

**South Dakota SPDG
Evaluation Dashboard Report 2021-22
Overall Results – Final Report**

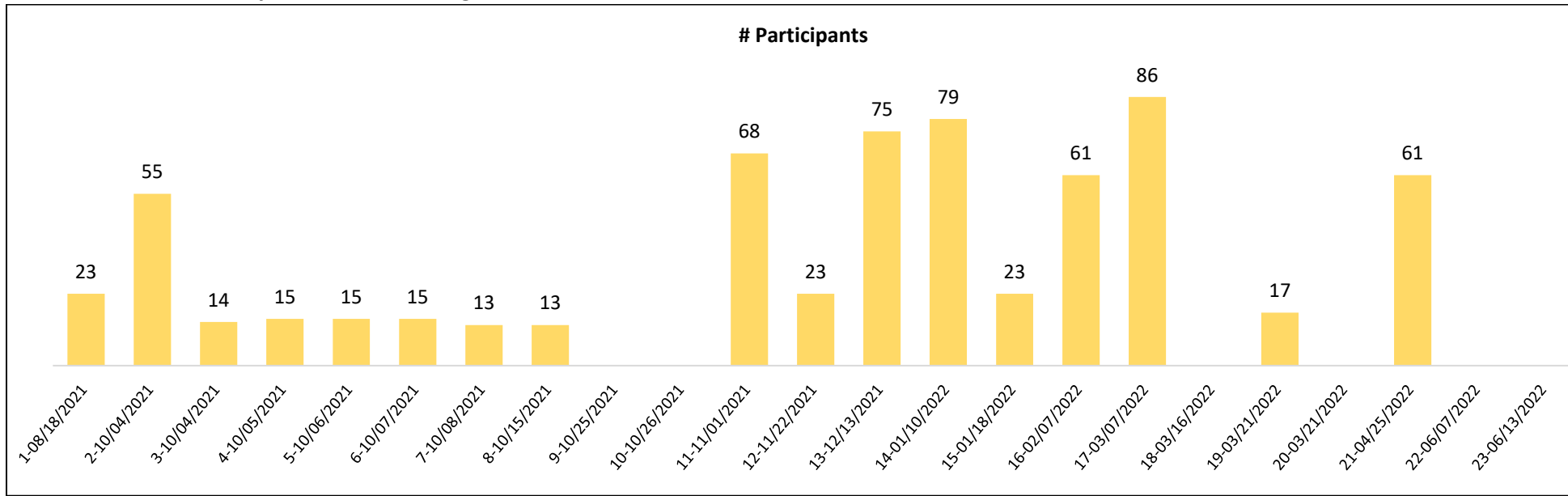
SPDG Project Goal: *Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are 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	42
# Literacy/Instruction Trainings	23
# Coaching Trainings	4
# MTSS/Data-Driven Decision-Making Trainings	10
# Family Engagement Trainings	0
# Other SPDG Trainings	5
# unique participants - all trainings	383
# unique participants – Literacy/Instruction Trainings	276
# unique participants – Coaching Trainings	18
# unique participants – MTSS/Data-Driven Decision-Making Trainings	76
# unique participants – Family Engagement Trainings	0
# unique participants – Other SPDG Trainings	13
# training-participant instances – Literacy/Instruction Trainings	656
# training-participant instances – Coaching Trainings	48
# training-participant instances – MTSS/Data-Driven Decision-Making Trainings	168
# training-participant instances – Family Engagement Trainings	0
# training-participant instances – Leadership/Sustainability Trainings	0
# training-participant instances – Other SPDG Trainings	52
Average number of participants per training	26
# of evaluations	
# training sessions with completed evaluations	22
# evaluations completed across trainings	234

1. Literacy/Instruction

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



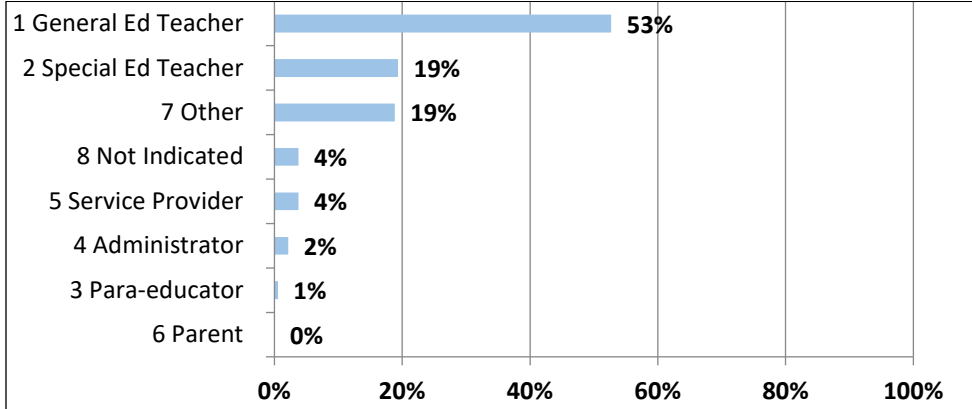
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Literacy/Instruction Trainings:

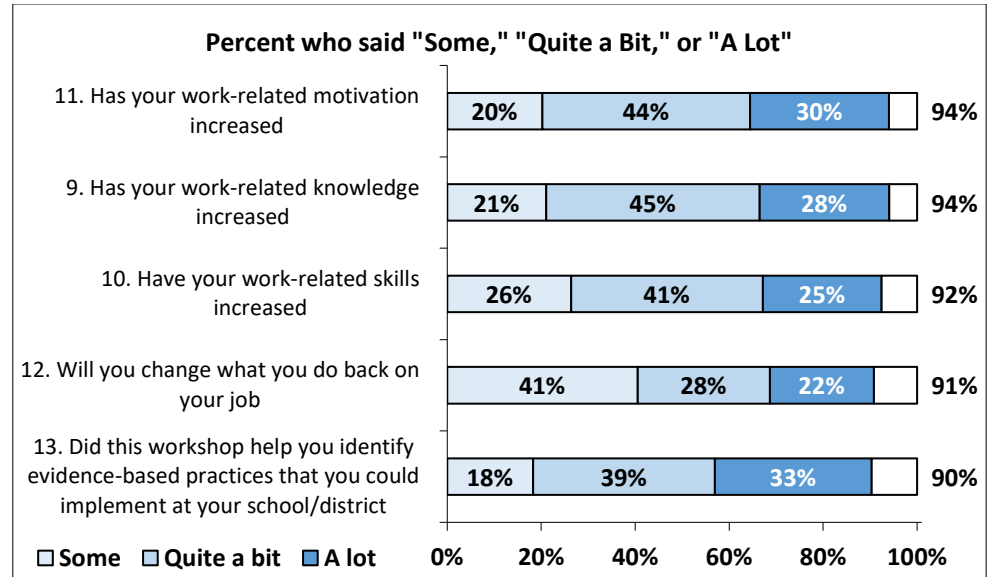
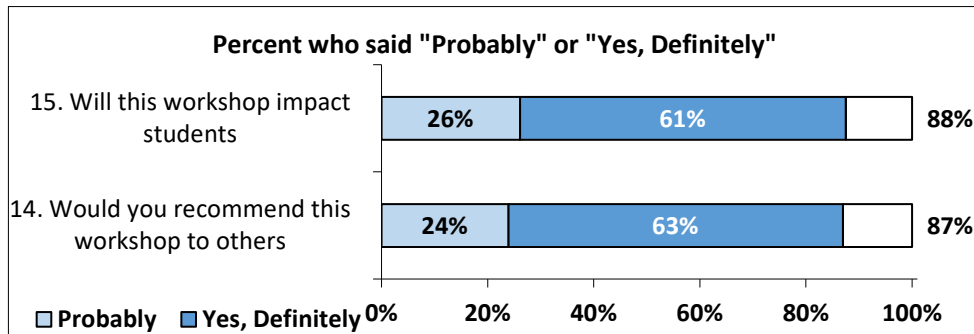
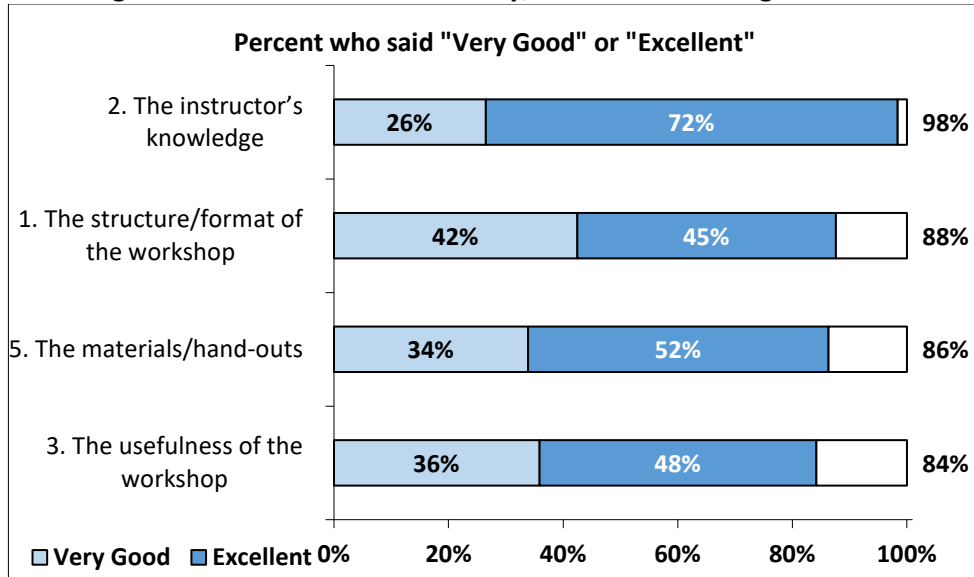
#	SDPD #	Date	Title	#	SDPD #	Date	Title
1	2882	08/18/2021	Deeper Dive into Phonemic Awareness	13	2881	12/13/2021	SRS - Session 3 (Word Level Reading)
2	2853	10/04/2021	SRS - Session 1 (Phonemic Proficiency)	14	2886	01/10/2022	SRS - Session 4 (Assessment and Intervention)
3	2856	10/04/2021	Grade Level Writing Foundations	15	2899	01/18/2022	Sourcebook Comprehension
4	2857	10/05/2021	Grade Level Writing Foundations	16	2900	02/07/2022	SRS - Session 5 (Understanding Dyslexia)
5	2858	10/06/2021	Grade Level Writing Foundations	17	2923	03/07/2022	SRS - Session 6 (Good Instruction for Students with Dyslexia)
6	2854	10/07/2021	Grade Level Writing Foundations	18	2926	03/16/2022	Sourcebook- Big Picture
7	2855	10/08/2021	Grade Level Writing Foundations	19	2928	03/21/2022	Reading Comprehension at the Sentence Level
8	2913	10/15/2021	Interventions Training	20	2929	03/21/2022	Reading Comprehension at the Sentence Level
9	2868	10/25/2021	Report Card / Standard Work	21	2927	04/25/2022	SRS - Session 7 (Structured Literacy Instruction for ELs)
10	2869	10/26/2021	Common Formative Assessment	22	2954	06/07/2022	Teaching Kids How to Read - PA & Phonics
11	2861	11/01/2021	SRS - Session 2 (Teaching Spelling)	23	2953	06/13/2022	Reading Strategies in Content Areas
12	2925	11/22/2021	Tier 1 Instruction- Learning Targets, Goals, and Criteria for Success				

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

186 participants completed a training evaluation across 17 Literacy/Instruction trainings.



D. Training Evaluations – Across All Literacy/Instruction Trainings



Sample of Participant Comments

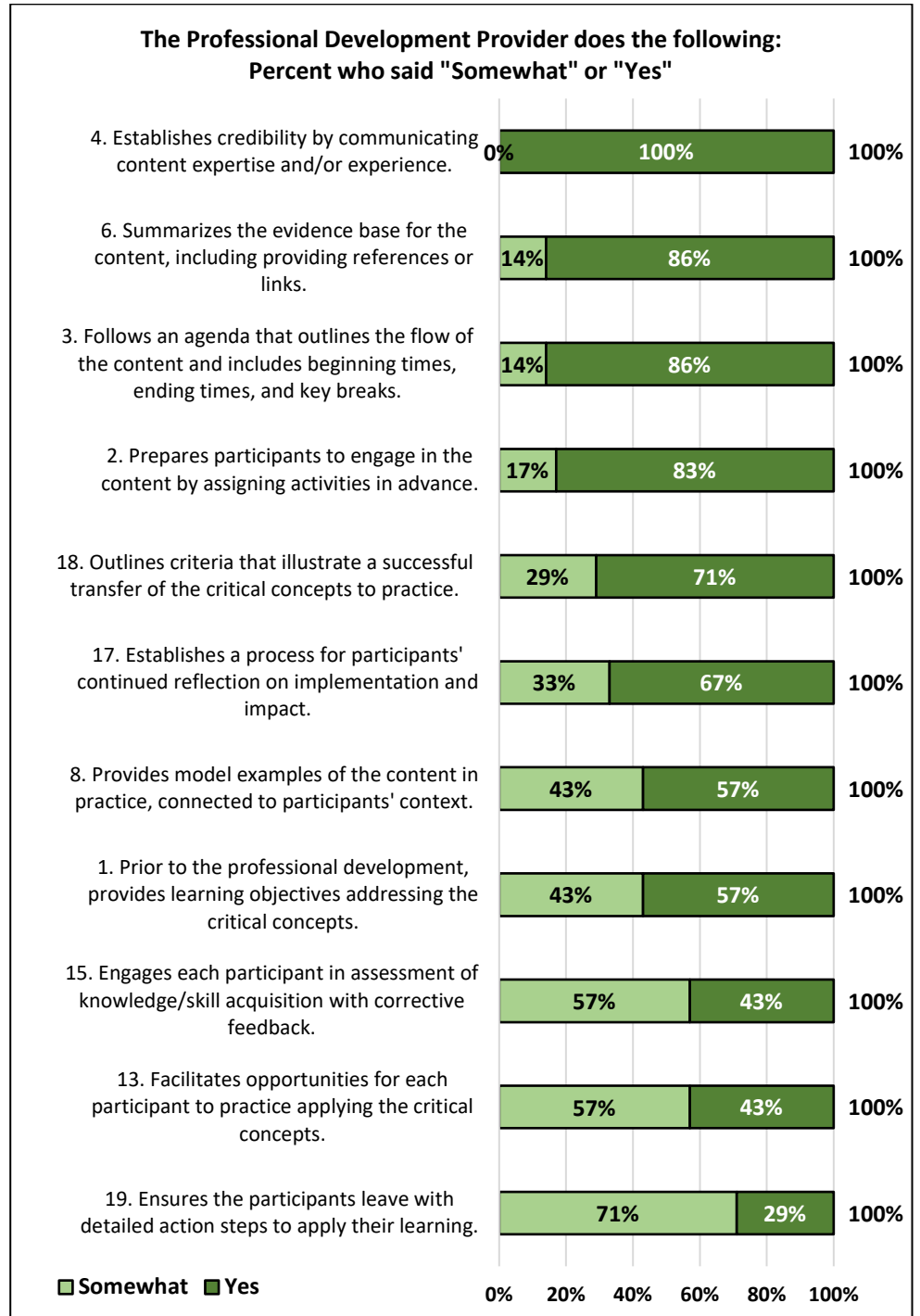
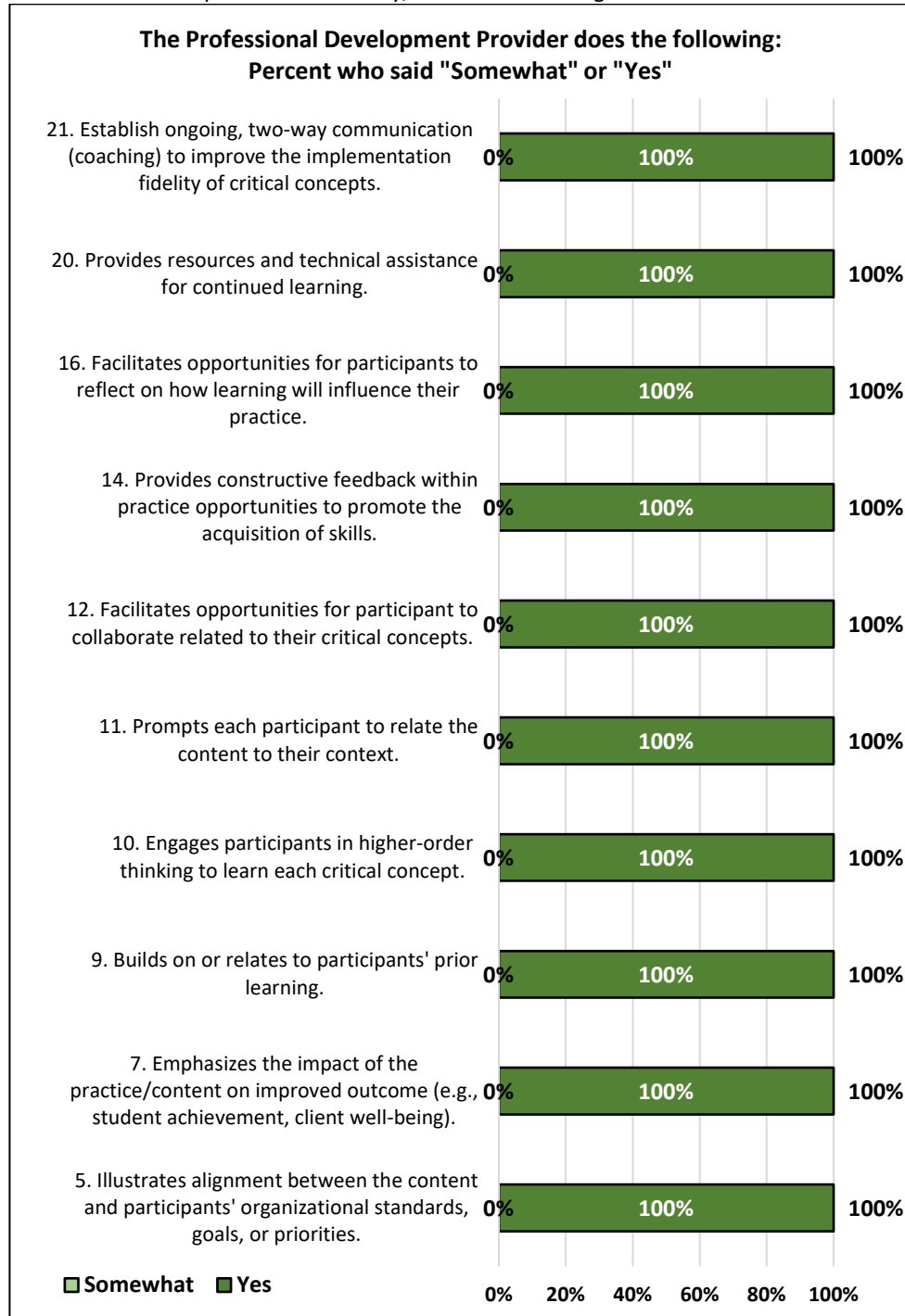
- "Kim shared lots of activities we can use to build sentence building skills. This seems to be an area that kids struggle with and would greatly benefit from explicit instruction. These skill building activities are easy to prepare and fun!"
- "I have been a big supporter of writing, grammar and word study in the classroom. It is so important because it is expected to be known already at the Middle and High School levels and is needed especially when learning a foreign language, which is required for most students in High School. It can't wait to be taught when they are older and this session certainly helped give ideas and support to encourage that teaching at the elementary level."
- "Kim is an excellent coach and spends a lot of time making experiences enjoyable useful."

E. Foundational Reading Training Pre/Post-Test

No data between July 1, 2021 and June 30, 2022.

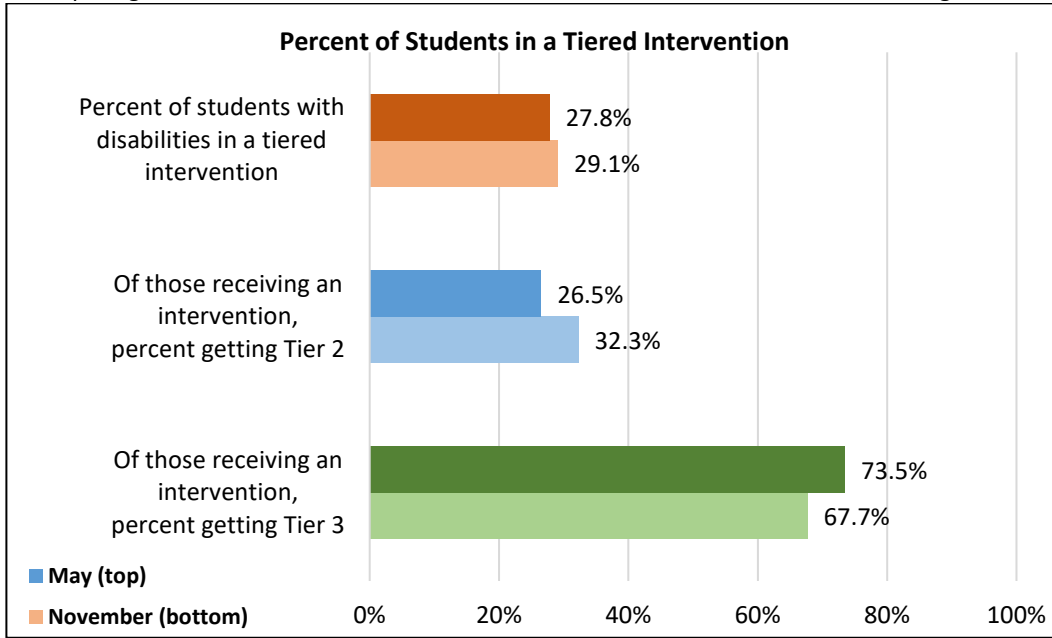
F. Observation Checklist for High-Quality Professional Development (HQPD) Training

The HQPD was completed on 7 Literacy/Instruction trainings.



G. Intervention Tracking Form

Participating teachers were asked to track students with disabilities who were receiving a Tier 2 and/or Tier 3 intervention as of November 1, 2021 and May 1, 2022.

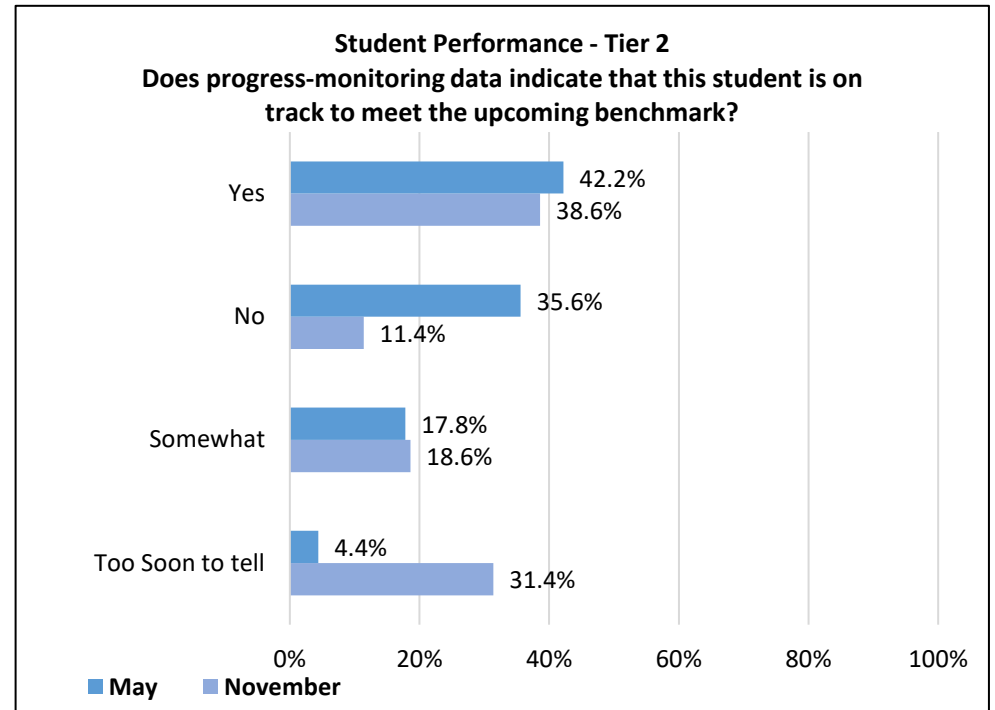
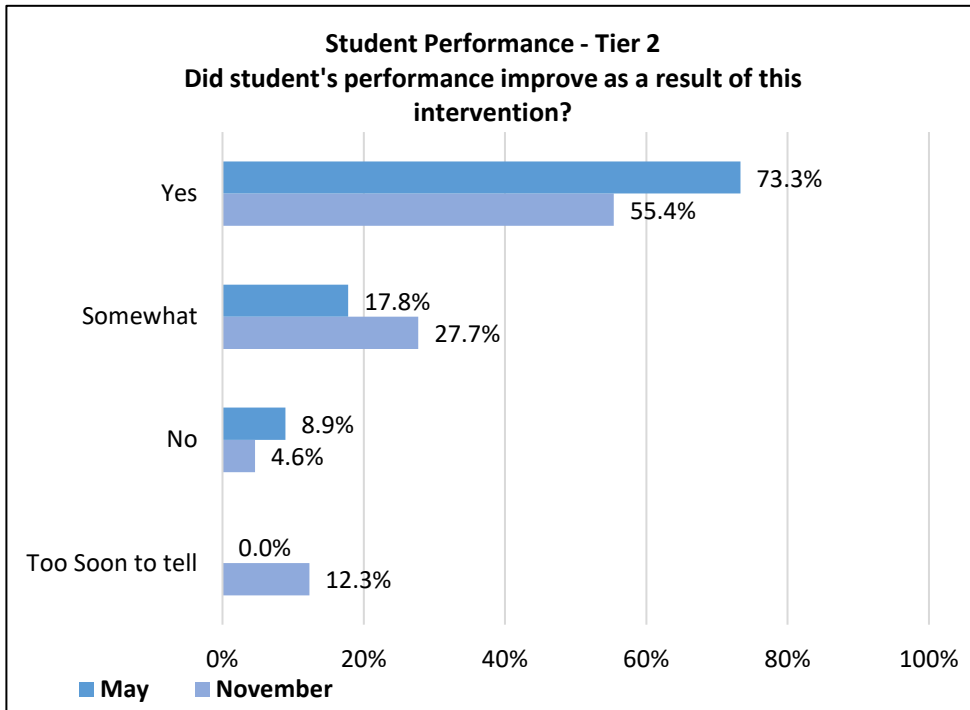
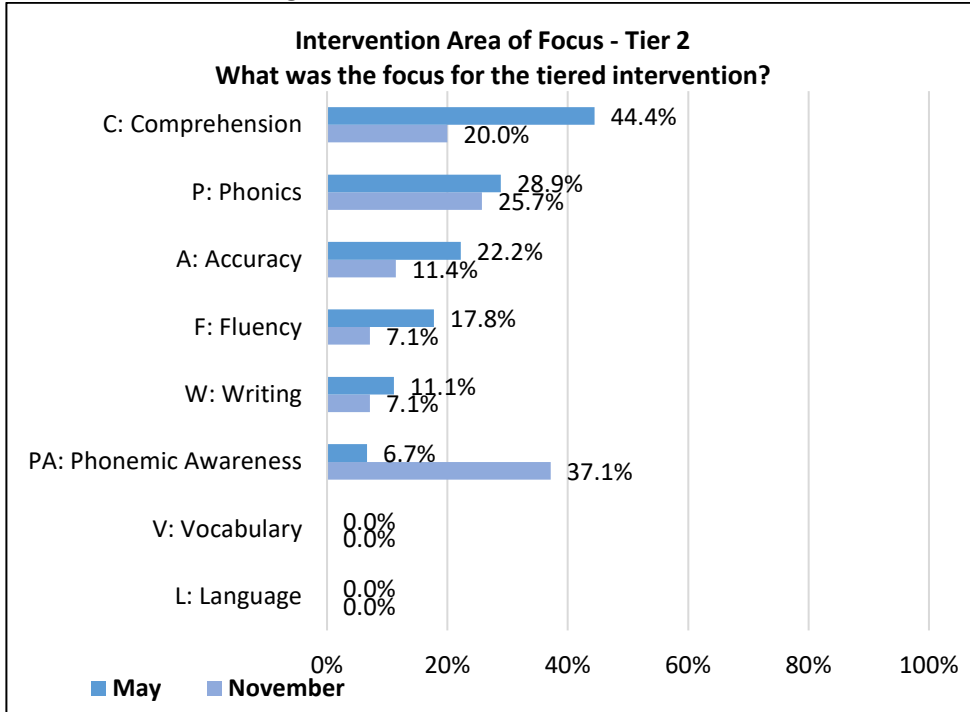


By the Numbers:	November	May
# of students with disabilities in grades K-5 for whom a tracking form was completed	217	170
# of teachers who completed an intervention tracking form	19	19
# of schools with tracking forms	15	12
# districts with tracking forms	6	6
Average # of minutes per week spent in a Tier 2 Intervention	90	72
Average # of minutes per week spent in a Tier 3 Intervention	93	85

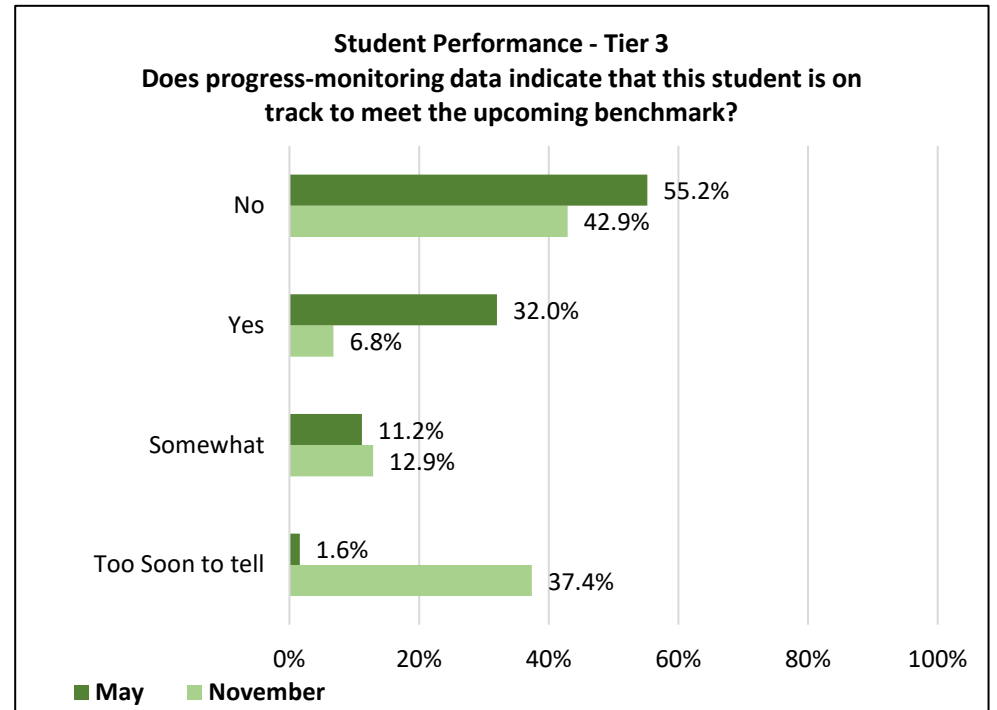
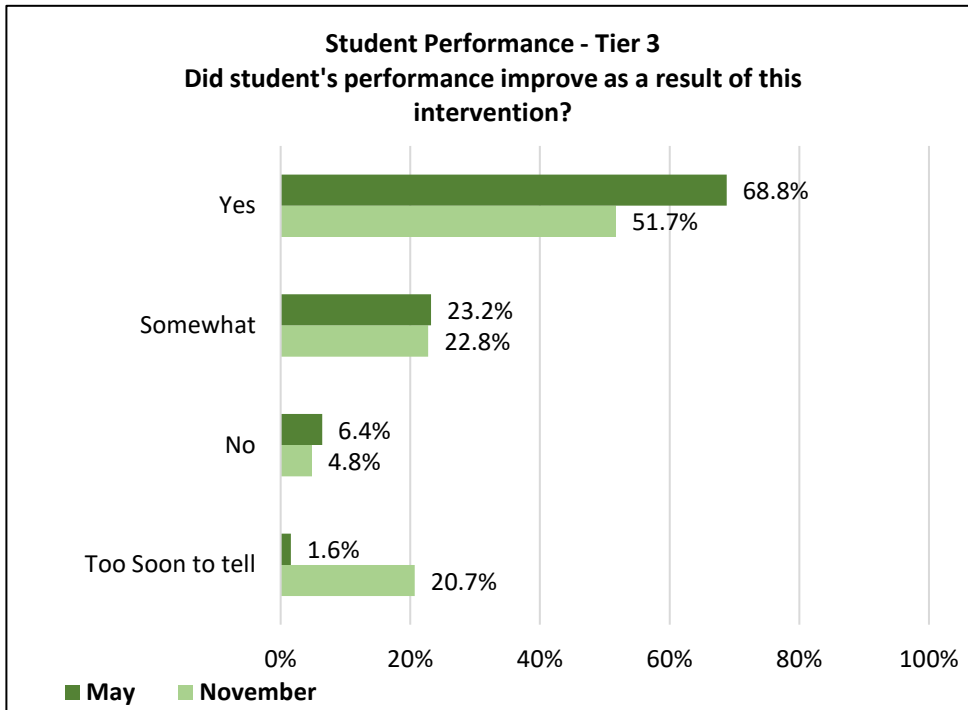
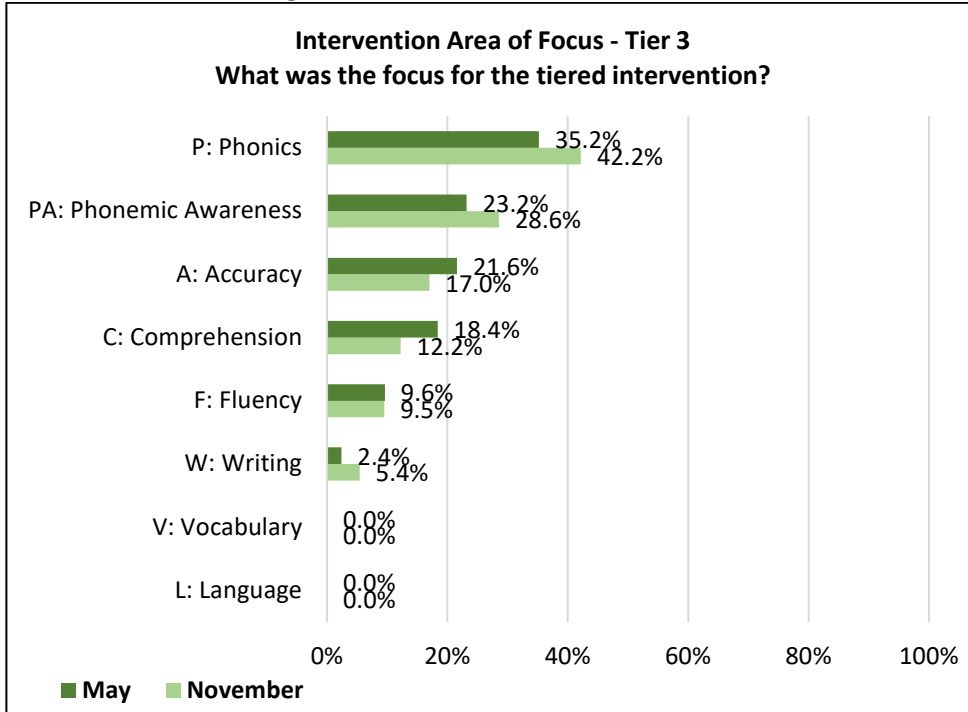
Movement in and out of Tiers from November 2021 to May 2022

	Statewide	
	Count	Percent
Of the Tier 2 Students in November, % Who:		
Stayed in Tier 2 from November to May	57	74%
Moved from Tier 2 (November) to Tier 3 (May)	0	0%
Moved from Tier 2 (November) to Tier 1 (May)	11	14%
Were not in May file	9	12%
Of the Tier 3 Students in November, % Who:		
Stayed in Tier 3 from November to May	106	71%
Moved from Tier 3 (November) to Tier 2 (May)	6	4%
Moved from Tier 3 (November) to Tier 1 (May)	1	1%
Were not in May file	37	25%
Of the Tier 2 Students in May, % Who:		
Were not in November file	11	17%
Were in November file	54	83%
Of the Tier 3 Students in May, % Who:		
Were not in November file	16	13%
Were in November file	104	87%

G. Intervention Tracking Form – Tier 2

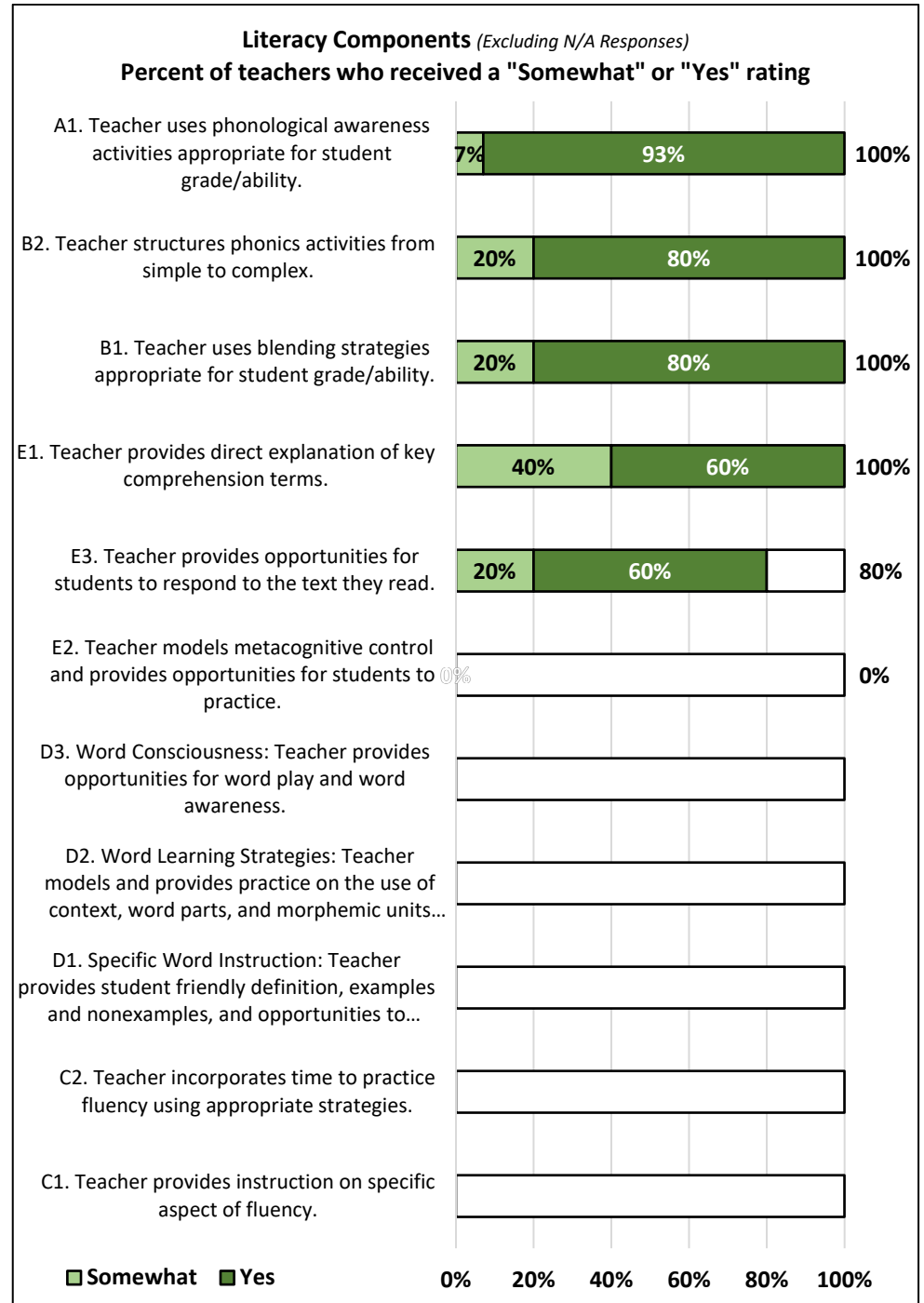
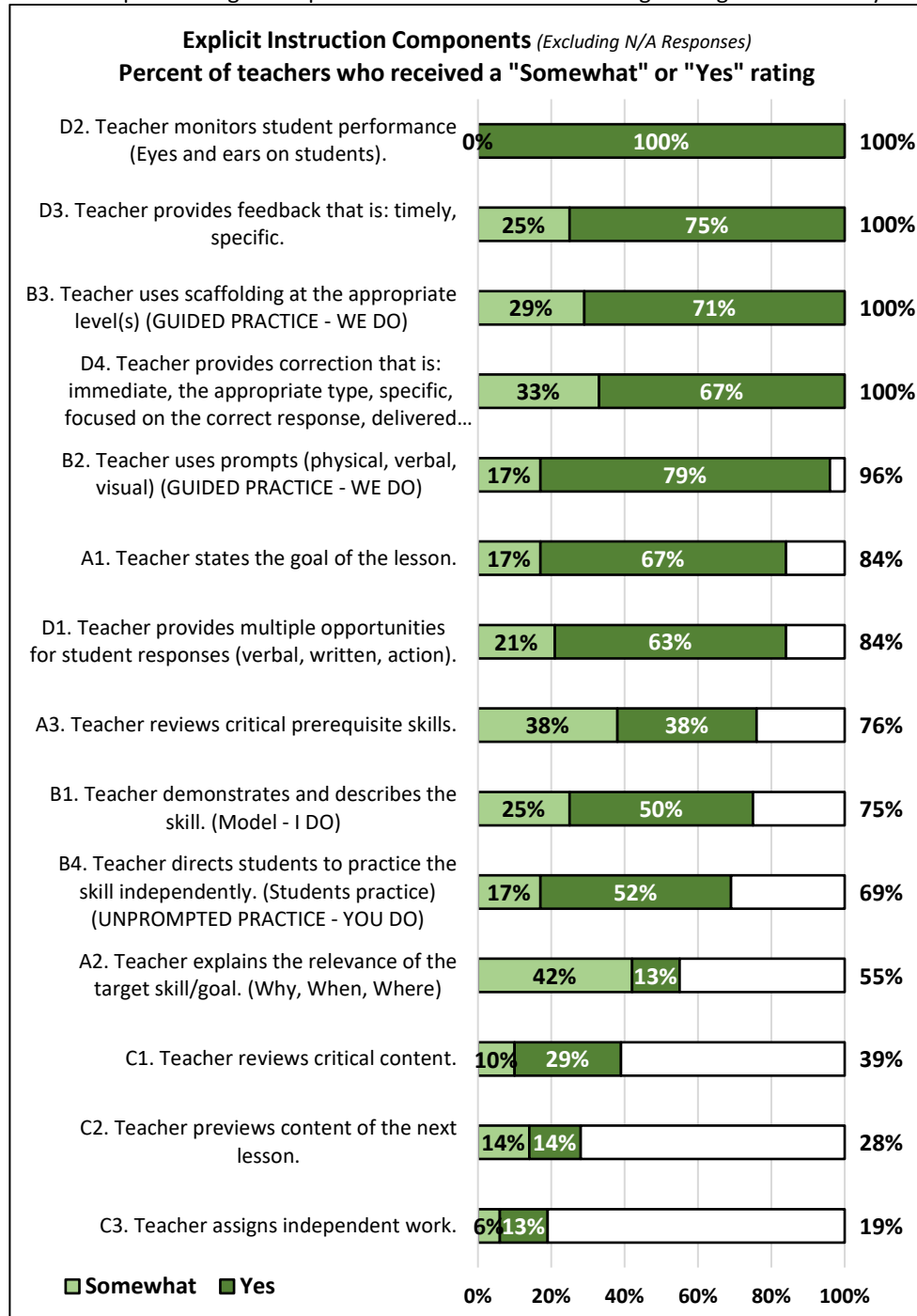


G. Intervention Tracking Form – Tier 3



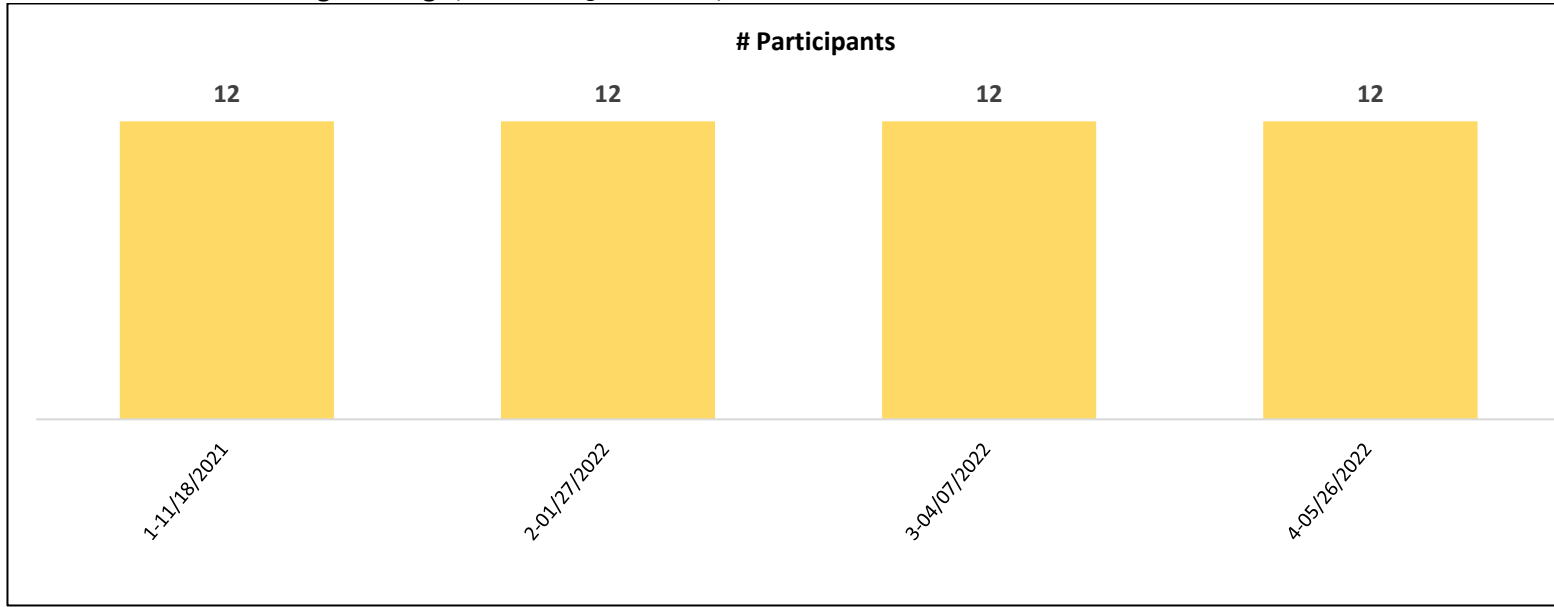
H. Classroom Observation Checklist

24 teachers from five districts were observed via video by Brandi Gerry of the South Dakota Department of education in spring 2022. The checklist was used to determine if instructional staff are implementing the explicit instruction and core reading strategies with fidelity.



2. Coaching

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



B. Coaching Trainings:

#	SDPD #	Date	Title
1	2919	11/18/2021	LETRS Unit 5
2	2920	01/27/2022	LETRS Unit 6
3	2921	04/07/2022	LETRS Unit 7
4	2922	05/26/2022	LETRS Unit 8

C. Training Participant Roles – Across All Coaching Trainings

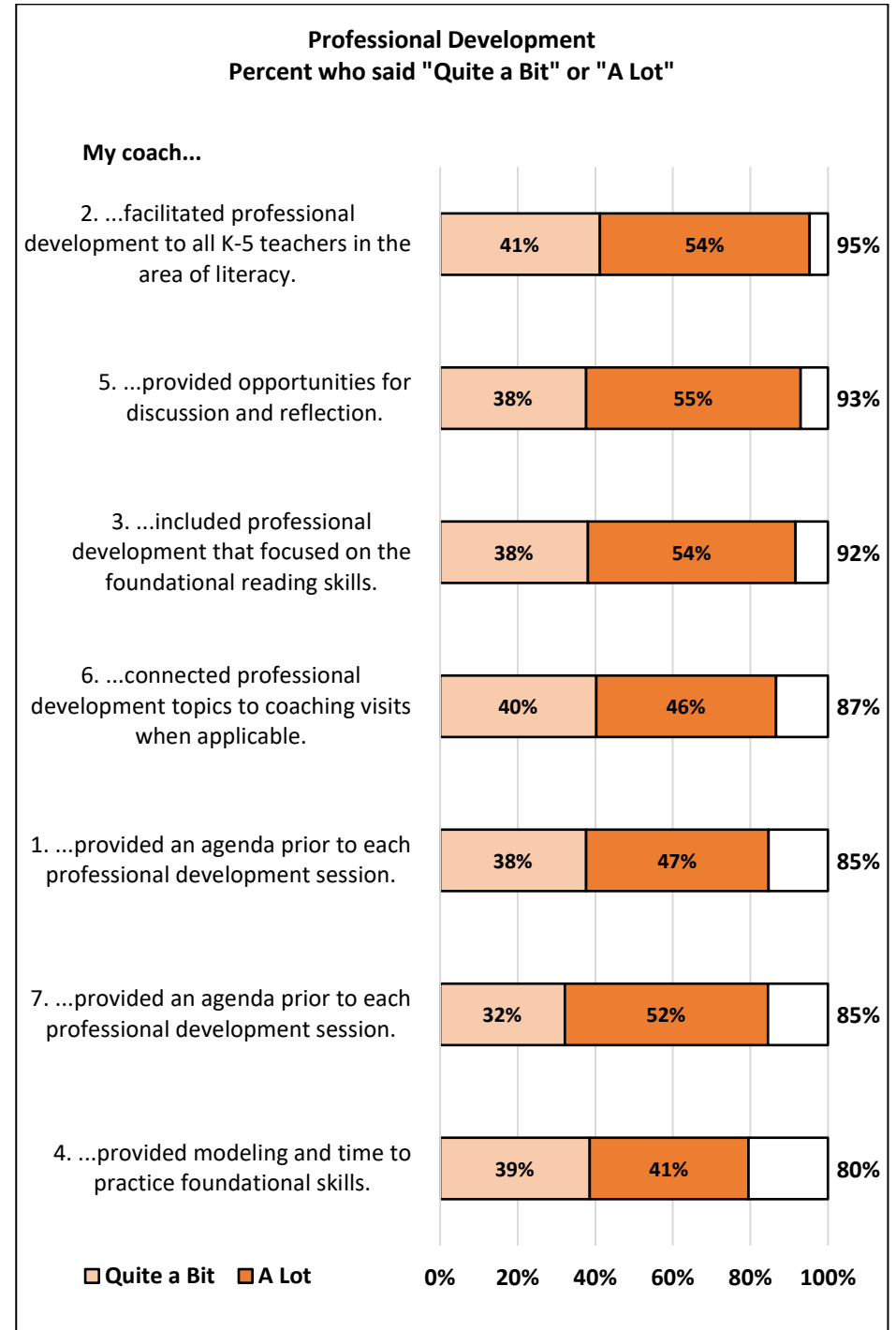
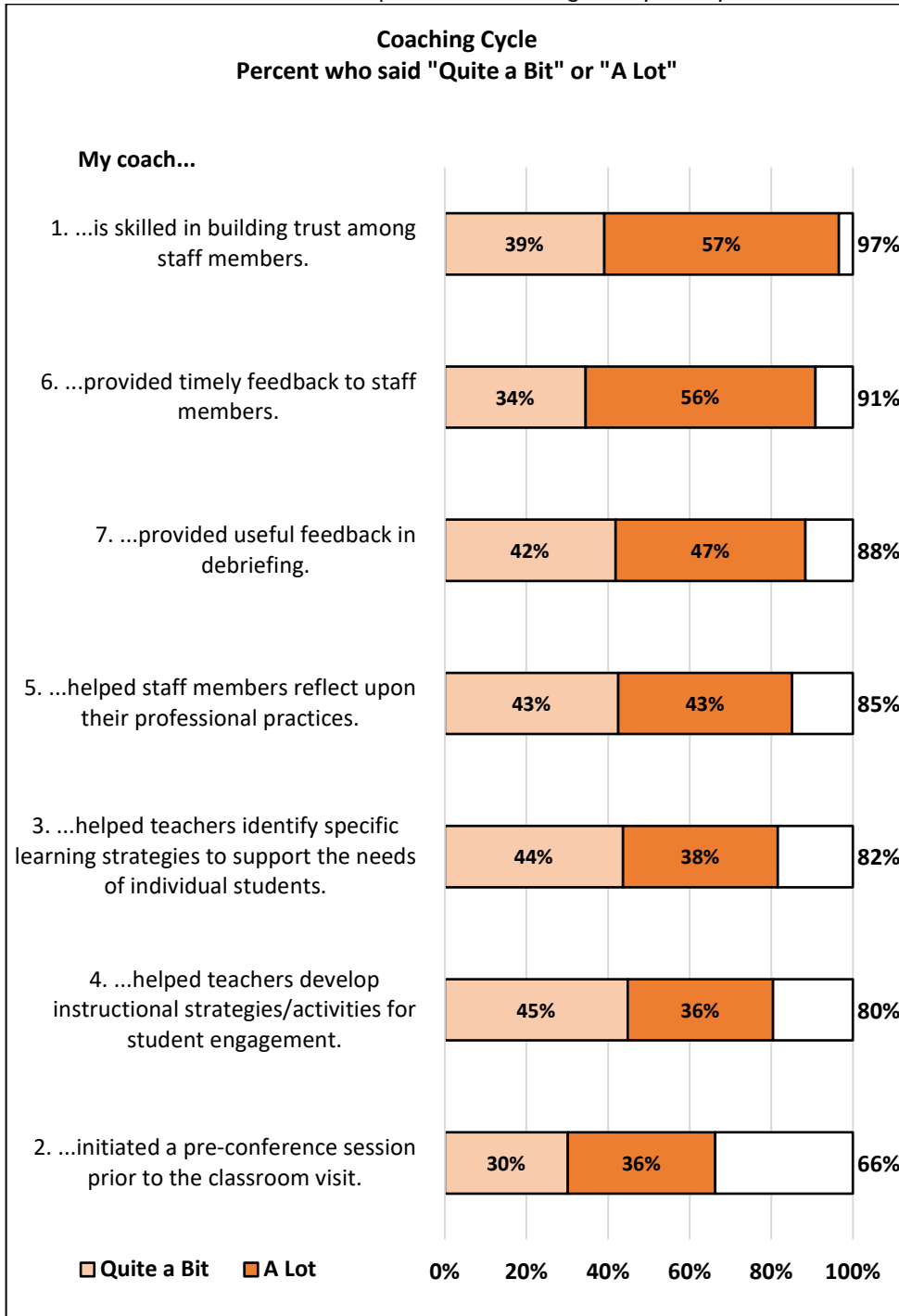
Only one respondent between July 1, 2021 and June 30, 2022.

D. Training Evaluations – Across All Coaching Trainings

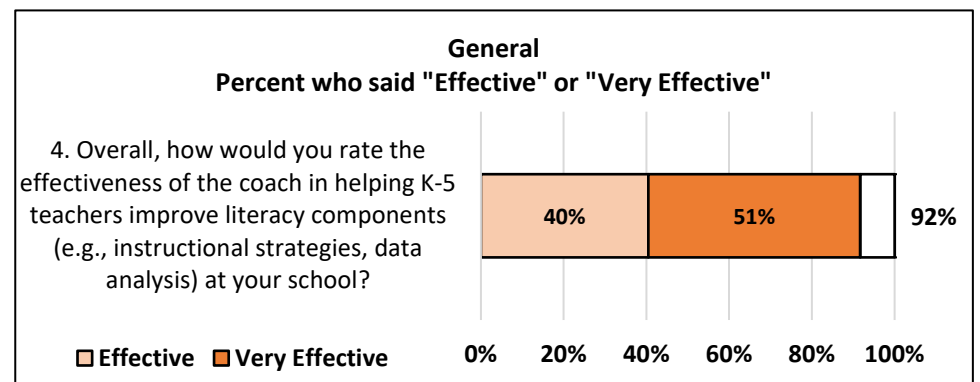
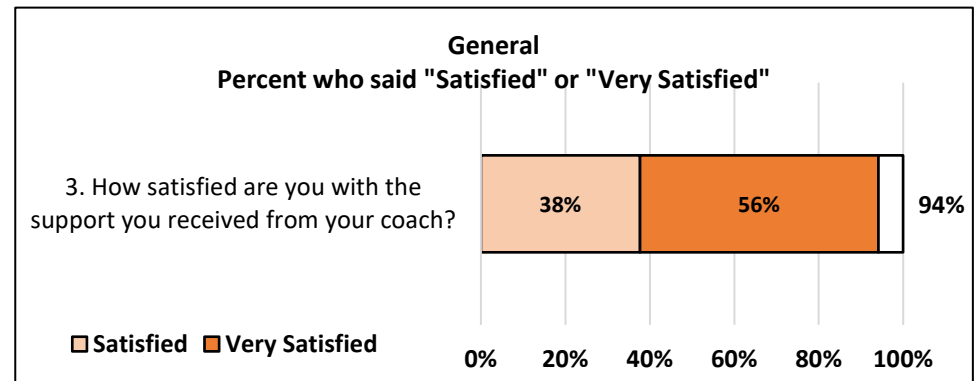
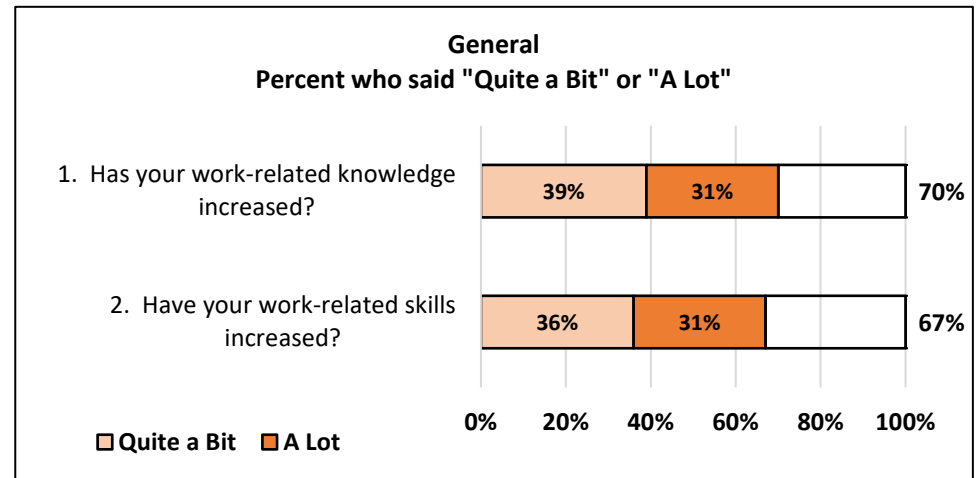
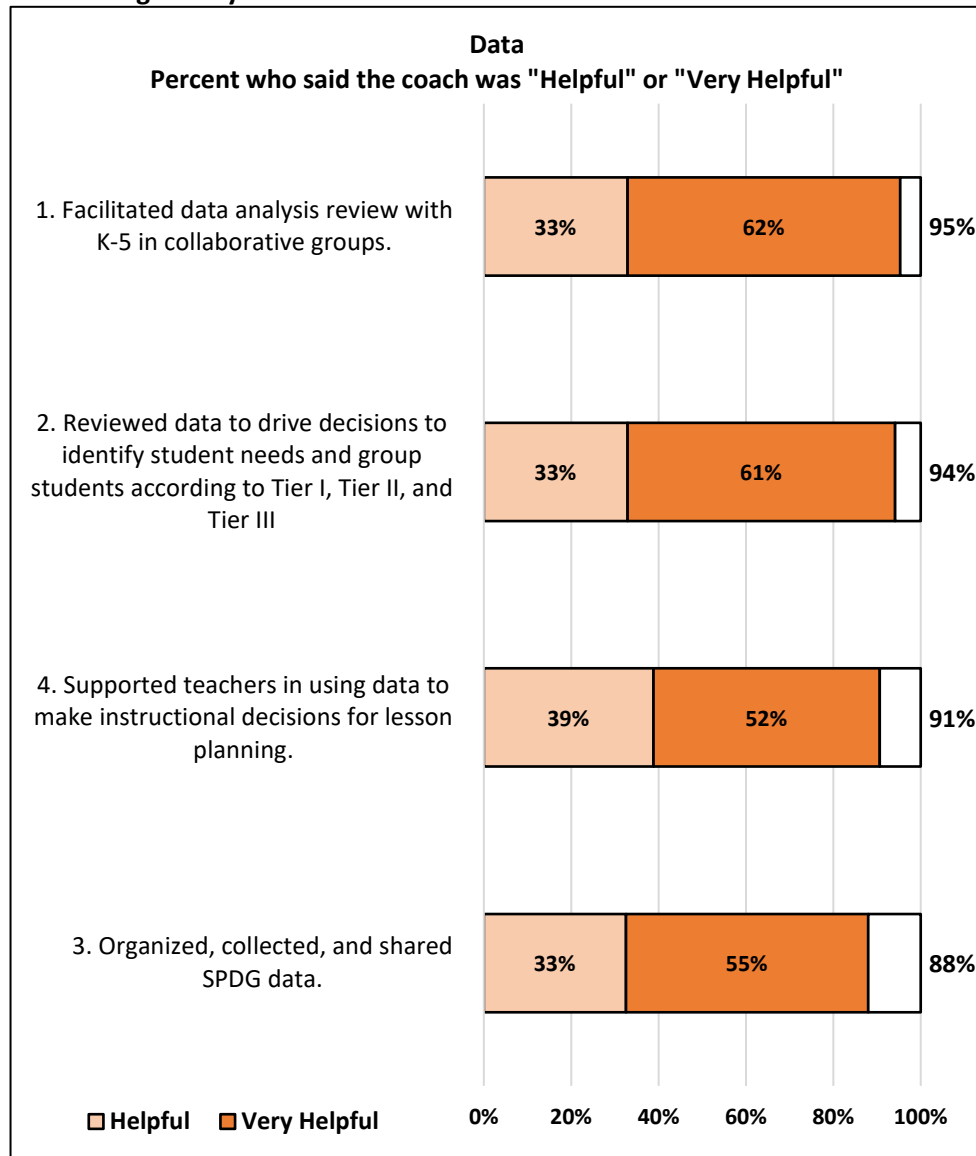
Only one respondent between July 1, 2021 and June 30, 2022.

E. Coaching Survey

90 staff members from six districts completed the Coaching Survey in May 2022.

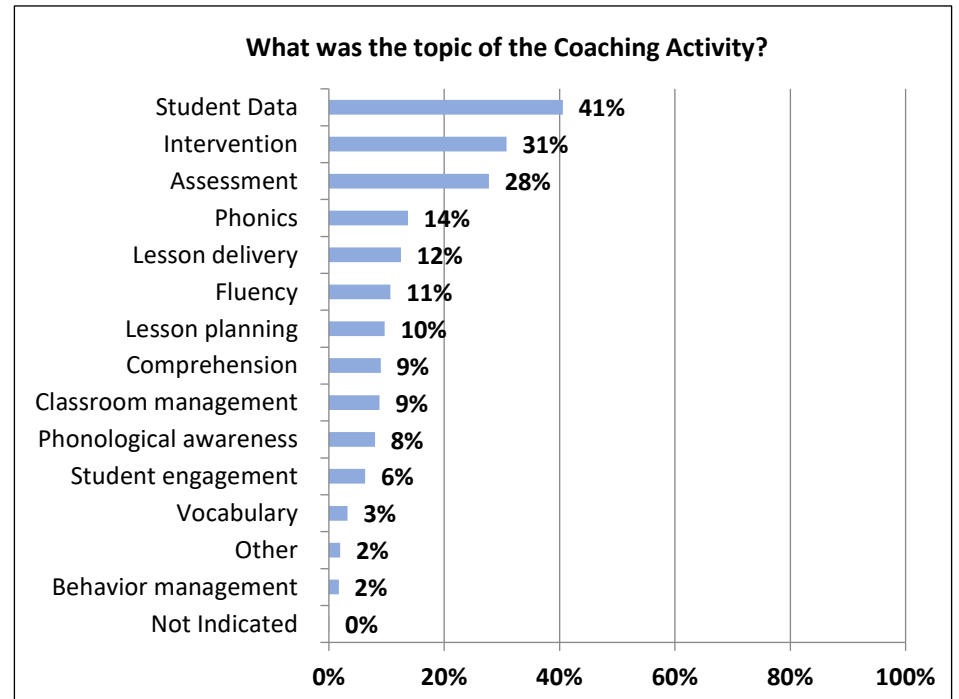
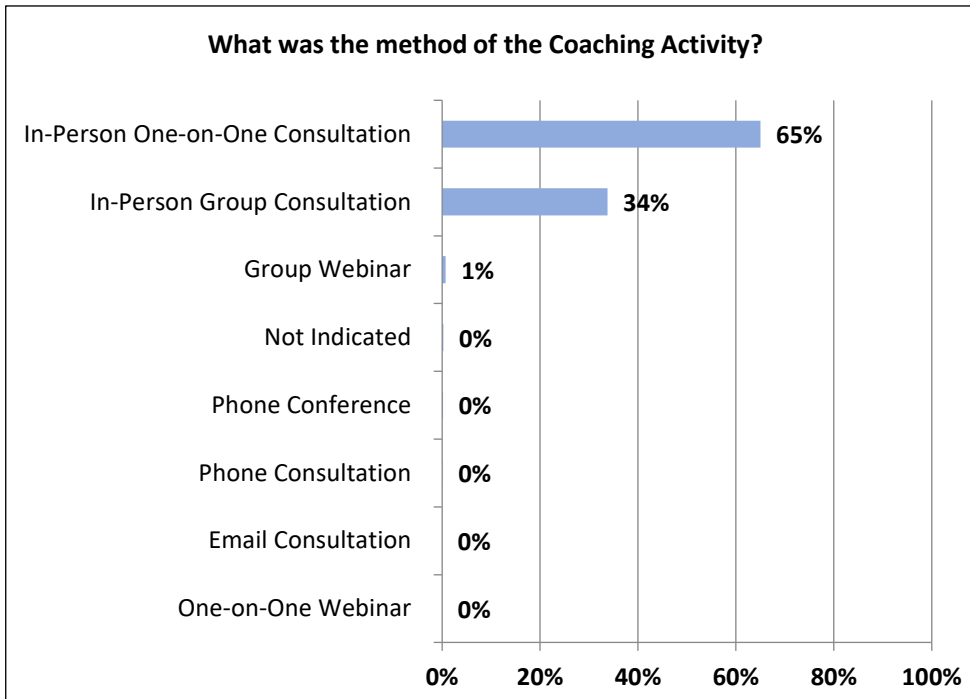
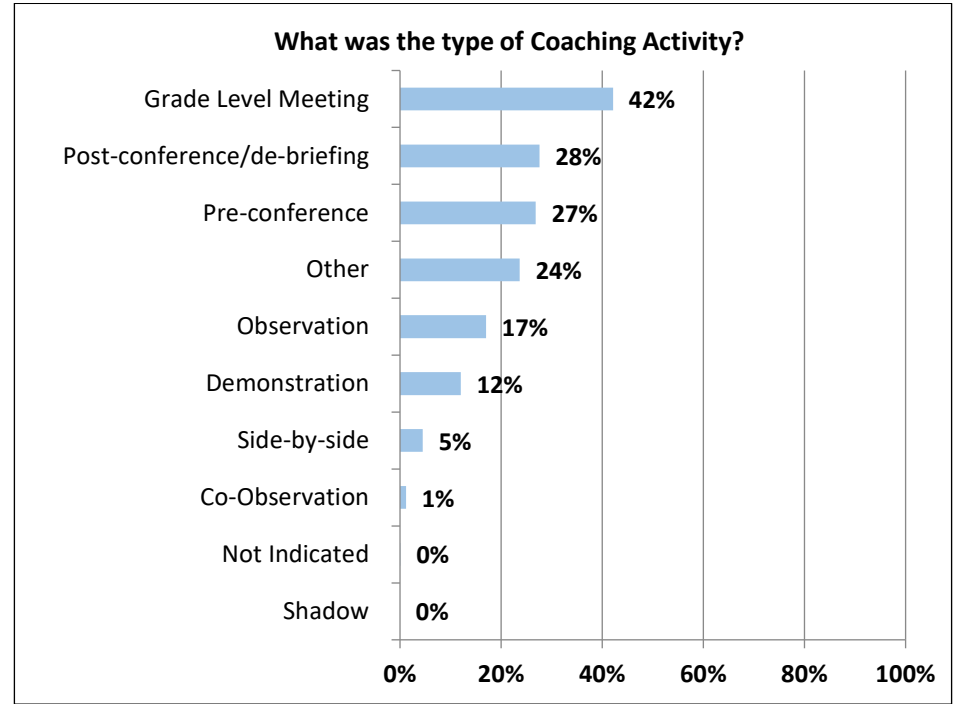
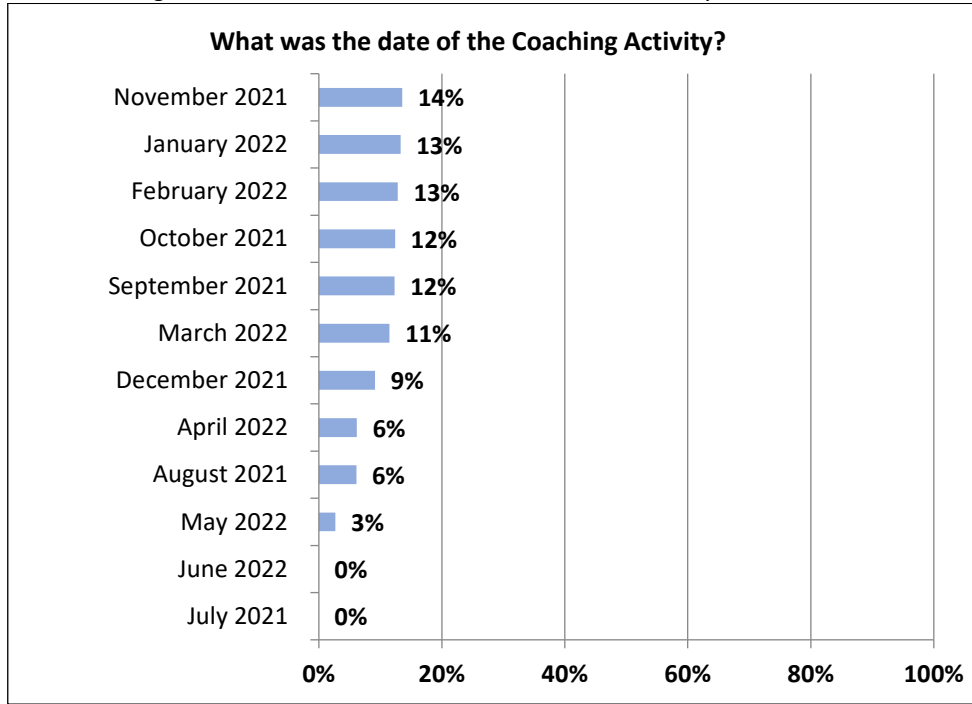


E. Coaching Survey – Continued



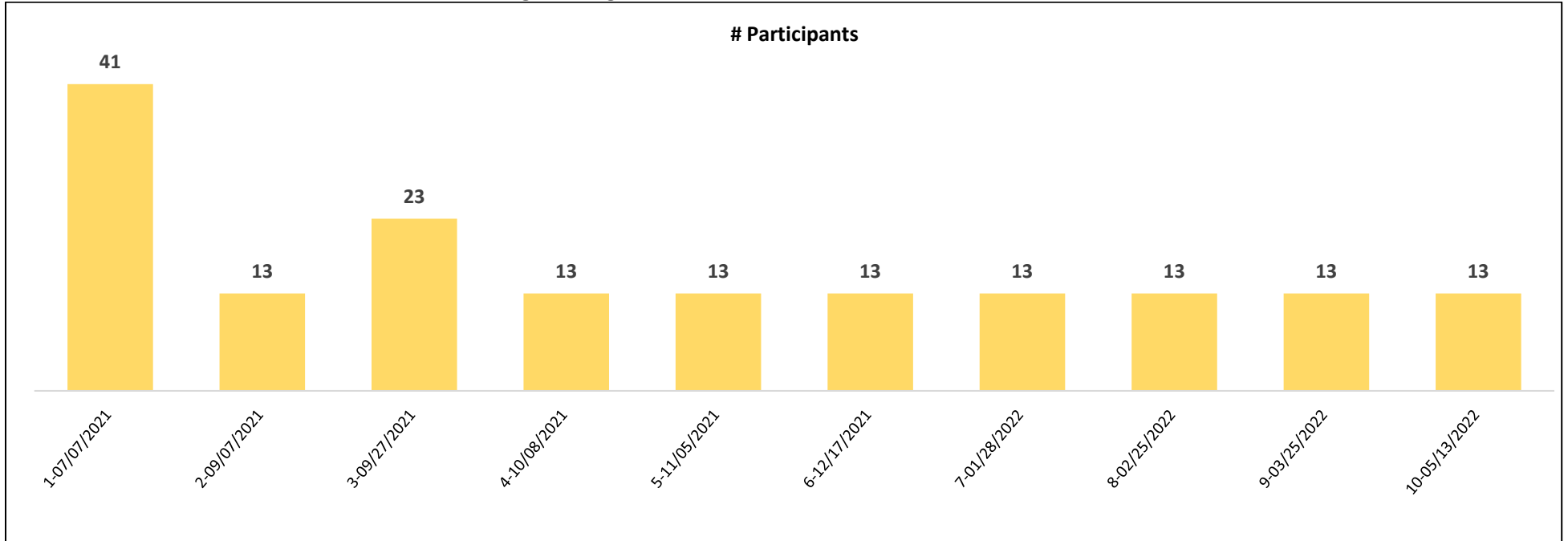
F. Coaching Activities Tracking

1,106 Coaching Activities were entered on the SDPD site from July 1, 2021 – June 30, 2022.



3. MTSS/Data-Driven Decision-Making

A. Attendance at MTSS/Data-Driven Decision-Making Trainings (Based on Sign-In Sheets)



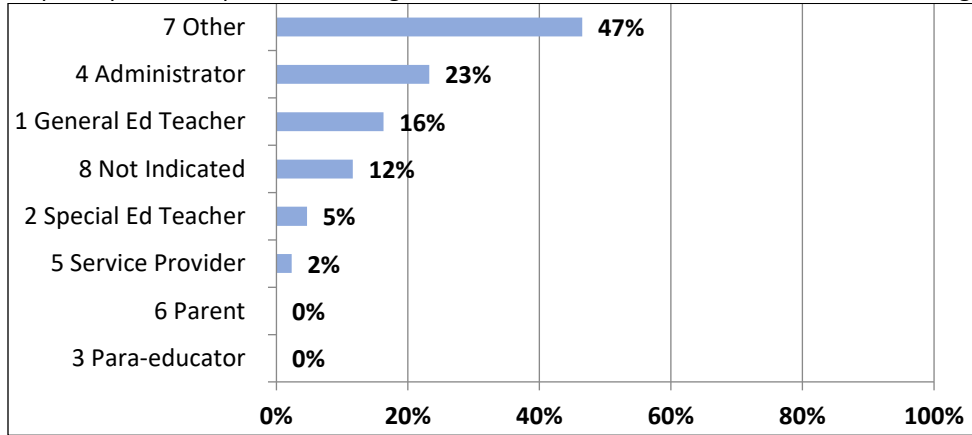
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. MTSS/Data-Driven Decision-Making Trainings:

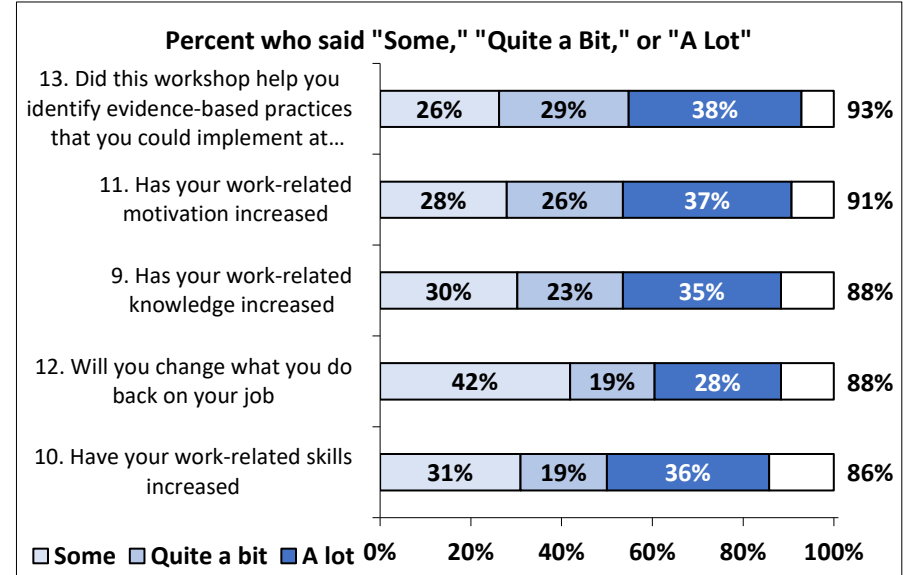
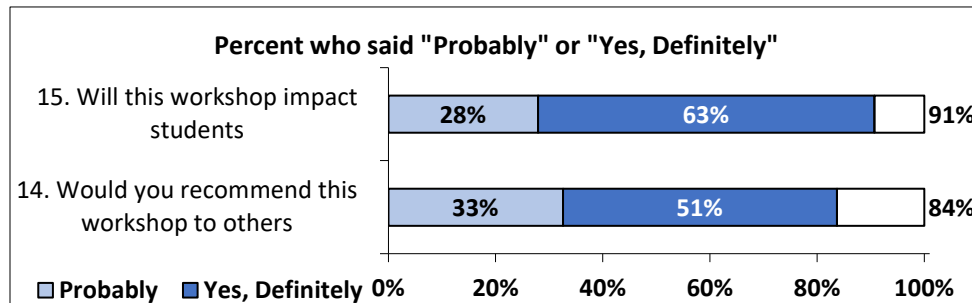
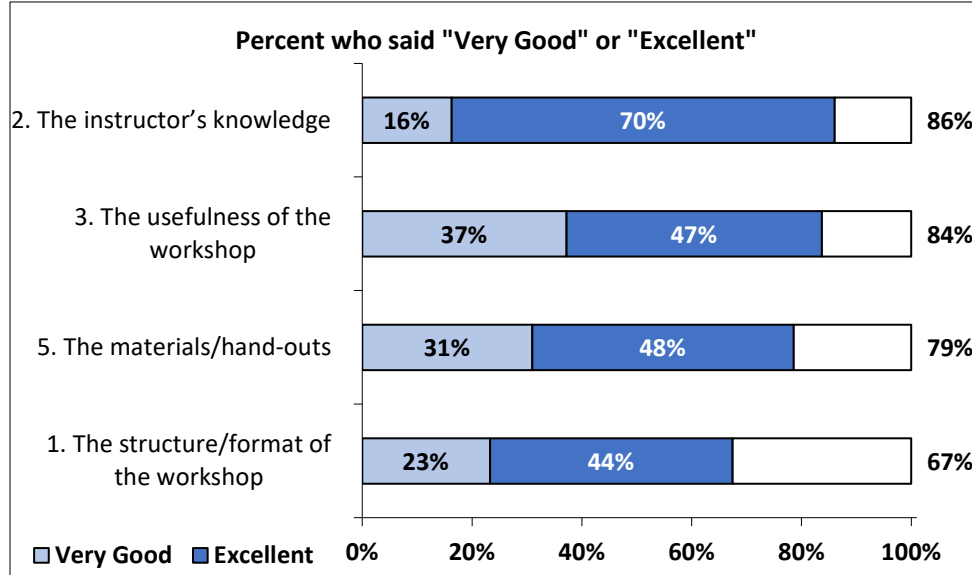
#	SDPD #	Date	Title	#	SDPD #	Date	Title
1	2836	07/07/2021	MTSS Tier 2 Training	6	2902	12/17/2021	Winter Data Analysis
2	2901	09/07/2021	Fall Data Analysis	7	2905	01/28/2022	Problem Solving
3	2852	09/27/2021	MTSS Tier 3 Training	8	2906	02/25/2022	Problem Solving
4	2903	10/08/2021	Problem Solving	9	2942	03/25/2022	Problem Solving
5	2904	11/05/2021	Problem Solving	10	2936	05/13/2022	Spring Data Analysis

C. Training Participant Roles – Across All MTSS/Data-Driven Decision Making Trainings

43 participants completed a training evaluation for 3 MTSS/Data-Driven Decision-Making trainings.



D. Training Evaluations – Across All MTSS/Data-Driven Decision-Making Trainings



Sample of Participant Comments

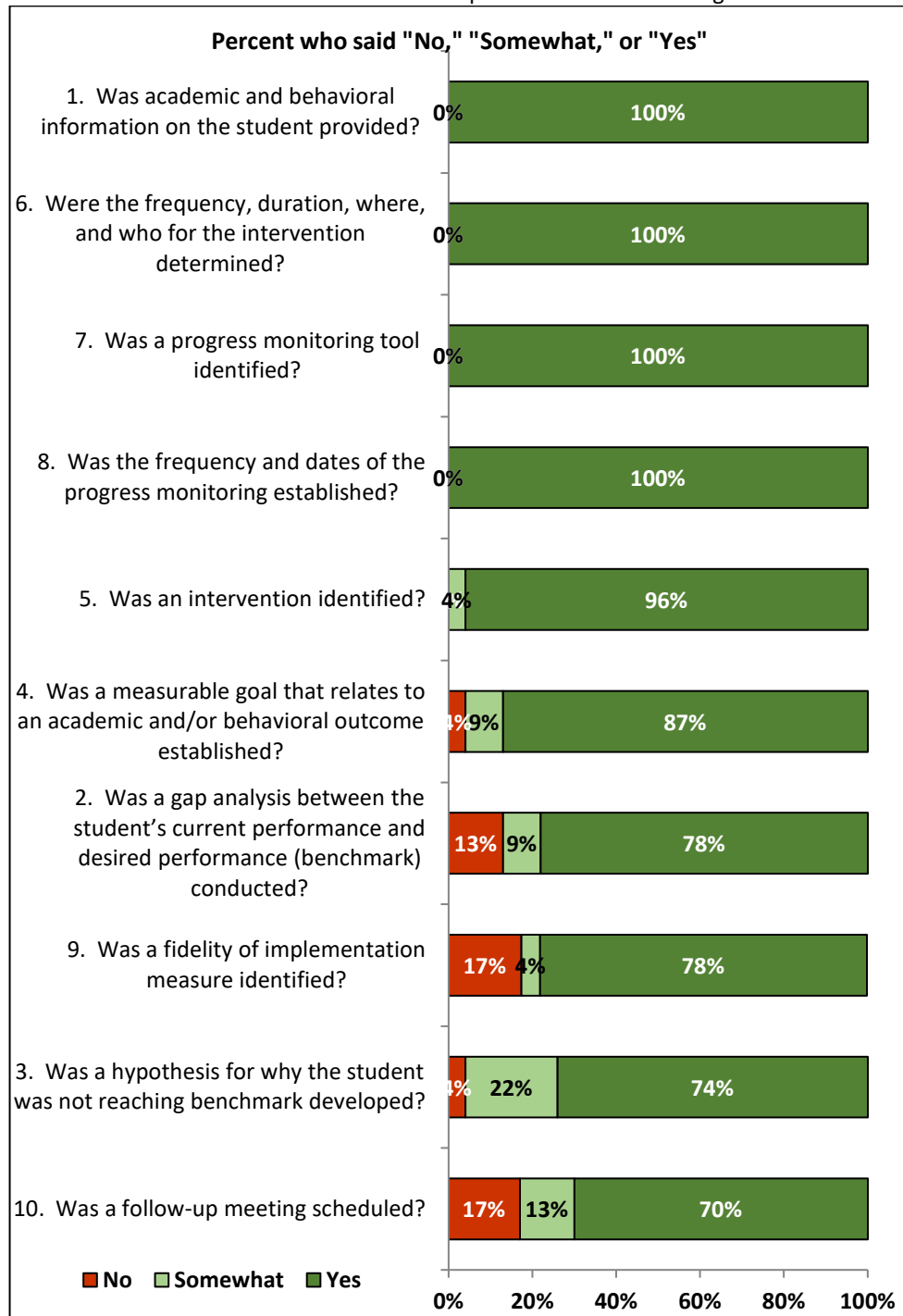
- "I felt that this training gave us a lot of information that will be useful in defining our referral process and interventions. I can't wait to start applying many of these things into my school."

- "The best thing was that our team was together and we could visit about how the new information would fit in with what we are already doing, and how we could make what we are doing better. Excellent to have us all together."

- "Materials that were provided were comprehensive and useful when looking to review program effectiveness across a variety of variables (instruction, program, tiering, team building etc.). It felt like almost all scenarios had been accounted for and thoughtful documents were provided to inform on what would be best practice/procedure all based on researched effectiveness."

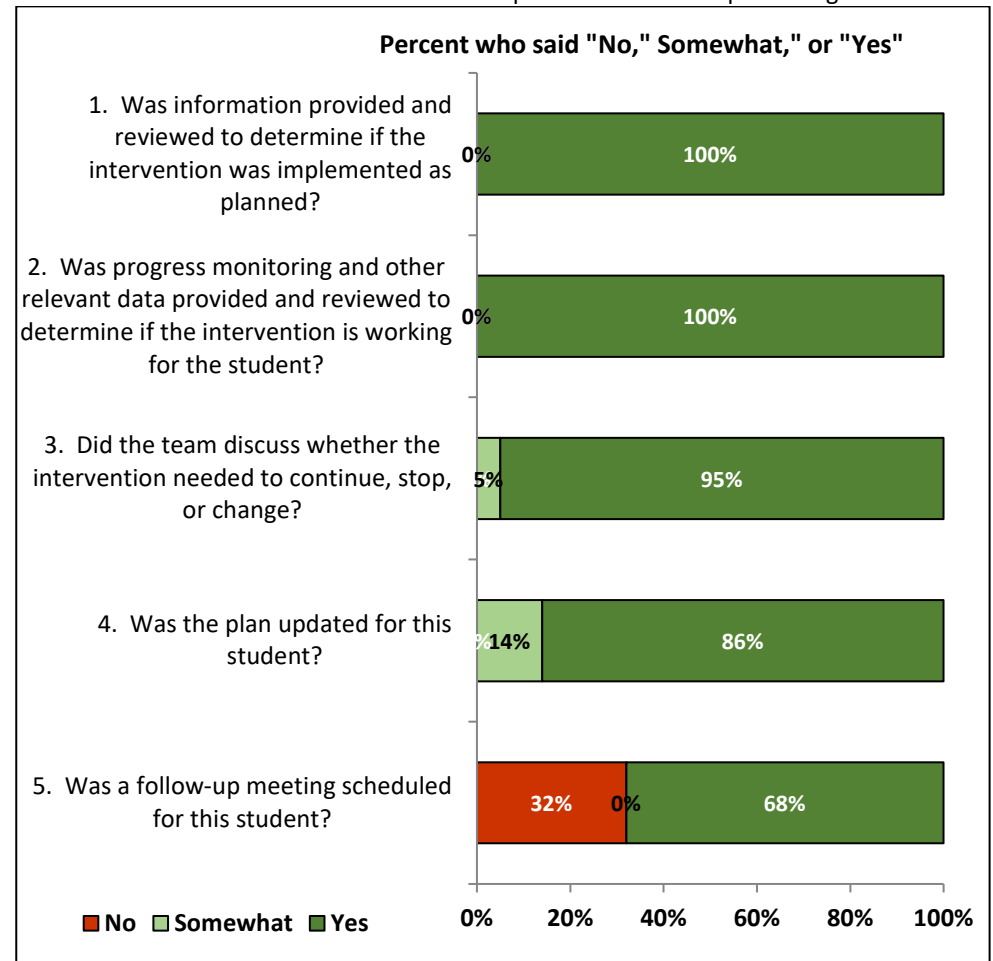
E. Team Problem-Solving: Individual Student Checklist – Initial Meeting

23 school team members from 5 districts completed the Initial Meeting section.



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

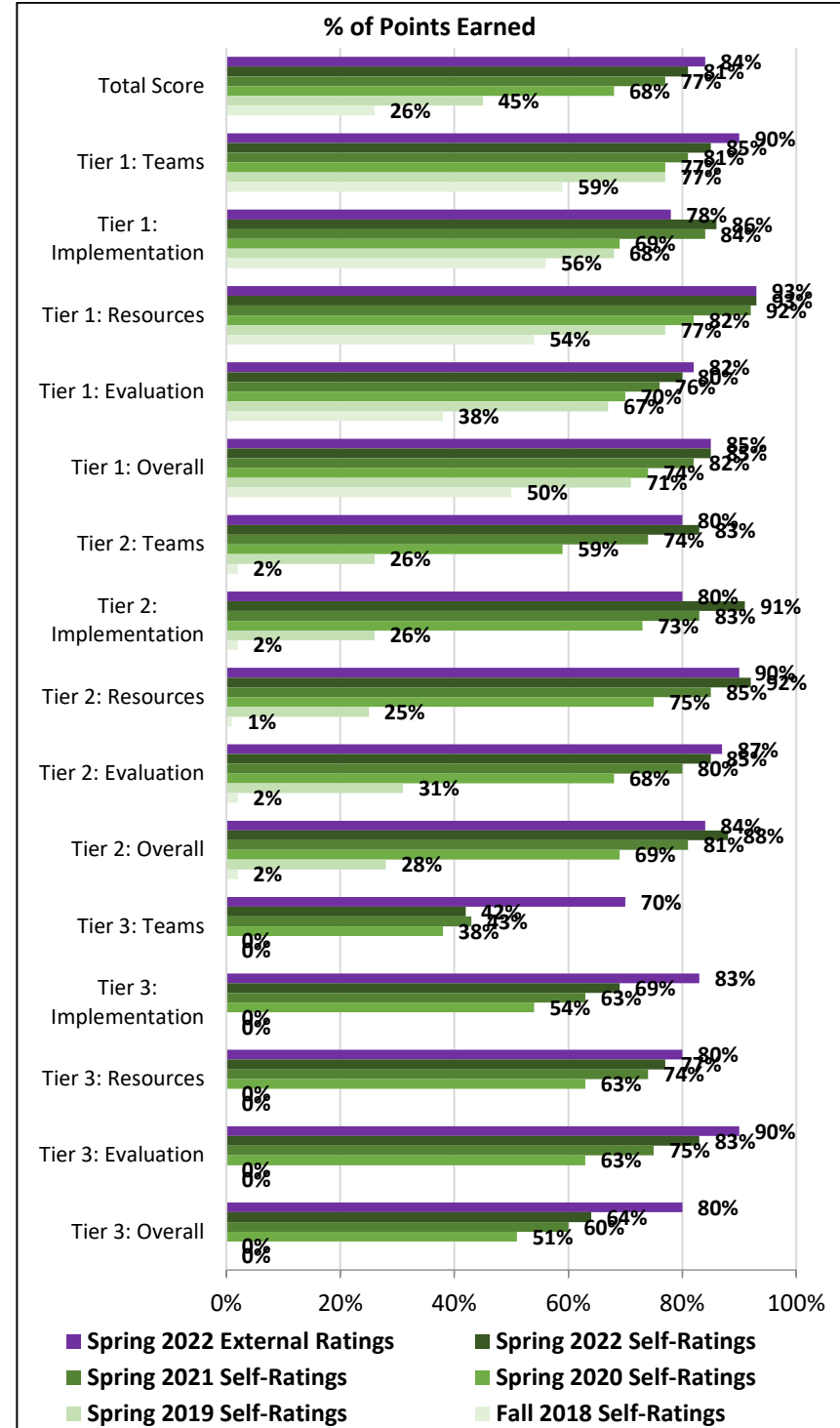
22 school team members from 6 districts completed the Follow-Up Meeting section.



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

# of Respondents	Fall 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2022 External
Total	18	18	16	17	13	5
Hot Springs	1	1	1	1	1	-
Iroquois	1	1	1	1	1	1
Milbank	1	1	1	1	1	1
Rapid City	8	8	6	7	3	1
Sisseton	1	1	1	1	1	1
Watertown	6	6	6	6	6	1

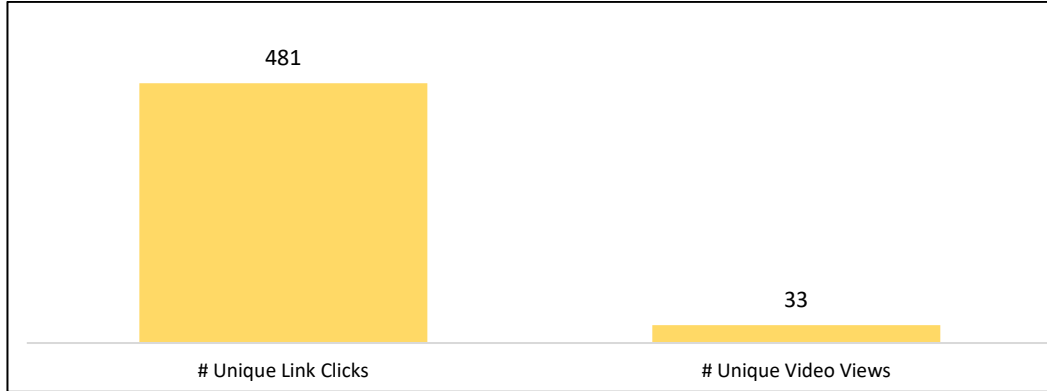
	% of Points Earned					
	Fall 2018 Self-Ratings	Spring 2019 Self-Ratings	Spring 2020 Self-Ratings	Spring 2021 Self-Ratings	Spring 2022 Self-Ratings	Spring 2022 External Ratings
Total Score	26%	45%	68%	77%	81%	84%
Tier 1: Teams	59%	77%	77%	81%	85%	90%
Tier 1: Implementation	56%	68%	69%	84%	86%	78%
Tier 1: Resources	54%	77%	82%	92%	93%	93%
Tier 1: Evaluation	38%	67%	70%	76%	80%	82%
Tier 1: Overall	50%	71%	74%	82%	85%	85%
Tier 2: Teams	2%	26%	59%	74%	83%	80%
Tier 2: Implementation	2%	26%	73%	83%	91%	80%
Tier 2: Resources	1%	25%	75%	85%	92%	90%
Tier 2: Evaluation	2%	31%	68%	80%	85%	87%
Tier 2: Overall	2%	28%	69%	81%	88%	84%
Tier 3: Teams	0%	0%	38%	43%	42%	70%
Tier 3: Implementation	0%	0%	54%	63%	69%	83%
Tier 3: Resources	0%	0%	63%	74%	77%	80%
Tier 3: Evaluation	0%	0%	63%	75%	83%	90%
Tier 3: Overall	0%	0%	51%	60%	64%	80%



4. Family Engagement

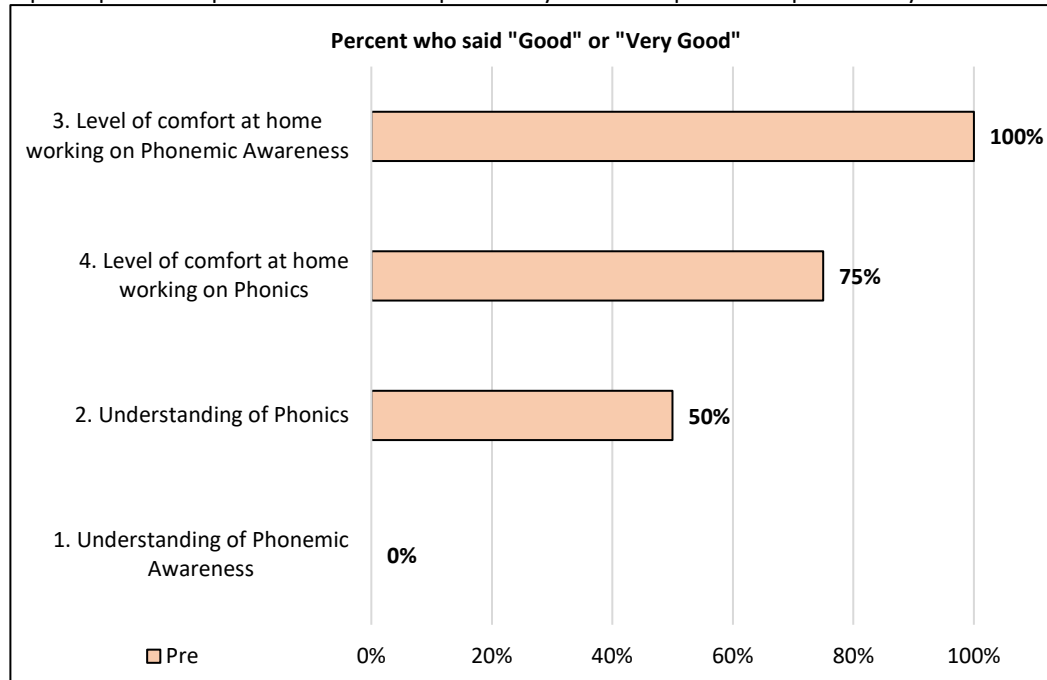
A. Unique Clicks for the Read to Succeed Online Family Literacy Training *(Based on Information from the SD Parent Connection and SD Statewide Family Engagement Center)*

During the 2021-22 school year, the South Dakota Parent Connection sent a link to the Nearpod Read to Succeed Online Family Literacy Training (online recorded version) to the SPDG schools. SPDG schools were asked to distribute the link to teachers who in turn were asked to distribute the link to families. As of June 30, 2022, there have been 481 unique clicks on this link and 33 unique video views. *Note: The unique clicks and views are statewide. It cannot be determined whether the clicks and views are specific to SPDG schools or whether they are from families, school staff members, or others.*

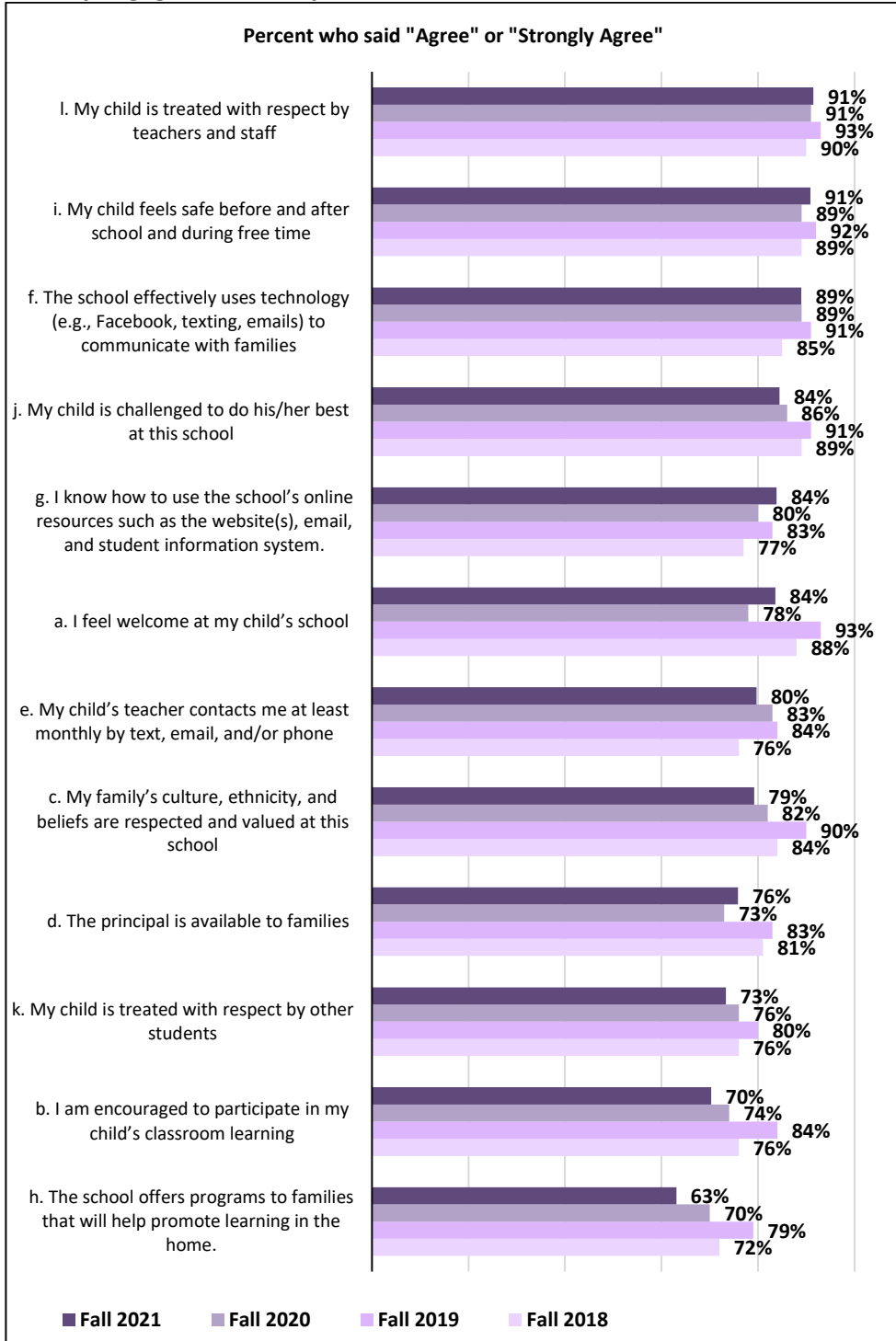


B. Pre/Post Ratings - Across All Read to Succeed Online Family Literacy Training Modules

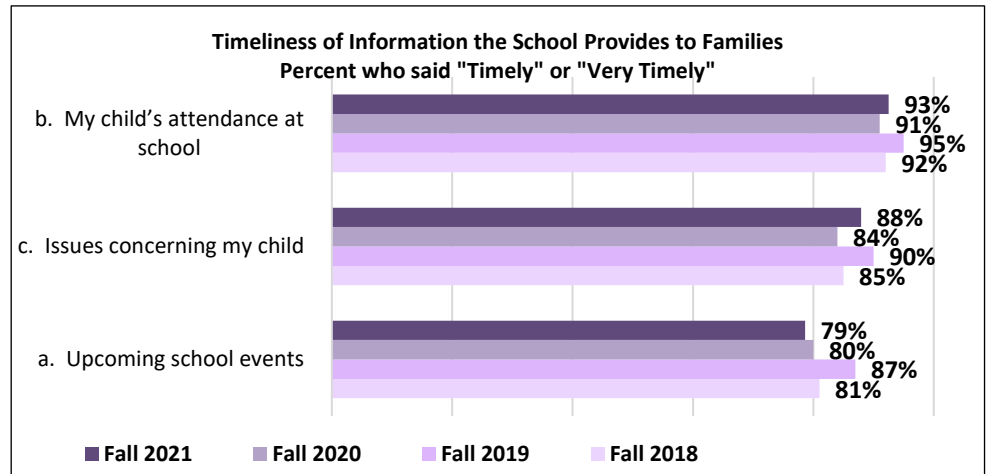
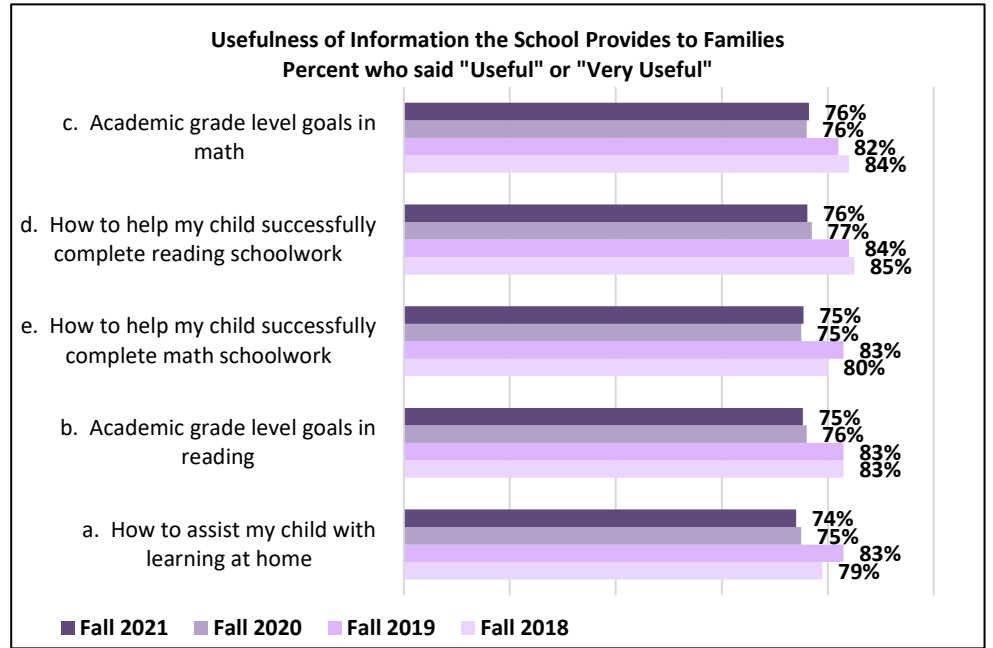
7 participants completed the Module 1 pre-survey and 0 completed the post-survey.



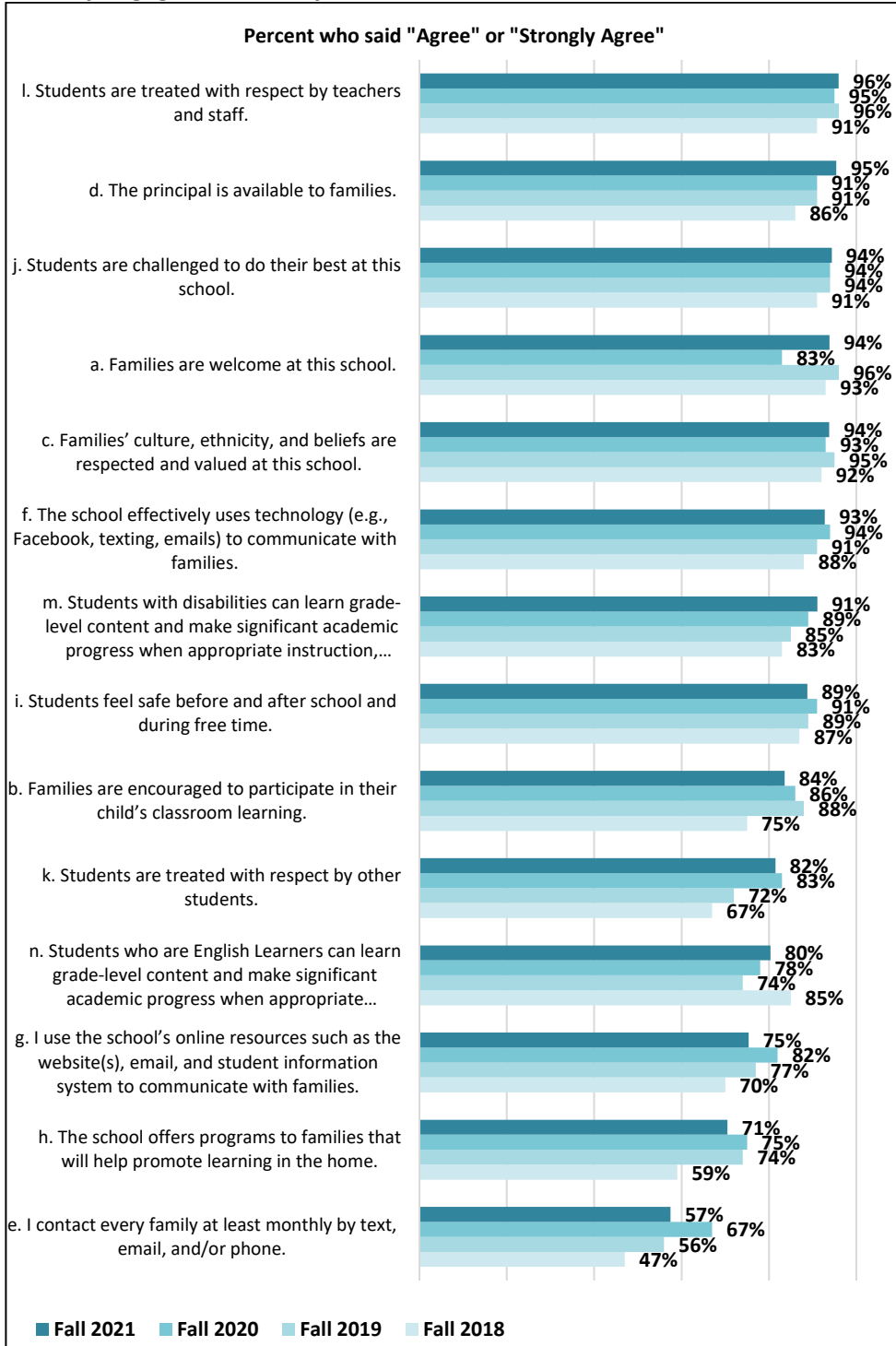
C. Family Engagement Survey for Families



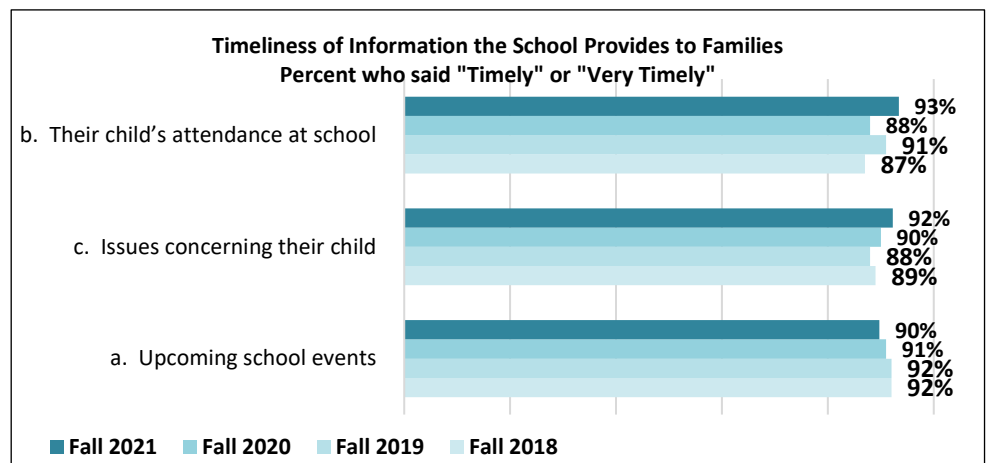
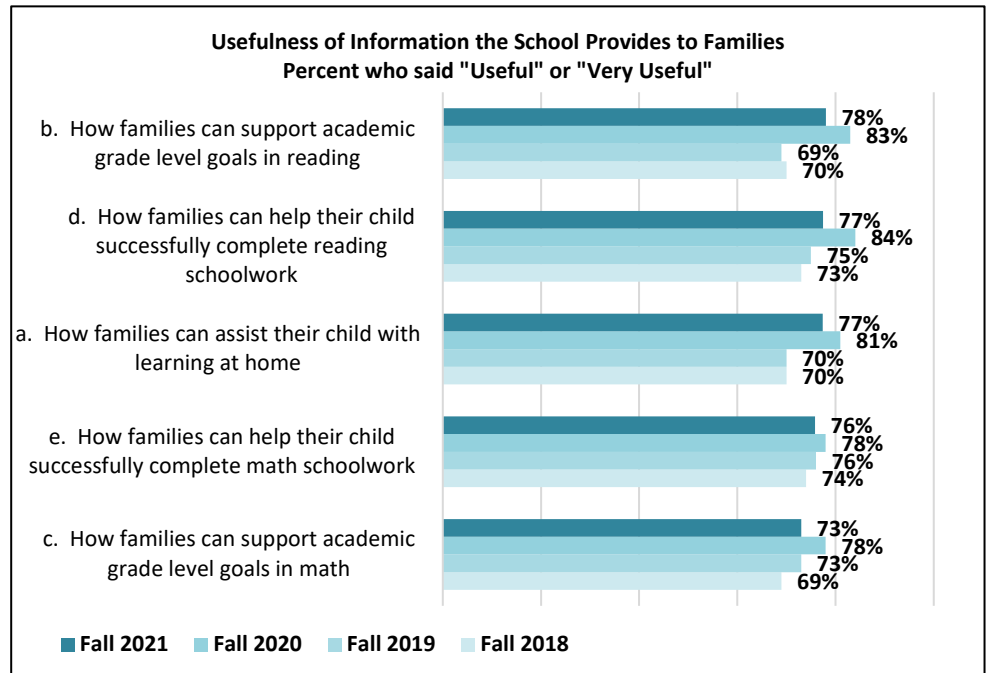
# of Respondents	2018-19	2019-20	2020-21	2021-22
Total	575	1,141	1,156	963
Hot Springs	25	-	8	48
Iroquois	15	20	32	27
Milbank	130	89	151	91
Rapid City	-	297	471	432
Sisseton	85	10	87	58
Watertown	320	725	407	307



D. Family Engagement Survey for Educators

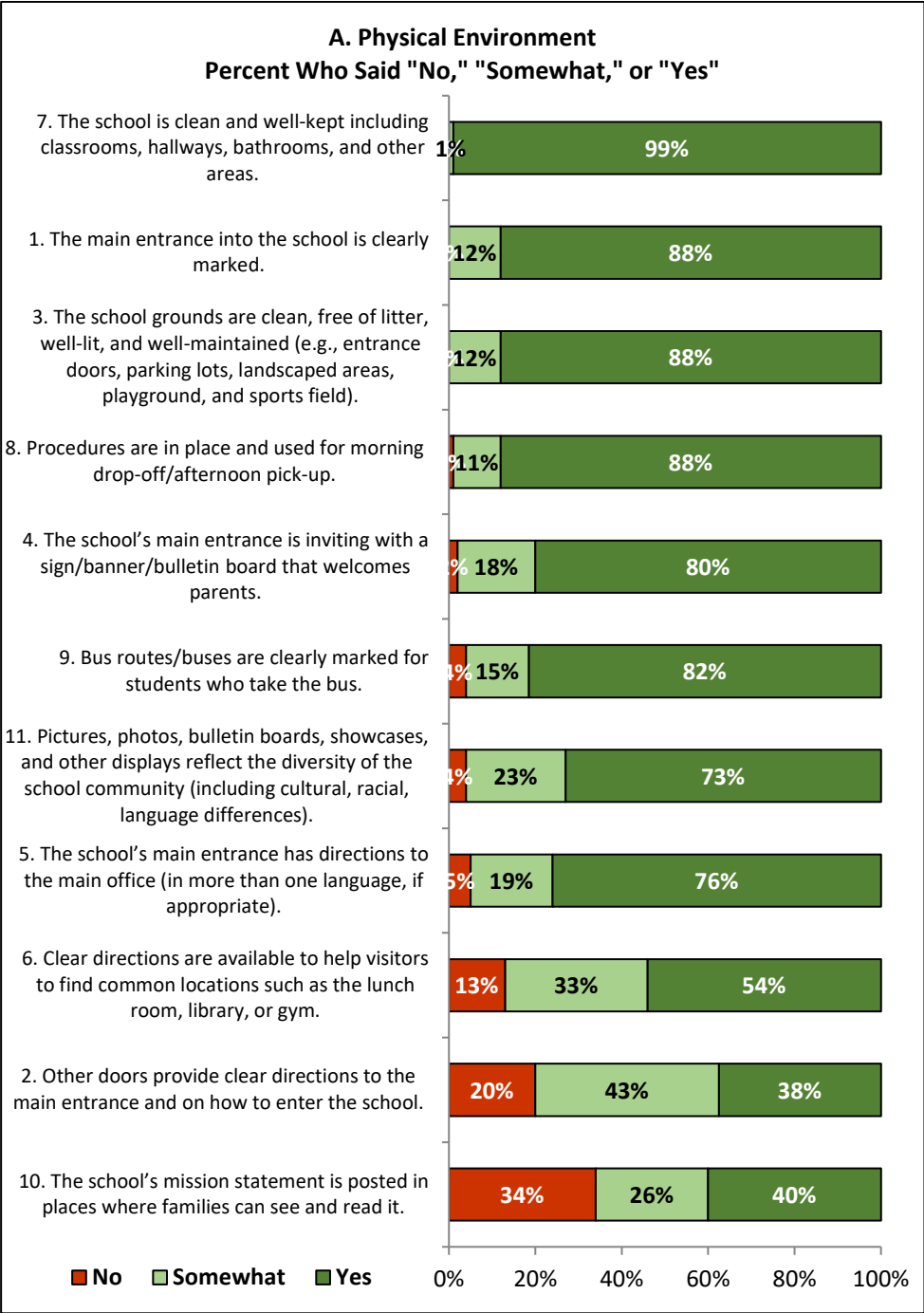
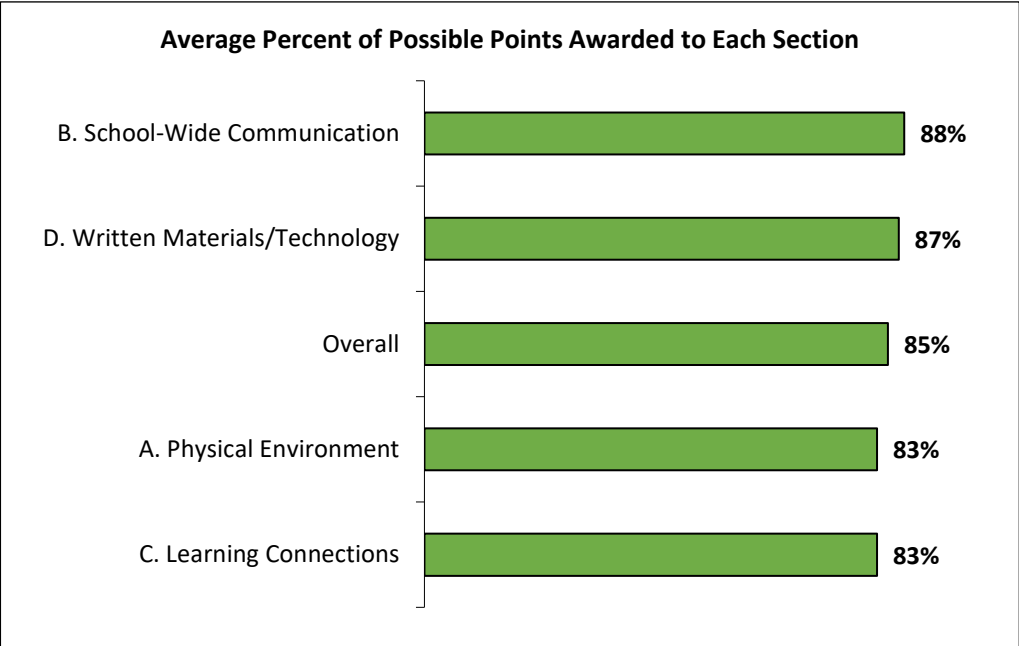


# of Respondents	2018-19	2019-20	2020-21	2021-22
Total	227	305	363	374
Hot Springs	14	-	-	25
Iroquois	24	-	12	23
Milbank	25	24	22	13
Rapid City	-	114	153	123
Sisseton	31	10	13	30
Watertown	133	157	163	160



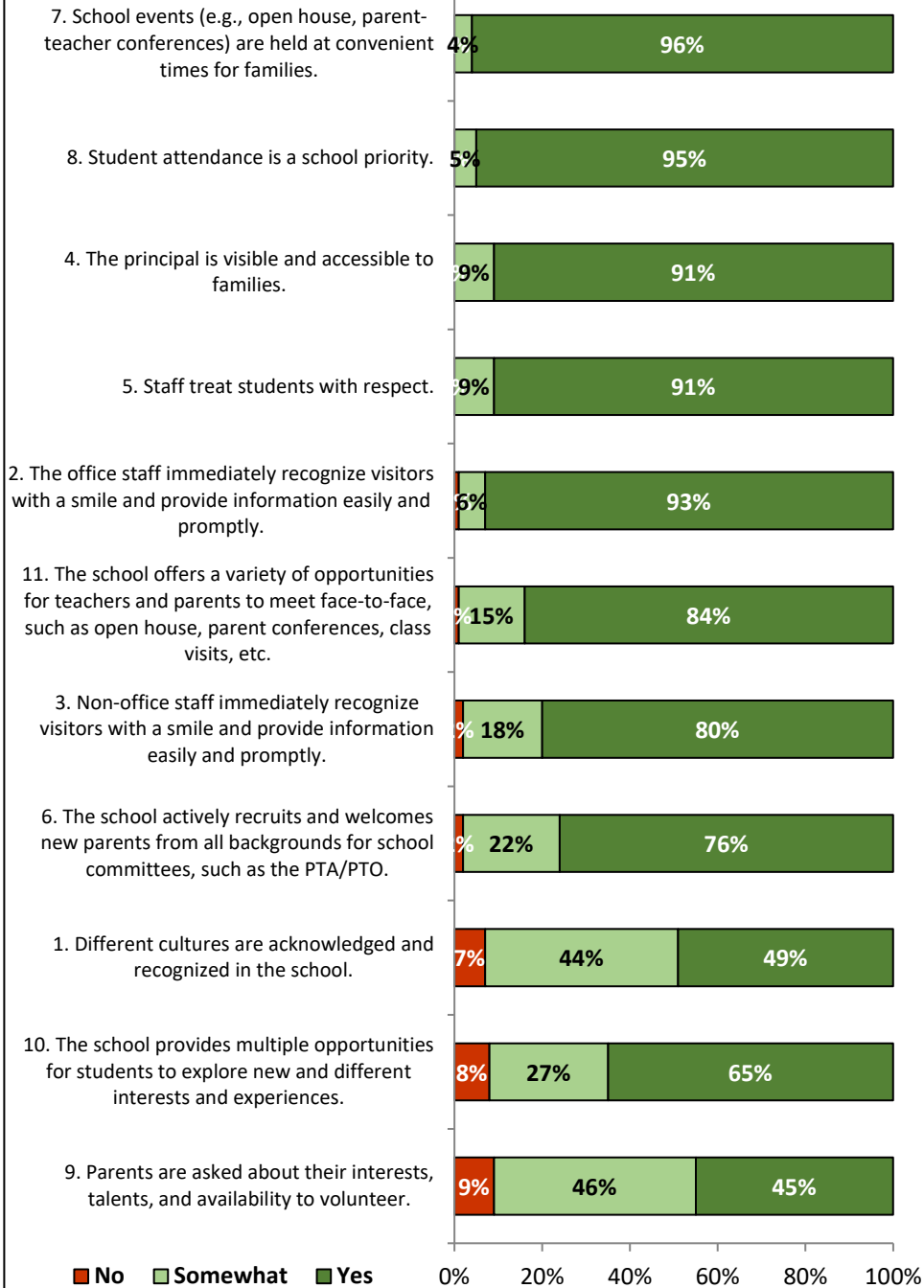
E. Family Friendly Walk-Through Checklist

103 team members from 6 districts (7 from Hot Springs, 6 from Iroquois, 4 from Milbank, 40 from Rapid City, 7 from Sisseton, and 39 from Watertown) completed the Family Friendly Walk-Through Checklist during the 2021-22 school year.

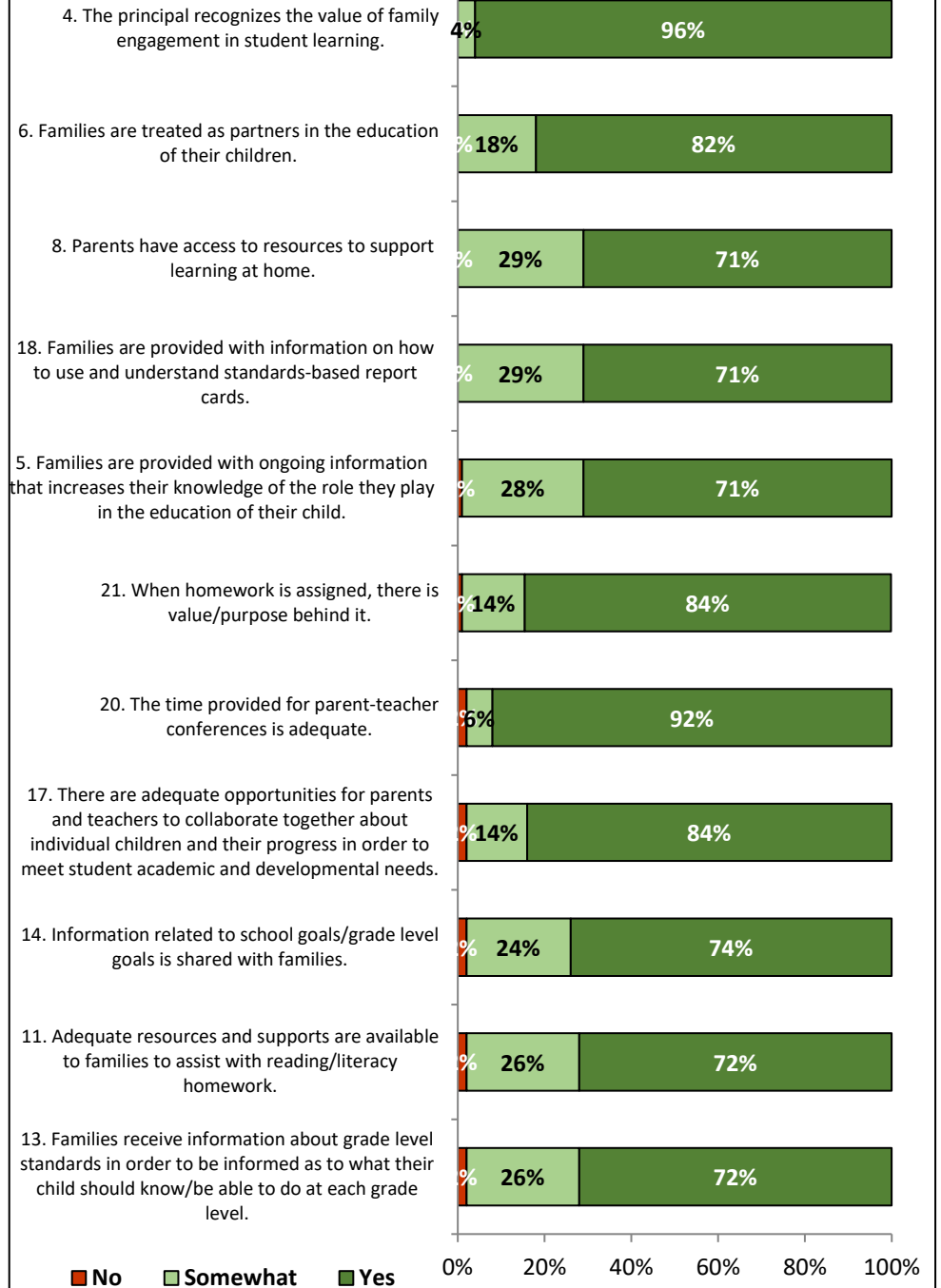


E. Family Friendly Walk-Through Checklist - Continued

B. School-Wide Communication
Percent Who Said "No," "Somewhat," or "Yes"

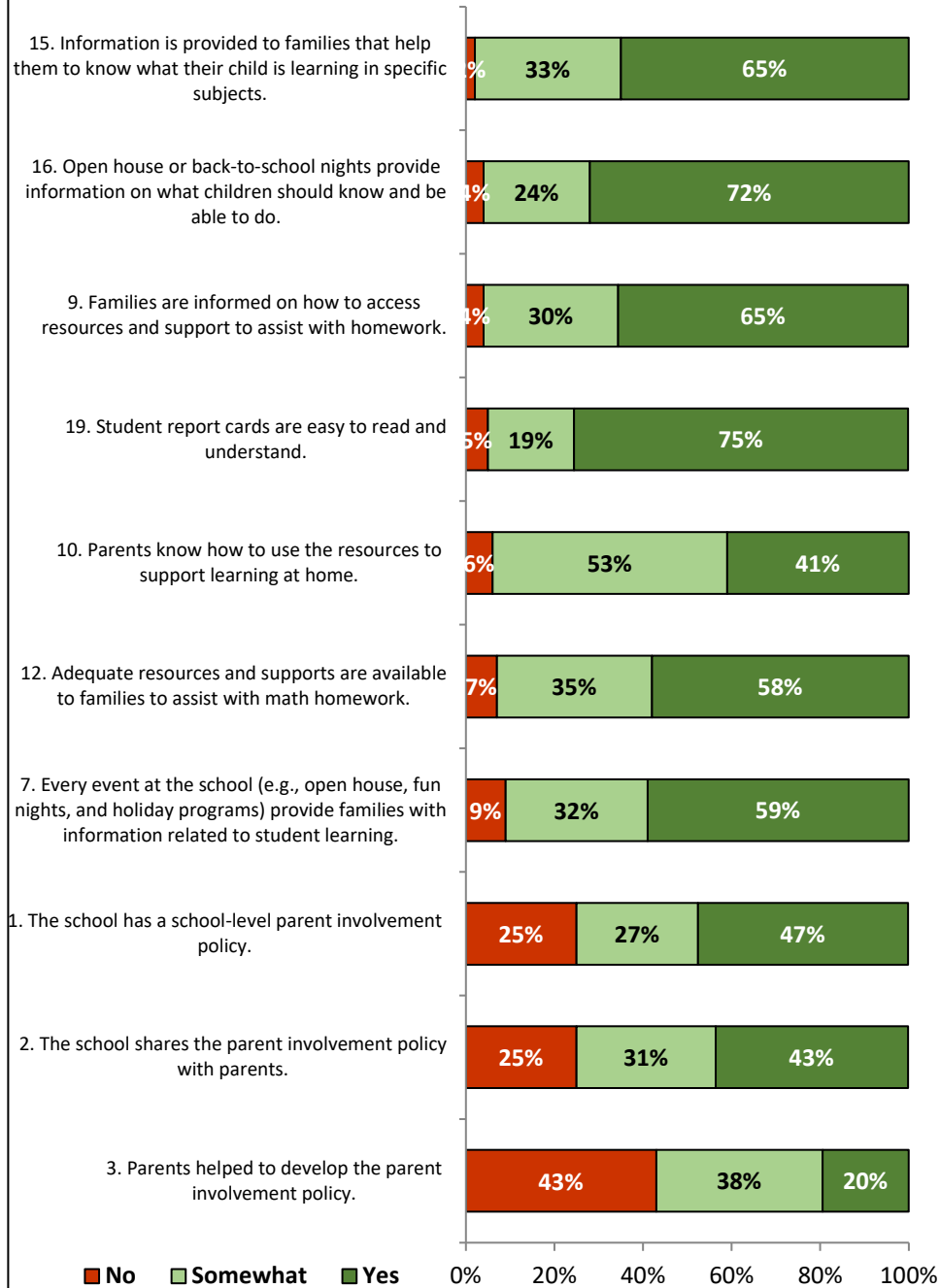


C. Learning Connections (Highest-Rated Items)
Percent Who Said "No," "Somewhat," or "Yes"

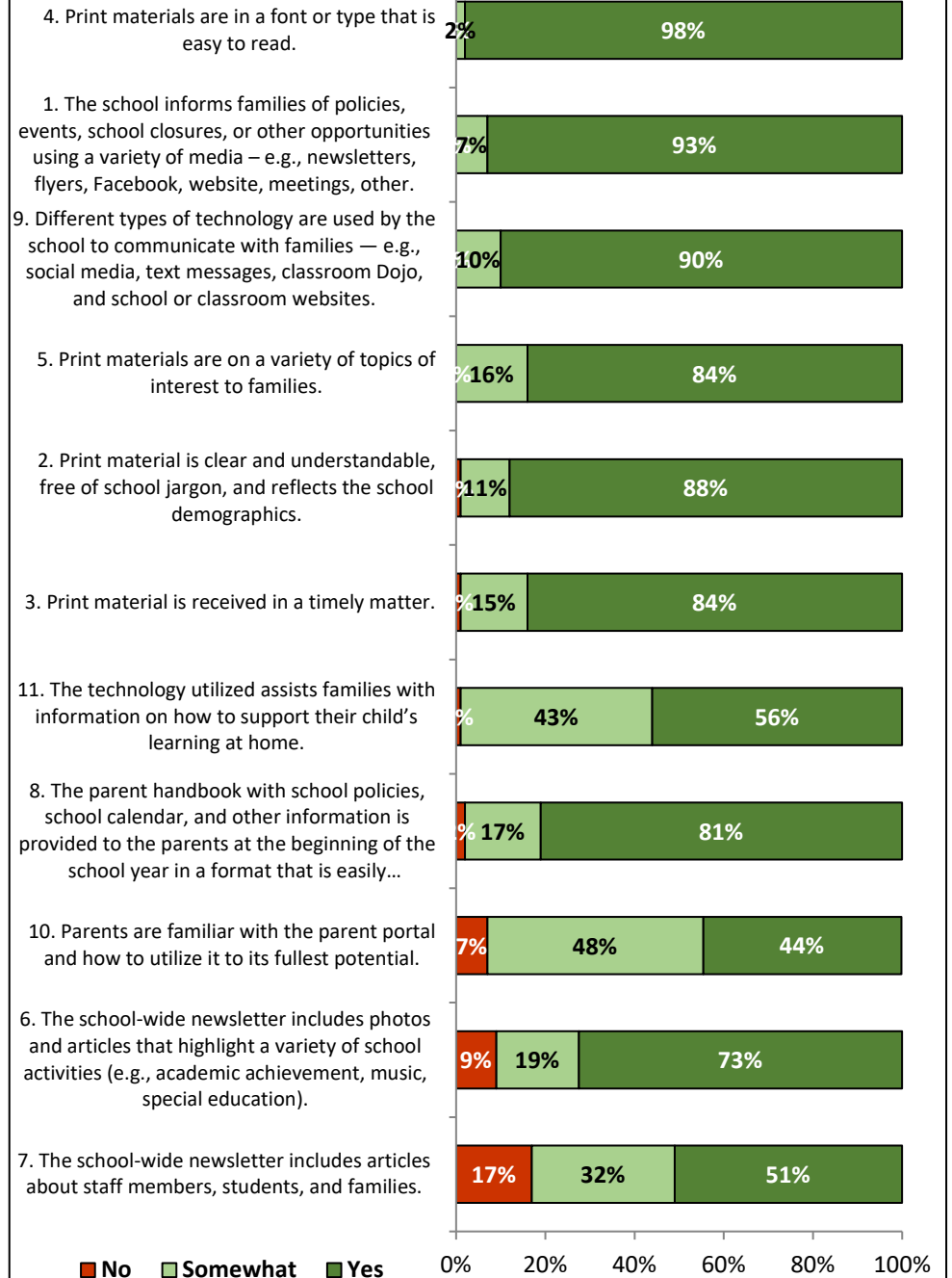


E. Family Friendly Walk-Through Checklist - Continued

C. Learning Connections (Lowest-Rated Items)
Percent Who Said "No," "Somewhat," or "Yes"



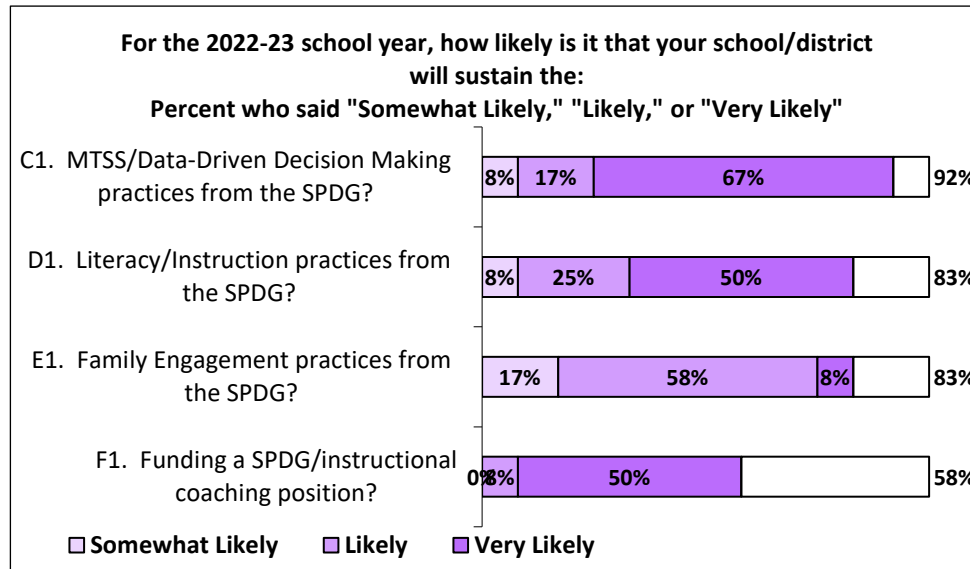
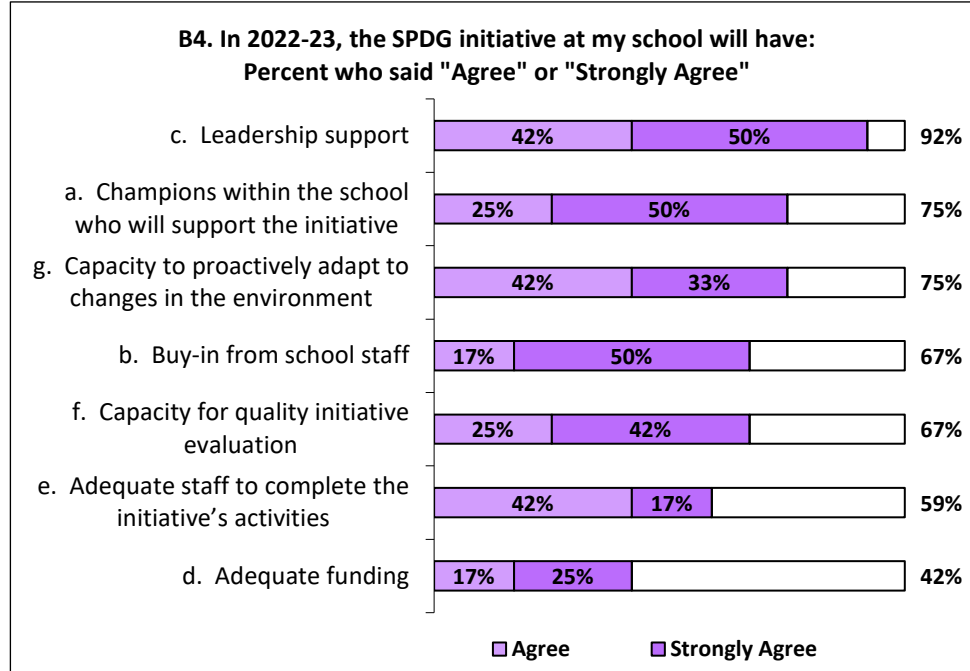
D. Written Materials/Technology
Percent Who Said "No," "Somewhat," or "Yes"



5. Leadership/Sustainability

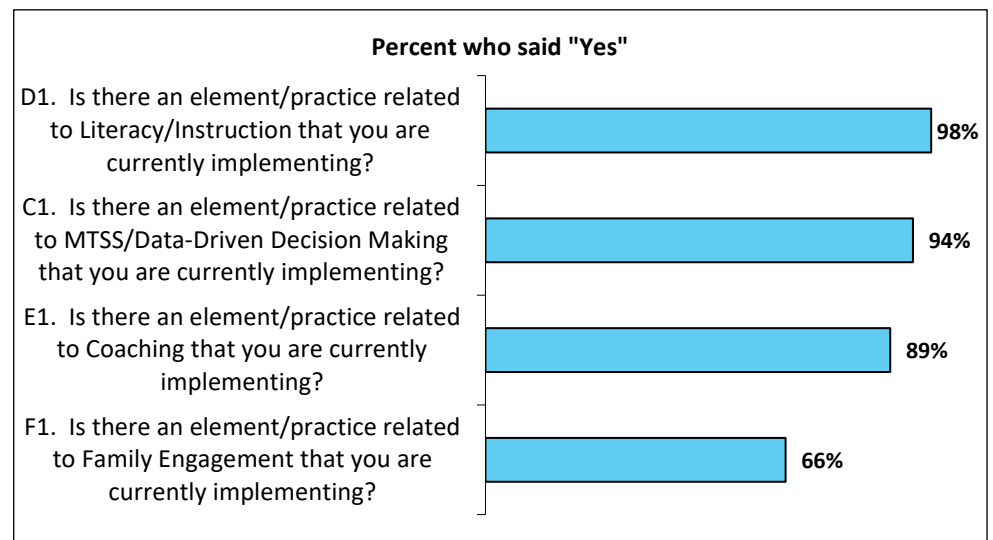
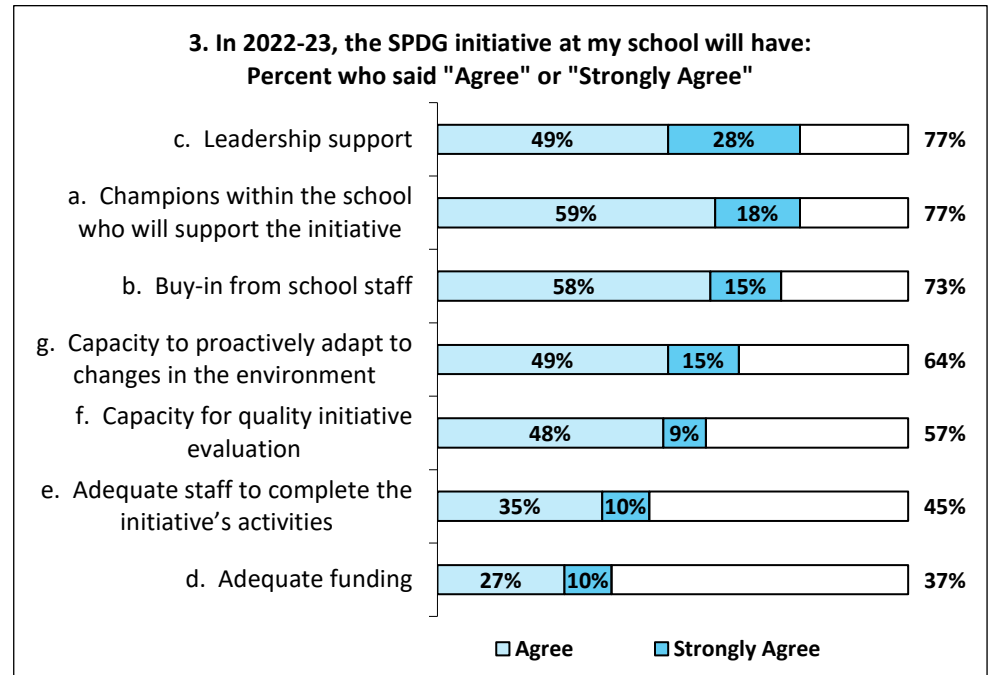
A. Sustainability Survey for Administrators

12 participants from 3 districts (1 from Hot Springs, 5 from Rapid City, 1 from Sisseton, and 5 from Watertown) completed the Sustainability Survey for Administrators.

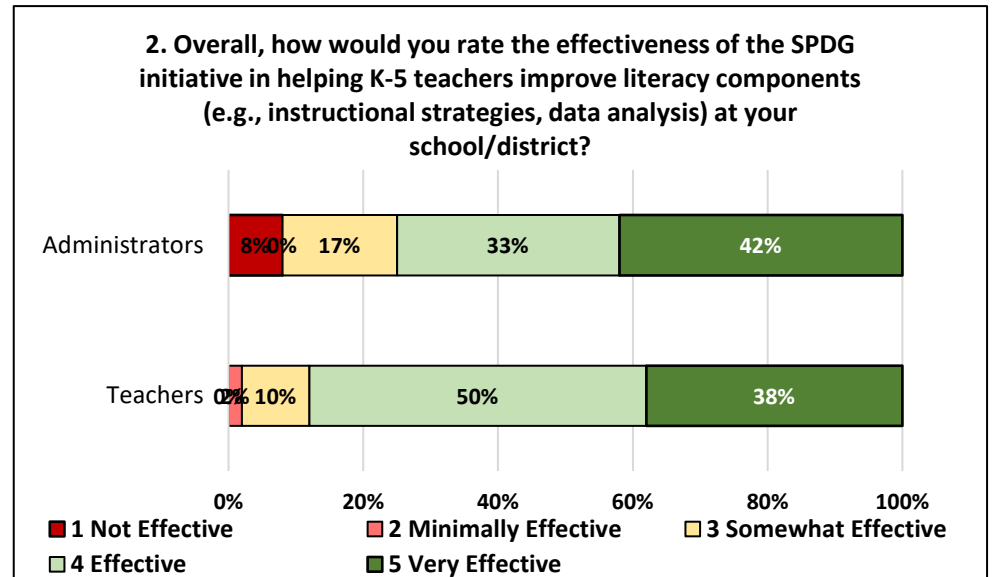
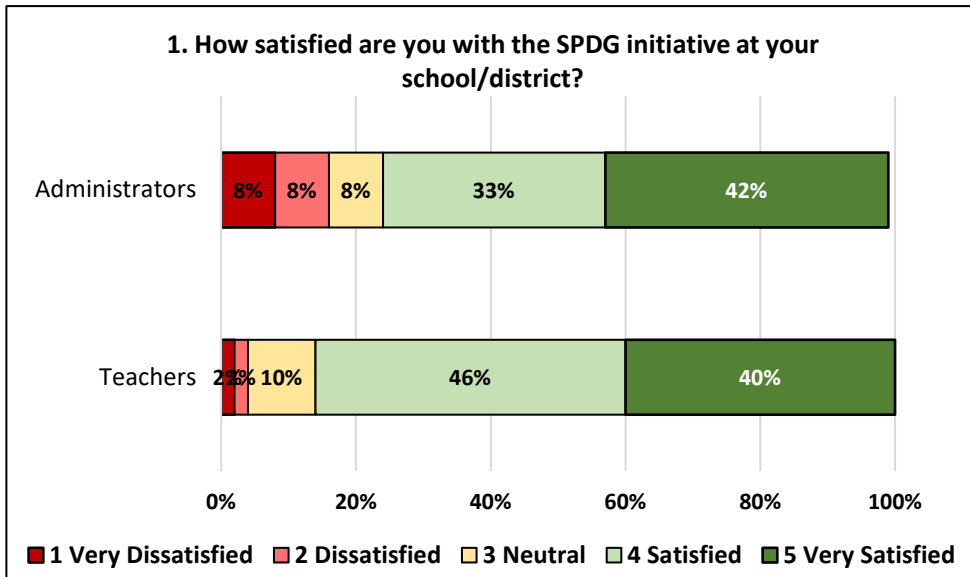
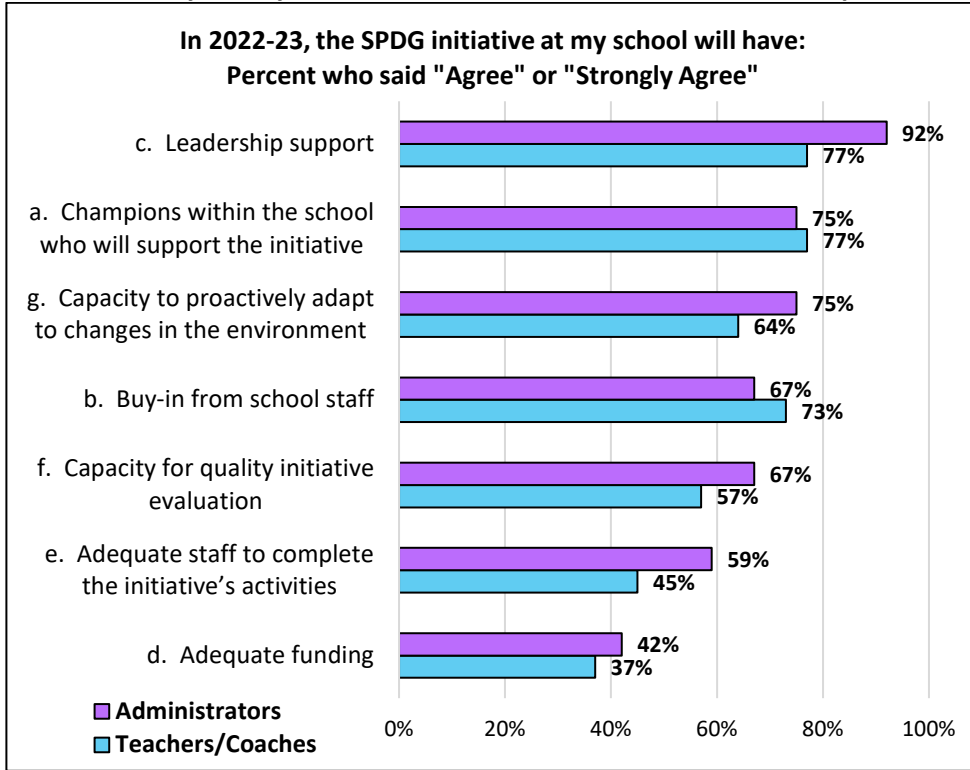


B. Sustainability Survey for Teachers/Coaches

106 participants from 5 districts (14 from Hot Springs, 1 from Milbank, 40 from Rapid City, 24 from Sisseton, and 27 from Watertown) completed the Sustainability Survey for Teachers/Coaches.



C. Sustainability Survey – Administrators and Teachers/Coaches Comparison



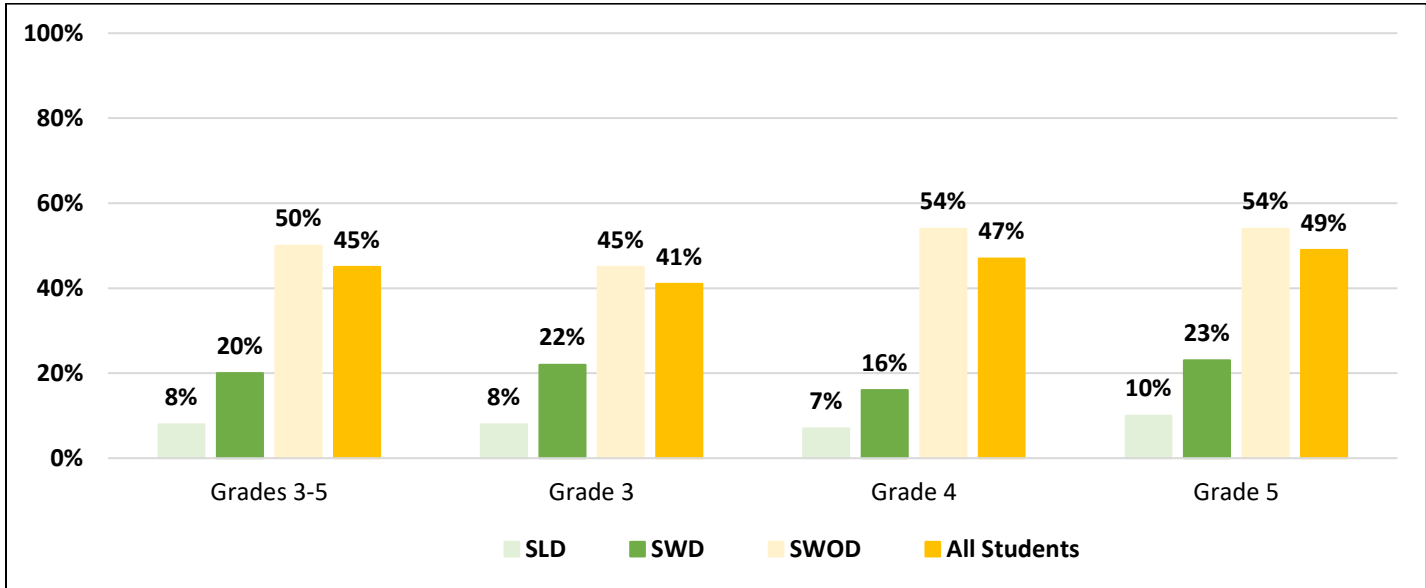
6. Student Data

A. Grade 3-5 Student State Reading Test Data – Spring 2022

Students in the SPDG Schools

Percent scoring proficient or above

	SLD		SWD		SWOD		All Students	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
Grades 3-5	202	8%	475	20%	2435	50%	2910	45%
Grade 3	61	8%	162	22%	870	45%	1032	41%
Grade 4	81	7%	184	16%	813	54%	997	47%
Grade 5	60	10%	129	23%	752	54%	881	49%



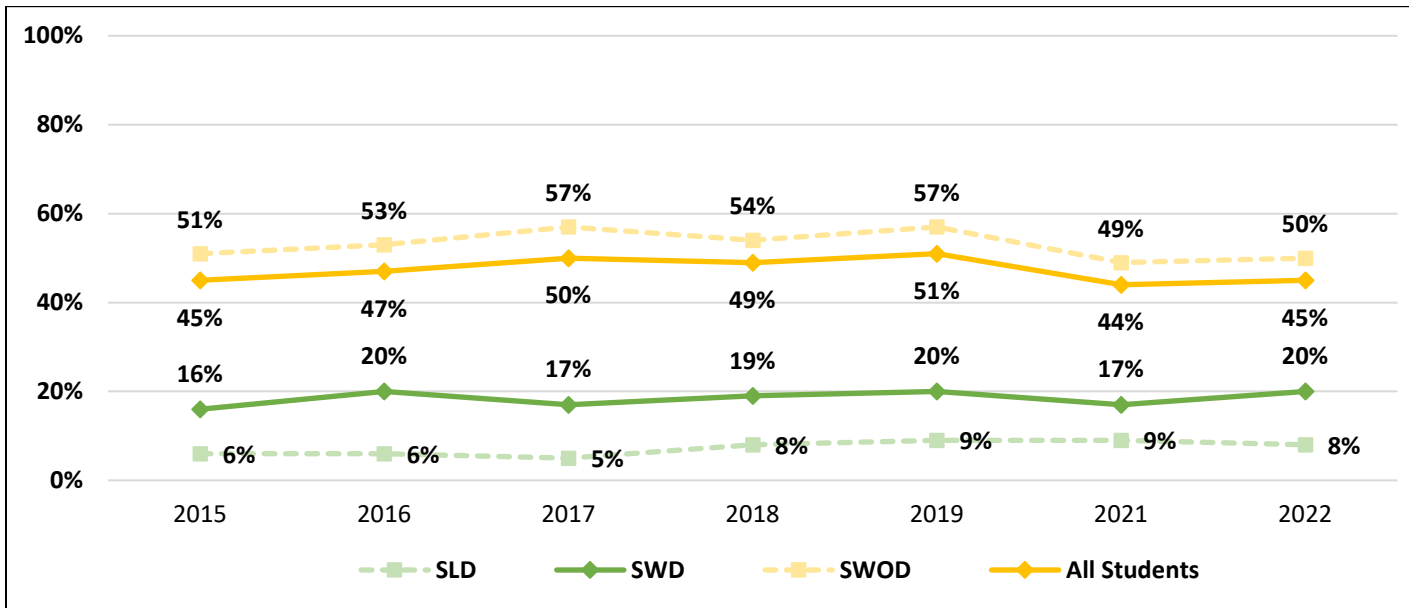
B. Grade 3-5 Student State Reading Test Data – Over Time

Students in the SPDG Schools

Percent scoring proficient or above

	SLD		SWD		SWOD		All Students	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
2015	325	6%	627	16%	2644	51%	3271	45%
2016	321	6%	620	20%	2754	53%	3438	47%
2017	268	5%	527	17%	2555	57%	3082	50%
2018	263	8%	527	19%	2786	54%	3313	49%
2019	278	9%	573	20%	2686	57%	3259	51%
2021	222	9%	480	17%	2342	49%	2822	44%
2022	202	8%	475	20%	2435	50%	2910	45%

Note: No state test data in 2020 due to schools being closed.

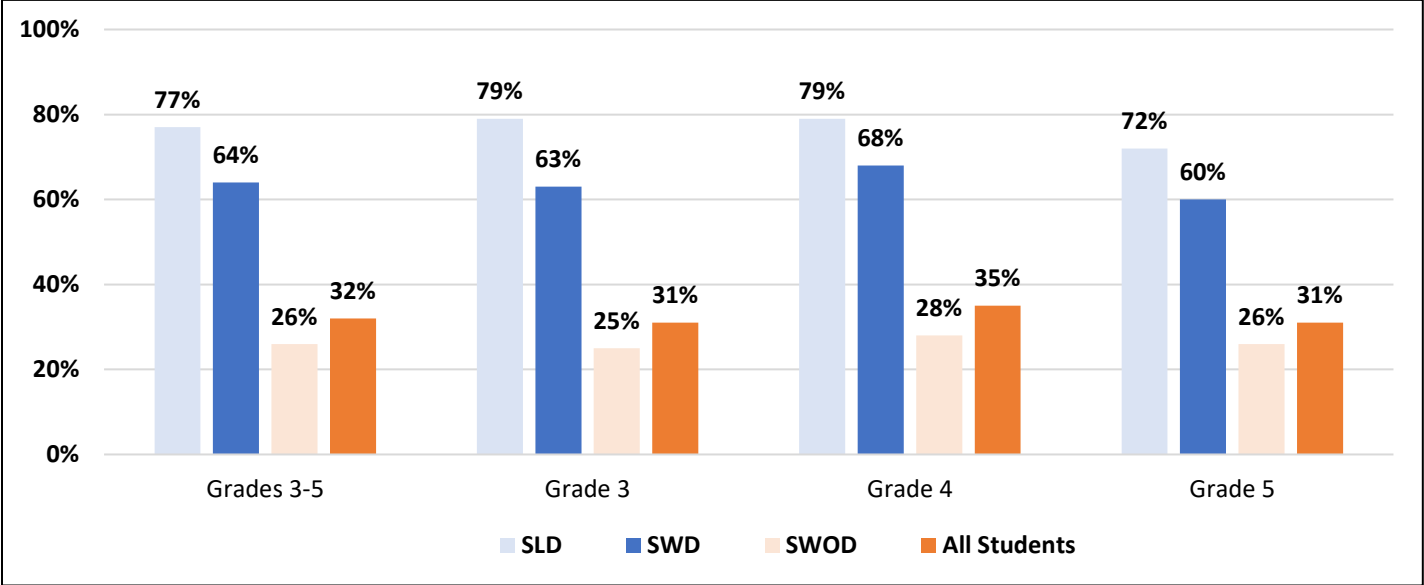


C. Grade 3-5 Student State Reading Test Data – Spring 2022

Students in the SPDG Schools

Percent scoring at Level 1

	SLD		SWD		SWOD		All Students	
	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate
Grades 3-5	202	77%	475	64%	2435	26%	2910	32%
Grade 3	61	79%	162	63%	870	25%	1032	31%
Grade 4	81	79%	184	68%	813	28%	997	35%
Grade 5	60	72%	129	60%	752	26%	881	31%



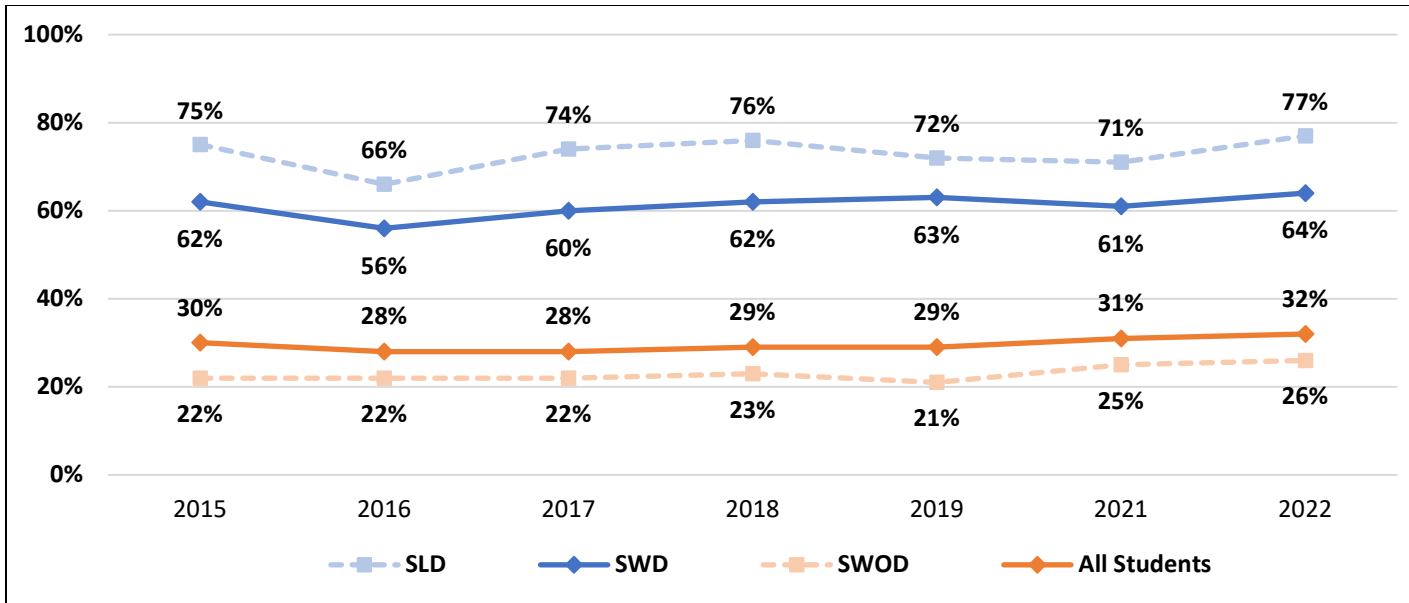
D. Grade 3-5 Student State Reading Test Data – Over Time

Students in the SPDG Schools

Percent scoring at Level 1

	SLD		SWD		SWOD		All Students	
	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate
2015	325	75%	627	62%	2644	22%	3271	30%
2016	321	66%	620	56%	2754	22%	3438	28%
2017	268	74%	527	60%	2555	22%	3082	28%
2018	263	76%	527	62%	2786	23%	3313	29%
2019	278	72%	573	63%	2686	21%	3259	29%
2021	222	71%	480	61%	2342	25%	2822	31%
2022	202	77%	475	64%	2435	26%	2910	32%

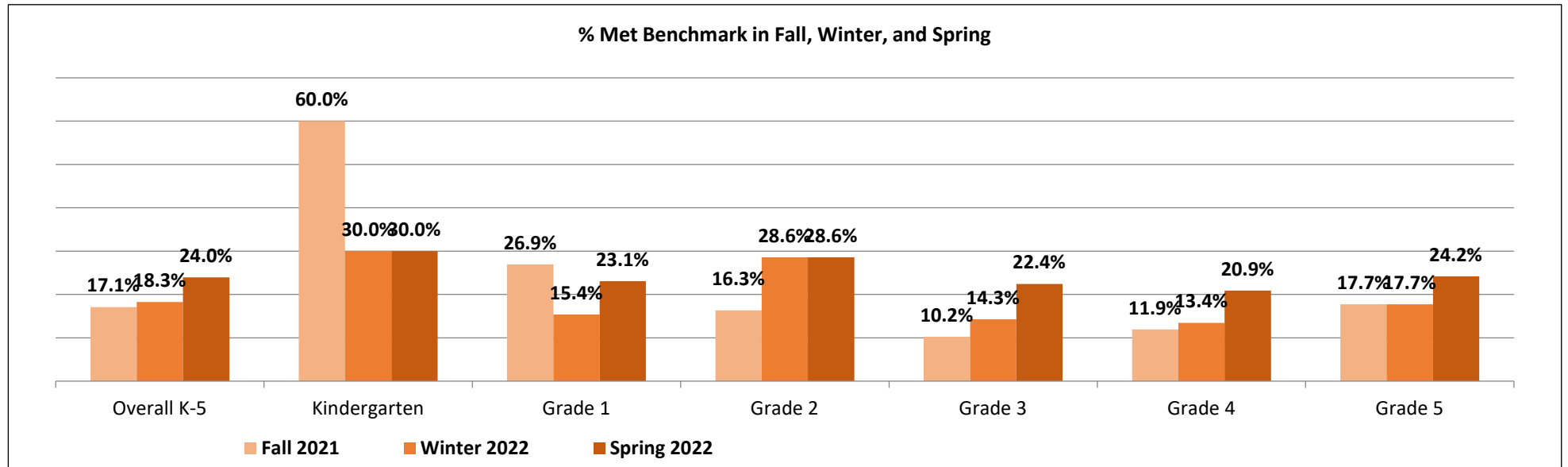
Note: No state test data in 2020 due to schools being closed.



**E. Grade K-5 Student Reading Benchmark Data for Fall 2021, Winter 2022, and Spring 2022
Students in the SPDG Schools**

Students with Specific Learning Disabilities

Grade	# test-takers	Fall 2021	Winter 2022	Spring 2022
Overall K-5	263	17.1%	18.3%	24.0%
Kindergarten	10	60.0%	30.0%	30.0%
Grade 1	26	26.9%	15.4%	23.1%
Grade 2	49	16.3%	28.6%	28.6%
Grade 3	49	10.2%	14.3%	22.4%
Grade 4	67	11.9%	13.4%	20.9%
Grade 5	62	17.7%	17.7%	24.2%

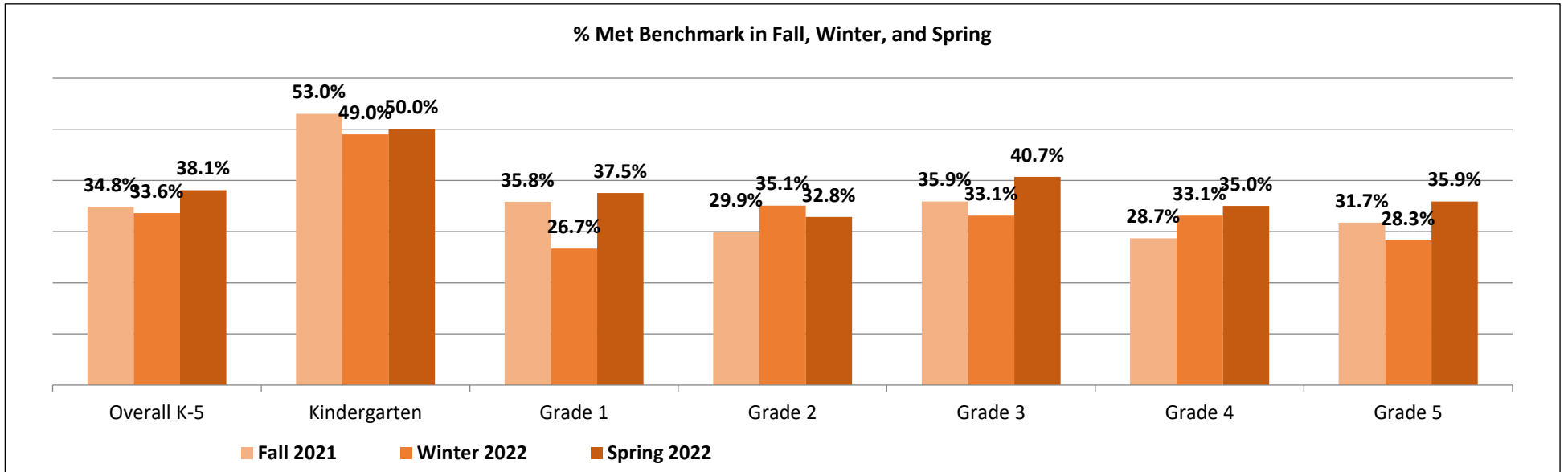


F. Grade K-5 Student Reading Benchmark Data for Fall 2021, Winter 2022, and Spring 2022

Students in the SPDG Schools

Students with Disabilities

Grade	# test-takers	Fall 2021	Winter 2022	Spring 2022
Overall K-5	801	34.8%	33.6%	38.1%
Kindergarten	100	53.0%	49.0%	50.0%
Grade 1	120	35.8%	26.7%	37.5%
Grade 2	134	29.9%	35.1%	32.8%
Grade 3	145	35.9%	33.1%	40.7%
Grade 4	157	28.7%	33.1%	35.0%
Grade 5	145	31.7%	28.3%	35.9%

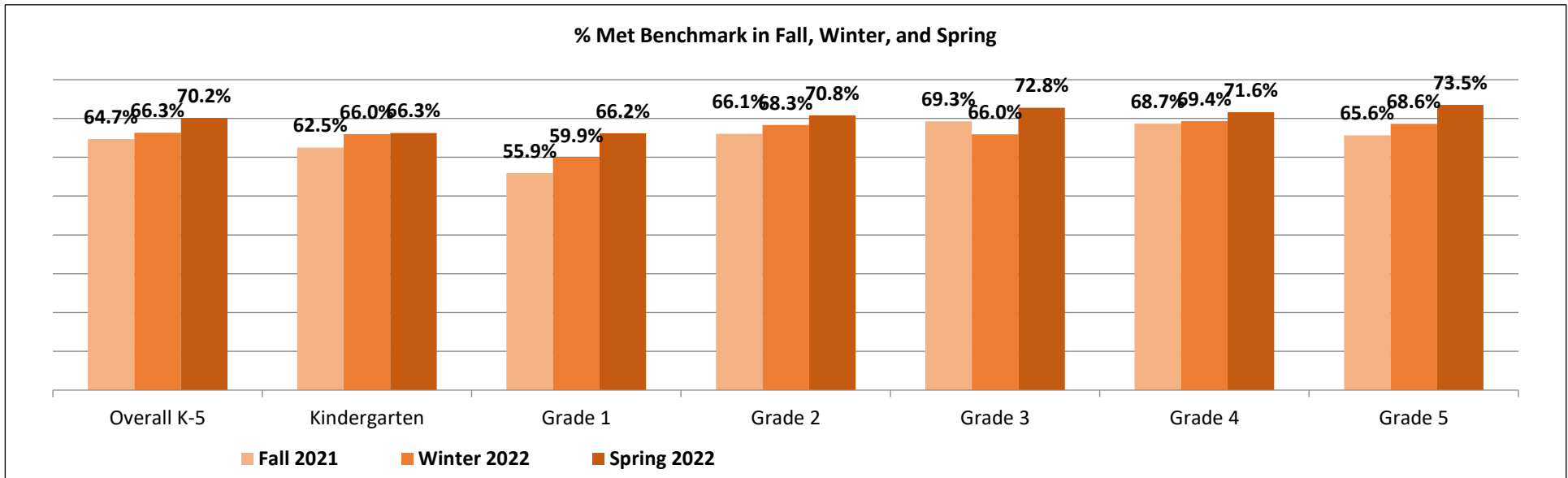


G. Grade K-5 Student Reading Benchmark Data for Fall 2021, Winter 2022, and Spring 2022

Students in the SPDG Schools

Students without Disabilities

Grade	# test-takers	Fall 2021	Winter 2022	Spring 2022
Overall K-5	4246	64.7%	66.3%	70.2%
Kindergarten	768	62.5%	66.0%	66.3%
Grade 1	683	55.9%	59.9%	66.2%
Grade 2	672	66.1%	68.3%	70.8%
Grade 3	746	69.3%	66.0%	72.8%
Grade 4	705	68.7%	69.4%	71.6%
Grade 5	672	65.6%	68.6%	73.5%



G. Grade K-5 Student Reading Benchmark Data for Fall 2021, Winter 2022, and Spring 2022

Students in the SPDG Schools

All Students

Grade	# test-takers	Fall 2021	Winter 2022	Spring 2022
Overall K-5	5047	60.0%	61.1%	65.1%
Kindergarten	868	61.4%	64.1%	64.4%
Grade 1	803	52.9%	54.9%	61.9%
Grade 2	806	60.0%	62.8%	64.5%
Grade 3	891	63.9%	60.6%	67.6%
Grade 4	862	61.4%	62.8%	65.0%
Grade 5	817	59.6%	61.4%	66.8%

