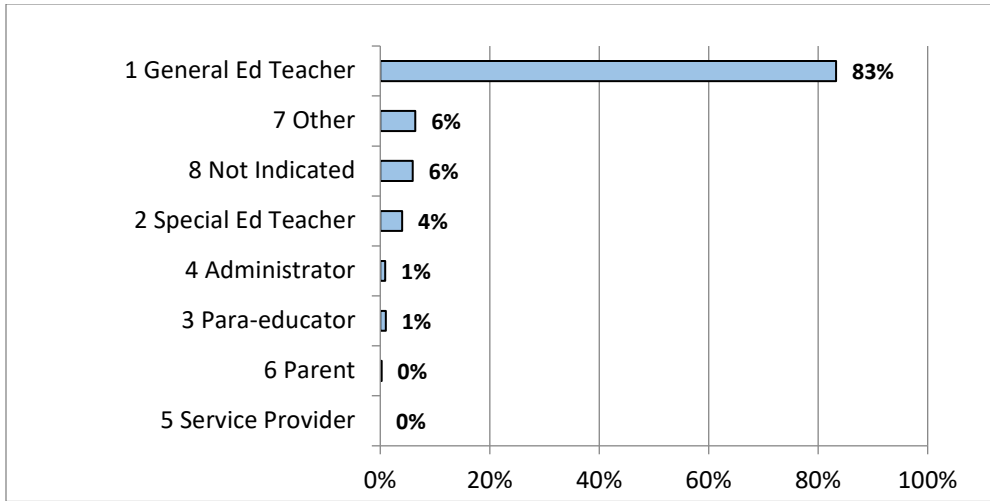
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Literacy Trainings:

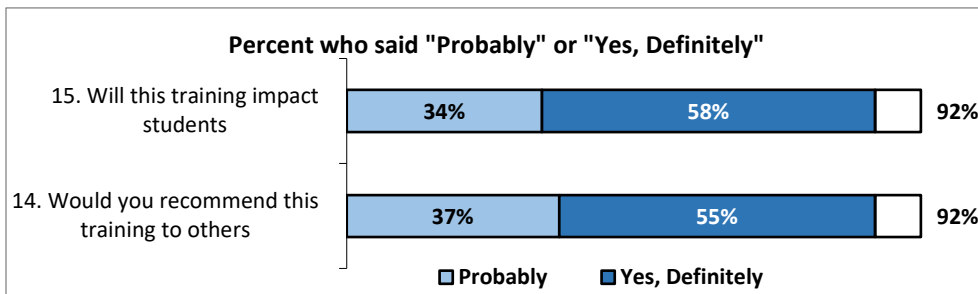
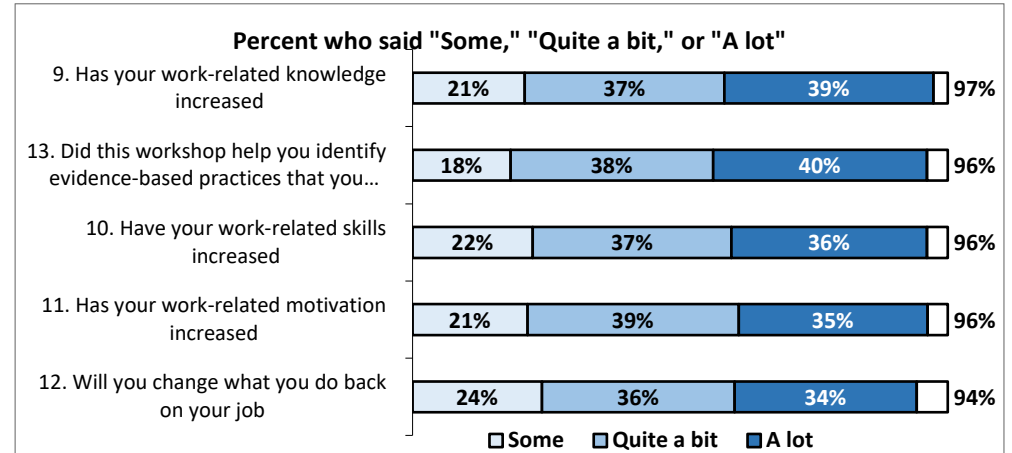
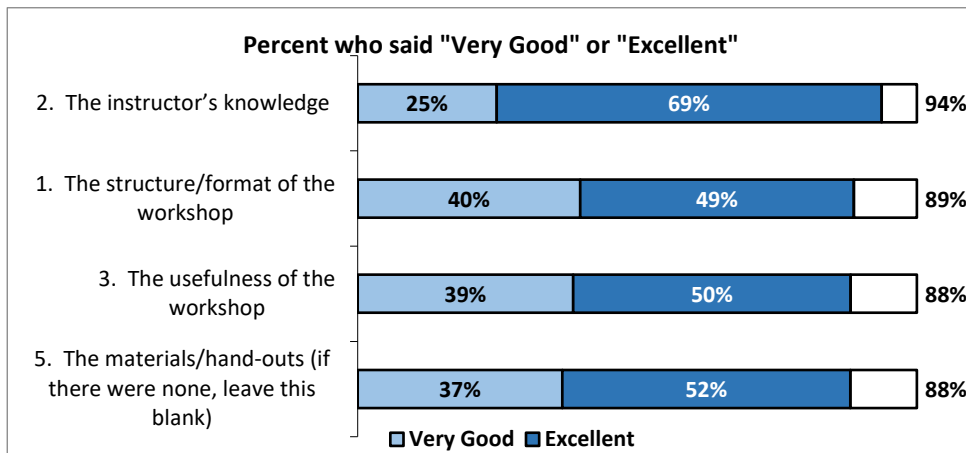
1	7/11/2018	Foundational Literacy (Days 3-5) – 2198	22	11/19/2018	Core Sourcebook PD Phonics – 2319	43	1/25/2019	Kindergarten Phonological Awareness – 2394
2	7/26/2018	New Teacher Literacy Overview – 2223	23	11/19/2018	CORE Sourcebook: Phonics – 2404	44	1/28/2019	Sourcebook Module 4: Part 1: Reading Simulation, Phonics, Multi-syllabics, & Skill Fluency – 2392
3	8/06/2018	DIBELS Next Transition – 2361	24	11/26/2018	CORE Phonics – 2423	45	1/29/2019	CORE Sourcebook Phonics (SP) – 2409
4	10/08/2018	CORE Sourcebook: Phonological Awareness – 2305	25	12/05/2018	Core Source book training Phonemic Awareness – 2320	46	1/31/2019	CORE Multi-syllabic training – 2424
5	10/09/2018	CORE Sourcebook: Phonological Awareness – 2310	26	12/19/2018	CORE training in Phonics – 2425	47	2/08/2019	CORE Reading Class – 2447
6	10/09/2018	Sourcebook PA – 2316	27	1/02/2019	Essential Standards – 2322	48	2/15/2019	CORE Training – 2427
7	10/09/2018	Sourcebook PA – 2328	28	1/03/2019	DIBELS Workshop – 2331	49	2/15/2019	CORE Sourcebook: Fluency – 2450
8	10/10/2018	Core Sourcebook training – 2318	29	1/03/2019	DIBELS Module 1 Foundations & 2 Guidelines & Integration of Sourcebook Foundations of Literacy Big 5 Overview – 2333	50	2/18/2019	CORE-Vocabulary – 2400
9	10/15/2018	Kindergarten Literacy Best Practices – 2299	30	1/03/2019	DIBELS Module 3 First Sound Fluency & Module 4 Phoneme Segmentation Fluency & Integration of Sourcebook Phonological & Ph – 2378	51	3/06/2019	CORE Sourcebook: Fluency – 2435
10	10/16/2018	First Grade Literacy Best Practices – 2300	31	1/03/2019	DIBELS Module 5 Letter Naming Fluency & Module 6 Nonsense Word Fluency & Integration of Sourcebook Phonics – 2381	52	3/11/2019	Multi-syllabic word reading – 2418
11	10/16/2018	Sourcebook Module 1: The Big Picture of Reading – 2389	32	1/04/2019	DIBELS Module 7 Oral Reading Fluency & Module 8 DAZE & Sourcebook Phonics, Fluency, Vocabulary, Morphology, & Comprehension – 2382	53	3/12/2019	CORE Sourcebook Fluency (SP) – 2410
12	10/17/2018	Second Grade Literacy Best Practices – 2301	33	1/04/2019	DIBELS Module 9 Conclusion & Module 10 Benchmark Practice & Integration of Sourcebook BIG 5 of Literacy – 2384	54	3/19/2019	CORE Sourcebook Fluency KN – 2419
13	10/18/2018	Third Grade Literacy Best Practices – 2302	34	1/11/2019	CORE-Vocabulary – 2354	55	4/01/2019	Sourcebook: Oral Reading Fluency – 2432
14	10/19/2018	Fourth Grade Literacy Best Practices – 2303	35	1/16/2019	CORE Sourcebook - Phonics (KN) – 2414	56	4/01/2019	Comprehension: Complex Text Instruction – 2433
15	10/23/2018	Fifth Grade Literacy Best Practices – 2304	36	1/18/2019	CORE-Comprehension – 2374	57	4/03/2019	CORE training in Phonics – 2426
16	10/30/2018	Sourcebook Module 2: Student Engagement, Explicit Instruction, Signaling, & Corrective Feedback – 2390	37	1/18/2019	Comprehension – 2376	58	4/24/2019	Multi-syllabic professional development – 2431
17	11/02/2018	CORE Phonemic Awareness and Phonics – 2296	38	1/21/2019	Sourcebook Module 3: Phonological & Phonemic Awareness, The Simple View of Reading	59	5/01/2019	Phonological Awareness Professional Development – 2434
18	11/05/2018	CORE Training-Comprehension – 2298	39	1/21/2019	Foundational Comprehension for Fourth Grade – 2398	60	5/10/2019	CORE Reading Class – 2448
19	11/06/2018	CORE Sourcebook: Phonics – 2403	40	1/22/2019	Foundational Comprehension for Third Grade – 2397	61	6/07/2019	Kindergarten June Grade Level – 2456
20	11/09/2018	CORE Reading Class – 2362	41	1/23/2019	Foundational Phonics for Second Grade – 2396	62	6/10/2019	First Grade Level Meeting – 2457
21	11/14/2018	Core Sourcebook Training PD – 2317	42	1/24/2019	Foundational Phonics Training for First Grade – 2395			

C. Training Participant Roles – Across All Literacy Trainings

779 participants completed a training evaluation across 42 Literacy trainings.



D. Training Evaluations – Across All Literacy Trainings

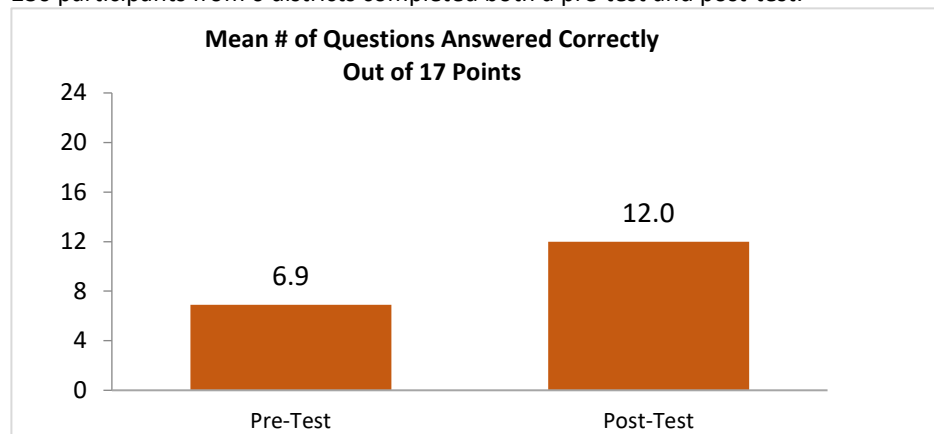


Sample of Participant Comments

- "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

230 participants from 6 districts completed both a pre-test and post-test.



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

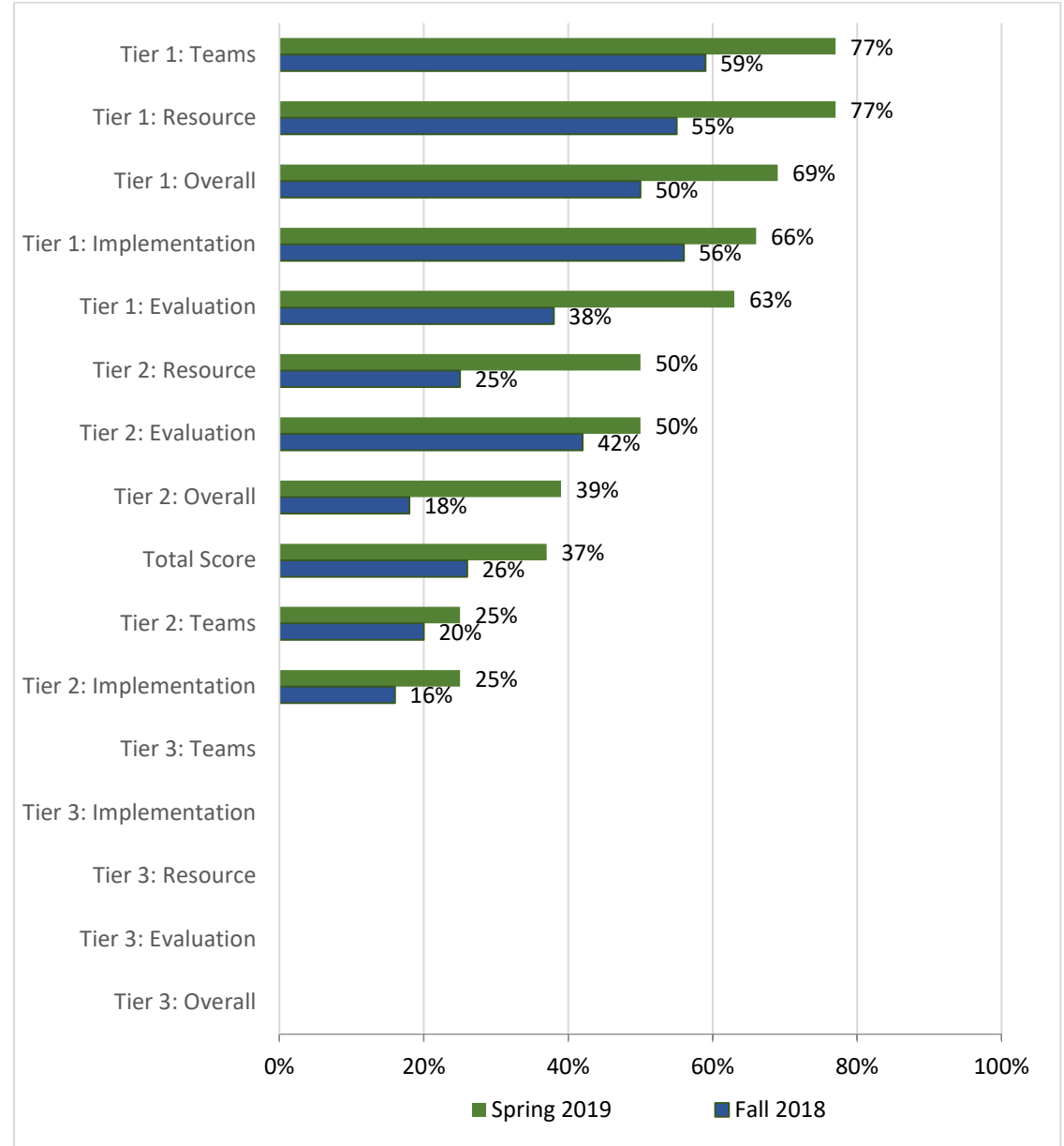
HQPD Ratings for 2 Literacy Trainings	
# of criteria (out of 22) that were met	15
The Seven Criteria that were not met:	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
6. Includes the empirical research foundation of the content (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 spring 2019, 10 schools representing 3 districts (1 school each from Hot Springs and Iroquois; and 8 schools from Rapid City) completed the R-TFI.

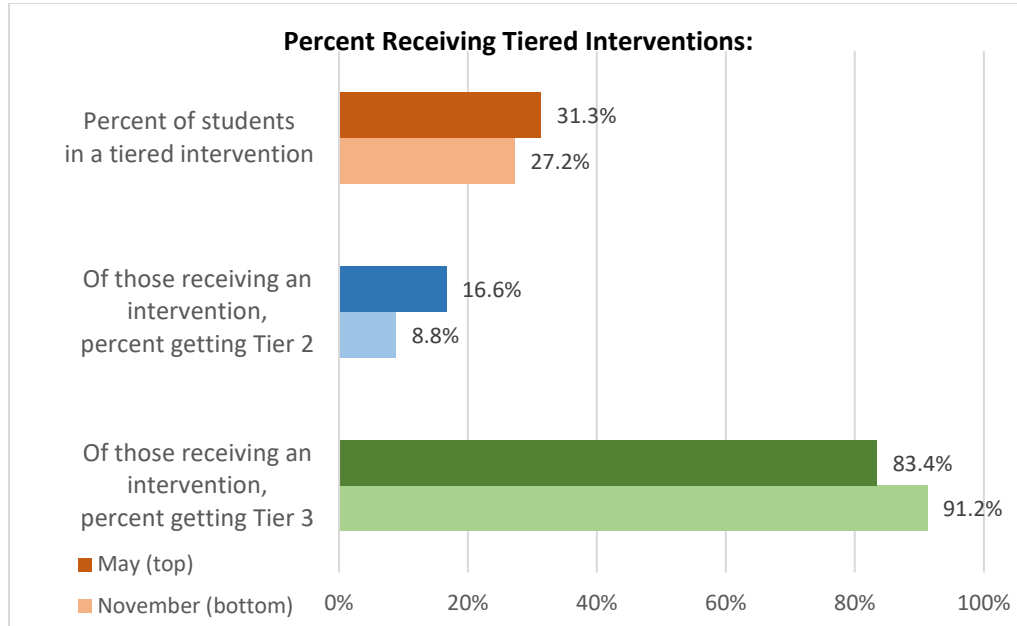
In fall 2018, 18 schools representing 6 districts (1 school each from Hot Springs, Iroquois, Milbank, and Sisseton; 8 schools from Rapid City; and 6 schools from Watertown)

	% of Points Earned	
	Fall 2018	Spring 2019
Total Score	26%	37%
Tier 1: Teams	59%	77%
Tier 1: Implementation	56%	66%
Tier 1: Resources	55%	77%
Tier 1: Evaluation	38%	63%
Tier 1: Overall	50%	69%
Tier 2: Teams	20%	25%
Tier 2: Implementation	16%	25%
Tier 2: Resources	25%	50%
Tier 2: Evaluation	42%	50%
Tier 2: Overall	18%	39%
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 May 1, 2019.



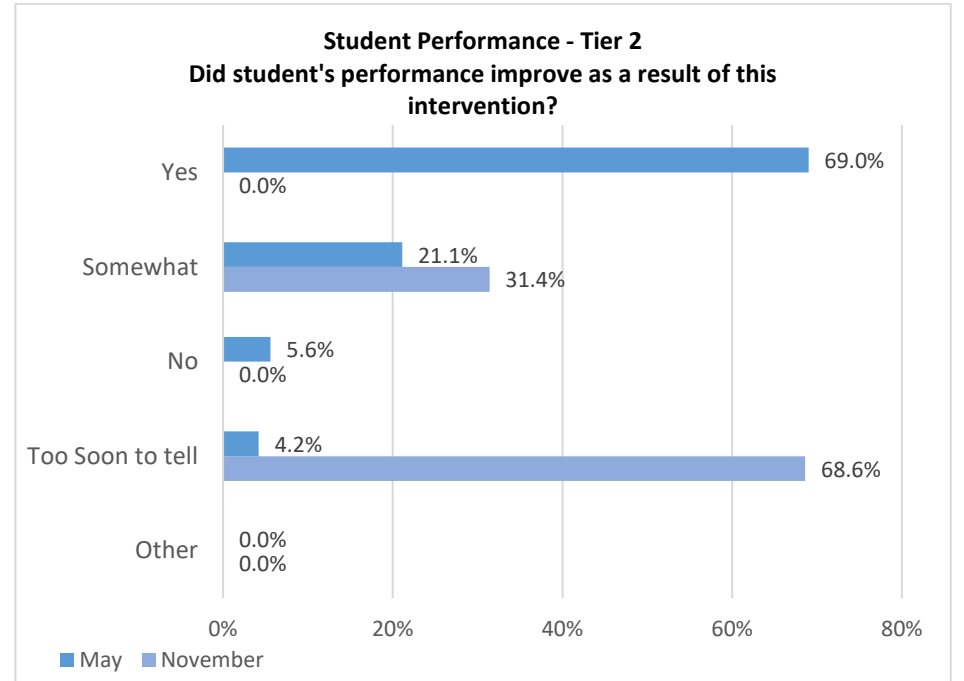
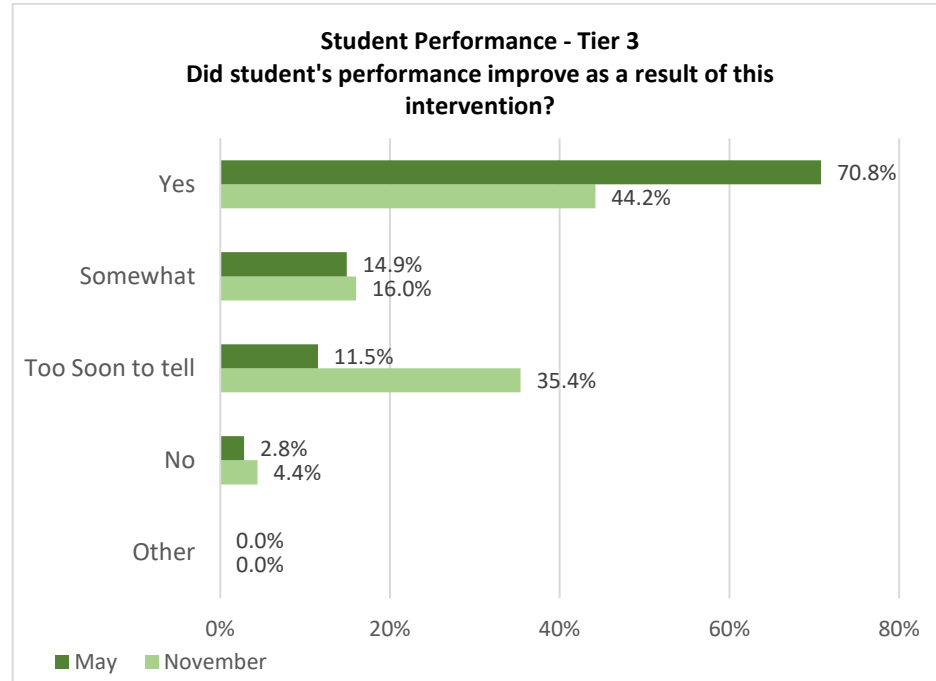
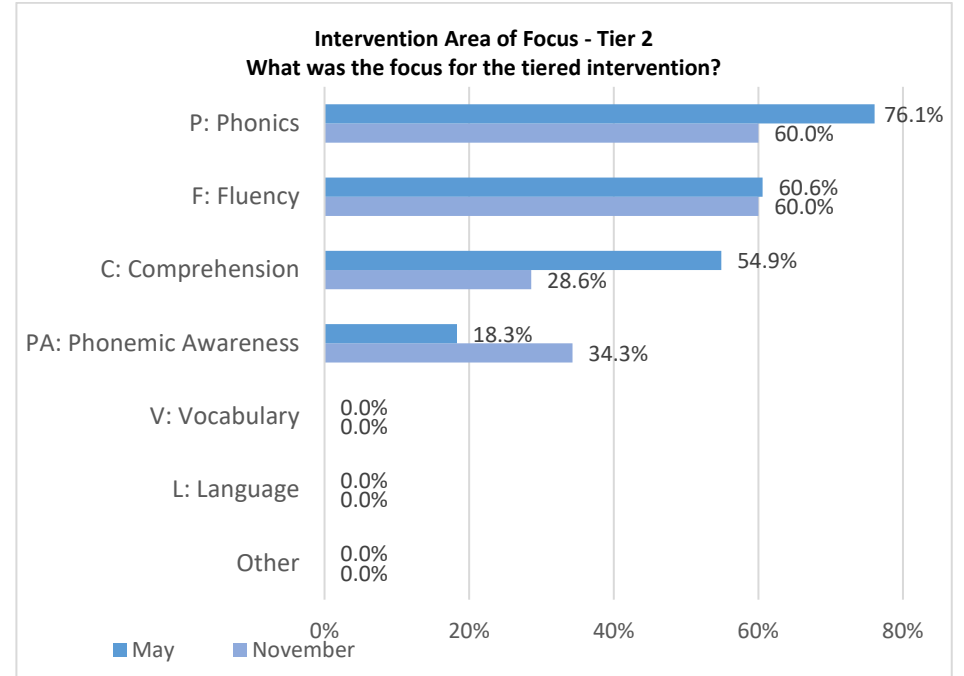
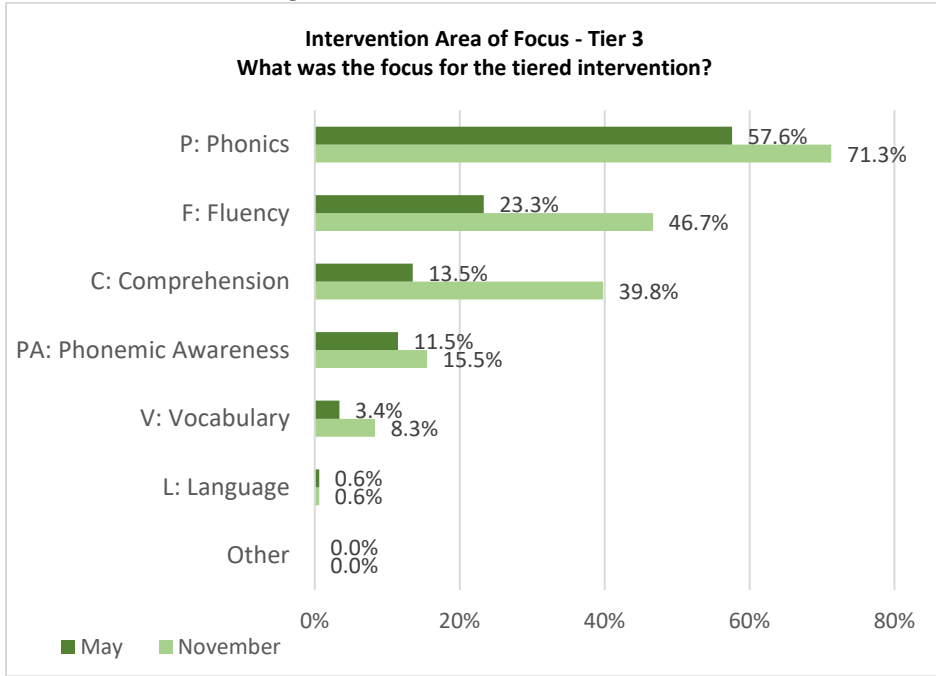
By the Numbers:	November	May
# of students in grades K-5 for whom a tracking form was completed	397	427
# of teachers who completed an intervention tracking form	48	48
# of schools with tracking forms	20	18
# districts with tracking forms	6	6
Average # of minutes per week spent in a Tier 3 Intervention	115	110
Average # of minutes per week spent in a Tier 2 Intervention	141	157

Movement in and out of Tiers from November 2018 to May 2019

	Statewide	
	Count	Percent
Of the Tier 2 Students in November, % Who:		
Stayed in Tier 2 from November to May	33	87%
Moved from Tier 2 (November) to Tier 3 (May)	1	3%
Moved from Tier 2 (November) to Tier 1 (May)	4	10%
Were not in May file	0	0%
Of the Tier 3 Students in November, % Who:		
Stayed in Tier 3 from November to May	294	82%
Moved from Tier 3 (November) to Tier 2 (May)	30	8%
Moved from Tier 3 (November) to Tier 1 (May)	34	10%
Were not in May file	0	0%
Of the Tier 2 Students in May, % Who:		
Were not in November file	8	11%
Were in November file	63	89%
Of the Tier 3 Students in May, % Who:		
Were not in November file	61	17%
Were in November file	295	83%

Note: November data based on what was submitted in November AND February so may not match By The Numbers table

H. Intervention Tracking Form – continued

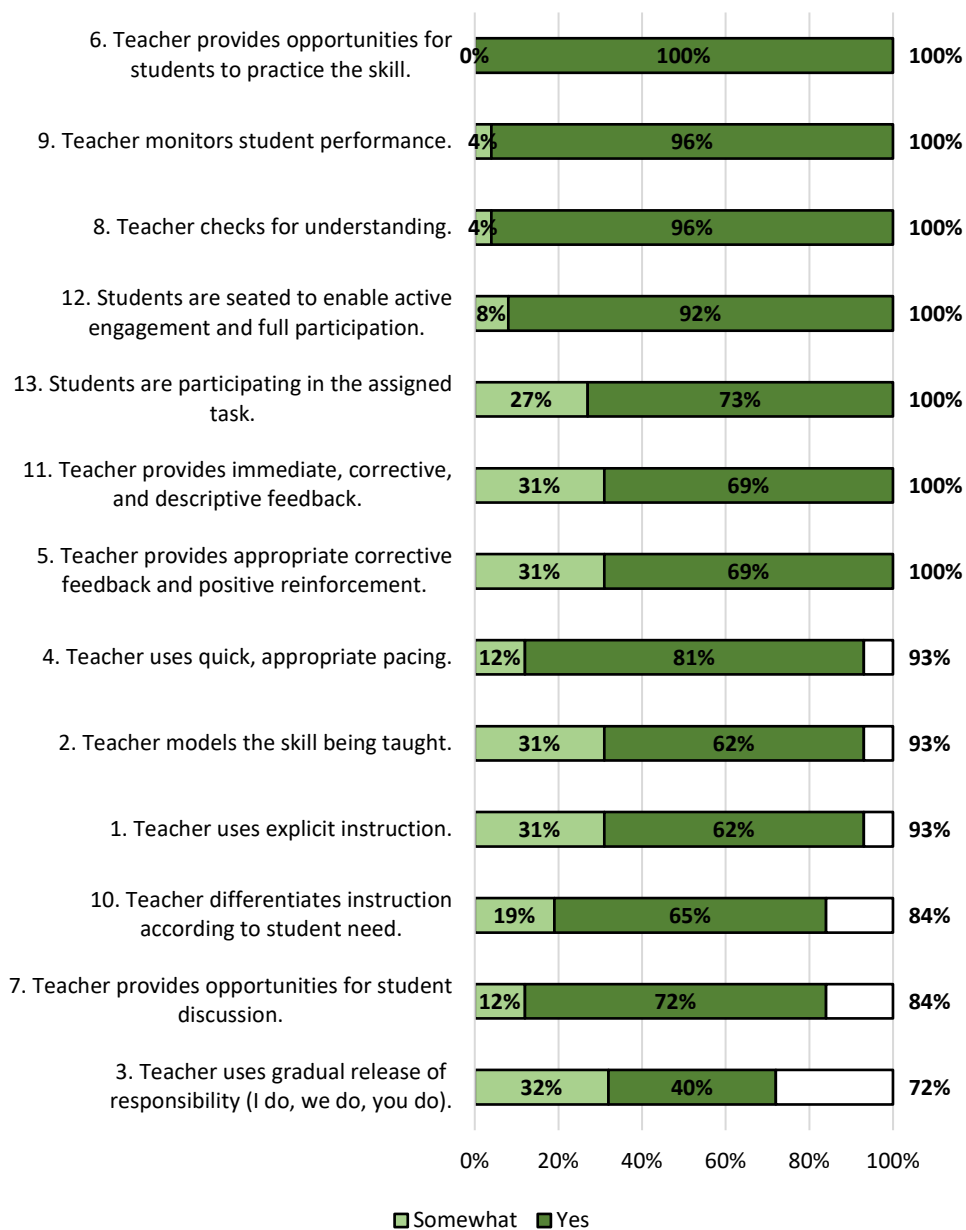


I. Literacy Observation Checklist

26 teachers from 5 districts were observed by Brandi Gerry of the South Dakota Department of Education in fall 2018 and spring 2019.

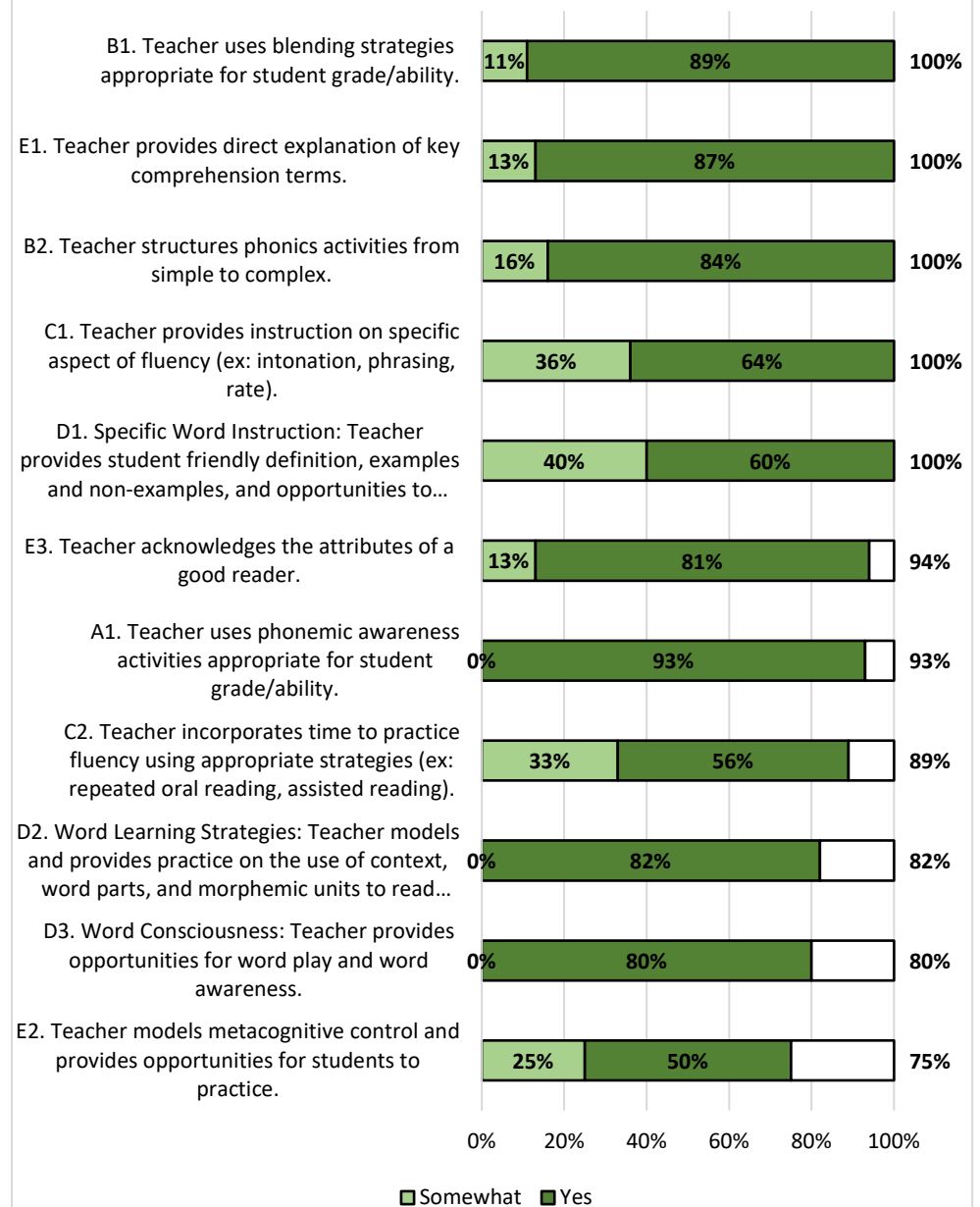
Overall Components *(Excluding N/A Responses)*

Percent of teachers who received a "Somewhat" or "Yes" rating



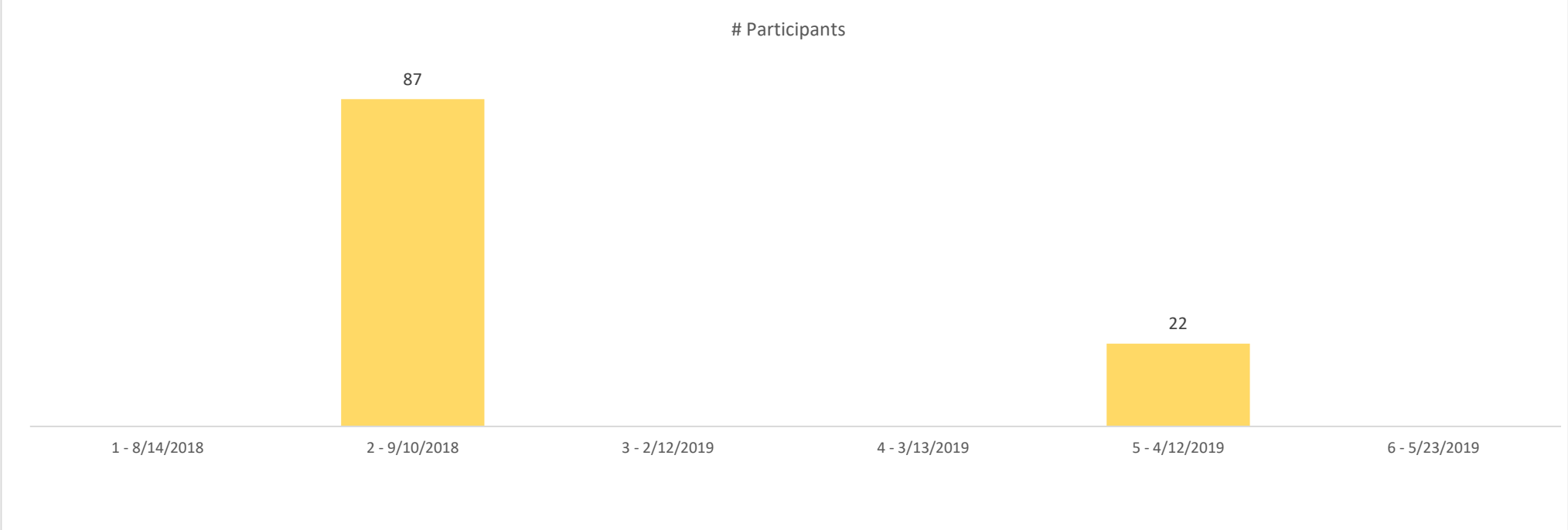
Literacy Specific Components *(Excluding N/A Responses)*

Percent of teachers who received a "Somewhat" or "Yes" rating



2. Coaching

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



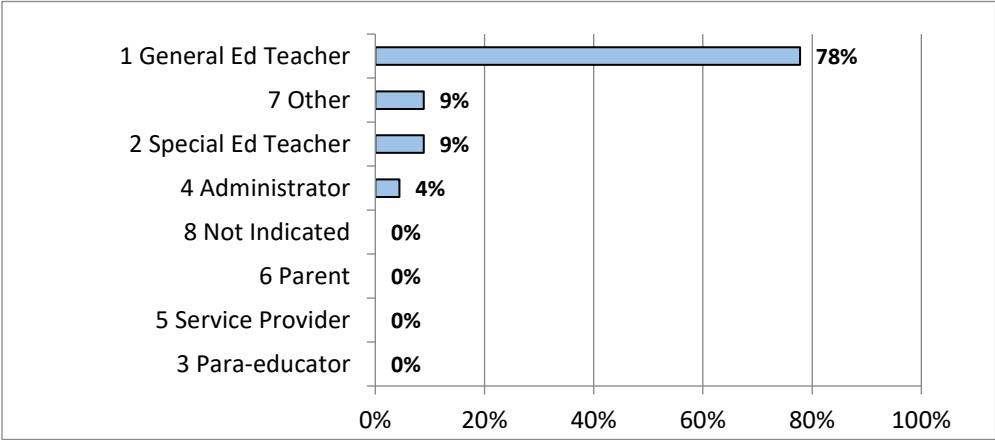
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Coaching Trainings:

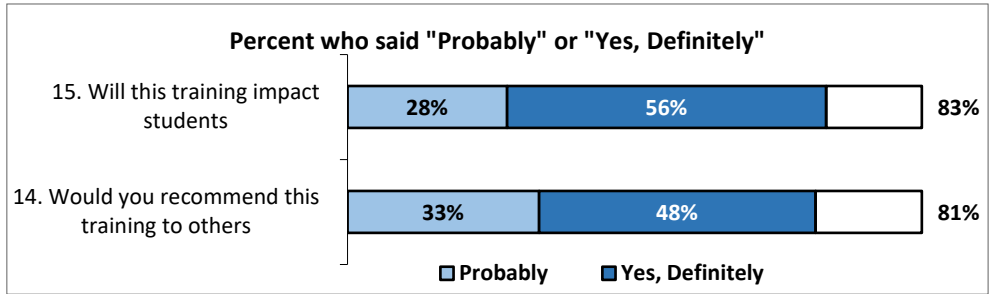
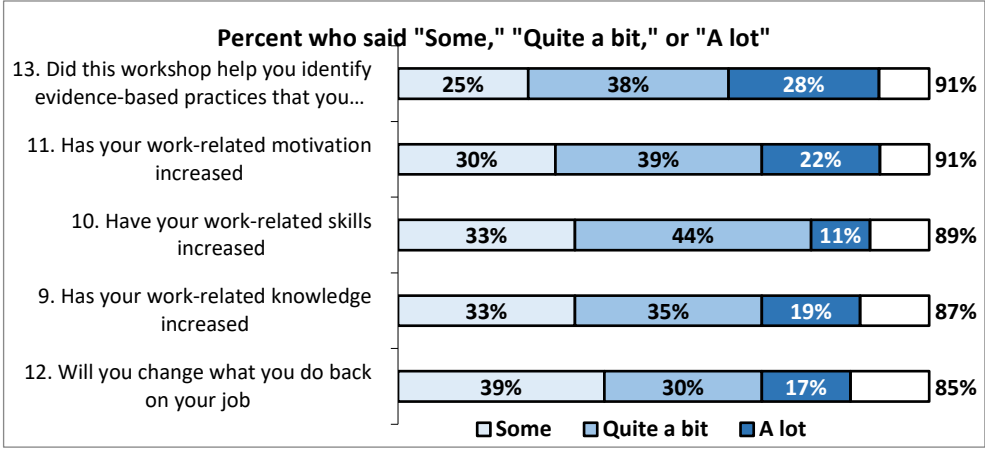
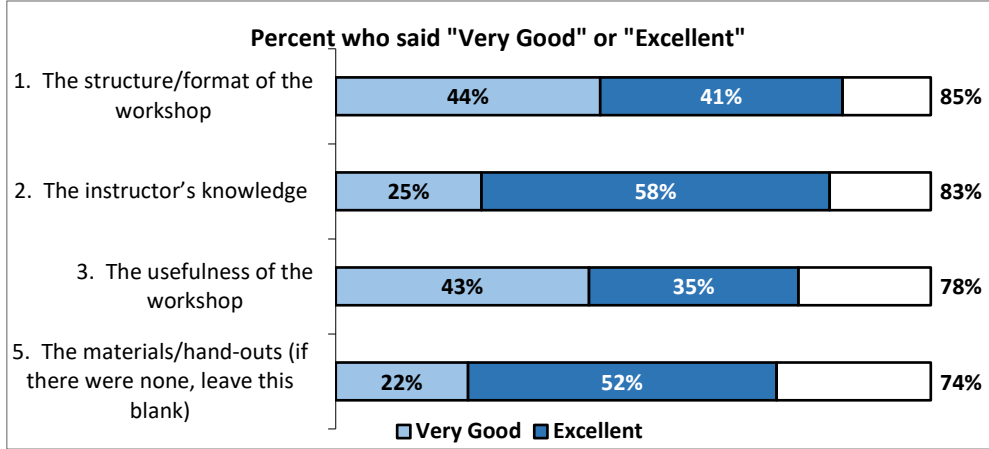
1	8/14/2018	Year Overview & Expectations – 2191
2	9/10/2018	Lit 101 Sessions – 2428
3	2/12/2019	Coach Meeting - Topics TBD – 2192
4	3/13/2019	Literacy Mini Sessions – 2417
5	4/12/2019	Vocabulary, Fluency, FastBridge – 2429
6	5/23/2019	Follow-up & Reflections - 2193

C. Training Participant Roles – Across All Coaching Trainings

54 participants completed a training evaluation across 2 Coaching trainings.



D. Training Evaluations – Across All Coaching Trainings

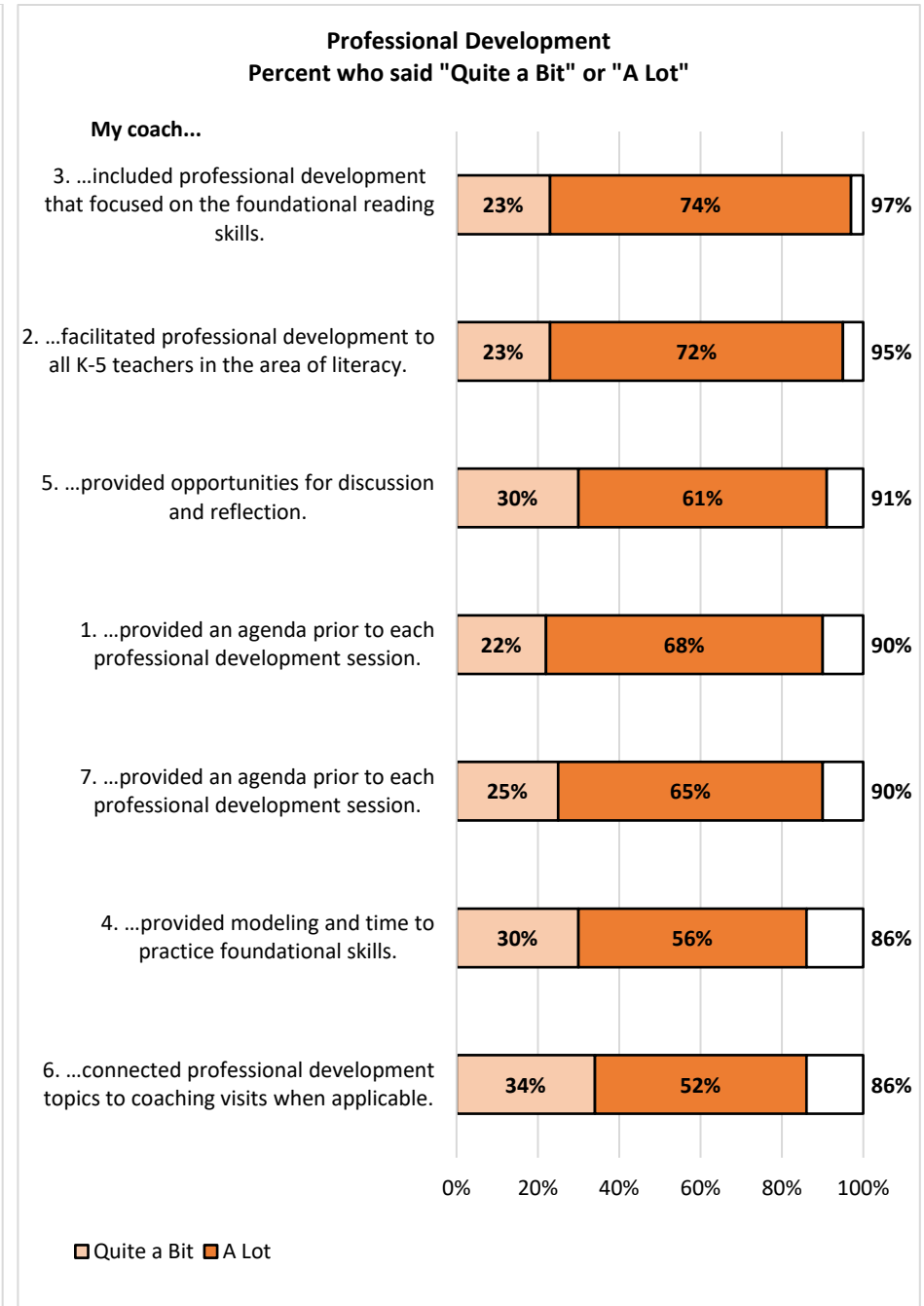
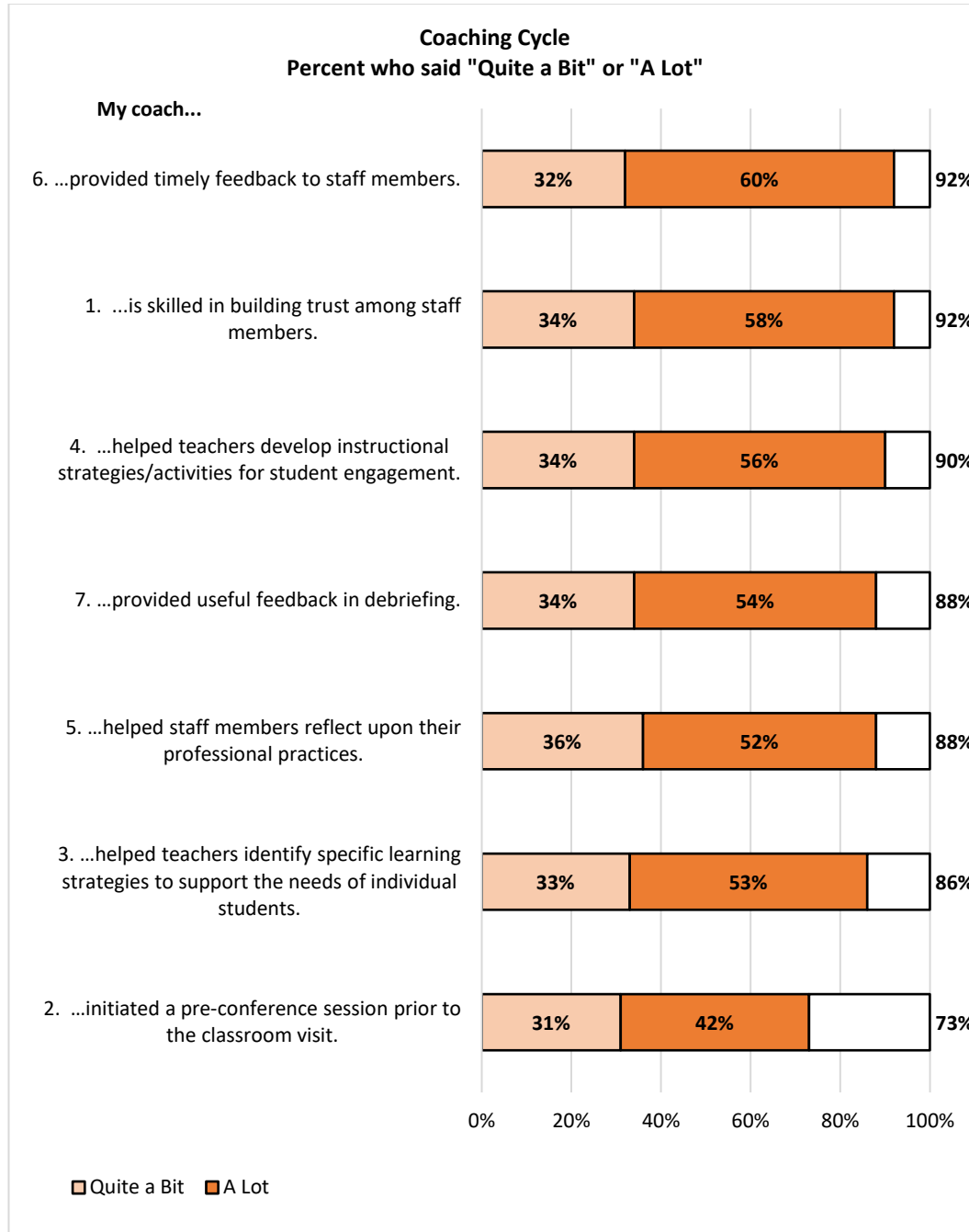


Sample of Participant Comments

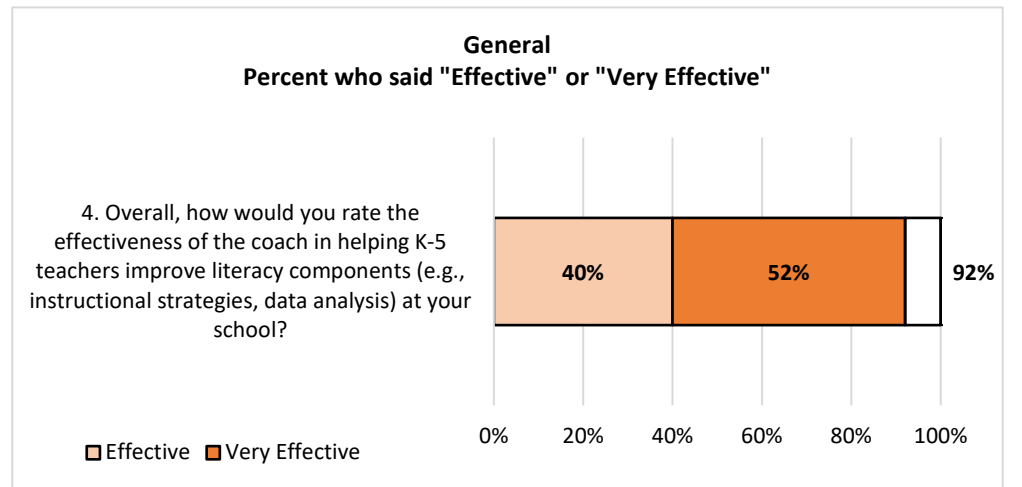
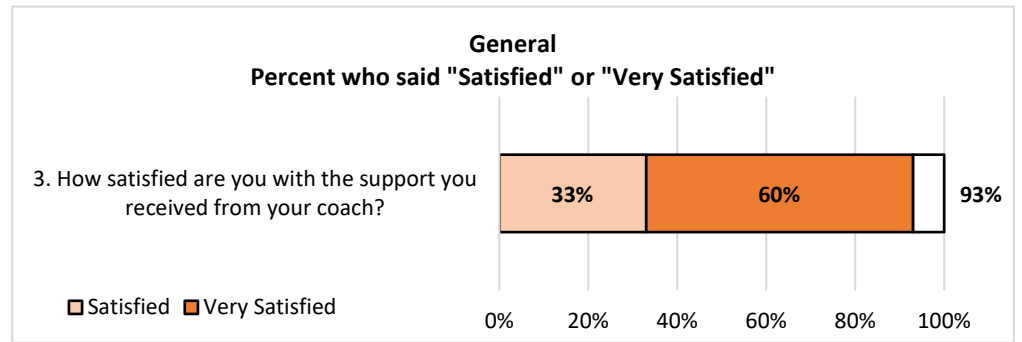
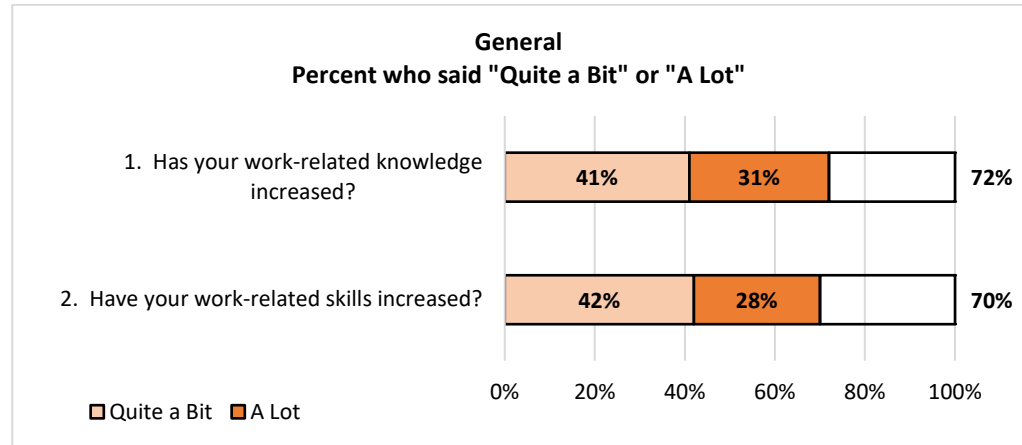
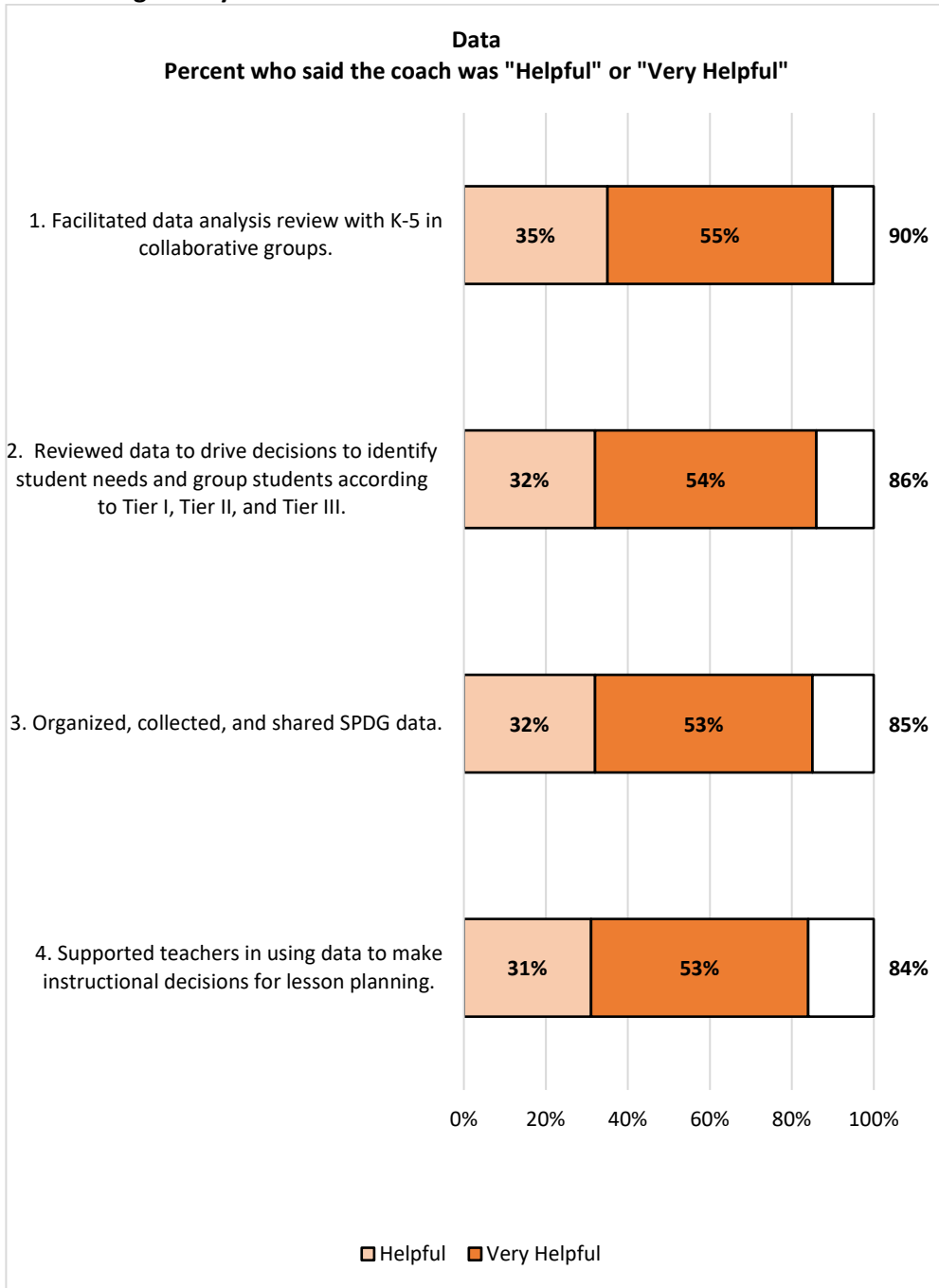
- "We had fun as a school wide activity doing a March Madness tournament of books. I've also brought back my 'royal reader' activity that I've done in the past."
- "The best thing about the training was getting to collaborate with colleagues and learning from astute professionals in the field."
- "A 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

231 staff members from 6 districts completed the Coaching Survey in spring 2019.

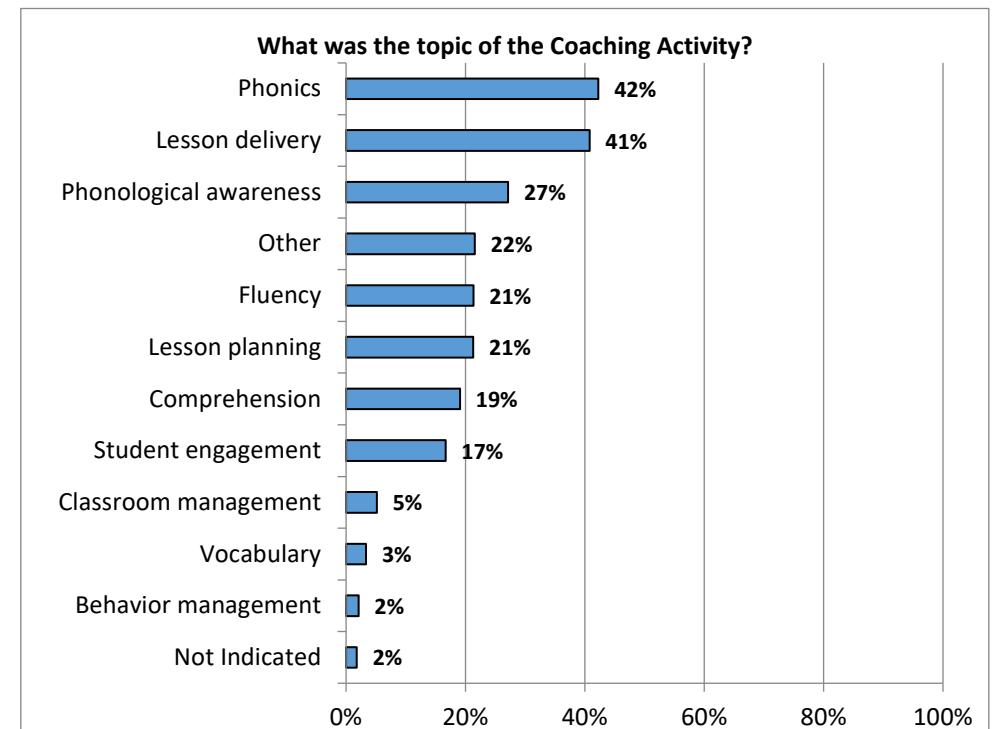
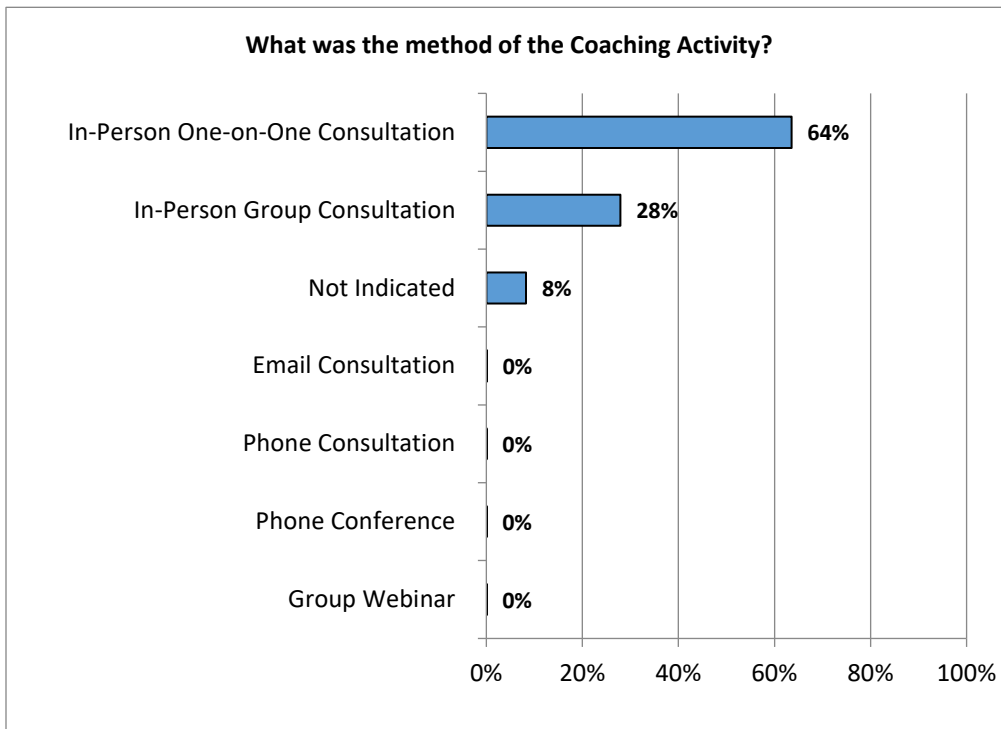
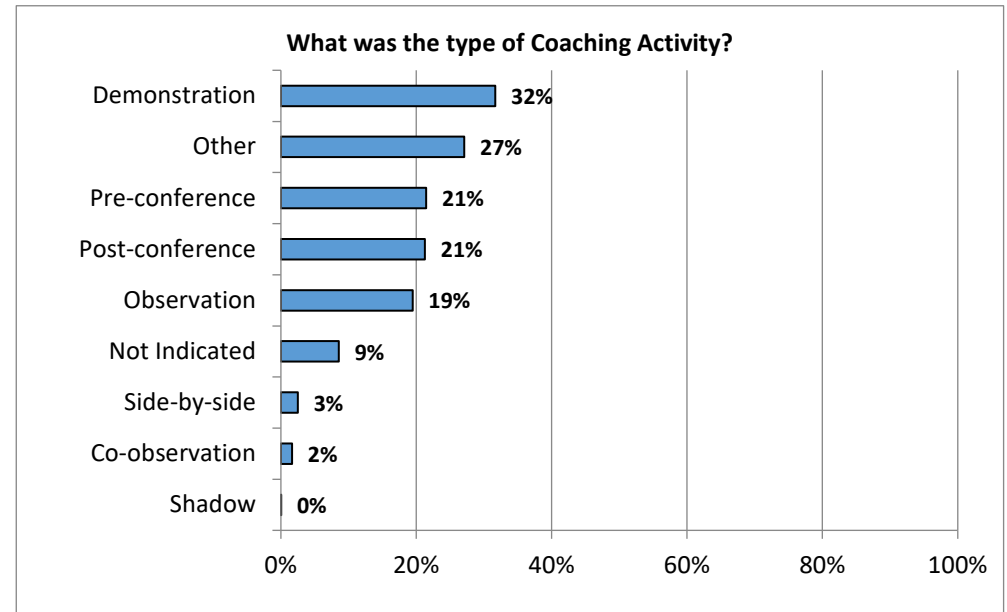
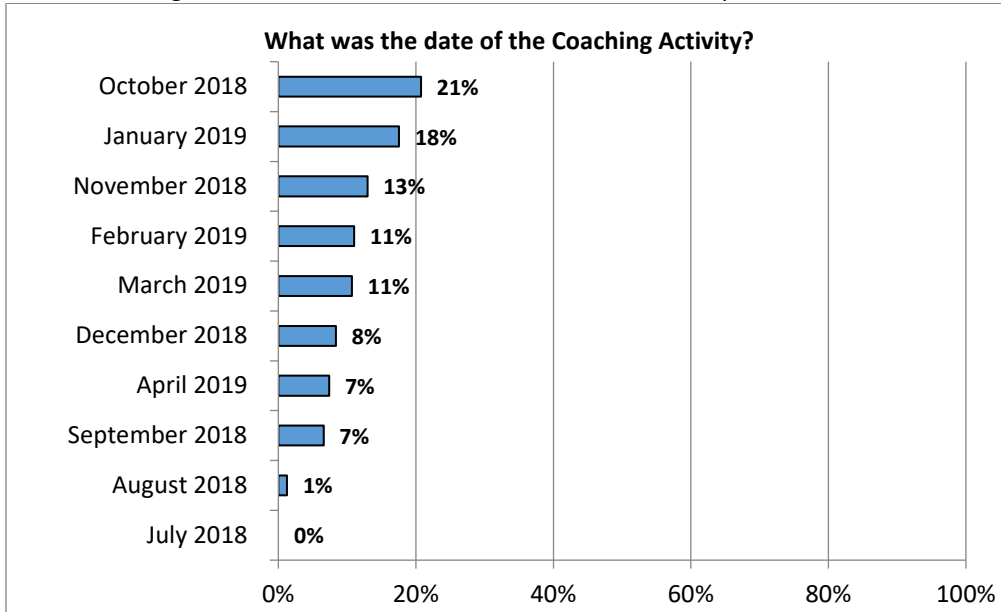


E. Coaching Survey – Continued



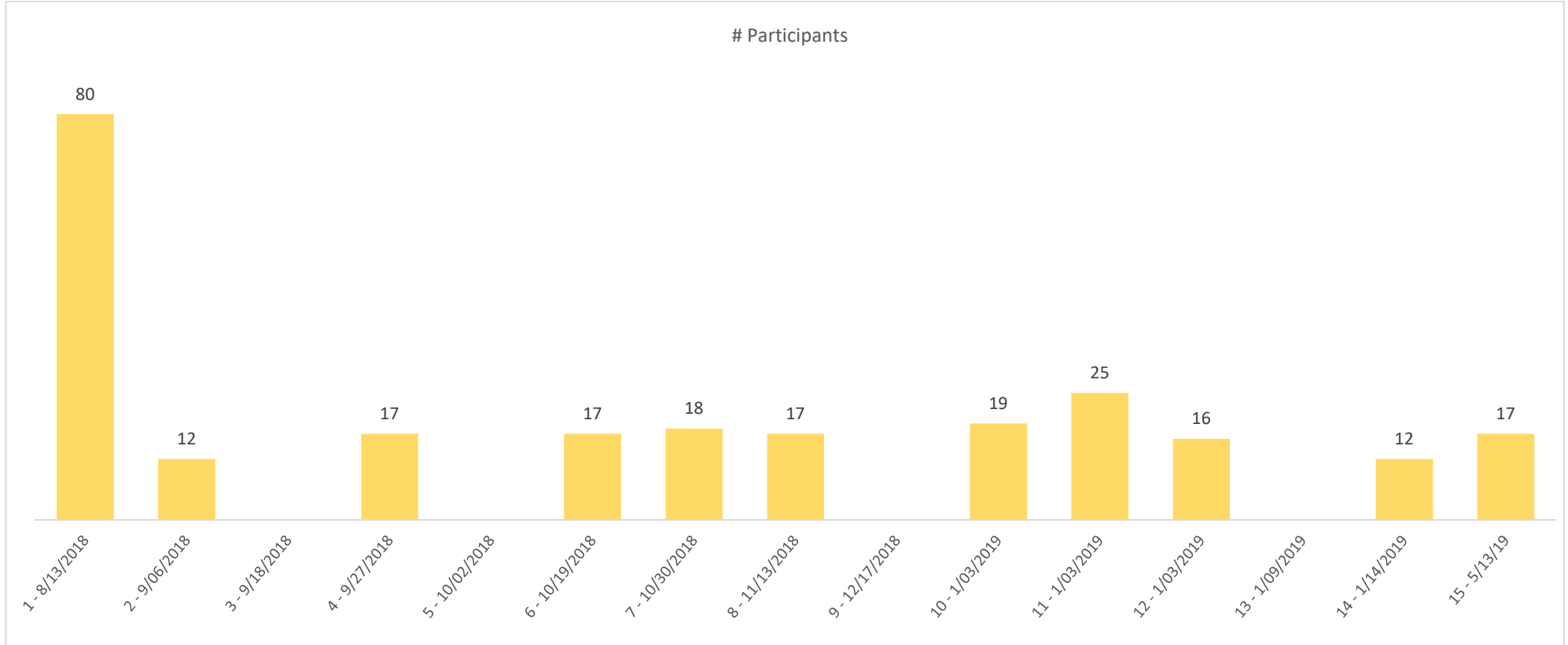
F. Coaching Activities Tracking

2,915 Coaching Activities were entered on the SDPD site from July 1, 2018 – June 10, 2019.



3. Data Analysis

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



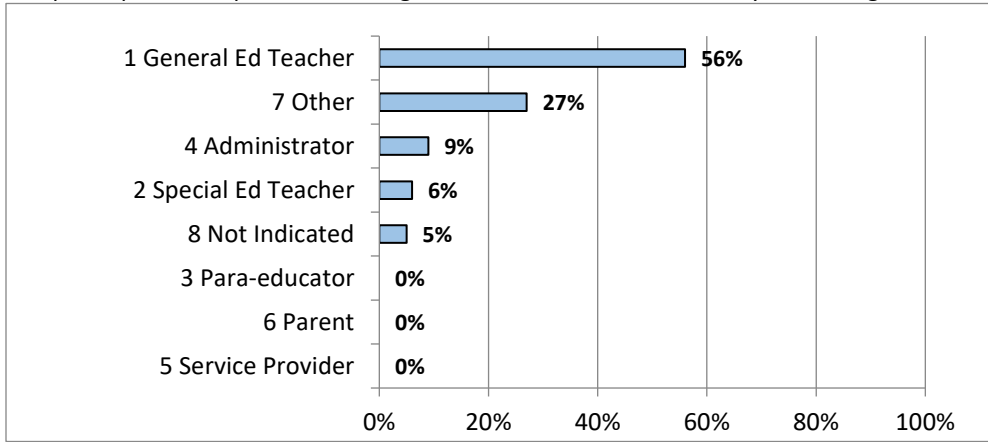
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Data Analysis Trainings:

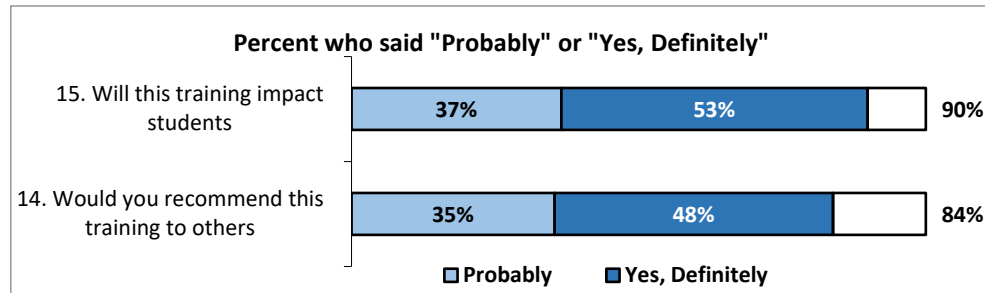
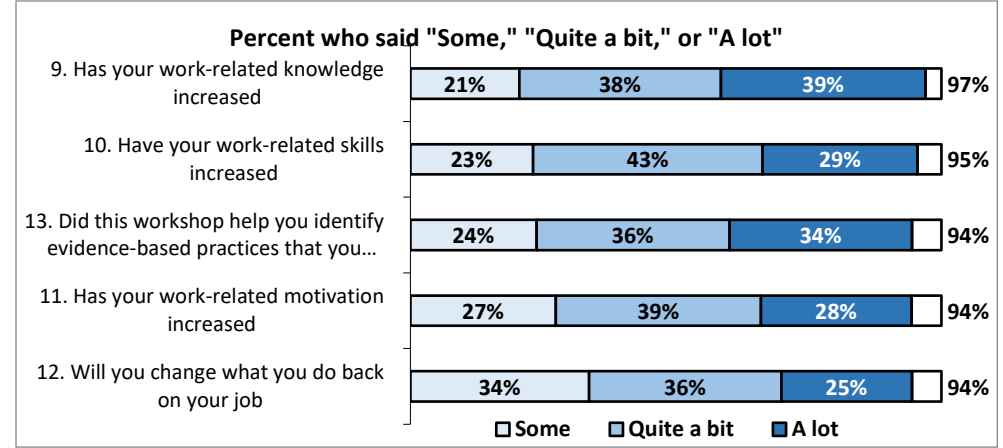
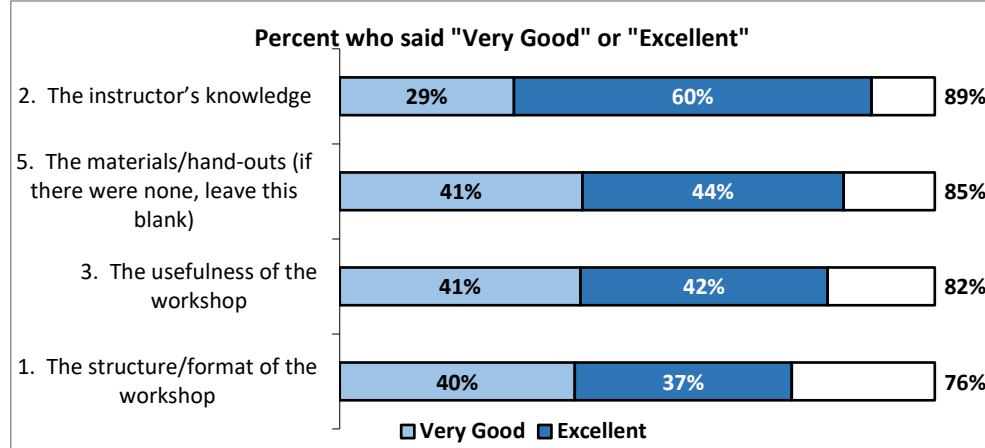
1	8/13/2018	SPDG DIBELS Essentials Training – 2222	9	12/17/2018	MB Winter/Middle of Year DIBELS Data Dig – 2387
2	9/6/2018	Data Analysis – 2445	10	1/3/2019	Acadience Reading (DIBELS) Training – 2324
3	9/18/2018	MB Fall/Beginning of Year DIBELS Data Dig – 2385	11	1/3/2019	Acadience Reading (DIBELS) Training – 2325
4	9/27/2018	SPDG DIBELS Data Interpretation – 2280	12	1/3/2019	Acadience Reading Essentials – 2327
5	10/2/2018	GV Fall/Beginning of Year DIBELS Data Dig – 2386	13	1/9/2019	GV Winter/Middle of Year DIBELS Data Dig – 2388
6	10/19/2018	FastBridge Progress Monitoring – 2289	14	1/14/2019	Data Analysis Winter – 2446
7	10/30/2018	FAST Bridge Overview – 2295	15	5/13/2019	Data Analysis – 2444
8	11/13/2018	SPDG DIBELS Mentor Training – 2309			

C. Training Participant Roles – Across All Data Analysis Trainings

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



D. Training Evaluations – Across All Data Analysis Trainings

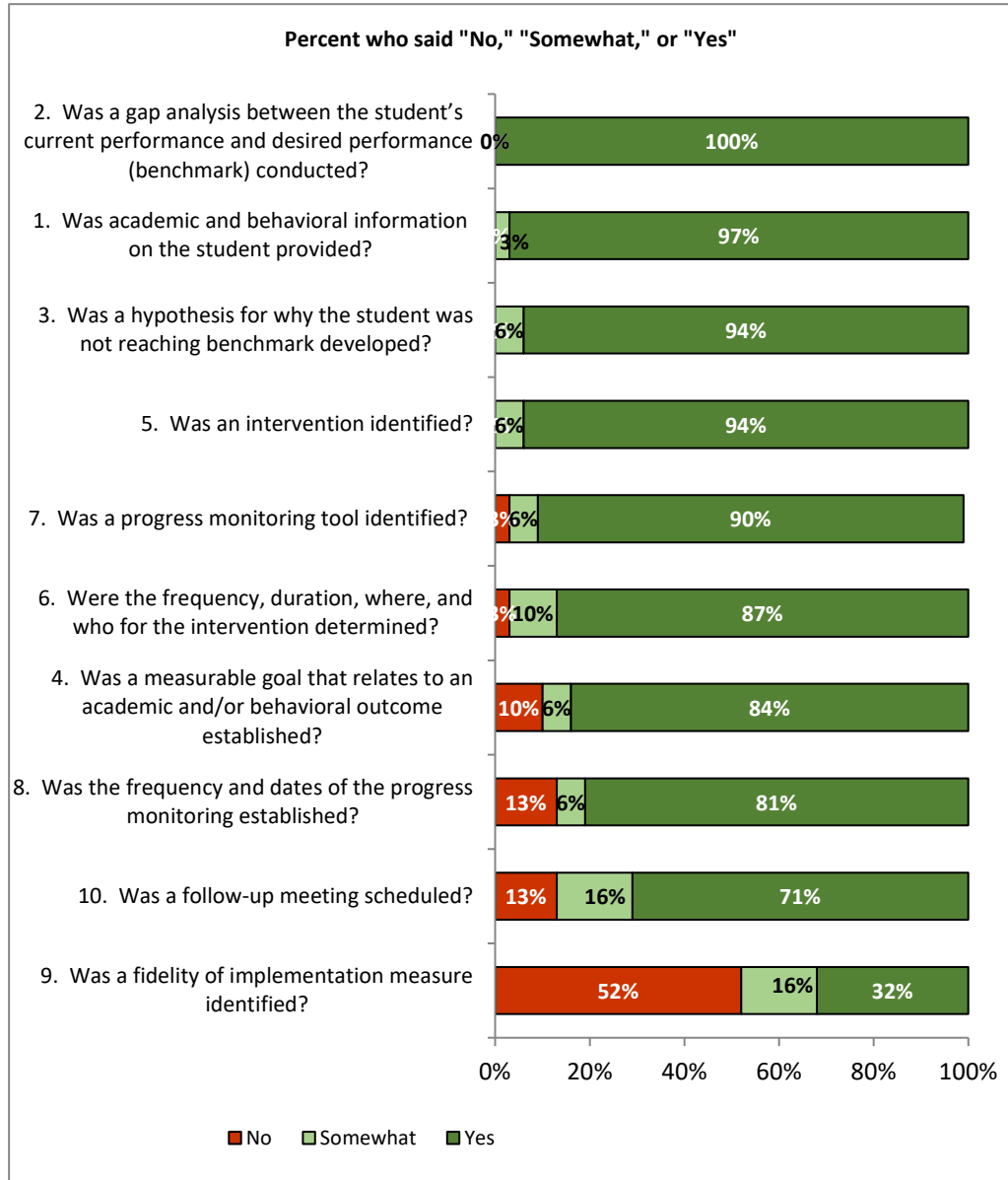


Participant Comments

- "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."

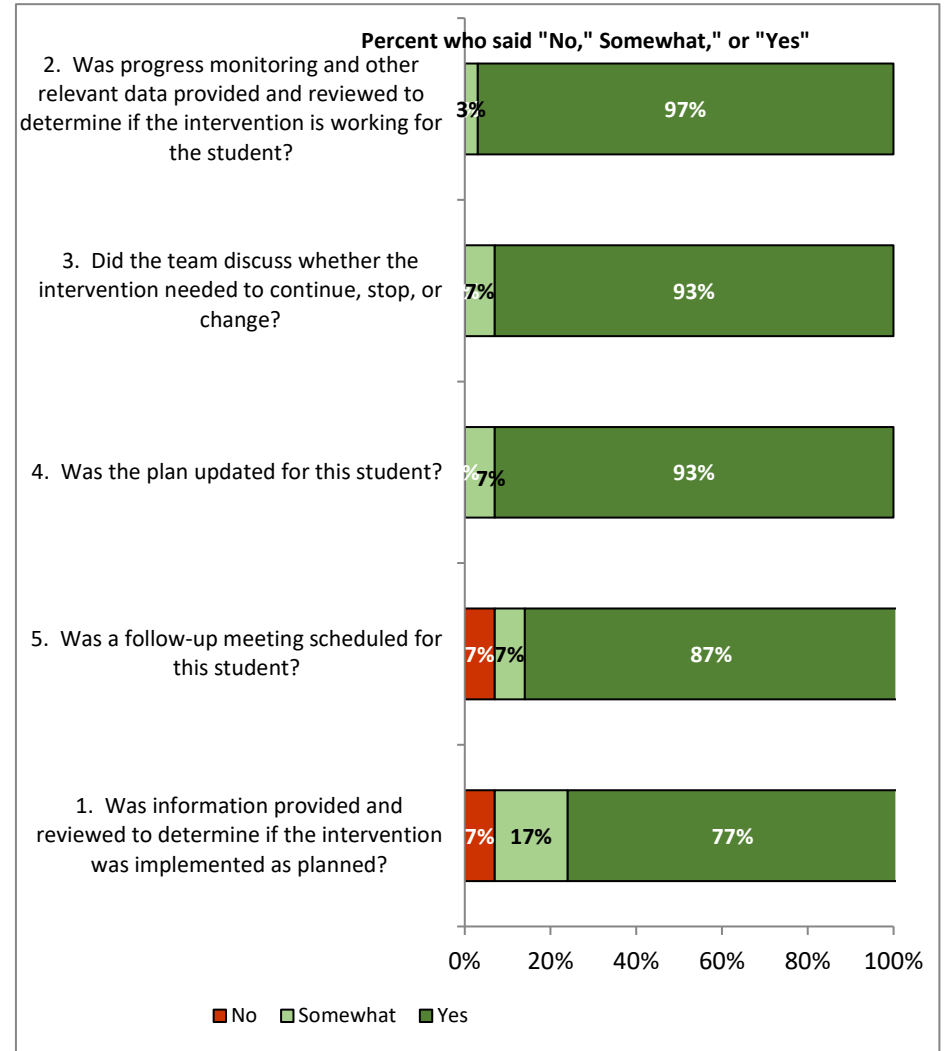
E. Team Problem-Solving: Individual Student Checklist - Initial Meeting

31 school team members from 4 districts completed the Initial Meeting section.



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

30 school team members from 6 districts completed the Follow-Up Meeting section.

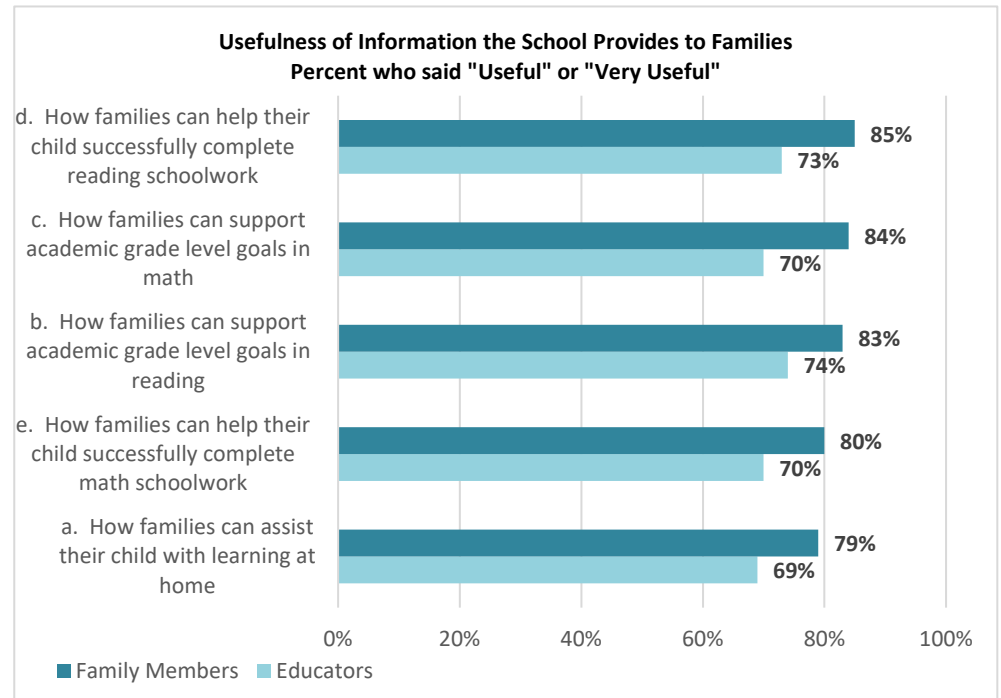
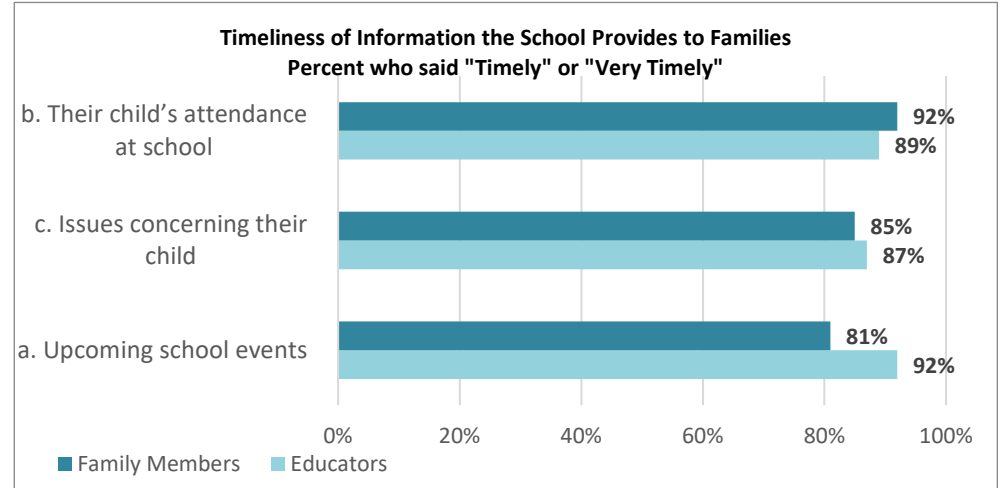
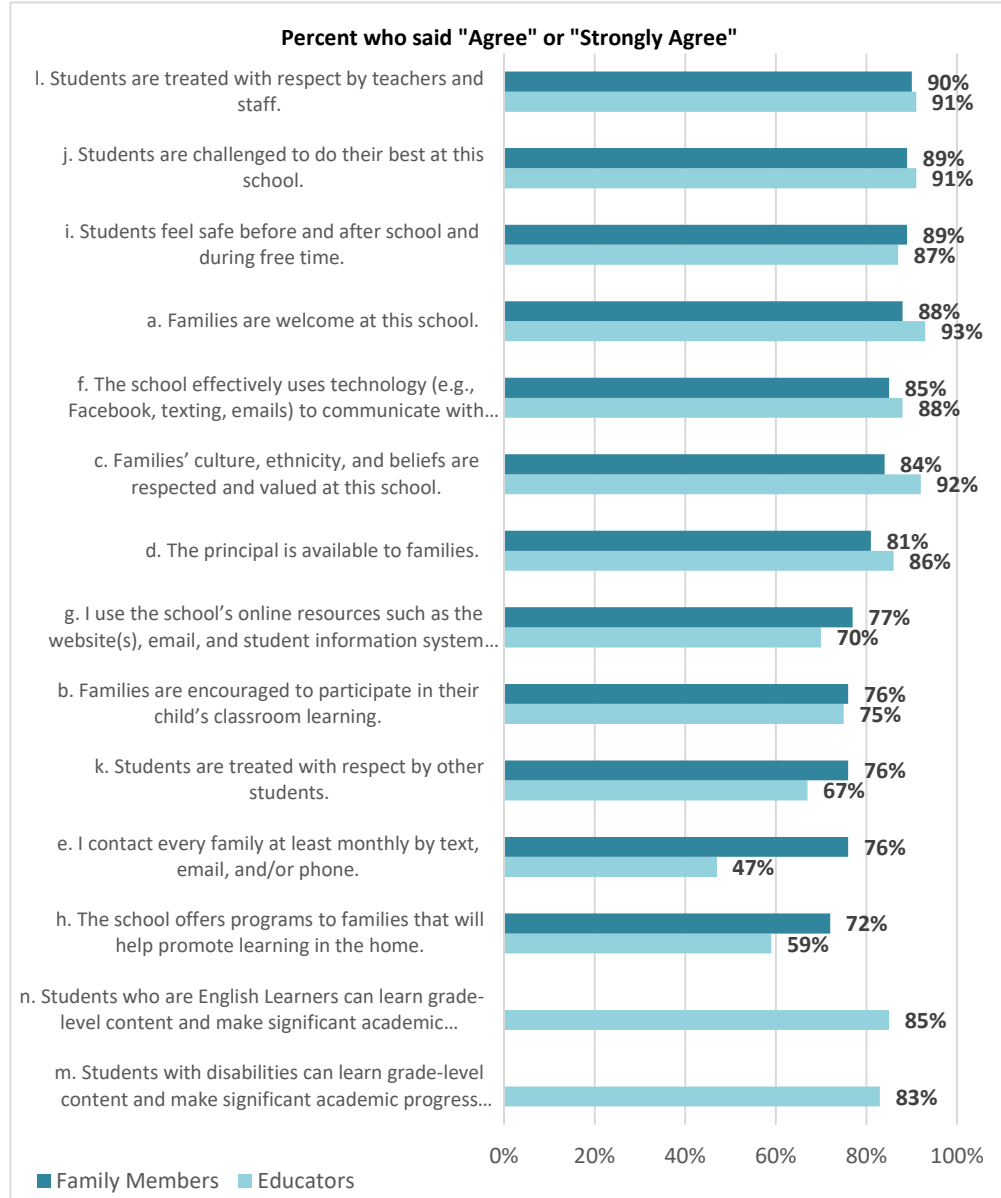


4. Family Engagement

Between July 1, 2018 and June 10, 2019, no Family Engagement trainings were entered on the SDPD site.

A. Family Engagement Survey

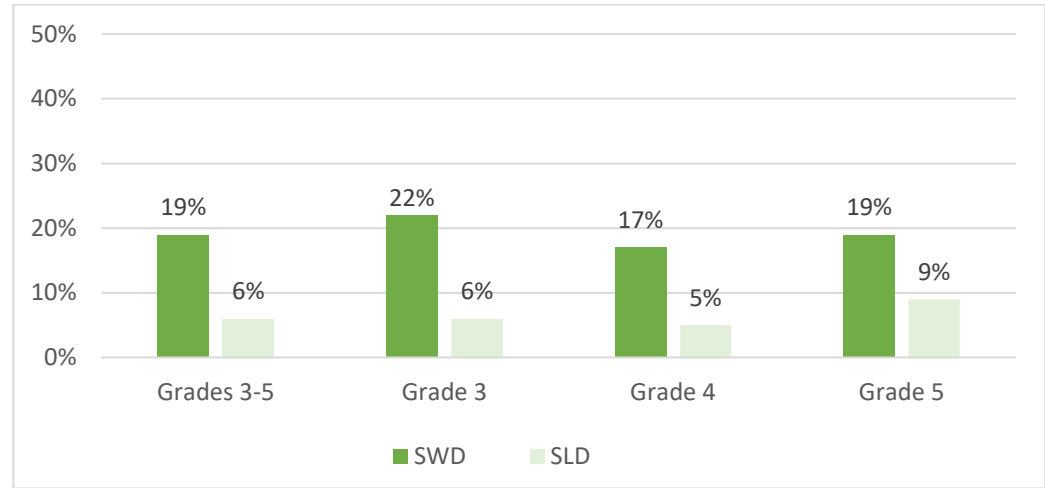
575 family members and 227 educators from 5 districts completed the Family Engagement Survey between October 2018 and March 2019.



5. Student Data

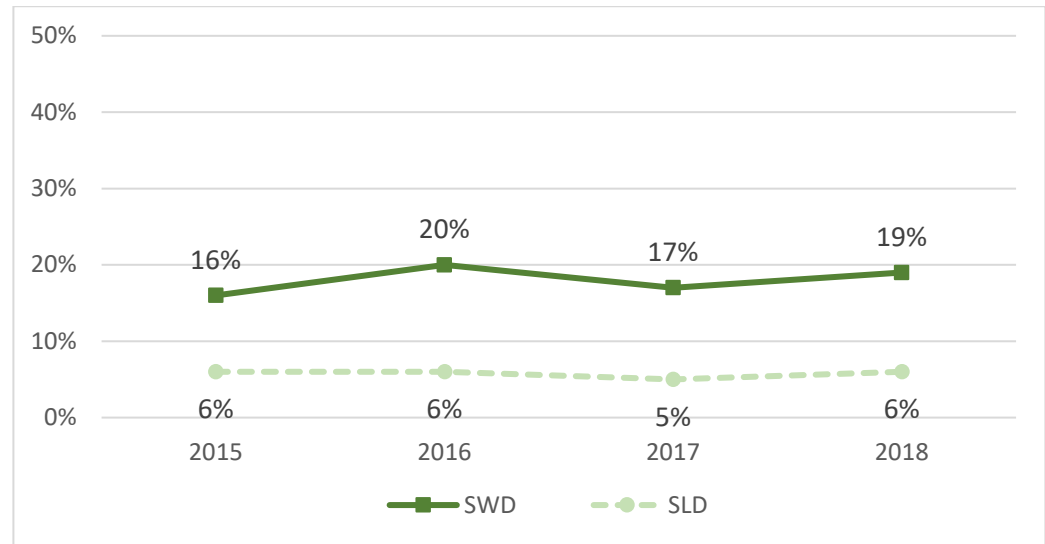
A. Grade 3-5 Student State Reading Test Data – Spring 2018 Percent scoring proficient or above

	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
Grades 3-5	483	19%	238	6%
Grade 3	174	22%	82	6%
Grade 4	185	17%	87	5%
Grade 5	124	19%	69	9%



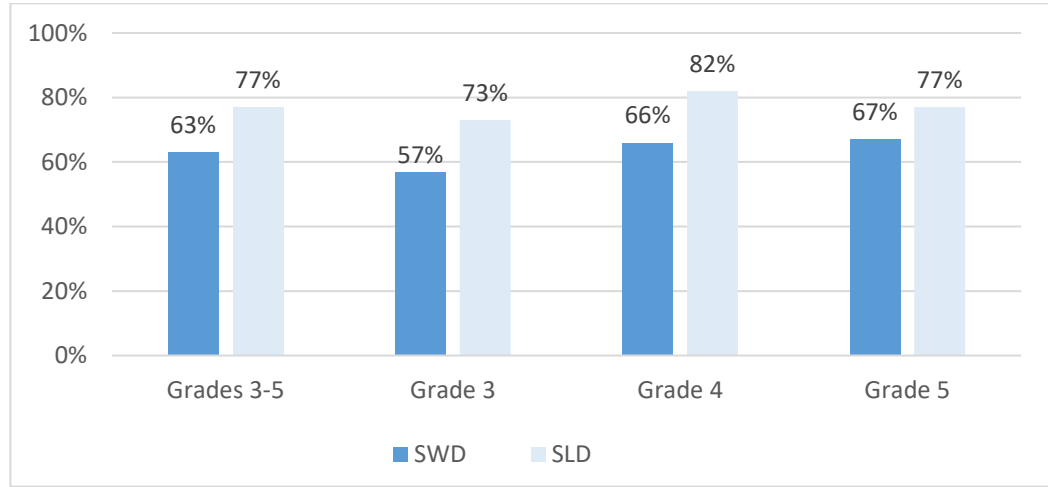
B. Grade 3-5 Student State Reading Test Data – Over Time Percent scoring proficient or above

	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
2015	627	16%	325	6%
2016	620	20%	321	6%
2017	476	17%	241	5%
2018	483	19%	238	6%



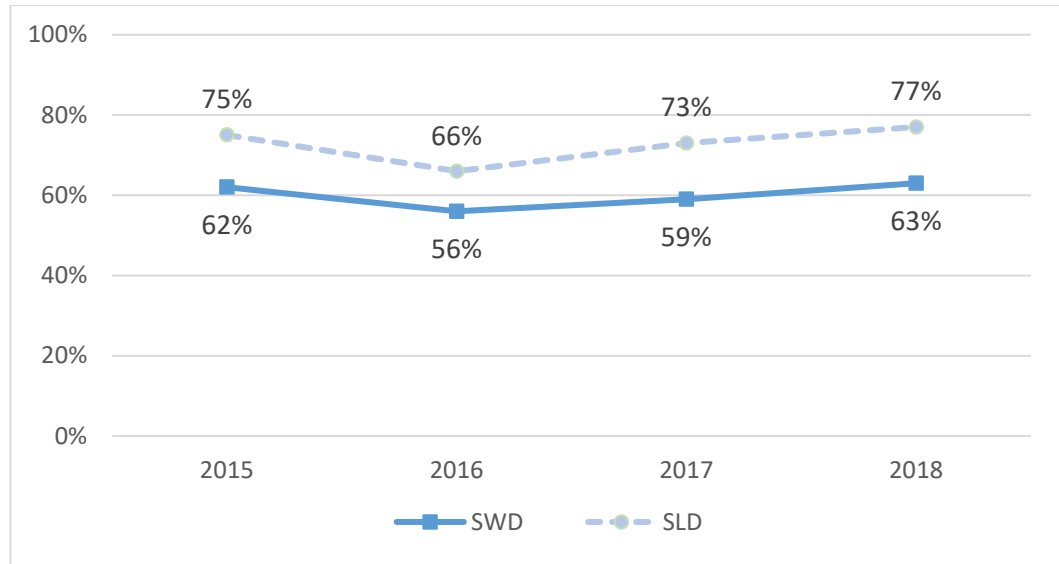
C. Grade 3-5 Student State Reading Test Data – Spring 2018
Percent scoring at Level 1

	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
Grades 3-5	483	63%	238	77%
Grade 3	174	57%	82	73%
Grade 4	185	66%	87	82%
Grade 5	124	67%	69	77%



D. Grade 3-5 Student State Reading Test Data – Over Time
Percent scoring at Level 1

	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
2015	627	62%	325	75%
2016	620	56%	321	66%
2017	476	59%	241	73%
2018	483	63%	238	77%



**South Dakota SPDG
Evaluation Dashboard Report 2019-20
Overall as of April 15, 2020**

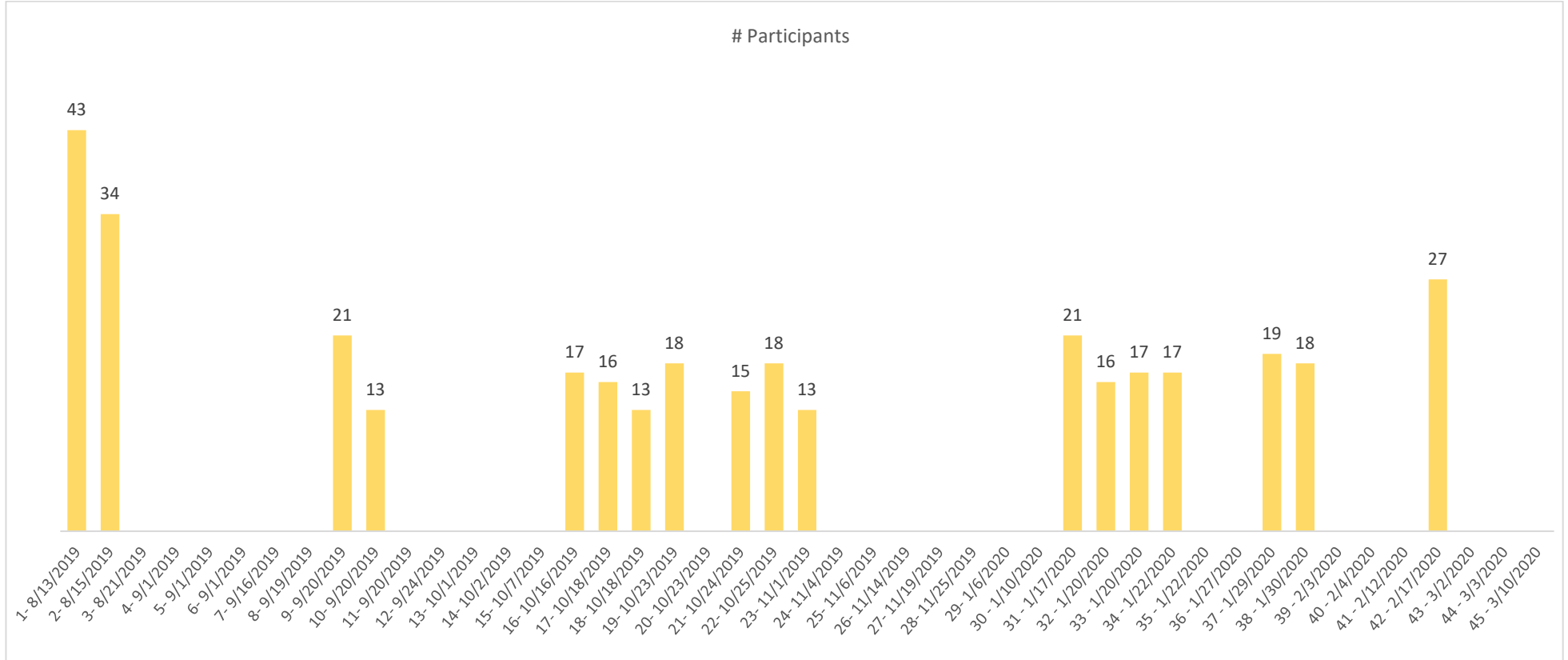
SPDG Project Goal: *Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are 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

By the Numbers	
# trainings	69
# Literacy/Instruction Trainings	45
# Coaching Trainings	3
# Data Analysis Trainings	7
# Family Engagement Trainings	14
# Other SPDG Trainings	0
# unique participants - all trainings	433
# unique participants – Literacy/Instruction Trainings	193
# unique participants – Coaching Trainings	11
# unique participants – Data Analysis Trainings	69
# unique participants – Family Engagement Trainings	160
# unique participants – Other SPDG Trainings	0
# training-participant instances – Literacy/Instruction Trainings	356
# training-participant instances – Coaching Trainings	16
# training-participant instances – Data Analysis Trainings	95
# training-participant instances – Family Engagement Trainings	160
# training-participant instances – Other SPDG Trainings	0
Average number of participants per training	17
# of evaluations	
# training sessions with completed evaluations	26
# evaluations completed across trainings	323

1. Literacy/Instruction

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



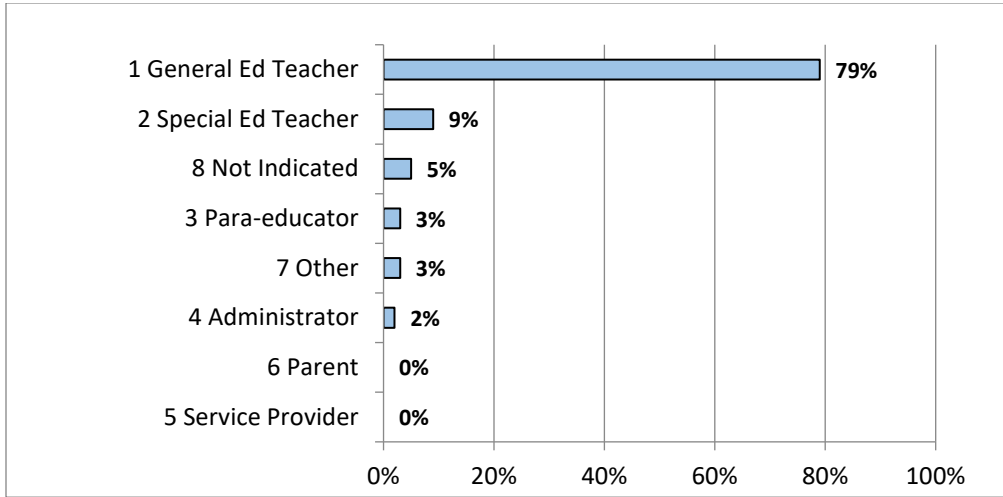
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Literacy/Instruction Trainings:

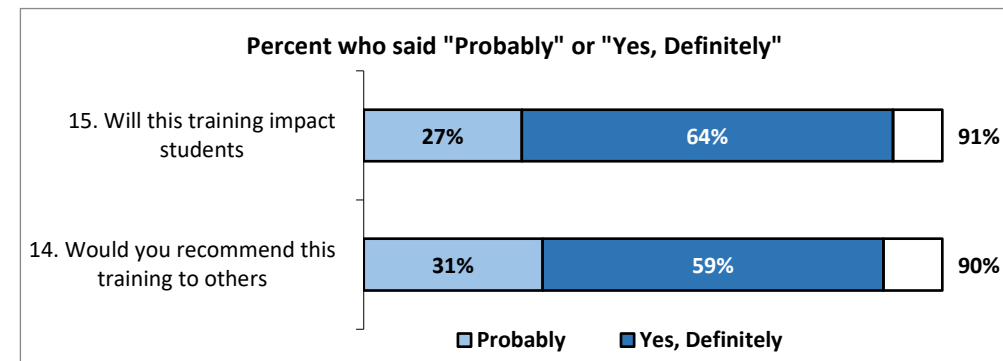
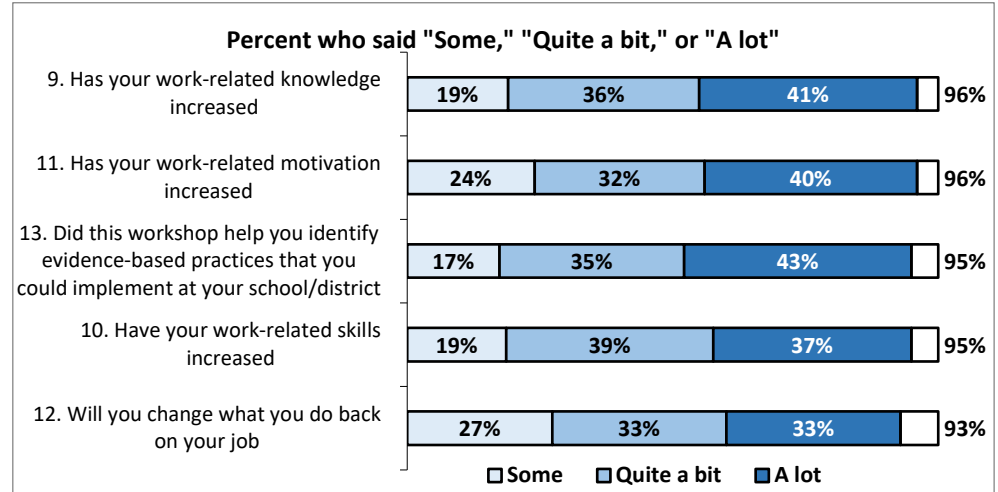
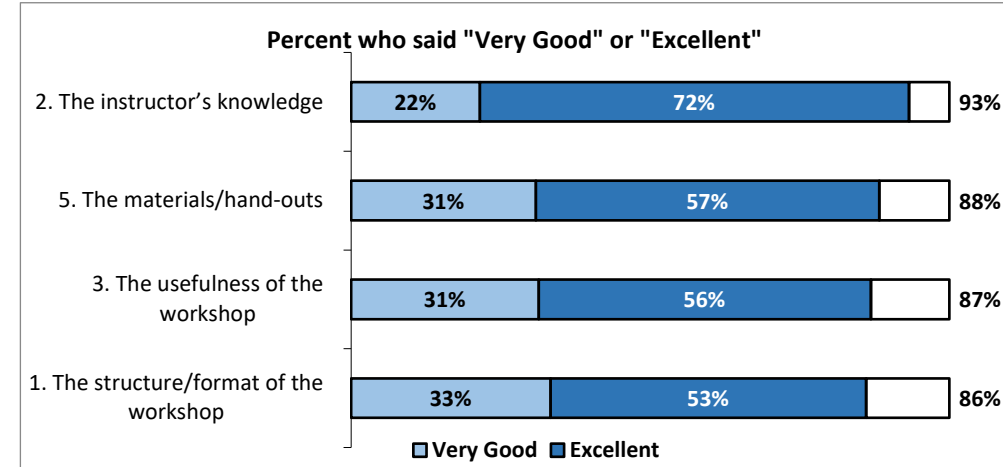
1	8/13/2019	Really Great Reading-Phonics and PA - 2489	24	11/4/2019	Really Great Reading Follow-Up - 2531
2	8/15/2019	Grant Info/RTI - 2490	25	11/6/2019	Core Fluency PD - 2538
3	8/21/2019	Introduction to Explicit Instruction - SP - 2542	26	11/14/2019	New Teacher Training CORE PA - 2540
4	9/1/2019	Early Literacy: Alphabetic Knowledge	27	11/19/2019	CORE Sourcebook Fluency - 2541
5	9/1/2019	Multisyllabic Word Reading	28	11/25/2019	CORE Fluency PD - 2543
6	9/1/2019	Word Level Fluency & Oral Reading Fluency	29	1/06/2020	New Teacher PD-Phonemic Awareness - 2561
7	9/16/2019	New Teacher -Big Picture - 2498	30	1/10/2020	Unknown Title - 2568
8	9/19/2019	Walk-to-Intervention training - 2501	31	1/17/2020	Big 5 Review/Curriculum Analysis/Progress Monitoring – 2576
9	9/20/2019	Review of Big 5/ELA Unpacked Standards - 2500	32	1/20/2020	Kindergarten Grade Level Reading Strategies and Tools – 2574
10	9/20/2019	Review of Big 5/ELA Unpacked Standards - 2583	33	1/20/2020	First Grade Level Reading Strategies and Tools - 2575
11	9/20/2019	CORE Reading - 2507	34	1/22/2020	Second Grade Level Reading Strategies and Tools - 2573
12	9/24/2019	Intervention lesson planning - 2503	35	1/22/2020	PD-Fluency – 2579
13	10/1/2019	Lesson planning for Walk to Intervention - 2506	36	1/27/2020	New Teacher PD-Phonics - 2580
14	10/2/2019	CORE-Fluency - 2508	37	1/29/2020	Fourth Grade Level Reading Strategies and Tools – 2578
15	10/7/2019	New Teacher-Phonological Awareness CORE - 2510	38	1/30/2020	Third Grade Level Reading Strategies and Tools – 2581
16	10/16/2019	First Grade Explicit Instruction in Guided Reading - 2519	39	2/3/2020	New Staff Training-PD Phonics – 2585
17	10/18/2019	Kindergarten Foundational Reading - 2516	40	2/4/2020	PD-Fluency Sourcebook – 2586
18	10/18/2019	CORE Reading - 2544	41	2/12/2020	CORE PD Vocabulary – 2589
19	10/23/2019	Second Grade Explicit Instruction in Guided Reading - 2520	42	2/17/2020	Phonological Awareness – 2590
20	10/23/2019	CORE Fluency PD - 2524	43	3/2/2020	New Teacher-Phonics – 2599
21	10/24/2019	Third Grade Explicit Instruction in Guided Reading - 2522	44	3/3/2020	CORE training Fluency - 2600
22	10/25/2019	Fourth Grade Explicit Instruction in Guided Reading - 2523	45	3/10/2020	Vocabulary: Specific word Instruction - 2606
23	11/1/2019	Explicit Instruction - 2535			

C. Training Participant Roles – Across All Literacy/Instruction Trainings

238 participants completed a training evaluation across 20 Literacy/Instruction trainings.



D. Training Evaluations – Across All Literacy/Instruction Trainings

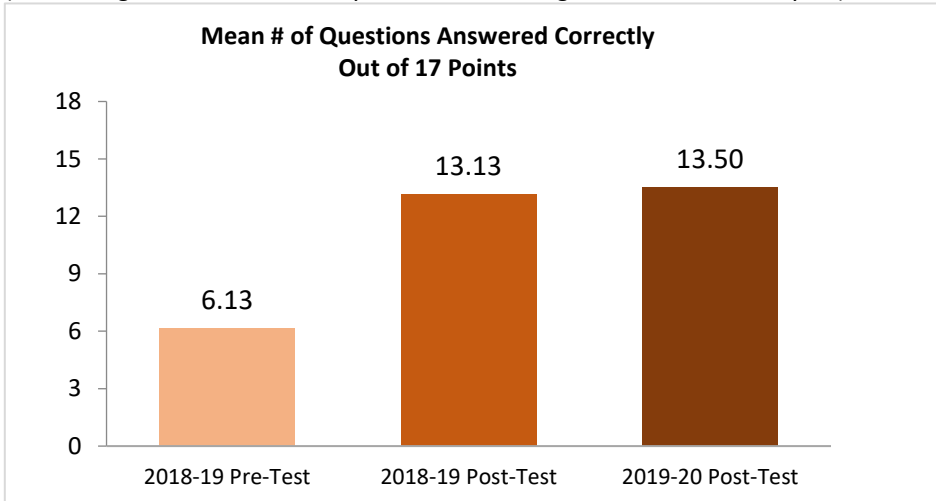


Sample of Participant Comments

- "It was very well organized and thought out. Very helpful to understand how to use the Guided Reading books properly."
- "I thought the materials covered in this session were very relevant to what I do daily as a teacher. It reminded me of the things I'm doing as I teach, but reminded me how I can do them more often. It also taught me new things I can try in class to enhance my lessons."
- "We are very excited to start a phonics program. I feel like I learned a lot, and am now qualified in properly putting this program into place. We will use this program for our interventions also, which we have scheduled for a half hour per day. Really looking forward to filling the gaps."
- "Providing us with time/opportunity to collaborate with the same grade level teachers, and time to learn how to improve and implement our practices moving forward."

E. Foundational Reading Training Pre/Post-Test

8 participants from 1 district completed both a pre-test and post-test. Participants completed the pre-test during the 2018-19 school-year. Two post-tests were completed (one during the 2018-19 school-year and one during the 2019-20 school-year).



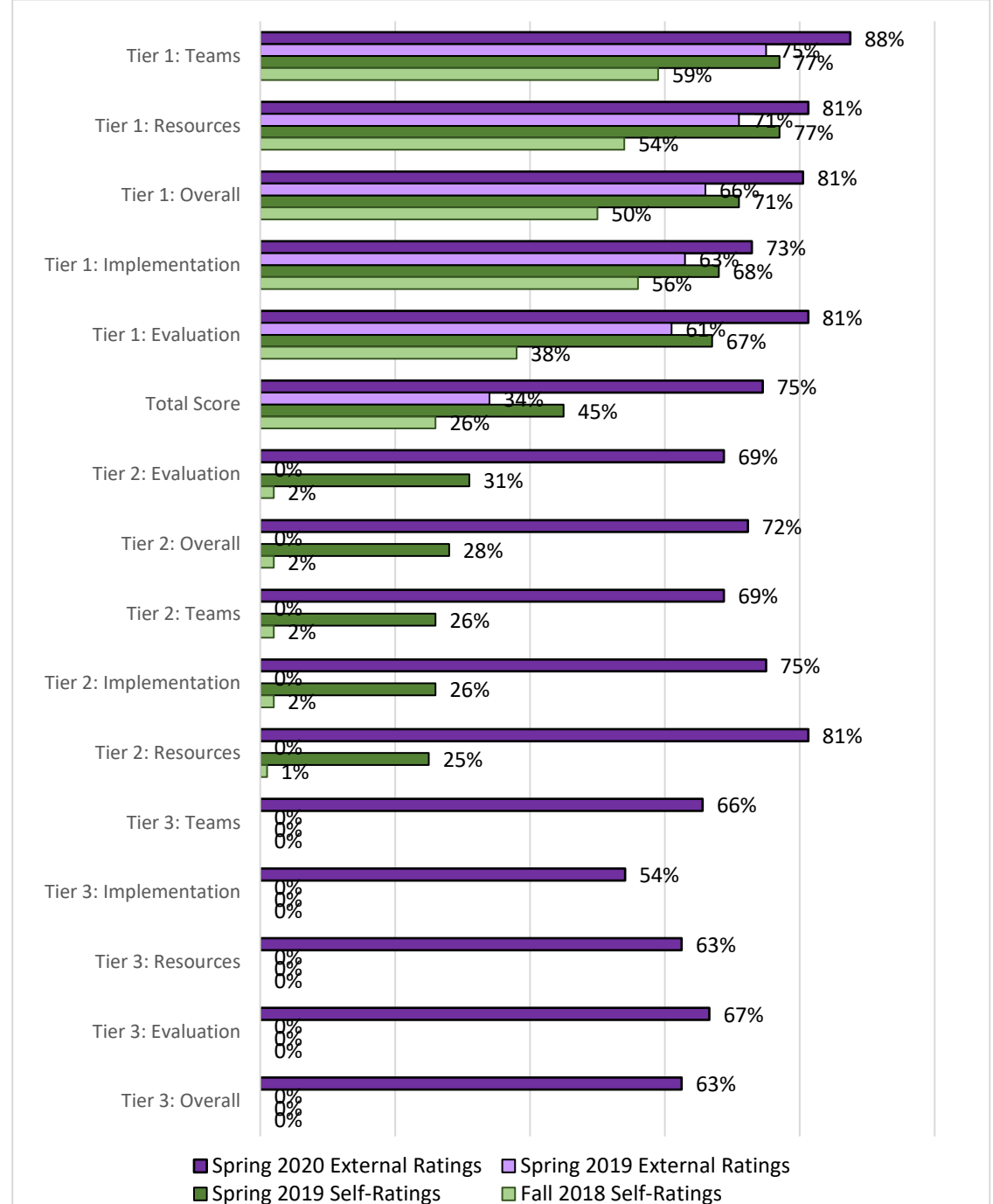
F. Observation Checklist for High-Quality Professional Development (HQPD) Training

HQPD Ratings for 6 Literacy/Instruction Trainings	
# of criteria (out of 22) that were met	15
The Seven Criteria that were not met:	
2. Provides readings, activities, and/or questions to think about prior to the training	
13. Includes opportunities for participants to practice and/or rehearse new skills	
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
15. Includes opportunities for participants to interact with each other related to training content	
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	
22. Describes opportunities for coaching to improve fidelity of implementation	

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

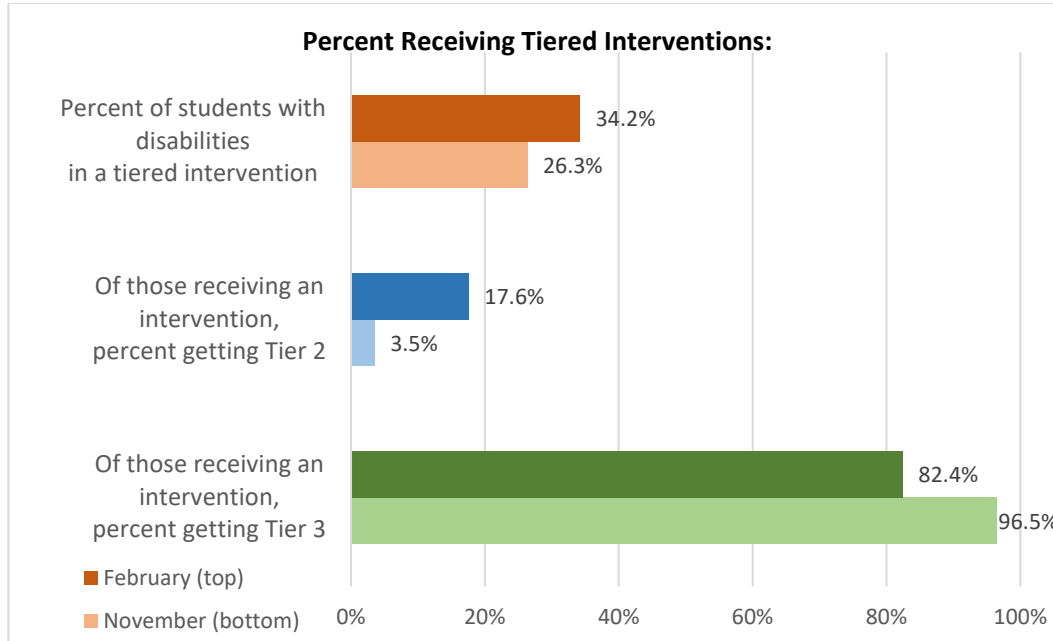
In fall 2018 and spring 2019, 18 schools representing 6 districts (1 school each from Hot Springs, Iroquois, Milbank, and Sisseton; 8 schools from Rapid City; and 6 schools from Watertown) completed the R-TFI. In spring 2019, external observers visited 4 schools from 3 districts (1 school each from Milbank and Watertown; 2 schools from Rapid City) and completed the R-TFI. In spring 2020, external observers visited with 4 schools from 4 districts (1 school each from Iroquois, Milbank, Rapid City, and Watertown) and completed the R-TFI. Schools are currently completing spring 2020 self-ratings.

	% of Points Earned			
	Fall 2018 Self-Ratings	Spring 2019 Self-Ratings	Spring 2019 External Ratings	Spring 2020 External Ratings
Total Score	26%	45%	34%	75%
Tier 1: Teams	59%	77%	75%	88%
Tier 1: Implementation	56%	68%	63%	73%
Tier 1: Resources	54%	77%	71%	81%
Tier 1: Evaluation	38%	67%	61%	81%
Tier 1: Overall	50%	71%	66%	81%
Tier 2: Teams	2%	26%	0%	69%
Tier 2: Implementation	2%	26%	0%	75%
Tier 2: Resources	1%	25%	0%	81%
Tier 2: Evaluation	2%	31%	0%	69%
Tier 2: Overall	2%	28%	0%	72%
Tier 3: Teams	0%	0%	0%	66%
Tier 3: Implementation	0%	0%	0%	54%
Tier 3: Resources	0%	0%	0%	63%
Tier 3: Evaluation	0%	0%	0%	67%
Tier 3: Overall	0%	0%	0%	63%



H. Intervention Tracking Form

Participating teachers were asked to indicate students with disabilities who were receiving a Tier 2 and/or Tier 3 intervention as of November 1, 2019 and February 1, 2020.

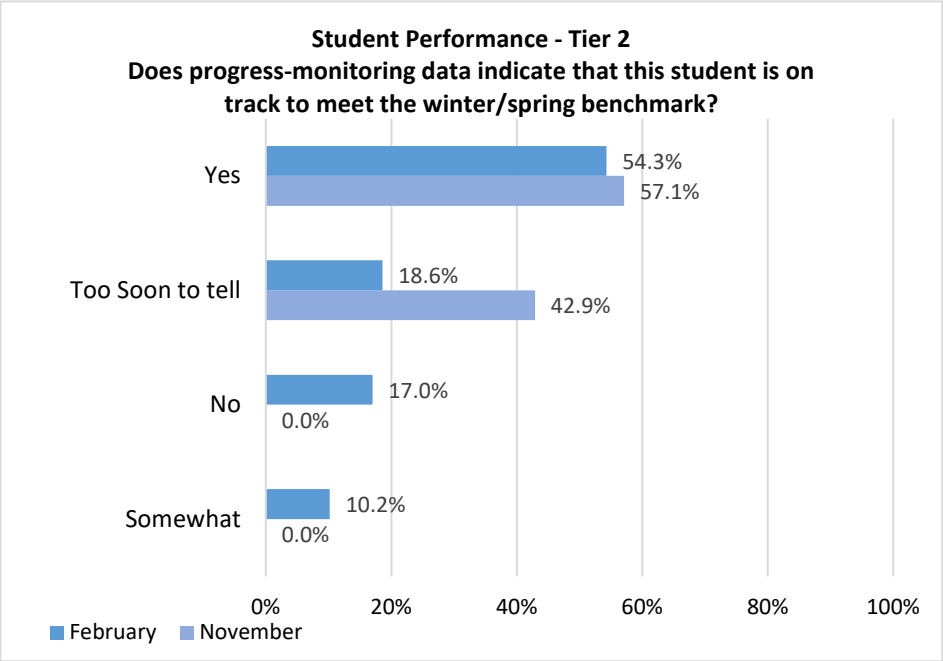
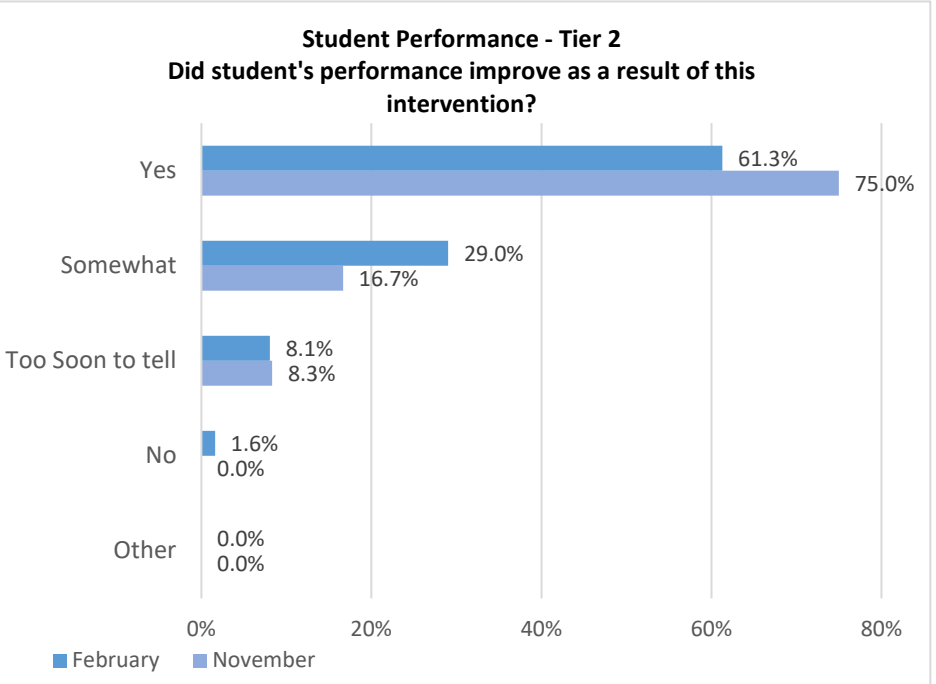
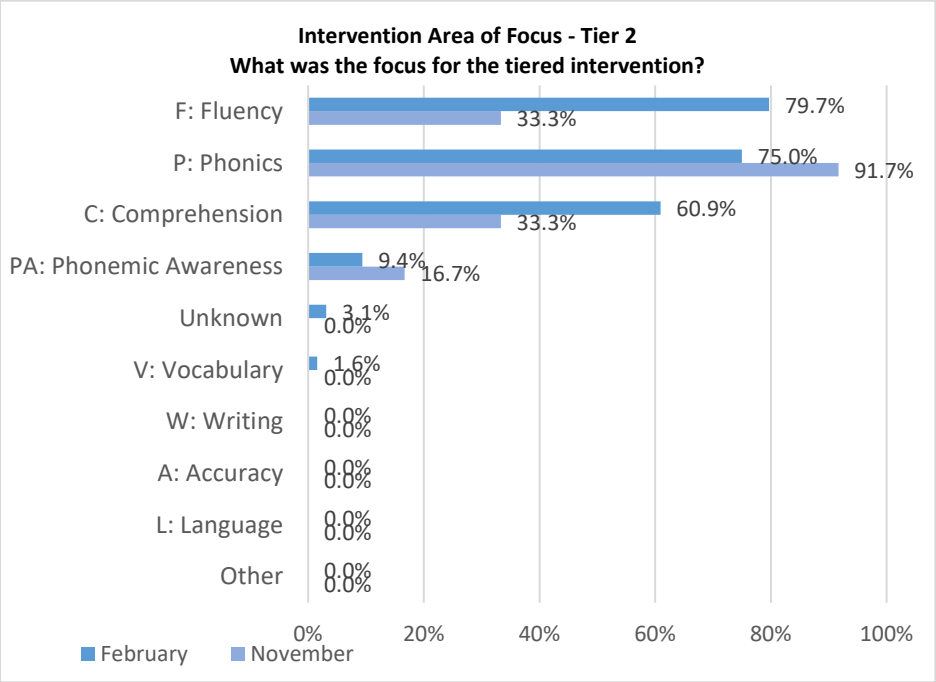


By the Numbers:	November	February
# of students with disabilities in grades K-5 for whom a tracking form was completed	342	364
# of teachers who completed an intervention tracking form	41	38
# of schools with tracking forms	21	18
# districts with tracking forms	5	6
Average # of minutes per week spent in a Tier 2 Intervention	173	134
Average # of minutes per week spent in a Tier 3 Intervention	164	187

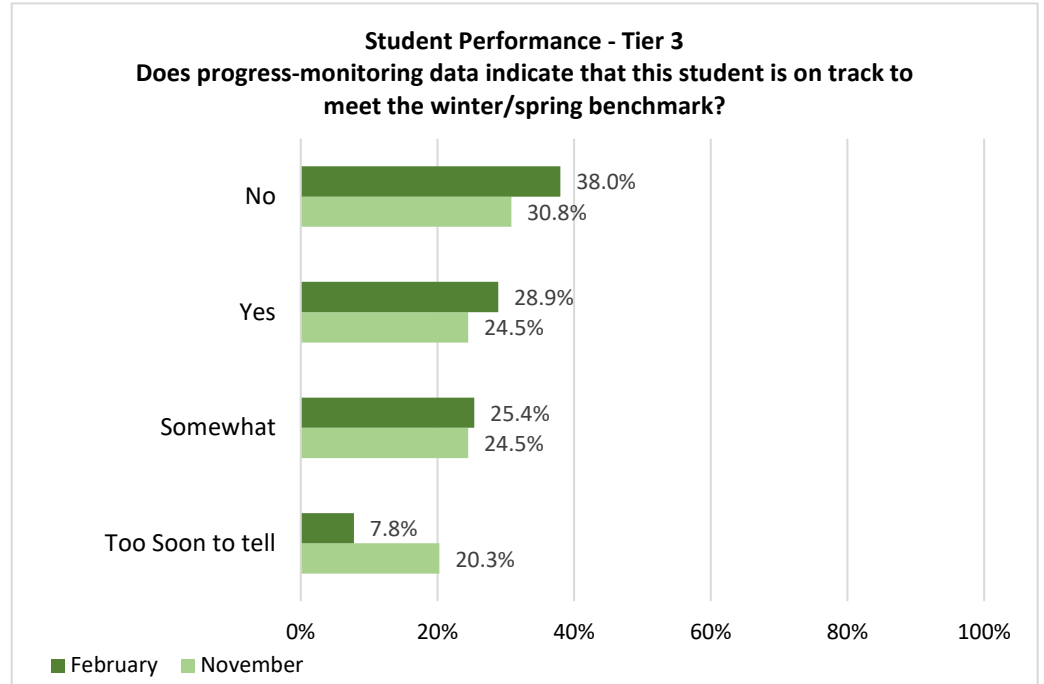
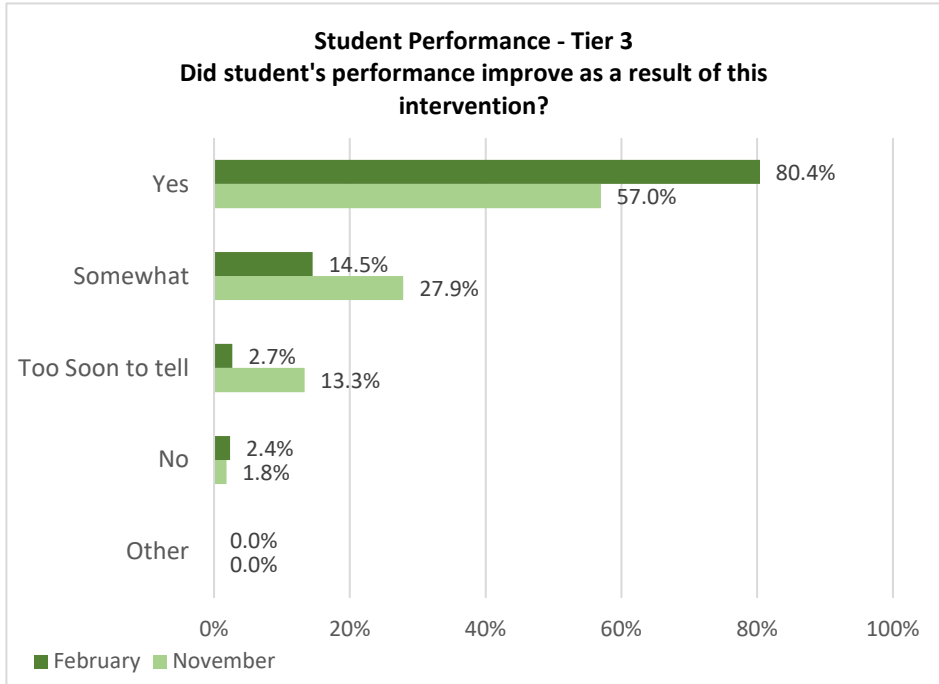
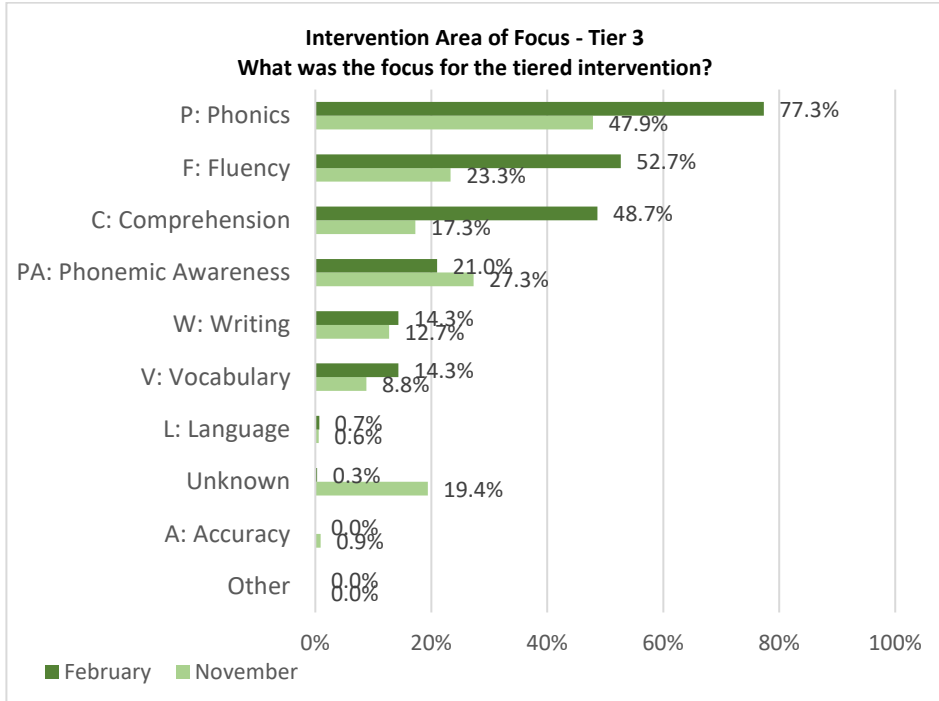
Movement in and out of Tiers from November 2019 to February 2020

	Statewide	
	Count	Percent
Of the Tier 2 Students in November, % Who:		
Stayed in Tier 2 from November to February	53	67%
Moved from Tier 2 (November) to Tier 3 (February)	4	5%
Moved from Tier 2 (November) to Tier 1 (February)	22	8%
Were not in February file	0	0%
Of the Tier 3 Students in November, % Who:		
Stayed in Tier 3 from November to February	217	83%
Moved from Tier 3 (November) to Tier 2 (February)	3	1%
Moved from Tier 3 (November) to Tier 1 (February)	7	3%
Were not in February file	35	13%
Of the Tier 2 Students in February, % Who:		
Were not in November file	4	6%
Were in November file	60	94%
Of the Tier 3 Students in February, % Who:		
Were not in November file	71	24%
Were in November file	229	76%

H. Intervention Tracking Form – continued

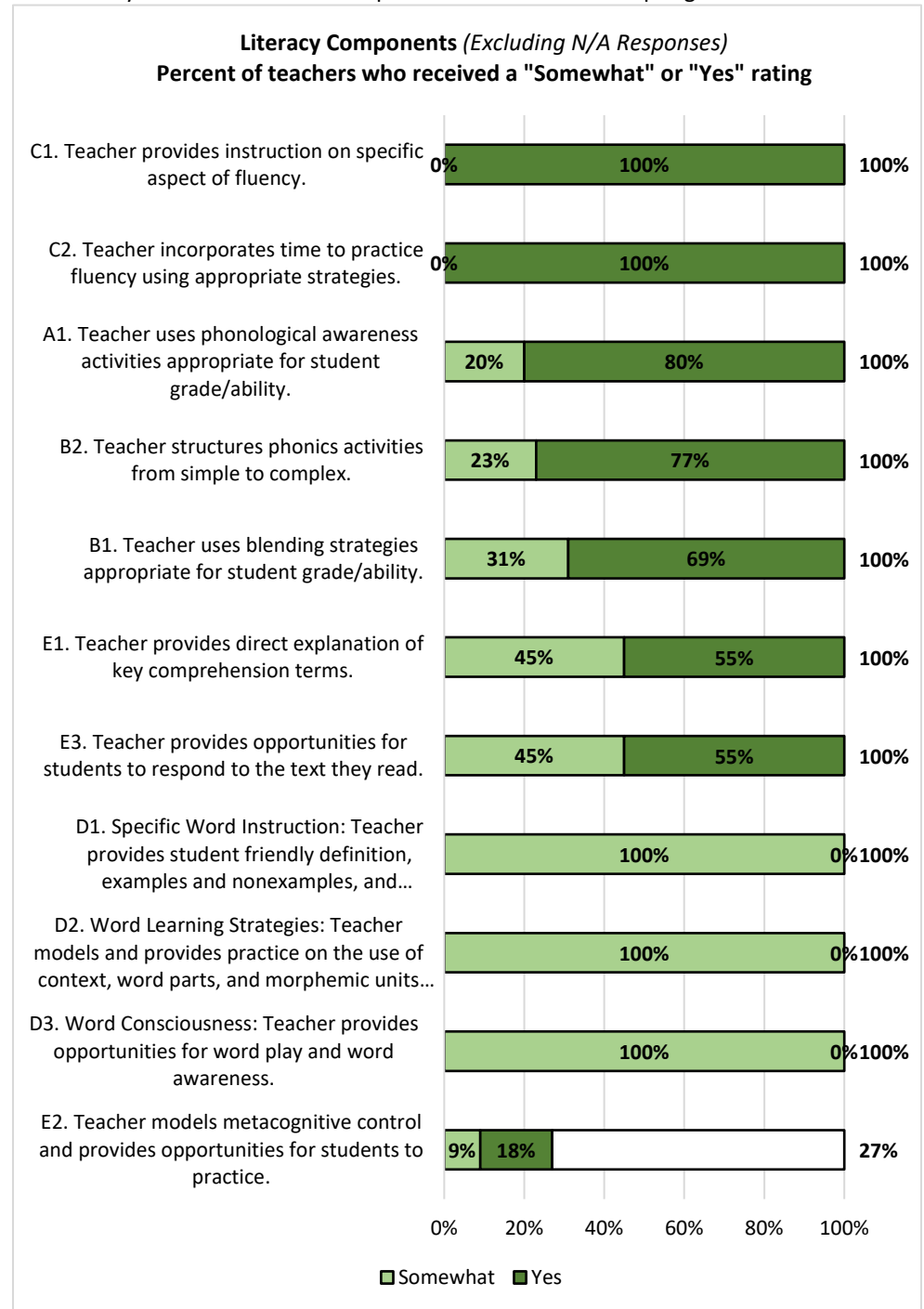
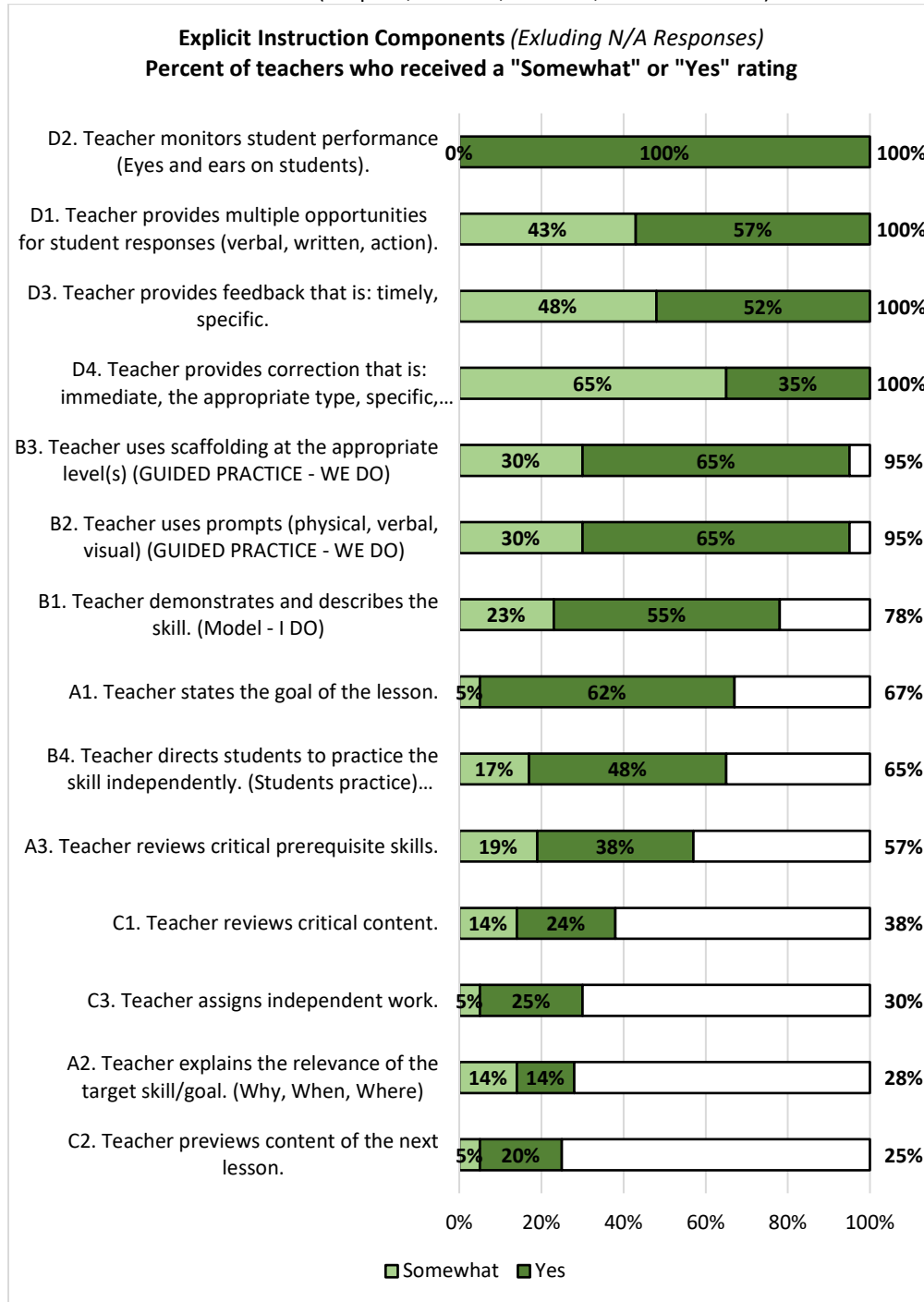


H. Intervention Tracking Form – continued



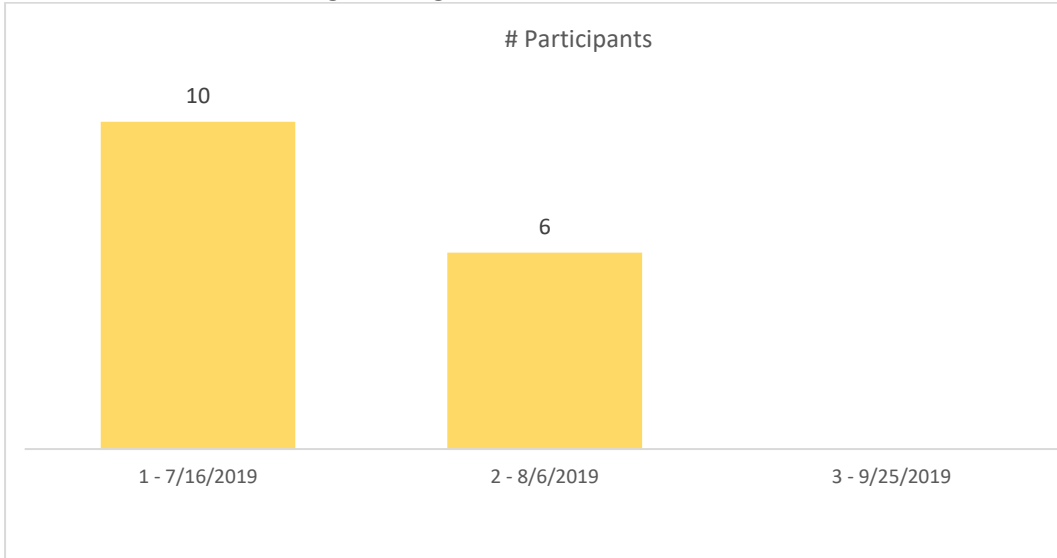
I. Classroom Observation Checklist

23 teachers from four districts (Iroquois, Milbank, Sisseton, and Watertown) were observed by Brandi Gerry of the South Dakota Department of Education in spring 2020.



2. Coaching

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



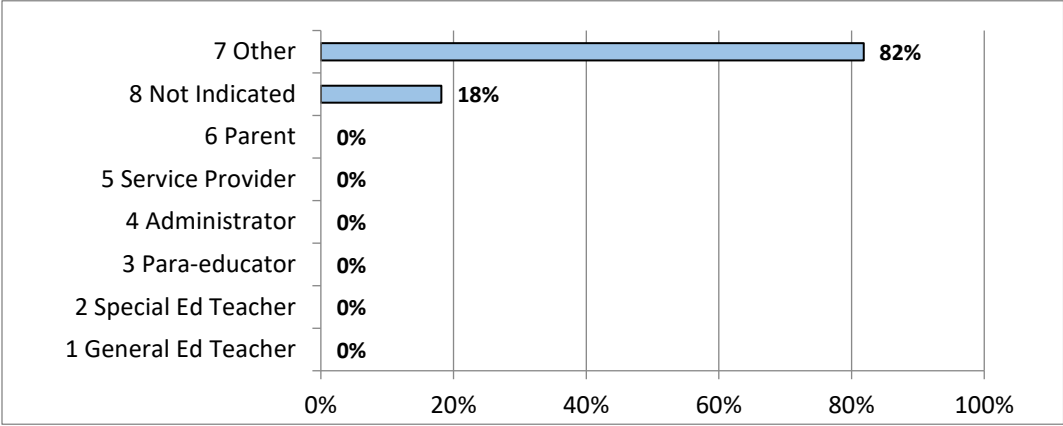
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Coaching Trainings:

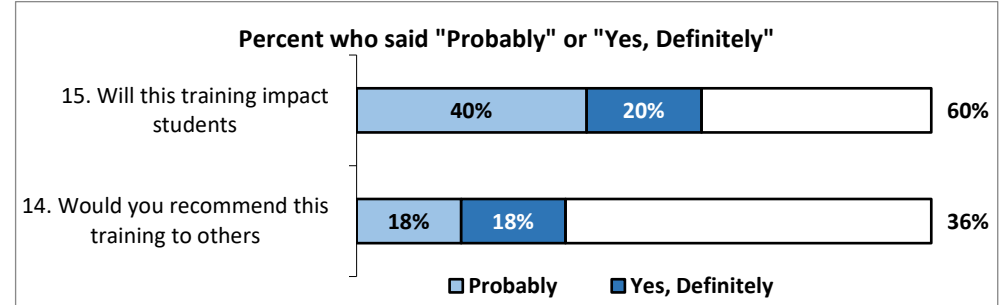
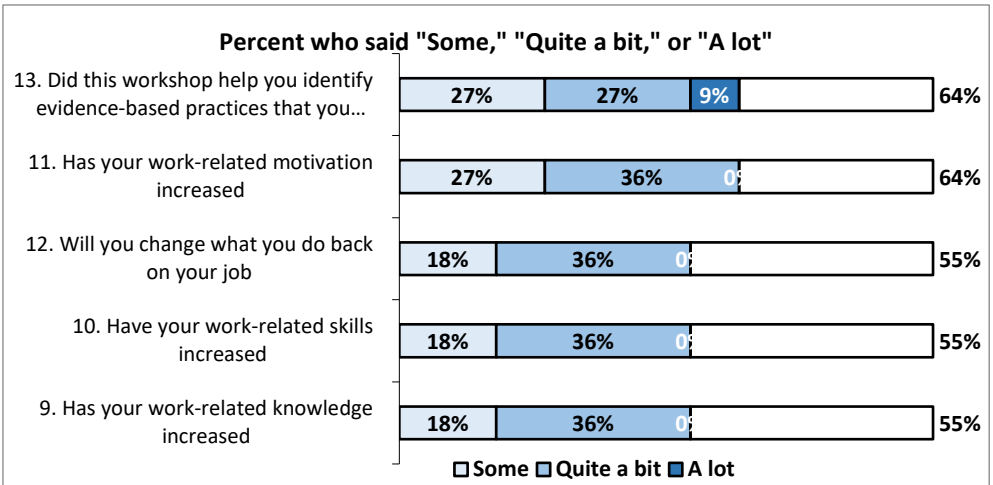
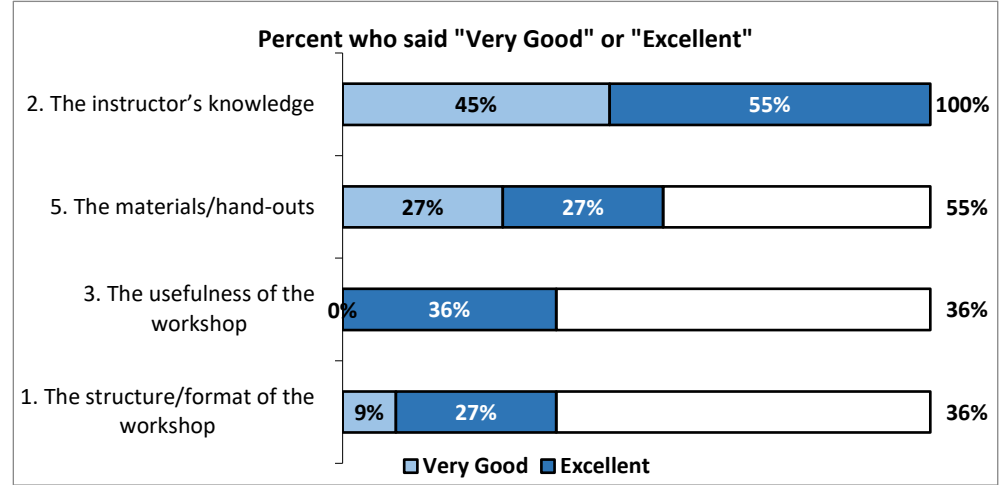
1	7/16/2019	SPDG Coach Training - 2471
2	8/6/2019	SPDG Data Processes - 2478
3	9/25/2019	Fall Updates/Follow-up for Coaches - 2499

C. Training Participant Roles – Across All Coaching Trainings

11 participants completed a training evaluation across 2 Coaching trainings.



D. Training Evaluations – Across All Coaching Trainings

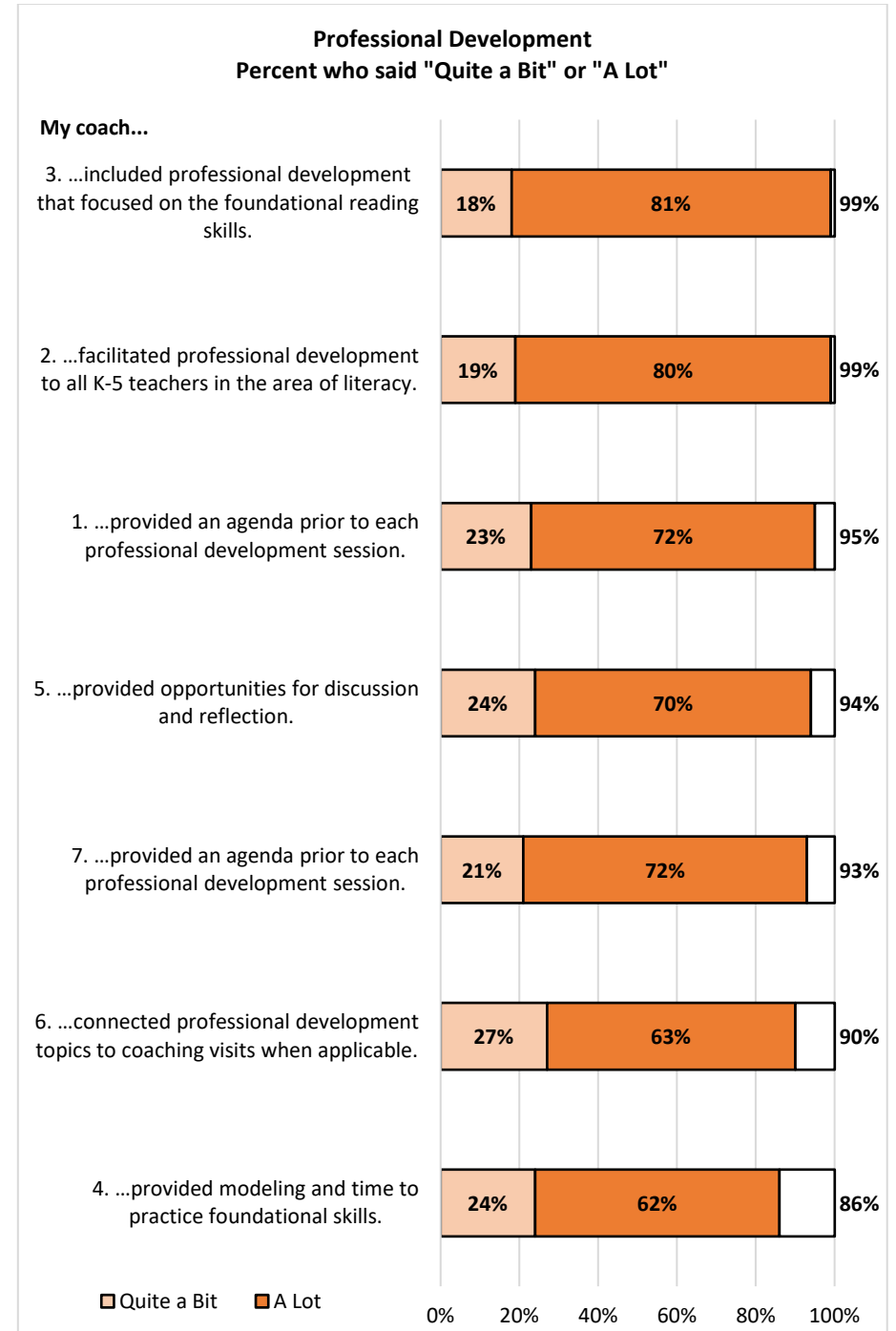
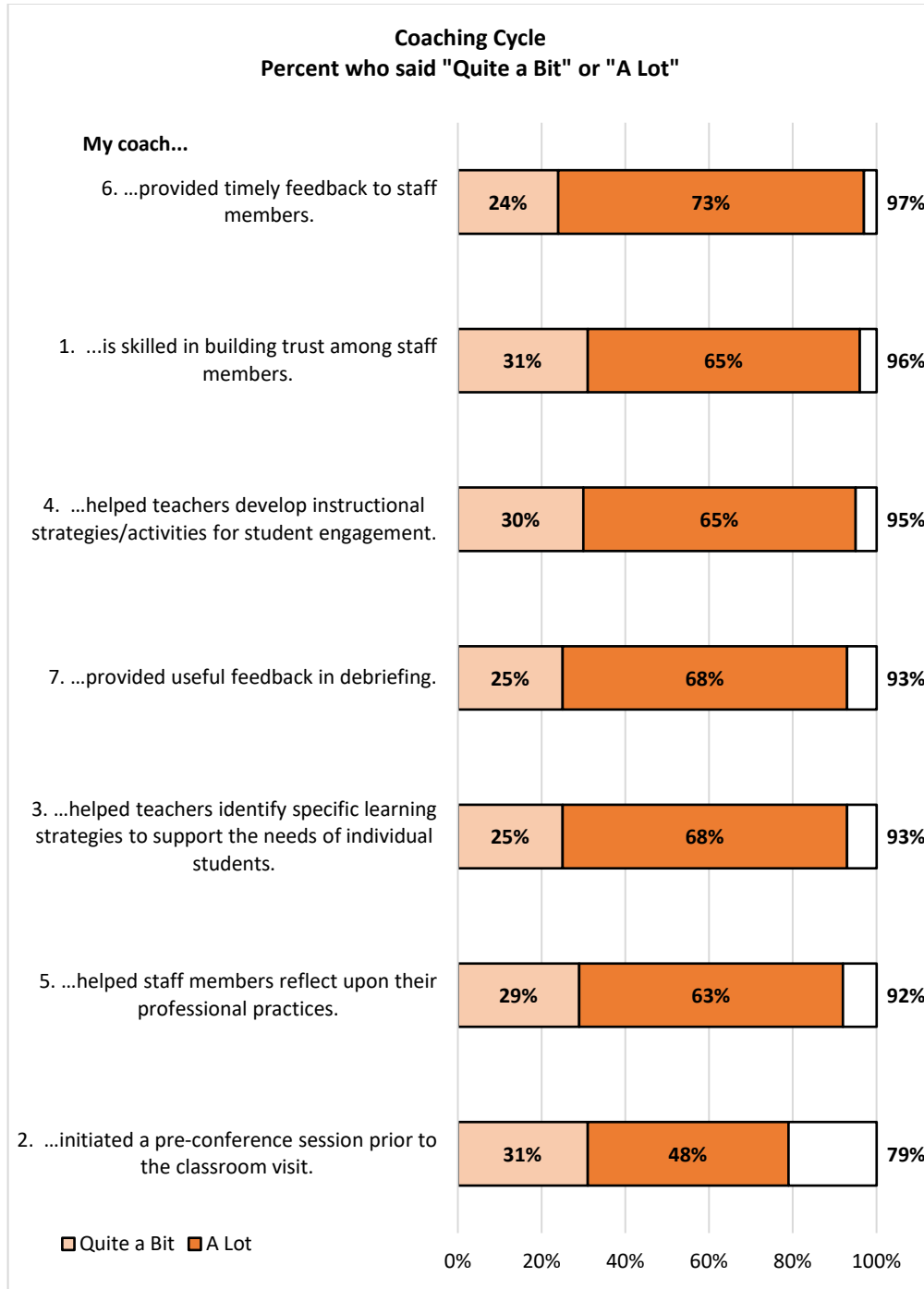


Sample of Participant Comments

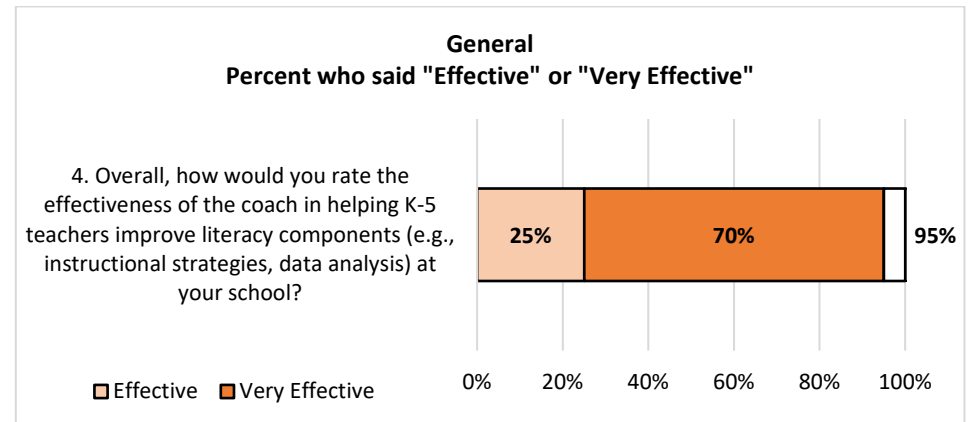
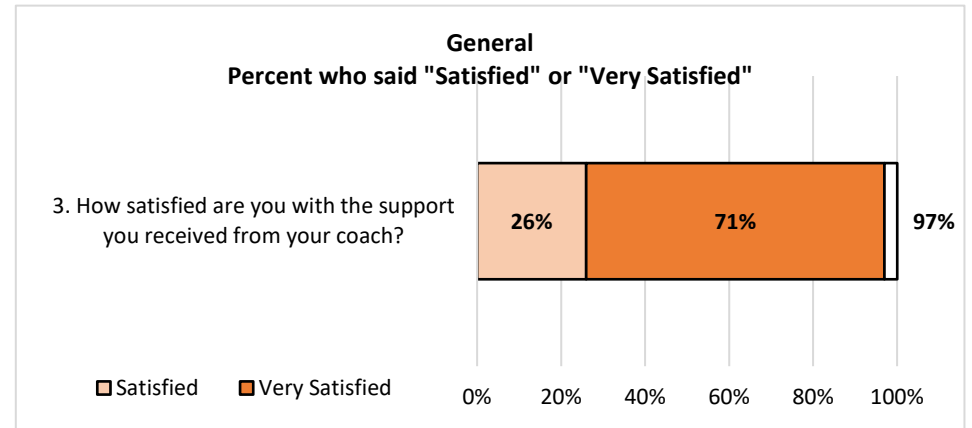
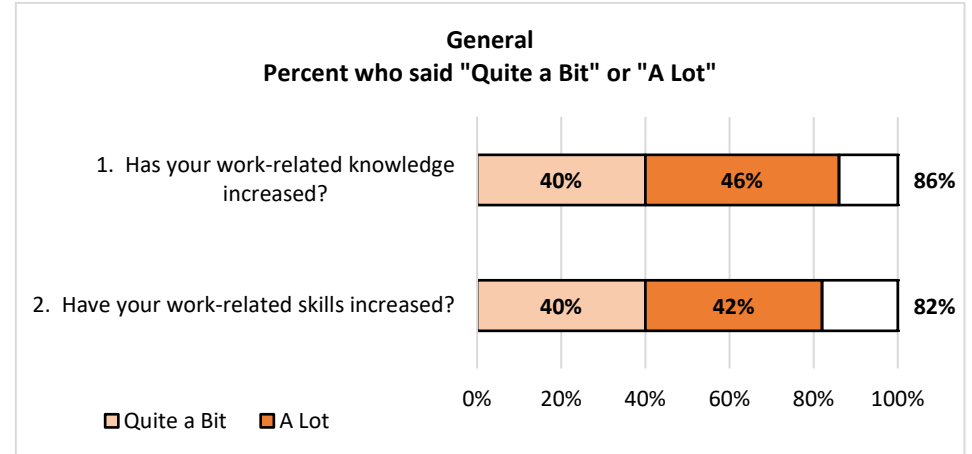
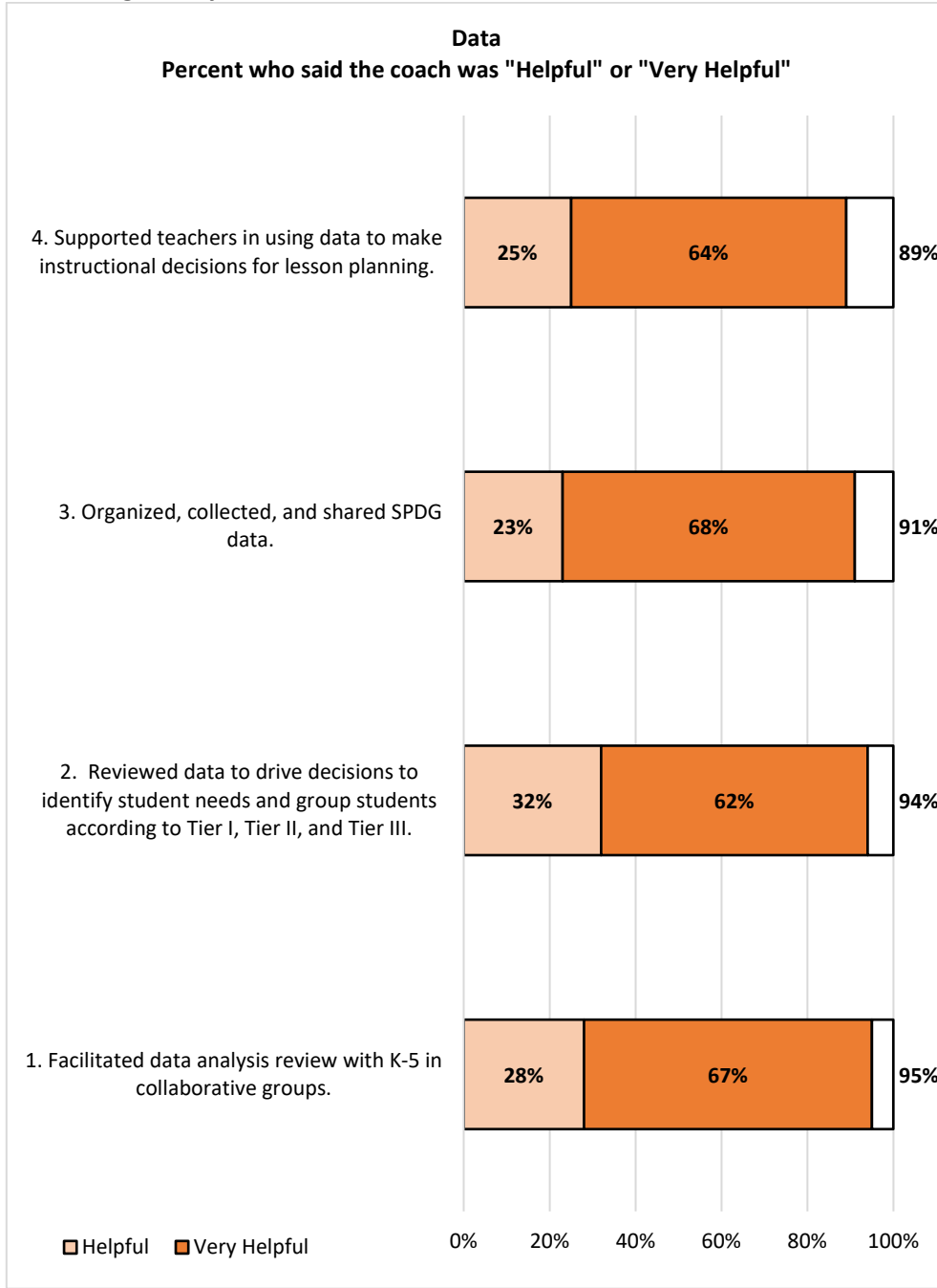
- "The best thing was networking with the other coaches and professionals. There is a lot of knowledge and creativity in this group! I'm looking forward to working with Sally!"
- "This training was interactive and allowed us to use building data to start planning for data discussions for the upcoming the school year. I appreciated that we were able to work through the data workbook and look in depth on the artifacts that we will use with our buildings. The content was engaging and relevant to our work this year."
- "I liked going through the unpacking the standards session! This was very informational and I plan on guiding teachers through some of these activities. I'm hoping my principals get the same information so we can work together in giving information for our teachers."

E. Coaching Survey

204 staff members from 6 districts completed the Coaching Survey in winter 2020.

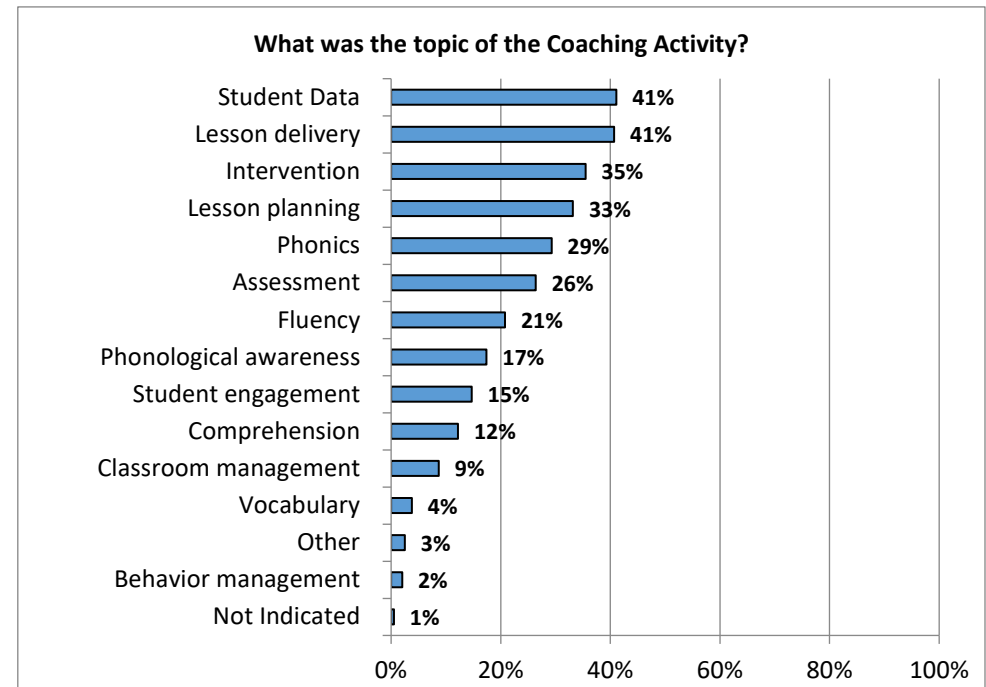
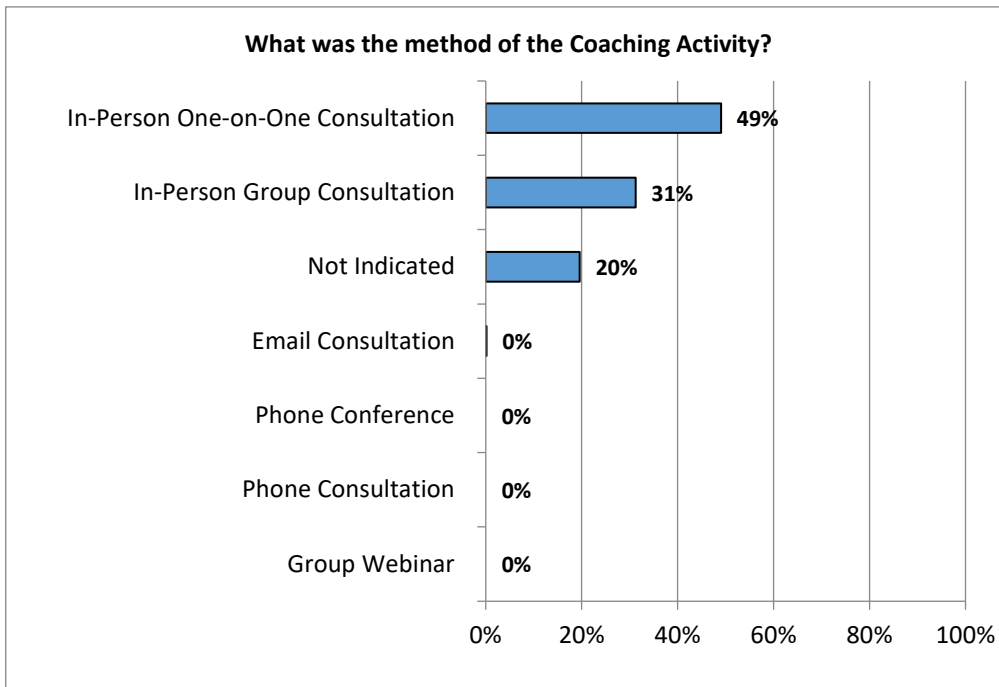
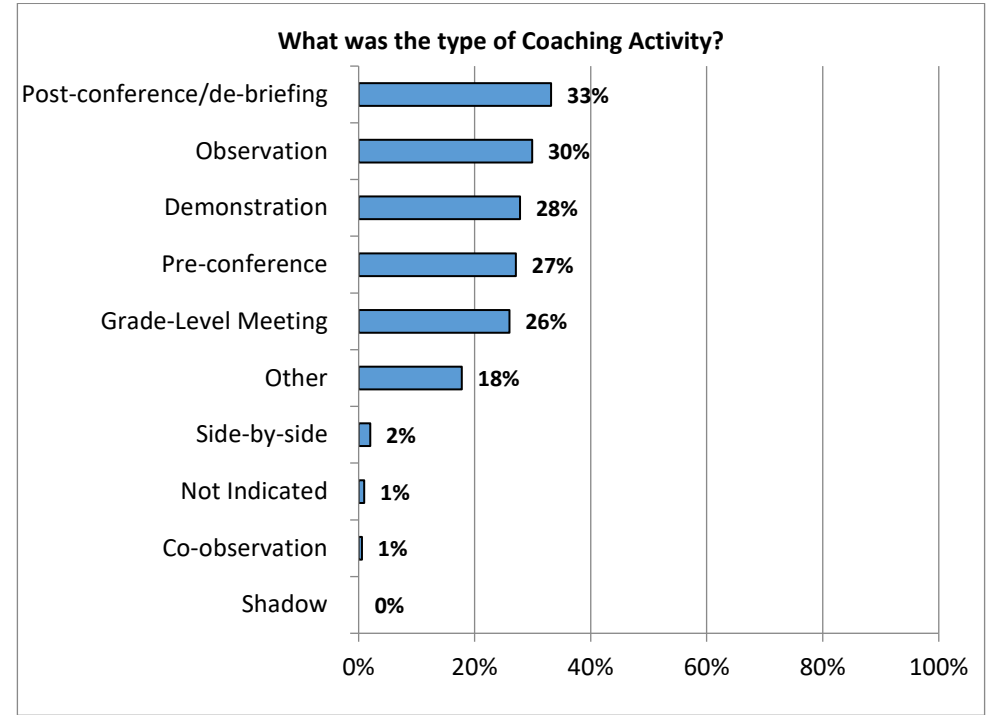
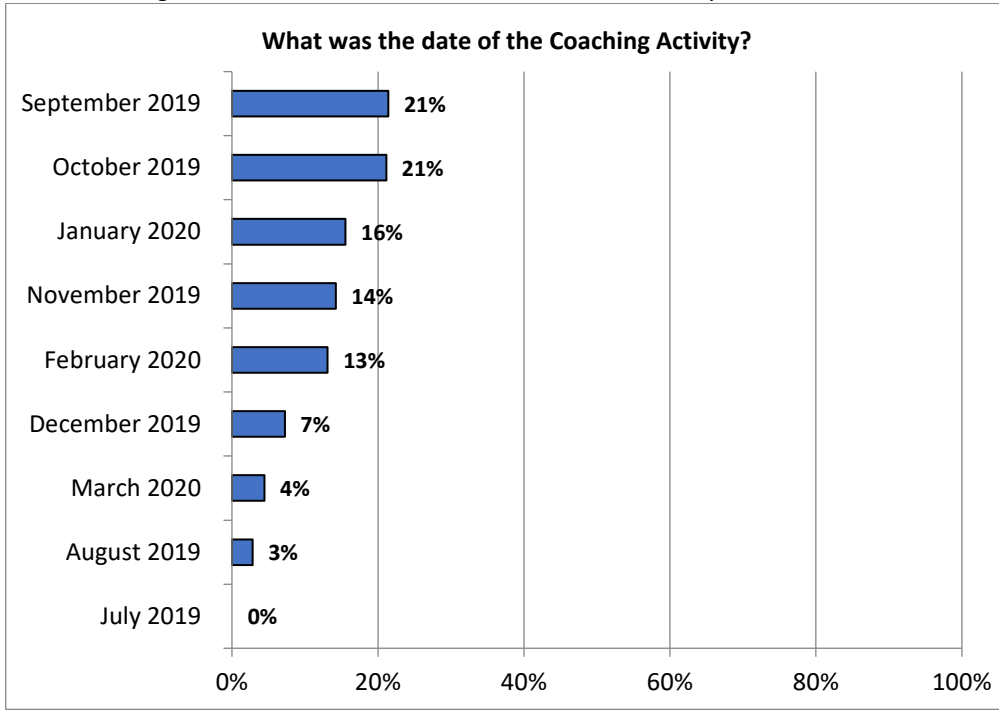


E. Coaching Survey – Continued



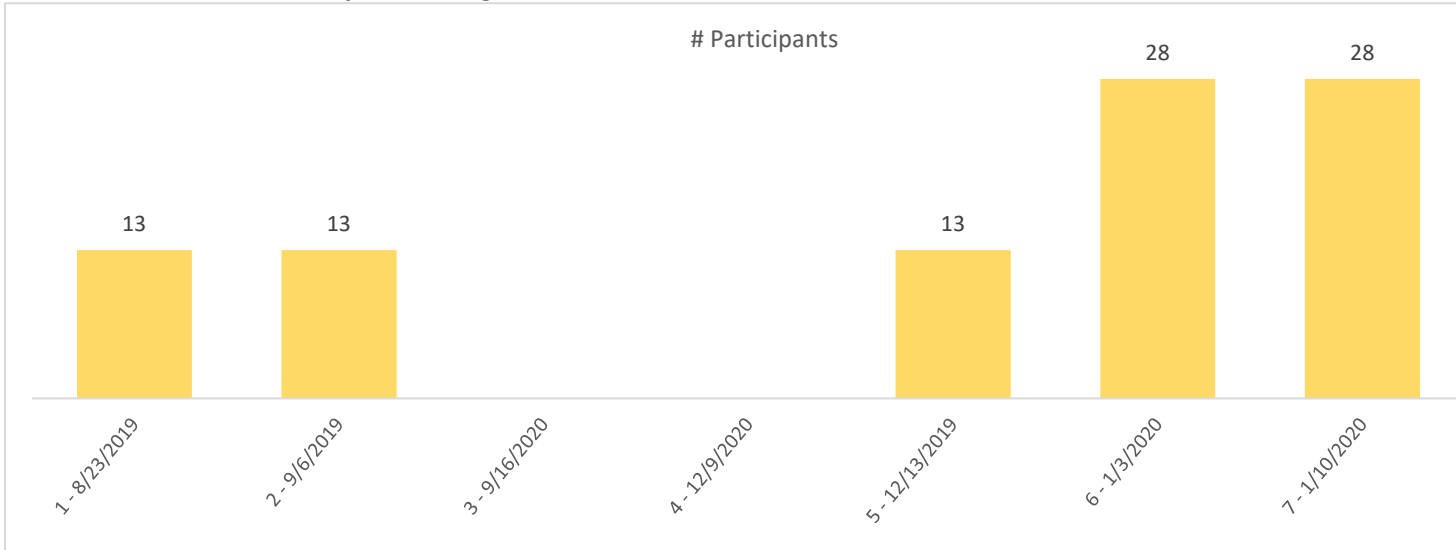
F. Coaching Activities Tracking

1,793 Coaching Activities were entered on the SDPD site from July 1, 2019 – March 31, 2020.



3. Data Analysis

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



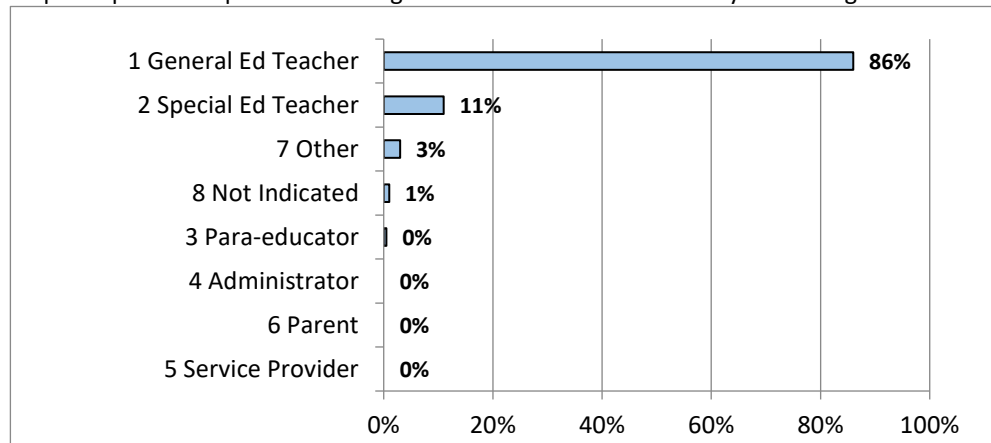
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Data Analysis Trainings:

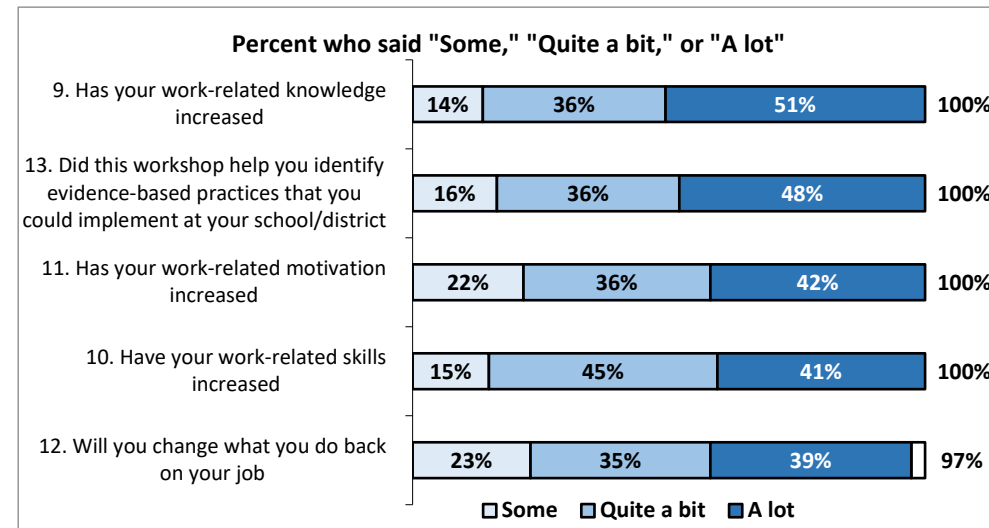
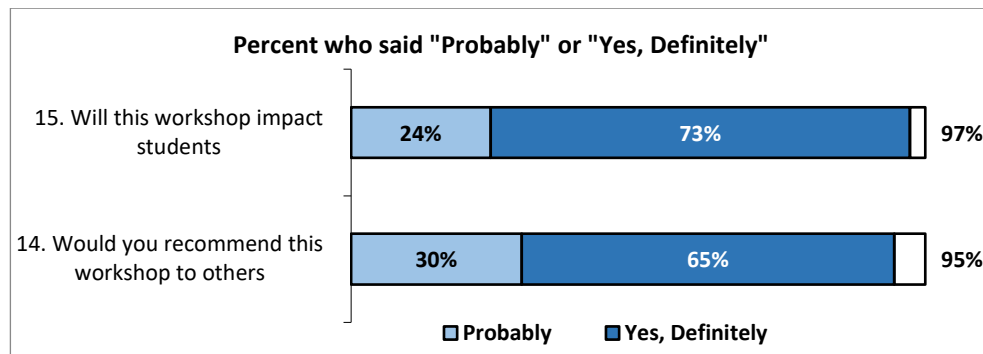
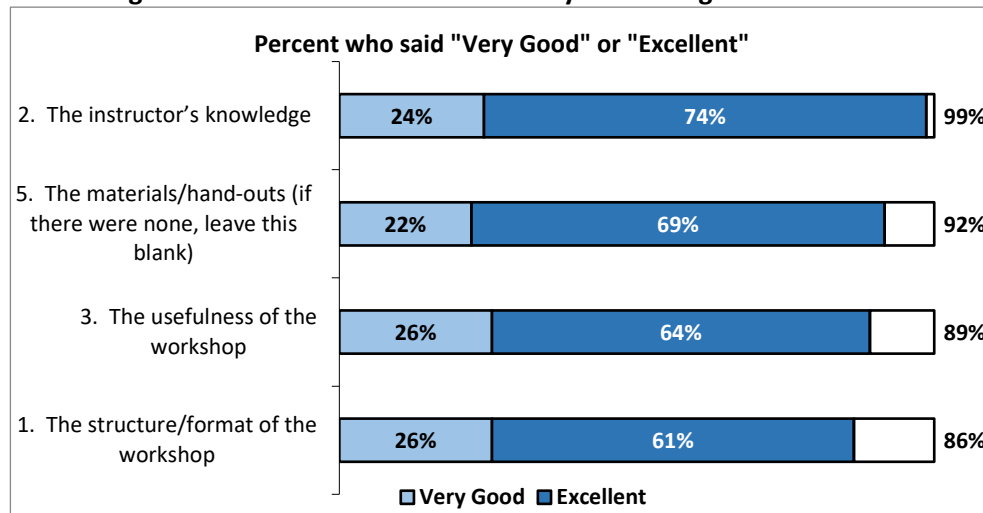
1	8/23/2019	DIBELS Refresher - 2548
2	9/6/2019	Data Analysis - 2537
3	9/16/2019	Beginning of Year Data Dig – 2601
4	12/9/2019	Middle of Year Data Dig - 2602
5	12/13/2019	Data Analysis – 2545
6	1/3/2020	Winter Data Dig – 2559
7	1/10/2020	Data Dig/Tiered Instruction - 2565

C. Training Participant Roles – Across All Data Analysis Trainings

74 participants completed a training evaluation across 4 Data Analysis trainings.



D. Training Evaluations – Across All Data Analysis Trainings

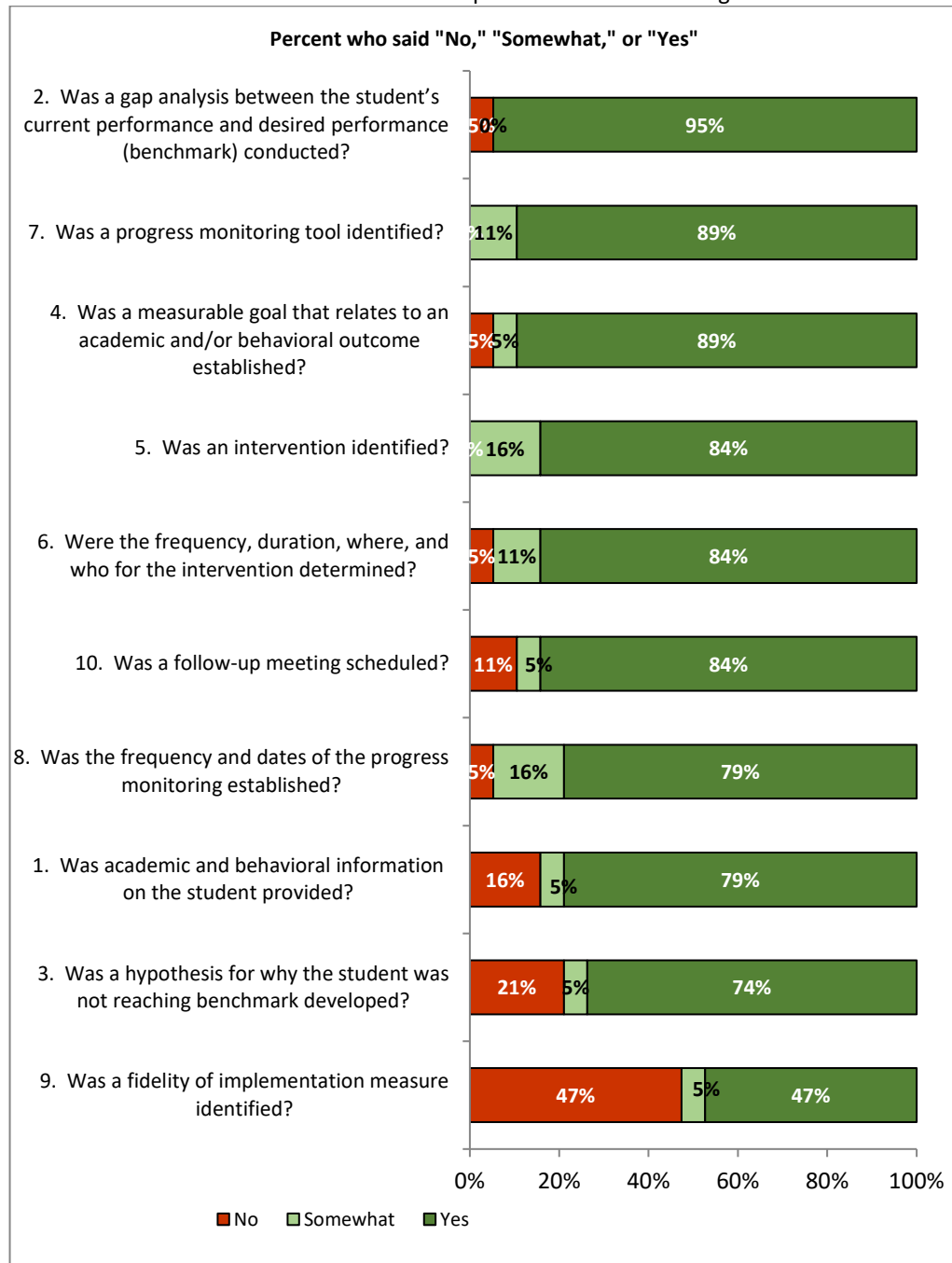


Sample of Participant Comments

- "Getting to know how the assessment measure student performance and areas of concern."
- "Being new to the state/district, new grade level, and all Acadience testing, being able to go over what all of the data means was so helpful!"
- "Specific information about instruction and assessments."
- "It helped me become more efficient and confident with the new program."

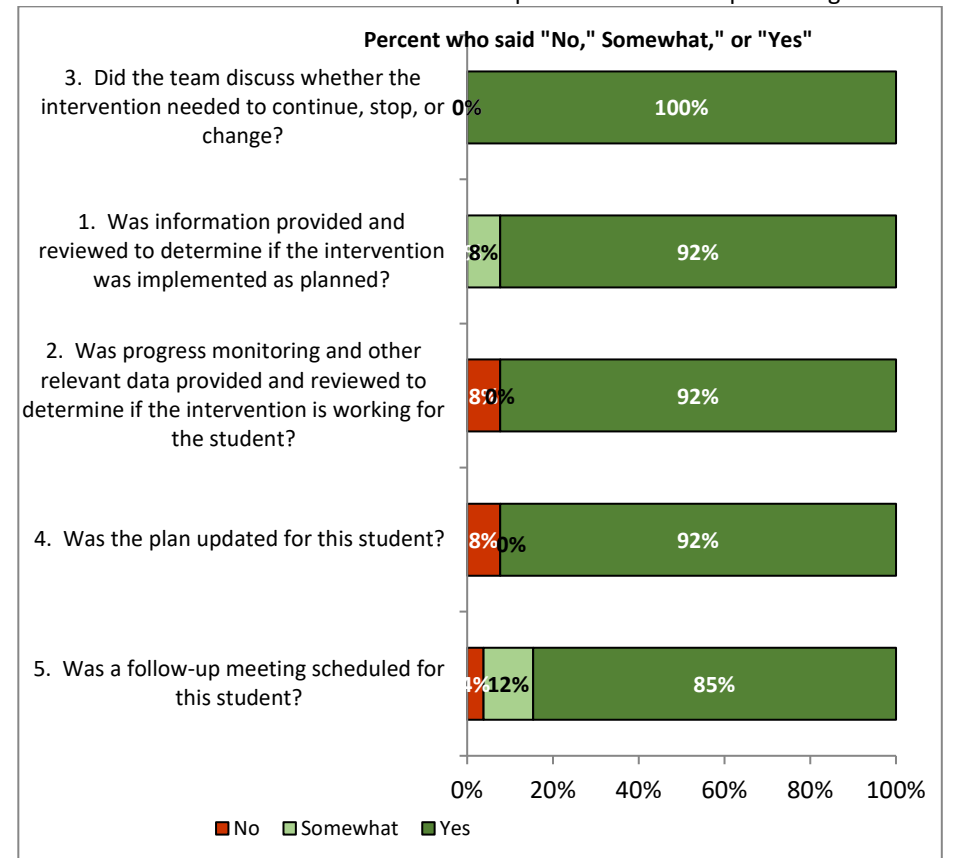
E. Team Problem-Solving: Individual Student Checklist – Initial Meeting

19 school team members from 2 districts completed the Initial Meeting section.



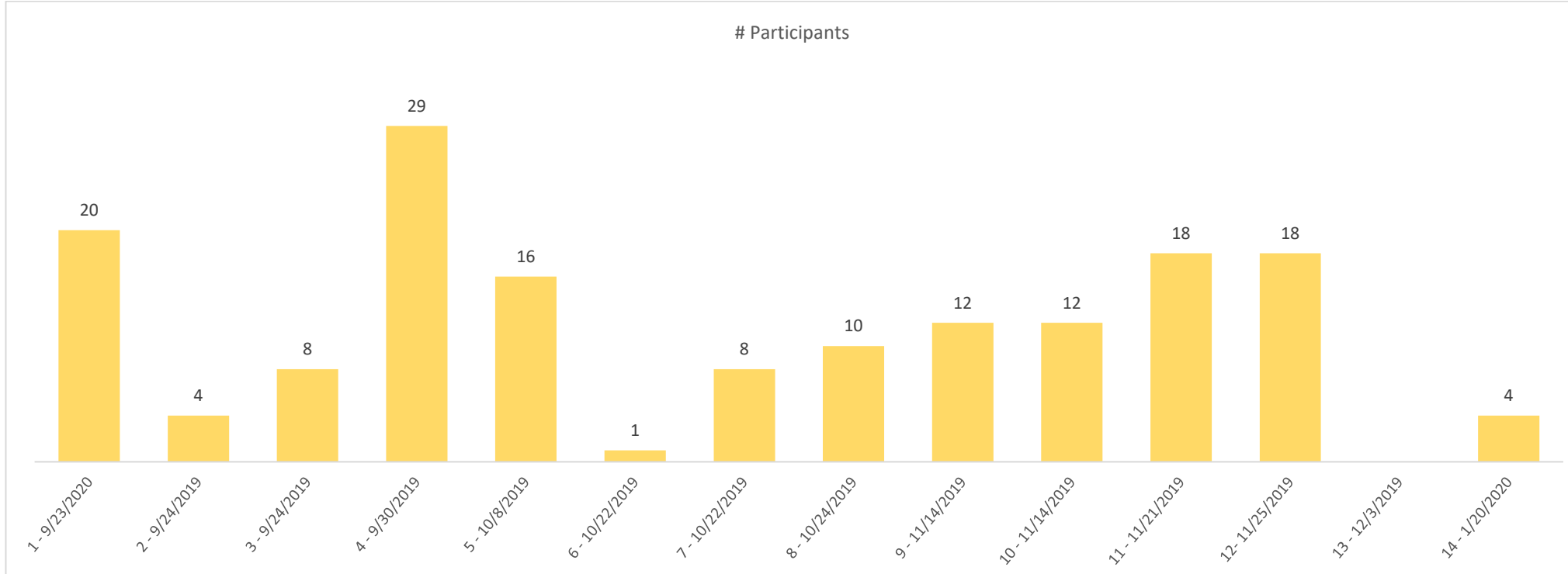
F. Team Problem-Solving: Individual Student Checklist – Follow-Up Meeting

26 school team members from 4 districts completed the Follow-Up Meeting section.



4. Family Engagement

A. Attendance at Family Engagement Trainings *(Based on Information from the SD Parent Connection)*

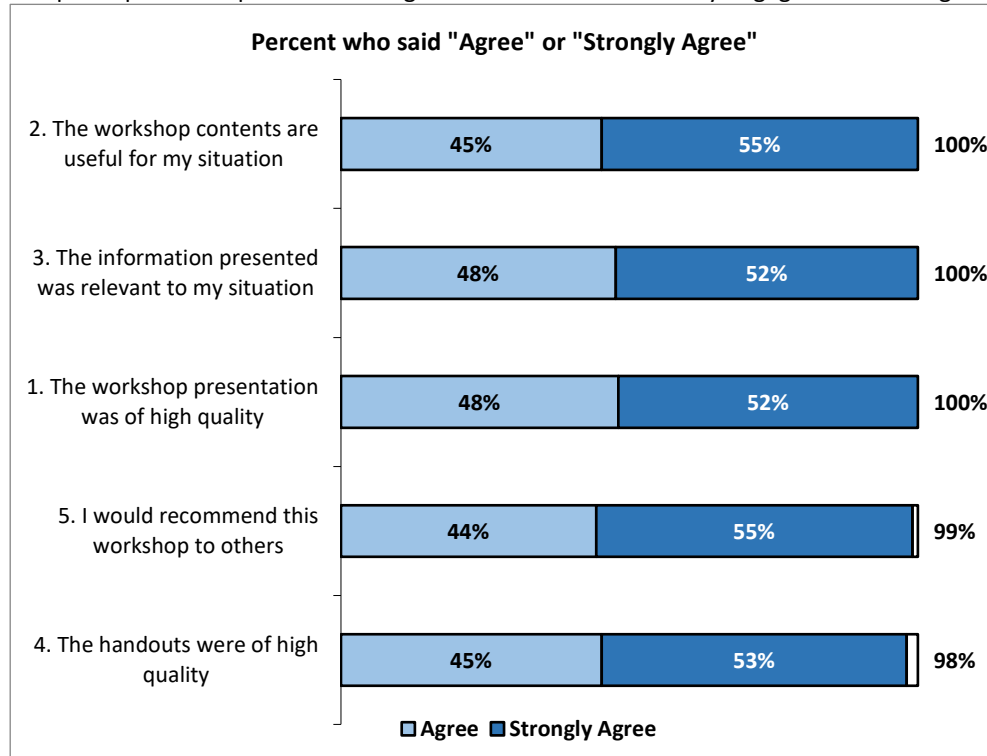


B. Family Engagement Trainings:

1	9/23/2020	Read to Succeed Family Literacy Training – 2613	8	10/24/2019	Read to Succeed Family Literacy Training- 2555
2	9/24/2019	Read to Succeed Family Literacy Training - 2551	9	11/14/2019	Read to Succeed Family Literacy Training - 2556
3	9/24/2019	Read to Succeed Family Literacy Training - 2552	10	11/14/2019	Read to Succeed Family Literacy Training- 2612
4	9/30/2020	Read to Succeed Family Literacy Training - 2614	11	11/21/2019	Read to Succeed Family Literacy Training- 2557
5	10/8/2019	Read to Succeed Family Literacy Training - 2553	12	11/25/2019	Read to Succeed Family Literacy Training- 2615
6	10/22/2019	Read to Succeed - 2525	13	12/3/2019	Read to Succeed Family Literacy Training - 2558
7	10/22/2019	Read to Succeed Family Literacy Training- 2554	14	1/20/2020	Read to Succeed Family Literacy Training - 2616

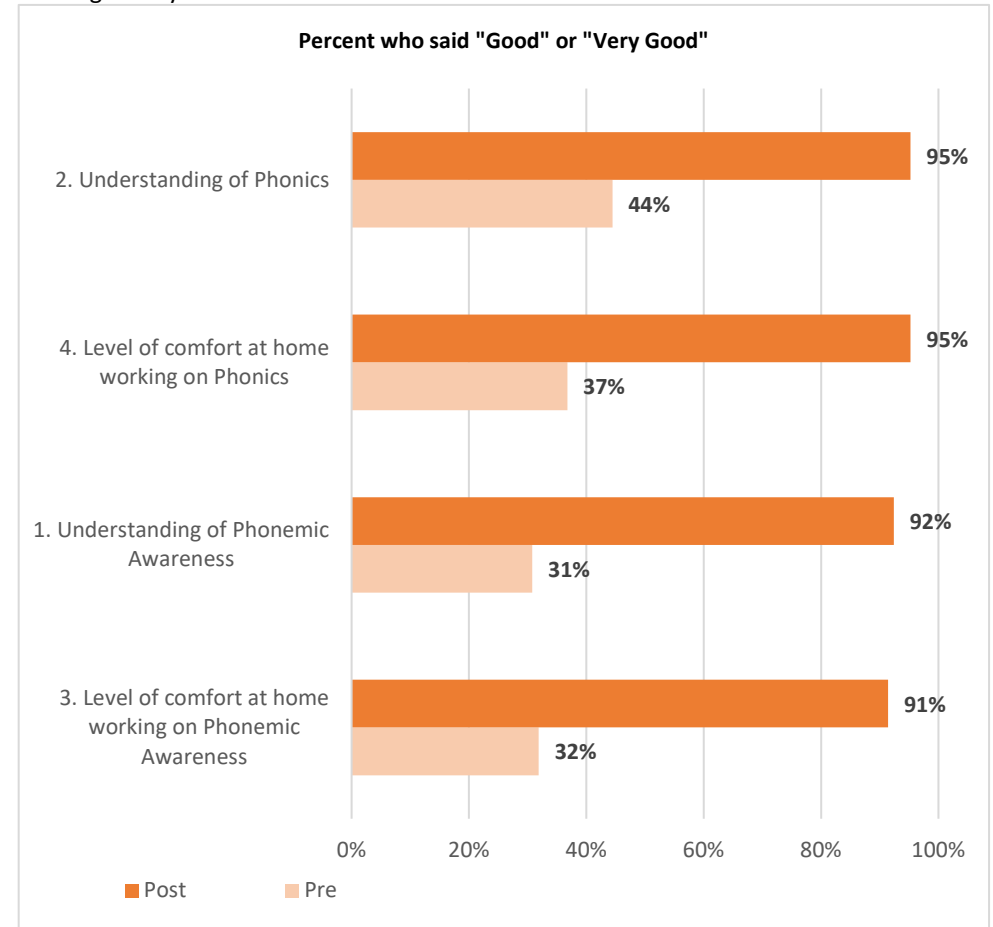
C. Training Evaluations – Across All Family Engagement Trainings

105 participants completed a training evaluation across 11 Family Engagement trainings.



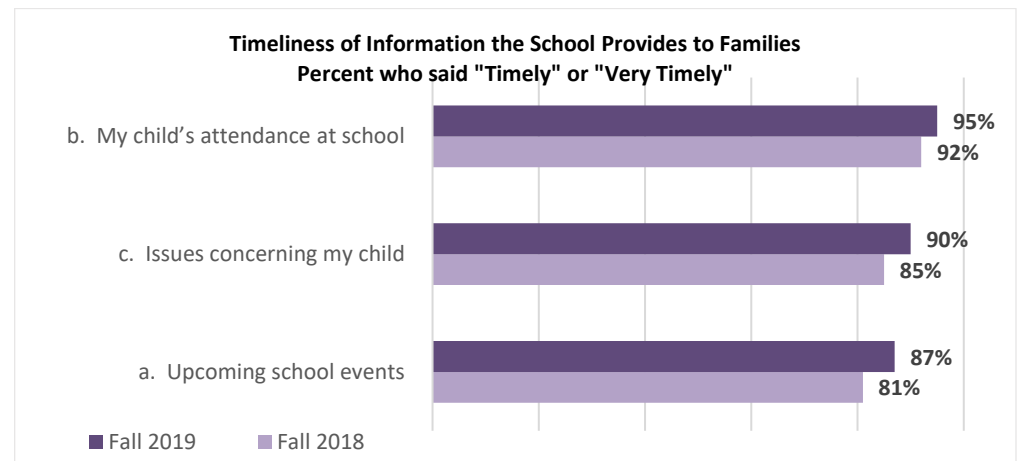
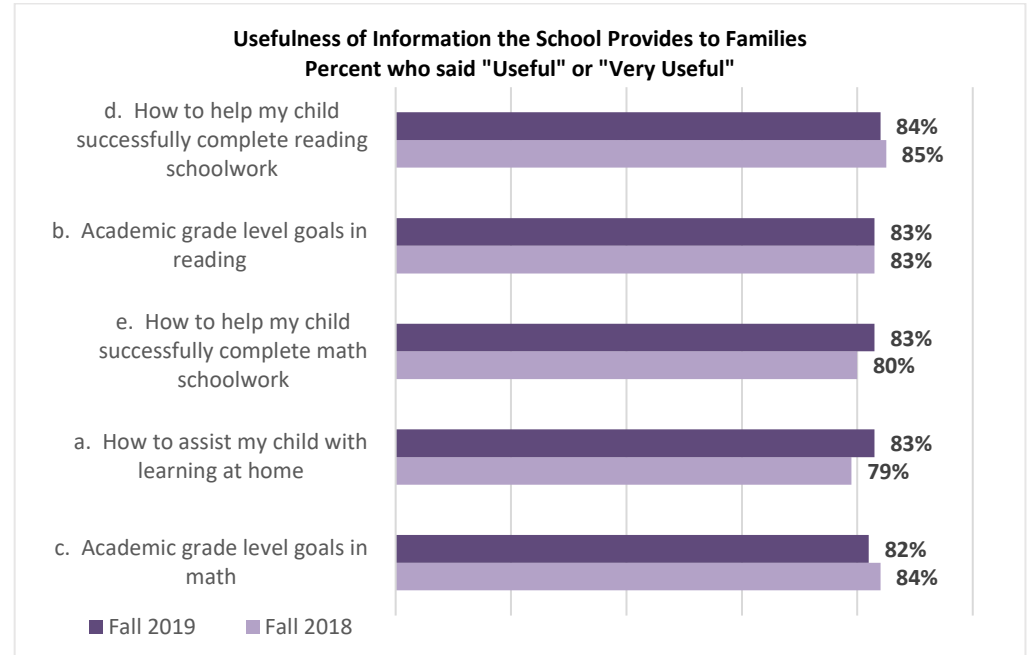
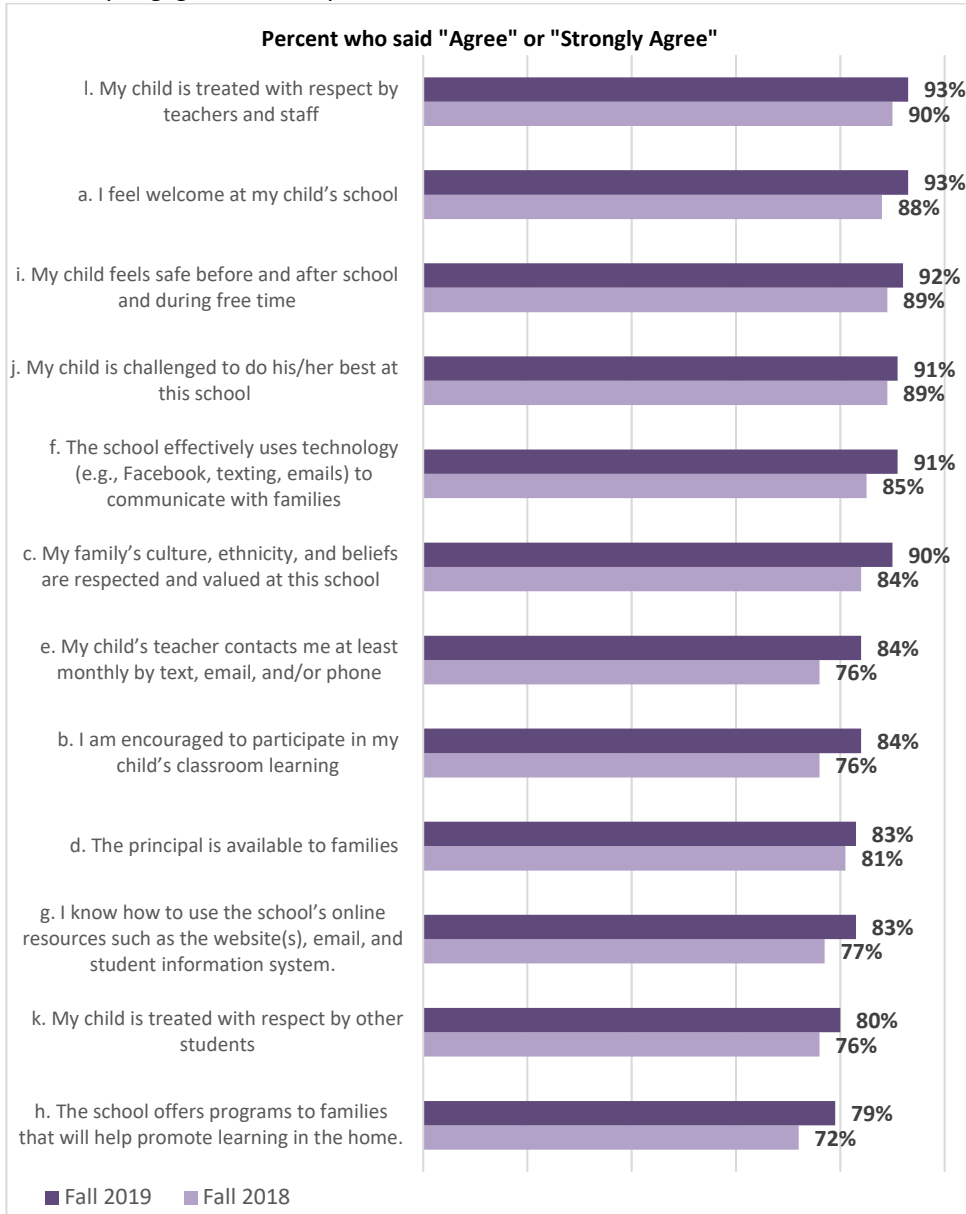
D. Pre/Post Ratings - Across All Family Engagement Trainings

117 participants completed a pre-training survey and 105 participants completed a post-training survey.



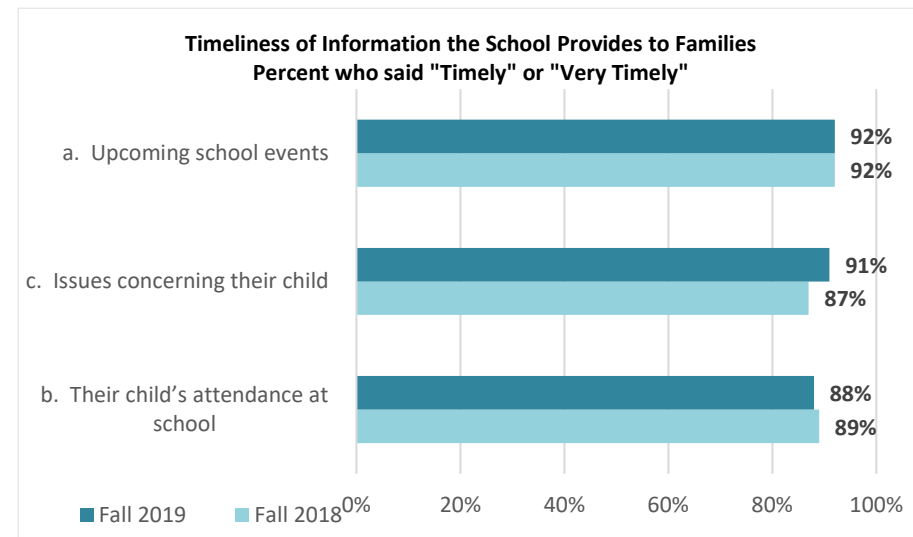
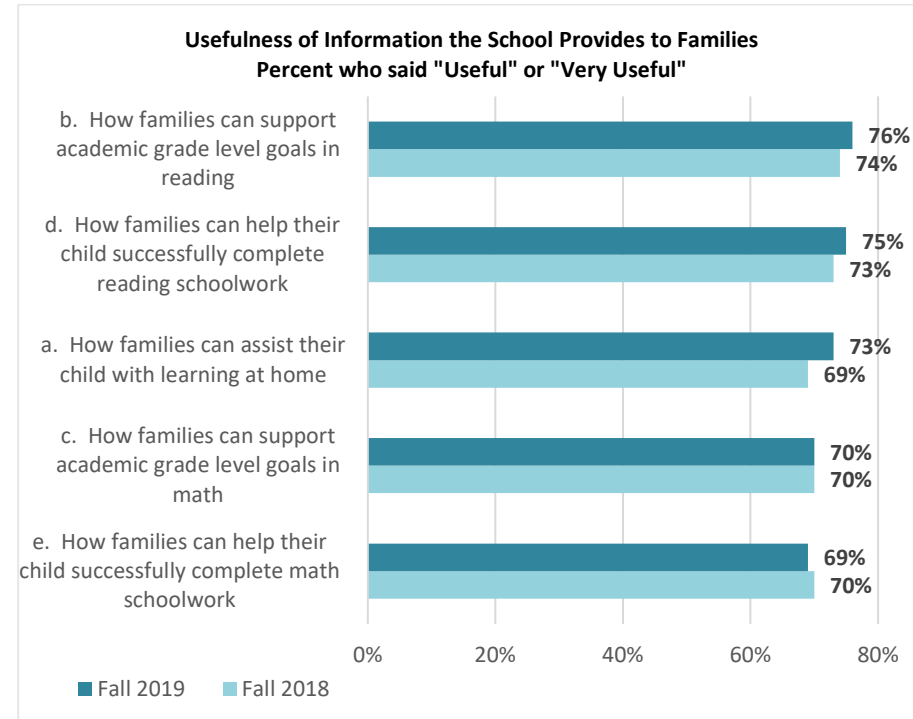
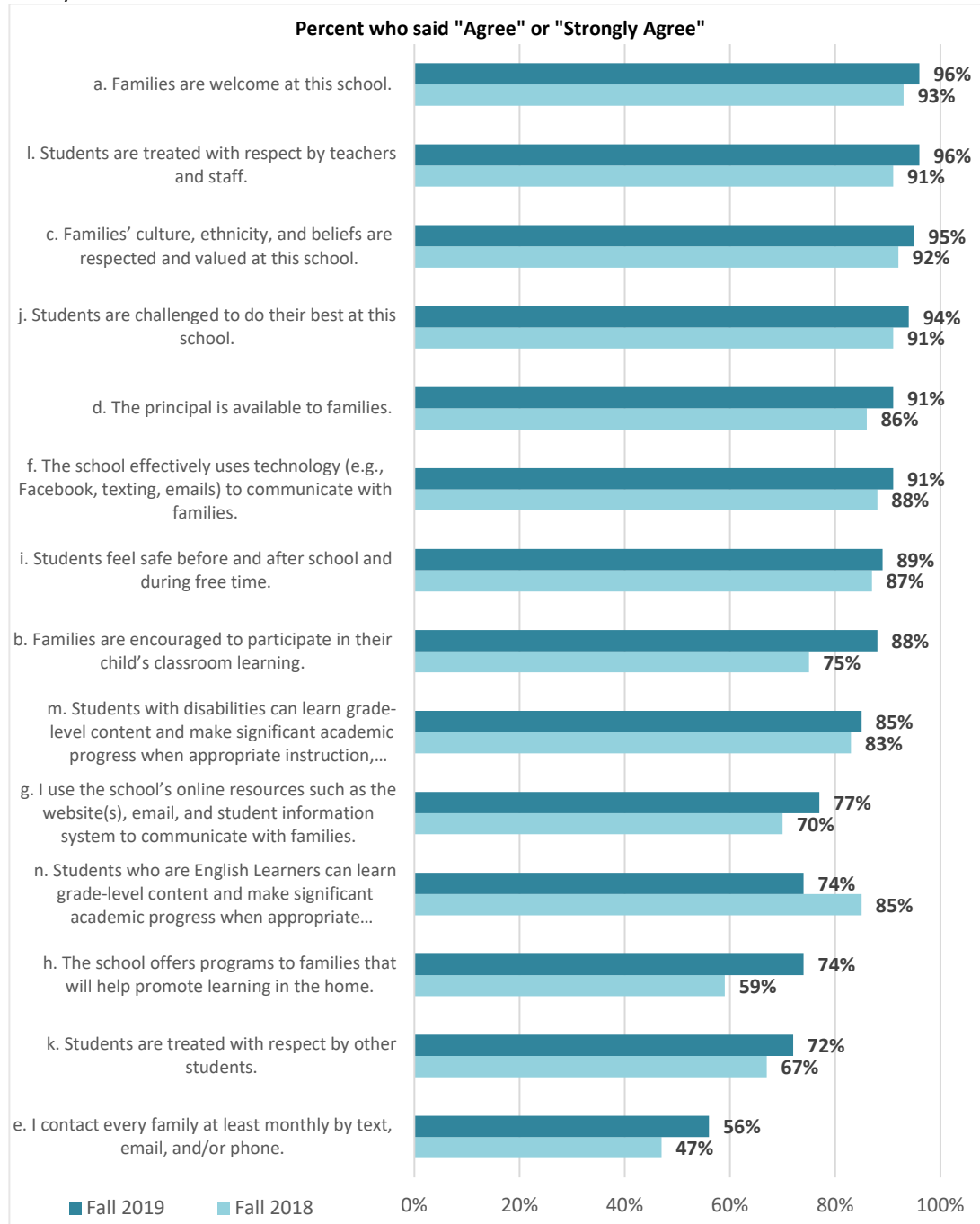
E. Family Engagement Survey for Families

In fall 2019, 1,141 families from 5 districts (20 from Iroquois, 89 from Milbank, 297 from Rapid City, 10 from Sisseton, and 725 from Watertown) completed the Family Engagement Survey for families. In fall 2018, 575 family members from 5 districts (25 from Hot Springs, 15 from Iroquois, 130 from Milbank, 85 from Sisseton, and 320 from Watertown) completed the Family Engagement Survey for families.



F. Family Engagement Survey for Educators

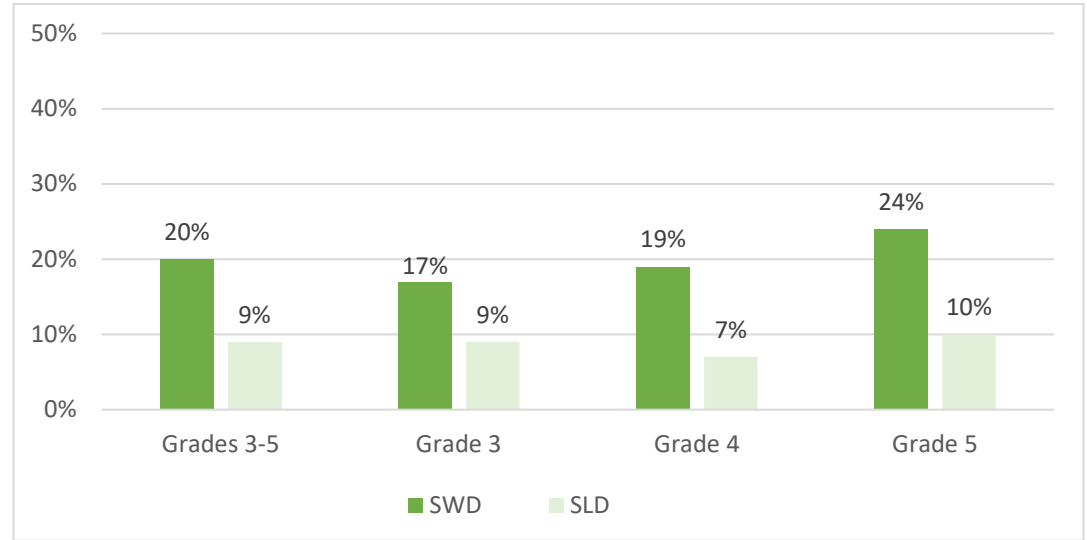
In fall 2019, 305 educators from 4 districts (24 from Milbank, 114 from Rapid City, 10 from Sisseton, and 157 from Watertown) completed the Family Engagement Survey for educators. In fall 2018, 227 educators from 5 districts (14 from Hot Springs, 24 from Iroquois, 25 from Milbank, 31 from Sisseton, and 133 from Watertown) completed the Family Engagement Survey for educators.



5. Student Data

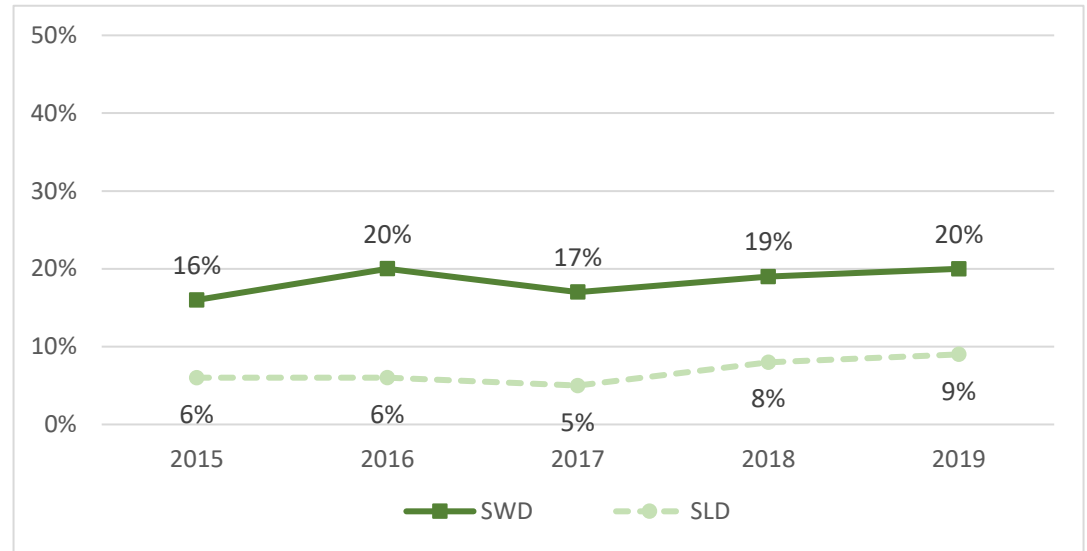
A. Grade 3-5 Student State Reading Test Data – Spring 2019 Percent scoring proficient or above

	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
Grades 3-5	573	20%	278	9%
Grade 3	191	17%	98	9%
Grade 4	188	19%	94	7%
Grade 5	194	24%	86	10%



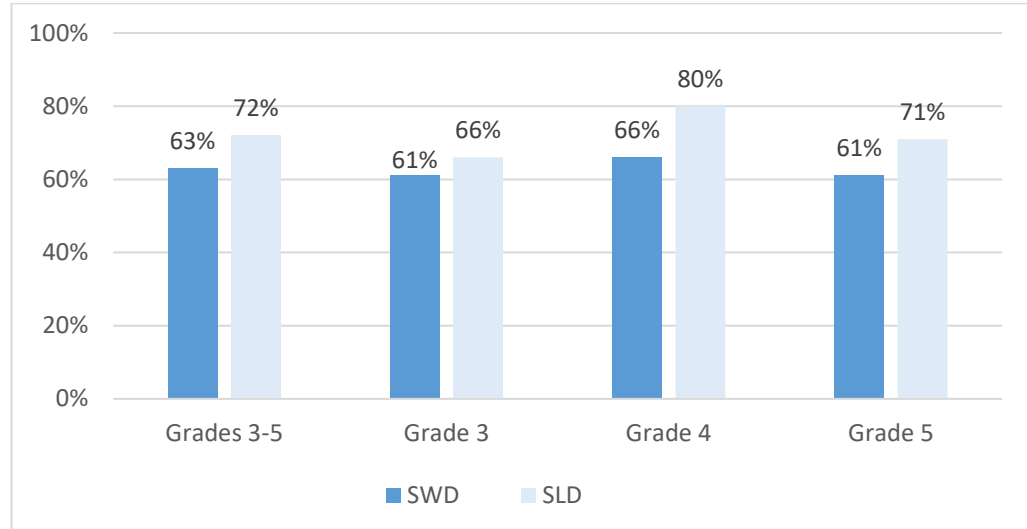
B. Grade 3-5 Student State Reading Test Data – Over Time Percent scoring proficient or above

	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
2015	627	16%	325	6%
2016	620	20%	321	6%
2017	527	17%	268	5%
2018	527	19%	263	8%
2019	573	20%	278	9%



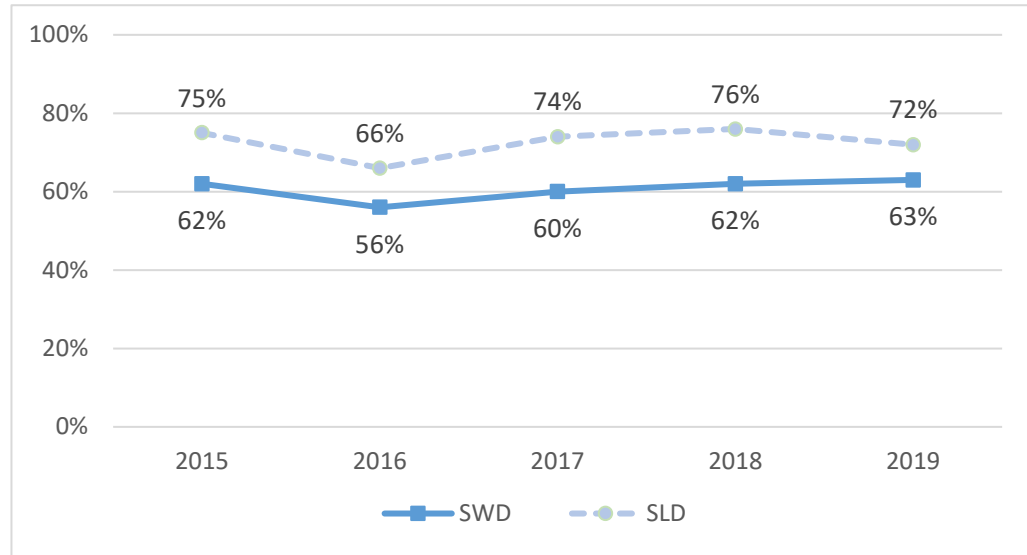
C. Grade 3-5 Student State Reading Test Data – Spring 2019
Percent scoring at Level 1

	SWD		SLD	
	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate
Grades 3-5	573	63%	278	72%
Grade 3	191	61%	98	66%
Grade 4	188	66%	94	80%
Grade 5	194	61%	86	71%



D. Grade 3-5 Student State Reading Test Data – Over Time
Percent scoring at Level 1

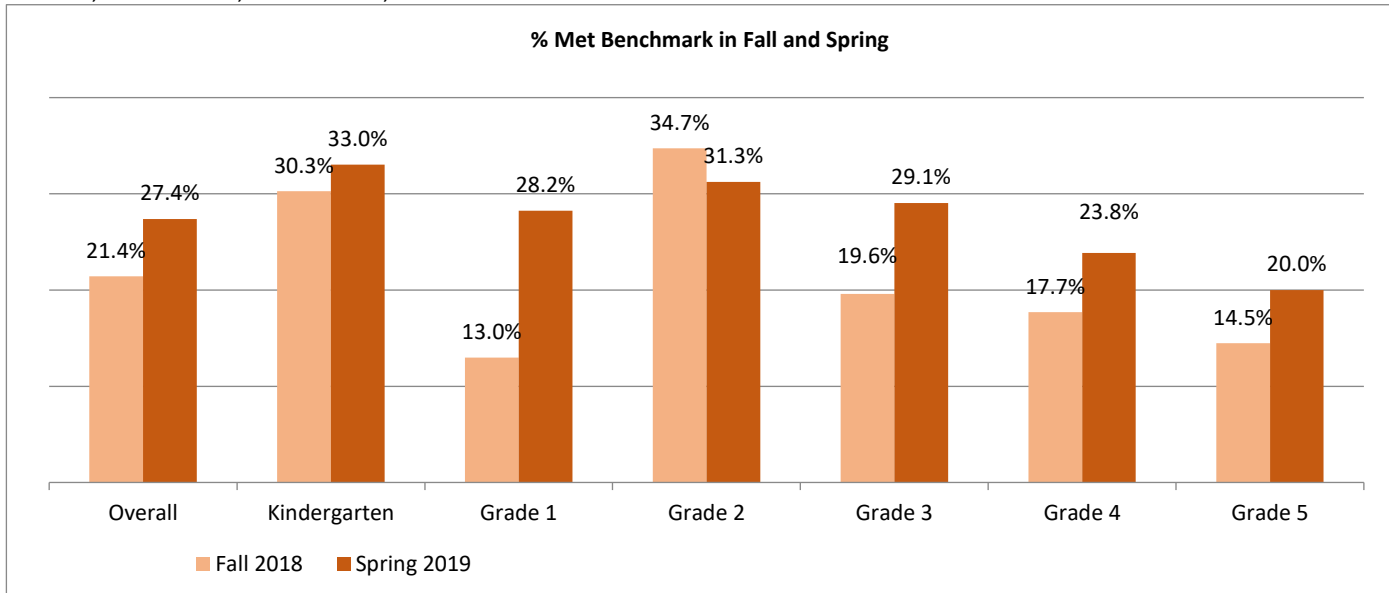
	SWD		SLD	
	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate
2015	627	62%	325	75%
2016	620	56%	321	66%
2017	527	60%	268	74%
2018	527	62%	263	76%
2019	573	63%	278	72%



E. Grade K-5 Student Reading Benchmark Data for 2018-19

Students with Disabilities

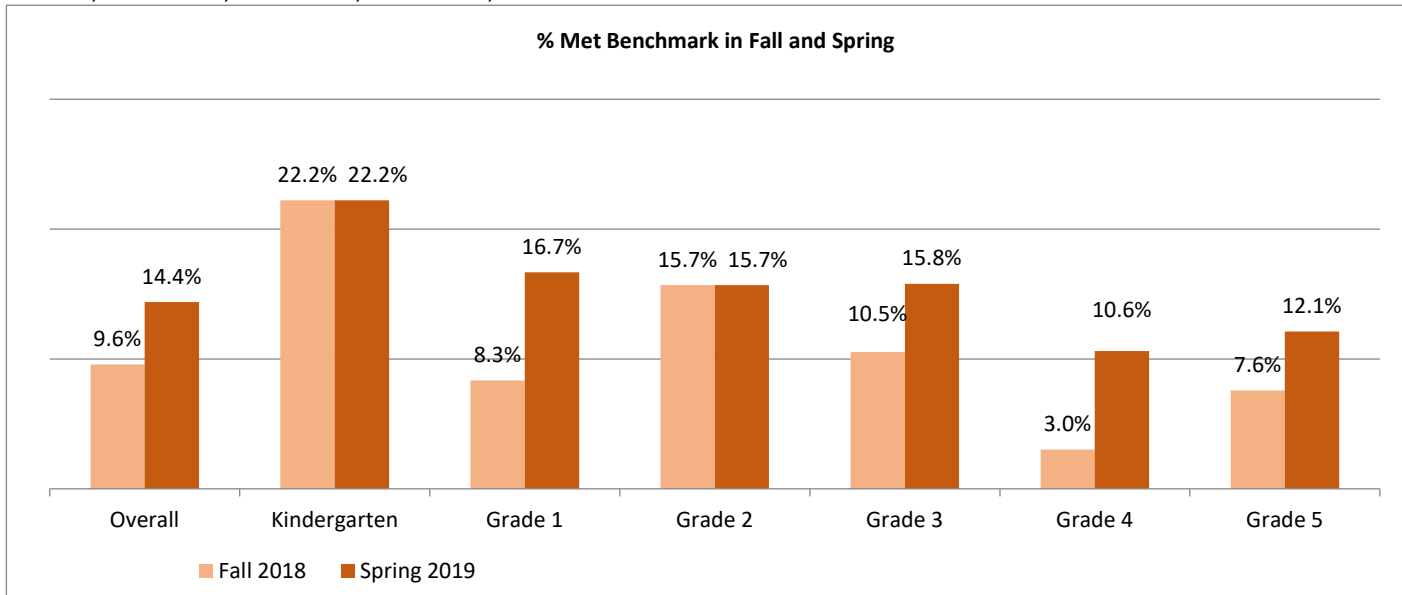
807 Grade K-5 students with disabilities took a benchmark test in fall 2018 and spring 2019; 109 Kindergarten; 131 Grade 1; 144 Grade 2; 148 Grade 3; 130 Grade 4; 143 Grade 5.



F. Grade K-5 Student Reading Benchmark Data for 2018-19

Students with Specific Learning Disabilities

313 Grade K-5 students with Specific Learning Disabilities took a benchmark test in fall 2018 and spring 2019; 18 Kindergarten; 36 Grade 1; 51 Grade 2; 76 Grade 3; 66 Grade 4; 66 Grade 5.





U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

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

PR/Award # (11 characters): H323A170015

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

SD SPDG Explanation of Progress (Additional Attachment)

SPDG Program Measure 1: Projects use evidenced-based professional development practices to support the attainment of identified competencies.

The evaluation measures that pertain to Project Objective 1 and that were administered in 2019-20 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-EManual.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.

The 2018-19 Dashboard Report was finalized and a preliminary 2019-20 Dashboard Report was created that summarizes the evaluation data related to all project objectives, including Objective 1. Attachment C, the 2018-19 SD SPDG State-Level Dashboard Report, is the state-level data representing the last reporting year. Attachment D, the 2019-20 SD SPDG State-Level Dashboard Report, is the state-level data representing this reporting year. In addition to the statewide Dashboard Reports, Dashboard Reports for each district and each school were created. School teams review them in on-site trainings and use them for action planning.

As of March 31, 2020, 69 trainings were administered during the 2019-20 school-year. A total of 364 unique participants attended the trainings. 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 2020-21 school year. The 2019-20 score is 100%.

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.

- In 2019-20, a total of 323 end-of-PLD evaluations were completed on 26 of the 69 trainings (through March 31, 2020). 97% of these respondents indicated that the usefulness of training was "good," "very good," or "excellent;" 95% stated that their work-related knowledge has increased at least "some;" 95% stated that their work-related skills have increased at least "some;" 93% stated that they will change something that they do back on the job based on what they learned in the training; 92% stated that the training would "probably" or "definitely" impact students.
- In 2018-19, a total of 1,070 end-of-PLD evaluations were completed on 63 of the 87 trainings. 98% of these respondents indicated that the usefulness of training was "good," "very good," or "excellent;" 97% stated that their work-related knowledge has increased at least "some;" 95% stated that their work-related skills have increased at least "some;" 94% stated that they will change something that they do back on the job based on what they learned in the training; 92% 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. 335 participants completed the post-test. 59% of staff participating in the Literacy Strategies training received a post-test score of 70% or higher. Building leadership teams reviewed their respective results and added focused training in deficit areas to their building action plans.

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

Project Objective 2 measures administered in 2019-20 include:

- **Reading Tiered Fidelity Inventory (R-TFI)**, an implementation survey completed by leadership teams at each school.
- **Classroom 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 2019-20 show that coaches provided 1,793 coaching activities to educators over topics such as comprehension, fluency, phonics, and student engagement. In 2018-19, there were 2,915 coaching activities.

2.a. Fidelity of Implementation. For this measure, the R-TFI is used. All 18 SPDG schools completed this in fall 2018 and spring 2019. The schools will complete it again in spring 2020. External ratings were completed for 4 schools in spring 2019 and another 4 schools spring 2020.

- Baseline data from fall 2018 self-ratings indicate that the 18 schools earned 50% of the points for Tier 1 overall.
- Data from the spring 2019 self-ratings indicate that the 18 schools earned 71% of the points for Tier 1 overall.
- Data from the spring 2019 external-ratings indicated the 4 schools observed earned 66% of the points for Tier 1 overall.
- Data from the spring 2020 external-ratings indicated the 4 schools observed earned 81% of the points for Tier 1 overall, 72% of the points for Tier 2 overall, and 63% of the points for Tier 3 overall. Three (75%) of the four schools observed scored 70% or higher across all three tiers.

These scores are expected to increase as staff members are trained and begin to implement MTSS. Scores from spring 2020 will be used to determine training needs in 2020-21.

2.b. Classroom Observation Checklist. Trained external observers assess whether instructional staff are implementing core reading strategies with fidelity.

- In spring 2019, 26 instructional staff were observed from five districts. 65% of instructional staff were observed implementing new strategies, skills, and/or knowledge with fidelity.
- In spring 2020, 23 instructional staff were observed from four districts. 17% of instructional staff were observed implementing new strategies, skills, and/or knowledge with fidelity. Due to COVID-19 and school closures in spring 2020, the external observer was unable to observe the other two SPDG districts.

The SPDG State Leadership team reviewed detailed data from the Classroom Observation Checklist responses and identified key areas in lesson delivery that would benefit from additional training at the coach and teacher level. SD will provide additional training on lesson delivery during the 2019-2020 school year.

2.c. Coaching Survey. The coaching survey is administered twice every school year – in January and May. Results from January 2019, May 2019, and January 2020 indicate that coaches are doing a great job. The survey will be administered again in May 2020.

- A total of 253 school staff members completed the coaching survey in January 2019. 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.
- A total of 231 school staff members completed the coaching survey in May 2019. 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.
- A total of 204 school staff members completed the coaching survey in January 2020. 98% indicated that their knowledge increased and 97% 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 in 2019-20. In fall 2019, 1,141 family members from 5 districts and 305 educators from 4 districts completed the Family Engagement surveys. The 2019-20 data indicated overall positive results. For example, 93% of family members and 96% of educators stated that families are welcome at this school and students are treated with respect by teachers and staff. The data also suggested room for improvement. For example, 79% of family members and 74% 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. There are two sets of items on the Family Engagement Survey that are used to rate the positivity of responses for both families and the staff. One set are general “climate” type items, e.g., “Families feel welcome at this school,” “Families are encouraged to participate in children’s classroom learning,” and “Students are challenged to do their best at this school.” The other set are “usefulness” items, e.g., “Rate the usefulness of the types of information the school provides to students’ families on how families can assist their child with learning at home, on how families can help their child successfully complete reading schoolwork. The percent of educators/staff and families who rated the climate items positively are 86% and 84%, respectively. The percent of educators/staff and families who rated the usefulness items positively are 66% and 78%, respectively. (Note: A fairly high percentage of family respondents 9% said they didn’t recall receiving any of the information asked in the usefulness section – their responses were not included in the usefulness percent.) The percent of educators/staff and families who rated the combined two sets of items positively are 74% and 83%, respectively (these are the measures reported up above.)

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. Due to COVID-19 and school closures in spring 2020, there will not be any spring 2020 benchmark or state test data. The following shows how students performed on the fall 2018 and spring 2019 benchmark assessments.

- 807 Grade K-5 students with disabilities took a benchmark test in fall 2018 and spring 2019. These students with disabilities increased their benchmark scores from 21.4% in fall 2018 to 27.4% in spring 2019.

- 313 Grade K-5 students with specific learning disabilities took a benchmark test in fall 2018 and spring 2019. These students with specific learning disabilities increased their benchmark scores from 9.6% in fall 2018 to 14.4% in spring 2019.
- State test data from spring 2018 shows that 19% of students with disabilities in grades 3-5 scored proficient; whereas spring 2019 shows 20% scored proficient. For students in grades 3-5, 62% of students with disabilities scored at Level 1 (the lowest level) in spring 2018 compared to 63% in spring 2019.

State test data from spring 2018 shows that 8% of students with specific learning disabilities in grades 3-5 scored proficient; whereas spring 2019 shows 9% scored proficient. For students in grades 3-5, 76% of students with specific learning disabilities scored at Level 1 (the lowest level) in spring 2018 compared to 72% in spring 2019.

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

South Dakota allocated funds toward the following activities during grant year 2 to sustain the use of SPDG-supported practices:

- Family Literacy Training and Family Engagement Supports to schools – \$39,700
- Explicit Instruction training for SPDG coaches – \$13,600
- Coaching Coordinator and Administrator supports - \$49,105
- Coach and Administrator Training – 13,500
- Training materials - \$1,500
- Coaches' salaries and benefits – \$649,794

Total: \$767,199