U.S. Department of Education

Washington, D.C. 20202-5335

OSEP FY 2020 Grant Performance Report

CFDA # 84.323A

PR/Award # H323A170015

Budget Period # 4

Report Type: Annual Performance

Table of Contents

Sl#	Title	Page#
1.	Project Narrative - Completed SF 425	3
2.	SD_SPDG_2021_SF425.pdf	4
3.	Project Narrative - Optional attachment for additional Section A text	7
4.	SD_SPDG_2021_Attachments.pdf	8
5.	Project Narrative - Signed Cover Sheet	88
6.	SD_SPDG_2021_Cover.pdf	89
7.	Grant Performance Report (ED 524B) Cover Sheet - Revised 2015	91
8.	SD_SPDG_2021_ExecutiveSummary.pdf	93
9.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 1	95
10.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 2	96
11.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 3	98
12.	Grant Performance Report (ED 524B) Project Status Chart - Section B & C	99
13.	SD_SPDG_2021_SectionB.pdf	100
14.	SD_SPDG_2021_SectionC.pdf	102

Project Narrative - Completed SF 425

Title : Completed SF 425

Attachment:

File :

1 **SD_SPDG_2021_SF425.pdf**

Federal Financial Report

(Follow form Instructions)

OMB Number: 4040-0014
Expiration Date: 01/31/2019

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment)
US Department of Education	H323A170015

3. Recipient Organization (Name and complete address including Zip code)

Recipient Organization Name: South Dakota Department of Education
Street1: Educational Services & Support
Street2: 800 Governors Drive
City: Pierre
County: Hughes
State: SD: South Dakota
Province:
Country: USA: UNITED STATES
ZIP / Postal Code: 57501-2294

4a. DUNS Number	4b. EIN	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment)
809791692	466000364	

6. Report Type	7. Basis of Accounting	8. Project/Grant Period		9. Reporting Period End Date
☐ Quarterly ☐ Semi-Annual ☒ Annual ☐ Final	☒ Cash ☐ Accrual	From: 10/01/2017	To: 09/30/2022	02/28/2021

10. **Transactions**	Cumulative
(Use lines a-c for single or multiple grant reporting)	
Federal Cash (To report multiple grants, also use FFR attachment):	
a. Cash Receipts	2,387,050.33
b. Cash Disbursements	2,390,204.33
c. Cash on Hand (line a minus b)	-3,154.00
(Use lines d-o for single grant reporting)	
Federal Expenditures and Unobligated Balance:	
d. Total Federal funds authorized	3,416,889.00
e. Federal share of expenditures	2,390,204.33
f. Federal share of unliquidated obligations	760,690.59
g. Total Federal share (sum of lines e and f)	3,150,894.92
h. Unobligated balance of Federal Funds (line d minus g)	265,994.08
Recipient Share:	
i. Total recipient share required	0.00
j. Recipient share of expenditures	0.00
k. Remaining recipient share to be provided (line i minus j)	0.00
Program Income:	
l. Total Federal program income earned	0.00
m. Program Income expended in accordance with the deduction alternative	0.00
n. Program Income expended in accordance with the addition alternative	0.00
o. Unexpended program income (line l minus line m or line n)	0.00

11. Indirect Expense

a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Fixed		10/01/2017	06/30/2020	424,737.70	36,838.99	36,839.00
Fixed	10.40	07/01/2020	02/28/2021	150,273.41	15,628.43	15,628.43
			g. Totals:	575,011.11	52,467.42	52,467.43

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

Add Attachment | Delete Attachment | View Attachment

13. Certification: 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 3801-3812).

a. Name and Title of Authorized Certifying Official

Prefix: | First Name: Corey | Middle Name:

Last Name: Bowman | Suffix:

Title: Accountant/Auditor I

b. Signature of Authorized Certifying Official: Corey Bowman

c. Telephone (Area code, number and extension): 605-773-4715

d. Email Address: corey.bowman@state.sd.us

e. Date Report Submitted:

14. Agency use only:

Standard Form 425

a. Type	b. Rate	c. Period From	Period to	d. Base	e. Amount Charged	f. Federal Share
FIXED	8.7%	10/01/2017	06/30/2018	46,252.63	4,023.98	4,023.98
FIXED	8.4%	07/01/2018	06/30/2019	174,031.09	14,618.61	14,618.61
FIXED	8.9%	07/01/2019	06/30/2020	204,453.98	18,196.40	18,196.41
FIXED	10.4%	07/01/2020	02/28/2021	150,273.41	15,628.43	15,628.43
			g. Totals	575,011.11	52,467.42	52,467.43

Project Narrative - Optional attachment for additional Section A text

Title : Optional attachment for additional Section A text

Attachment:

File :

1 **SD_SPDG_2021_Attachments.pdf**

SD SPDG

Grant Performance Report

Additional Attachments

Attachment A – Evidence-Based Professional Development Components Worksheet

Attachment B – SD SPDG Evaluation Plan

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

Attachment D – 2020-21 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 *(with required elements the description should contain)*	Project description of related activities (please note if you are attaching documents)	Project's self-rating
A(1) Selection	**Clear expectations are provided for PD participants and for schools, districts, or other agencies.** Required elements: ● 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] Provide a brief description of the form(s) used for these agreements.	**Description of expectations for PD participants (e.g., attendance in training, data reporting).** 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. Expectations for Coaches: ● Coaches attend monthly and annual training to build their understanding and skills in two areas: ○ State-identified coaching model ○ Evidence-based practices in foundational literacy and explicit instruction ● Each district's coach(es) are required to provide training to district staff. ● A sample of trainings provided by the coach(es) are evaluated by an external evaluator using a high-quality professional development rubric (e.g.HQPD). ● Each participant is expected to complete an evaluation for each training module. Expectations for teachers, administrators, etc.: ● The application indicated that districts must complete evaluations and attend all training. ● All districts receive monthly reminders for upcoming evaluation components. ● Training for district staff is provided by each district's respective coach(es). ● All K-5 classroom and special education teachers participate in ongoing PD. ● PD sessions may be held face-to-face or virtually per district COVID-19 guidelines.	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.

		● Attendance is documented at each training. ● Training materials are purchased by the district. **Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants)** The district/school agreed to do the following: ● Assign/Identify administrative support at the district level. Administration demonstrates 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.). ● Create an action plan to help guide decision making and measure progress and submit an action plan to the state leadership team for review. ● 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. The team reviews and updates the building action plan at each meeting. This team consists of the building principal, general education staff, special education staff, coach, and others as identified by the respective school. ● School level teams attend one team training per year (annual Building Leadership Team meeting). This training has been moved to a virtual platform to mitigate the spread of COVID-19. ● Develop a 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 professional development and coaching from the school coach. ● Meet with Parent Connection at least twice per year to evaluate building-level family engagement practices and supports. The SD DOE provides the following supports during Years 4 and 5: ● 50% of salary for 8 coaches ● 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. **Description of how schools, districts, or other agencies were informed of their responsibilities.** ● 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 the upcoming school year. ● Districts receive annual guidance during the annual building leadership team meetings. 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.	
A(2) Selection	**Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.**[1] Required elements: ● Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. ○ 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. ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).	**Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.** ● The roles, responsibilities, and expectations of SPDG trainers are outlined in each trainer's contract objectives. ● All trainers must be certified and/or have extensive training in the content in which they will be delivering. Trainers submit their qualifications prior to contract negotiations. ***Description of role and responsibilities for trainers (the people who trained PD participants).*** Prior to training, the trainer(s) meet with state SPDG Leadership personnel to complete the following: ● 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. ● Review guidelines for administering the end-of-PLD survey to collect participant feedback. After the training, the trainer(s) meet with state SPDG Leadership personnel to review feedback to prepare for any future training to be delivered for the grant. **Expectations for coaches' qualifications and experience and how these qualifications will be ascertained.** Districts were asked to use the Coaching Considerations document when selecting a building coach. This document lists the skills a coach should have in relation to conducting PD, facilitating data digs, and demonstrating the following characteristics: ● 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.	3

		● 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.
		
		Description of role and responsibilities for coaches (the people who trained PD participants).
		● Attend regular meetings with the Coaching Coordinator (face-to-face and virtual).
		● Follow the Jackson coaching model to:
		  ○ 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 results of coaching surveys and high quality professional development checklists with the Coaching Coordinator. Use feedback to revise and refine coaching practices.	

B(1) Training	**Accountability for the delivery and quality of training.** Required elements: ● Identification of the lead person(s) accountable for training. ● Description of the role and responsibilities of the lead person(s) accountable for training.	**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. **Description of the role and responsibilities of the lead person(s) accountable for training.** The Co-Directors have the following responsibilities: ● Plan training events. ● Ensure all trainers meet the skill-level expectations. ● Monitor the efficacy of the trainers and the overall training plan. ● Ensure the logistical coordination for all PD activities. ● Ensure that trainers provide the end-of-PLD questionnaire to all participants. ● Meet with the state team once a month to discuss progress/needs. ● Review questionnaire results with trainers and state team to evaluate training effectiveness and determine future training needs. ● Annually review and analyze evaluation data that pertains to the quality of the trainers and the training.	3

		The Co-Directors meet with trainers on a regular basis to review training goals and expectations.	
B(2) Training	**Effective research-based adult learning strategies are used.**[4,5,6] Required elements: ● 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.	**Identification of adult learning strategies used, including the source.** The training 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 21-item tool addresses five domains present in high- quality professional development: Preparing for Learning, Contextualizing the Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning Practice. 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. *Citation: Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). Observation Checklist for High-Quality Professional Development [Version 3]. Center for Research on Learning, University of Kansas.* **Description of how adult learning strategies were used.** In training 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. **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.	3

[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 .

B(3) Training	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).[3,5]** Required elements: ● 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.	**Description of skills that participants were expected to acquire as a result of the training.** At the beginning of 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: <u>Foundational Literacy Training</u> During foundational literacy training, trainers provide research background and explanation of the five big areas of foundational literacy (phonological awareness, phonics, fluency, vocabulary, and comprehension). Trainers also model instructional strategies that are evidence-based. At the end of each training, teachers demonstrate their understanding of the content and skill by modeling a lesson (or lesson component) that includes evidence-based practices. Skills included in the Foundational Literacy trainings include: ● Matching phonological awareness and phonics skills to student grade/ability ● Teaching blending strategies that are appropriate for student grade/ability ● Providing instruction on specific aspects of fluency (ex: phrasing, intonation, reading rate) ● Teaching new vocabulary words following a structured step-by step sequence ● Modeling and providing practice opportunities for word-learning strategies (using context clues, known word parts, and morphemic analysis) ● Providing direct explanation and modeling of key comprehension terms. ● Monitoring metacognitive control and providing opportunities for students to practice metacognitive control. ● Providing multiple opportunities for students to respond to text (through writing, verbally, using technology tools) <u>Explicit Instruction</u> During explicit instruction training, trainers provide research background and explanation of the importance of explicit instruction for all students, and specifically for students struggling to grasp the content/skills. Trainers also model evidence-based explicit instruction skills as part of a comprehensive lesson model. At the end of each training, teachers demonstrate their understanding of explicit instruction by modeling a lesson (or lesson component) that includes explicit instruction skills. Skills included in the Explicit Instruction training include: ● Lesson Opening ○ State the goal of the lesson ○ Explain the relevance of the target skill ○ Review critical prerequisite skills ● Lesson Body ○ I Do - Demonstrate the target skill	4

		○ We Do - Use prompts and scaffolding to guide skill practice ○ You Do – Direct students to practice the skill independently ● Lesson Closing ○ Review critical content ○ Preview content from the next lesson ○ Assign independent work (when applicable) ● Skills Across the Lesson ○ Provide multiple opportunities for students to respond (verbal, written, action) ○ Monitor student performance ○ Provide positive feedback that is timely and specific ○ Provide corrective feedback that is timely, specific, appropriate (type and tone), and ends with students giving the correct response <u>Family Literacy Training</u> Schools offer family literacy training at least one time per year. Training materials and objectives are provided for schools. Due to COVID-19, many schools were unable to provide face-to-face training, but instead offered the training through online training modules. During the online training, families learn basic information about early literacy skills in phonological awareness, phonics, fluency, vocabulary, and comprehension. Families also see models of skills and activities that families can implement at home to build literacy skills. Skills included in the training include: ● Selecting tools and activities that match my child's reading level and needs. ● Review model activities related to my child's reading level and needs. ● Try a model activity with my child(ren) and share how it went (post-survey). **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 training, trainers observe teachers practicing the skills included in the training, and the trainers provide on-the-spot feedback to teachers. Throughout the school year, coaches provide follow-up support to ensure skills are being applied with fidelity. **Description of how participants' use of new skills was measured.** Participants are given a pre-test and post-test to measure skills gained. Participants complete an end-of-PLD survey to provide feedback on the effectiveness of the training. Each spring, an external observer visits each participating building. The external observer watches teachers teach a lesson in general education, special education, and intervention settings and uses the Observation Checklist to determine if teachers are applying the skills taught during professional development. Coaches also use the Observation Checklist informally as part of their coaching observations and feedback to teachers.	

B(4) Training	**Training outcome data are collected and analyzed to assess participant knowledge and skills.[5]** Required elements: ● 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.	**Identification of training outcome measures:** Evaluation plans are developed in collaboration with the external evaluator and the SEA. Training outcome measures include the following: ● Classroom Observation Checklist ● End-of-PLD Questionnaire ● Training Skills Pre- and Post-Test ● Family Literacy Training Pre- and Post-Survey ● Coaching Survey **Description of procedures to collect pre- and post- training data or another kind of assessment of knowledge and skills gained from training.** ● Training Skills Pre- and Post-Test – Before beginning foundational literacy training, all participants complete a skills pre-test, and after all foundational literacy has been completed, all participants complete a skills post-test. ● Family Literacy Training Pre- and Post-Survey – This training is offered face to face and through online training modules. Before beginning family literacy training, all participants complete an online skills pre-test, and after all foundational literacy has been completed, all participants complete an online skills post-test. ● Classroom Observation Checklist – This data is collected every spring on a sampling of teachers from all participating schools. An external evaluator observes classrooms and completes the checklist on the teachers observed. ● End-of-PLD Questionnaire – This data is collected through an online survey completed at the end of each professional development event. **Description of how training outcome data were reported.** Data from each of the tools below are shared with districts on a school-level or district-level data dashboard. The state team has access to data dashboards at the school-level, district-level, and state-level. Dashboards are shared with school and district teams during the annual building leadership team meetings at the end of each school year. ● Training Skills Pre- and Post-Test –Trainers review results after their respective training to evaluate the level of growth in knowledge and skills over time. The state team reviews the results annually to identify future training needs. ● Family Literacy Training Pre- and Post-Survey –Schools review this data to evaluate the level of growth in family knowledge and skills over time. The state team reviews the results annually to identify future training needs. ● Classroom Observation Checklist –Because of the small sample size, results from this checklist are reported at the state or district level to avoid identifying specific teachers. Schools review results from the	4

		checklist to determine growth over time and identify areas of strength and need. The state team reviews this data to evaluate growth over time and identify state-level training needs. ● End-of-PLD Questionnaire – Trainers review the results after their respective training sessions to review feedback, evaluate growth of participants over time, and identify areas of need for future training. The state team reviews results annually to identify future training needs. **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 Committee. The Co-Directors, Coaching Coordinator, and other relevant staff review data on an ongoing basis. Early in the 2020-2021 school year, training data and feedback indicated that participants needed virtual opportunities for training and professional development due to district guidelines and family comfort levels in relation to COVID-19. In response, coaches and trainers adapted training schedules and content to provide more virtual training opportunities.	
B(5) Training	**Trainers (the people who trained PD participants) are trained, coached, and observed.**[5,7] Required elements: ● 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 changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified).	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). **Description of training provided to trainers:** Trainers attended various training sessions relevant to their respective training areas. These training sessions included the state MTSS conference, coaching training, explicit instruction training, International Dyslexia Association Conference, and literacy training. Instructional coaches also participated in monthly book studies and Language Essentials for Teachers of Reading and Spelling (LETRS) training to build their skills in instruction and coaching. **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. Before a training, the SPDG Co-Directors meet with trainers to review expectations and training goals. After the training, data and from evaluations is shared with the trainer. **Description of procedures for observing trainers:**	4

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

		The HQPD Checklist is completed on a sampling of training sessions. Results from this checklist are shared with trainers. **Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended).** SPDG Co-Directors and the Coaching Coordinator complete the HQPD Checklist on a sampling of training sessions. This information is shared with trainers and is analyzed by the state team to ensure fidelity across training sessions. **Description of procedures to obtain participant feedback:** End-of-PLD Questionnaires are completed after each training session. The questionnaires are completed online using the internal web-based portal system that collects, analyzes, and generates reports in real-time. The questionnaire includes rating scales and open-ended questions to gather both qualitative and quantitative information from participants. Information gathered from these questionnaires are provided to trainers as a tool for reflection and to inform future training sessions. **Description of how observation and training fidelity data were used:** Data from the 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. In the fall of 2020, fidelity data indicated that one trainer was omitting practice opportunities during her training. This information was reviewed with the trainer, and as a result, the trainer increased the practice opportunities and engagement activities during training later in the school year.	
C(1) Coaching	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.**[8] Required elements: ● 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.	**Identification of the lead person(s) responsible for coaching services.** Teresa Berndt (SPDG Co-Director) and Sally Crowser (SPDG Coaching Coordinator) 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. **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.	3

[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_ldWYk .

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

	● Description of how data were used to provide feedback to coaches and improve coaching strategies.	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: ● 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) ● Evaluation Tools (e.g., submit all required evaluation measures) Coach Trainings: ○ Monthly book study on coaching practices. ○ LETRS Training (2020-2021 and 2021-2022 school years) ○ Monthly meetings with coaching coordinator ○ Onsite visits with coaching coordinator (twice per year). Coaching Leads ensure that coaches follow their responsibilities in accordance with the SD Coaching document. **Description of how data were used to provide feedback to coaches and improve coaching strategies.** The Coaching Survey is collected and reported on twice per year. The End-of-PLD Questionnaires are completed and reported on after each training conducted by a coach. 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-Directors and Coaching Coordinator once per quarter. The Coaching Coordinator holds onsite meetings with each coach at his/her school. During this meeting, the Coaching Coordinator shares coach-specific data, provides time and tools to reflect on coaching practices, and follows up on coaching goals. Data from the coaching survey is used to identify program strengths and needs and to develop coaching training and supports for the following year.	
C(2) Coaching	**SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.** Required elements: ● Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).[6]	**Describe the coaching strategy used and the appropriateness for use with adults.** Coaches are trained in and follow the Jill Jackson coaching cycle (© Jackson Consulting, 2012). Coaches begin each year by conducting walk-throughs to determine the need for coaching in each classroom. The coach uses that data to develop an initial coaching schedule and timeframe for each K-5 teacher (general education and special education) based on each teacher's need. A coaching cycle consists of three key events:	3

	● Describe how SPDG coaches monitored implementation progress. ● Describe how the data from the monitoring is used to provide feedback to implementers.	● Pre-Conference: The coach and teacher meet to identify the content and skill focus of the coaching cycle. The coach and teacher agree upon an observation or lesson model and schedules a date for the observation or lesson model and the debrief. The coach determines what data tool will be needed to collect information on the skill focus. ● Observation/Model: The coach conducts one of the five styles of coaching (observation, demonstration, side-by-side, co-observation, or shadow). During the coaching, the observer takes notes and collects data on the pre-identified target skill. ● Debrief: The coach and teacher meet at the predetermined time to review the data and feedback. They review the lesson strengths and areas of need/growth. The teacher reflects on the lesson and used the data to improve his/her teaching skills. This style of coaching provides job-embedded professional development to teachers. Coaching engages teachers in applying the skills and strategies studied in professional development throughout the school year. Teachers are actively engaged in the coaching cycle – they work with the coach to identify a target skill (Pre-Conference), model a lesson or collect data while observing a lesson (Observation/Model), and use the data and feedback to improve their teaching skills (Debrief). **Describe how SPDG coaches monitored implementation progress.** Coaches monitor implementation progress through regular coaching cycles with general education and special education teachers. At the beginning of the school year, coaches conduct walkthroughs in classrooms to determine the level of coaching need for each teacher. Based on the data collected, coaches complete a coaching cycle with each teacher anywhere from once per week to once per 6 weeks. During each coaching cycle, the coach is collecting data and qualitative feedback to monitor how effectively teachers are implementing skills taught during professional development. Coaches also use this data to adjust coaching cycle timelines to match teacher needs throughout the year. **Describe how the data from the monitoring is used to provide feedback to implementers.** During the debrief portion of the coaching cycle, the coach and teacher review data collected in the observation/model portion of the coaching cycle. The coach asks the teacher to reflect on the lesson and shares the data collected that is relevant to the target skill. The coach uses the data to highlight strengths of the lesson and identify up to two specific adjustments for improving teaching skills. The coach and teacher determine a timeline for implementing skill adjustments, and the coach follows up with the teacher on the predetermined date.	

		The coach also shares results from the R-TFI and Family Engagement surveys with the school teams to help them determine what changes are needed in their MTSS practices. 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.	
D(1) Performance Assessment (Data-based Decision Making)	**Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).[10]** Required elements: ● Provide a description of the role/responsibilities of the lead person and who this person is.	**Provide a description of the role/responsibilities of the lead person and who this person is.** The external evaluator, Susan Wagner, Ph.D., President of Data Driven Enterprises (DDE), oversees the collection and reporting 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. Duties include: ● Collects fidelity data (e.g., R-TFI and other evaluation measures) on a regular basis. ● Reports out on the analysis to the SPDG Co-Directors and leadership team. ● Meets with SPDG State Leadership Team monthly. ● Addresses evaluation concerns and questions.	4
D(2) Performance Assessment	**Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).** Required elements: ● 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]	**Describe data systems that are in place for various education levels.** 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 training 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. **Describe how alignment or coherence is achieved between various data systems or sources of data.** All evaluation measures (e.g., end-of-PLD questionnaires, R-TFI, student outcomes data, staff surveys, coaching activities 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 personnel using a secure FTP process. This ensures data and student information is secure and shared only with identified personnel in each district.	3

		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 training and the implementation processes. **Describe how multiple sources of information are used to guide improvement and demonstrate impact.** These multiple evaluation measures, as described in the detailed Evaluation Plan, are used to determine changes needed in the training, 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.	
D(3) Performance Assessment	**Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).[10]** Required elements: ● Describe the feedback loop for each level of the system the SPDG works with ○ 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]	**Describe the feedback loop for each level of the system the SPDG works with** ● **Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.** 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-Directors 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. **Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).** 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.	3
D(4) Performance Assessment	**Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.[10]**	**Describe how benchmarks are created and shared.** At the district/building level, the SPDG teams created goals and plans for implementation using the Action Plan document during summer 2018 Revised in 2019 - https://doe.sd.gov/grants/documents/SPDG-ActionPlan.docx). Building	3

	Required elements: ● Describe how benchmarks are created and shared. ● Describe positive recognition processes for achievements. ● Describe how data are used to "market" the initiative.	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 annually each 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. 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. **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. **Describe how data are used to "market" the initiative.** The SPDG State Leadership team promotes SPDG training and successes through DOE social media platforms (DOE Twitter, Facebook, YouTube channel) and the state professional development scheduling system. District-level infographics and news releases are shared at the end of the school year for districts to publish in local media outlets (local newspapers and school social media platforms).	
D(5) Performance Assessment	**Participants are instructed in how to provide data to the SPDG Project.** Required elements: ● Procedures described for data submission. ● Guidance provided to schools/districts.	**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 are compiled in a "Manual of Evaluation Tools" document. This 79-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-Manual.pdf. **Guidance provided to schools/districts.**	3

		Districts received a digital copy of the Manual of Evaluation Tools that lists each evaluation, the instructions, and submission guidelines. This manual is reviewed annually 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.	
E(1) Facilitative Administrative Support/ Systems Intervention	**Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.** Required elements: ● 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.	**Role/job description of administrators relative to program implementation provided.** Principals are vital members of building and/or district level teams. Building teams meet monthly to review data and update building-level action plans. 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. **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 2020-2021 school year, all SPDG building principals were invited to attend a virtual 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. During annual Building Leadership Team meetings, the principals 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 assists in developing administrator support through the remainder of the grant timeline. 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.	3
E(2) Facilitative Administrative Support/ Systems Intervention	**Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation**	**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).**	3

	Required elements: ● 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.	Data is collected throughout the year across various levels of the educational system (coach/trainer, building/district, and state level). The data collection timeline and procedures are outlined in the SD SPDG Evaluation Plan. Coach/Trainer: Data on the effectiveness of coaching and professional development is reviewed by the SPDG Co-Directors and Coaching Coordinator at least once per quarter. This information is shared with the coaches and trainers as a tool for reflection and continuous improvement. When implementation barriers are identified, these barriers are addressed with the respective trainer(s). This information is also shared at monthly SPDG State Leadership Team meetings. Building/District: Each building holds a monthly building leadership team meeting. The team includes the building principal, instructional coach, teacher, at least one general education teacher, and at least one special education teacher. The team reviews building-level data and implementation progress. The team documents implementation progress on a building-level action plan (https://doe.sd.gov/grants/documents/SPDG-ActionPlan.docx). When implementation barriers are identified, the team attempts to address the barriers at the building and/or district level. If the team needs additional assistance, the building principal or coach contacts a SPDG Co-Director for guidance and support. If the Co-Director needs additional information or assistance in responding to the implementation barrier, the issue is brought to a SPDG State Leadership Team meeting to be addressed. In addition to the monthly building leadership team meetings, SPDG Co-directors lead an annual leadership teams meeting each spring. These meetings provide time for all teams to review data, share successes and challenges, revise building action plans and work on action plans and sustainability planning. State Level: The SPDG State Leadership Team meets monthly to review progress updates and address any concerns brought to the team by team members or building leadership teams. The SPDG State Leadership Team includes the SPDG Co-Directors, Parent Training and Information (PTI) Center representative, IHE representative, Coaching Coordinator, state MTSS Coordinator, external evaluator, meeting facilitator, and representatives from other state offices. The State Leadership Team documents state-level implementation progress on a shared Google document and through shared monthly agendas and meeting notes. When implementation barriers are identified, the SPDG State Leadership team attempts to address the barriers during the state meeting. If the team needs additional assistance, a SPDG Co-Director contacts a state-level division director or the SPDG State Advisory Committee for guidance and support.	

		Describe processes for revising policies and procedures and making other necessary changes. The SPDG District Guidance Document and SPDG Evaluation Manual are reviewed annually by the SPDG Co-Directors and external evaluators. Revisions to these documents are brought to the SPDG State Leadership Team and SPDG Advisory Committee for review and approval. Updated documents are posted to the SPDG website and links are emailed to building and district leadership. When policy or procedure changes are needed that are not addressed in the SPDG District Guidance Document or SPDG Evaluation Manual, these concerns are added as an agenda item to be addressed during a monthly SPDG State Leadership Team meeting. The SPDG State Leadership Team reviews the concerns or proposed changes and makes a final determination. That determination is shared with the person(s) who proposed the changes. If a change in policy or procedure is made, building and district leadership are notified through email and provided an attachment to any related documents.	

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South Dakota
State Personnel Development Grant (SPDG)
2020-21 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 **third** 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

1. Professional Development Tracking System

What? A web-based tracking system: South Dakota Professional Development (SDPD) website. Each SPDG training will be entered into the system
Why? To keep track of the number and type of trainings that have been administered and to keep track of evaluations and participants
Who? SPDG Coaches/SPDG State Team
When? Ongoing
How? SDPD website logins will be given to SPDG State Team members and SPDG coaches: https://sdpd.ddehome.com/

2. Sign-In Sheet

What? A web-based tracking system: South Dakota Professional Development (SDPD) website. All participants from each SPDG training will be uploaded into the system
Why? To track # of participants in the SPDG workshops/trainings; to use for follow-up surveys
Who? SPDG coaches
When? At each Workshop/Training
How? On paper, transferred to spreadsheet then uploaded to the SDPD website: https://sdpd.ddehome.com/

3. End-of-PLD Questionnaire

What? Evaluation of the SPDG trainings
Why? To determine how satisfied participants are with the training and how useful participants perceive the training to be
Who? Participants at each of the SPDG trainings
When? After each training
How? A unique URL through the SDPD website to the evaluation form will be given to participants after each training

4. Focus Groups (Teacher Groups and Coach Group)

What? Focus groups of 3-4 schools
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
Who? Data Driven Enterprises (DDE)
When? In spring 2021
How? DDE will visit each selected school and interview the team in a group setting

5. Observational Checklist for High Quality Professional Development (HQPD)

What? Determines whether SPDG trainings are incorporating the essential elements of high quality PLD.
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
Who? SPDG State Team (Sally Crowser)
When? For at least one training at each district, the questionnaire will be completed by a state representative.
How? On Survey Monkey: https://www.surveymonkey.com/r/SDSPDG_HQPD

6. Interviews

What? Phone interviews of participants
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
Who? Data Driven Enterprises (DDE)
When? In spring 2022
How? DDE will conduct the phone interviews

B. Literacy/Instruction

1. Classroom Observation Checklist

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? **Coach Ratings:** The SPDG coaches will observe 20% of teachers participating in the SPDG (literacy section is optional).
State Ratings: The observation will also be completed by the SPDG State Team (Brandi Gerry) in each school. A minimum of 4 teachers per building (general ed, intervention, and special ed) will be observed.
When? Spring 2021 (and annually each spring)
How? On Survey Monkey: https://www.surveymonkey.com/r/SDobschecklist

2. Pre-/Post-Test

What? A pre-/post-test for literacy trainings will be administered.
Why? To determine the extent to which the participants learn new knowledge.
Who? Participants at literacy trainings
When? **Before/After Trainings:** At the beginning of literacy trainings and at the end of literacy trainings.
Yearly Maintenance: The post-test will also be administered at the end of each school-year to evaluate maintenance of knowledge. By June 1, 2021 for the 2020-21 school-year.
How? Foundational Reading Training: On Survey Monkey: https://www.surveymonkey.com/r/SDpreposttest
Other literacy trainings: TBD

3. 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, 2020; February 1, 2021; and May 1, 2021
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 2021 and May 2021
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. MTSS/Data-Driven Decision Making

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? Fall 2020 (between July 1-December 31) and spring 2021 (between January 1-June 30)
How? On Survey Monkey: https://www.surveymonkey.com/r/SDSPDGIndividualStudentChecklist

2. Reading Tiered Fidelity Inventory (R-TFI)

What? Rubric to monitor fidelity of SPDG-Reading implementation (https://mimtsstac.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi)
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; the SPDG State Team (Sally Crowser) will complete external ratings for 20% of schools.
When? Spring 2021 (and annually each spring)
How? Teams will complete the R-TFI on the MiMTSS Technical Assistance Center website: https://mimtssdata.org

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 December 1, 2020
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 December 1, 2020
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

4. Pre-/Post-Training Survey for Family Literacy Trainings

What? A pre-/post-training survey for the Family Literacy Trainings will be administered.
Why? To determine the extent to which the participants understand phonemic awareness and phonics and their level of comfort working at home with these topics.
Who? Participants at Family Literacy Trainings
When? At the beginning of the Family Literacy Trainings and at the end of the Family Literacy Trainings.
How? Administered by the SD Parent Connection and sent to DDE for analysis.

F. Leadership/Sustainability

1. Leadership Survey

What? Written questionnaire
Why? To collect feedback from administrators
Who? Administrators
When? 2021-2022
How? TBD

2. Sustainability Survey

What? Written questionnaire
Why? To collect feedback on the sustainability of the project
Who? Coaches, administrators, staff members
When? 2021-2022
How? TBD

G. 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

H. 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
How? B1 (Classroom Observation Checklist): https://www.surveymonkey.com/r/SDobschecklist
D2 (R-TFI): https://mimtsstac.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi

3. Sustainability of Funds

What? SPDG funds are tracked in terms of those activities designed to sustain the use of SPDG-supported practices and those activities that are not considered "sustaining"
Why? Federal reporting requirement for the SPDG (Performance Measurement 3)
Who? SPDG State Team
When? Annually
How? Monitoring of spending on PD/TA activities

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

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South Dakota SPDG
Evaluation Dashboard Report 2019-20
Overall - Final Report

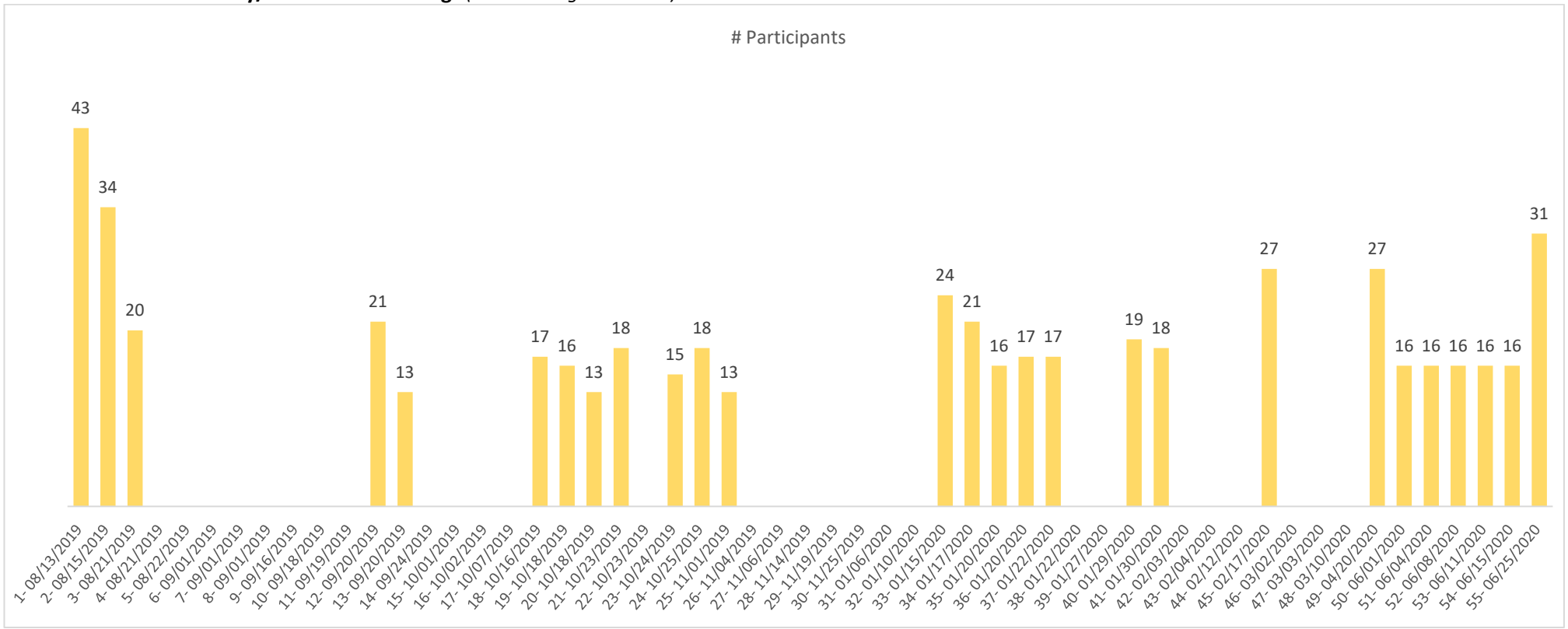
SPDG Project Goal: *Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are 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	80
# Literacy/Instruction Trainings	55
# Coaching Trainings	4
# Data Analysis Trainings	7
# Family Engagement Trainings	14
# Other SPDG Trainings	0
# unique participants - all trainings	522
# unique participants – Literacy/Instruction Trainings	282
# 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	538
# 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	38
# evaluations completed across trainings	467

1. Literacy/Instruction

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



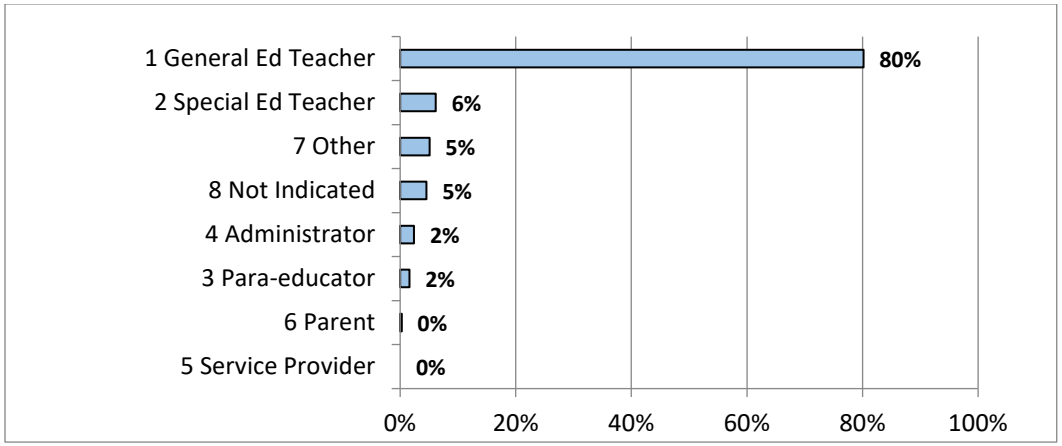
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Literacy/Instruction Trainings:

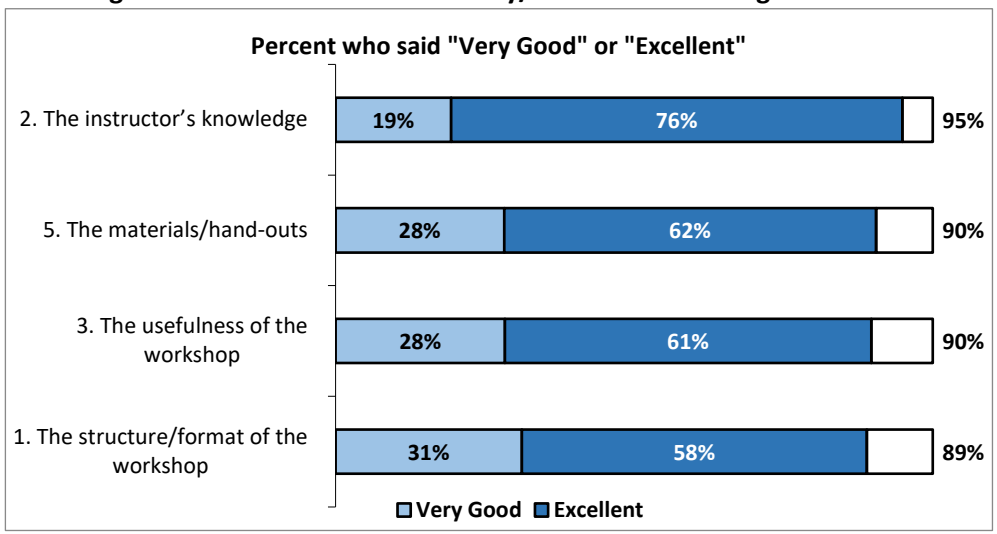
1	8/13/2019	Really Great Reading-Phonics and PA	2489	29	11/19/2019	CORE Sourcebook Fluency	2541
2	8/15/2019	Grant Info/RTI	2490	30	11/25/2019	CORE Fluency PD	2543
3	8/21/2019	Introduction to Explicit Instruction - SP	2542	31	1/6/2020	New Teacher PD-Phonemic Awareness	2561
4	8/21/2019	Explicit Instruction/Vocabulary	2618	32	1/10/2020	Unknown Title	2568
5	8/22/2019	Explicit Instruction/Vocabulary	2617	33	1/15/2020	Daily 5 Book Study	2620
6	9/1/2019	Word Level Fluency & Oral Reading Fluency	2603	34	1/17/2020	Big 5 Review/Curriculum Analysis/Progress Monitoring	2576
7	9/1/2019	Multisyllabic Word Reading	2604	35	1/20/2020	Kindergarten Grade Level Reading Strategies and Tools	2574
8	9/1/2019	Early Literacy: Alphabetic Knowledge	2605	36	1/20/2020	First Grade Level Reading Strategies and Tools	2575
9	9/16/2019	New Teacher -Big Picture	2498	37	1/22/2020	Second Grade Level Reading Strategies and Tools	2573
10	9/18/2019	18 Hours - Acadience Data Digs, Word Level Fluency, Multisyllabic Word Reading, Oral Reading Fluency - Wilson_2019-2020	2625	38	1/22/2020	PD-Fluency	2579
11	9/19/2019	Walk-to-Intervention training	2501	39	1/27/2020	New Teacher PD-Phonics	2580
12	9/20/2019	Review of Big 5/ELA Unpacked Standards	2500	40	1/29/2020	Fourth Grade Level Reading Strategies and Tools	2578
13	9/20/2019	CORE Reading	2507	41	1/30/2020	Third Grade Level Reading Strategies and Tools	2581
14	9/24/2019	Intervention lesson planning	2503	42	2/3/2020	New Staff Training-PD Phonics	2585
15	10/1/2019	Lesson planning for Walk to Intervention	2506	43	2/4/2020	PD-Fluency Sourcebook	2586
16	10/2/2019	CORE-Fluency	2508	44	2/12/2020	CORE PD Vocabulary	2589
17	10/7/2019	New Teacher-Phonological Awareness CORE	2510	45	2/17/2020	Phonological Awareness	2590
18	10/16/2019	First Grade Explicit Instruction in Guided Reading	2519	46	3/2/2020	New Teacher-Phonics	2599
19	10/18/2019	Kindergarten Foundational Reading	2516	47	3/3/2020	CORE training Fluency	2600
20	10/18/2019	CORE Reading	2544	48	3/10/2020	Vocabulary: Specific word Instruction	2606
21	10/23/2019	Second Grade Explicit Instruction in Guided Reading	2520	49	4/20/2020	Sourcebook Vocab Part 1 KN	2619
22	10/23/2019	CORE Fluency PD	2524	50	6/1/2020	4th Grade Curriculum Launch	2627
23	10/24/2019	Third Grade Explicit Instruction in Guided Reading	2522	51	6/4/2020	Kindergarten Curriculum Launch	2628
24	10/25/2019	Fourth Grade Explicit Instruction in Guided Reading	2523	52	6/8/2020	First Grade Curriculum Launch	2629
25	11/1/2019	Explicit Instruction	2535	53	6/11/2020	Second Grade Curriculum Launch	2630
26	11/4/2019	Really Great Reading Follow-Up	2531	54	6/15/2020	Third Grade Curriculum Launch	2632
27	11/6/2019	CORE Fluency PD	2538	55	6/25/2020	Fifth and Sixth Grade Curriculum Launch	2633
28	11/14/2019	New Teacher Training CORE PA	2540				

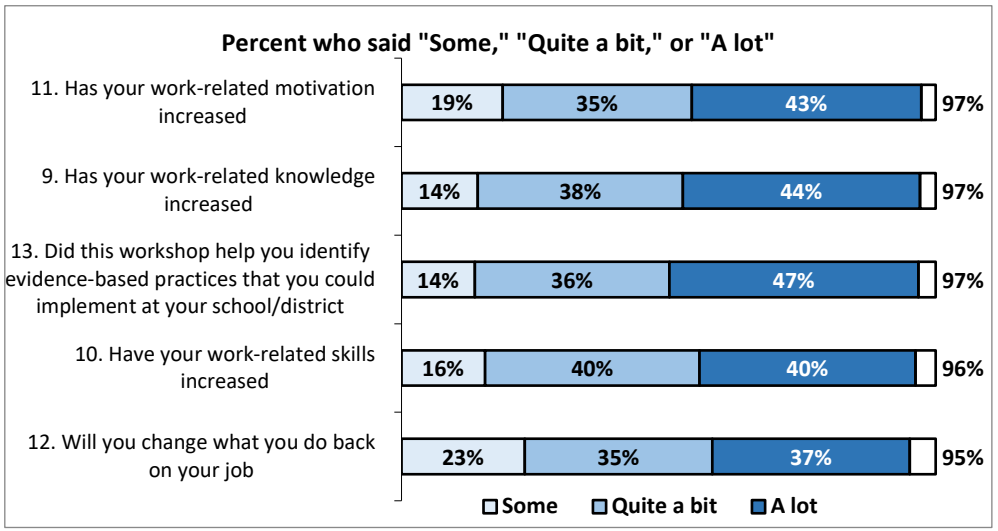
C. Training Participant Roles – Across All Literacy/Instruction Trainings

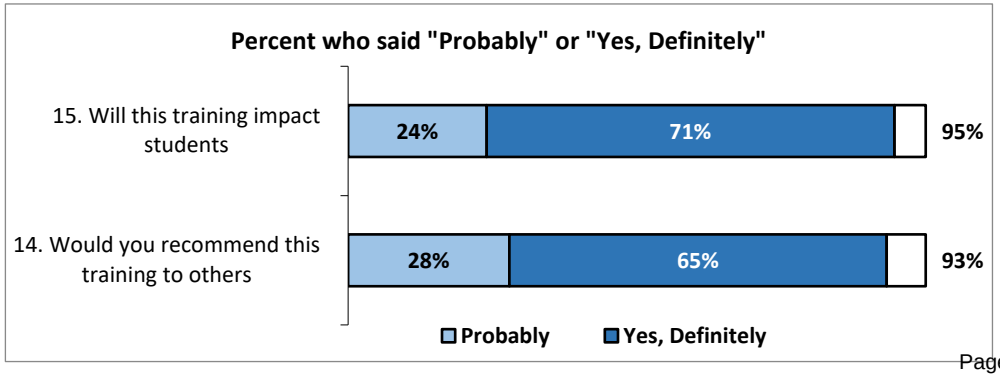
373 participants completed a training evaluation across 31 Literacy/Instruction trainings.



D. Training Evaluations – Across All Literacy/Instruction Trainings







Sample of Participant Comments

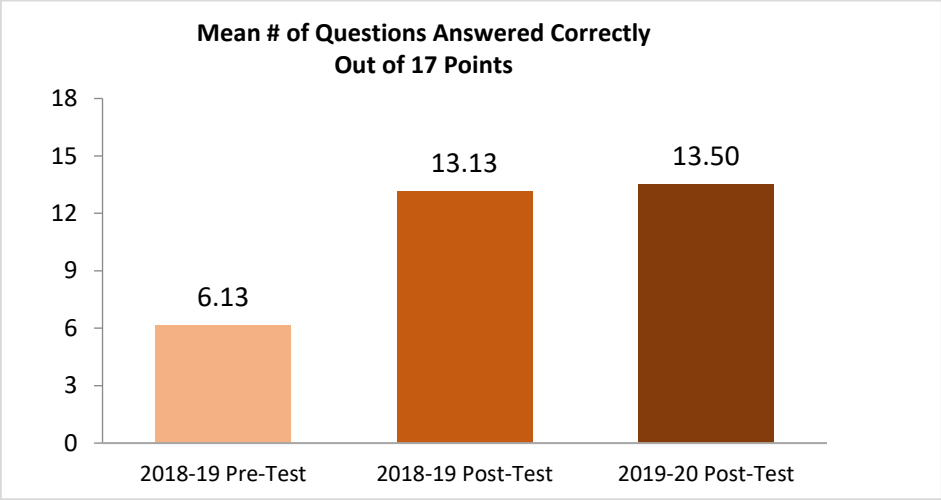
- "I loved diving deeper into the new curriculum. I already love it and I think that learning more about it is going to be so helpful this next school year! Also, I appreciate the help with trying to make time for each part in my schedule."

- "The thorough knowledge shared to us on the new curriculum we will be using this fall! Lots of great knowledge and information shared to set us up for success this fall."

- "Our sixth-grade team and roll-out teams were very helpful when questions were asked. It helped to also bounce ideas off of each other to determine ways that we will be implementing our new curriculum in our classrooms. The room was also set up very well for social distancing protocols."

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).



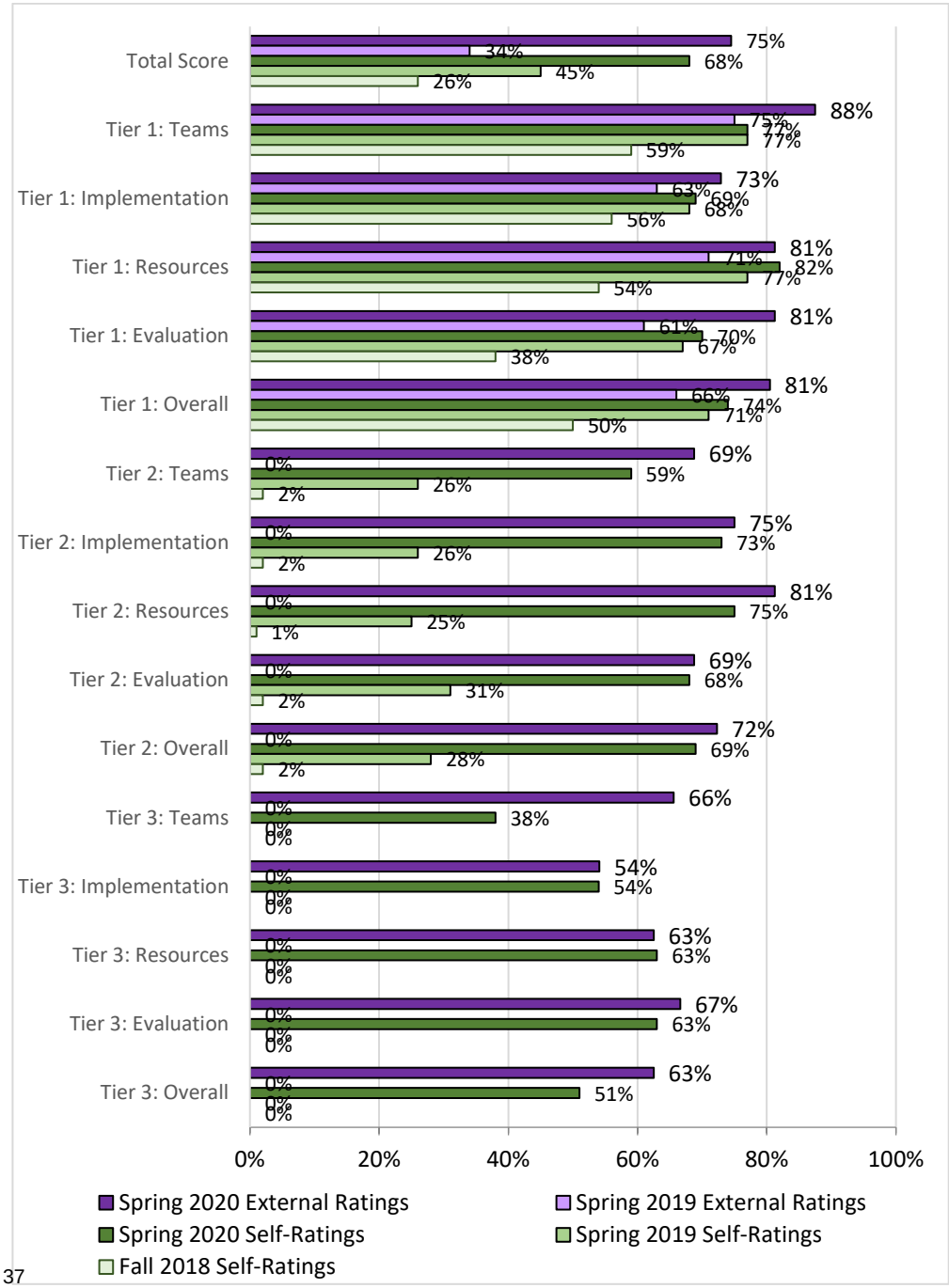
F. Observation Checklist for High-Quality Professional Development (HQPD) Training

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)

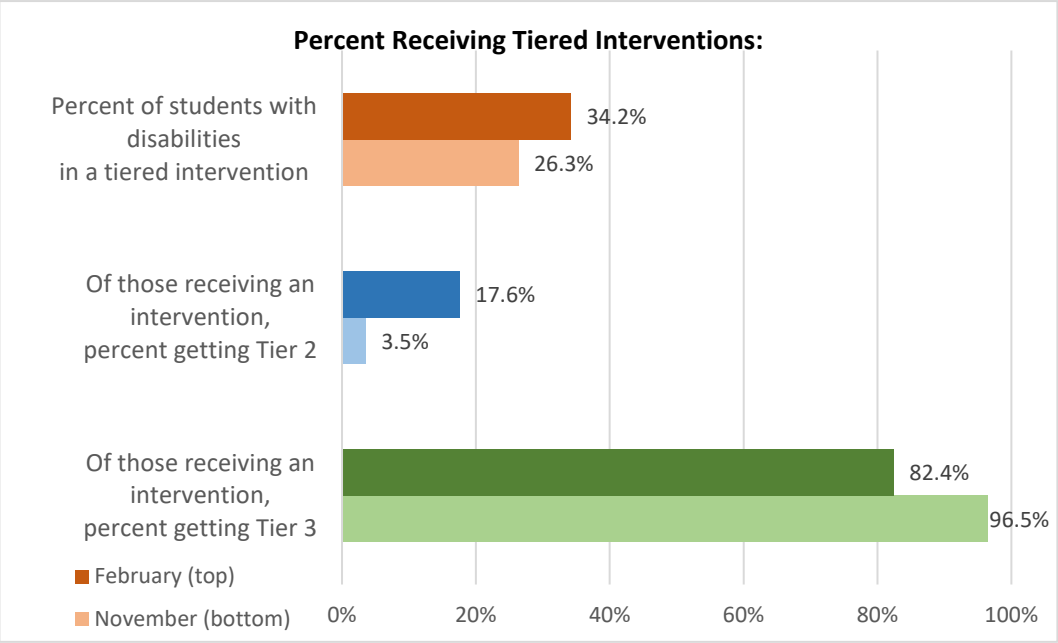
In fall 2018 and spring 2019, 18 schools representing 6 districts (1 school each from Hot Springs, Iroquois, Milbank, and Sisseton; 8 schools from Rapid City; and 6 schools from Watertown) completed the R-TFI. In spring 2019, external observers visited 4 schools from 3 districts (1 school each from Milbank 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. In spring 2020, 16 schools representing 6 districts (1 school each from Hot Springs, Iroquois, Milbank, and Sisseton; 6 schools from Rapid City; and 6 schools from Watertown) completed the R-TFI.

	% of Points Earned				
	Fall 2018 Self-Ratings	Spring 2019 Self-Ratings	Spring 2019 External Ratings	Spring 2020 Self-Ratings	Spring 2020 External Ratings
Total Score	26%	45%	34%	68%	75%
Tier 1: Teams	59%	77%	75%	77%	88%
Tier 1: Implementation	56%	68%	63%	69%	73%
Tier 1: Resources	54%	77%	71%	82%	81%
Tier 1: Evaluation	38%	67%	61%	70%	81%
Tier 1: Overall	50%	71%	66%	74%	81%
Tier 2: Teams	2%	26%	0%	59%	69%
Tier 2: Implementation	2%	26%	0%	73%	75%
Tier 2: Resources	1%	25%	0%	75%	81%
Tier 2: Evaluation	2%	31%	0%	68%	69%
Tier 2: Overall	2%	28%	0%	69%	72%
Tier 3: Teams	0%	0%	0%	38%	66%
Tier 3: Implementation	0%	0%	0%	54%	54%
Tier 3: Resources	0%	0%	0%	63%	63%
Tier 3: Evaluation	0%	0%	0%	63%	67%
Tier 3: Overall	0%	0%	0%	51%	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. Due to schools being closed in spring 2020, no data was submitted for the May 1, 2020 collection.

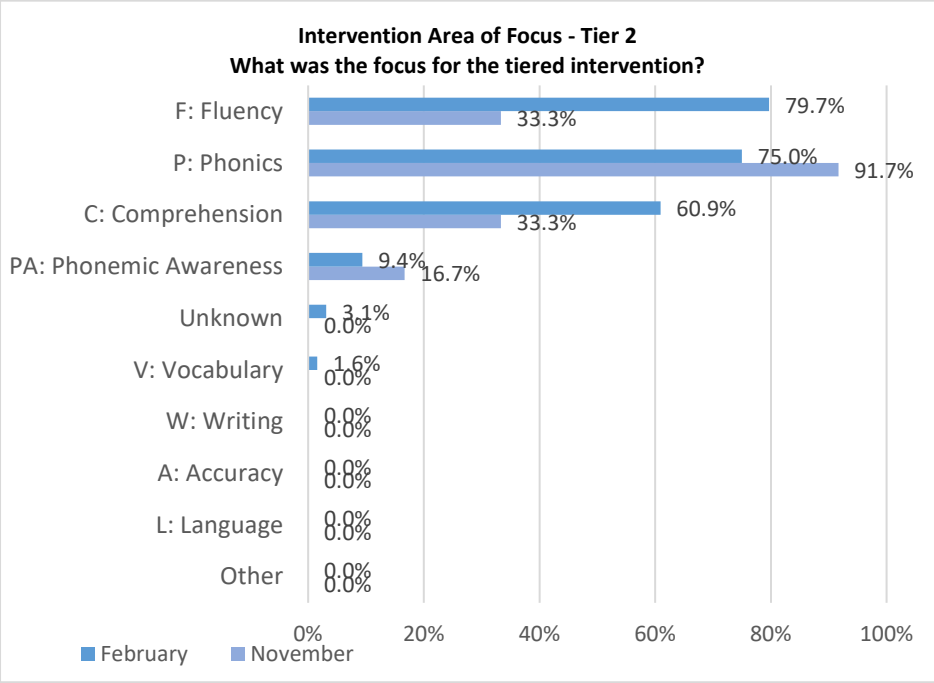


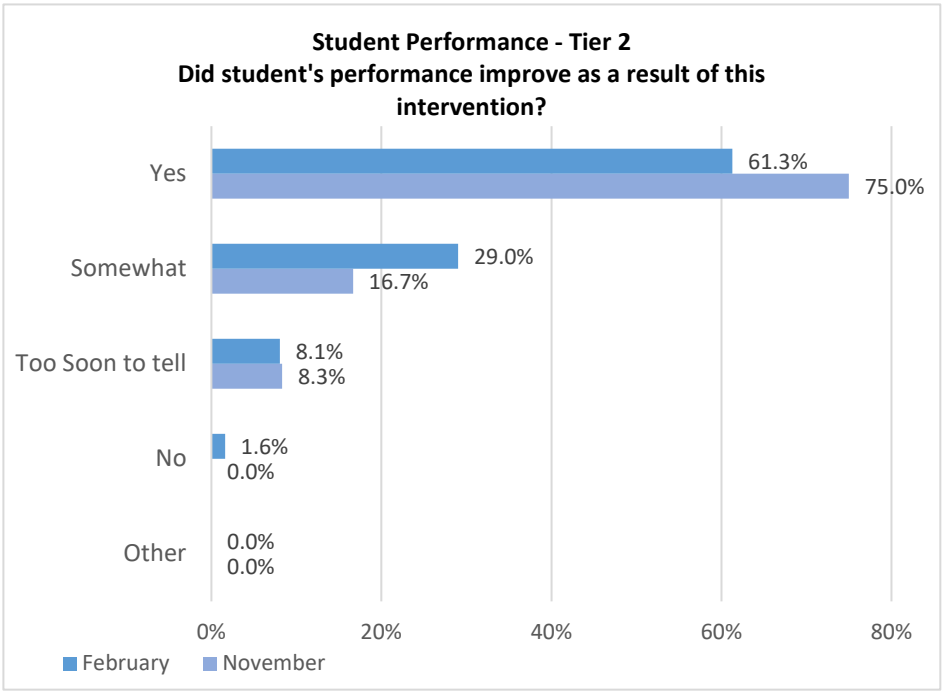
By the Numbers:	November	February
# of students with disabilities in grades K-5 for whom a tracking form was completed	**342**	**364**
# of teachers who completed an intervention tracking form	**41**	**38**
# of schools with tracking forms	**21**	**18**
# districts with tracking forms	**5**	**6**
Average # 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**

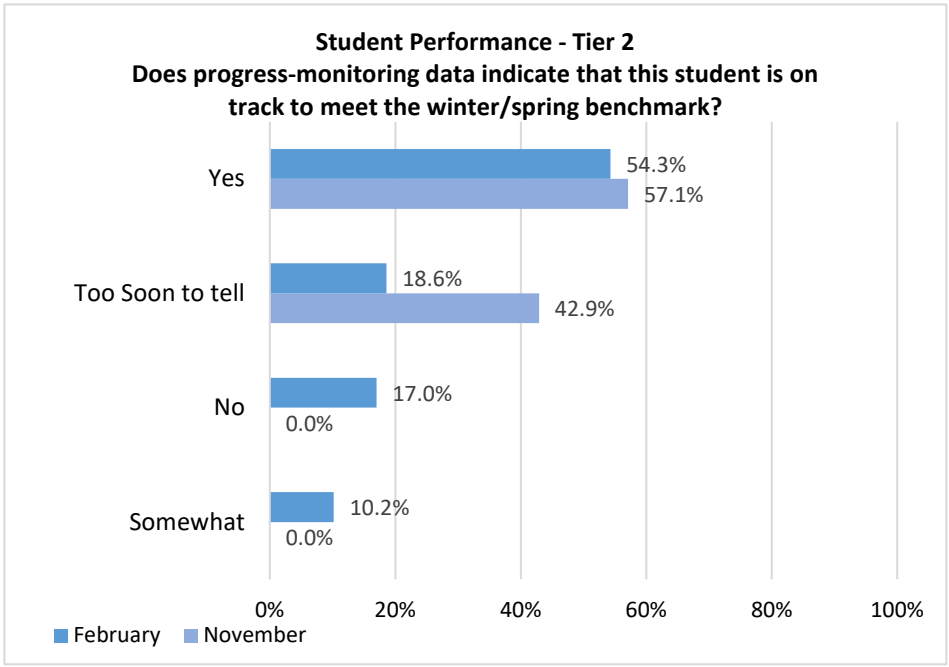
Movement in and out of Tiers from November 2019 to February 2020

	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%

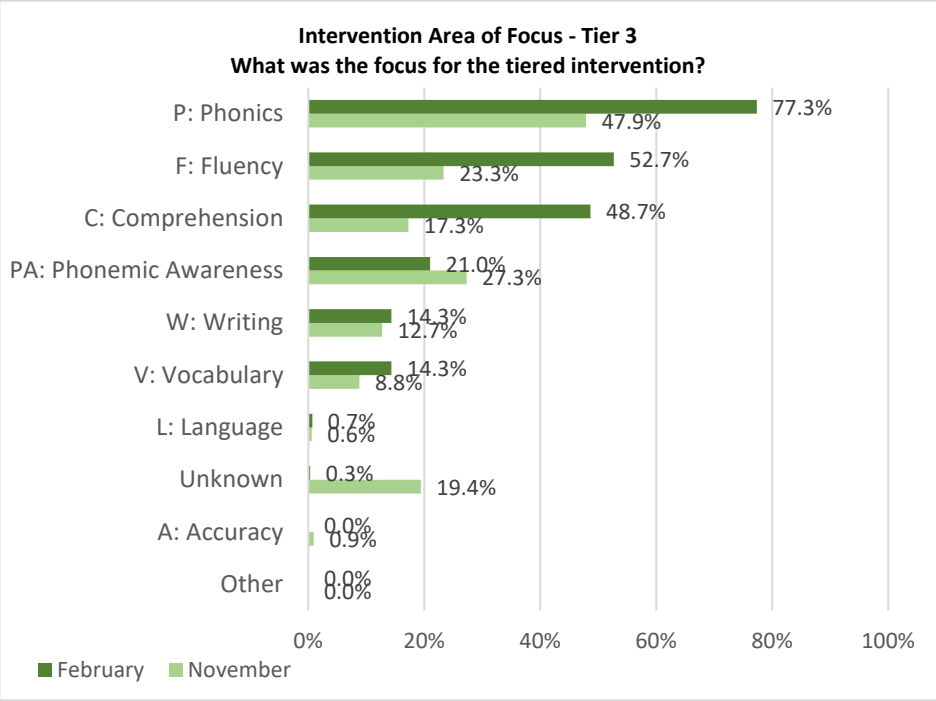
H. Intervention Tracking Form – continued

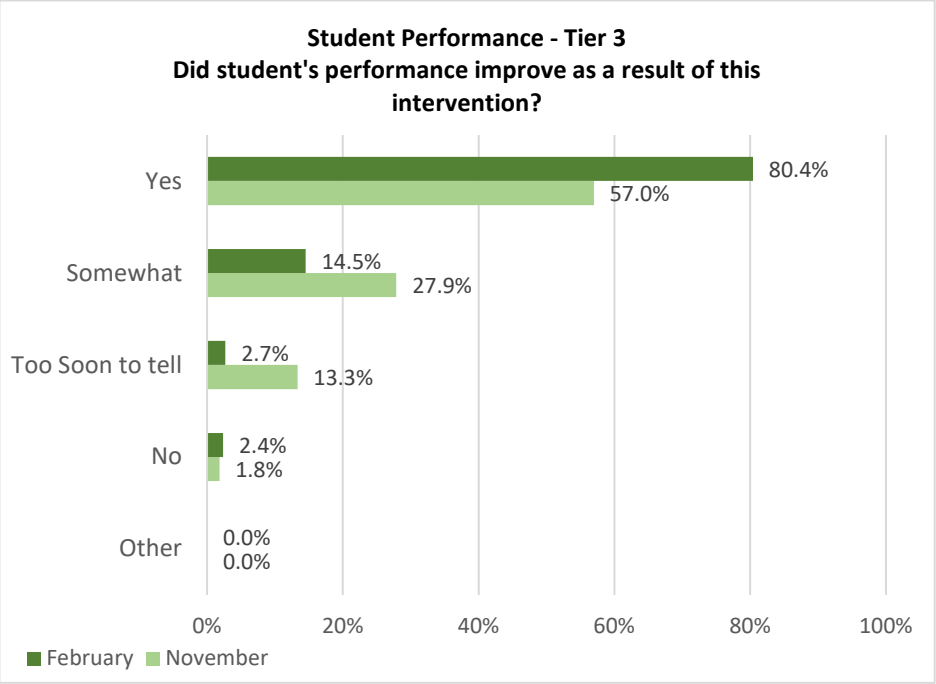


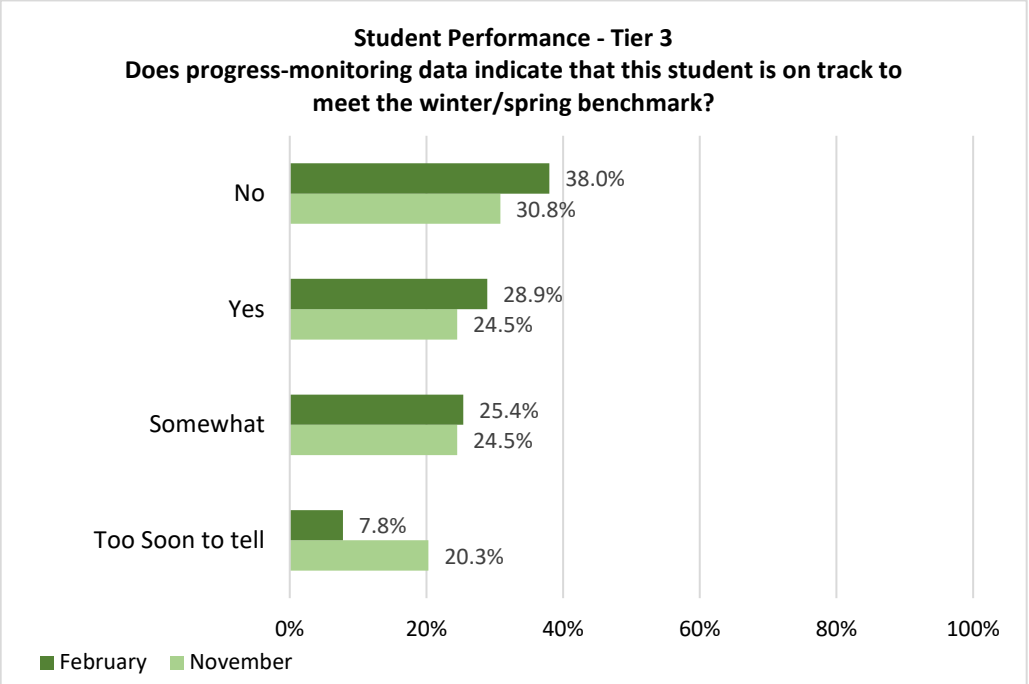




H. Intervention Tracking Form – continued



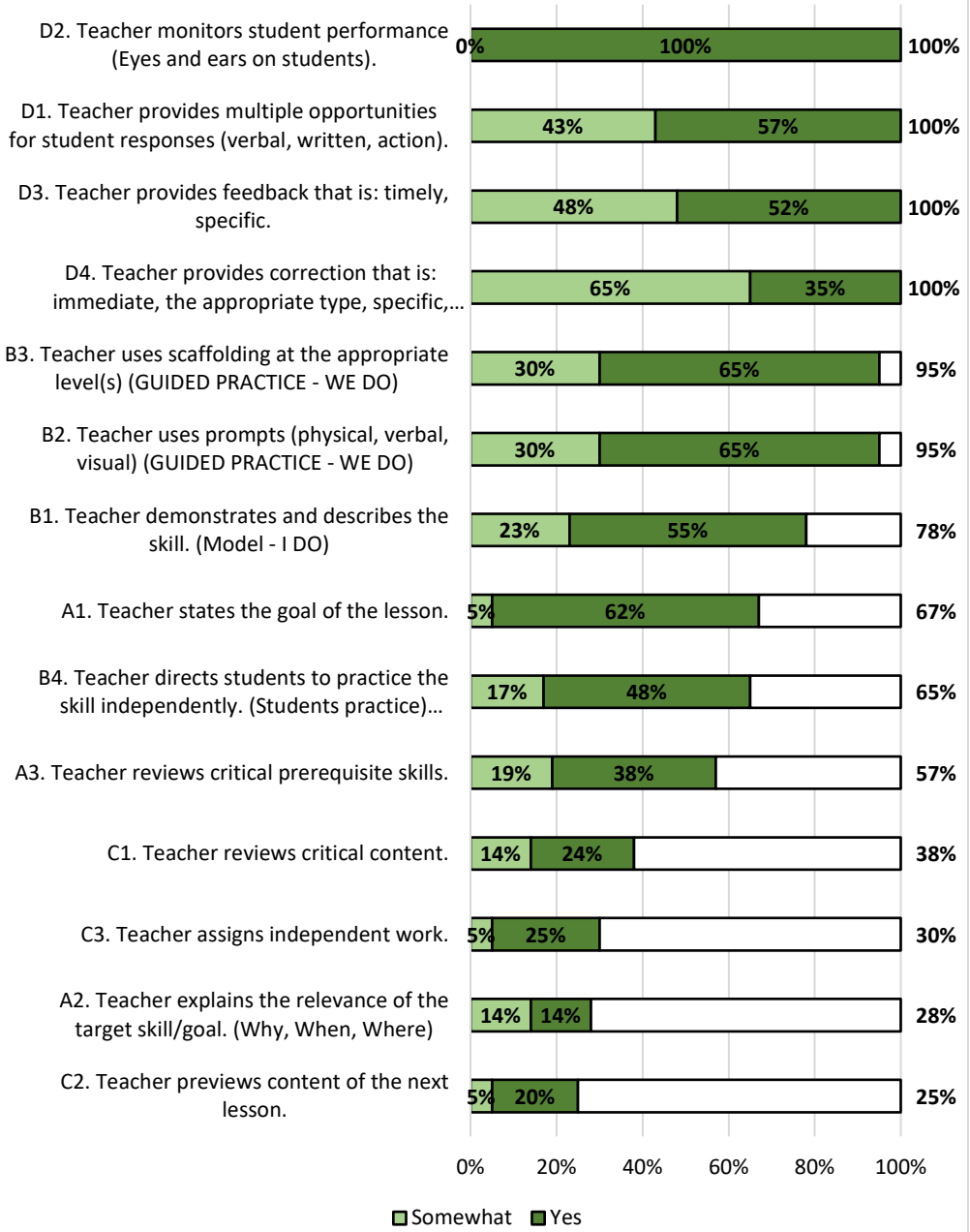




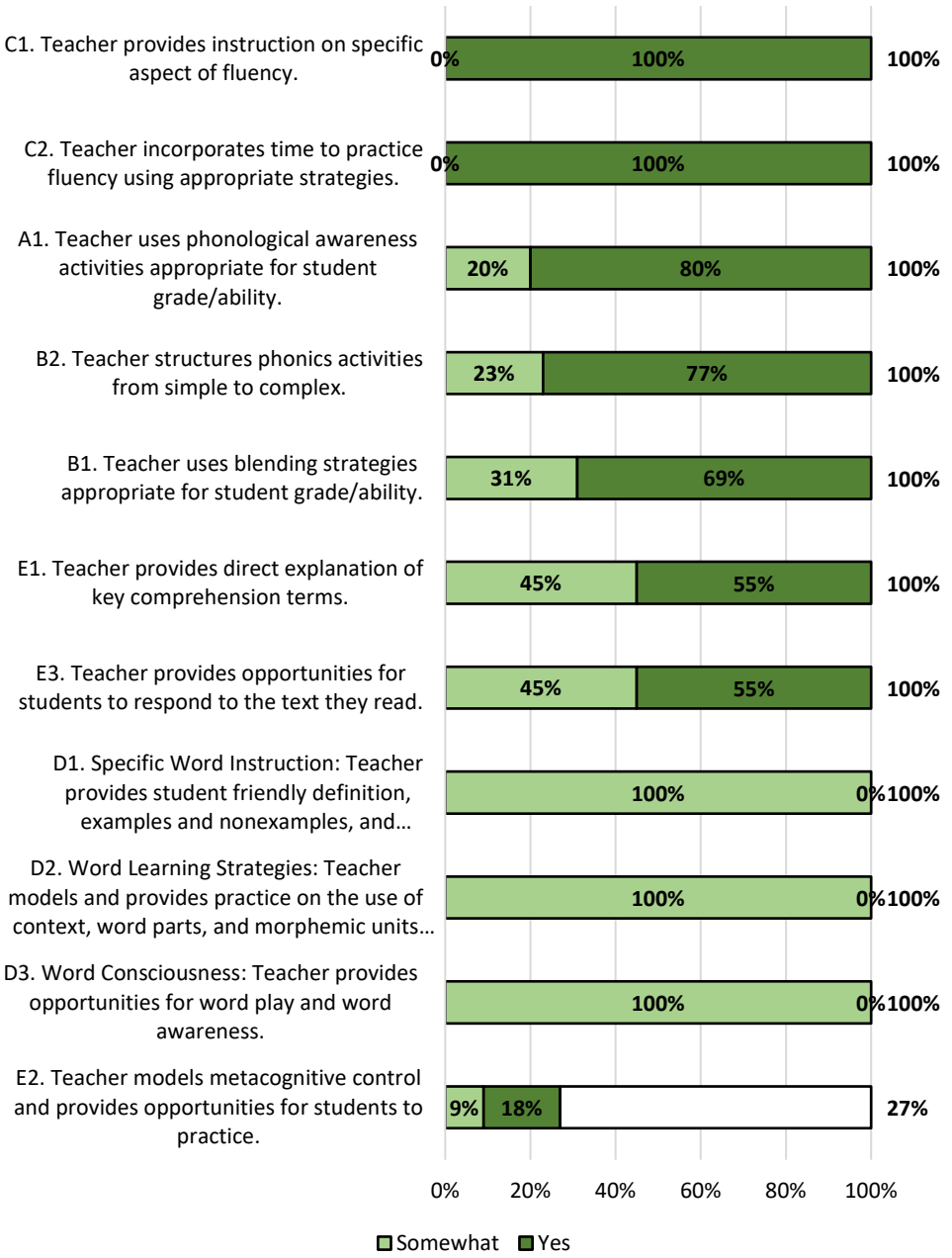
I. Classroom Observation Checklist

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.

Explicit Instruction Components *(Exluding N/A Responses)*
Percent of teachers who received a "Somewhat" or "Yes" rating

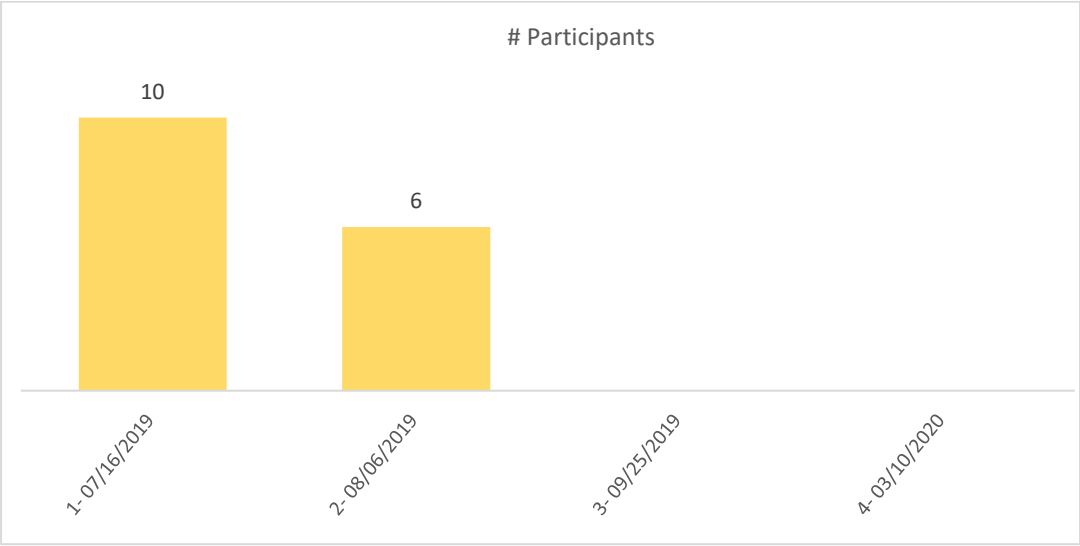


Literacy Components *(Excluding N/A Responses)*
Percent of teachers who received a "Somewhat" or "Yes" rating



2. Coaching

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



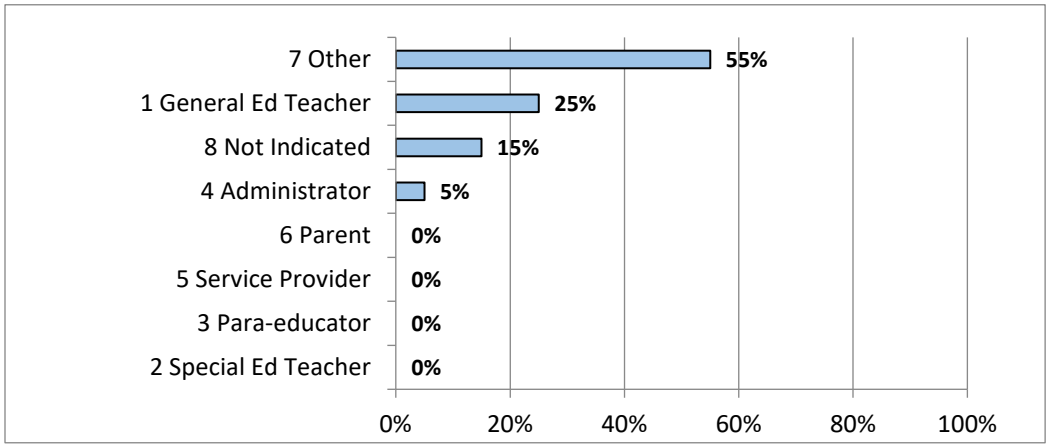
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Coaching Trainings:

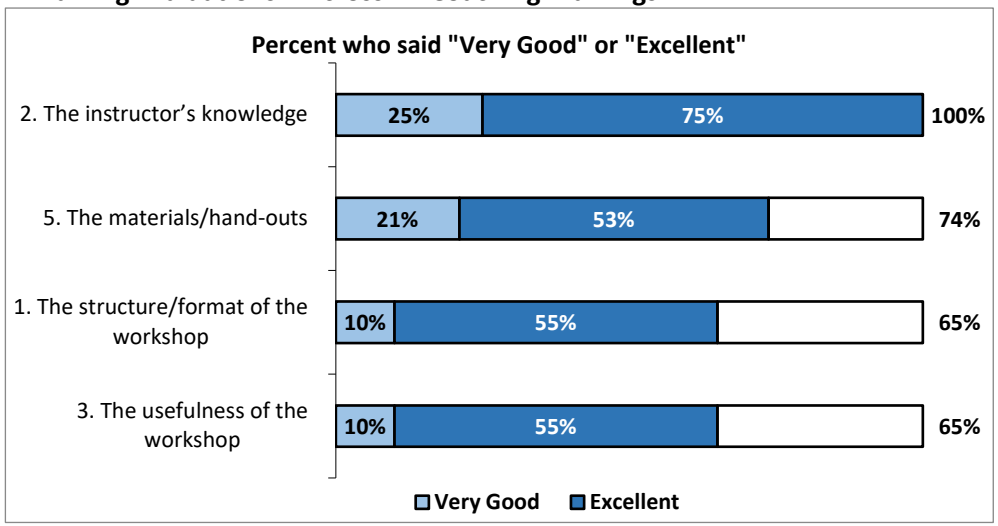
1	7/16/2019	SPDG Coach Training - 2471	2471
2	8/6/2019	SPDG Data Processes - 2478	2478
3	9/25/2019	Fall Updates/Follow-up for Coaches - 2499	2499
4	3/10/2020	SP SB Vocab Part 1	2624

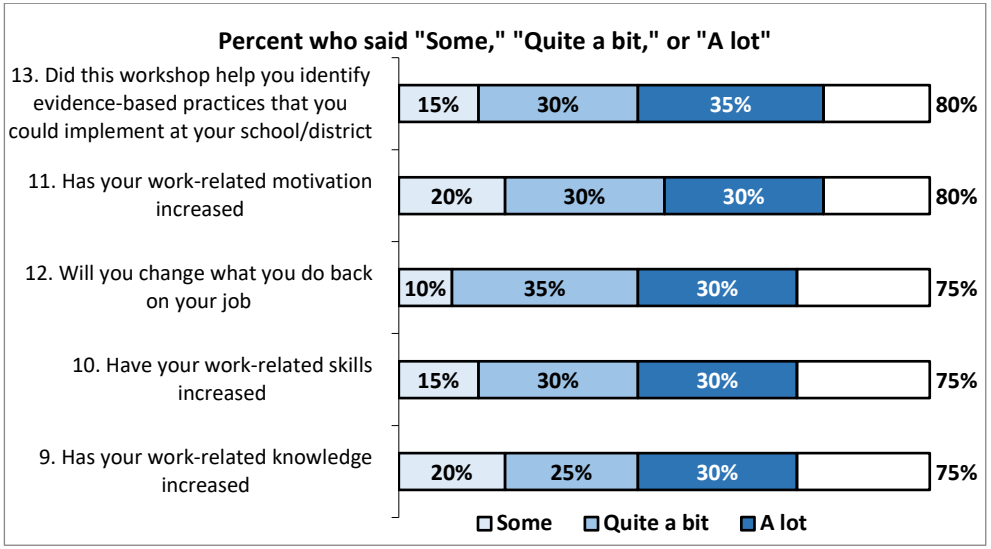
C. Training Participant Roles – Across All Coaching Trainings

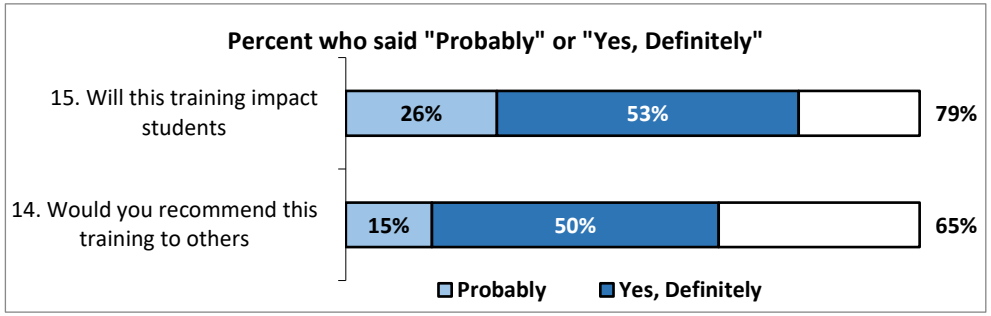
20 participants completed a training evaluation across 3 Coaching trainings.



D. Training Evaluations – Across All Coaching Trainings





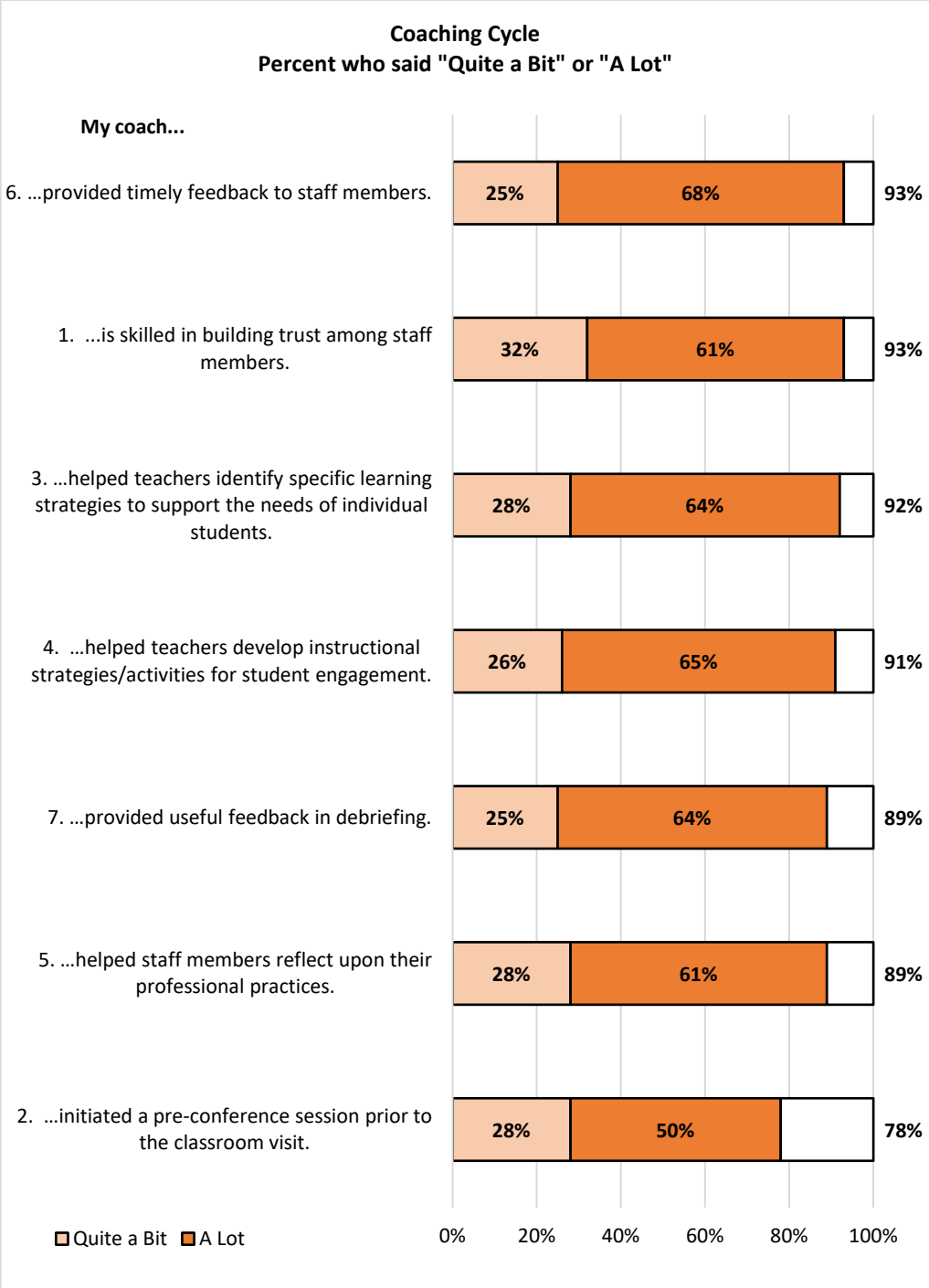


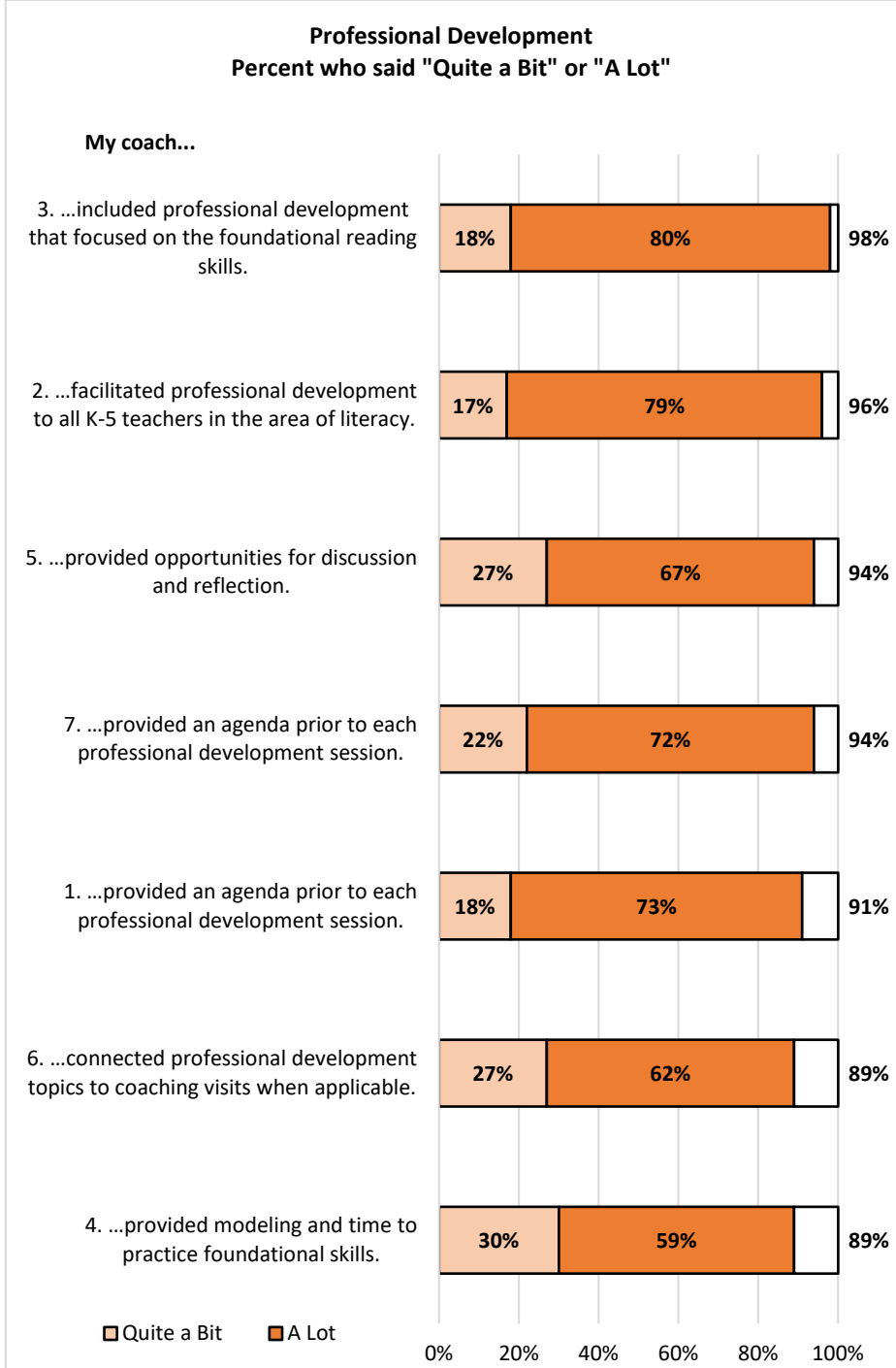
Sample of Participant Comments

- "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."

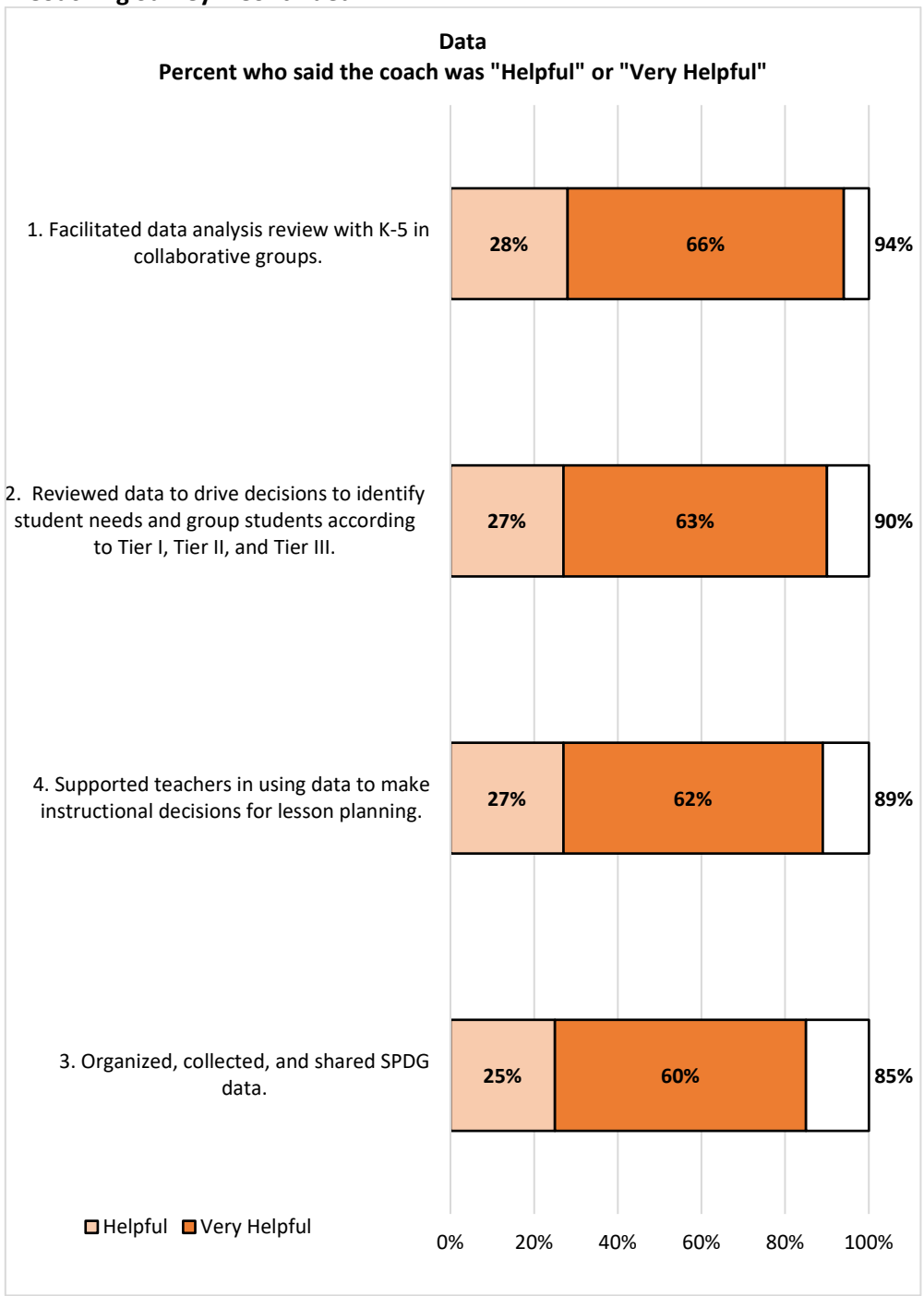
E. Coaching Survey

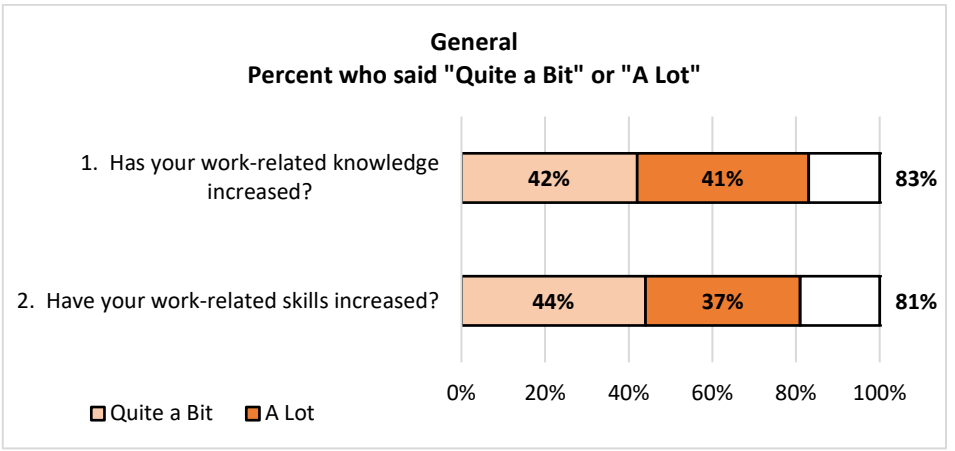
229 staff members from six districts completed the Coaching Survey in spring 2020.

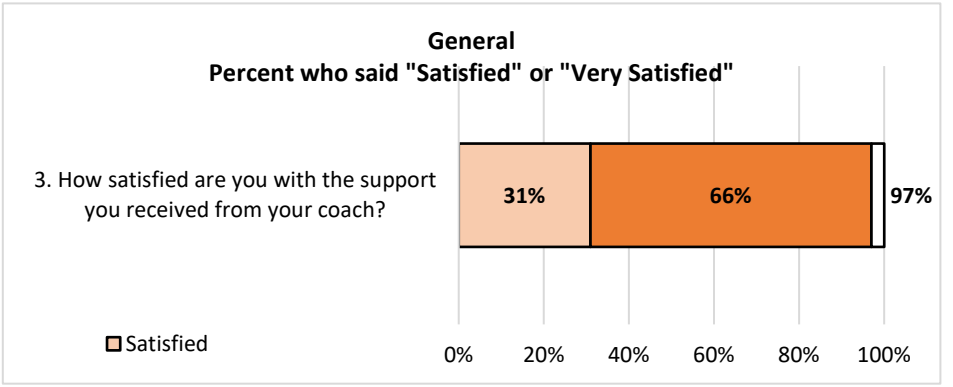


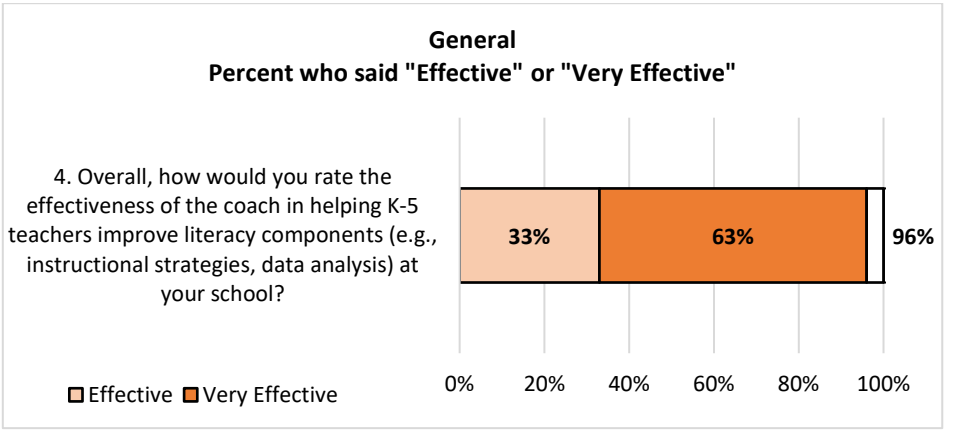


E. Coaching Survey – Continued



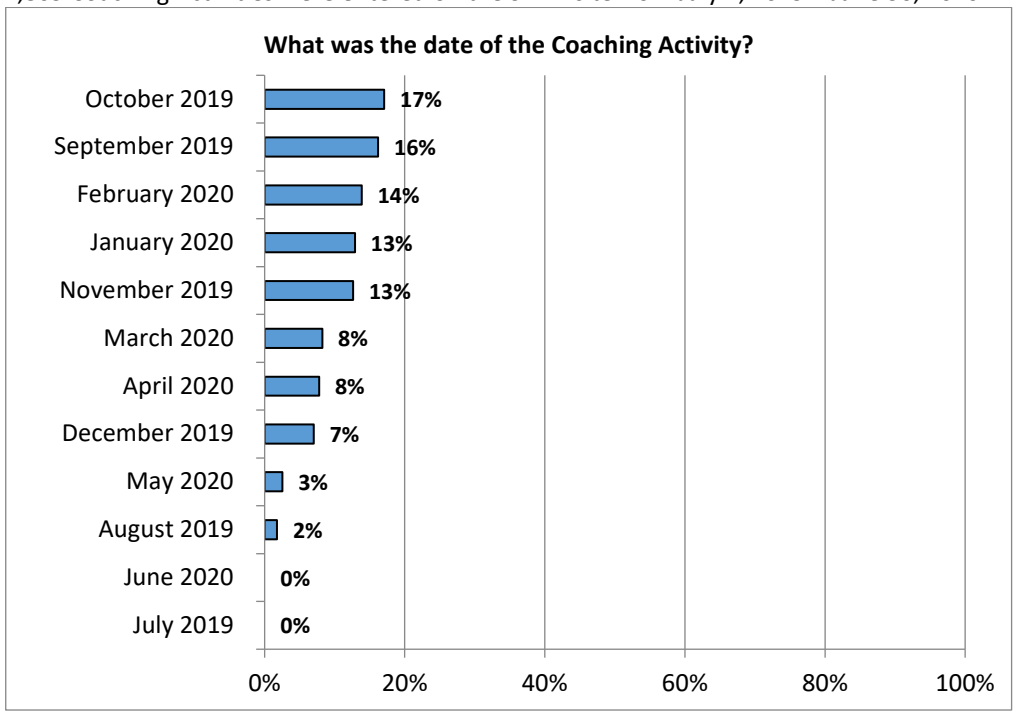


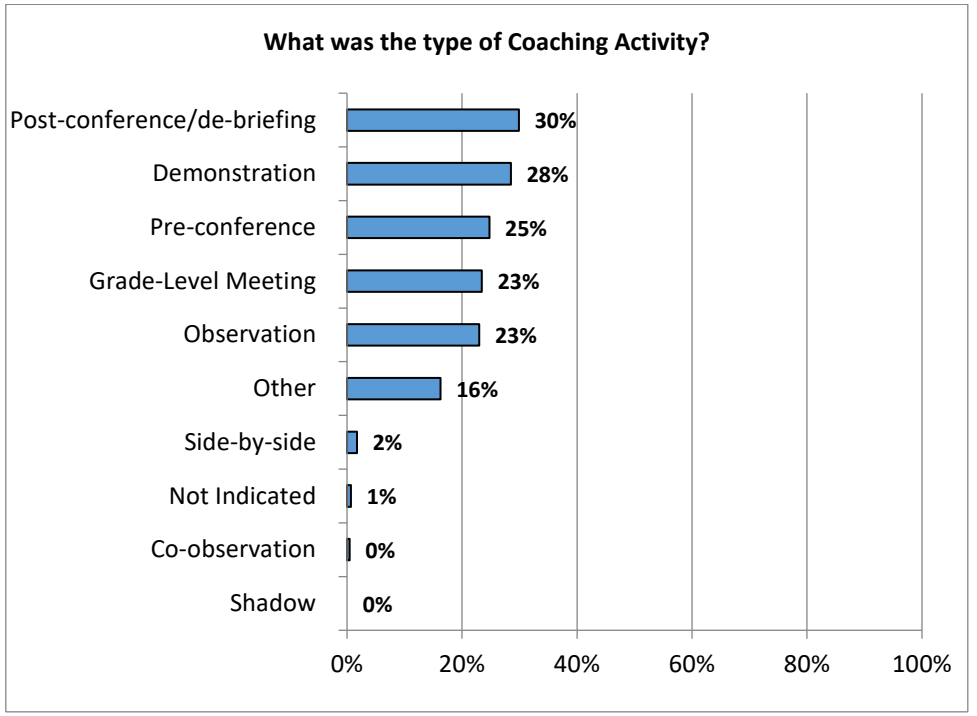


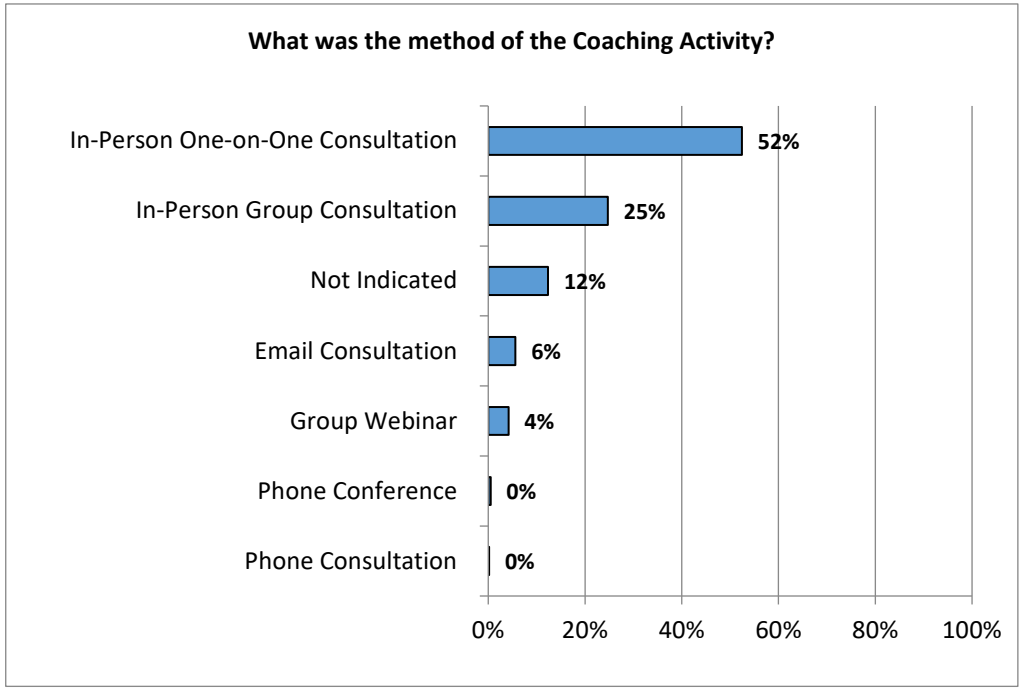


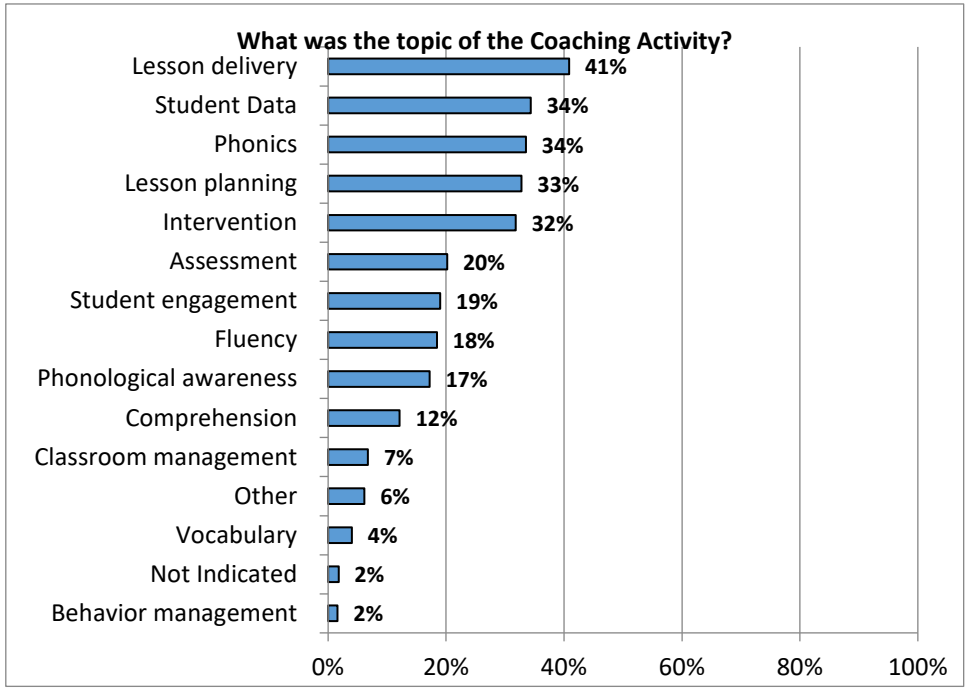
F. Coaching Activities Tracking

2,869 Coaching Activities were entered on the SDPD site from July 1, 2019 – June 30, 2020.



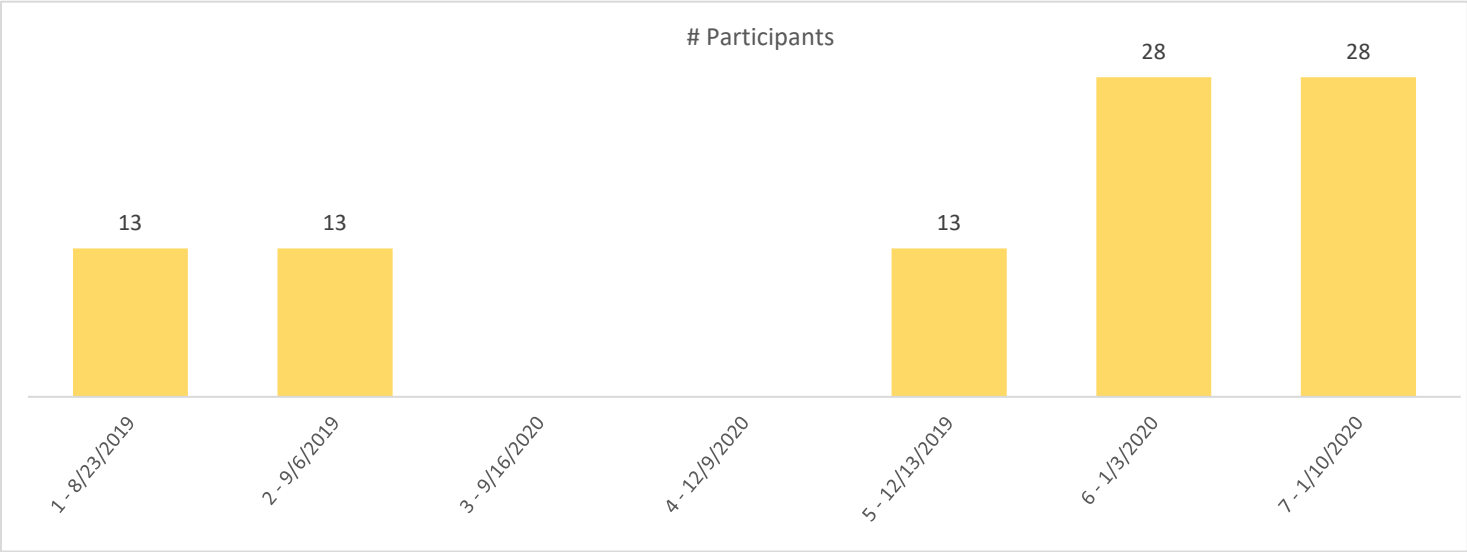






3. Data Analysis

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



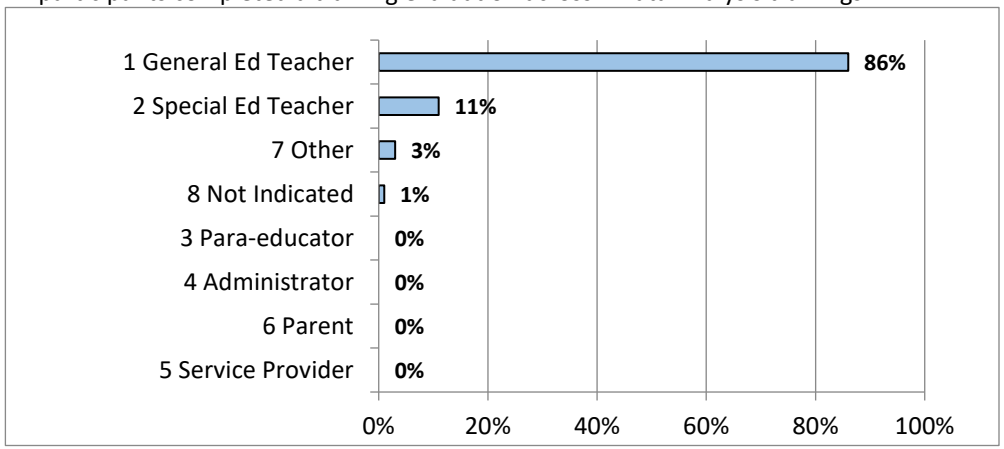
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Data Analysis Trainings:

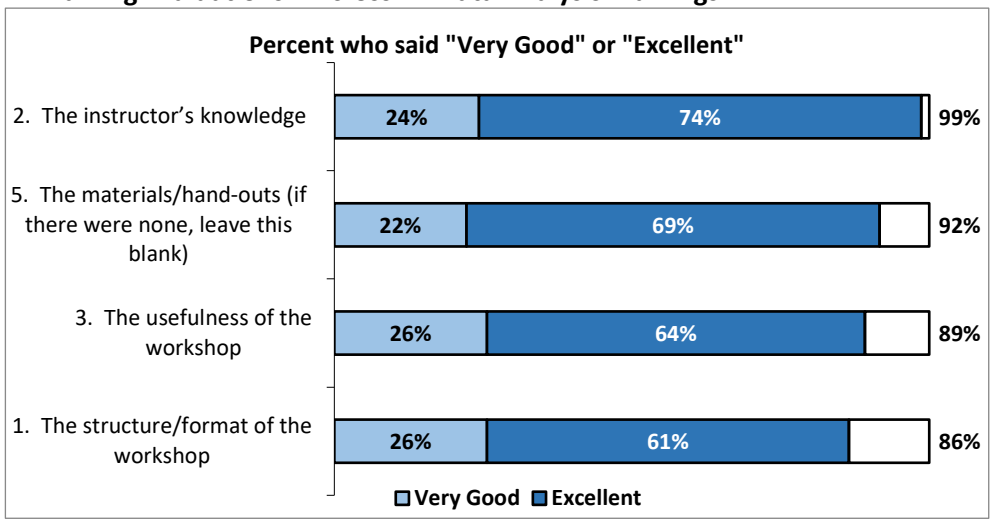
1	8/23/2019	DIBELS Refresher	2548
2	9/6/2019	Data Analysis	2537
3	9/16/2019	Beginning of Year Data Dig	2601
4	12/9/2019	Middle of Year Data Dig	2602
5	12/13/2019	Data Analysis	2545
6	1/3/2020	Winter Data Dig	2559
7	1/10/2020	Data Dig/Tiered Instruction	2565

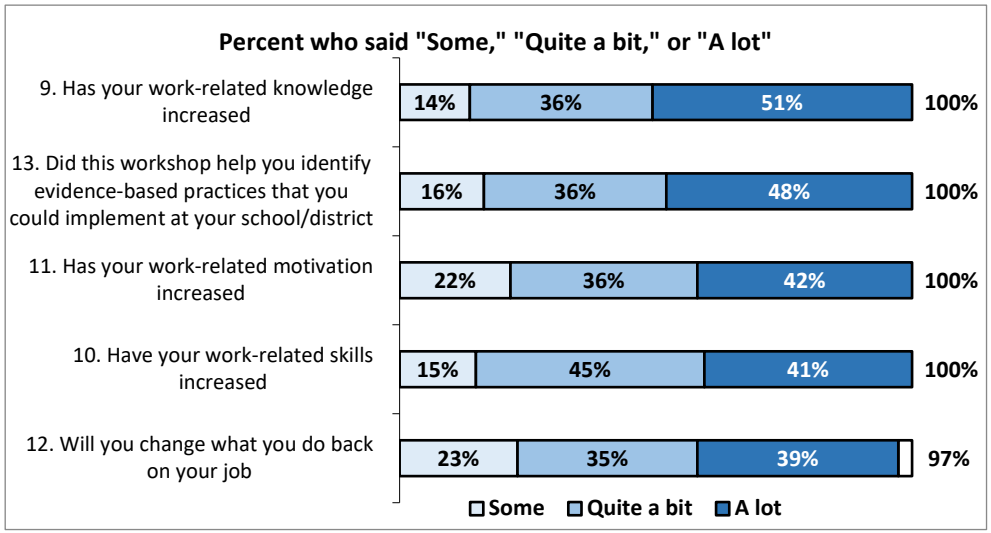
C. Training Participant Roles – Across All Data Analysis Trainings

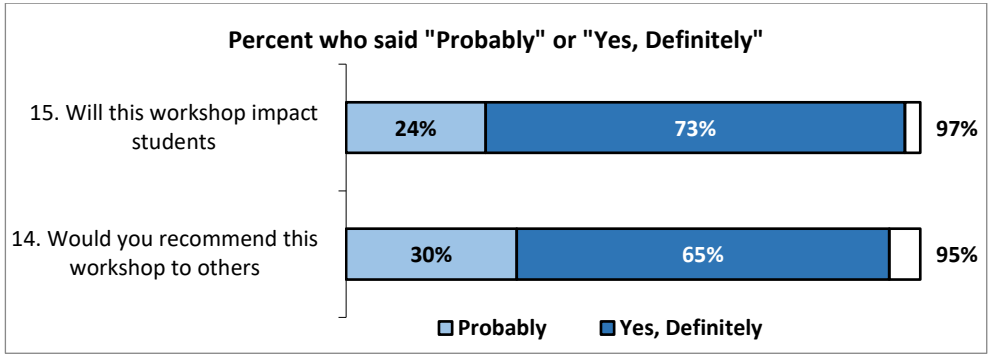
74 participants completed a training evaluation across 4 Data Analysis trainings.



D. Training Evaluations – Across All Data Analysis Trainings





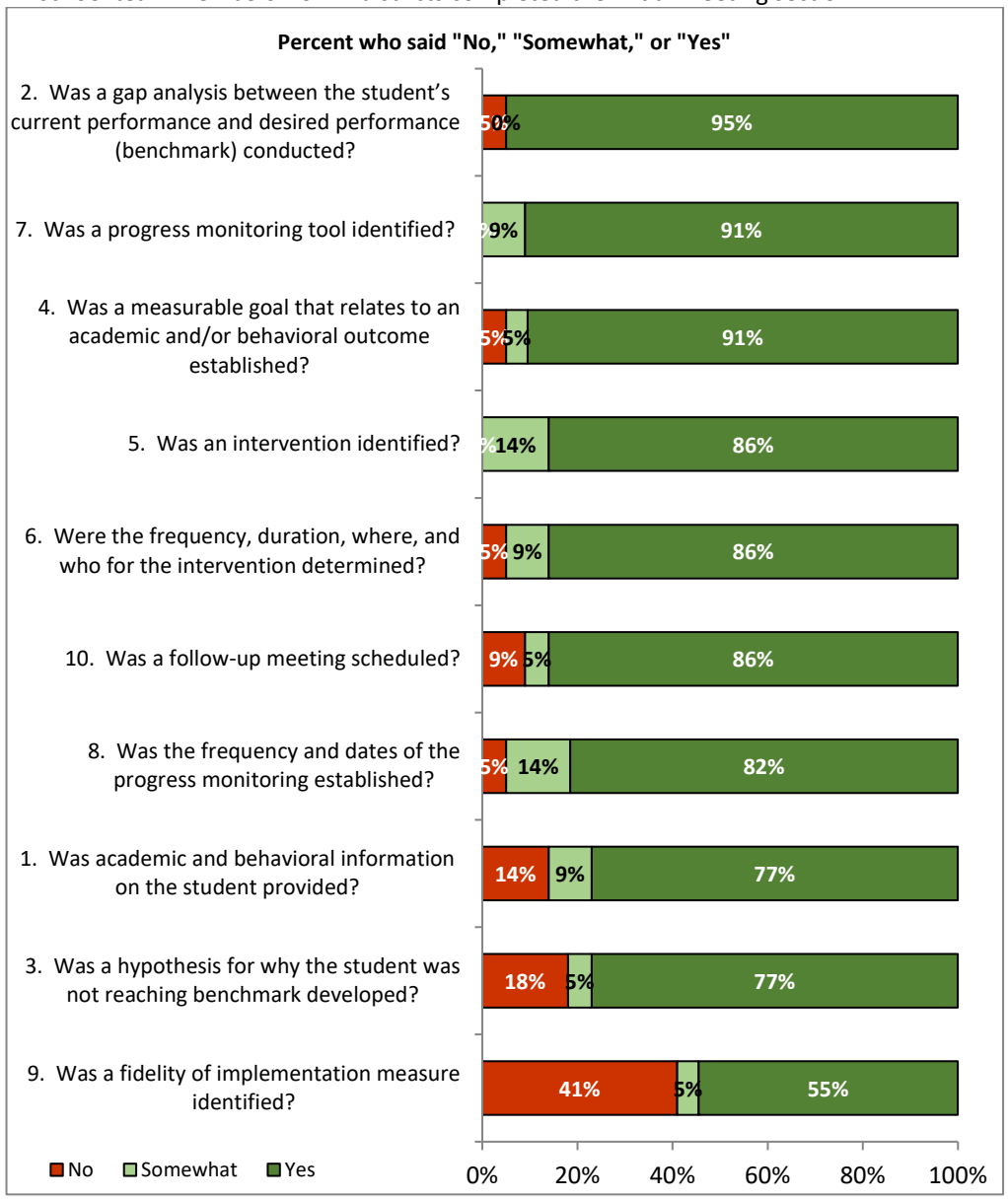


Sample of Participant Comments

- *"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."*

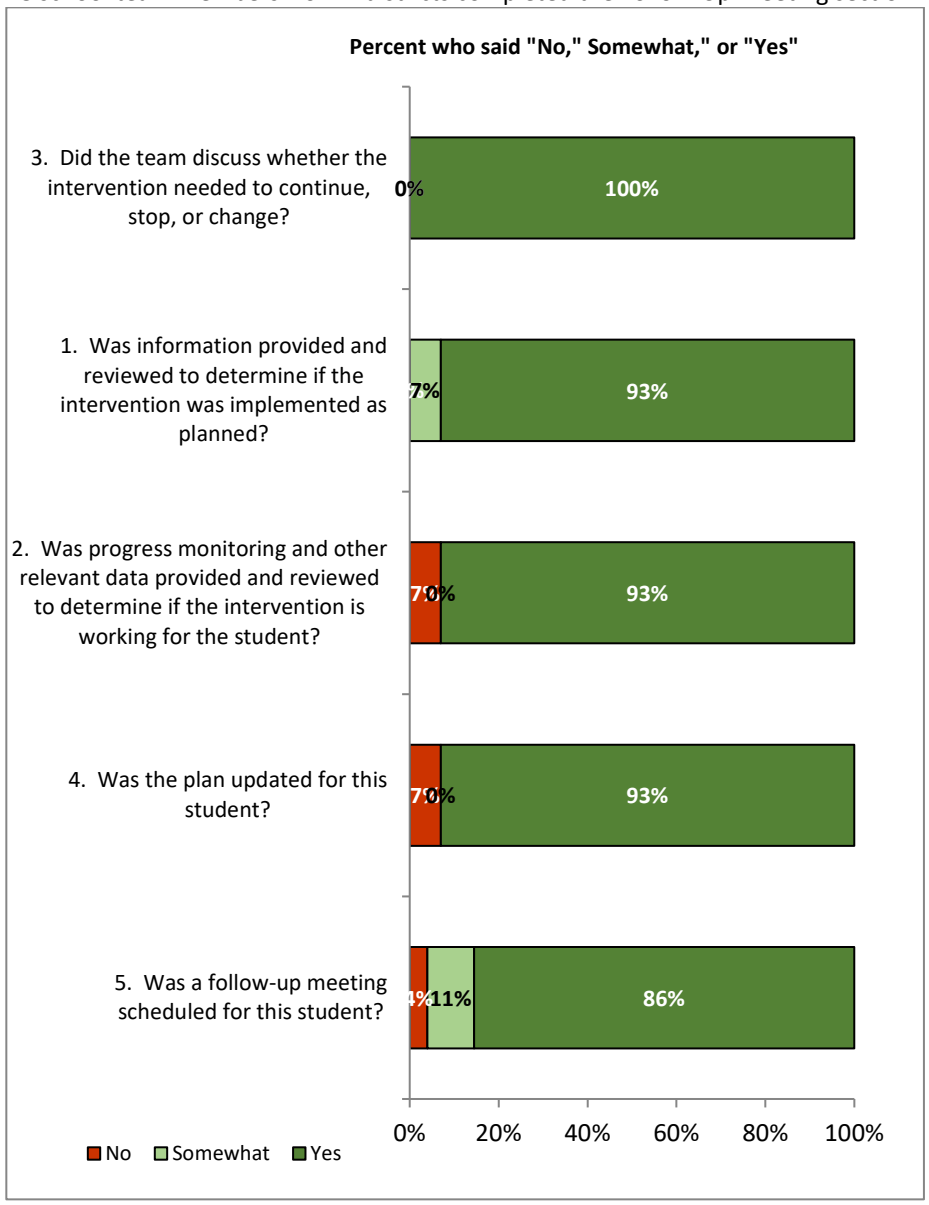
E. Team Problem-Solving: Individual Student Checklist – Initial Meeting

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



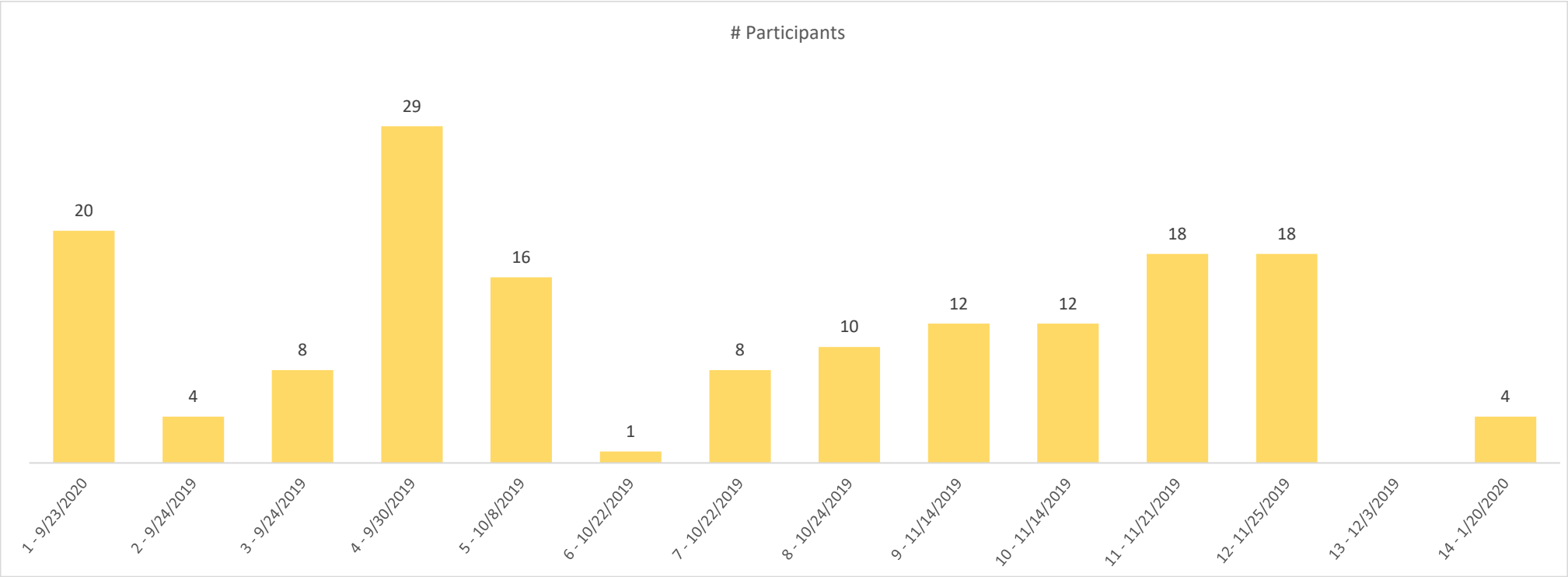
F. Team Problem-Solving: Individual Student Checklist – Follow-Up Meeting

28 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)*

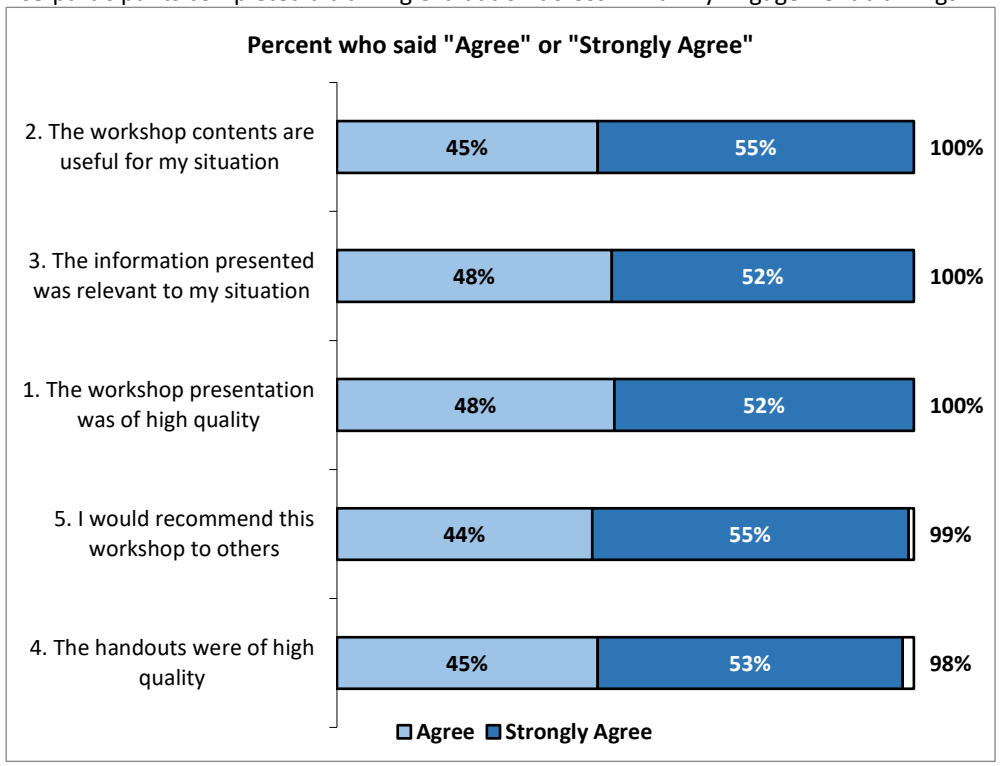


B. Family Engagement Trainings:

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

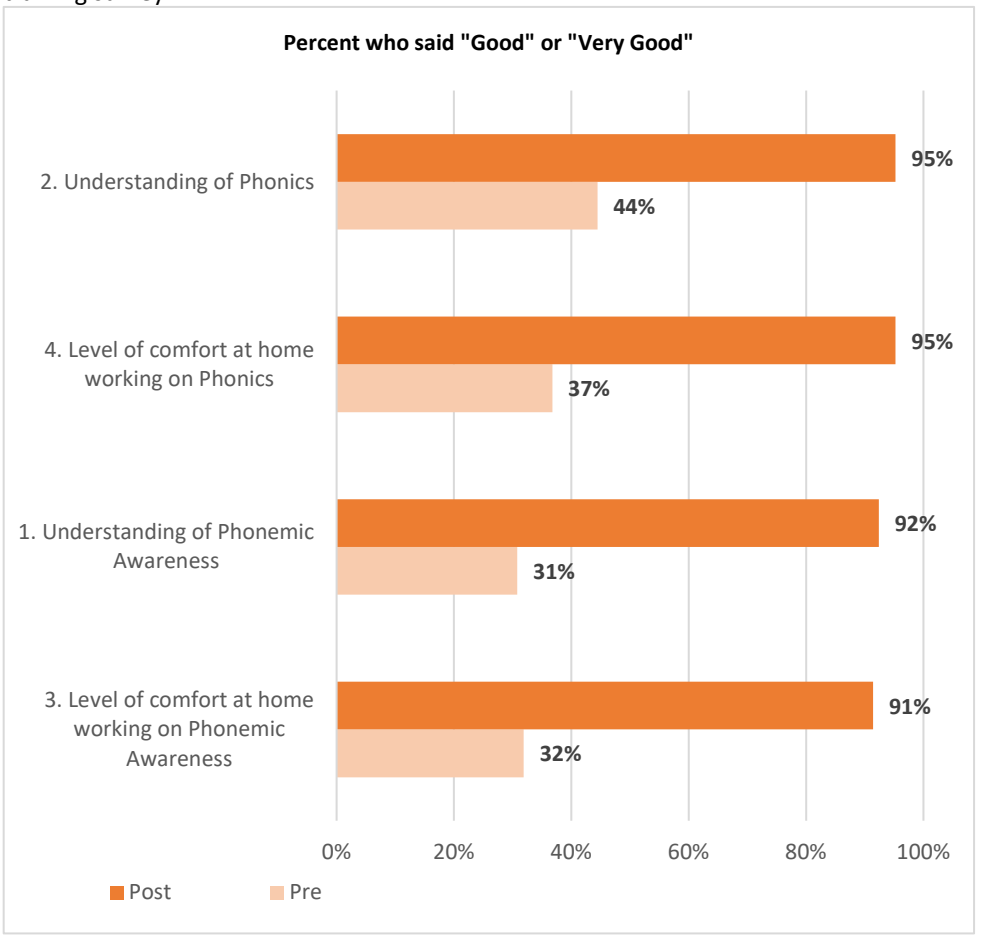
C. Training Evaluations – Across All Family Engagment Trainings

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



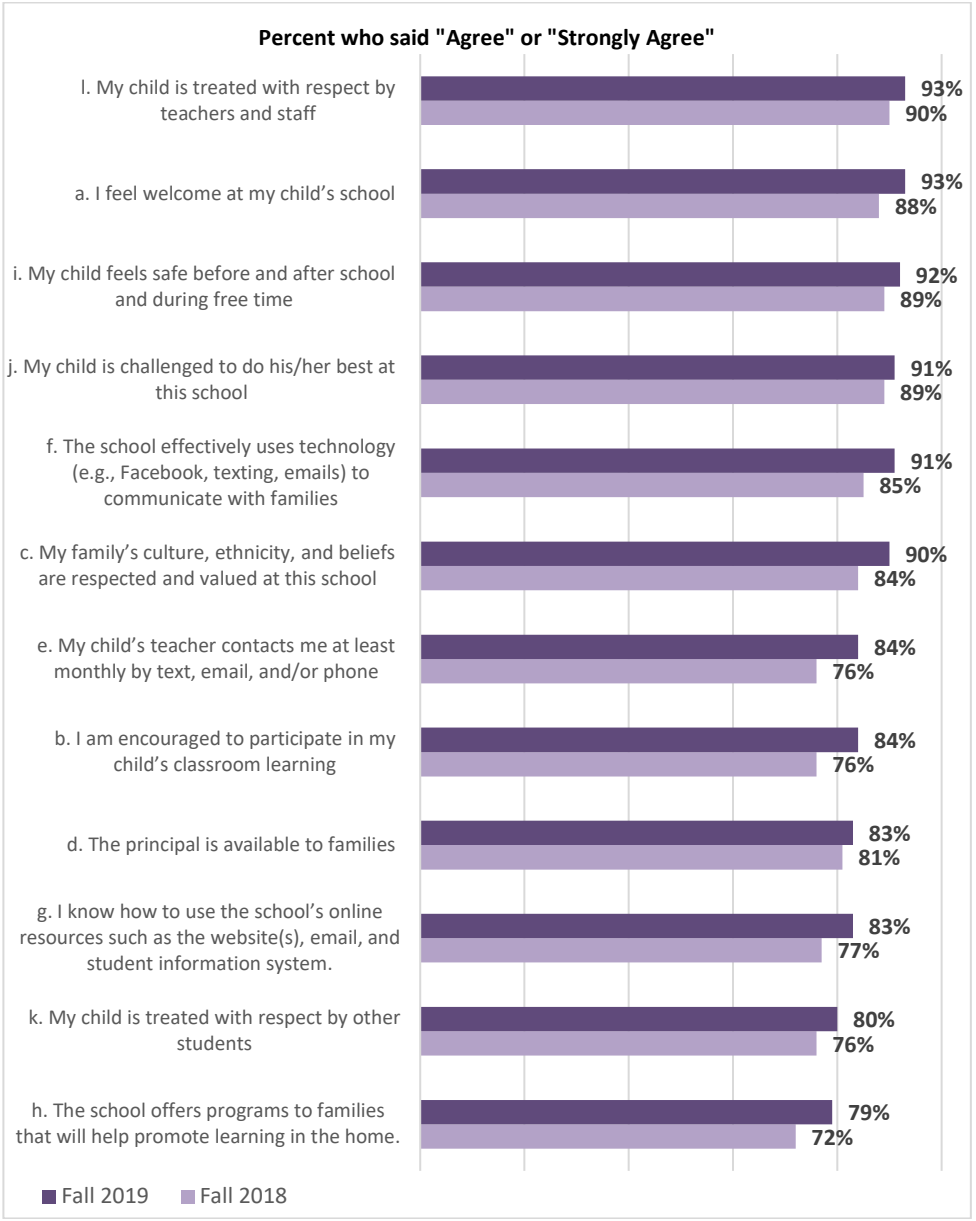
D. Pre/Post Ratings - Across All Family Engagement Trainings

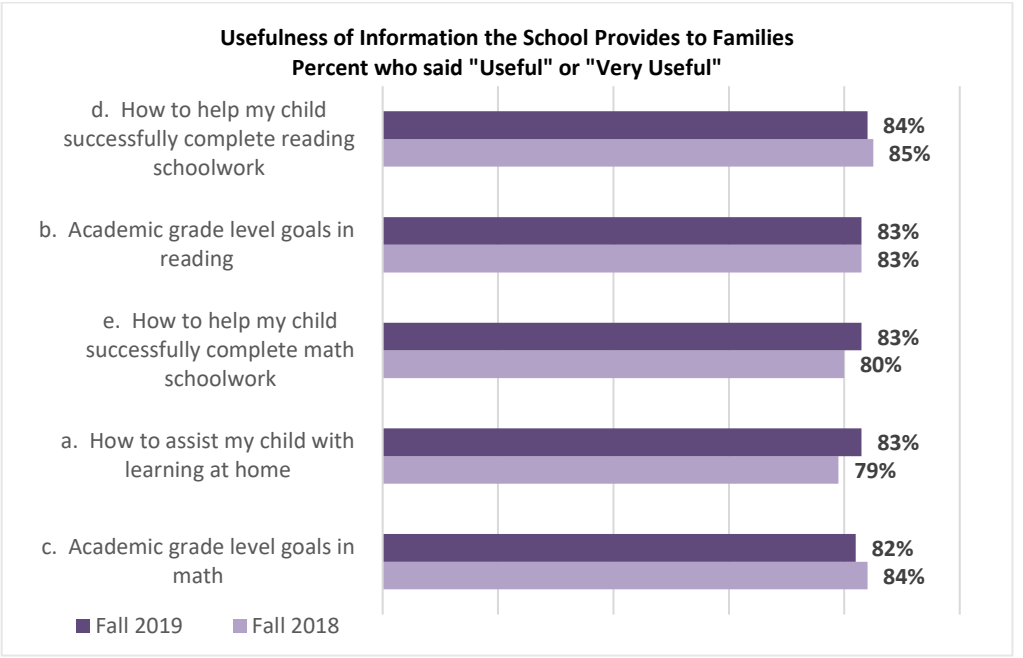
117 participants completed a pre-training survey and 105 participants completed a post-training survey.

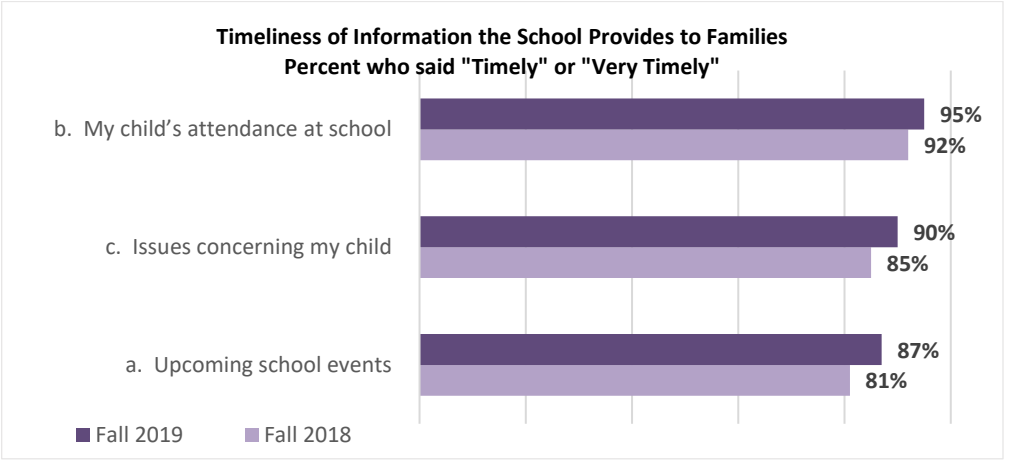


E. Family Engagement Survey for Families

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.

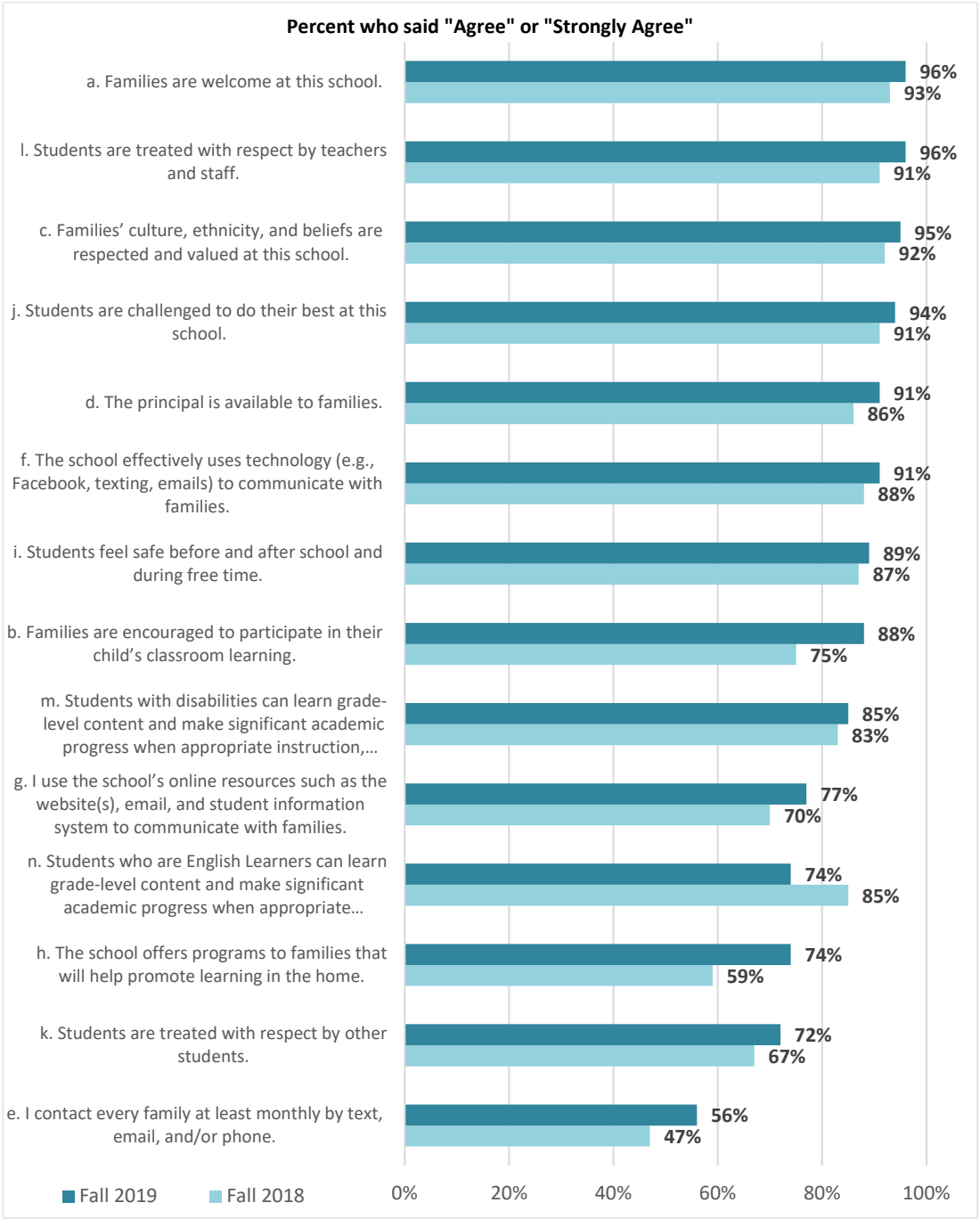


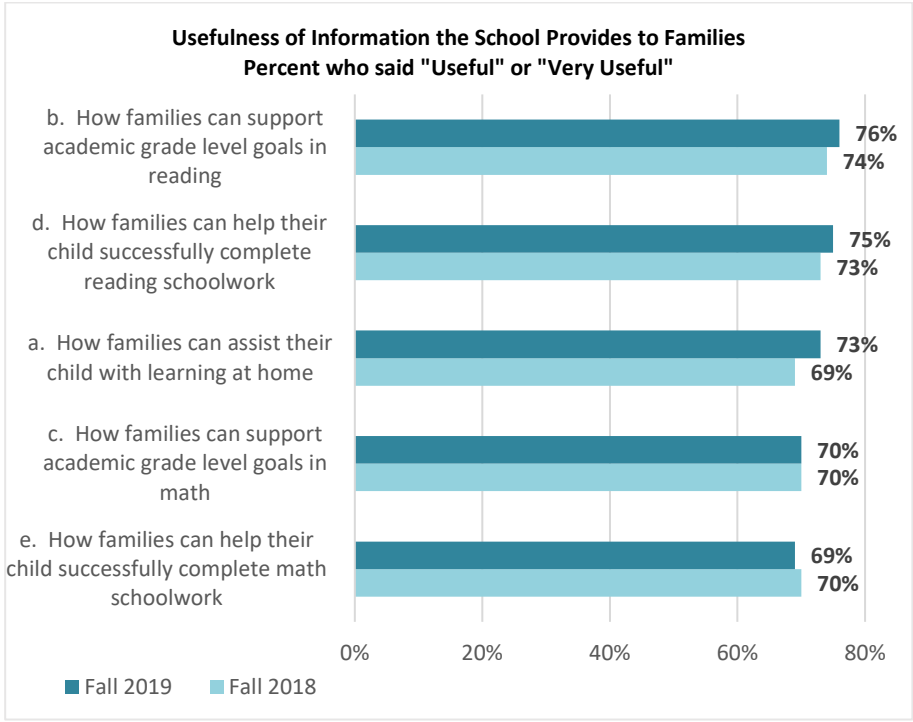


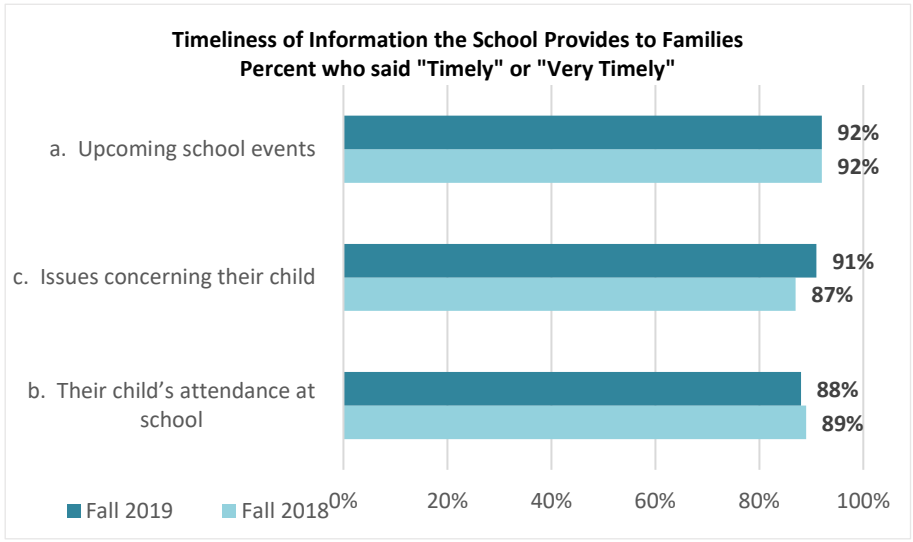


F. Family Engagement Survey for Educators

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.







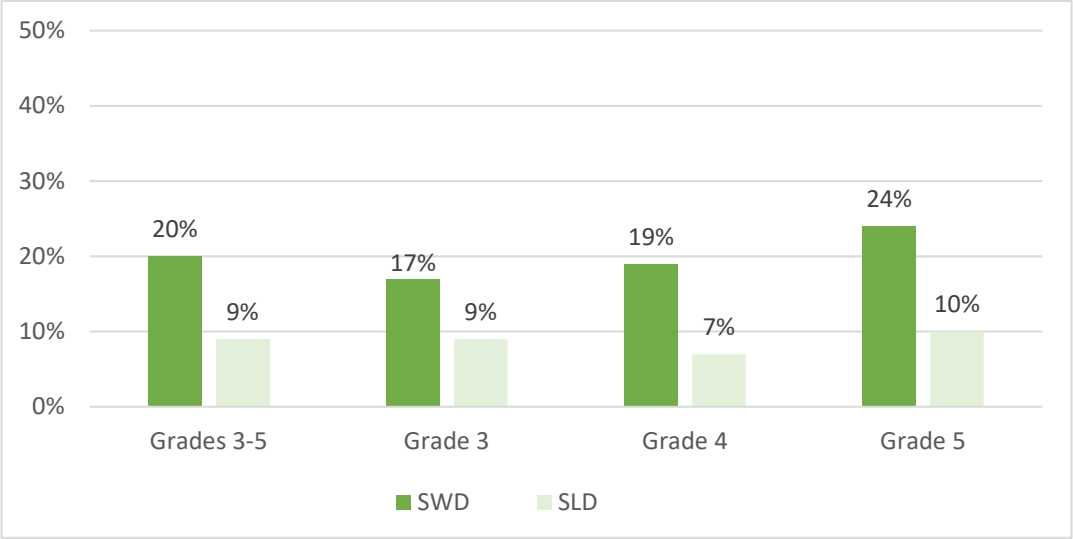
5. Student Data

Note: No spring 2020 student state reading test data due to schools closed in spring 2020.

A. Grade 3-5 Student State Reading Test Data – Spring 2019

Percent scoring proficient or above

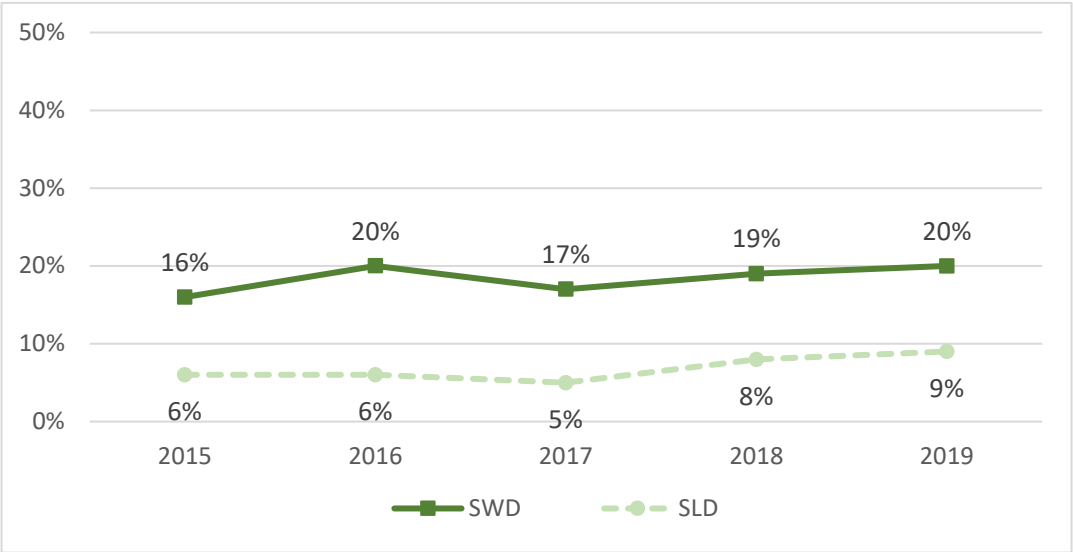
	SWD		SLD	
	# test-takers	Proficiency Rate	# test-takers	Proficiency Rate
Grades 3-5	573	20%	278	9%
Grade 3	191	17%	98	9%
Grade 4	188	19%	94	7%
Grade 5	194	24%	86	10%



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

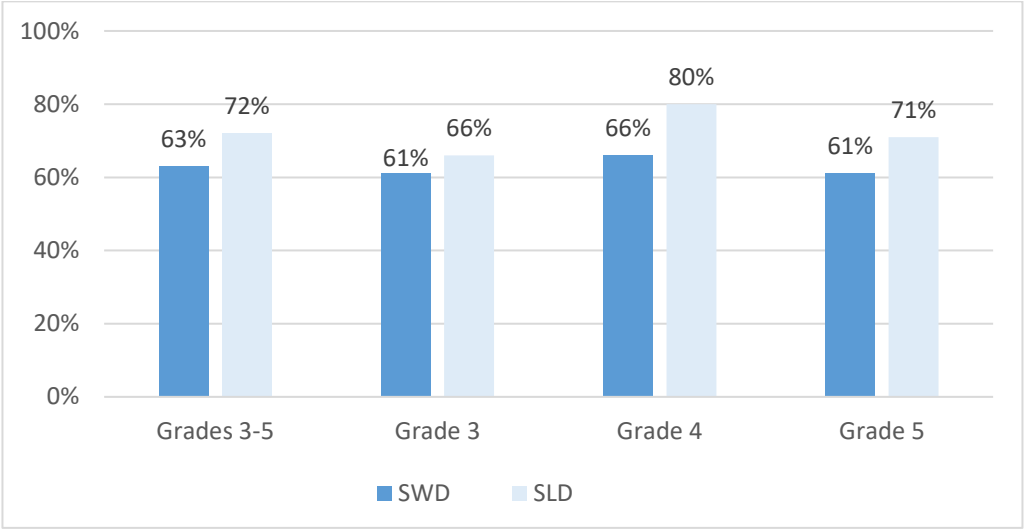
Percent scoring proficient or above

	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%



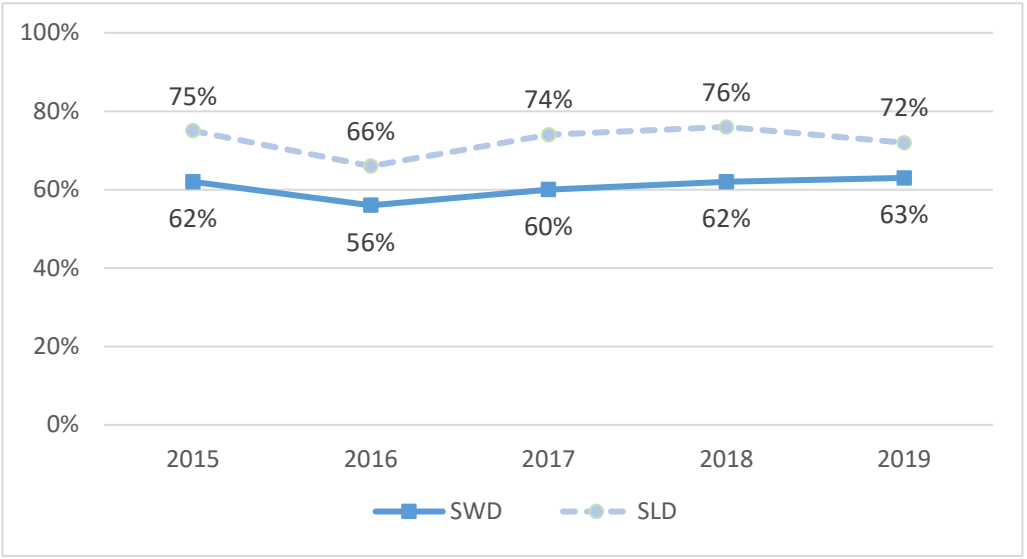
C. Grade 3-5 Student State Reading Test Data – Spring 2019
Percent scoring at Level 1

	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

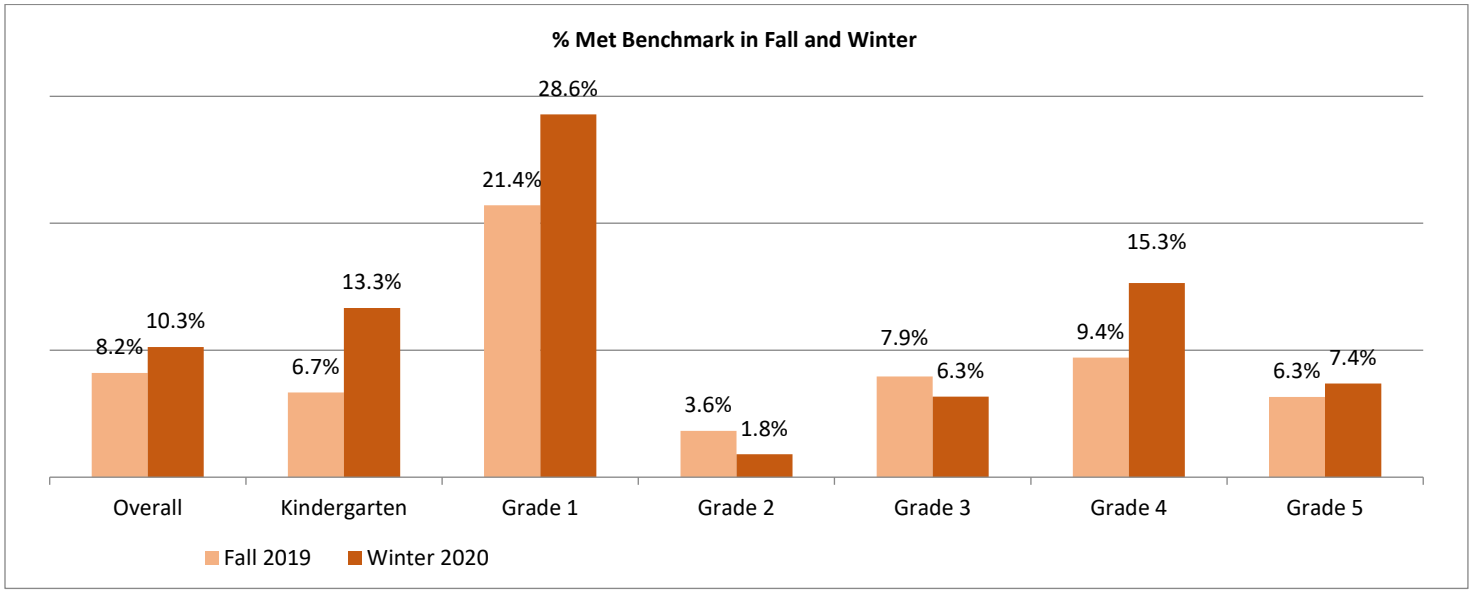
	SWD		SLD	
	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate
2015	627	62%	325	75%
2016	620	56%	321	66%
2017	527	60%	268	74%
2018	527	62%	263	76%
2019	573	63%	278	72%



E. Grade K-5 Student Reading Benchmark Data for 2019-20

Students with Specific Learning Disabilities

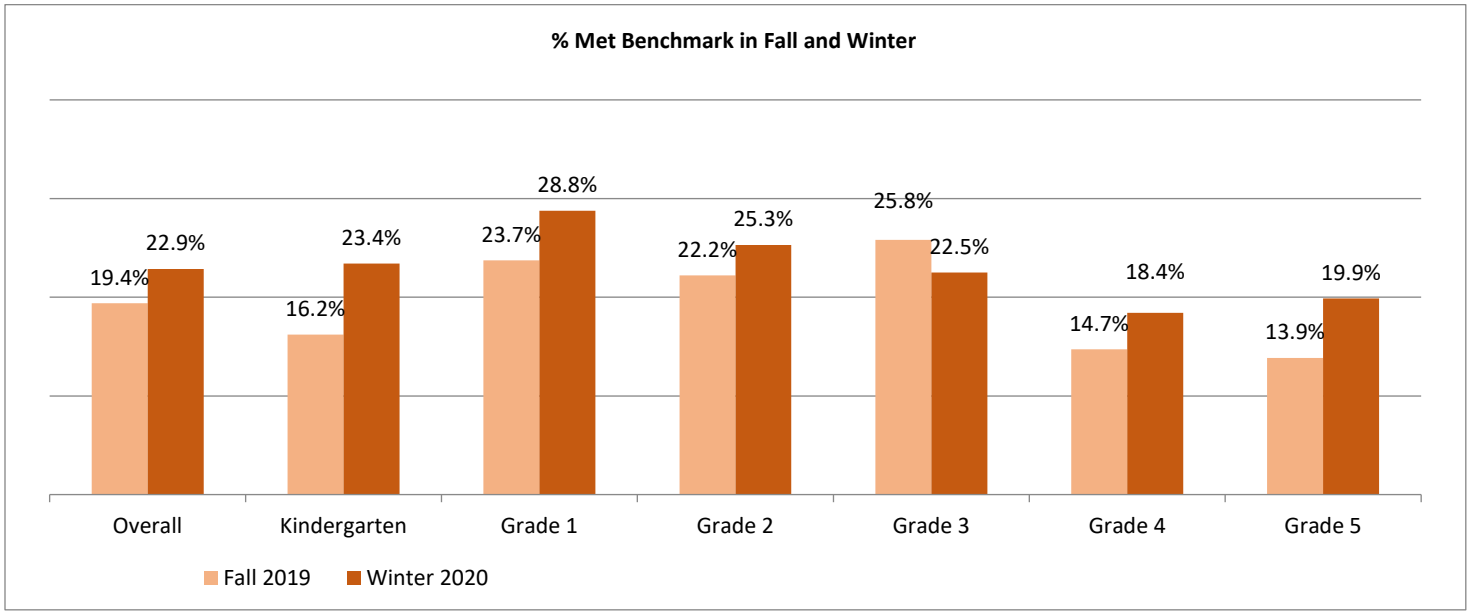
341 Grade K-5 students with Specific Learning Disabilities took a benchmark test in fall 2019 and winter 2020; 15 Kindergarten; 28 Grade 1; 55 Grade 2; 63 Grade 3; 85 Grade 4; 95 Grade 5.



F. Grade K-5 Student Reading Benchmark Data for 2019-20

Students with Disabilities

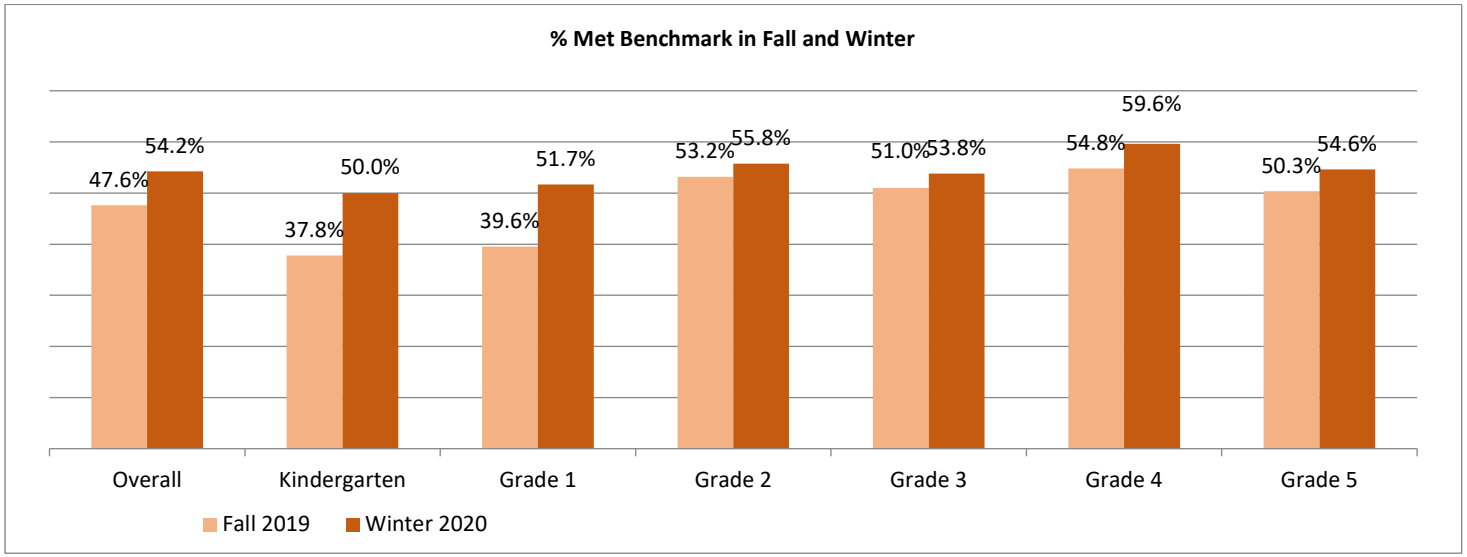
892 Grade K-5 students with disabilities took a benchmark test in fall 2019 and winter 2020; 111 Kindergarten; 139 Grade 1; 162 Grade 2; 151 Grade 3; 163 Grade 4; 166 Grade 5.



G. Grade K-5 Student Reading Benchmark Data for 2019-20

Students without Disabilities

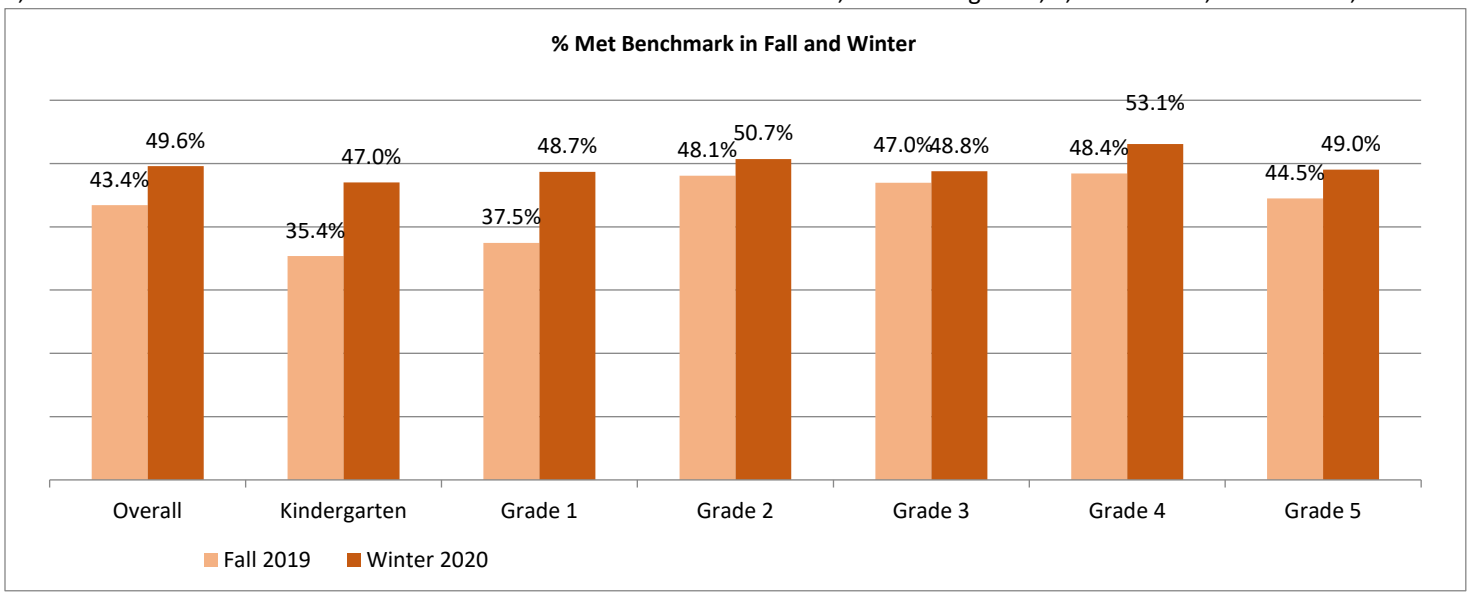
5,128 Grade K-5 students without disabilities took a benchmark test in fall 2019 and winter 2020; 876 Kindergarten; 915 Grade 1; 816 Grade 2; 790 Grade 3; 867 Grade 4; 864 Grade 5.



H. Grade K-5 Student Reading Benchmark Data for 2019-20

All Students

6,020 Grade K-5 students took a benchmark test in fall 2019 and winter 2020; 987 Kindergarten; 1,054 Grade 1; 978 Grade 2; 941 Grade 3; 1,030 Grade 4; 1,030 Grade 5.



south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota SPDG
Evaluation Dashboard Report 2020-21
Overall Results as of April 15, 2021

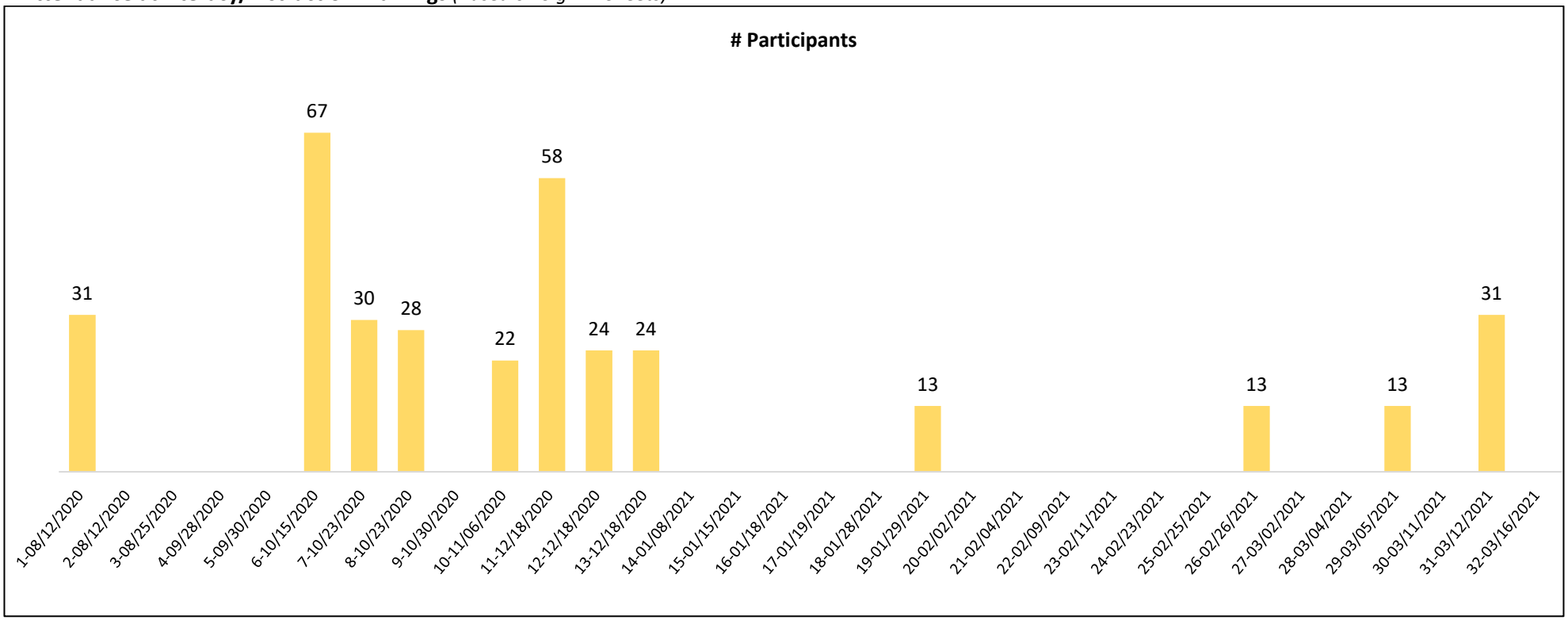
SPDG Project Goal: *Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are 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	63
# Literacy/Instruction Trainings	32
# Coaching Trainings	11
# MTSS/Data-Driven Decision-Making Trainings	19
# Family Engagement Trainings	1
# Other SPDG Trainings	0
# unique participants - all trainings	364
# unique participants – Literacy/Instruction Trainings	195
# unique participants – Coaching Trainings	25
# unique participants – MTSS/Data-Driven Decision-Making Trainings	144
# unique participants – Family Engagement Trainings	0
# unique participants – Other SPDG Trainings	0
# training-participant instances – Literacy/Instruction Trainings	354
# training-participant instances – Coaching Trainings	87
# training-participant instances – MTSS/Data-Driven Decision-Making Trainings	266
# training-participant instances – Family Engagement Trainings	0
# training-participant instances – Other SPDG Trainings	0
Average number of participants per training	24
# of evaluations	
# training sessions with completed evaluations	11
# evaluations completed across trainings	164

1. Literacy/Instruction

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



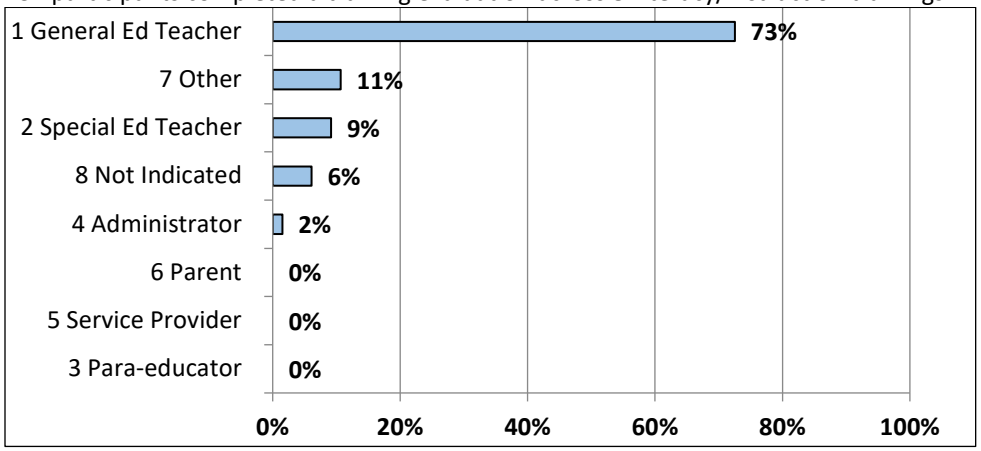
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B. Literacy/Instruction Trainings:

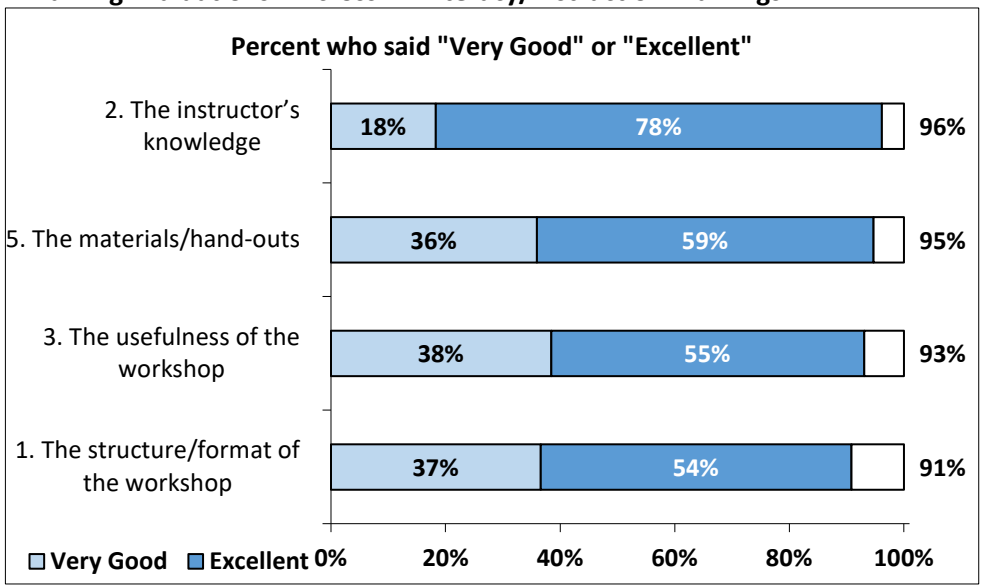
1	08/12/2020	ELA Essential Standards	2644	17	01/19/2021	Vocabulary, Part I	2711
2	08/12/2020	Review of Big 5 Implementation	2669	18	01/28/2021	Vocabulary, Part I	2715
3	08/25/2020	Reading Instruction using LMS Platforms	2685	19	01/29/2021	Coaching Book Study	2735
4	09/28/2020	Winter (BOY) Data Analysis & Foundational Reading Course PD	2705	20	02/02/2021	Vocabulary, Part II	2713
5	09/30/2020	Student Engagement	2680	21	02/04/2021	Vocabulary, Part II	2716
6	10/15/2020	Fall 2020 Lit 101	2682	22	02/09/2021	Vocabulary, Part III	2714
7	10/23/2020	Teaching Spelling in a Structured Literacy Approach	2668	23	02/11/2021	Vocabulary, Part III	2717
8	10/23/2020	Foundational Skills Training: Vocabulary	2734	24	02/23/2021	Vocabulary, Part IV	2723
9	10/30/2020	Reading Strategies for Paraprofessionals	2679	25	02/25/2021	Vocabulary, Part IV	2724
10	11/06/2020	Lesson Delivery in Recorded Reading Lessons	2678	26	02/26/2021	Coaching Book Study	2736
11	12/18/2020	Leveled Literacy Intervention: Phonics and Writing	2681	27	03/02/2021	Vocabulary, Part V	2729
12	12/18/2020	Teaching Spelling in a Structured Literacy Approach	2683	28	03/04/2021	Vocabulary, Part V	2730
13	12/18/2020	Foundational Skills Training: Vocabulary	2725	29	03/05/2021	Coaching Book Study	2737
14	01/08/2021	Reading Strategies for Paraprofessionals	2693	30	03/11/2021	Unknown Title	2739
15	01/15/2021	Fluency/Applying Basic Literacy to Small Groups	2692	31	03/12/2021	Science of Reading/Intervention and Essential Standards	2738
16	01/18/2021	Fall (MOY) Data Analysis & Foundational Reading Course PD	2706	32	03/16/2021	Vocabulary and Comprehension	2740

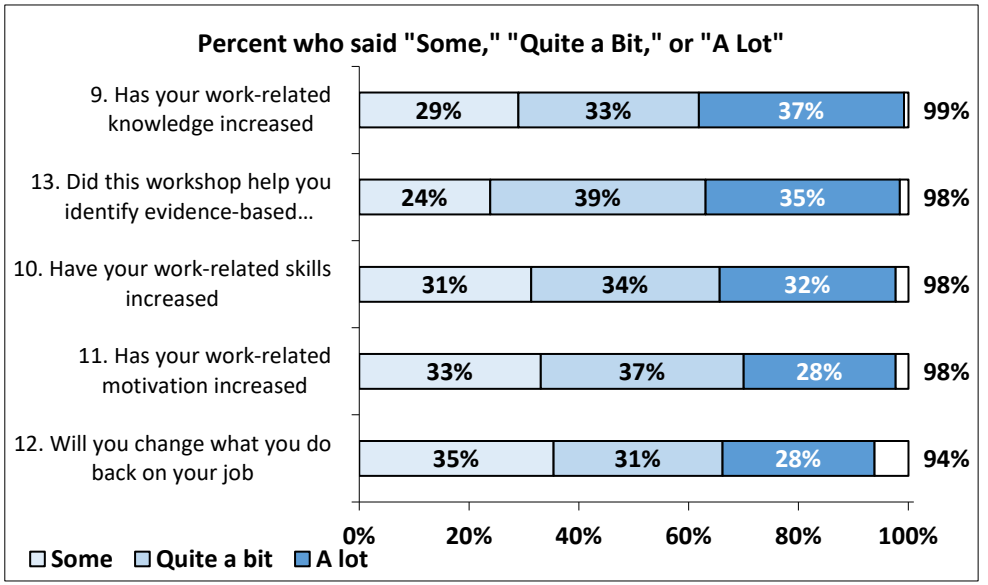
C. Training Participant Roles – Across All Literacy/Instruction Trainings

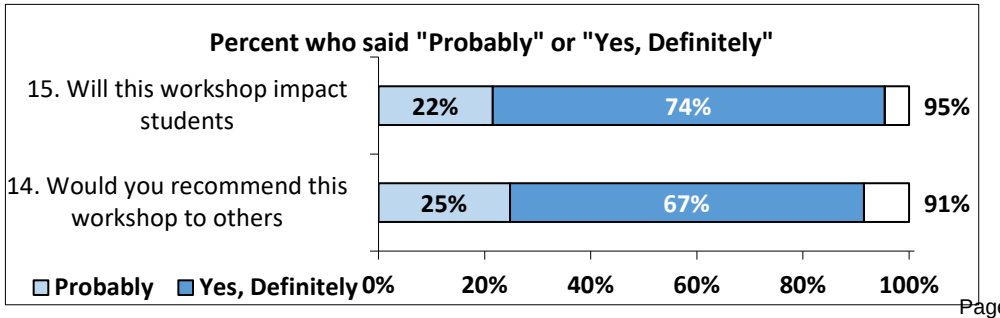
131 participants completed a training evaluation across 8 Literacy/Instruction trainings.



D. Training Evaluations – Across All Literacy/Instruction Trainings







Sample of Participant Comments

- "I really enjoyed the hands-on practice in a lesson to see how this works in the classroom."
- "Offered new ideas to implement into my teaching that wouldn't require a lot of work, but would be very beneficial to the students."
- "Very good information on reading in general. Motivated me to keep trying to improve on what's already been started. Noted the reemphasis on the materials available to assist with interventions. Will work to narrow down the specific needs of each student in an intervention group."

E. Foundational Reading Training Pre/Post-Test

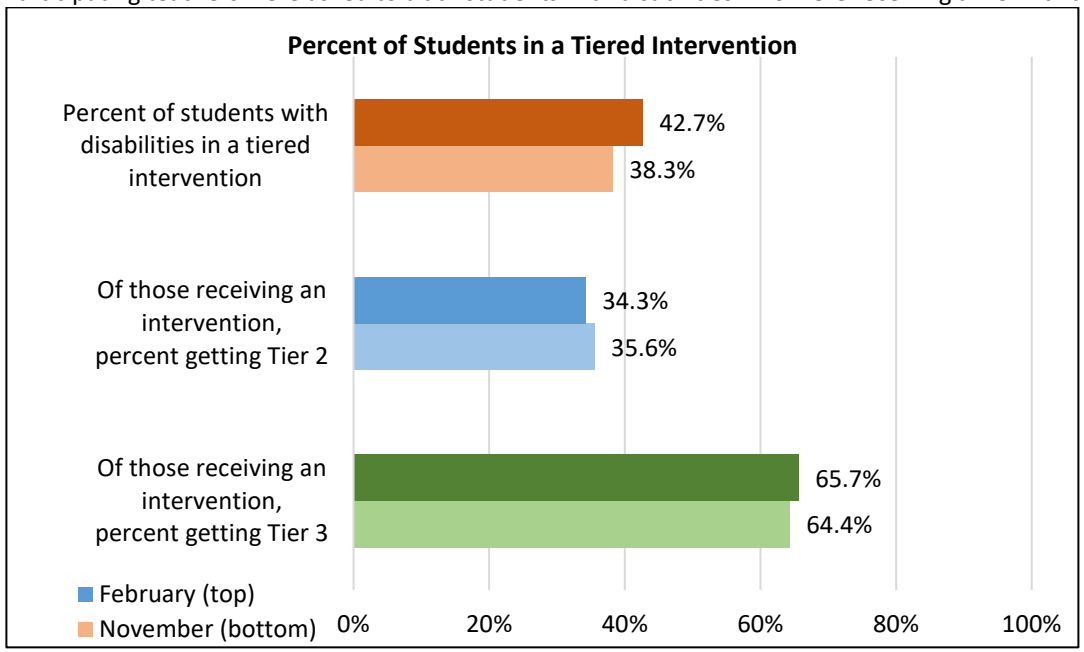
No data between July 1, 2020 and April 15, 2021.

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

HQPD Ratings for 11 Literacy Trainings	
# of criteria (out of 21) that were met	12
The Nine Criteria that were not met:	
2. Prepares participants to engage in the content by assigning activities in advance.	
4. Establishes credibility by communicating content expertise and/or experience.	
10. Engages participants in higher-order thinking to learn each critical concept.	
14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.	
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.	
16. Facilitates opportunities for participants to reflect on how learning will influence their practice.	
17. Establishes a process for participants' continued reflection on implementation and impact.	
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	
19. Ensures the participants leave with detailed action steps to apply their learning.	

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, 2020 and February 1, 2021.

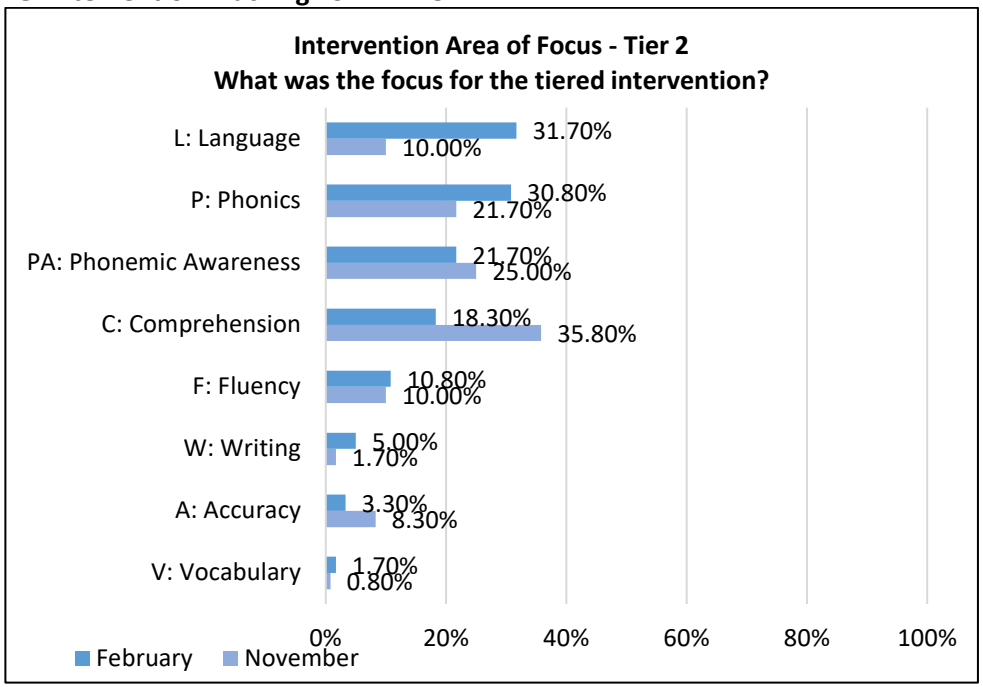


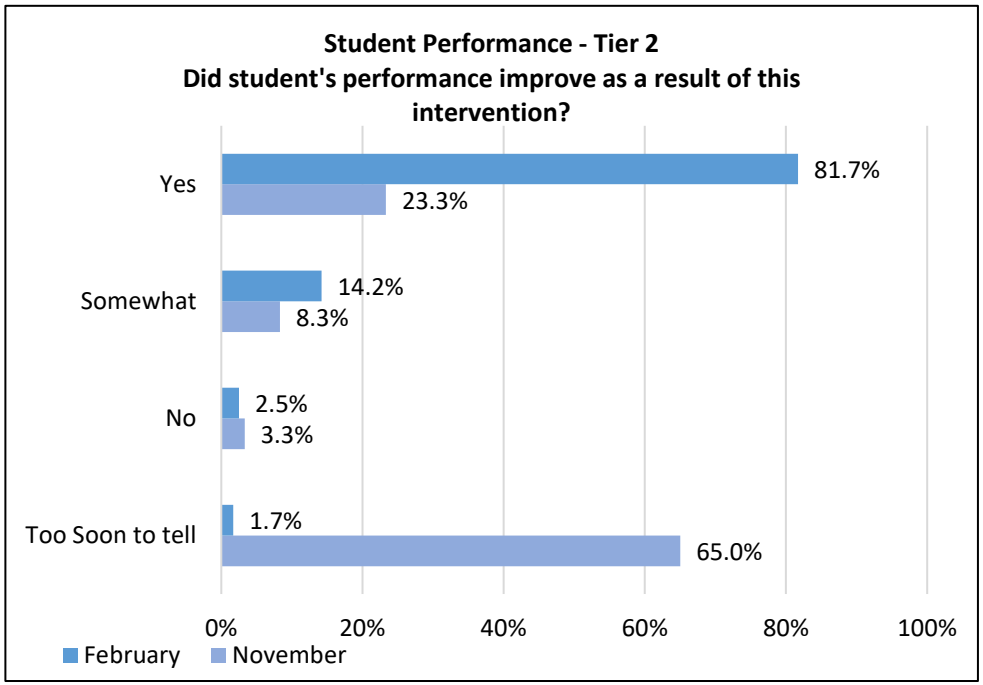
By the Numbers:	November	February
# of students with disabilities in grades K-5 for whom a tracking form was completed	**337**	**350**
# of teachers who completed an intervention tracking form	**37**	**41**
# of schools with tracking forms	**17**	**17**
# districts with tracking forms	**6**	**6**
Average # of minutes per week spent in a Tier 2 Intervention	**122**	**119**
Average # of minutes per week spent in a Tier 3 Intervention	**133**	**139**

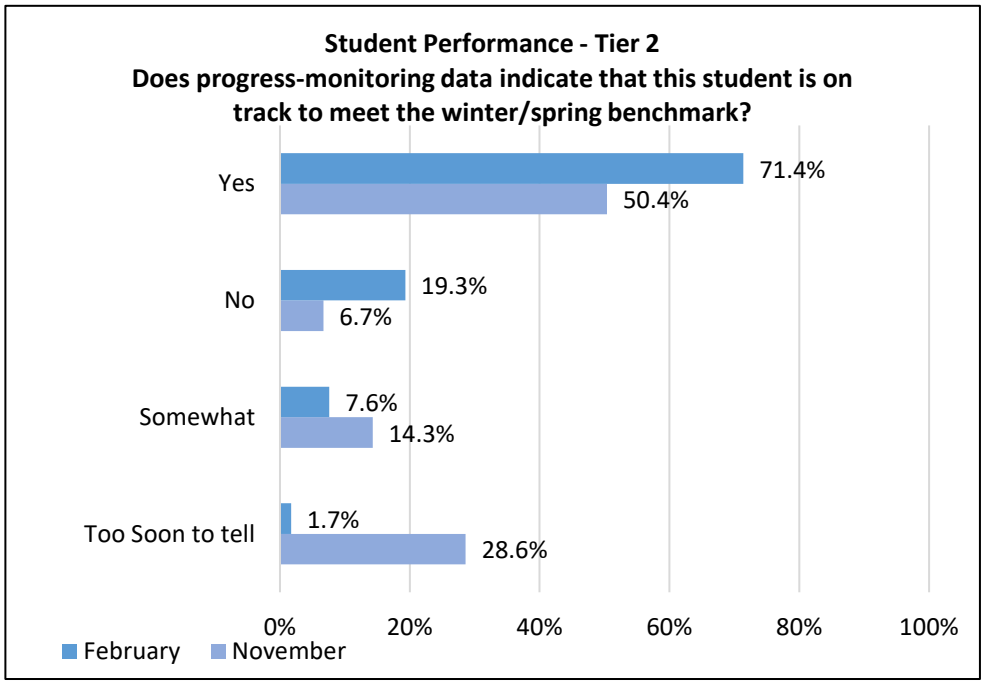
Movement in and out of Tiers from November 2020 to February 2021

	Statewide	
	Count	Percent
Of the Tier 2 Students in November, % Who:		
Stayed in Tier 2 from November to February	92	77%
Moved from Tier 2 (November) to Tier 3 (February)	10	8%
Moved from Tier 2 (November) to Tier 1 (February)	13	11%
Were not in February file	5	4%
Of the Tier 3 Students in November, % Who:		
Stayed in Tier 3 from November to February	179	82%
Moved from Tier 3 (November) to Tier 2 (February)	18	8%
Moved from Tier 3 (November) to Tier 1 (February)	3	1%
Were not in February file	17	8%
Of the Tier 2 Students in February, % Who:		
Were not in November file	10	8%
Were in November file	110	92%
Of the Tier 3 Students in February, % Who:		
Were not in November file	41	18%
Were in November file	189	82%

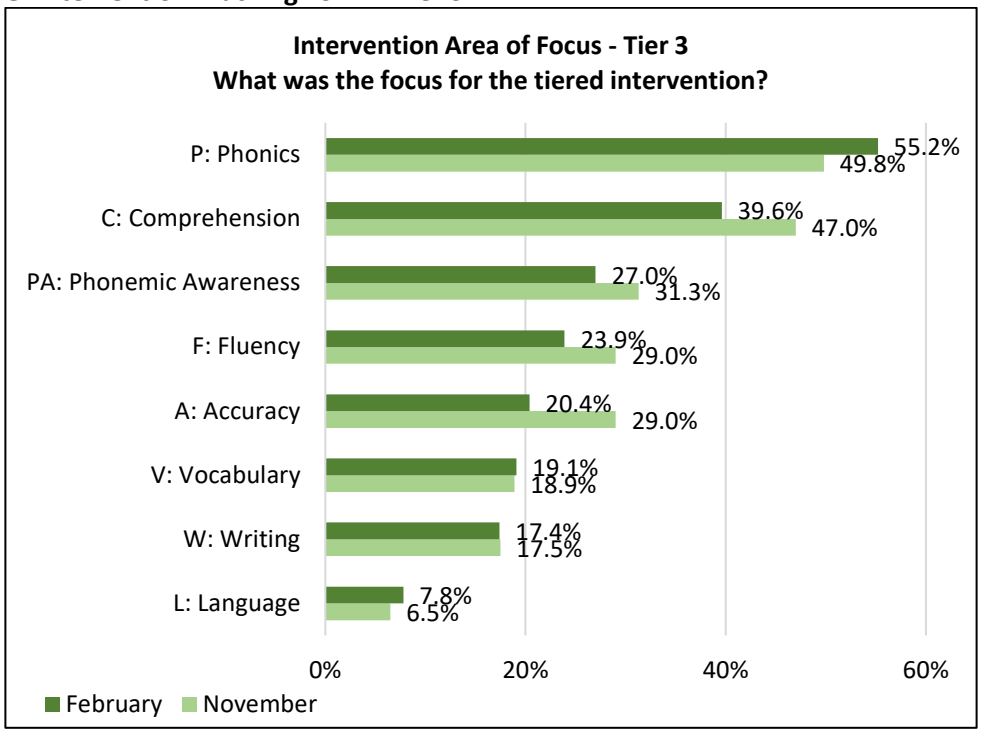
G. Intervention Tracking Form – Tier 2

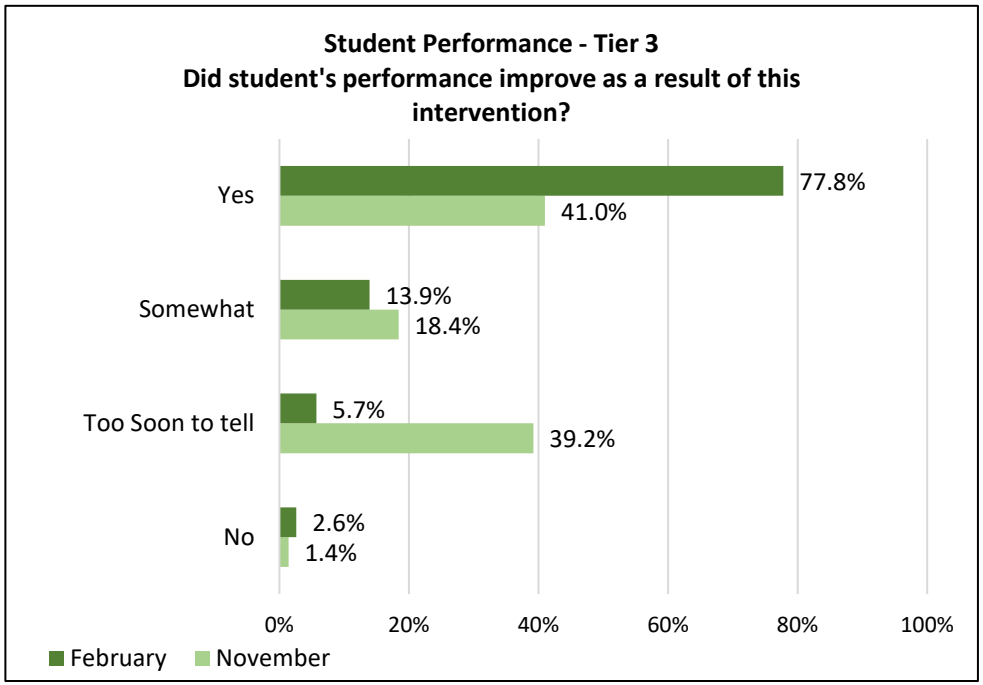


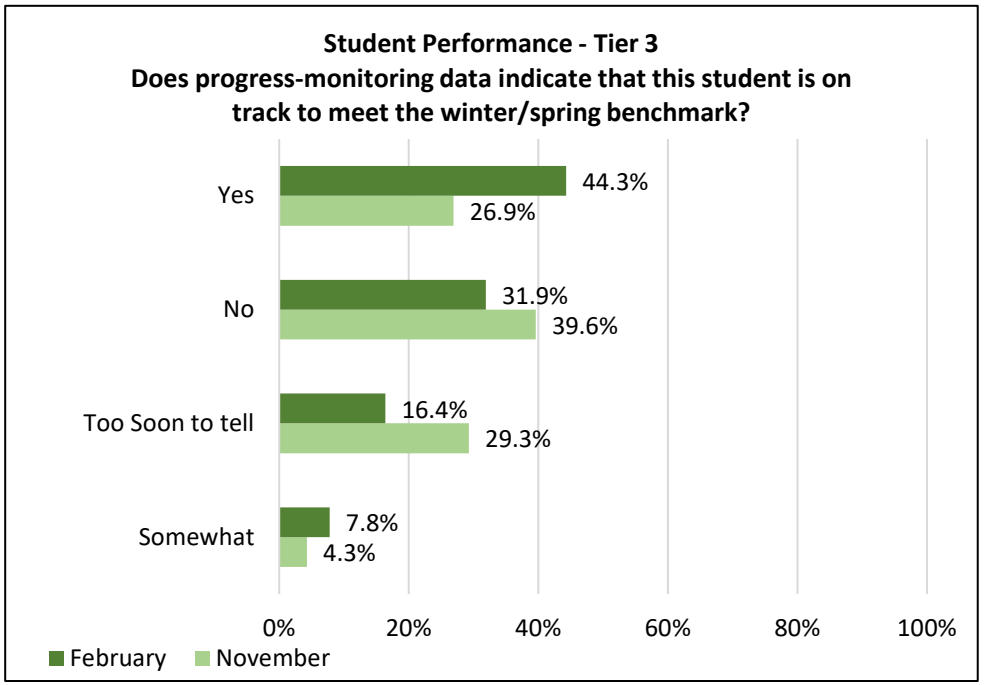




G. Intervention Tracking Form – Tier 3

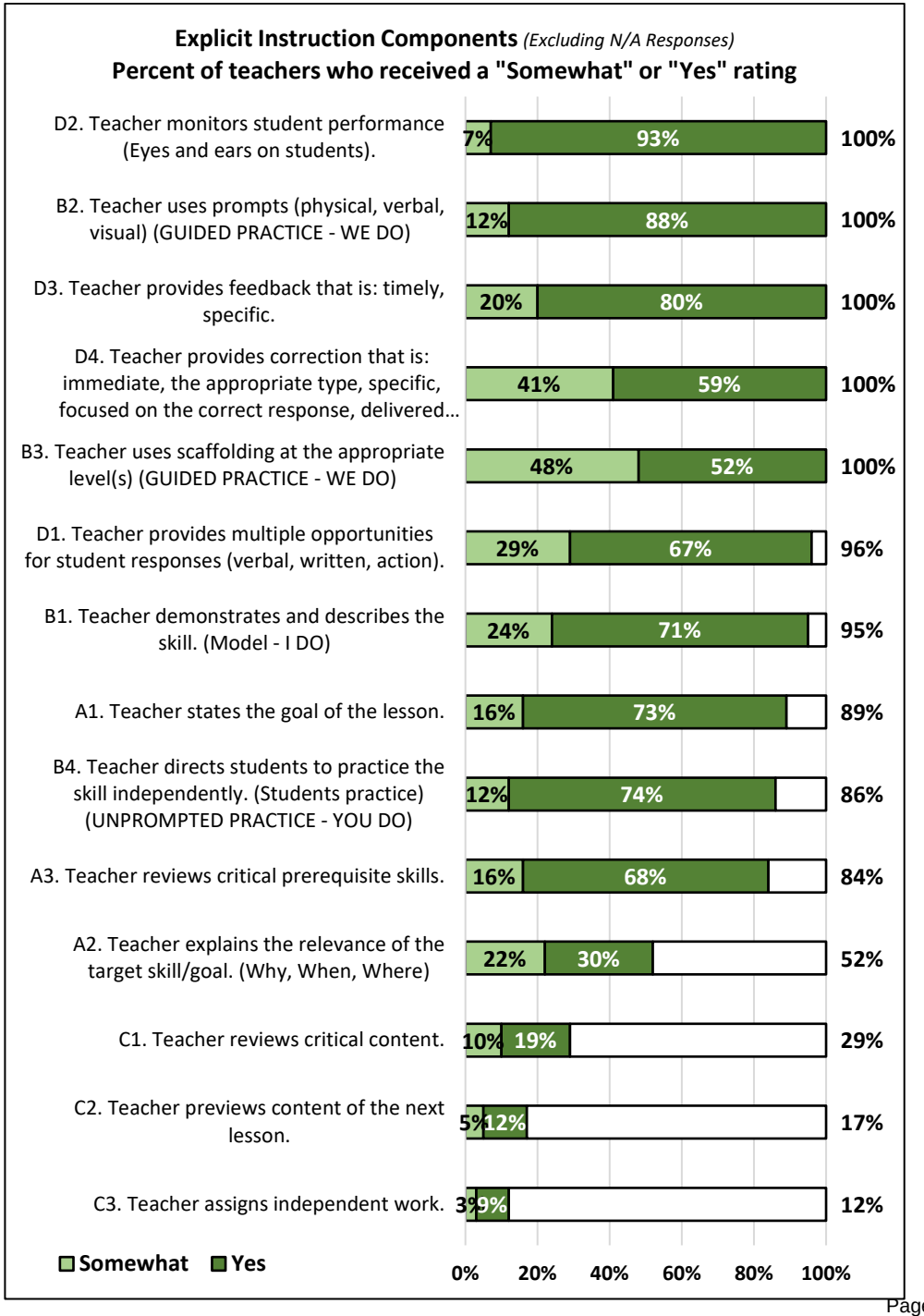


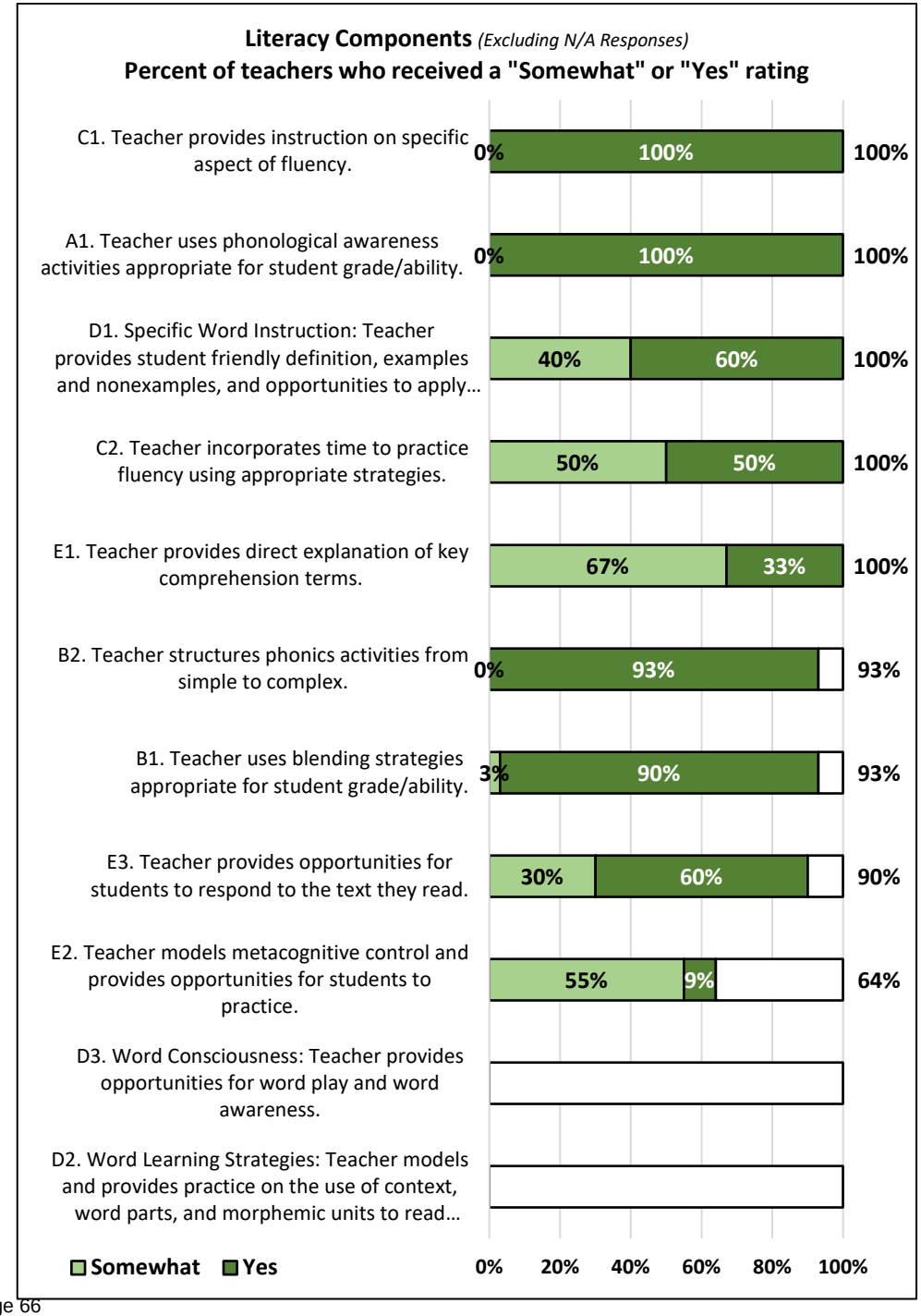




H. Classroom Observation Checklist

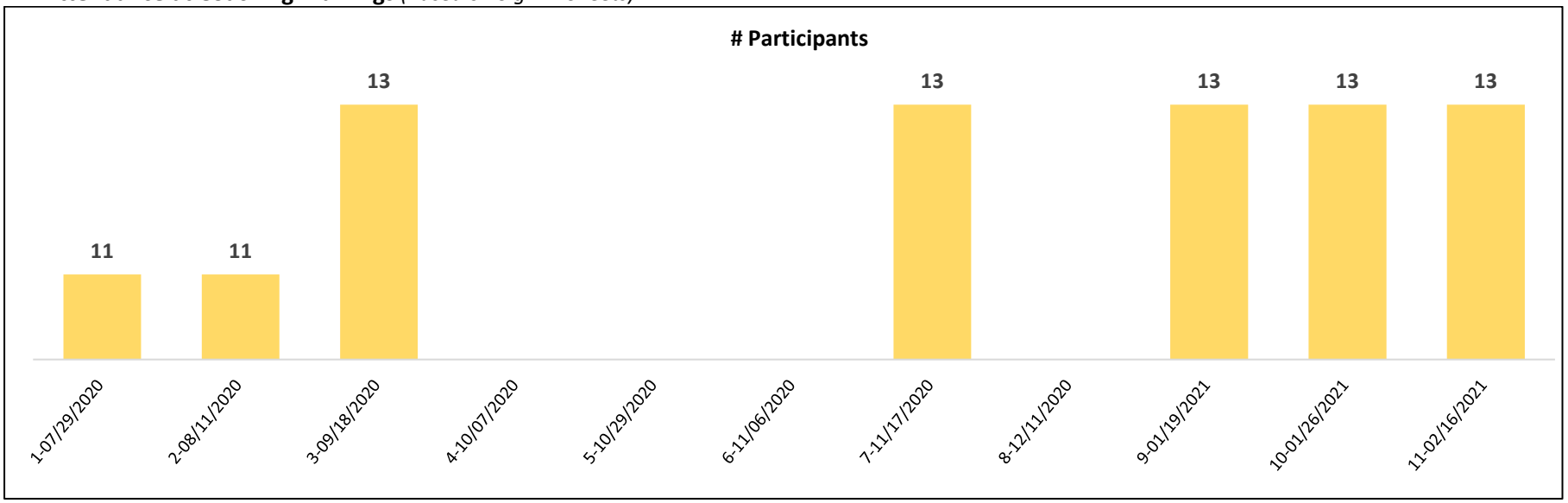
42 teachers from six districts (Hot Springs, Iroquois, Milbank, Rapid City, Sisseton, and Watertown) were observed by Brandi Gerry of the South Dakota Department of Education in spring 2021.





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	07/29/2020	Foundational Reading 4th-8th	2671	7	11/17/2020	LETRS Unit 1	2696
2	08/11/2020	Re-starting the New Year	2670	8	12/11/2020	SPDG Coaching Chat	2702
3	09/18/2020	Introduction to LETRS	2672	9	01/19/2021	SPDG Coaching Webinar	2703
4	10/07/2020	Jill Jackson Coaching Summit	2699	10	01/26/2021	LETRS Unit 2	2697
5	10/29/2020	SPDG Coaching Chat	2700	11	02/16/2021	SPDG Coaching Webinar	2704
6	11/06/2020	SPDG Coaching Chat	2701				

C. Training Participant Roles – Across All Coaching Trainings

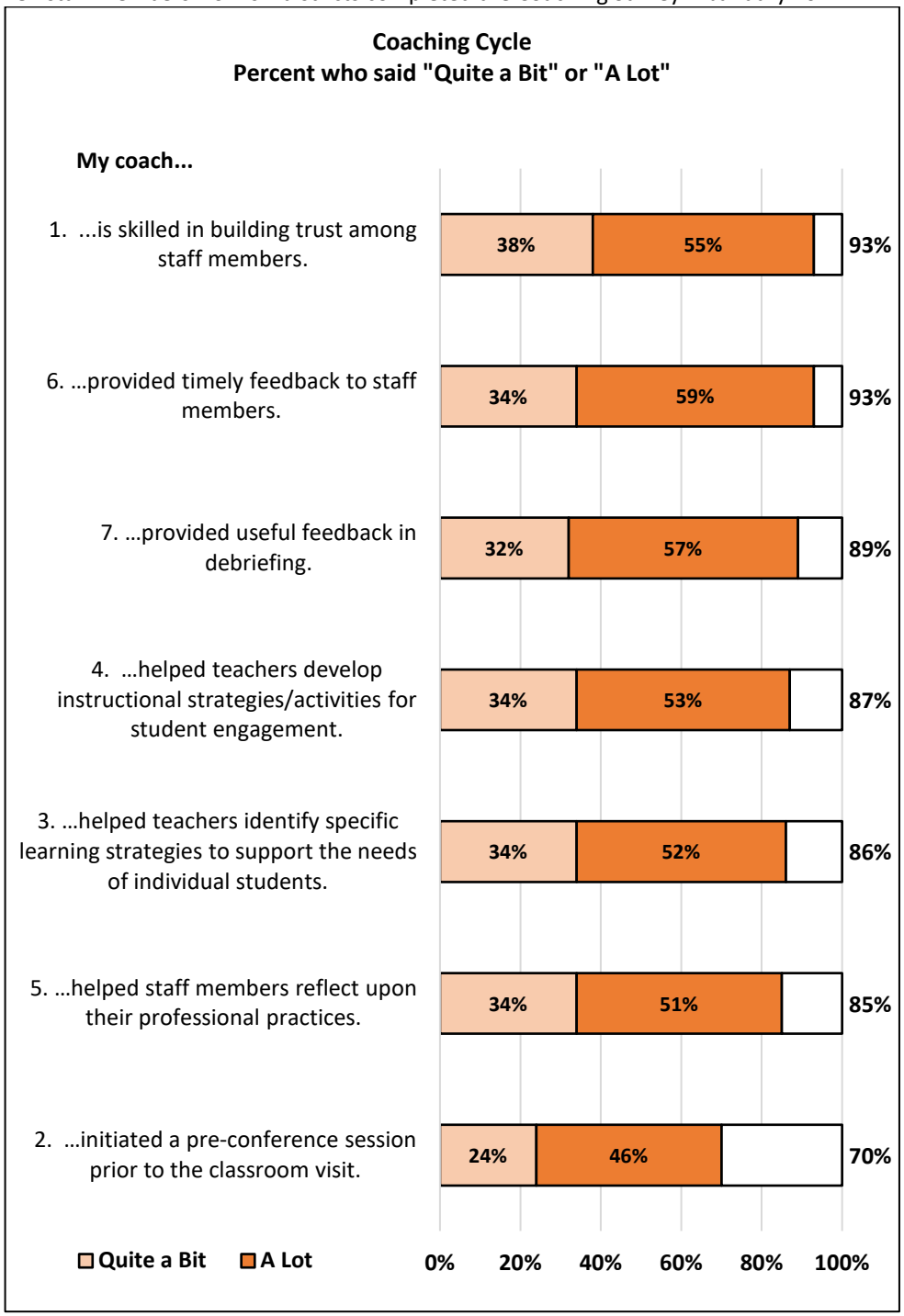
No data between July 1, 2020 and April 15, 2021.

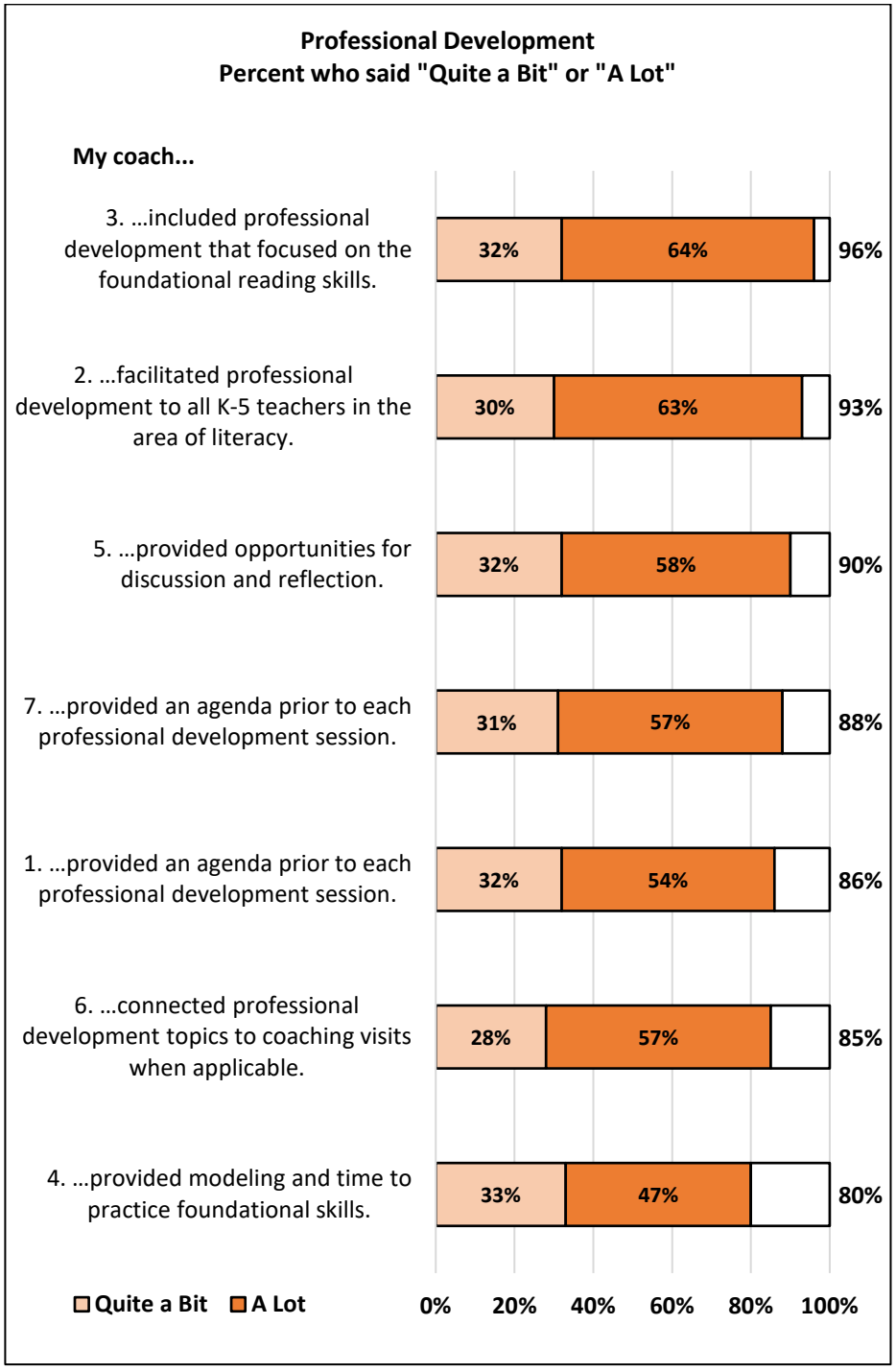
D. Training Evaluations – Across All Coaching Trainings

No data between July 1, 2020 and April 15, 2021.

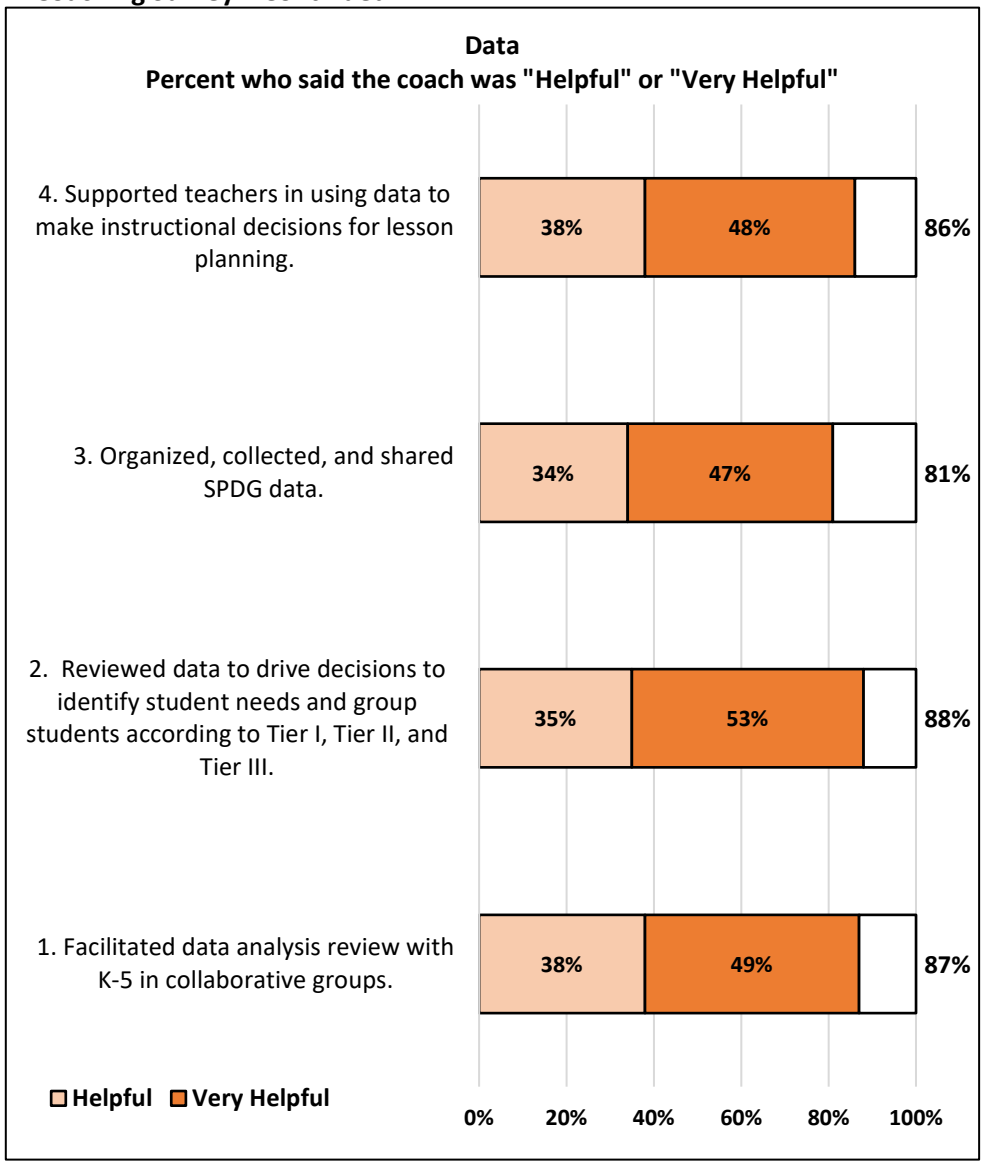
E. Coaching Survey

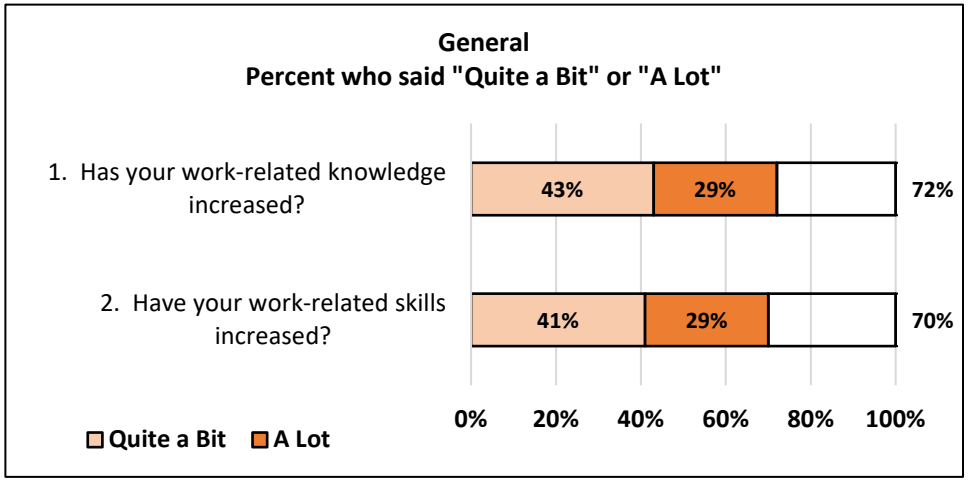
184 staff members from six districts completed the Coaching Survey in January 2021.

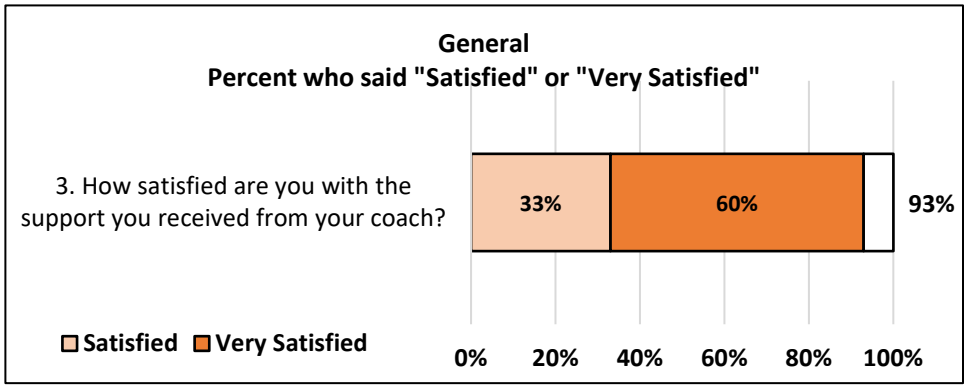


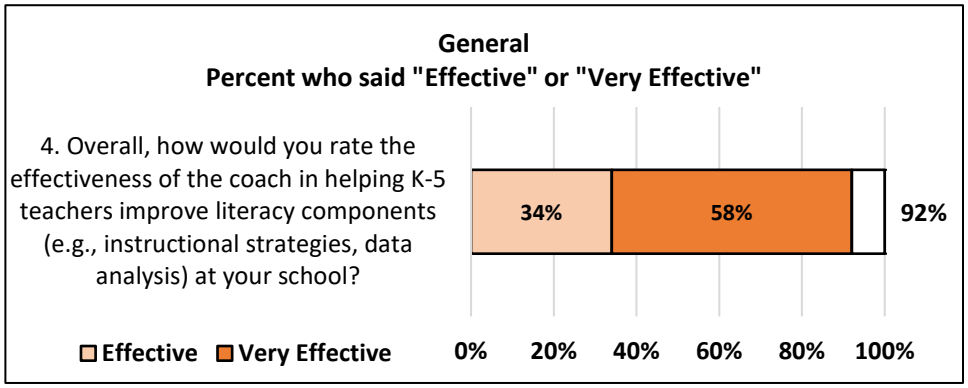


E. Coaching Survey – Continued



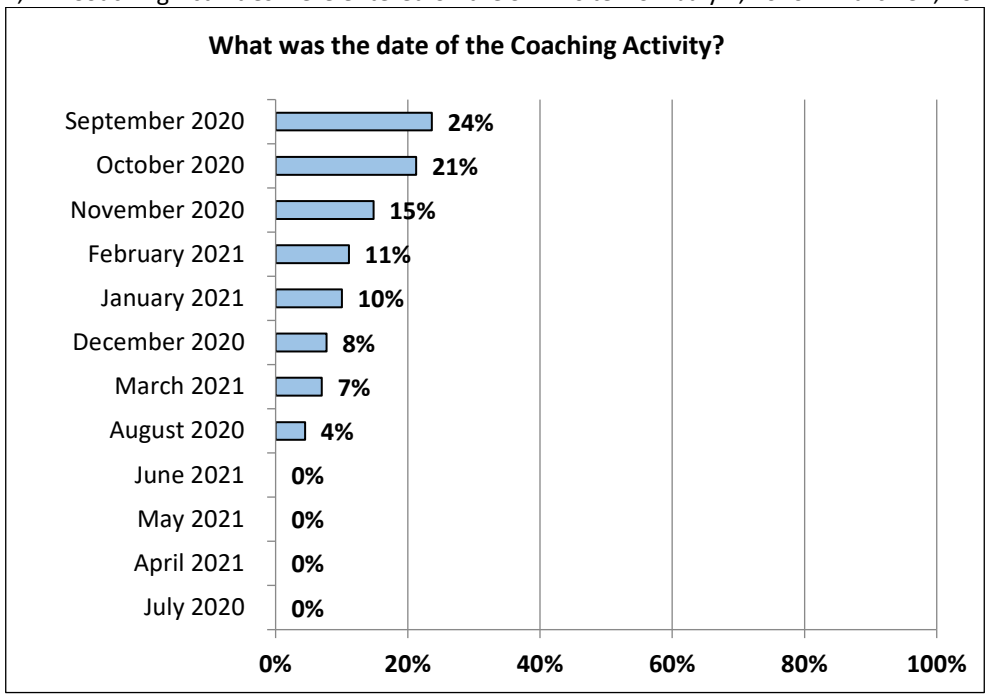


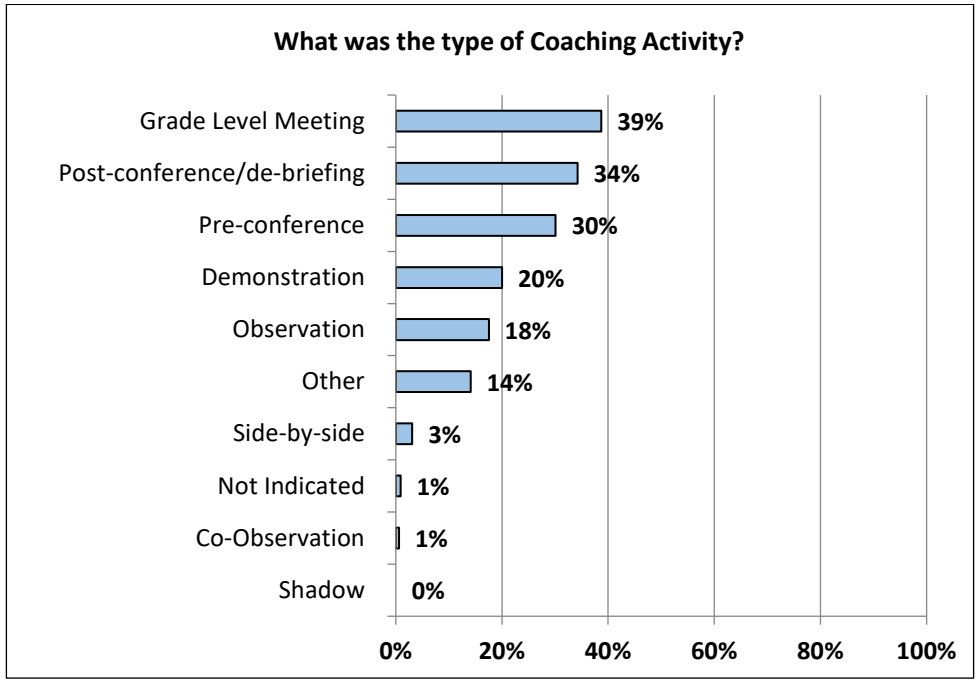


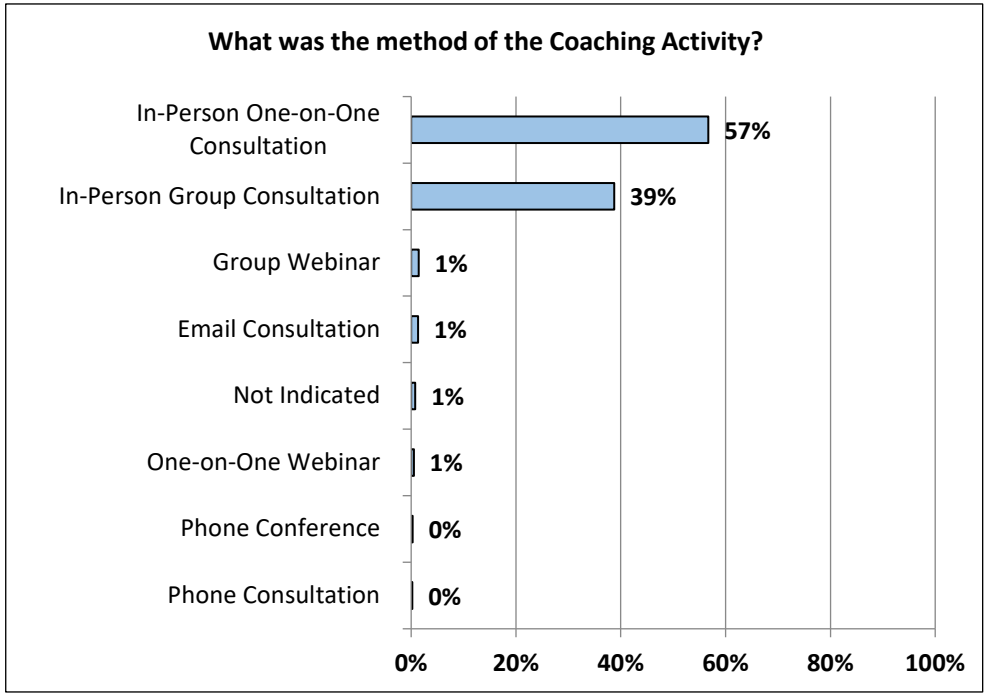


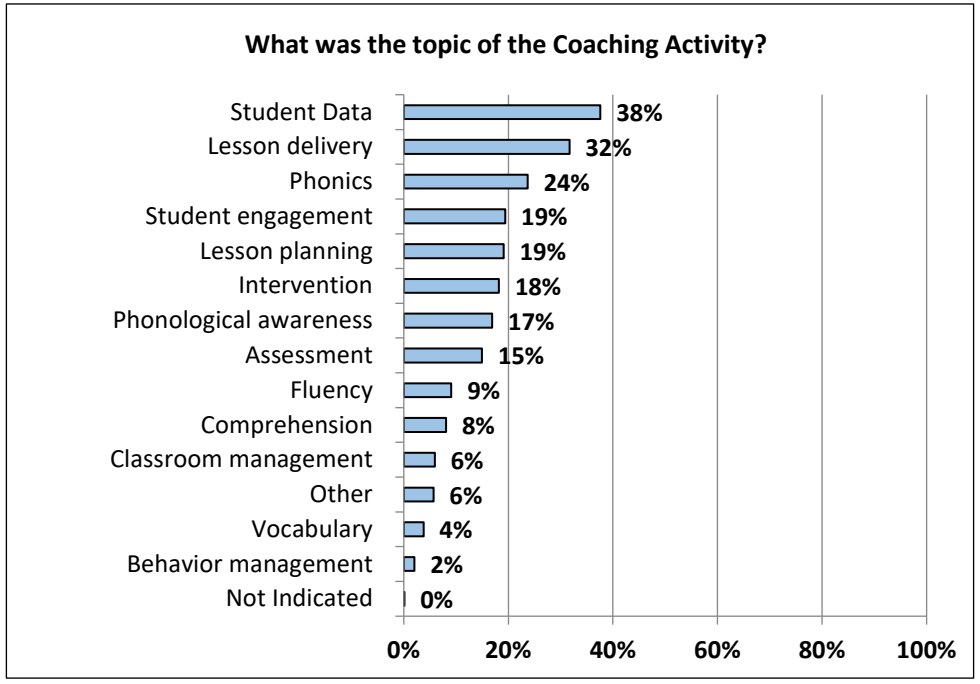
F. Coaching Activities Tracking

1,774 Coaching Activities were entered on the SDPD site from July 1, 2020 – March 31, 2020.



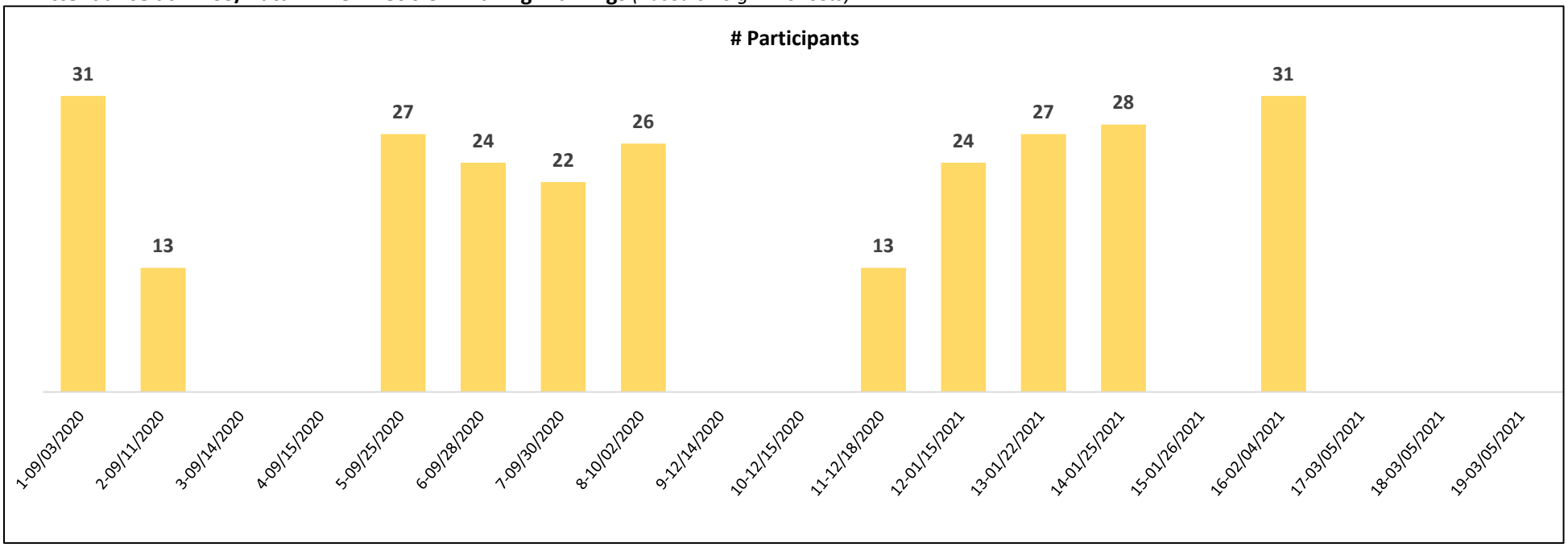






3. MTSS/Data-Driven Decision-Making

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



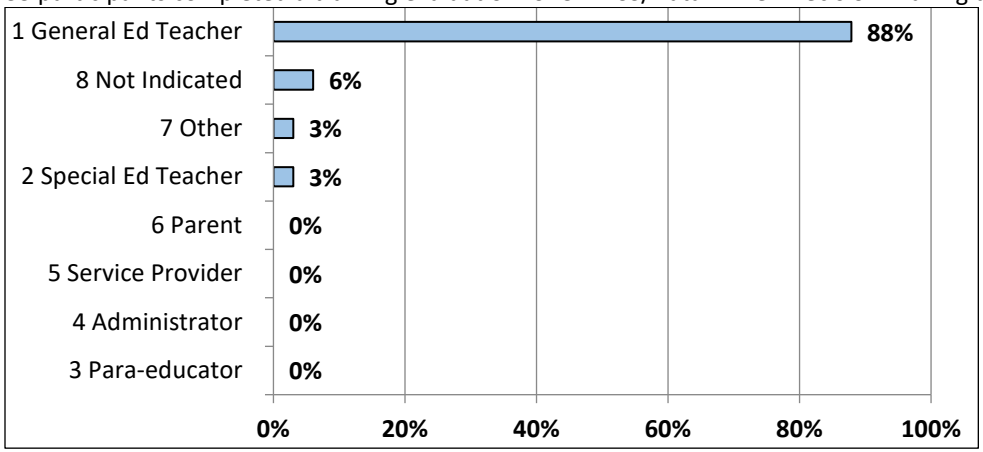
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

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

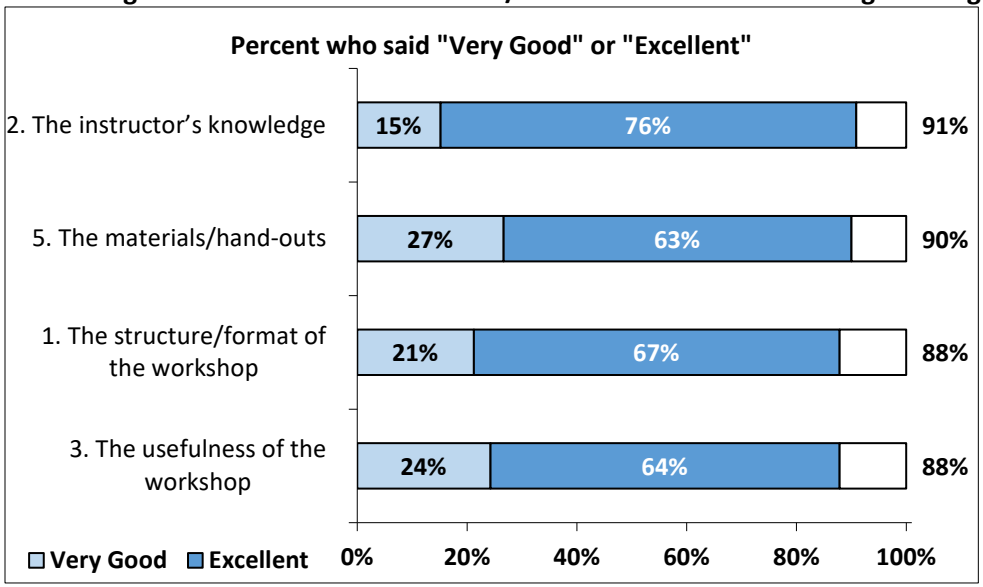
1	09/03/2020	Fall Data Dig	2720	11	12/18/2020	MOY Data Dig	2686
2	09/11/2020	BOY Data Dig	2673	12	01/15/2021	Acadience MOY Data Dig	2694
3	09/14/2020	Fall Data Dig	2689	13	01/22/2021	Winter Data Dig	2718
4	09/15/2020	WIS Fall Data Dig	2688	14	01/25/2021	Acadience MOY Data Dig	2710
5	09/25/2020	Fall Data Dig	2719	15	01/26/2021	Data Analysis and Use	2712
6	09/28/2020	Acadience BOY 2020 Data Dig	2666	16	02/04/2021	Winter Data Dig	2721
7	09/30/2020	BOY Data Dig	2665	17	03/05/2021	WIN Regrouping K-1	2731
8	10/02/2020	Acadience BOY 2020 Data Dig	2667	18	03/05/2021	WIN Regrouping 2-3	2732
9	12/14/2020	Winter Data Dig	2687	19	03/05/2021	WIN Regrouping 4-5	2733
10	12/15/2020	WIS Winter Data Dig	2690				

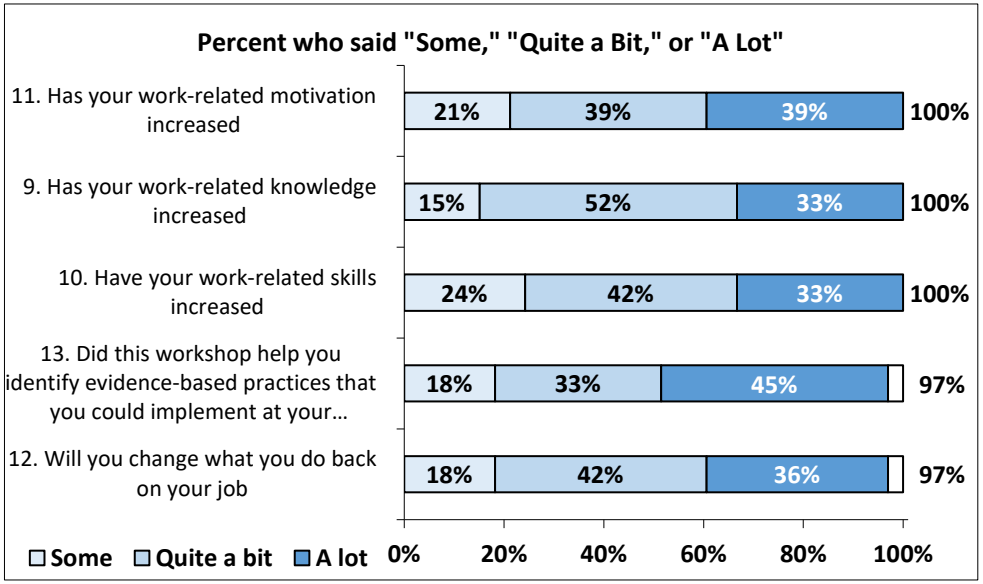
C. Training Participant Roles – Across All MTSS/Data-Driven Decision Making Trainings

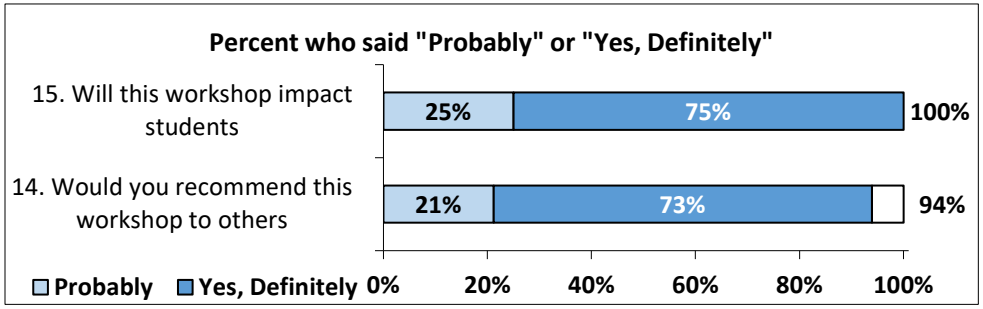
33 participants completed a training evaluation for 3 MTSS/Data-Driven Decision-Making trainings.



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





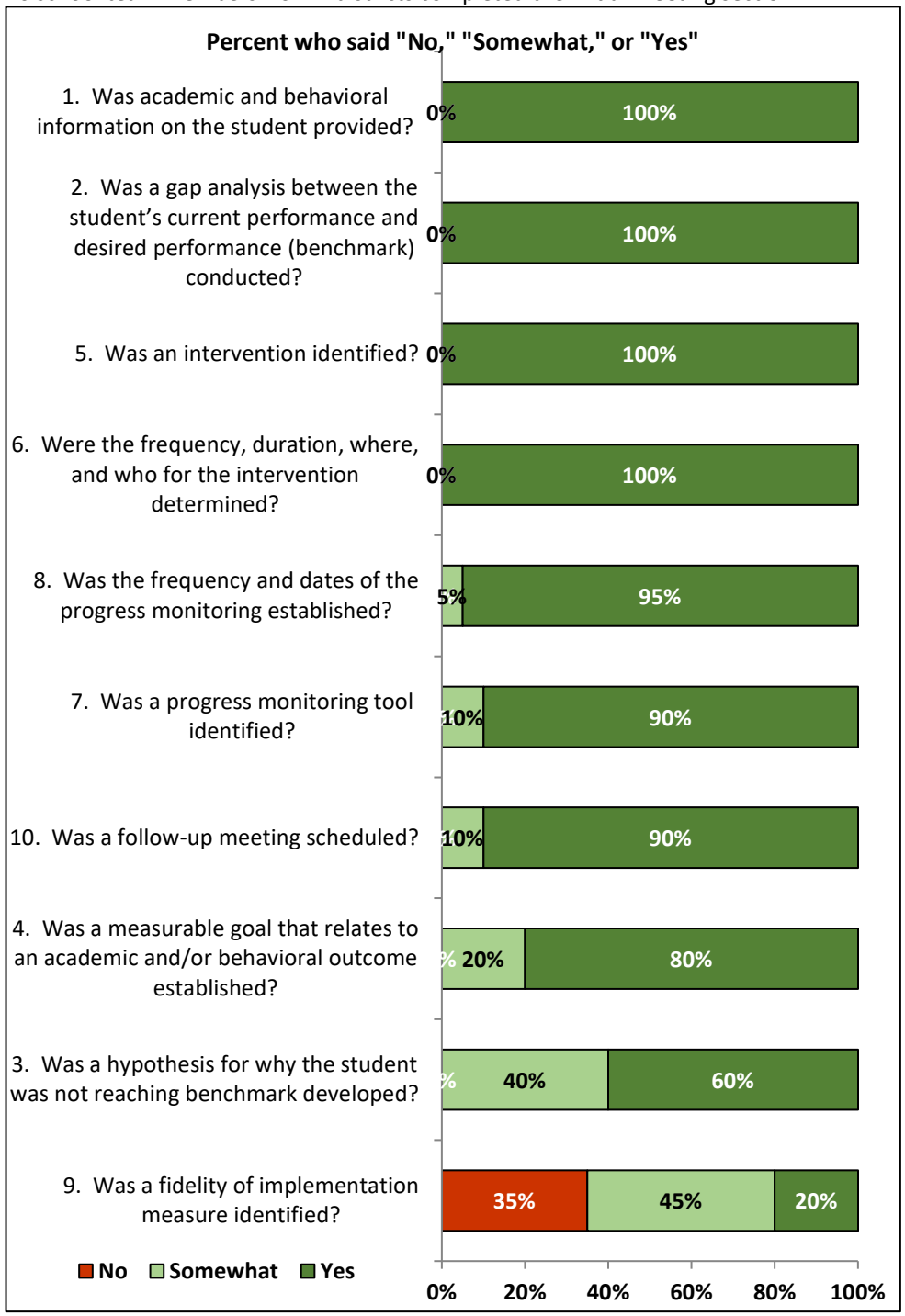


Sample of Participant Comments

- *"Being able to analyze and look at our data to start thinking about how we can improve our teaching strategies and how to incorporate these strategies into our time blocks."*
- *"Kristina is very knowledgeable and is willing to model groups and goes the extra mile to make sure we understand how to help our students the best."*
- *"The ability to talk with team mates and administrators about what we can do to help our struggling students."*

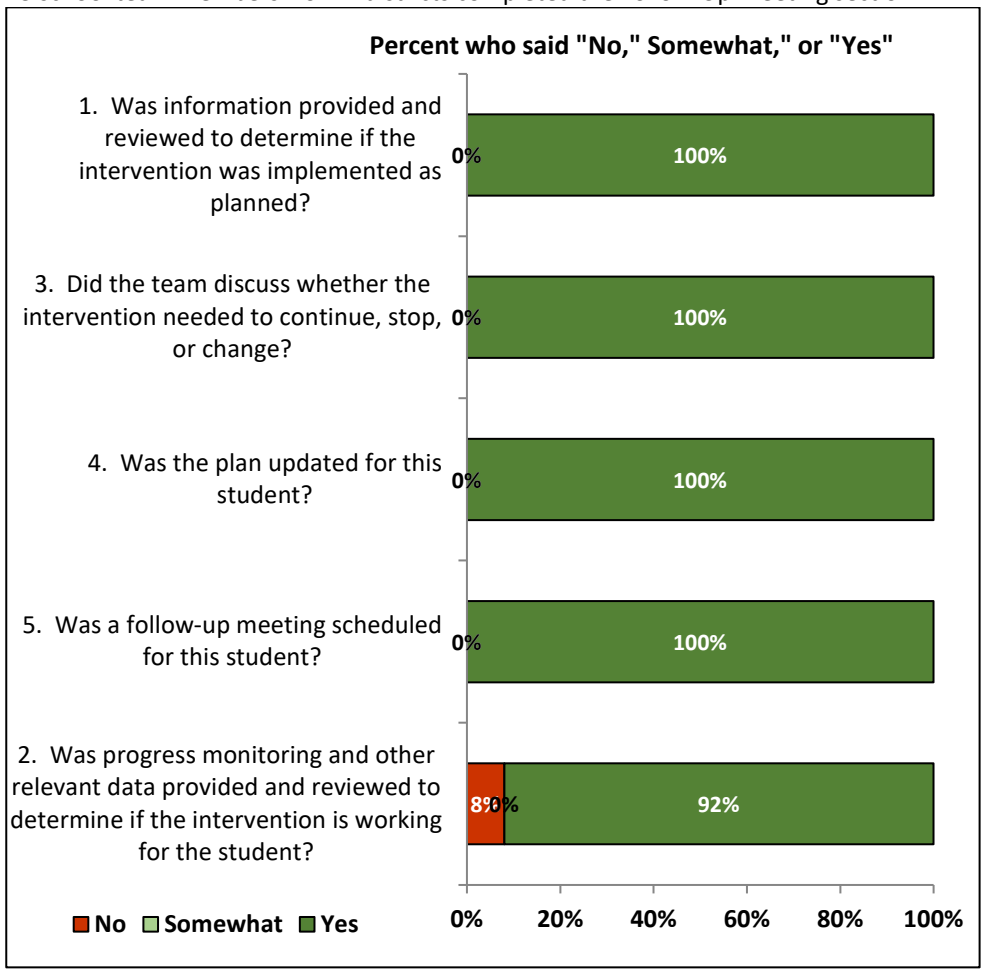
E. Team Problem-Solving: Individual Student Checklist – Initial Meeting

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



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

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

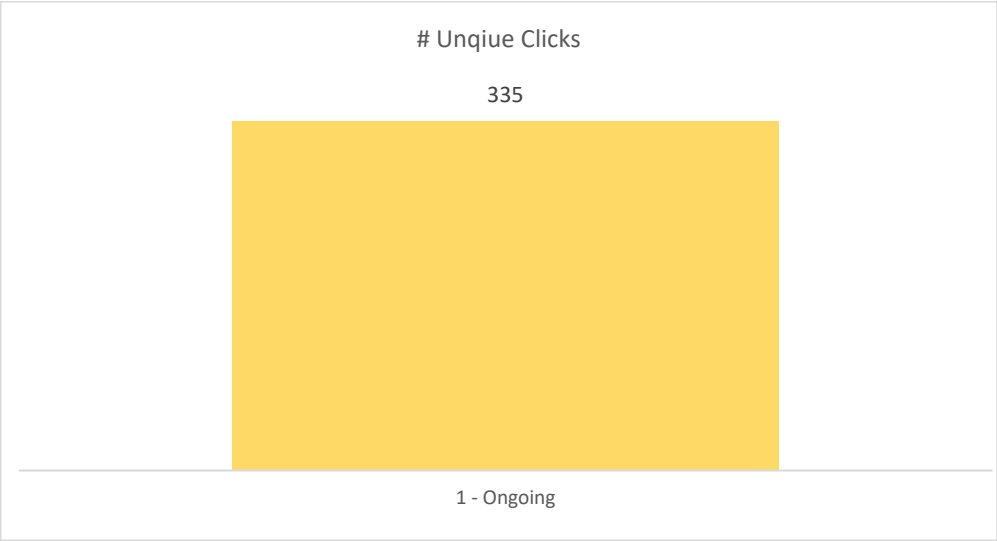


G. Elementary School Reading Tiered Fidelity Inventory (R-TFI)

No data between July 1, 2020 and April 15, 2021. The R-TFI will be completed in spring 2021.

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 2020-21 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 April 15, 2021, there have been 335 unique clicks on this link. *Note: The unique clicks are statewide. It cannot be determined whether the clicks are specific to SPDG schools or whether they are from families, school staff members, or others.*

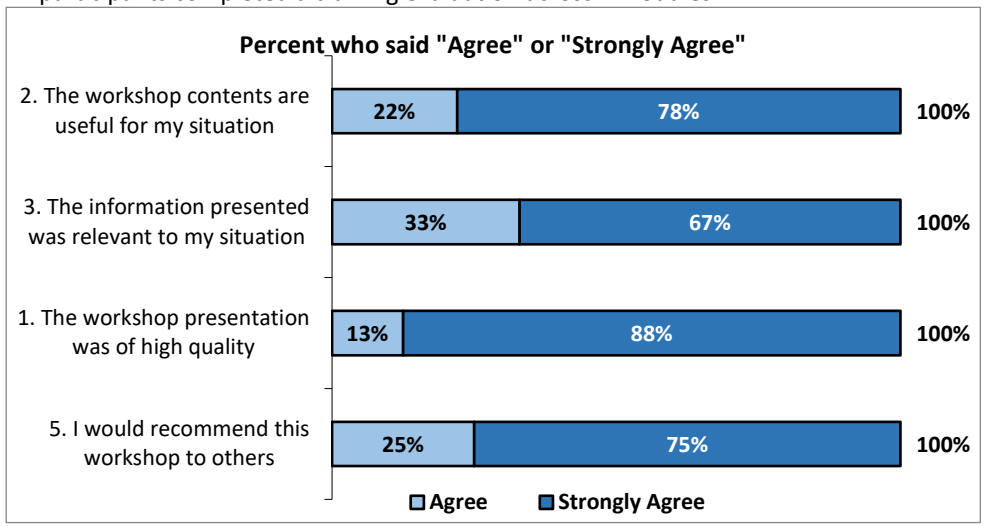


B. Family Engagement Training:

1	Ongoing	Read to Succeed Online Family Literacy Training	2691

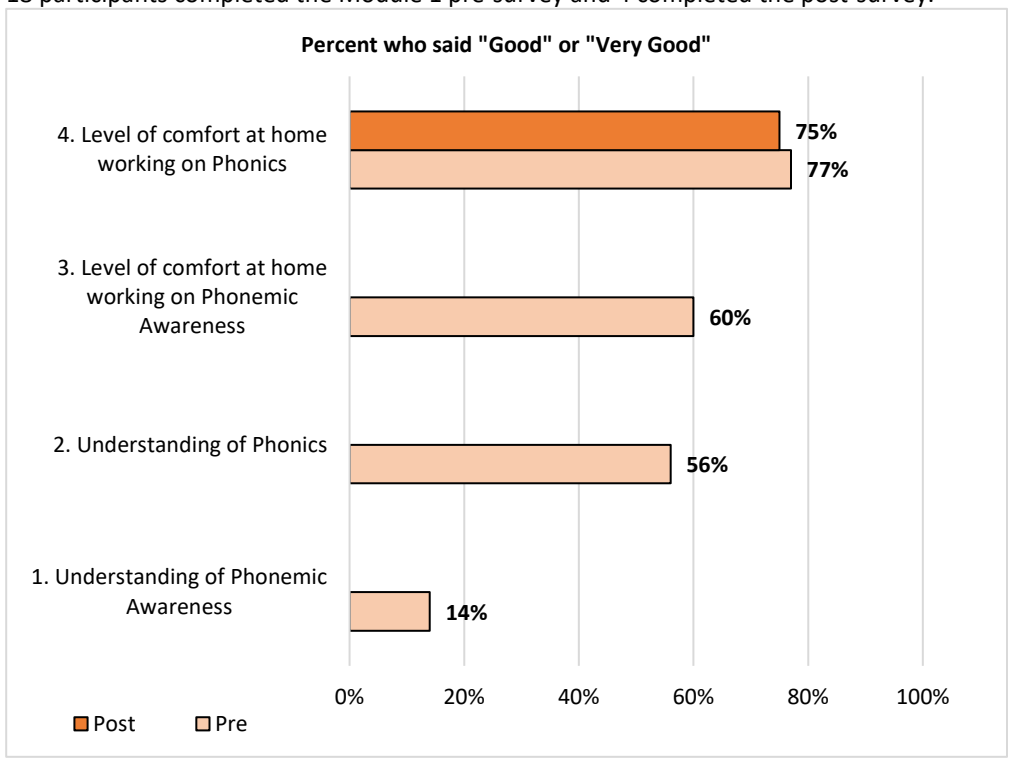
C. Training Evaluations – Across All Family Engagment Trainings

12 participants completed a training evaluation across 2 modules

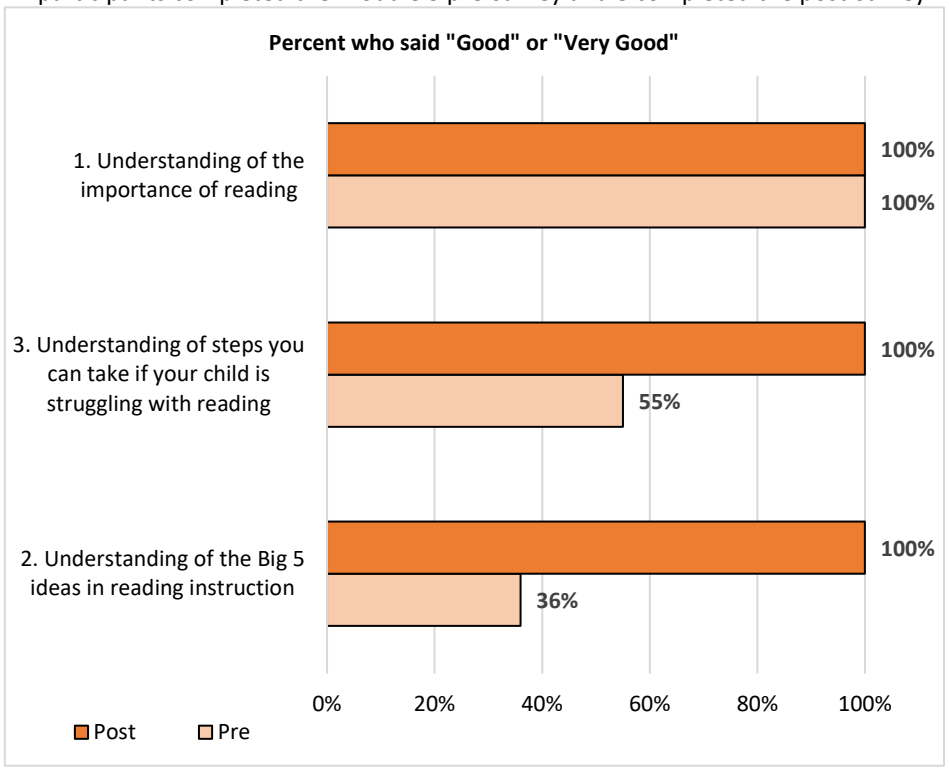


D. Pre/Post Ratings - Across All Family Engagement Trainings

18 participants completed the Module 1 pre-survey and 4 completed the post-survey.

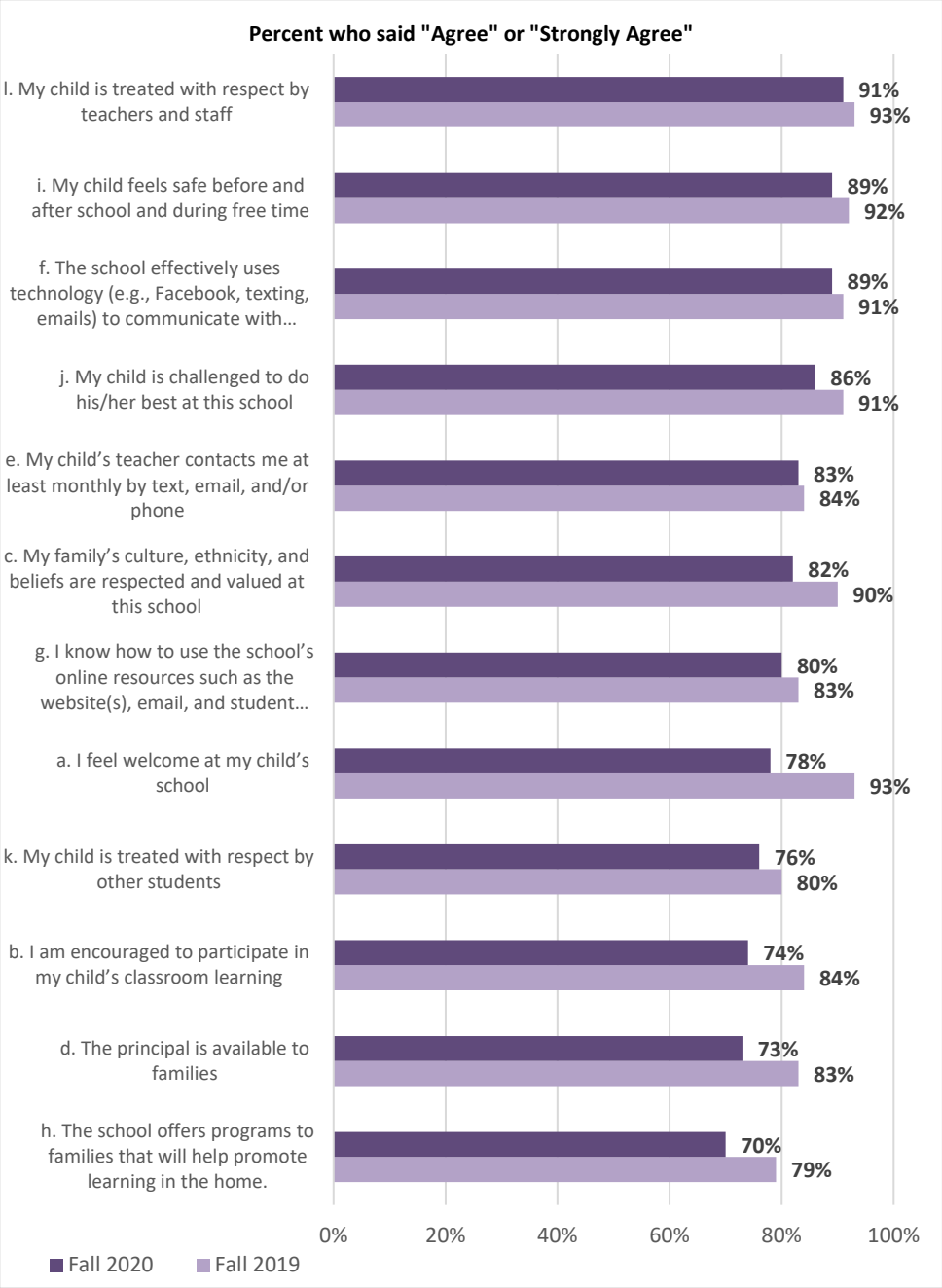


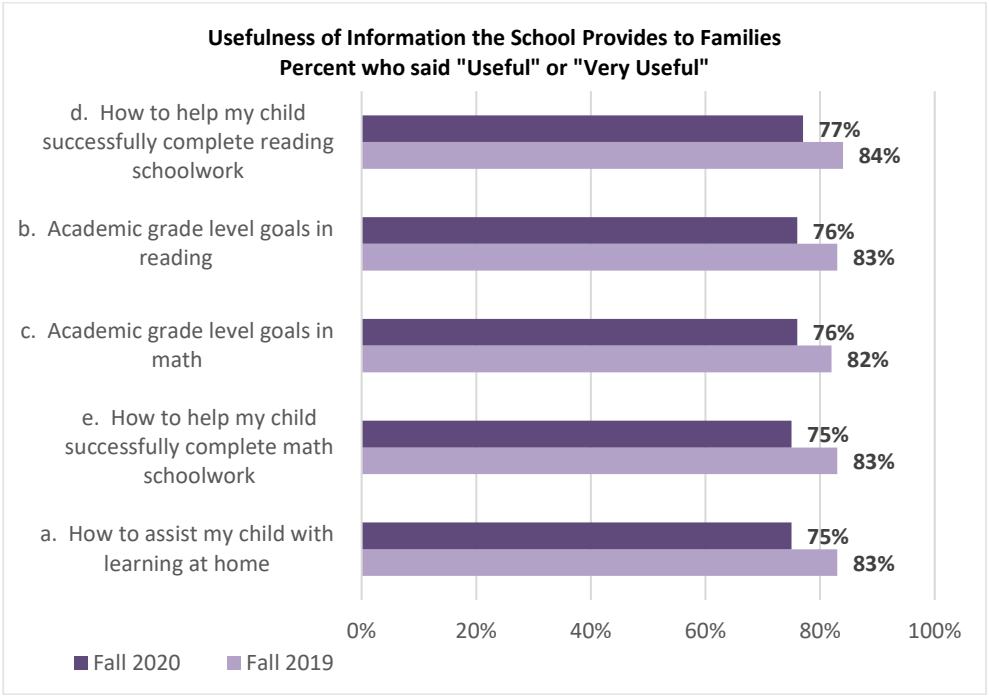
11 participants completed the Module 3 pre-survey and 8 completed the post-survey.

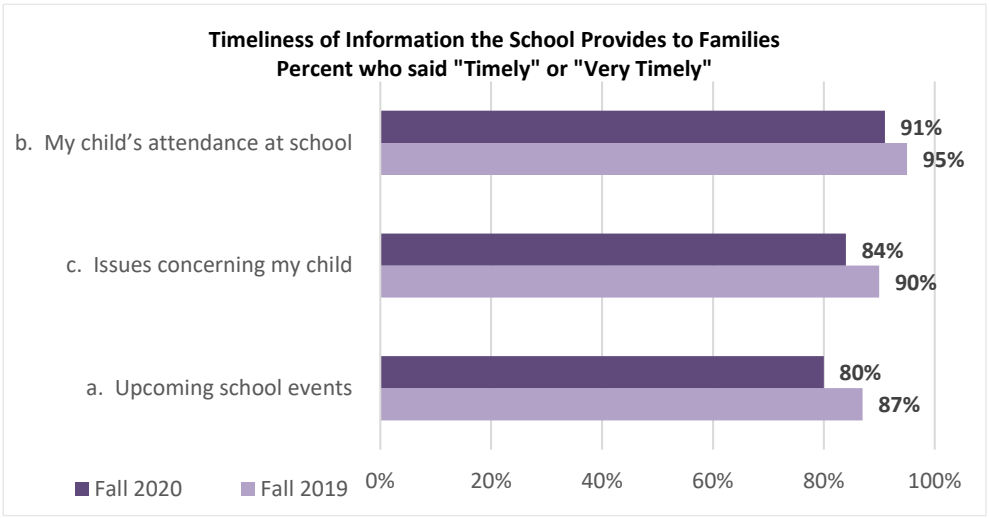


E. Family Engagement Survey for Families

In fall 2020, 1,156 families from 6 districts (8 from Hot Springs, 32 from Iroquois, 151 from Milbank, 471 from Rapid City, 87 from Sisseton, and 407 from Watertown) completed the 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.

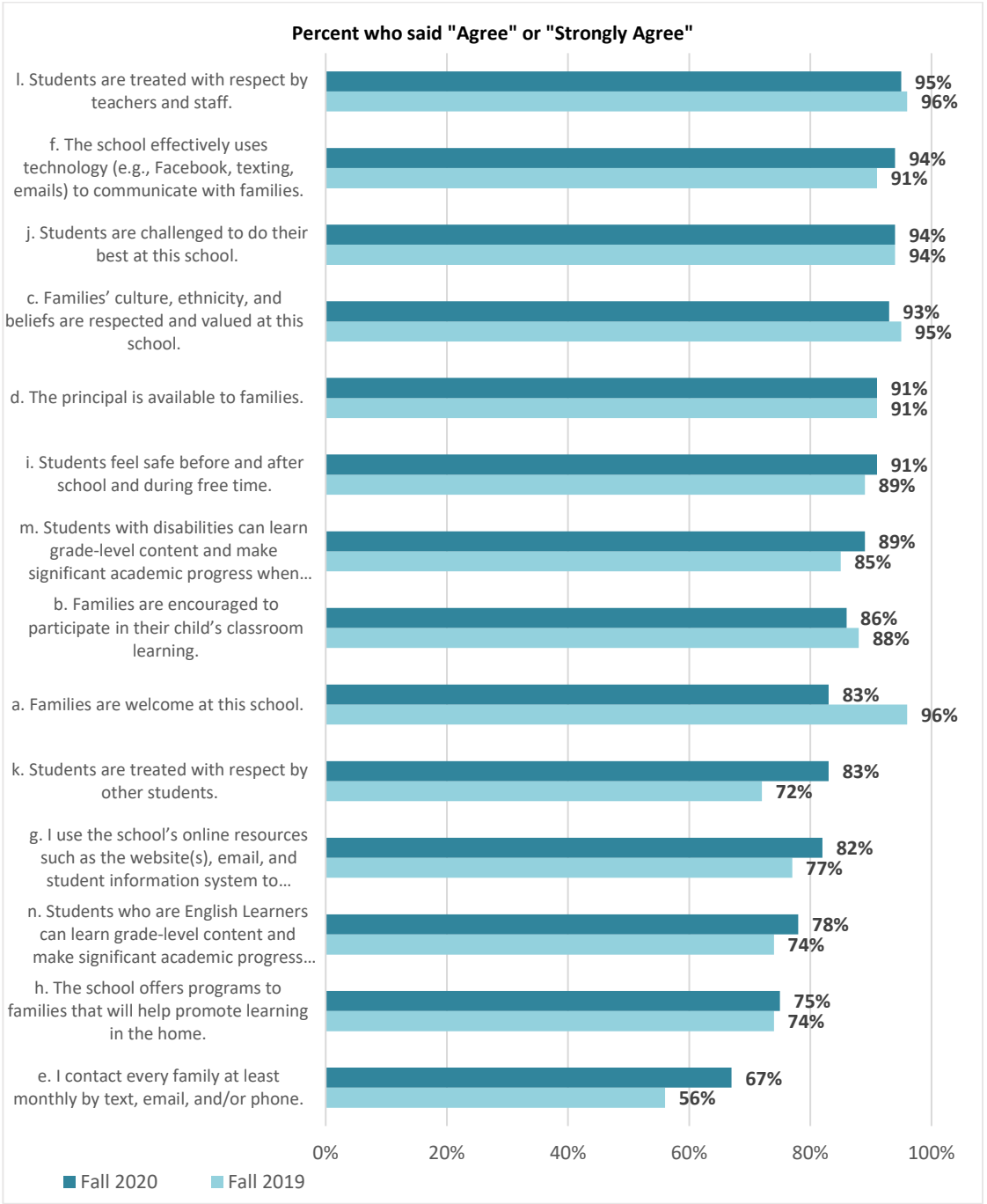


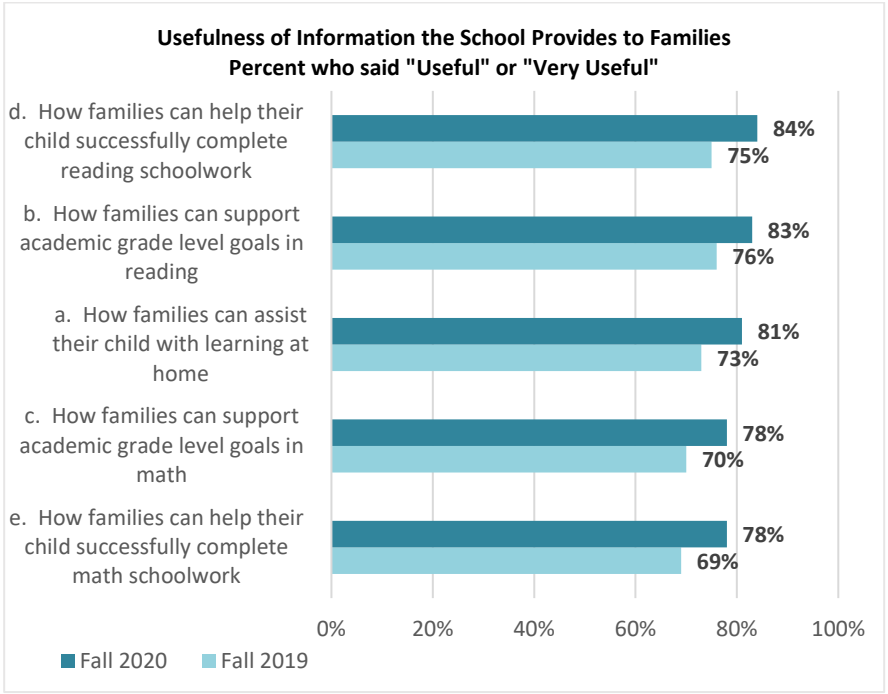


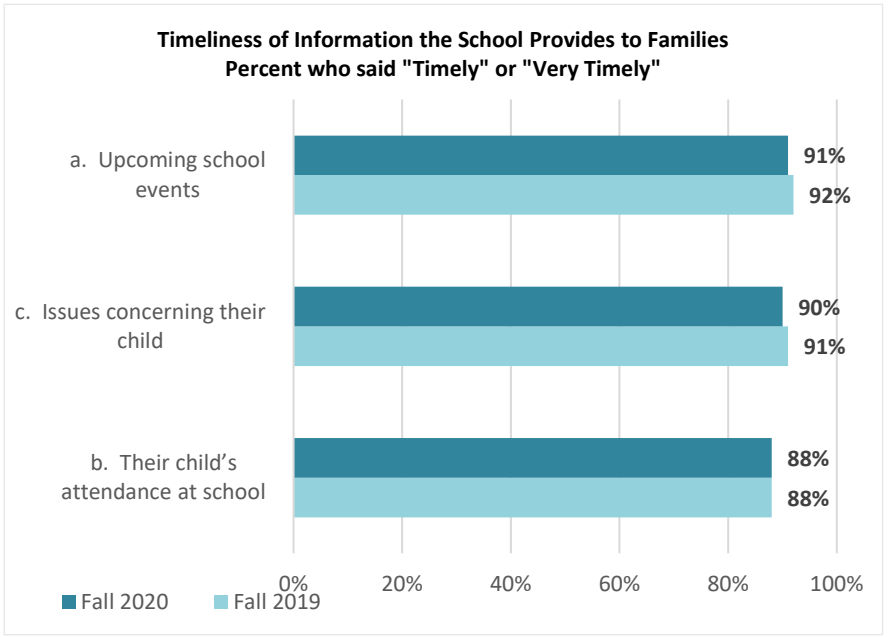


F. Family Engagement Survey for Educators

In fall 2020, 363 educators from 5 district (12 from Iroquois, 22 from Milbank, 153 from Rapid City, 13 from Sisseton, and 163 from Watertown) completed the 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.





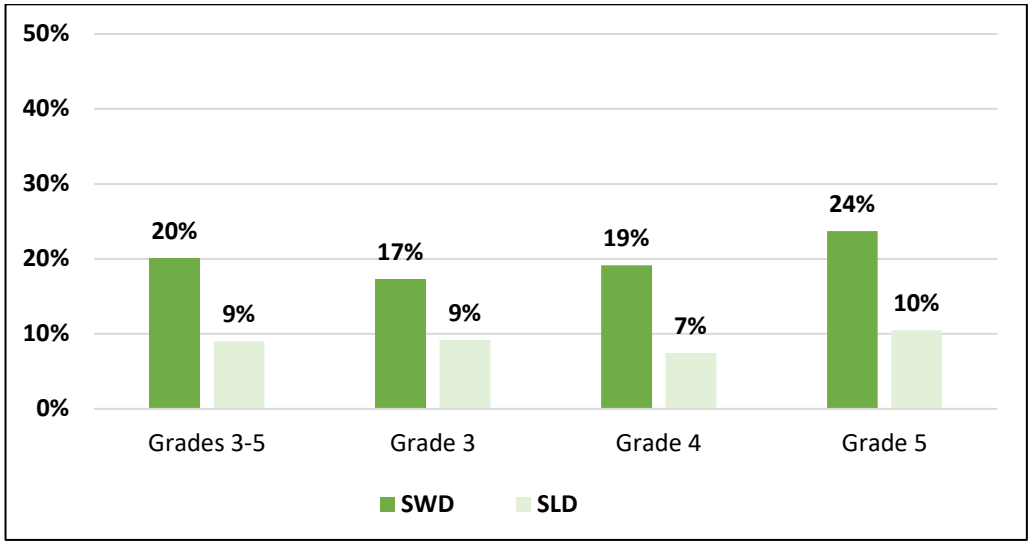


5. Student Data

Note: No spring 2020 student state reading test data due to schools closed in spring 2020. Spring 2021 test data will be available in summer 2021.

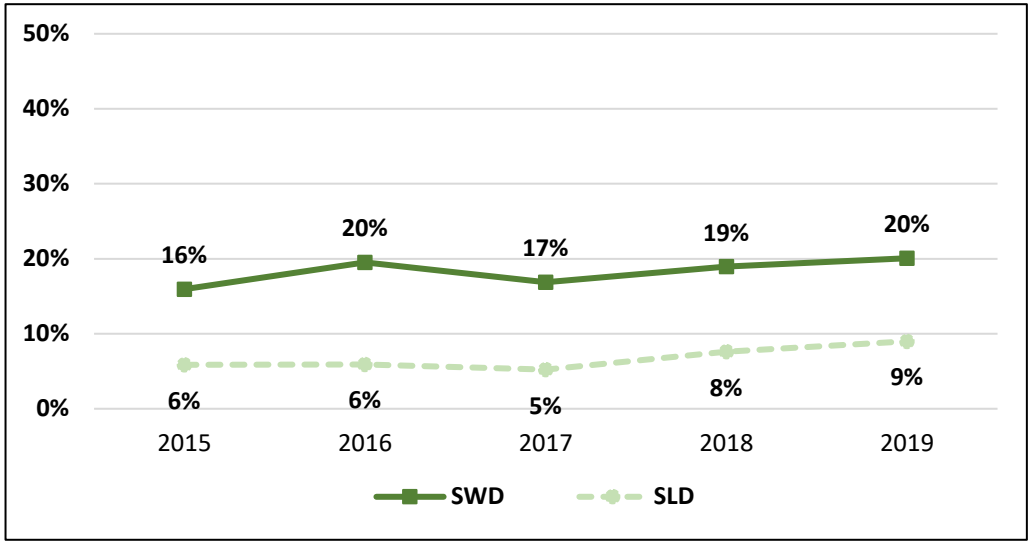
A. Grade 3-5 Student State Reading Test Data – Spring 2019
Percent scoring proficient or above

	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%



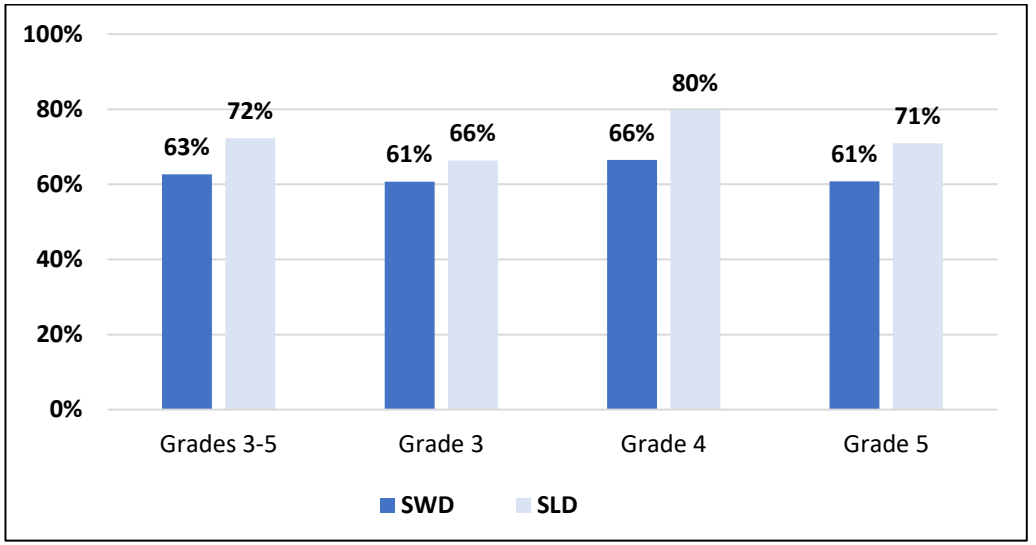
B. Grade 3-5 Student State Reading Test Data – Over Time
Percent scoring proficient or above

	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%



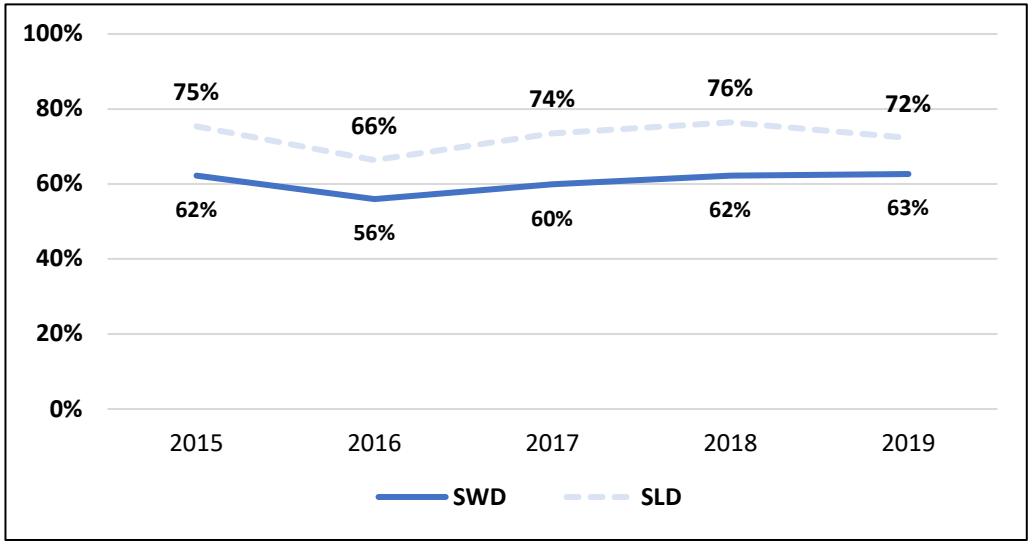
C. Grade 3-5 Student State Reading Test Data – Spring 2019
Percent scoring at Level 1

	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

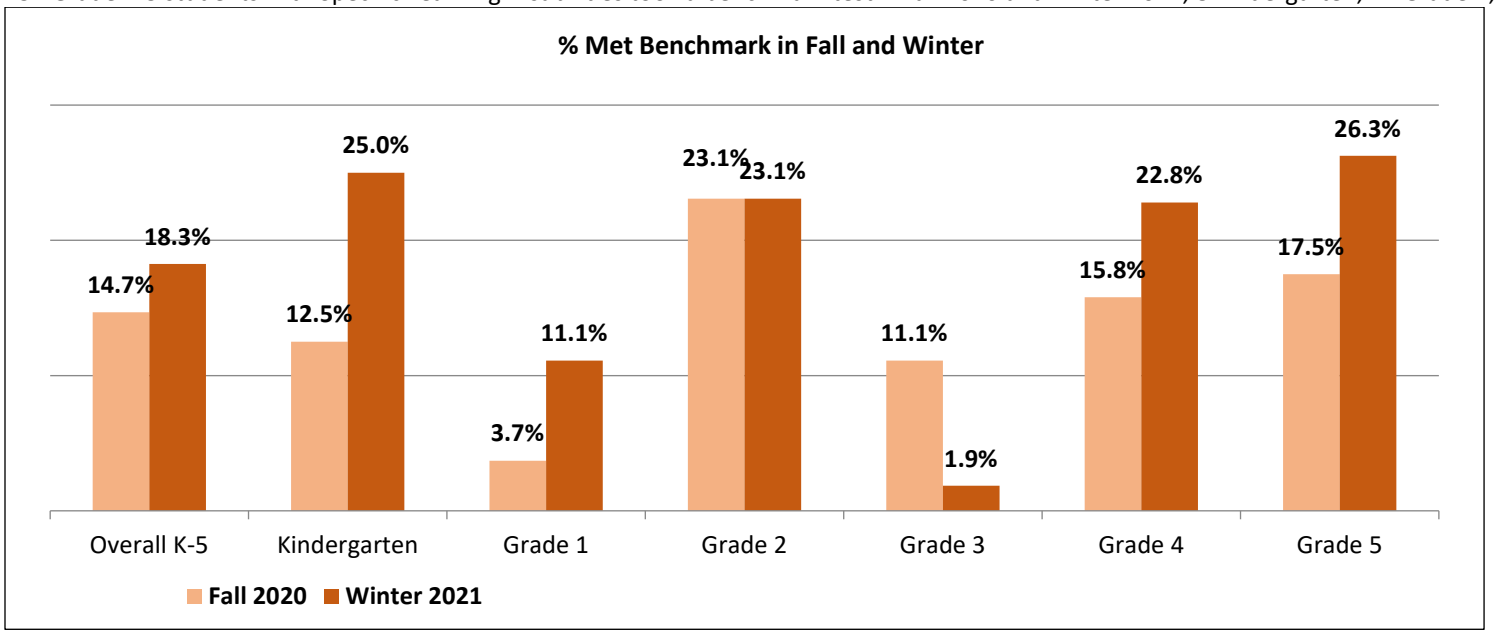
	SWD		SLD	
	# test-takers	Level 1 Rate	# test-takers	Level 1 Rate
2015	627	62%	325	75%
2016	620	56%	321	66%
2017	527	60%	268	74%
2018	527	62%	263	76%
2019	573	63%	278	72%



E. Grade K-5 Student Reading Benchmark Data for Fall 2020 and Winter 2021

Students with Specific Learning Disabilities

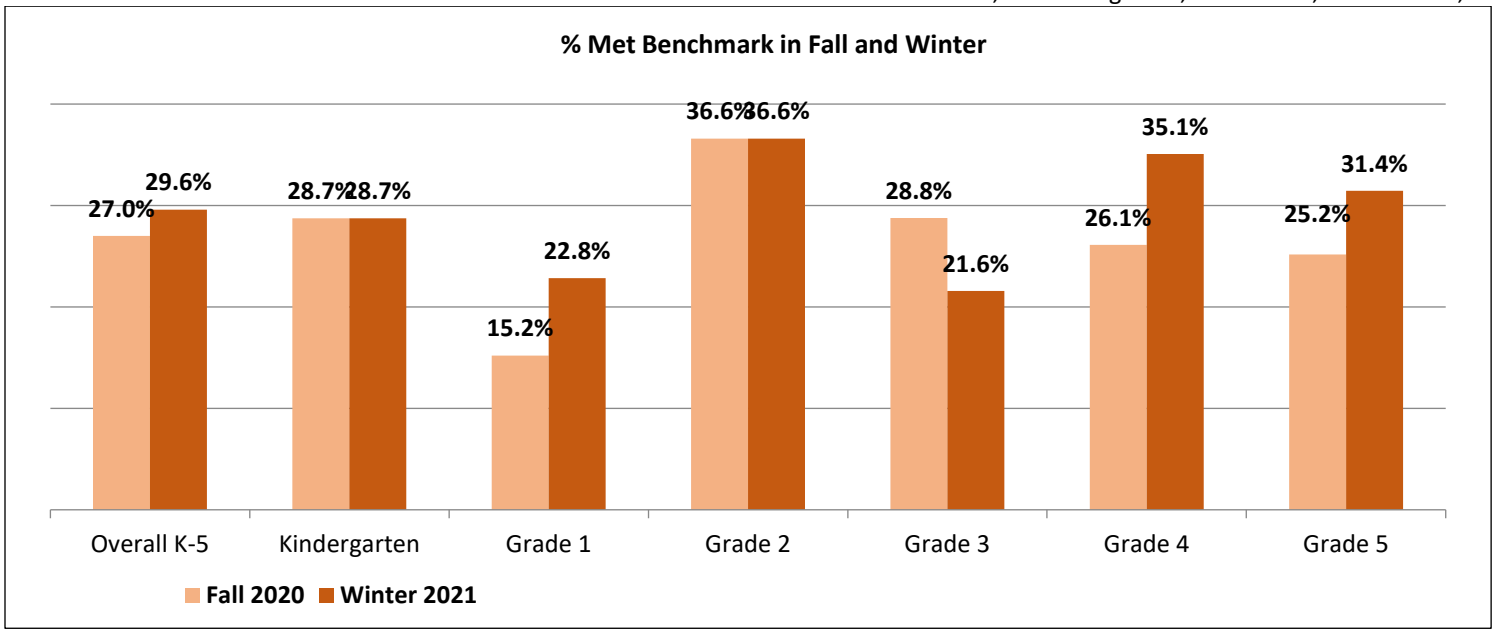
252 Grade K-5 students with Specific Learning Disabilities took a benchmark test in fall 2020 and winter 2021; 8 Kindergarten; 27 Grade 1; 26 Grade 2; 54 Grade 3; 57 Grade 4; 80 Grade 5.



F. Grade K-5 Student Reading Benchmark Data for Fall 2020 and Winter 2021

Students with Disabilities

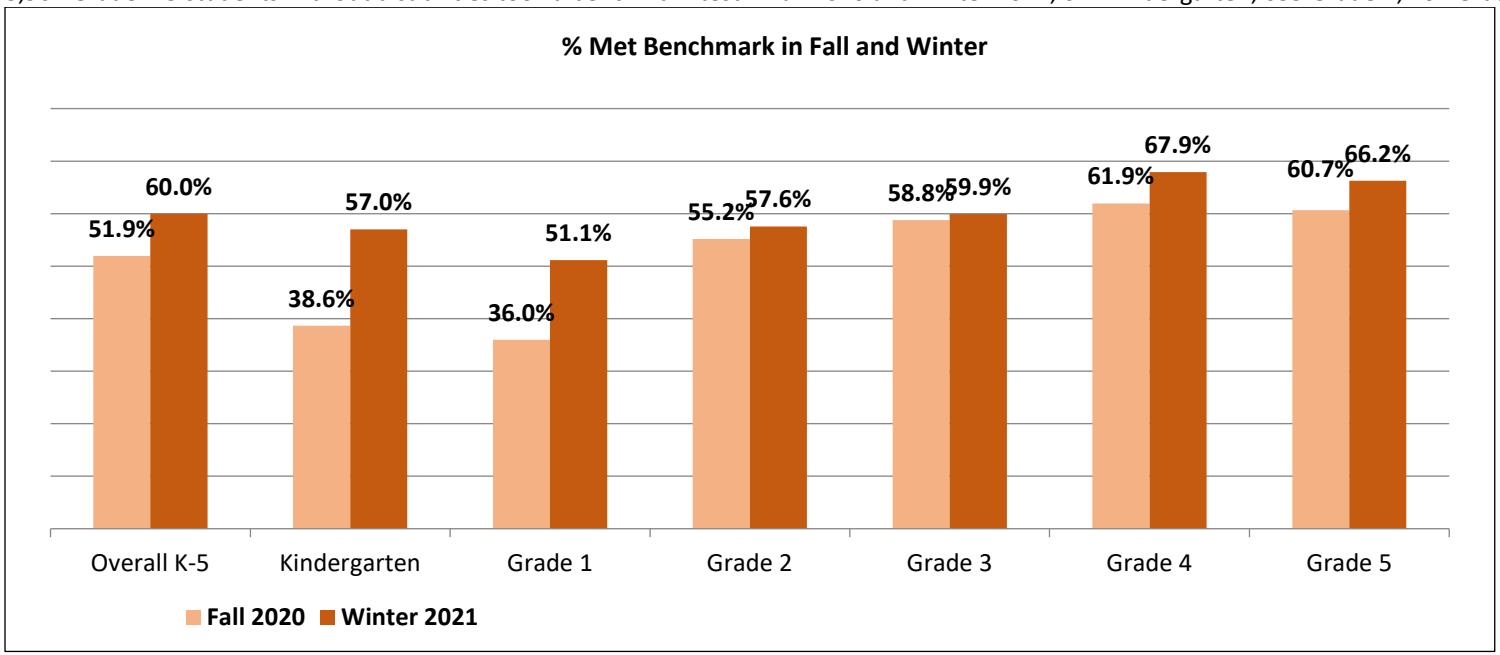
730 Grade K-5 students with disabilities took a benchmark test in fall 2020 and winter 2021; 94 Kindergarten; 92 Grade 1; 112 Grade 2; 139 Grade 3; 134 Grade 4; 159 Grade 5.



G. Grade K-5 Student Reading Benchmark Data for Fall 2020 and Winter 2021

Students without Disabilities

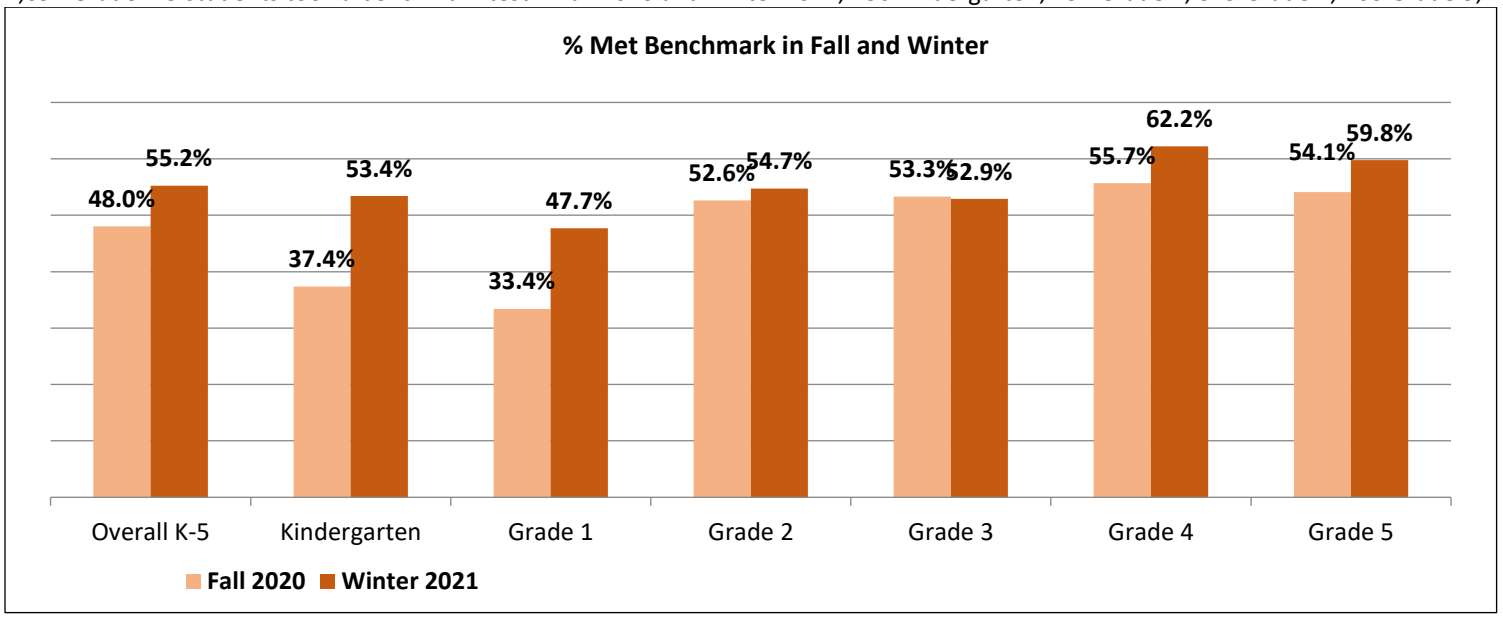
3,964 Grade K-5 students without disabilities took a benchmark test in fall 2020 and winter 2021; 642 Kindergarten; 659 Grade 1; 707 Grade 2; 621 Grade 3; 636 Grade 4; 699 Grade 5.



H. Grade K-5 Student Reading Benchmark Data for Fall 2020 and Winter 2021

All Students

4,694 Grade K-5 students took a benchmark test in fall 2020 and winter 2021; 736 Kindergarten; 751 Grade 1; 819 Grade 2; 760 Grade 3; 770 Grade 4; 858 Grade 5.



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

OMB No. 1894-0003
Exp. 07/31/2021

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 2020-21 include:

- Tracking System for all professional learning & development (PLD) trainings
- End-of-PLD Evaluations (evaluations completed at the end of each PLD 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-Manual.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 2019-20 Dashboard Report was finalized, and a preliminary 2020-21 Dashboard Report was created that summarizes the evaluation data related to all project objectives, including Objective 1. Attachment C, the 2019-20 SD SPDG State-Level Dashboard Report, is the state-level data representing the last reporting year. Attachment D, the 2020-21 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, 2021, 63 trainings were administered during the 2020-21 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 2021-22 school year. The 2020-21 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 2020-21, a total of 164 end-of-PLD evaluations were completed on 11 of the 63 trainings (through March 31, 2021). 99% of these respondents indicated that the usefulness of training was "good," "very good," or "excellent;" 99% stated that their work-related knowledge has increased at least

"some;" 98% 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; 96% stated that the training would "probably" or "definitely" impact students.

- In 2019-20, a total of 467 end-of-PLD evaluations were completed on 38 of the 80 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;" 96% stated that their work-related skills have increased at least "some;" 95% stated that they will change something that they do back on the job based on what they learned in the training; 94% stated that the training would "probably" or "definitely" impact students.

1f. In the first two years of implementation, participants at the Literacy Strategies trainings took a pre- and post-test to assess their improvement in knowledge as a result of the training. Starting in year three, no Literacy Strategies trainings were administered unless there were new teachers. Because of the very small number of new teachers in any given school year, the Literacy Strategies trainings are blended into other trainings and as such, the pre-/post-test is not given.

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 2020-21 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 2020-21 show that coaches provided 1,774 coaching activities to educators over topics such as student data, lesson delivery, phonics, and student engagement. In 2019-20, there were 2,869 coaching activities.

2.a. **Fidelity of Implementation.** For this measure, the R-TFI is used. SPDG schools completed this in fall 2018, spring 2019, and spring 2020. The schools will complete it again in spring 2021. External ratings were completed for 4 schools in spring 2020 and for 5 schools in spring 2021.

- 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 indicate the 4 schools observed earned 66% of the points for Tier 1 overall.
- Data from the spring 2020 self-ratings indicate that 16 schools earned 74% of the points for Tier 1 overall, 69% of the points for Tier 2 overall, and 51% of the points for Tier 3 overall.
- Data from the spring 2020 external ratings indicate 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 observed schools scored 70% or higher across all three tiers.
- Data from the spring 2021 external ratings indicate the 5 schools observed earned 74% of the points for Tier 1 overall, 69% of the points for Tier 2 overall, and 53% of the points for Tier 3 overall. Three (60%) of the five observed schools earned 70% or more of the possible points across all three tiers. One (20%) of the five observed schools earned over 90% of the possible points across all three tiers. Another observed school earned 61% of the possible points which is very close to the cut score of 70%.

These scores are expected to increase as staff members are trained and begin to implement MTSS. Scores from spring 2021 will be used to determine training needs in 2021-22.

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.
- In spring 2021, 42 instructional staff were observed from all participating schools. 86% of instructional staff were observed implementing new strategies, skills, and/or knowledge with fidelity.

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, May 2020, and January 2021 indicate that coaches are doing a great job. The survey will be administered again in May 2021.

- 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.
- A total of 229 school staff members completed the coaching survey in May 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.
- A total of 184 school staff members completed the coaching survey in January 2021. 97% indicated that their knowledge increased and 96% 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) were developed by SD Title 1 and were administered in fall 2019 and fall 2020. These surveys are administered every fall 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 to help their child successfully complete reading schoolwork.

- In fall 2019, 1,141 family members from 5 districts and 305 educators from 4 districts completed the Family Engagement surveys. The fall 2019 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. 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.

- In fall 2020, 1,156 family members from 6 districts and 363 educators from 5 districts completed the Family Engagement surveys. The family responses showed a decrease on all items from fall 2019 to fall 2020. However, the fall 2020 data indicated overall positive results. For example, 91% of family members and 95% of educators stated students are treated with respect by teachers and staff. The data also suggested room for improvement. For example, 70% of family members and 75% of educators stated the school offers programs to families that will help promote learning in the home. Between 75-77% of families rated the usefulness items positively while educators rated these items between 78-84% useful. (Note: Of the family respondents, 15-23% 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 82% and 81%, 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.

Benchmark Data:

- 2018-19:
  - 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.
- 2019-20:
  - 892 Grade K-5 **students with disabilities** took a benchmark test in fall 2019 and winter 2020. These students with disabilities increased their benchmark scores from 19.4% in fall 2019 to 22.9% in winter 2020.
  - 341 Grade K-5 **students with specific learning disabilities** took a benchmark test in fall 2019 and winter 2020. These students with disabilities increased their benchmark scores from 8.2% in fall 2019 to 10.3% in winter 2020.
  - *Due to COVID-19 and school closures in spring 2020, there were no spring 2020 benchmark data.*
- 2020-21:
  - 730 Grade K-5 **students with disabilities** took a benchmark test in fall 2020 and winter 2021. These students with disabilities increased their benchmark scores from 27.0% in fall 2020 to 29.6% in winter 2021.
  - 252 Grade K-5 **students with specific learning disabilities** took a benchmark test in fall 2020 and winter 2021. These students with disabilities increased their benchmark scores from 14.7% in fall 2020 to 18.3% in winter 2021.

State Test Data:

- 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.
- *Due to COVID-19 and school closures in spring 2020, there were no spring 2020 state test data.*

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

1 **SD_SPDG_2021_Cover.pdf**

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

OMB No. 1894-0003
Exp. 07/31/2021

Check only one box per Program Office instructions.

[ ] Annual Performance Report [ ] Final Performance Report

General Information

1. PR/Award #: H323A170015 *(Block 5 of the Grant Award Notification - 11 characters.)*
2. Grantee NCES ID#: 46 *(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
6. Project Director *(See instructions.)* Name: Brandi Gerry Title: Implementation Specialist
Ph #: (605) 773 - 3134 Ext: ( ) Fax #: ( ) _____ - _____
Email Address: brandi.gerry@state.sd.us

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 03/01/2020 To: 02/28/2021 (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 *(Match/Cost Share)*
a. Previous Budget Period	10/01/2019 – 09/30/2020	$925,894.15
b. Current Budget Period	10/01/2020 – 09/30/2021	$303,102.63
c. Entire Project Period *(For Final Performance Reports only)*		

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

9. Indirect Costs

a. Are you claiming indirect costs under this grant? X Yes ___No
If yes, please indicate which of the following applies to your grant?

b. X 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/ 01/2020 to: 06/30/2021 (mm/dd/yyyy)
The approving Federal agency is: ___ED ___Other *(Please specify)*: _____
The Indirect Cost Rate is 10.4%
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.X The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
XIs 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 X 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 ___ N/A

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? X 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

Name of Authorized Representative:

Title: Director, Division of Finance & management

Cody Stoesser

Signature

Date: 5 / 3 / 2021

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

Check only one box per Program Office instructions.

[X] **Annual Performance Report** [ ] **Final Performance Report**

General Information

1. PR/Award #: H323A170015
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 46
(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: EDUCATION, SOUTH DAKOTA DEPARTMENT OF
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)
Street: 800 GOVERNORS DRIVE
City: PIERRE
State: SD Zip: 57501 Zip+4: 2291

6. Project Director:
(See instructions.)
First Name:Brandi Last Name:Gerry Title:Implementation Specialist
Phone #: 6057733134 Fax #: Email Address: Brandi.Gerry@state.sd.us

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

7. Reporting Period: From: 03/01/2020 To: 02/28/2021
(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** ***(Match/Cost Share)***
a. Previous Budget Period	925,894	0
b. Current Budget Period	303,102	0
c. Entire Project Period *(For Final Performance Reports only)*		

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

9. Indirect Costs

a. Are you claiming indirect costs under this grant? If yes, please indicate which of the following applies to your grant? ● Yes ❍ No

b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ● Yes ❍ No

The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2020 To:06/30/2021 (mm/dd/yyyy)

The approving Federal agency is : ❍ ED ❍ Other *(Please specify):*

The Indirect Cost Rate is : 10.4 %

Type of Rate *(For Final Performance Reports Only)*: ❍ 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) ❍ Yes ❍ No

d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :

● Is included in your approved Indirect Cost Rate Agreement ❍ 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)

❍ 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 ● N/A

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.

Name of Authorized Representative: Cody Stoeser	Title: Director of Finance and Management
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : SD SPDG Executive Summary
File : **SD_SPDG_2021_ExecutiveSummary.pdf**

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 SD SPDG comprises four key areas: training in data-driven decision-making and the MTSS framework, instructional coaching, foundational literacy, and family engagement. SD SPDG materials and resources are located online at https://doe.sd.gov/grants/SPDG.aspx. Year 4 of implementation (10/01/20 – 09/30/21) focused on school-level implementation, ongoing training and supports, and continued data collection. Key activities during the reporting period included:

MTSS Framework – Schools continued with monthly building leadership team meetings during the school year. Although most meetings were held face-to-face, building leadership teams opted to meet virtually during school closures. During these meetings, each team reviews building level data and updates their action plan to track progress toward school-level, district-level, and state-level goals. Teams continued to utilize the norms and meeting protocols developed with the assistance of the MTSS facilitators. During the spring of 2021, 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 assist buildings in reviewing growth over time and identifying needs in developing and delivering tiered supports for students.

The annual SPDG building leadership team meetings were held virtually in spring 2020. The SPDG State Leadership team hosted a video-based meeting to review state-level, district-level, and building-level data with building teams. The teams reviewed their respective data and updated action plans for the upcoming school year. Feedback from schools during the spring 2020 building leadership team meetings indicated that the virtual meetings were well-received by participants. The SPDG State Leadership team used interactive tools including Google Docs, Google Jamboard, and online polls to increase engagement and collect participant feedback.

Foundational Literacy – SPDG coaches continued to provide professional development to their respective schools. Professional development focused on foundational literacy skills and explicit instruction. Several coaches also provided introductory training to new-to-district teachers. Training participants in all training included general education teachers, interventionists, special education teachers, and other staff members identified by the school. Although the goal is for each school to participate in 18 hours of professional development, some schools found that to be a challenge due to schedule changes related to COVID-19 guidelines.

In September 2020, a cohort group including SPDG coaches began a 2-year Language Essentials for Teachers of Reading and Spelling (LETRS) training. The training cohort completes the online weekly training modules and meets four times per year virtually to review content with a LETRS trainer. Feedback from the cohort has been positive and participants appreciate the deeper dive into foundational literacy research and instruction. The LETRS training will be offered to a second cohort of teachers and school leaders (including both SPDG and non-SPDG buildings) beginning in the 2021-2022 school year.

SPDG Coaching – SPDG coaches continued 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 support and coaching from the Coaching Coordinator. The Coaching Coordinator conducted onsite visits and 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 participated in book studies to further build their coaching skills and a LETRS training cohort to strengthen their knowledge and skills in foundational literacy. Ongoing training and support provides time for collaboration and skill-building.

Data-Driven Decision Making – The SPDG coaches continued 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 utilized the SPDG Data Workbook to guide grade-level data conversations when grade level teams met to review progress monitoring data and made decisions on instruction and intervention for students.

As the SPDG State Leadership Team works toward sustainability of grant activities, SD DOE has adopted the SPDG Data Workbook as the South Dakota RTI Data Workbook. The workbook is currently being updated and will be accessible to all schools in the 2021-2022 school year.

Family Engagement – Buildings continued to offer a Read to Succeed training for families. The training is available as both a face-to-face and virtual training to accommodate the needs of each building. The virtual training option has also 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/.

An additional family literacy resource was shared with families during the 2019-2020 school year. The SPDG Family Engagement team initially planned to share monthly literacy newsletters to schools, but feedback from schools and families indicated that something shorter that could be included in existing family communication would be preferred. Based on this feedback, the SPDG Family Engagement team developed weekly family literacy tips. These tips were emailed to schools and family agencies who included them in school newsletters, on school websites, and on social media and other family communication platforms. Feedback from schools and families indicated that the short tips were helpful and easy to implement.

State Leadership – The SPDG State Leadership Team meets virtually every month to share updates and implementation progress and twice per year for data review and future planning. Due to COVID-19 guidelines, the SPDG State Leadership team conducted all meetings in 2020 virtually. The February 2021 data review meeting was held with both face-to-face and virtual options for participants. During the February meeting, the SPDG State Leadership Team focused on sustainability work at the state level. The team reviewed current training offered to SPDG participating schools and began developing a plan to sustain these training long-term and to scale-up training to be available to schools statewide.

Stakeholder Input – The SPDG Advisory Committee continues to meet twice per year to review state-level results and to provide input and advice to the SPDG State Leadership team. Due to COVID-19 guidelines, the SPDG State Advisory Committee team conducted the summer 2020 meeting virtually. The February 2021 meeting was held with both face-to-face and virtual options for participants. When the committee met in February 2021, they reviewed SD SPDG grant goals and key activities from the previous year. Key suggestions were gathered and shared with the SPDG State Leadership team in the areas of coaching, sustaining practices, and state-level initiative alignment. SPDG State Leadership team reviewed the feedback and continues to use it in developing plans to scale-up and sustain grant work.

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

PR/Award #: H323A170015

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

1 . **Project Objective** [x] Check if this is a status update for the previous budget period.

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

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a In 2020-21, 80% of evidenced-based professional development components will score 3 or 4 on the SPDG Evidenced-Based Professional Development Components rubric.	PROGRAM		13 / 16	81		16 / 16	100
1b In 2020-21, 80% of workshop participants will report that their knowledge increased.	PROJECT		131 / 164	80		162 / 164	99
1c In 2020-21, 80% of workshop participants will report that their skills increased.	PROJECT		131 / 164	80		161 / 164	98
1d In 2020-21, 80% of workshop participants will report that they will change what they do on the job.	PROJECT		131 / 164	80		154 / 164	94
1e In 2020-21, 80% of workshop participants will report that that the trainings impact students.	PROJECT		131 / 164	80		157 / 164	96
1f At the end of training, 70% of staff participating in the Literacy Strategies training will score 70% or higher on the post-test. Note: No Literacy Strategies trainings. Only done for new teachers. No pre/post data.	PROJECT		999 / 999	100		999 / 999	100

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

See "Project Narrative - Optional attachment for additional Section A text."

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

PR/Award #: H323A170015

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

2 . **Project Objective** [x] Check if this is a status update for the previous budget period.

Participants in SPDG professional development demonstrate improvement in implementation of SPDG supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2a In 2020-21, after three full years of training, 70% of the SPDG schools that are reviewed externally will receive a score of 70% or higher on those sections of the R-TFI on which they have received training.	PROGRAM		4 / 5	80		3 / 5	60
2b In spring 2021, 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		21 / 42	50		36 / 42	86
2c In winter 2021, 70% of SPDG coaches will receive a favorable rating on the Coaching Survey.	PROJECT		129 / 184	70		165 / 184	90
2d In 2020-21, 70% of staff at the SPDG schools will respond positively on the Family Engagement Survey (for staff members).	PROJECT		254 / 363	70		296 / 363	82
2e In 2020-21, 70% of family members at the SPDG schools will respond positively on the Family Engagement Survey.	PROJECT		809 / 1156	70		934 / 1156	81
2f After three years of training (i.e., in spring 2021), 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. Note: Spring 2021 benchmark data will be available in June 2021.	PROJECT		999 / 999	100		999 / 999	100
2g After three years of training (i.e., in spring 2021), 10% of students with specific learning disabilities in the SPDG schools will show an increase in their district-level benchmark reading scores over the	PROJECT		999 / 999	100		999 / 999	100

spring 2019 baseline. Note: Spring 2021 benchmark data will be available in June 2021.							
2h 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. Note: Spring 2021 state test data will be available in August 2021.	PROJECT		999 / 999	100		999 / 999	100
2i 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. Note: Spring 2021 state test data will be available in August 2021.	PROJECT		999 / 999	100		999 / 999	100
2j 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. Note: Spring 2021 state test data will be available in August 2021.	PROJECT		999 / 999	100		999 / 999	100
2k 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. Note: Spring 2021 state test data will be available in August 2021.	PROJECT		999 / 999	100		999 / 999	100

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

See "Project Narrative - Optional attachment for additional Section A text."

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

PR/Award #: H323A170015

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

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

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

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3a In 2020-21, 70% of the SD SPDG funds will be used for activities designed to sustain the use of practices on which PD/TA is focused.	PROGRAM		427183 / 610261	70		440988 / 610261	72

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

3a. South Dakota allocated funds toward the following activities in 2020-2021 to sustain the use of SPDG-supported practices: - Family Literacy Training and Family Engagement Supports to schools – $25,500 - Coach and Administrator Training - $7,500 - MTSS Tier 2 Training - $11,050 - LETRS Advanced Literacy Training - $19,735 - Coaching Coordinator and Administrator supports - $37,237 - Training materials - $7,018 - Coaches' salaries and benefits – $332,948 Total: $440,988

OMB No.1894-0003 Exp.07/31/2021

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

PR/Award #: **H323A170015**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)
Title : SD SPDG Section B
File : **SD_SPDG_2021_SectionB.pdf**
SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)
Title : SD SPDG Section C
File : **SD_SPDG_2021_SectionC.pdf**

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
PR/Award # (11 characters): H323A170015

OMB No. 1894-0003
Exp. 07/31/2021

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

South Dakota expended most funds at the expected rate during the reporting period but anticipates having unexpended funds at the end of the grant year in the areas of travel and professional development. Due to the impact of COVID-19, much of the planned travel for training and meetings was cancelled. Most training and meetings were held virtually. South Dakota plans to utilize these unexpended funds by moving cancelled training to the next grant year and by expanding the amount of virtual training offered to schools. 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 five 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. South Dakota has recently begun developing a statewide literacy plan, and the work in the SD SPDG grant proves to be integral in the statewide literacy plan development. 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 the SPDG activities, including the Division of Educational Services and Support and the Division of Learning and Instruction.

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. While some of these visits may be conducted virtually, feedback from building leadership indicates that face-to-face meetings are preferred. South Dakota continues to build the capacity of our leadership team by including them in state-sponsored professional development and various conferences related to grant goals and activities.

Contractual Services
SPDG coaches and building leadership continue to share positive feedback on the support provided by the external coaching coordinator, who also provides administrator support. South Dakota will continue partnering with this external contractor to provide coaching and leadership support to SPDG schools and coaches.

Professional Development
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 2021-2022 school year. This plan addresses the needs of SPDG schools and identifies sustainable training supports to schools statewide. For example, the Family Literacy Training will be offered as a Train the Trainer event open to all schools statewide. The LETRS training will be open to a second cohort of teacher leaders across the state. A team of trainers will attend Dr. Anita Archer's Explicit Instruction Train the Trainer even in the summer of 2022.

The Team continues to meet regularly with leadership from other SD initiatives (SD SSIP, SD MTSS, 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 funds to provide several professional development opportunities. One training that has been developed through this partnership is an Introduction to Dyslexia training. This is a two-hour introductory training for all teachers and school leaders in South Dakota and will provide a shared understanding of dyslexia, tools to identify dyslexia, and instructional strategies to support students with dyslexia.

Supplies & Materials
As South Dakota scales up training to all schools statewide, we recognize that some districts may need support in purchasing training textbooks and materials. To support all schools in attending SPDG-funded training, South Dakota will use budgeted funds for Supplies and Materials to purchase training materials for schools who indicate a need.

Grants
Several districts have remaining conference funds. The SPDG State Leadership team agreed to allow districts to use remaining funds to attend grant-related conferences 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 support to schools with new-to-district teachers and new-to-district paraprofessionals.

Budget Category	Estimated Remaining Balance after 09/30/2021 (Year 4)	Amended Year 5 Budget (Including Year 4 Carryover Funds)
Personnel (Salary & Fringe Benefits)	$ (40,815.71)	$ 70,000.00
Travel	$ 8,053.70	$ 7,500.00
Contractual Services	$ 90,233.09	$ 241,250.00
Supplies & Materials	$ 1,548.54	$ 5,000.00
Grants	$ 28,002.25	$ 378,265.07
Subtotal	$ 87,021.87	$ 702,015.07
Indirect Cost (6.9%)	$ 61,996.31	$ 48,439.04
Total	$ 149,018.18	$ 750,454.11

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
PR/Award # (11 characters): H323A170015

OMB No. 1894-0003
Exp. 07/31/2021

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:

- One coach in the Rapid City School District moved to a classroom position in the 2020-2021 school year. A second coach moved to support one building. The district struggled to hire two coaches to fill the open coaching positions. In December 2020, the district hired one additional coach. The Coaching Coordinator worked extensively with the new coach to prepare him to continue grant activities in coaching and data analysis. With these changes in coaches, the Rapid City School District is implementing grant activities with seven buildings instead of eight.

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/Instruction, Family Engagement, and Leadership/Sustainability. Each state-level implementation team oversees activities related to their respective area, provides targeted support 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 support to SPDG schools. Monthly meetings allow implementation teams to collaborate and ensure supports are provided seamlessly with one another.

Sustainability continues to be an ongoing focus during the grant timeline at the district and state level. Each SPDG school has a section of their action plans dedicated to sustainability planning. 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 make personnel and financial decisions, as these are often key areas of decision-making in the sustainability process. At the state level, South Dakota continues to work across divisions and initiatives to align training and support to schools statewide. South Dakota has recently begun developing a statewide literacy plan, and the work in the SD SPDG grant proves to be integral in the statewide literacy plan development. Continued collaboration allows the state to better serve all schools in the areas of literacy, data-driven decision making, and family engagement.