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OSEP FY 2020 Grant Performance Report

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Project Narrative - Completed SF 425

Title : Completed SF 425

Attachment:

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1

Project Narrative - Optional attachment for additional Section A text

Title : Optional attachment for additional Section A text

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1 **Maine_SPDG_2022_Section_A_H323A210004_5_3_22_.pdf**

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

OMB No. 1894-0003
Exp. 07/31/2024

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

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

Maine SPDG Program Measures

Program Measure 1(a)	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
After the second year of funding 50% of Math4ME PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding 80% of PD components will score a 3 or 4.	Program		50 / 100	50		9 / 16	56

Program Measure 1(b)	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
After the second year of funding 50% of PBIS PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding 80% of PD components will score a 3 or 4.	Program		50 / 100	50		13 / 16	81

Program Measure 2(a)	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Within two years of implementation, 80% of Math4ME teachers will implement Math4ME practices with 70% fidelity, as measured by the Math4ME Fidelity-of-Practice tool.	Program		80 / 100	80		999 / 999	

Program Measure 2(b)	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Within two years of implementation, 80% of participating PBIS schools will implement PBIS-Tier 1 with 70% fidelity.	Program		80 / 100	80		999 / 999	

Program Measure 2(c)	Measure Type	Quantitative Data					
Within two years of implementation, 80% of participating PBIS Advanced Tiers schools will implement PBIS-Tier 2 with 70% fidelity.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

Program Measure 2(d)	Measure Type	Quantitative Data					
Within two years of implementation, 80% of participating PBIS Advanced Tiers schools will implement PBIS-Tier 3 with 50% fidelity, 70% after three years.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

Program Measure 3(a)	Measure Type	Quantitative Data					
By the second year of implementation, at least 70% of SPDG Math4ME funds will be used on sustained professional learning activities.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			70 / 100	70		157634 / 173224	91

Program Measure 3(b)	Measure Type	Quantitative Data					
By the second year of implementation, at least 70% of SPDG PBIS funds will be used to sustain professional learning activities.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			70 / 100	70		148706 / 159899	93

Program Measure 4(a)	Measure Type	Quantitative Data					
On an annual basis, the gap in the math proficiency rates on the statewide assessment (NWEA MAP) for children with IEPs in 4th and 8th grades will be reduced, compared to all students against grade level academic achievement standards.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999			999 / 999	

Program Measure 4(b)	Measure Type	Quantitative Data					
After two years of implementation, 80% of participating PBIS schools will have an average Student Climate Survey score 75% or higher.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

Explanation of Progress

The goal of **Math4ME** is to improve the mathematics proficiency of students with disabilities performing at developmental grades 3-5, through increased and more effective use of evidence-based mathematics practices. Intended outcomes include the selection of four cohorts of seven districts and 14 schools to participate in Math4ME, increased knowledge and skills of school personnel to implement evidence-based mathematics practices, greater awareness of evidence-based mathematics practices by families, increased capacity of administrators to support and sustain evidence-based mathematics practices, improved instructional practices as evidenced through the Math4ME Fidelity-of-Practice tool, and improved performance on state mathematics assessments.

The goal of **Maine PBIS** is to improve school climate through the implementation of Positive Behavioral Interventions and Supports (PBIS) to reduce the use of office discipline referrals and school suspensions, as measured by climate surveys and decreases in exclusionary behavior practices. Intended outcomes include the selection of four cohorts of seven districts and 14 schools to implement either Tier 1 or PBIS Advanced Tiers, increased knowledge and skills of school personnel to implement PBIS, greater awareness of PBIS by families, increased capacity of leadership team members and administrators to support and sustain PBIS, improved results on the Tiered Fidelity of Implementation (TFI), better school climates, and fewer disciplinary incidents.

Program Measure 1(a): After the second year of funding 50% of PBIS professional learning components will score a 3 or 4.

The Math4ME Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Average scores for each of the domains are listed below. As this represents the first six months of implementation, we realize our ratings will increase over time. Nine of the sixteen domains (56%) were rated as a three or four by the ME SPDG Project Coordinators and external evaluators.

Table 1: Math4ME EBPD Ratings (Scale: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary)

Domain	Number of Components	Score				Number of Items Scored 3 or 4
		1	2	3	4	
Selection	2		1	1		1
Training	6		2	4		4
Coaching	3		1	2		2
Data Systems that Support Decision Making	3		1	2		2
Systemic Leadership Supports	2		2			0
Total	**16**		**7**	**9**		**9**

Program Measure 1(b): After the second year of funding 50% of PBIS professional learning components will score a 3 or 4.

The PBIS Evidence-Based Professional Development Worksheet is included in Section C. Average scores for each of the domains are listed below. As this represents the first six months of implementation, we realize our ratings will increase over time. Thirteen of the sixteen domains were rated as a three or four by the ME SPDG Project Coordinators and external evaluators (see Table 2 on the next page).

Table 2: APT EBPD Ratings (Scale: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary)

Domain	Number of Components	Score				Number of Items Scored 3 or 4
		1	2	3	4	
Selection	2			1	1	2
Training	6			5	1	6
Coaching	3			3		3
Data Systems that Support Decision Making	3		1	1	1	2
Systemic Leadership Supports	2		2			0
Total	**16**	**0**	**3**	**10**	**3**	**13**

Program Measure 2(a): Within two years of implementation, 80% of participating Math4ME schools will implement evidence-based mathematics practices with 70% fidelity.

To determine to what degree four of the evidence-based practices (listed below) proposed by the National Council for Teachers of Mathematics (NCTM) practice areas addressed in Math4ME professional learning, Math4ME coaches directly observe the classroom instruction of participating teaches and Ed Techs to assess the degree to which the pertinent NCTM practice areas were implemented. The Fidelity of Practice Rubric has been used to assess the instruction and to provide ratings for each item on the Rubric. A baseline observation is typically conducted in the fall, with an end of year observation in May of each participating year. The completed rubrics are submitted to the MEPRI external evaluators and are reviewed by the Math4ME team, SPDG Leadership, and the MEPRI evaluators. The MEPRI evaluators analyze the data and provide a summary report after each administration.

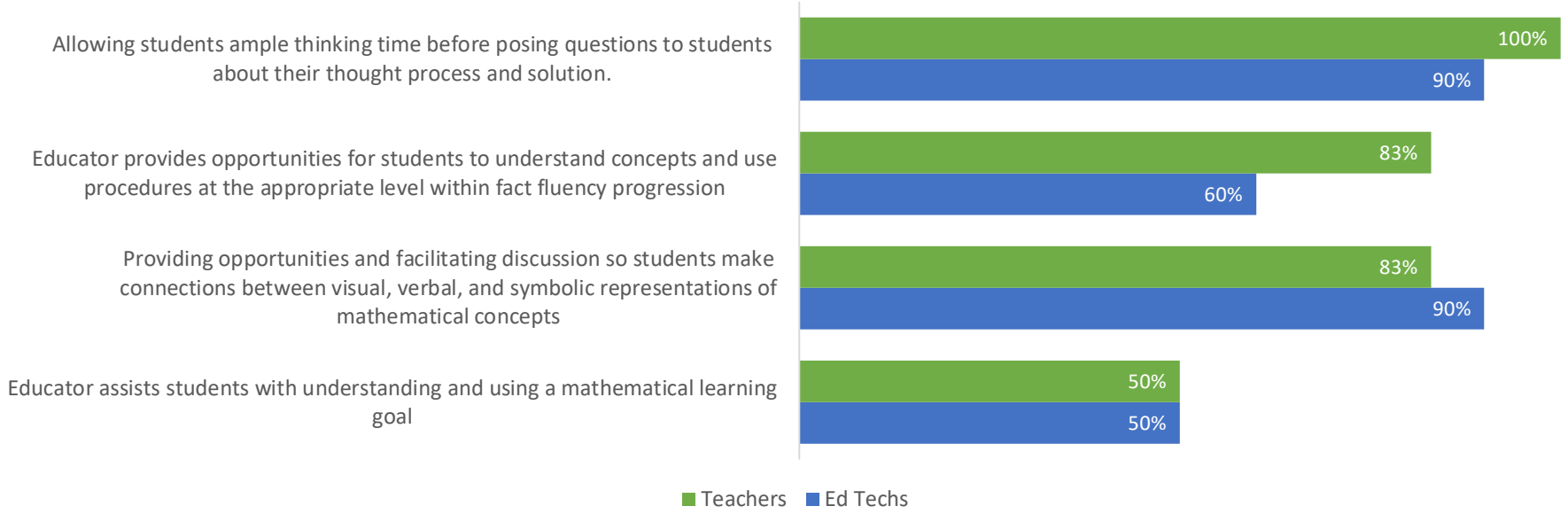
1. Establish mathematics goals to focus Learning.
2. Use and connect mathematical representations.
3. Build procedural Fluency from conceptual understanding.
4. Implement tasks to promote reasoning and problem solving.

However, over the last year, due to COVID implications, the Fidelity of Practice Rubric was not used. An interim self-assessment was administered by MEPRI, the Math4ME external evaluator, in February 2022 to gather information from participating teachers and Ed Techs to determine to what degree the evidence-based mathematics practices supported by the Math4ME professional learning were being implemented in their schools. It is expected that in the 2022-23 school year, the direct fidelity observations will be reinstated. Six teachers and 10 Ed Techs responded to the survey. Participants were asked to rate the degree to the four evidenced-based practices were being implemented routinely.

As shown in Chart 1 (on the next page), all teacher respondents reported they allowed students ample thinking time before posing questions to students about their thought process and solution. Teachers were much less likely to report they assisted students with understanding and using a mathematical learning goal (50%). Ed Techs were most likely to allow students ample thinking time before posing questions to students about their thought process and solution and to

provide opportunities for students to understand concepts and use procedures at the appropriate level within fact fluency progression (both 90%). As with the teacher respondents, Ed Techs were least likely to assist students with understanding and using a mathematical learning goal (50%).

Chart 1: Implementation of NCTM Principles to Action



Program Measure 2(b): Within two years of implementation, 80% of participating PBIS schools will implement PBIS-Tier 1 with 70% fidelity.

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The initial TFI was completed as a self-assessment by each school's Leadership Team that includes a building administrator, teachers and other school personnel, family members, students to support the development of an action plan. Beginning in May 2022, TFIs will be completed with an external ME PBIS coach as facilitator. The external coach will review the results with the school Leadership Team, adjusting ratings, if necessary, after discussion with the Team. Based on the TFI results, an action plan is created by the external coach and the district team.

Reference: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Project Measure 2(c): Within two years of implementation, 80% of participating PBIS Advanced Tiers schools will implement PBIS-Tier 2 with 70% fidelity.

Project Measure 2(d): Within two years of implementation, 80% of participating PBIS Advanced Tiers schools will implement PBIS-Tier 3 with 50% fidelity, 70% after three years.

The TFI is also used to assess the implementation of PBIS Advanced Tiers (Tiers 2 and 3), in a similar manner as described for Program Measure 2(b). In most cases, there is one Advanced Tiers Leadership Team, although some schools may have separate Tier 2 and Tier Leadership Teams. The process of completing the TFI is the same, with the external ME PBIS coach facilitating the completion of the TFI. Areas of need within Tiers 2 and 3 are identified based on the TFI results and an action plan generated for each. Beginning in May 2022, TFIs will be completed with an external ME PBIS coach as facilitator.

Program Measure 3(a): After the first year, 70% of Math4ME funds are used for activities designed to sustain the use of PBIS practices.

As the Math4ME work scope focuses on providing on-going sustained professional learning to a set number of schools over the course of the grant period, most of the Math4ME SDPG funds are expected to be spent on sustained activities. Sustained activities include initial selection efforts, needs assessments with selected schools, development of training and coaching materials, provision of initial training, follow-up coaching, booster training as necessary, development of data systems, training for administrators, stakeholder meetings, and evaluation activities. The goal is to spend at least 70% of Math4ME SPDG funds on activities designed to sustain the use of PBIS. Between August 1, 2021 and February 28, 2022, $159,899 was spent on all Math4ME professional learning activities. Of those funds 91%, or $157,634, was spent on activities designed to sustain the evidence-based practices supported by Math4ME. The primary activities not directly associated with sustainability included time and resources spent on selection activities and professional learning to non-cohort schools.

Program Measure 3(b): After the first year, 70% of ME PBIS funds are used for activities designed to sustain the use of PBIS practices.

As the PBIS work scope focuses on providing on-going sustained professional learning to a set number of schools over the course of the grant period, most of the PBIS SDPG funds are expected to be spent on sustained activities. Sustained activities include initial selection efforts, needs assessments with selected schools, development of training and coaching materials, provision of initial training, follow-up coaching, booster training as necessary, development of data systems, training for administrators and the PBIS Leadership Team, stakeholder meetings, and evaluation activities. The goal is to spend at least 70% of PBIS SPDG funds on activities designed to sustain the use of PBIS. Between August 1, 2021 and February 28, 2022, $159, 899 was spent on all PBIS professional learning activities. Of those funds 93%, or $148,706, was spent on activities designed to sustain the PBIS evidence-based practices supported. Like Math4MME, the primary activities not directly associated with sustainability included time and resources spent on selection activities and professional learning to non-cohort schools.

Program Measure 4: On an annual basis, the gap in the math proficiency rates on the statewide assessment (NWEA MAP) for children with IEPs in 4th and 8th grades will be reduced by, compared to all students against grade level academic achievement standards.

As the Math4ME initiative supports Maine's State Systemic Improvement Plan (SSIP), we are using the same performance measure as Maine's State-Identified Measurable Result (SiMR). This performance measure is also aligned with Maine's SPP/APR Indicator 3. This measure is still being reviewed with the Math4ME/SSIP Stakeholder Group and at the time of this report, a specific target has not been set. It is expected that the target will be set by fall 2022. The

proficiency rate gap is defined as the math proficiency rate for children with IEPs scoring at or above proficient subtracted from the math proficiency rate for all students scoring at or above proficient against grade level academic achievement standards. A composite score will be reported for students with disabilities in fourth and eighth grades. We are working with the Maine DOE assessment office to gain access to the data from the four subscales (Quantitative Reasoning, Algebraic Reasoning, Geometric Reasoning, and Statistical Reasoning), but a deeper analysis of impact.

Program Measure 4(b): 80% of participating PBIS schools have an average student climate survey score 75% or higher.

The School Climate Survey Suite is a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate: elementary, middle/high, school personnel, and family. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-scale response option. (https://www.pbis.org/resource/school-climate-survey-suite)

The School Climate Survey may be completed online as a multiple response survey using the secure PBIS Assessment application (www.pbisapps.org) or using paper and pencil forms. The survey is completed twice per academic year. New cohort PBIS teams are trained on accessing and completing the survey at the initial summer training. Additional training and support are provided to local district/school coaches at the coach meetings that occur four times each year. The Student Climate Survey is administered within the first few months of school (September-October). There is an assessment window opened within the PBIS Apps by the ME PBIS Coordinator. If a school needs more time for different circumstances, the window can be adjusted. The last administration is completed between April and June. A four-point scale is used, with a three or four indicating a desired school climate. A higher School Climate Survey score represents more positive perceptions of school climate. After two years of implementation, 80% of participating PBIS schools will score 75% or higher.

Reference: La Salle, T. P., McIntosh, K., & Eliason, B. M. (2018). School climate survey suite administration manual. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon.

The baseline student School Climate Survey was administered in fall 2021. Fourteen schools completed the survey. The overall rating was a 3.12 (on a four-point scale), which equates to a 78% (see Chart 2). The highest rated items were that schools wanted students to do well (3.54), teachers treat students with respect (3.53), schools have clear rules for behavior (3.52), and there are adults in schools who will help students if they need it (3.46). Lower rated items included students behave so that teachers can teach (2.58), students feel they do well in school (2.79), students like school (2.83), and students treat each other well (2.89). The second administration of the student School Climate Survey will be administered at the beginning of the 2022-23 school year.

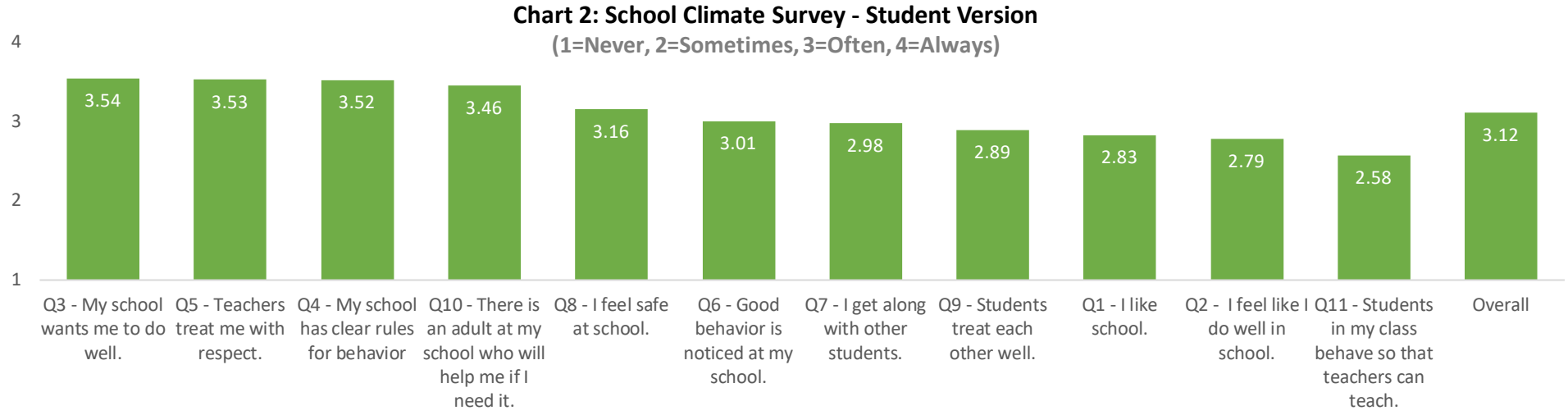


Chart 2: School Climate Survey - Student Version
(1=Never, 2=Sometimes, 3=Often, 4=Always)
4
3
2
1
3.54
3.53
3.52
3.46
3.16
3.01
2.98
2.89
2.83
2.79
2.58
3.12
Q3 - My school wants me to do well.
Q5 - Teachers treat me with respect.
Q4 - My school has clear rules for behavior
Q10 - There is an adult at my school who will help me if I need it.
Q8 - I feel safe at school.
Q6 - Good behavior is noticed at my school.
Q7 - I get along with other students.
Q9 - Students treat each other well.
Q1 - I like school.
Q2 - I feel like I do well in school.
Q11 - Students in my class behave so that teachers can teach.
Overall

Math4ME Section A Report

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

OMB No. 1894-0003
Exp. 07/31/2024

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

Project Objective 1.1: To select four cohorts of seven districts and 14 schools to implement Math4ME that have met the established SPDG readiness criteria.

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

1.1(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
28 districts were selected across the grant period and implement Math4ME activities as identified.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
		28	/		8	/	

1.1(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
56 schools were selected across the grant period and implement Math4ME activities as identified	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
		56	/		10	/	

Explanation of Progress

In May 2021, teachers, Ed Techs (paraprofessionals) and schools were recruited to participate in Math4ME. School and district administrators were invited to an informational session after their educators had expressed interest in Math4ME. The informational session outlined the program and the expectations for educators as well as the expectation of support from administrators. The MDOE Math4ME contract was sent shortly after the informational session to the business office of each district outlining the project expectations, deliverables and the performance measures.

Expectations were shared with prospective participants, which included:

- Participate in all trainings and required coaching activities.
- Participate with fidelity, as measured by a rubric developed by the Math4ME trainer
- Participate in required asynchronous activities assigned by the trainer/coaches, which include readings and reflection activities.

Schools agreed to provide:

- Student assessment data from the math portion of NWEA
- Data that are requested from the independent evaluator (MEPRI)
- Student placement data to the independent evaluator (MEPRI)

A Math4ME Implementation Checklist is in development to track required activities to be completed by participating teachers. To be considered "completers," 75% of all activities must be completed during the two-year time span of intensive professional learning support.

Project Measure 1.1(a): 28 districts were selected across the grant period and implement the activities identified on the ME PBIS Implementation Checklist.

During fall 2021, the first cohort of 29 educators from eight districts were selected to participate in Math4ME and implement evidence-based mathematics practices. As of February 28, 2022, 20 educators from eight districts were active participants. Reasons for attrition include a teacher leaving their district, a teacher not teaching math anymore, a job change and no longer working directly with students, and challenges presented by COVID.

Project Measure 1.1(b): 56 schools were selected across the grant period and the activities identified on the ME PBIS Implementation Checklist.

During fall 2021, the first cohort of 11 educators from nine school were selected to participate in Math4ME and implement evidence-based mathematics practices. As of February 28, 2022, 20 teachers from eight schools were active participants. Reasons for attrition are the same as listed above.

All districts and schools were located in rural regions. Most were in two rural counties. Two schools were pre-kindergarten through twelfth grade. There was one middle school (Grades 6-8). The remaining schools had pre-kindergarten or kindergarten through grades six or eight.

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

OMB No. 1894-0003
Exp. 07/31/2024

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

Project Objective 1.2: To increase the knowledge of SPDG participants to implement Math4ME practices as a result of SDPG training, evidenced through end of training and annual surveys.

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

1.2(a): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
Annually, on the Math4ME Spring Online Teacher Survey, 80% of Math4ME participants reported that the training they received increased their knowledge to implement practices learned through Math4ME.	Project		80 / 100	80		999 / 999	

1.2(b): . Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
Annually, on the Math4ME Spring Online Teacher Survey, 80% of Math4ME participants reported that the training they received increased their preparedness to implement practices learned through Math4ME.	Project		80 / 100	80		999 / 999	

1.2(c): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
On the pre/post Math4ME "Measure of Content Learning" instrument, participants will score an average of 75% or higher on the post-administration of the instrument.	Project		75 / 100	75		999 / 999	

1.2(d): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
Family Engagement Project Measure: To be determined	Project		80 / 100	80		999 / 999	

1.2(e): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, at least 90% of observed Math4ME trainings implemented with 90% fidelity on the Observation Checklist for High Quality Professional Development Training (HQPD).	Project		90 / 100	90		85 / 100	85

Explanation of Progress

Four data sources are used to track the quality and impact of Math4ME training. They include a Professional Learning Log and corresponding dashboard, a summative pre/post assessment of content learning, an annual participant survey, and a training fidelity checklist.

The Math4ME training curriculum includes three sets of large group trainings, with four Professional Learning Communities (PLC) to support the individual trainings.

Learning Goals for Summer Training Session:

- Identify key aspects of mathematical fluency.
- Reflect on shifts that support the development of fluency.
- Explain the differences between strategies, representations, and algorithms.

Learning Goals for November Training Session

- Identify key aspects of mathematical fluency.
- Reflect on the use of a fact fluency interview tool to identify a student's strengths and instructional level.
- Identify resources to move student learning forward.

Learning Goals for January Training Session:

- Identify instructional moves to move student learning forward.

Learning Goals for PLC sessions:

- October 2021 PLC: Introduction to NCTM Principles to Action.
- December PLC: Identify a student's strengths and instructional level and identify resources.
- February PLC: Reflect on the use of a fact fluency interview tool and identify resources to move student learning forward.
- March PLC: Reflect on the fact fluency interview tool and identify resources to move student learning forward.

Kick-Off Training Evaluation Data

Ten special education teachers and 15 Ed Techs attended the three-day Math4ME kick-off training in August 2021. After the training, participants responded to an evaluation survey, resulting in a comprehensive evaluation report provided by MEPRI, the Math4ME external evaluator. The evaluation survey addressed the impact of the training on participants' knowledge of the training content, confidence in their preparation to use the training content, the use of adult learning practices, and open-ended items asking about the most and least beneficial aspects of the training. A summary of the training content results is presented next.

As shown in Chart 3, teachers and Ed Techs were in greater agreement that the training impacted their knowledge of student fact fluency (91%) and their ability to assess their students' fact fluency knowledge (83%), more so than the other three categories of questions. Three-quarters of the participants felt they had a better understanding of addition and subtraction strategies, although only 43% of the respondents felt the same about multiplication and division strategies Chart 4).

Chart 3: Student Fact Fluency

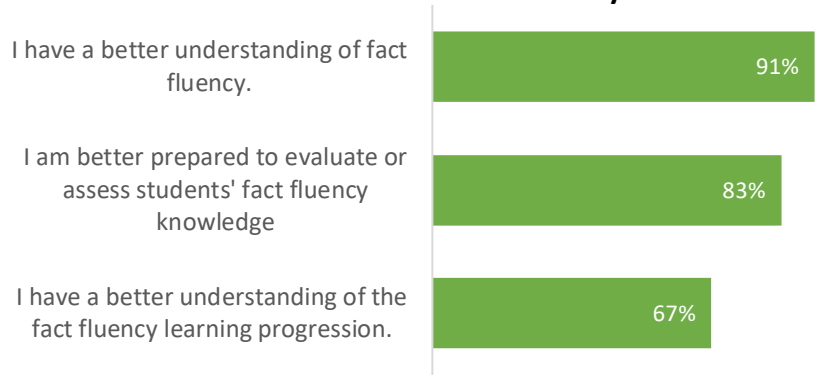
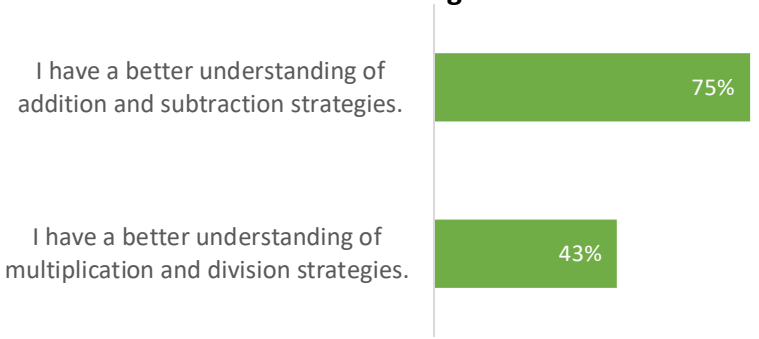


Chart 4: Understanding of Mathematical Operation Strategies



Respondents provided more consistent ratings for their understanding of mathematical operation strategies, with 71% to 79% respondents in agreement that they were more knowledgeable of this topic (Chart 5). Similar results were provided for their preparation to support students (Chart 6).

Chart 5: Understanding of Mathematical Operation Strategies

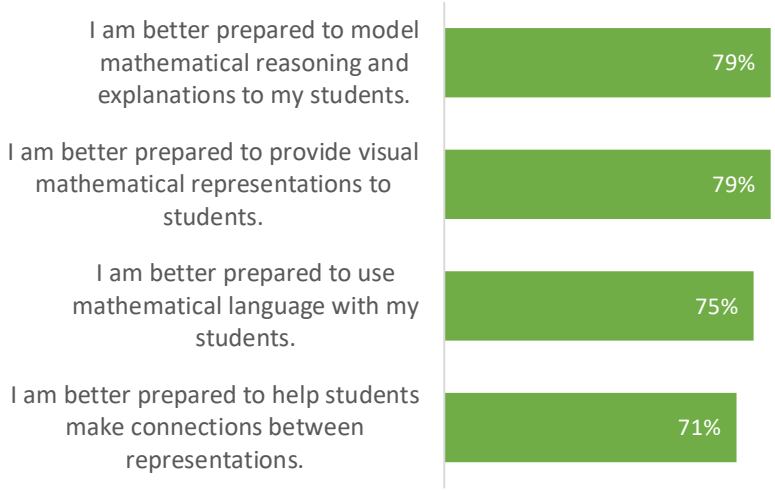
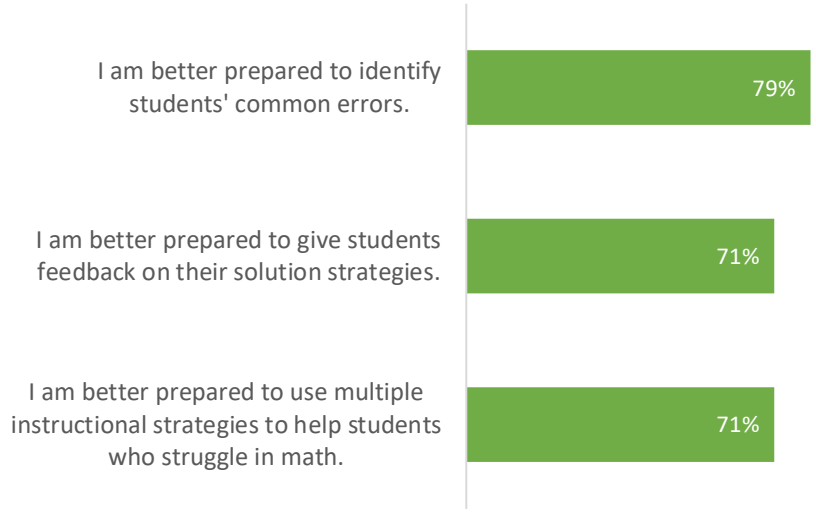


Chart 6: Preparation to Support Students

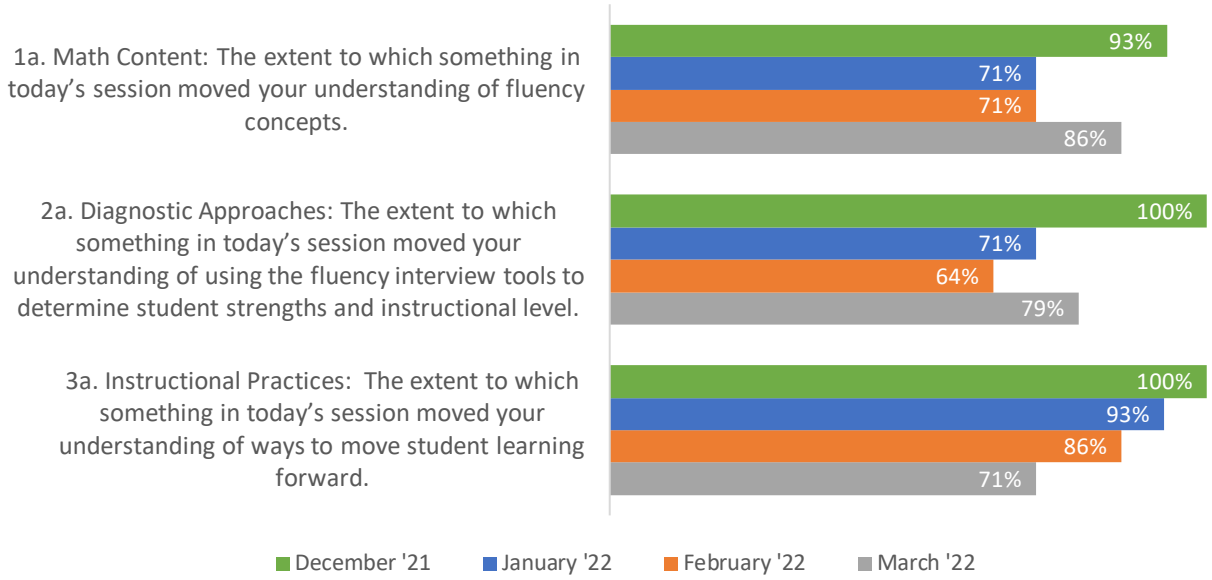


Ongoing Training Evaluation Data

After the shorter, ongoing trainings provided throughout the school year, a three-item evaluation survey is completed by training participants. The evaluation survey addresses their understanding of fluency concepts, how to use the fluency interview tools to determine student strengths and instructional levels, and their understanding of ways to move student learning forward. As the results become available, they are shared with trainers and external stakeholders (Math4ME Stakeholder Group and the Maine SPDG Leadership Team). Low scores and themes will be reviewed to inform changes to future trainings.

As shown in Chart 7, ratings vary by training month. The December training was perceived to have had the greatest impact on participants knowledge of the mathematics content, the diagnostic approaches, and instructional practices. In reviewing the data in Chart ___, the results were not always reflective of the content presented. Participants scored the questions low in some cases because content asked about had not been covered in the training. As a result, a "Non-Applicable" option has been added to the training evaluation form.

Chart 7: Math4ME Ongoing Training Evaluation Data



Pre/Post Content Knowledge Assessment

During summer 2022, pre/post knowledge items will be developed to cover the mathematics content addressed throughout each school year. These surveys will be analyzed by the Math4ME external evaluators. Frequencies and descriptive statistics will be calculated, with a full report of the evaluation results.

End of Year Participant Survey

In May of each year, Math4ME participants will be surveyed to gather their perceptions of the quality of the Math4ME training provided and the impact on their knowledge and capacity to implement evidence-based mathematics practices. These data will be tracked longitudinally. Descriptive statistics and weighted

averages will be calculated. The results from the Math4ME Spring Online Teacher Survey related to participants' perceptions of the quality and impact of the training are summarized each summer to allow time for any needed changes to trainings to be provided the following school year. Areas where participants are satisfied with the training provided will be celebrated and the teams will strategize to improve areas with lower ratings. These data are presented through a full evaluation report. These reports are also shared with members of the Math4ME Stakeholder Group and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from both the training evaluation surveys and the Math4ME Spring Online Teacher Survey to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS training content or delivery.

Training Fidelity Checklist

The HQPD checklist, developed by Kansas University researchers, will be used to measure the quality and fidelity of the Math4ME training. The HQPD checklist was developed by Noonan et al, (2015) and is widely used across SPDG projects. The 21-item observation checklist is composed of five domains ((Preparing for Learning, Contextualizing Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning Practice). The target is for 90% of the 21 items to be implemented with fidelity. All Math4ME trainers will be observed by the Maine SPDG Project Coordinators at least once per year, using the HQPD Checklist. Prior to the observations, the Maine SPDG Project Coordinators will meet with the Math4ME trainers to review the content of the coaching in advance, as well as to review the HQPD Checklist. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Reference: Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). *Observation checklist for high quality professional development in education*. (Updated version). Lawrence, KS. University of Kansas, Center for Research on Learning.

Professional Learning Log

The Math4ME Professional Learning Log is used to track the amount and type of training and coaching provided, as well as to collect data regarding who was coached and the duration of the coaching activity. These data are shared with coaches and other staff at ongoing Math4ME evaluation meetings. These meetings allow for a discussion of the coaching activities and the chance to "calibrate" the coaches' data entry to ensure the reliability of training and coaching output data. Conversations also focus on the type of coaching provided and the corresponding effectiveness of those strategies. A corresponding dashboard is available to display the training and coaching data on a real-time basis. The dashboard is available to Math4ME staff, the Maine SPDG Coordinators, and the external evaluators. Data specific to coaching is included in the next section of this report.

Charts 8 – 11 provide summaries of data addressing the type and method of professional learning provided during this reporting period. Of the 43 professional learning activities conducted between August 2021 and February 2022, 32 were coaching activities and 11 were trainings (Chart 8). As shown in Chart __, the use of online platforms was the most frequent method of delivering professional learning (n=34, or 81%).

Chart 8: Type of Professional Learning

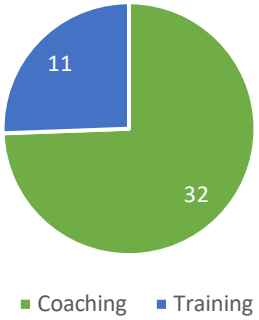
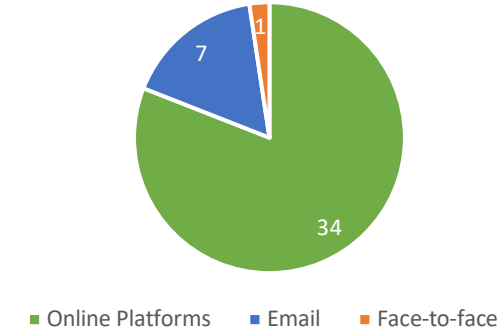


Chart 9: Method of Professional Learning



As shown in Chart 10, there were 52 contacts with participating teachers and 46 contacts were with EdTechs (both are duplicated counts of participants). Ten of the training sessions provided were conducted as Professional Learning Communities (PLCs), specific to participating schools, while one kickoff training was targeted to all Math4ME participants (Chart 11).

Chart 10: Number of Professonal Learing Contacts, by Role

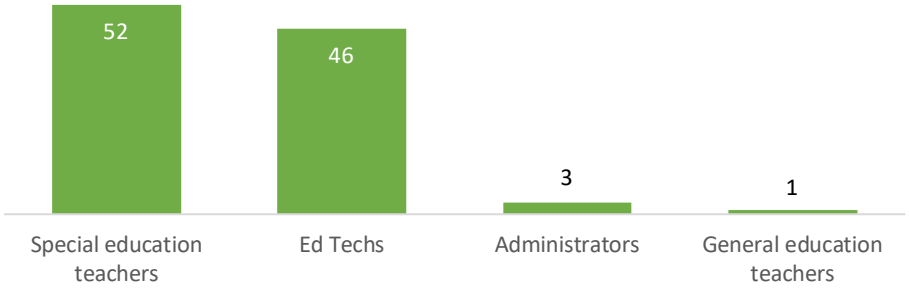
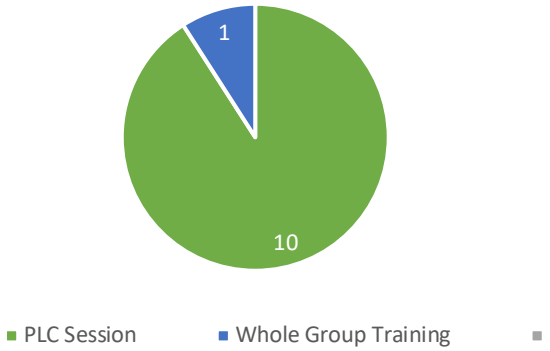


Chart 11: Type of Training



Project Measure 1.2(a): Annually, on the Math4ME Spring Online Teacher Survey, 80% of Math4ME participants reported that the training they received increased their knowledge to implement practices learned through Math4ME.

Data for Project Measure 1.2(a) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.2(b): Annually, on the Math4ME Spring Online Teacher Survey, 80% of Math4ME participants reported that the training they received increased their preparedness to implement practices learned through Math4ME.

Data for Project Measure 1.2(b) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.2(c): On the pre/post Math4ME "Measure of Content Learning" instrument, participants will score an average of 75% or higher on the post-administration of the instrument.

No data are available for this measure. The instrument will be developed in summer 2022. Baseline data will be collected prior to the fall 2022 kick-off three day training and again at the end of the school year.

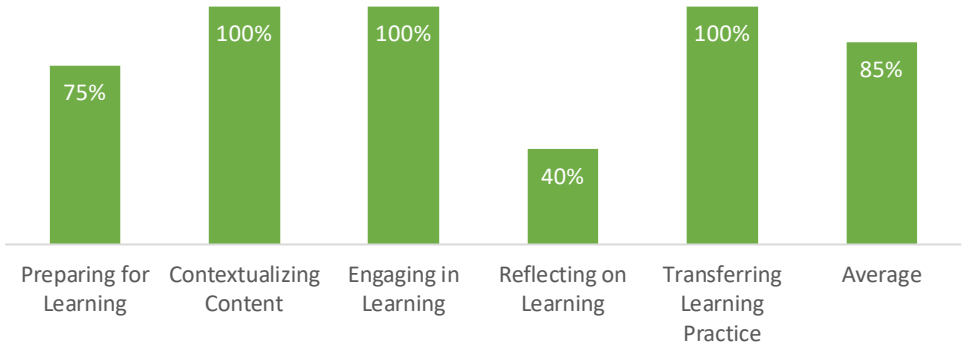
Project Measure 1.2(d): Family Measure

The ME SPDG Project Coordinators and Math4ME staff have been meeting with staff from the Maine Parent Federation to determine the specific family professional learning activities to be implemented. The focus has been on a continuum of activities to address Communication, Engagement, and Partnerships. Once the specific strategies are finalized, a corresponding Project Measure will be developed.

Project Measure 1.2(e): Annually, at least 90% of observed Math4ME trainings implemented with 90% fidelity on the Observation Checklist for High Quality Professional Development Training (HQPD).

At the time of this report, one training was observed, with three Math4ME staff conducting the training. Three of the five components (Contextualizing Content, Engaging in Learning, and Transferring Learning) of the HQPD checklist had all items implemented fully. Of the four items that compose the Preparing for Learning, three were fully implemented. Only two of the five items in the Reflecting on Learning scale were implemented fully. The averaging rating was 85%, just below the 90% target (Chart 12).

Chart 12: Math4ME Training Fidelity Data



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

OMB No. 1894-0003
Exp. 07/31/2024

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

Project Objective 1.3: To increase the instructional capacity of school personnel to implement Math4ME practices via sustained coaching support, as evidenced by fidelity of intervention data and feedback on the annual spring survey.

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

1.3(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Online Teacher Survey, 80% of respondents report that the external coaching support was helpful in supporting their implementation of practices learned through Math4ME.	Project		80 / 100	80		999 / 999	

1.3(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Online Teacher Survey, 80% of respondents report that the external coaching support increased their skills to implement practices learned through Math4ME.	Project		90 / 100	90		999 / 999	

1.3(c): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
At least 90% of observed Math4ME coaching activities implemented with 90% fidelity on the Maine HQPD Coaching Fidelity Tool.	Project		90 / 100	90		100 / 100	100

Explanation of Progress

Three data sources are used to track the quality and impact of Math4ME coaching. They include a Professional Learning Log and corresponding dashboard, an annual participant survey, and a coaching fidelity checklist.

Professional Learning Log

As discussed in the previous objective addressing training activities, the Math4ME Professional Learning Log is also used to track the amount and type of coaching provided, as well as to collect data regarding who was coached and the duration of the coaching activity. These data are shared with coaches and other staff at ongoing Math4ME evaluation meetings. These meetings allow for a discussion of the coaching activities and the chance to “calibrate” the coaches’ data

entry to ensure the reliability of coaching output data. Conversations also focus on the type of coaching provided and the corresponding effectiveness of those strategies. A corresponding dashboard is available to display the coaching data on a real-time basis. The dashboard is available to Math4ME staff, the Maine SPDG Coordinators, and the external evaluators.

Charts 13 and 14 below, provide descriptive data for the Math4ME coaching provided during this reporting period. As shown in Chart 13, 24 (or 75%) of the coaching activities focused on individual teachers or EdTechs, with eight coaching activities focused on school teams. The most frequent coaching content (see Chart 14) was gathering, creating, and/or sending resources (n=29), followed by brainstorming around materials and/or student needs (n=27).

Chart 13: Type of Coaching Activity

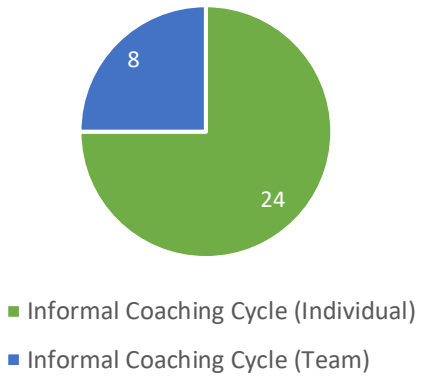
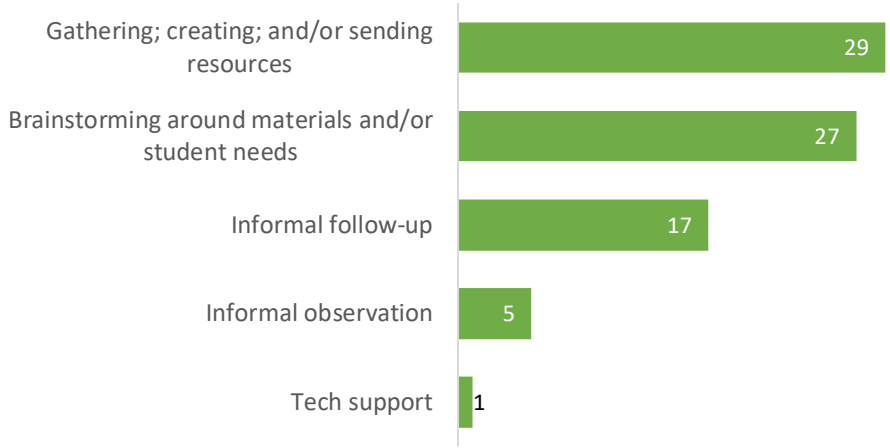


Chart 14: Content of Coaching Activity



End of Year Participant Survey

As part of the Math4ME Spring Online Teacher Survey, Math4ME participants will be surveyed to gather their perceptions of the quality of the coaching provided and the impact on their knowledge and capacity to implement evidence-based mathematics practices. These data will be tracked longitudinally. Descriptive statistics and weighted averages will be calculated. The results from the Math4ME Spring Online Teacher Survey on participants perceptions of the quality and impact of the coaching are summarized each summer to allow time for any needed changes to coaching to be provided the next school year. Areas where participants are satisfied with the coaching provided will be celebrated and the teams will strategize to improve areas with lower ratings. These data are presented through a full evaluation report. These reports are also shared with members of the Math4ME Stakeholder Group and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from the Math4ME Spring Online Teacher Survey to provide coaches with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS coaching content or delivery.

Coaching Fidelity Checklist

All Math4ME coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist, developed by Brossow et al (2013). The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. Prior to the observations, the Maine SPDG

Project Coordinators will meet with the Math4ME coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning.

Project Measure 1.3(a): On the Math4ME Spring Online Teacher Survey, 80% of respondents report that the external coaching support was helpful in supporting their implementation of practices learned through Math4ME.

Data for Project Measure 1.3(a) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

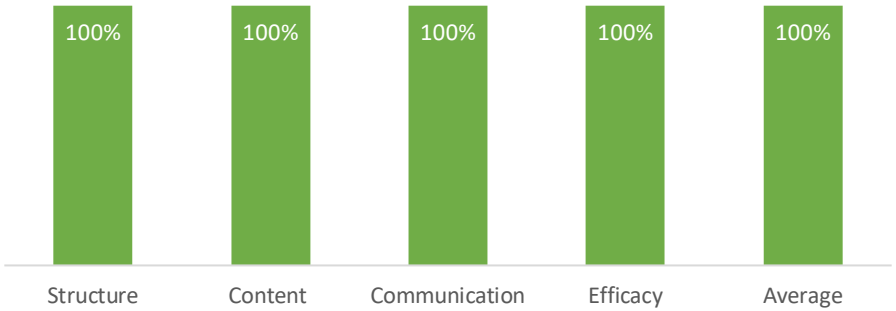
Project Measure 1.3(b): On the Math4ME Spring Online Teacher Survey, 80% of respondents report that the external coaching support increased their skills to implement practices learned through Math4ME.

Data for Project Measure 1.3(b) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.3(c): At least 90% of observed Math4ME coaching activities implemented with 90% fidelity on the Maine HQPD Coaching Fidelity Tool.

Both Math4ME coaches were observed during this reporting period. Each of the four components (Structure, Content, Communication, and Efficacy) of the ME HQPD Coaching Fidelity Tool were observed to be used consistently. The averaging rating was 100%, exceeding the 90% target (Chart 15.

Chart 15: Math4ME Coaching Fidelity Data



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

OMB No. 1894-0003
Exp. 07/31/2024

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

Project Objective 1.4: To increase the capacity of district and school personnel to collect and use data to inform instruction, as evidenced by the data presented in the SPDG Annual Performance Reports (APR).

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

1.4(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Online Teacher Survey, 80% of participants report increased confidence to use data from formative assessment interviews.	Project		80 / 100	80		999 / 999	

1.4(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Online Teacher Survey, 80% of participants report increased confidence to use summative (NWEA MAP) student assessment data.	Project		80 / 100	80		999 / 999	

1.4(c): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Online Teacher Survey, 80% of participants report increased use of student assessment data to assess and inform their use of evidence-based mathematics practices.	Project		80 / 100	80		999 / 999	

1.4(d):Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Online Teacher Survey, 80% of participants report the data gathered through the Math4ME coaching support cycle were used to identify next steps in moving student learning forward.	Project		80 / 100	80		999 / 999	

Explanation of Progress

Objective 1.4 focuses on the collection and use of data to inform project implementation. Project Measures for Objective 1.4 are based on the data from the Math4ME Spring Online Teacher Survey, describing the impact of their use of data from the evaluation tools just mentioned.

End of Year Participant Survey

As part of the Math4ME Spring Online Teacher Survey, Math4ME participants will be surveyed to gather their perceptions of their use of data to support their implementation of evidence-based mathematics practices. These data will be tracked longitudinally. Descriptive statistics and weighted averages will be calculated. The results from the Math4ME Spring Online Teacher Survey on participants perceptions of their data use are summarized each summer to allow time for any needed changes to training or coaching to be provided the next school year. These reports are also shared with members of the Math4ME Stakeholder Group and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from the Math4ME Spring Online Teacher Survey to provide trainers and coaches with data-based feedback to frame their discussion on any areas of improvement needed with the Math4ME training and/or coaching content or delivery.

Project Measure 1.4(a): On the Math4ME Spring Online Teacher Survey, 80% of participants report increased confidence to use data from formative assessment interviews.

Data for Project Measure 1.4(a) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.4(b): On the Math4ME Spring Online Teacher Survey, 80% of participants report increased confidence to use summative (NWEA MAP) student assessment data.

Data for Project Measure 1.4(b) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.4(c): On the Math4ME Spring Online Teacher Survey, 80% of participants report increased use of student assessment data to assess and inform their use of evidence-based mathematics practices.

1. Establish mathematics goals to focus Learning.
2. Use and connect mathematical representations.
3. Build procedural Fluency from conceptual understanding.
4. Implement tasks to promote reasoning and problem solving.

Data for Project Measure 1.4(c) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.4(d): On the Math4ME Spring Online Teacher Survey, 80% of participants report the data gathered through the Math4ME coaching support cycle were used to identify next steps in moving student learning forward.

Data for Project Measure 1.4(d) are not available for this report. The Math4ME Spring Online Teacher Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

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

OMB No. 1894-0003
Exp. 07/31/2024

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

Project Objective 1.5: To support state, district, and school administrators to sustain the use of Math4ME practices in participating schools and districts, as evidenced by the number of teachers sustaining Math4ME practices with fidelity.

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

1.5(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG information sharing sessions increased their awareness of Math4ME timelines, commitments, and types of professional learning.	Project		80 / 100	80		999 / 999	

1.5(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG Virtual Administrator Strand increased their knowledge to support Math4ME implementation.	Project		80 / 100	80		999 / 999	

1.5(c): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG Virtual Administrator Strand increased their capacity to sustain professional learning on mathematics EBPs.	Project		80 / 100	80		999 / 999	

1.5(d): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the Math4ME Spring Administrator Survey, 80% of impacted administrators report increased capacity to use mathematics formative and summative data to inform and improve implementation of mathematics EBPs.	Project		80 / 100	80		999 / 999	

1.5(e): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the annual stakeholder survey, 80% of stakeholders report the Math4ME communication plan was useful in keeping them informed of Math4ME implementation and outcomes.	Project		80 / 100	80		999 / 999	

Explanation of Progress

Objective 1.5 focuses on training and coaching provide to school administrators to sustain the use of evidence-based mathematics practices in participating schools. Also, as part of Objective 1.5, a communication plan will be developed to inform various stakeholders of Math4ME activities and outcomes. Stakeholders include members of the Math4ME Stakeholder Group, the Maine SPDG Leadership Team, Maine DOE staff, MADSEC, the Maine Parent Federation and other family groups. Stakeholders will be surveyed each May to determine the quality and impact of the Maine SPDG communication plan.

Math4ME Spring Administrator Survey

On the Math4ME Spring Administrator Survey, participating administrators in Math4ME schools will be surveyed to gather their perceptions of their use of data to support the implementation of evidence-based mathematics practices. These data will be tracked longitudinally. Descriptive statistics and weighted averages will be calculated. The results from the annual survey on participants perceptions of their data use are summarized each summer to allow time for any needed changes to training or coaching to be provided the next school year. These reports are also shared with members of the Math4ME Stakeholder Group and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from both the Math4ME Spring Administrator Survey to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the Math4ME training and/or coaching content or delivery.

Project Measure 1.5(a): On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG information sharing sessions increased their awareness of Math4ME timelines, commitments, and types of professional learning.

Data for Project Measure 1.5(a) are not available for this report. The Math4ME Spring Administrator Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.5(b): On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG Virtual Administrator Strand increased their knowledge to support Math4ME implementation.

Data for Project Measure 1.5(b) are not available for this report. The Math4ME Spring Administrator Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.5(c): On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG Virtual Administrator Strand increased their capacity to sustain professional learning on mathematics EBPs.

Data for Project Measure 1.5(c) are not available for this report. The Math4ME Spring Administrator Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.5(d): On the Math4ME Spring Administrator Survey, 80% of impacted administrators report increased capacity to use mathematics formative and summative data to inform and improve implementation of mathematics EBPs.

Data for Project Measure 1.5(d) are not available for this report. The Math4ME Spring Administrator Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Measure 1.5(e): On the annual stakeholder survey, 80% of stakeholders report the Math4ME communication plan was useful in keeping them informed of Math4ME implementation and outcomes.

Data for Project Measure 1.5(e) are not available for this report. The Maine SPDG Stakeholder Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

PBIS Section A Report

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

OMB No. 1894-0003
Exp. 07/31/2024

SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective 2.1: To select four cohorts of seven districts and 14 schools to implement PBIS that have met the established SPDG readiness criteria.

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

2.1(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
28 districts were selected across the grant period and implement the activities identified on the ME PBIS Implementation Checklist.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
		28	/		12	/	

2.1(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
56 schools were selected across the grant period and implement the activities identified on the ME PBIS Implementation Checklist.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
		56	/		26	/	

Explanation of Progress

All of the schools within a participating district must complete an application to be considered for participation in ME PBIS. School districts and schools will participate in cohorts that span two school years of intensive supports, either for Tier 1 or Advanced Tiers. The expectations provided in the Maine PBIS SPDG Professional Learning application are as follows:

- Establish school climate and student behavior as a top three district priority
- After initial acceptance, obtain 80% buy in from staff
- Develop a PBIS Leadership Team
- Ensure monthly school-based PBIS leadership team meetings
- Secure time at staff meetings for PBIS updates, data-sharing, and school-wide training
- Secure time at district leadership meetings for PBIS updates and decision making
- Provide substitutes for training days
- Fund travel costs for team members to attend training days
- Provide release time for school coaches to support staff during the school day
- Fund the SWIS subscription (web-based data information system to collect, summarize student data for decision making)

- Identify a minimum of one school staff person to receive training as an internal PBIS coach
- PBIS Leadership Team members attend all six Tier 1 training events for Tier 1
- Attend three coaches training days and monthly virtual check-ins
- Attend SWIS Training (web-based data information system to collect, summarize student disciplinary data for decision making)
- Conduct school, family, and student climate surveys
- Complete the TFI twice each year
- Monitor student behavior patterns within SWIS
- Establish and maintain an active action plan consistent with assessment goals

Schools completed an Agreement for Participation in PBIS signed by designated PBIS coordinator, district coach, school level administrators, and superintendent. The Agreement for Participation includes the expectations and district/schools' responsibilities discussed in #1 and #2 above. The PBIS Director/DOE staff meet with each district and participating school(s) to review the expectations and responsibilities upon acceptance into Maine PBIS.

A Maine PBIS Implementation Checklist was developed to track required activities to be completed by participating districts and schools. To be considered "completers," all activities must be completed during the two-year time span of intensive professional learning support. This includes training days, external coaching meetings, district and school team meetings, and all required assessment and surveys.

Project Measure 2.1(a): 28 districts were selected across the grant period and implement the activities identified on the ME PBIS Implementation Checklist.

During fall 2021, the first cohort of four districts were selected to implement PBIS Tier 1 activities. Eight districts were selected as the first cohort to focus on implementation of PBIS Advanced Tiers. One district is participating in both cohorts.

Project Measure 2.1(b): 56 schools were selected across the grant period and the activities identified on the ME PBIS Implementation Checklist.

During fall 2021, the first cohort of 16 schools were selected to implement PBIS Tier 1 activities. Ten schools were selected as the first cohort to focus on implementation of PBIS Advanced Tiers. One school is participating in both cohorts.

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SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective 2.2: To increase the knowledge of SPDG participants to implement PBIS strategies as a result of SDPG training, evidenced through end of training and annual surveys.

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

2.2(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, on the ME PBIS Participant Survey, 80% of SPDG Tier 1 participants reported that the PBIS training they received increased their knowledge to implement PBIS Tier 1.	Project		80 / 100	80		24 / 32	84%

2.2(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, on the ME PBIS Participant Survey, 80% of SPDG Advance Tiers participants reported that the PBIS training they received increased their knowledge to implement PBIS Advance Tiers.	Project		80 / 100	80		10 / 12	83%

2.2(c): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Participants who complete a PBIS training evaluation form will score an average of 75% or higher on the learning measures.	Project		75 / 100	75		999 / 999	

2.2(d): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, at least 90% of observed SPDG trainings implemented with 90% fidelity on the Observation Checklist for High Quality Professional Development Training (HQPD).	Project		90 / 100	90		100 / 100	100

2.2(e): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
After two years of implementation, 80% of participating PBIS schools will have an average score of 75% or higher on the family version of the School Climate Survey.	Project		80 / 100	80		999 / 999	

Explanation of Progress

The PBIS training curriculum consists of the following required trainings for Tier 1 and Advanced Tiers.

Tier 1:

- Two Day School-wide PBIS Team Training. Year 1 - fall, winter and spring
- One Day School-wide PBIS Team Training. Year 2 - fall, winter and spring
- One Day School-wide PBIS Team Training. Year 3 - fall and spring
- Leadership Orientation

Advanced Tiers:

- Advanced Tiers PBIS Academy - Fall Session
- Strengthening Strand Coaches Monthly Training
- Advanced Tiers Critical Features Session
- Team Initiated Problem Solving (TIPS) Session
- Assessment to Action Planning with the Tiered Fidelity Inventory Session

After each training, participants are given a short survey, using a Likert-scale to provide feedback on quality, relevance and usefulness, how well adult learning principles were used and knowledge gain (beginning in fall 2022). During summer 2022, pre/post knowledge items will be developed for each training. These surveys are analyzed by the PBIS external evaluators, who produce a full evaluation report and a one-page summary of the evaluation results. Descriptive statistics and weighted averages are calculated. Charts and tables are used to summarize the data in an easy-to-use format. Qualitative data gathered through the training evaluation forms are categorized by themes to facilitate the processing of these data. As they are available, data are shared with trainers, coaches, as well as external stakeholders (PBIS Advisory Panel and the Maine SPDG Leadership Team). Low scores and themes will be reviewed to inform changes to future trainings.

As shown in Table 3, training participants indicated high satisfaction with both training objectives (m=4.52) and how adult learning principles were used in the training (m=4.34).

Table 3: Average Ratings of Quality, Relevance, Usefulness & Adult Learning Principles

Group	Training Topic	Objectives*	Adult Learning*
Tier 1	Two Day School-wide PBIS Team Training. Year 1 -winter (December 2021)	4.66	4.51
Tier 1	One Day School-wide PBIS Team Training. Year 2 - fall (August 2021)	4.65	4.63
Tier 1	Coaches Meeting (November 2021)	4.54	4.54
Tier 1	Coaches Meeting (December 2021)	4.21	4.30
Advanced Tiers	Advanced Tiers Critical Features Session (October 2021)	4.22	4.05
Advanced Tiers	Team Initiated Problem Solving (TIPS) Session (November 2021)	4.54	4.43
Advanced Tiers	Student Referral Process (January 2022)	4.70	4.38
Advanced Tiers	Universal Screening (February 2022)	4.48	3.78
Coaches Network	Getting Started Coaches-September 2021	4.56	4.48
Coaches Network	Getting Started Coaches-December 2021	4.67	4.57
Coaches Network	Getting Started Coaches-January 2022	4.59	4.38
Coaches Network	Strengthening September 2021	4.27	4.25
Coaches Network	Strengthening November 2021	4.50	4.49
Coaches Network	Strengthening January 2021	4.73	4.01
	Average	4.52	4.34

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

In late March 2022, ME PBIS Tier 1 and Advanced Tiers training participants were surveyed to gather their perceptions of the quality of the training provided and the impact on their knowledge and capacity to implement PBIS. Individuals who did not respond to the initial survey, received a second email message asking them to complete the survey. Of the participants surveyed, 47 responded, for a 44% response rate. Descriptive statistics and weighted averages were calculated. The results from the annual survey on participants' perceptions of the quality and impact of the training will be carefully reviewed this spring to allow time for any needed changes to trainings to be provided the next school year. Areas where participants are satisfied with the training provided will be celebrated and the teams will strategize to improve areas with lower ratings. These data are presented through a PowerPoint presentation and supporting full evaluation report. These reports are also shared with members of the PBIS Advisory Panel and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from both the training evaluation surveys and the ME PBIS Annual Participant Survey to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS training content or delivery. These data will be tracked longitudinally.

The HQPD checklist, developed by University of Kansas researchers, will be used to measure the quality and fidelity of the training. The HQPD checklist was developed by Noonan et al, (2015) and is widely used across SPDG projects. The 21-item observation checklist is composed of five domains (Preparing for Learning, Contextualizing Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning Practice). The target is for 90% of the 21 items to be implemented with fidelity. All trainers will be observed by the Maine SPDG Project Coordinators at least once per year, using the HQPD Checklist. Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS trainers to review the content of the coaching in advance, as well as to review the HQPD Checklist. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Reference: Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). *Observation checklist for high quality professional development in education*. (Updated version). Lawrence, KS. University of Kansas, Center for Research on Learning.

Charts 16 and 17 provide summaries of data addressing the type and method of professional learning provided during this reporting period. Of the 77 professional learning activities conducted between August 2021 and February 2022, 46 were coaching activities and 31 were trainings (Chart 16). As shown in Chart 17, the use of online platforms was the most frequent method of delivering professional learning (n=46, or 60%).

Chart 16: Type of Professional Learning

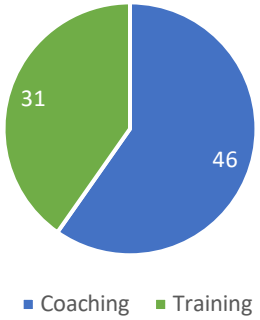
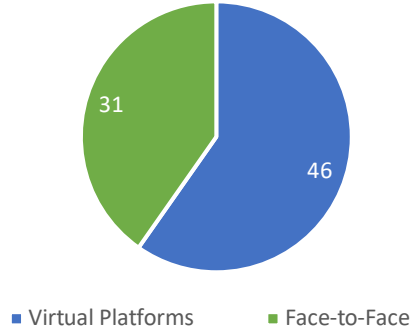


Chart 17: Method of Professional Learning



As shown in Chart 18 (on the next page), the most frequent professional learning recipients were general education teachers (n=360), followed by school administrators (n=160), and special education teachers (n=149). These are duplicated counts, as participants may attend multiple trainings and may receive multiple coaching contacts. Ten of the training sessions provided focused on coaches, with seven Tier 1 trainings provided during this reporting period (Chart 19).

Chart 18: Number of Professonal Learing Contacts, by Role

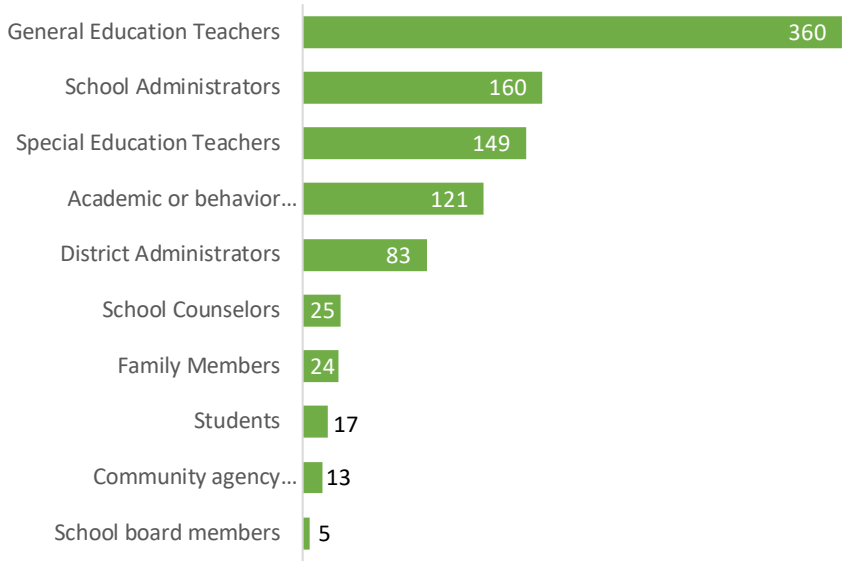
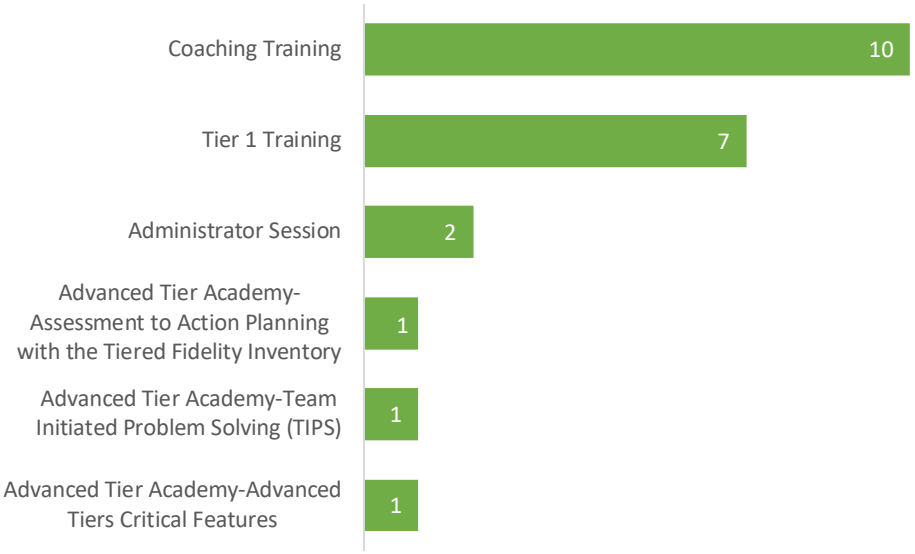


Chart 19: Type of Training



Project Measure 2.2(a): Annually, on the ME PBIS Participant Survey, 80% of SPDG Tier 1 participants reported that the PBIS training they received increased their knowledge to implement PBIS Tier 1.

Project Measure 2.2(b): Annually, on ME PBIS Participant Survey, 80% of SPDG Advance Tiers participants reported that the PBIS training they received increased their knowledge to implement PBIS Advance Tiers.

As shown in Chart 20 (on the next page), the Tier 1 Maine PBIS Participant Survey respondents reported an increase in their knowledge to implement PBIS Tier 1. Of the 32 respondents to the question, 84% indicated an increase in their knowledge to implement PBIS Tier 1 (PM 3.2a). When asked about their training, 83% of the 12 Advanced Tiers participants who responded to a similar question indicated an increase in their knowledge to implement PBIS Advanced Tiers (PM 3.2b).

Chart 20: Percentage of Respondents Reporting PBIS Training Increased Their Knowledge to Implement a PBIS Tier 1 or Advanced Tiers Framework

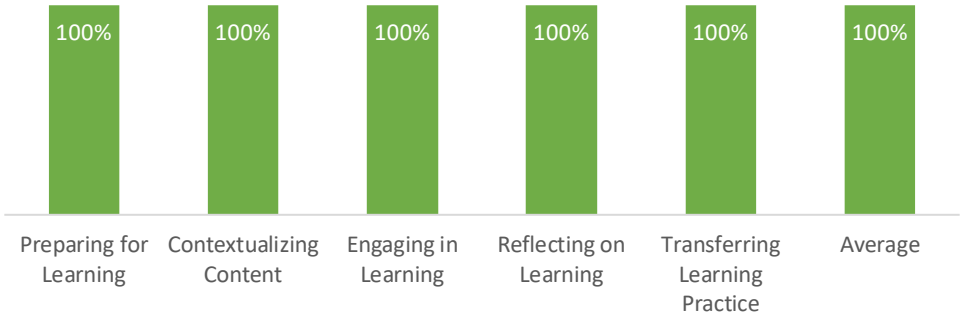
Project Measure 2.2(c): Participants who complete a PBIS training evaluation form will score an average of 75% or higher on the learning measures.

Data for Project Measure 3.2c are not available for this report. The initial training evaluation forms used by ME PBIS did not include an objective measure of learning gain. Pre/post items for each training will be developed in summer 2022.

Project Measure 2.2(d): Annually, at least 90% of observed SPDG trainings implemented with 90% fidelity on the Observation Checklist for High Quality Professional Development Training (HQPD).

At the time of this report, one PBIS training was observed, with two PBIS staff conducting the training. Each of the five components (Preparing for Learning, Contextualizing Content, Engaging in Learning, Reflecting on Learning and Transferring Learning) of the HQPD checklist had all items implemented fully. The averaging rating of 100%, surpassed the 90% target (Chart 21).

Chart 21: PBIS Training Fidelity Data



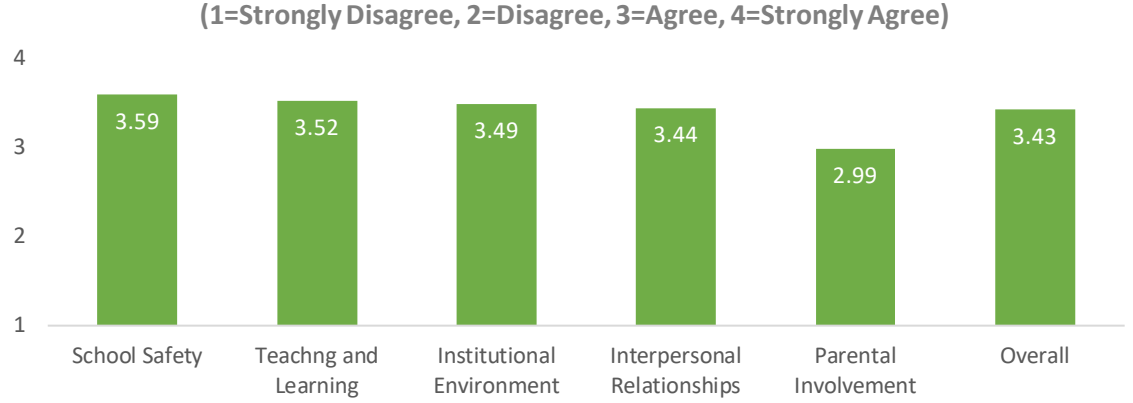
Project Measure 2.2(e): After two years of implementation, 80% of participating PBIS schools will have an average score of 75% or higher on the family version of the School Climate Survey.

The family version of the School Climate Survey is completed online using the secure PBIS Assessment application (www.pbisapps.org). The survey is completed twice per academic year. New cohort PBIS teams are trained on accessing and completing the survey at the initial summer training. Additional training and support are provided to local district/school coaches at the coach meetings that occur four times each year. The Student Climate Survey is administered with the first few months of school (September-October). There is an assessment window opened within the PBIS Apps by the ME PBIS Coordinator. If a school needs more time for different circumstances, the window can be adjusted for that specific school. The last administration is completed between April and June.

A higher School Climate Survey score represents more positive perceptions of school climate. A four-point scale is used, with a three or four indicating the desired school climate. Reports include: Total Score, Items Score, and Subscale Score (Subscale reports are available. After two years of implementation, 80% of participating PBIS schools will have an average School Climate Survey (family version) score 75% or higher.

The baseline family School Climate Survey was administered in fall 2021. Families from 13 schools completed the survey. The overall rating was a 3.43 (on a four-point scale), which equates to 86% (see Chart 22). The results for four of the five domains of the School Climate Survey were similar. The School Safety (3.59), Teaching and Learning (3.52), Institutional Environment (3.49), and Interpersonal Relationships (3.44) domains were all rated high. Only the Parent Involvement (2.99) domain was rated below 3.0. The second administration of the student School Climate Survey will be administered at the beginning of the 2022-23 school year.

Chart 22: School Climate Survey - Family Version



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SECTION A – Performance Objectives Information and Related Performance Measures Data

Project Objective 2.3: To increase the instructional capacity of school personnel to implement PBIS strategies via sustained coaching support, as evidenced by fidelity of intervention data and feedback on the annual participant survey.

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

2.3(a): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			Actual Performance Data		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support increased their knowledge of the implementation of a PBIS Tier 1 framework.	Project		80 / 100	80		27 / 28	96%

2.3(b): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support has impacted their school's ability to implement PBIS Tier 1 framework.	Project		80 / 100	80		27 / 28	96%

2.3(c): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support increased their knowledge and understanding of the implementation of PBIS Advanced Tiers.	Project		80 / 100	80		11 / 11	100%

2.3(d): Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support has impacted their school's ability to implement PBIS Advanced Tiers.	Project		80 / 100	80		9 / 11	82%

2.3(e): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
At least 90% of observed SPDG coaching was implemented with 90% fidelity on the Maine HQPD Coaching Fidelity Tool.	Project		90 / 100	90		100 / 100	100

Explanation of Progress

The Maine PBIS Professional Learning Log is used to track the amount and type of coaching provided, as well as to collect data regarding who was coached and the duration. These data are shared with coaches and other staff at ongoing PBIS evaluation meetings. These meetings allow for a discussion of the coaching activities and the chance to "calibrate" the coaches' data entry to ensure the reliability of coaching output data. Conversations also focus on the type of coaching provided and the corresponding effectiveness of those strategies. A corresponding dashboard is available to display the coaching data on a real-time basis. The dashboard is available to PBIS staff, the Maine SPDG Coordinators, and the external evaluators.

Charts 23 and 24 below, provide descriptive data for the PBIS coaching provided during this reporting period. As shown in Chart 23, the most frequent type of coaching focused on Tier 1 (n=19), Advanced Tiers (n=14), and district teaming (n=13).. The most frequent coaching content (see Chart 24) was supporting local coaches in implementation (n=36), followed by brainstorming around materials and/or student needs (n=25), and gathering, creating, and/or sending resources (n=24).

Chart 23: Type of Coaching Activity

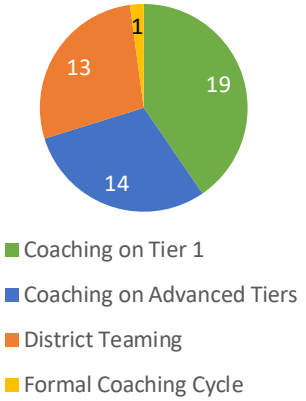
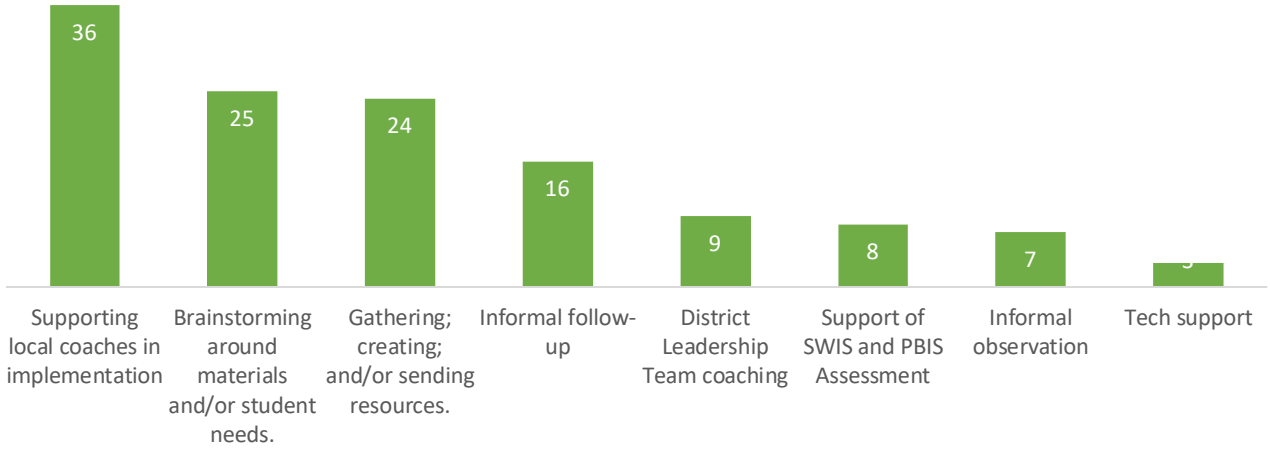


Chart 24: Content of Coaching Activity



All coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist, developed by Brossow et al (2013). The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for

familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning.

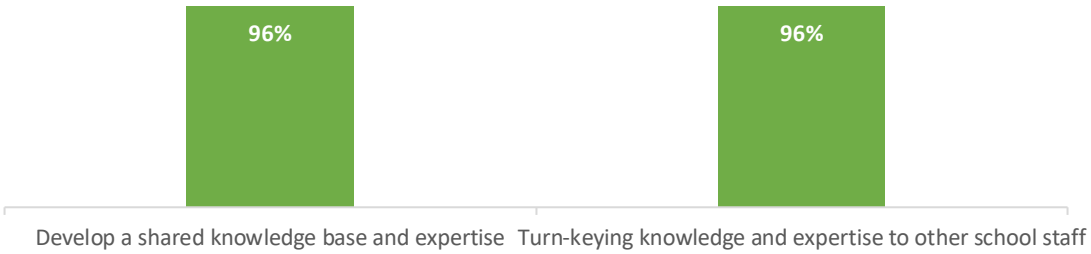
As part of the ME PBIS Participant survey administered in late March 2022 that was discussed in the previous section, Tier 1 and Advanced Tiers coaching recipients were asked to rate the quality of the coaching provided and the impact on their knowledge and capacity implement PBIS in their schools and districts. 28 respondents replied to the Tier 1 coaching questions and 11 respondents replied to the Advanced Tiers coaching questions. Descriptive statistics and weighted averages were calculated. The results from the annual survey on participants perceptions of the quality and impact of the coaching will be reviewed this spring to allow time for any needed changes to coaching to be provided the next school year. Areas where participants are satisfied with the coaching provided will be celebrated and the teams will strategize to improve areas with lower ratings. These data are presented through a PowerPoint presentation and supporting full evaluation report. These reports are also shared with members of the PBIS Advisory Panel and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from both the ME PBIS Annual Participant Survey to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS coaching content or delivery. These data will be tracked longitudinally.

Project Measure 2.3(a): On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support increased their knowledge of the implementation of a PBIS Tier 1 framework.

Project Measure 2.3(b): On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support has impacted their school's ability to implement PBIS Tier 1 framework.

As shown in Chart 25, the Tier 1 Maine PBIS Participant Survey respondents reported an increase in their knowledge to implement PBIS Tier 1, as a result of PBIS coaching. Of the 28 respondents to the question, 96% indicated that external coaching support increased in their knowledge to implement a PBIS Tier 1 framework by helping them develop a shared knowledge base and expertise. When asked about the impact on their school's PBIS capacity, 96% of the Tier 1 participants felt that the PBIS external coaching increased their school's ability to implement a PBIS Tier 1 framework.

Chart 25: Percentage of Respondents Reporting PBIS Coaching Increased Their Knowledge and Their School's Ability to Implement a PBIS Tier 1 Framework

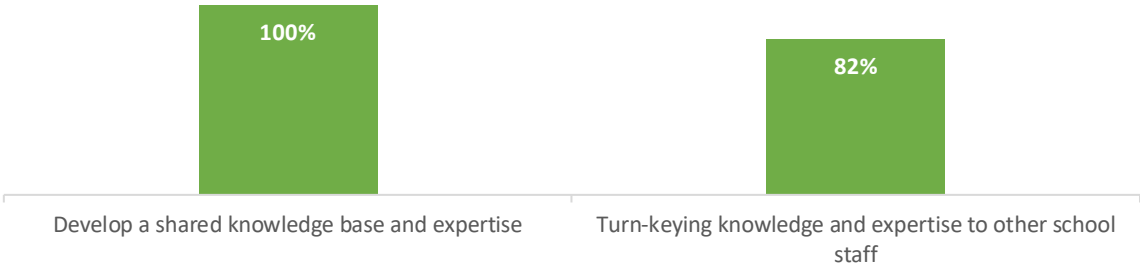


Project Measure 2.3(c): On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support increased <u>their knowledge and understanding</u> of the implementation of PBIS Advanced Tiers.

Project Measure 2.3(d): On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support has impacted their <u>school's ability to implement</u> PBIS Advanced Tiers.

As shown in Chart 26, the Advanced Tiers Maine PBIS Participant Survey respondents reported an increase in their knowledge to implement an Advanced Tiers Framework, as a result of PBIS Coaching. Of the 11 respondents to the question, 100% indicated that external coaching support increased in their knowledge to implement an Advanced Tiers framework by helping develop a shared knowledge based and expertise. When asked about their school, 82% of the Advanced Tiers participants responded that external coaching increased in their school's ability to implement an Advanced Tiers framework

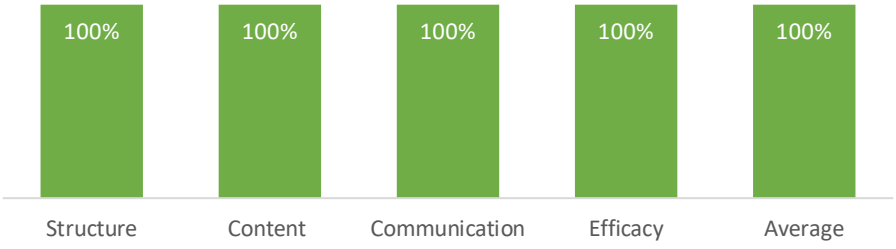
Chart 26: Percentage of Respondents Reporting PBIS Coaching Increased Their Knowledge and Their School's Ability to Implement an Advanced Tiers Framework



Project Measure 2.3(e): At least 90% of observed SPDG coaching was implemented with 90% fidelity on the Maine HQPD Coaching Fidelity Tool.

Two of the four ME PBIS coaches were observed during this reporting period. Each of the four components (Structure, Content, Communication, and Efficacy) of the ME HQPD Coaching Fidelity Tool were observed to be used consistently. The averaging rating was 100%, exceeding the 90% target. The other two ME PBIS coaches are scheduled to be observed prior to the end of the 2021-22 school year (Chart 27).

Chart 27: PBIS Coaching Fidelity Data



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SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective 2.4: To increase the capacity of district and school personnel to collect and use data to inform PBIS implementation, as evidenced by the data presented in the SPDG Annual Performance Reports (APR).

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

2.4(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% participants report increased confidence to use student outcome data (ODR/ISS/OSS).	Project		80 / 100	80		39 / 42	93%

2.4(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% participants report increased confidence to use school climate survey data.	Project		80 / 100	80		39 / 42	93%

2.4(c): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% participants report increased confidence to use TFI data.	Project		80 / 100	80		38 / 41	93%

2.4(d): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% of participants report increased use of student outcome data (ODR/ISS/OSS) to assess and inform PBIS implementation in their schools.	Project		80 / 100	80		37 / 39	95%

2.4(e): Performance Measure	Measure Type	Quantitative Data					
On the ME PBIS Participant Survey, 80% of participants report increased use of TFI data to assess and inform PBIS implementation in their schools.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		38 / 40	95%

2.4(f): Performance Measure	Measure Type	Quantitative Data					
On the ME PBIS Participant Survey, 80% of participants report increased use of School Climate data to assess and inform PBIS implementation in their schools.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		38 / 40	95%

2.4(g): Performance Measure	Measure Type	Quantitative Data					
On the ME PBIS Participant Survey, 80% of participants report the data gathered through the TFI and School Climate Survey were used to inform their PBIS action plans.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		40 / 41	98%

Explanation of Progress

Objective 2.4 focuses on the collection and use of data to inform project implementation. Primary data collected includes the TFI, the School Climate Survey (for school personnel, families, and students), behavior incident data (ODRs, ISSs, and OSSs), the HQPD Checklist, the Maine HQPD Coaching Fidelity Tool, and the ME PBIS Participant Survey. With the exception of behavior incident data, these data have been presented earlier in the report, to support the assessment of specific Program and Project Measurers. Project Measures for Objective 2.4 are based on the data from the ME PBIS Participant Survey, describing the impact of their use of data from the evaluation tools just mentioned. Beginning with the 2023 APR, behavior incident data will be reported in this section.

As part of the ME PBIS Participant survey administered in late March 2022 that was discussed in the previous two sections, Tier 1 and Advanced Tiers coaching recipients were asked to rate the impact of the professional learning they received on their skills to work with behavior data and to use the data to inform their PBIS implementation. A total of 42 respondents replied to the data questions. Of the 42 respondents, 12 participated in Advanced Tiers professional learning and 30 in Tier 1. Descriptive statistics and weighted averages were calculated. The results from the annual survey on participants perceptions of their data use will be reviewed this spring to allow time for any needed changes to training or coaching to be provided the next school year. These reports are also shared with members of the PBIS Advisory Panel and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from both the ME PBIS Annual Participant Survey to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS training and/or coaching content or delivery. These data will be tracked longitudinally.

Project Measure 2.4(a): On the ME PBIS Participant Survey, 80% of participants report increased confidence to use student outcome data (ODR/ISS/OSS).

Project Measure 2.4(b): On the ME PBIS Participant Survey, 80% of participants report increased confidence to use School Climate Survey data.

Project Measure 2.4(c): On the ME PBIS Participant Survey, 80% of participants report increased confidence to use TFI data.

As shown in Charts 28 - 30 below, the Maine PBIS Participant Survey respondents felt the PBIS professional learning (training and coaching) increased their confidence to use student outcome data (ODR/ISS/OSS), School Climate Survey data and TFI data. Of the 42 respondents to the data questions, 93% reported increased their confidence to use all three types of data: student outcome data (PM 2.4(a)), School Climate Survey data (PM 2.4(b)), and TFI data (PM 2.4(c)). Participants in Tier 1 and Advanced Tiers professional learning reported similar increases in confidence to use student outcome and School Climate survey data. All Advanced Tiers respondents (100%) reported increased confidence in using TFI data, while only 90% of Tier 1 reported an increase in confidence in using these data.

Chart 28: Percentage of Respondents Reporting PBIS Professional Learning Increased Confidence to Use Student Outcome Data

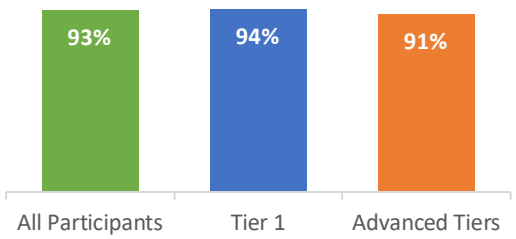


Chart 29: Percentage of Respondents Reporting PBIS Professional Learning Increased Confidence to Use School Climate Survey Data

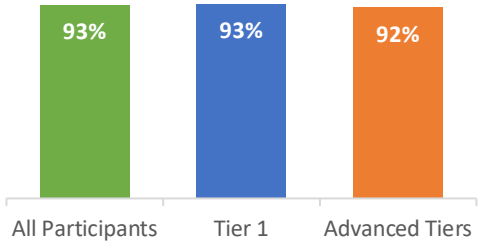
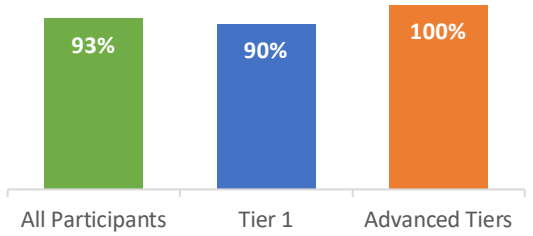


Chart 30: Percentage of Respondents Reporting PBIS Professional Learning Increased Confidence to Use TFI Data



Project Measure 2.4(d): On the ME PBIS Participant Survey, 80% of participants report increased use of student outcome data (ODR/ISS/OSS) to assess and inform PBIS implementation in their schools.

Project Measure 2.4(e): On the ME PBIS Participant Survey, 80% of participants report increased use of School Climate Survey data to assess and inform PBIS implementation in their schools.

Project Measure 2.4(f): On the ME PBIS Participant Survey, 80% of participants report increased use of TFI data to assess and inform PBIS implementation in their schools.

As shown in Charts 31 – 33, the Maine PBIS Participant Survey respondents felt the PBIS professional learning (training and coaching) increased their use of data to assess and inform PBIS implementation in their schools. Of the respondents, 95% reported increasing their use in all three data sources to assess and inform PBIS implementation in their schools: student outcome data (ODR/ISS/OSS) (PM 3.4d), School Climate Survey data (PM 3.4e) and TFI data (PM 3.4f). Advanced Tiers participants reported higher levels of use for student outcome data and TFI data (both 100%) than the Tier 1 respondents (reporting 93% for both types of data). Conversely, 97% of Tier 1 respondents reported an increased use of School Climate Survey data, while only 91% of Advanced Tiers respondents reported an increase in the use those data.

Chart 31: Percentage of Respondents Reporting PBIS Professional Learning Increased Use of

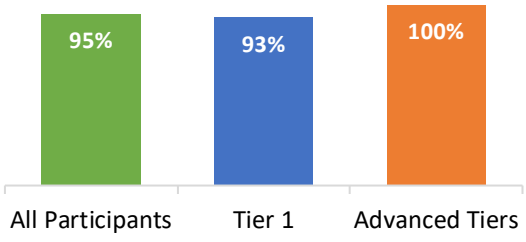


Chart 32: Percentage of Respondents Reporting PBIS Professional Learning Increased Use of School Climate Survey Data

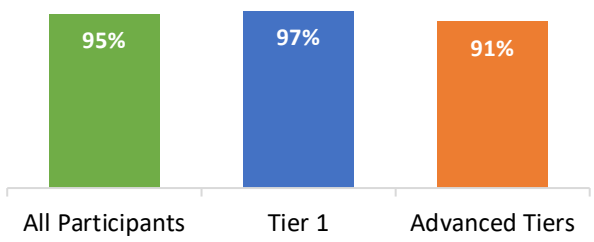
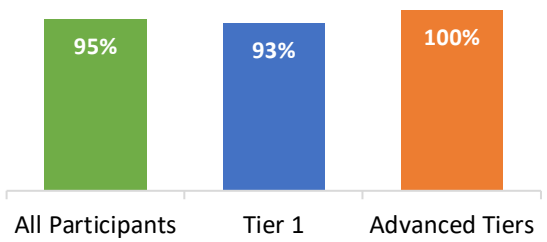


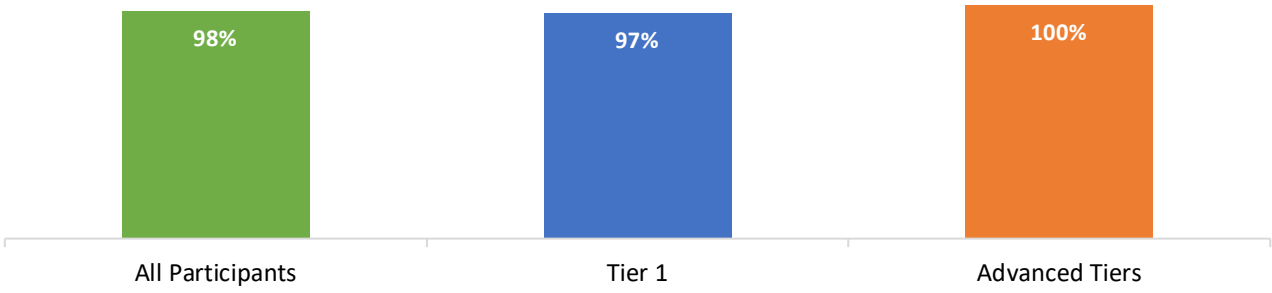
Chart 33: Percentage of Respondents Reporting PBIS Professional Learning Increased Use of TFI Data



Project Measure 2.4(g): On the ME PBIS Participant Survey, 80% participants report the data gathered through the TFI and School Climate Survey were used to inform their PBIS action plans.

As shown in Chart 35, the Maine PBIS Participant Survey respondents felt the PBIS professional learning (training and coaching) increased their use of TFI and School Climate Survey to inform their PBIS action plans. Of the 39 respondents, 98% reported an increase of their use of PBIS data to inform their PBIS action plans. Tier 1 and Advanced Tiers participants reported similar levels of increased use of PBIS data to inform PBIS Action Plans.

Chart 34: Percentage of Respondents Reporting PBIS Professional Learning Increased Their Use of PBIS Data to Inform PBIS Action Plans



OMB No. 1894-0003
Exp. 07/31/2024

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

SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective 2.5: To support state, district, and school administrators to sustain the use of PBIS practices in participating schools and districts, as evidenced by the number of schools sustaining PBIS with fidelity.

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

2.5(a): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG training increased their knowledgeable to support PBIS implementation.	Project		80 / 100	80		15 / 16	94%

2.5(b): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG training increased their capacity to sustain PBIS implementation.	Project		80 / 100	80		16 / 16	100%

2.5(c): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG coaching increased their capacity to support PBIS implementation.	Project		80 / 100	80		13 / 14	93%

2.5(d): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG coaching increased their capacity to sustain PBIS implementation.	Project		80 / 100	80		13 / 14	93%

2.5(e): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report increased capacity to use PBIS data to inform and improve PBIS implementation.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		12 / 14	86%

2.5(f): Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual stakeholder survey, 80% of participants report the PBIS communication plan was useful in keeping them informed of Maine PBIS implementation and outcomes.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

Explanation of Progress

Objective 2.5 focuses on training and coaching provide to state, district, and school administrators and leadership teams to sustain the use of PBIS practices in participating schools and districts. Also, as part of Objective 2.5, a communication plan will be developed to inform various stakeholders of PBIS activities and outcomes. Stakeholders include members of the PBIS Advisory Council, the Maine SPDG Leadership Team, Maine DOE staff, MADSEC, the Maine Parent Federation and other family groups. Stakeholders will be surveyed each May to determine the quality and impact of the Maine SPDG communication plan.

In late March 2022, administrators who participated in MB PBIS training participants during this reporting period were surveyed to gather their perceptions of the quality of the training provided and the impact on their knowledge and capacity to support and sustain PBIS in their districts and schools. Administrators who did not respond to the initial survey, received a second email message asking them to complete the survey. Of the 37 administrators surveyed, 16 responded, for a 43% response rate. Descriptive statistics and weighted averages were calculated. The results from the administrator survey will be reviewed this spring to allow time for any needed changes to training or coaching to be provided the next school year. These reports are also shared with members of the PBIS Advisory Panel and the Maine SPDG Leadership Team. The Maine SPDG Project Coordinators use information from both the ME PBIS Annual Participant Survey to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS training and/or coaching content or delivery.

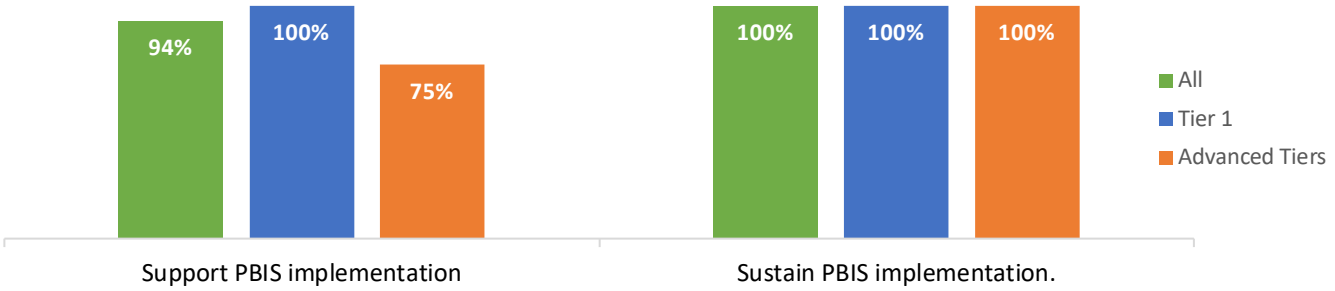
Project Measure 2.5(a): On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG training increased their knowledgeable to support PBIS implementation.

Project Measure 2.5(b): On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG training increased their capacity to sustain PBIS implementation.

As shown in Chart 35, the Maine PBIS Administrator Survey respondents felt the PBIS training increased their knowledge to both support and their capacity to sustain PBIS implementation. Of the 16 respondents, 94% responded that the PBIS training had increased their knowledge to support PBIS implementation. Tier 1 participants responded more frequently (100%) they had increased their knowledge to support PBIS, while only 75% of the Advanced Tiers respondents

indicated an increase. It is important to note that only four Advanced Tiers administrators responded to the survey. The small number of respondents results in greater variability in the percentages. All respondents (100%) reported an increase in their capacity to sustain PBIS implementation as a result of the SPDG training.

Chart 35: Percentage of Administrators Reporting PBIS Training Increased Their Capacity to Support and Sustain PBIS Implementation

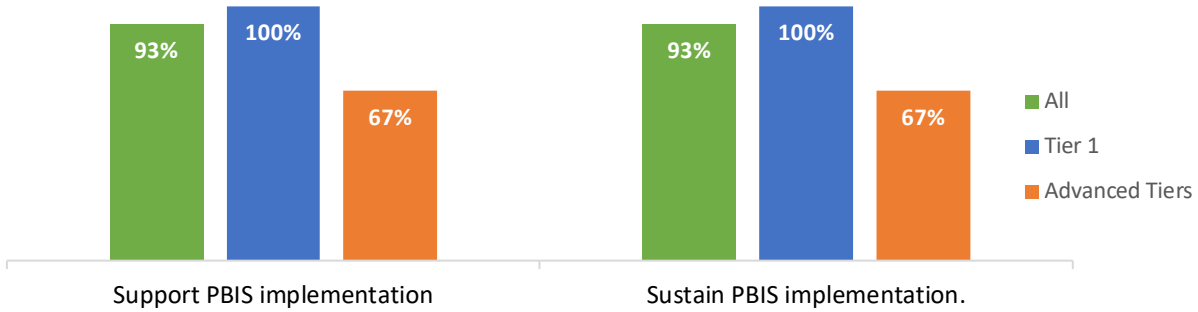


Project Measure 2.5(c): On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG coaching increased their capacity to support PBIS implementation.

Project Measure 2.5(d): On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG coaching increased their capacity to sustain PBIS implementation.

As shown in Chart 36 (on the next page), the Maine PBIS Administrator Survey respondents felt the PBIS coaching increased both their knowledge to support and their capacity to sustain PBIS implementation. The results for project measures were the same. Of the 16 respondents, 93% responded the PBIS training had increased their knowledge to support PBIS implementation and had increased their capacity to sustain PBIS. Tier 1 participants responded more frequently (100%) that they had increased knowledge to support and sustain PBIS, while only 67% of the Advanced Tiers respondents indicated increases. As mentioned previously, It is important to note that only four Advanced Tiers administrators responded to the survey and not all respondents answered every question on the survey.

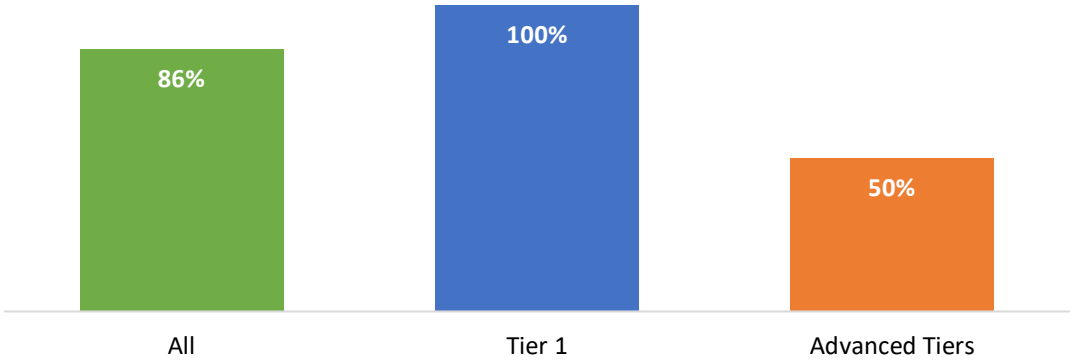
Chart 36: Percentage of Administrators Reporting PBIS Coaching Increased Their Capacity to Support and Sustain PBIS Implementation



Project Measure 2.5(e): On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report increased capacity to use PBIS data to inform and improve PBIS implementation.

As shown in Chart 37, the Maine PBIS Administrator Survey respondents felt the PBIS professional learning (training and coaching) increased their use of PBIS data to inform their PBIS implementation. Of the 16 respondents, 86% responded the PBIS professional learning had increased their use of data to inform PBIS implementation. Tier 1 participants responded more frequently (100%) they had increased their knowledge to use data to inform PBIS implementation, while only 50% of the Advanced Tiers respondents indicated an increase. As has been mentioned previously, it is important to note that only four Advanced Tiers administrators responded to the survey. The small number of respondents results in greater variability in the percentages.

Chart 37: Percentage of Administrators Reporting PBIS Professional Learning Increased Their Use of PBIS Data to Inform PBIS Implementation



Project Measure 3.5f: On the annual stakeholder survey, 80% of participants report the PBIS communication plan was useful in keeping them informed of Maine PBIS implementation and outcomes.

Data for Project Measure 3.5a are not available for this report. The Maine SPDG Stakeholder Survey will be administered in May 2022. A report will be generated in summer 2022 to inform planning for the 2022-23 school year. Results will also be reported on in the 2023 APR.

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

1 **Signed_ED_524B_cover_sheet.pdf**

OMB No.1894-0003 Exp.07/31/2024

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 #: H323A210004
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 23
(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants
(Enter the same title as on the approved application.)

4. Grantee Name: EDUCATION, MAINE DEPARTMENT OF
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)
Street: 23 STATE HOUSE
City: AUGUSTA
State: ME Zip: 04333 Zip+4: 0023

6. Project Director:
(See instructions.)
First Name:Tracy Last Name:Whitlock Title:SPDG Director
Phone #: 2076246643 Fax #: Email Address: tracy.w.whitlock@maine.gov

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

7. Reporting Period: From: 08/01/2021 To: 02/28/2022
(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	0	0
b. Current Budget Period	333,122	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: To: (mm/dd/yyyy)
The approving Federal agency is : ○ ED ○ Other *(Please specify):*
The Indirect Cost Rate is : %
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? 07/31/2026 (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: Erin Frazier	Title: State Director of Special Services Birth - 22
Signature:	Date: 5/3/22

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

Title : Maine SPDG 2022 Executive Summary - H323A210004 (4-28-22)
File : Maine_SPDG_2022_Executive_Summary_H323A210004_4_28_22_.pdf

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 #: H323A210004
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 23
(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants
(Enter the same title as on the approved application.)

4. Grantee Name: EDUCATION, MAINE DEPARTMENT OF
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)
Street: 23 STATE HOUSE
City: AUGUSTA
State: ME Zip: 04333 Zip+4: 0023

6. Project Director:
(See instructions.)
First Name:Tracy Last Name:Whitlock Title:SPDG Director
Phone #: 2076246643 Fax #: Email Address: tracy.w.whitlock@maine.gov

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

7. Reporting Period: From: 08/01/2021 To: 02/28/2022
(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	0	0
b. Current Budget Period	333,122	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: To: (mm/dd/yyyy)
The approving Federal agency is : ❍ ED ❍ Other *(Please specify):*
The Indirect Cost Rate is : %
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? 07/31/2026 (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: Erin Frazier	Title: State Director of Special Services Birth - 22
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:
Title : Maine SPDG 2022 Executive Summary - H323A210004 (4-28-22) File : **Maine_SPDG_2022_Executive_Summary_H323A210004_4_28_22_.pdf**

H323A210004

Maine's State Personnel Development Grant

2022 Executive Summary

The Maine Department of Education (Maine DOE) was awarded a State Personnel Development Grant (SPDG) from the Office of Special Education Programs at the U.S. Department of Education in August 2021. The implementation of Maine's SPDG is a collaborative effort among the Maine DOE's Office of Special Services, Office of Teaching and Learning, Office of School and Student Supports, and the Office of Learning Systems. Other partners include local school districts, Maine PBIS, the Maine Mathematics and Science Alliance, the University of Maine System, and the Maine Parent Federation (MPF). Three goals guide the work of the Maine SPDG:

Goal 1: To develop and sustain the infrastructure necessary to accomplish the outcomes associated with Goals 1 and 2.

Goal 2: To increase the mathematics proficiency of students with Individual Education Plans (IEPs) achieving at a developmental level of grades 3–5, as measured by mathematics scores on formative and summative assessments. (This initiative is titled Math4ME).

Goal 3: To improve school climate through the implementation of Positive Behavioral Interventions and Supports (PBIS) to reduce the use of office discipline referrals and school suspensions, as measured by climate surveys and decreases in exclusionary behavior practices.

The first goal focuses on stakeholder engagement and planning for sustained activities. The first State Leadership Team (SLT) meeting was held on March 4, 2022. The meeting focused on defining the purpose of the SLT and overview presentations by Math4ME and PBIS staff. Planning meetings have been held with MPF staff to plan for family engagement activities for Math4ME and PBIS. Plans are in development to implement the *Leading by Convening* process to identify additional SPDG stakeholders to include in the SLT and other SPDG activities.

To achieve these Goals 2 and 3, Math4ME and PBIS staff implement five similar objectives and corresponding activities. First, each initiative assessed the readiness and commitment of potential districts and schools to implement Math4ME or PBIS. Second, a comprehensive, evidence-based training curriculum is implemented to increase participants' knowledge of Math4ME or PBIS. Third, the training curriculum is augmented through the provision of sustained, evidence-based coaching strategies to increase the capacity of SPDG participants to implement Math4ME or PBIS. Fourth, performance assessment data are collected to assess the implementation of Math4ME or PBIS, and related outputs and outcomes. Last, administrative supports for Math4ME or PBIS are enhanced through the use of leadership teams and the provision of training and coaching for administrators.

Math4ME Updates

At the state level, the primary Math4ME outcome is increased capacity of the Maine DOE to support and sustain each of these evidence-based initiatives. District and school-level outcomes include increased teacher knowledge and instructional capacity related to the effective practices as identified by

H323A210004

the National Council of Teachers of Mathematics and improved student performance on formative and summative assessments.

In fall 2021, the first cohort of 29 educators from eight districts and nine schools were selected to participate in Math4ME. As of February 28, 2022, 20 educators remained as active participants. A three-day kickoff training was held in August 2021, with four Professional Learning Communities (PLCs) provided to support the initial training. A total of 32 coaching contacts were made to augment the training by supporting teachers and Ed Techs (paraprofessionals) to implement the content in their classrooms. Feedback from training and PLC evaluations indicate that the Math4ME participants found the training and coaching to be of highly quality and impacted their knowledge and skills to better implement evidence-based mathematics practices.

Interim, self-reported fidelity data found that teachers and Ed Techs allowed students ample thinking time before posing questions to students about their thought process and solutions, provided opportunities for students to understand concepts and use process at the appropriate level with fact fluency progression, and helped students make connections between visual, verbal, and symbolic representations of mathematical concepts. Teachers and Ed Techs were much less likely to report they assisted students with understanding and using a mathematical learning goal. Formative and summative assessment data will be provided in future reports.

PBIS Updates

Expected PBIS professional learning include a greater capacity of district and school PBIS coaches, increased knowledge and skills to implement PBIS at all tiers, each tier of PBIS is implemented with fidelity, reduced use of exclusionary practices such as office discipline referrals and suspensions, and parents are more aware of PBIS practices.

During fall 2021, the first cohort of four districts and 18 schools were selected to implement PBIS Tier 1 activities. Eight districts and 16 schools were selected as the first cohort to focus on implementation of PBIS Advanced Tiers. One district is participating in both cohorts. Four Tier 1, four Advanced Tiers, and six Coaches Network trainings were held during this reporting period. A total of 46 coaching contacts were made to reinforce the training content. The most frequent coaching activity was supporting district- and school-level coaches. Evaluation data collected after trainings and on the PBIS Participant Survey found that participants thought the professional learning was high quality and impacted their knowledge and skills to implement, and support PBIS implementation.

On the Maine PBIS Participant Survey, respondents felt the PBIS professional learning (training and coaching) increased their confidence to use student outcome data (ODR/ISS/OSS), School Climate Survey data and TFI data to assess and inform their PBIS implementation. The first set of fidelity data will be collected in spring 2022. Baseline school climate survey data have been collected for students' and families' regarding their perceptions of school climate. Both students and families perceived their school climate positively.

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

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

Maine SPDG Program Measures

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1(a) After the second year of funding 50% of Math4ME PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding 80% of PD components will score a 3 or 4.	PROGRAM		50 / 100	50		9 / 16	56
1(b) After the second year of funding 50% of PBIS PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding 80% of PD components will score a 3 or 4.	PROGRAM		50 / 100	50		13 / 16	81
1(c) Within two years of implementation, 80% of Math4ME teachers will implement Math4ME practices with 70% fidelity, as measured by the Math4ME Fidelity-of-Practice tool.	PROGRAM		80 / 100	80		999 / 999	100
1(d) Within two years of implementation, 80% of participating PBIS schools will implement PBIS-Tier 1 with 70% fidelity.	PROGRAM		80 / 100	80		999 / 999	100
2(c) Within two years of implementation, 80% of participating PBIS Advanced Tiers schools will implement PBIS-Tier 2 with 70% fidelity.	PROJECT		80 / 100	80		999 / 999	100
2(d) Within two years of implementation, 80% of participating PBIS Advanced Tiers schools will implement PBIS-Tier 3 with 50% fidelity, 70% after three years.	PROJECT		80 / 100	80		999 / 999	100
3(a) By the second year of implementation, at least 70% of SPDG Math4ME funds will be used on sustained professional learning activities.	PROGRAM		70 / 100	70		157634 / 173224	91
3(b)	PROGRAM		70 / 100	70		148706 / 159899	93

By the second year of implementation, at least 70% of SPDG PBIS funds will be used to sustain professional learning activities.							
4(a) On an annual basis, the gap in the math proficiency rates on the statewide assessment (NWEA MAP) for children with IEPs in 4th and 8th grades will be reduced, compared to all students against grade level academic achievement standards.	PROGRAM		999 / 999	100		999 / 999	100
4(b) After two years of implementation, 80% of participating PBIS schools will have an average Student Climate Survey score 75% or higher.	PROGRAM		80 / 100	80		999 / 999	100

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

Due to character limitations and the inability to use graphs, tables, etc., please see Project Narrative - Optional attachment for additional Section A text

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

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

Project Objective 1.1: To select four cohorts of seven districts and 14 schools to implement Math4ME that have met the established SPDG readiness criteria.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.1a 28 districts were selected across the grant period and implement Math4ME activities as identified.	PROJECT	28	/		8	/	
1.1b 56 schools were selected across the grant period and implement Math4ME activities as identified	PROJECT	56	/		10	/	

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

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

Project Objective 1.2: To increase the knowledge of SPDG participants to implement Math4ME practices as a result of SDPG training, evidenced through end of training and annual surveys.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.2a Annually, on the Math4ME Spring Online Teacher Survey, 80% of Math4ME participants reported that the training they received increased their knowledge to implement practices learned through Math4ME.	PROJECT		80 / 100	80		999 / 999	100
1.2b Annually, on the Math4ME Spring Online Teacher Survey, 80% of Math4ME participants reported that the training they received increased their preparedness to implement practices learned through Math4ME.	PROJECT		80 / 100	80		999 / 999	100
1.2c On the pre/post Math4ME “Measure of Content Learning” instrument, participants will score an average of 75% or higher on the post-administration of the instrument.	PROJECT		75 / 100	75		999 / 999	100
1.2d Family Engagement Project Measure: To be determined	PROJECT		80 / 100	80		999 / 999	100
1.2e Annually, at least 90% of observed Math4ME trainings implemented with 90% fidelity on the Observation Checklist for High Quality Professional Development Training (HQPD).	PROJECT		90 / 100	90		85 / 100	85

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

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

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

Project Objective 1.3: To increase the instructional capacity of school personnel to implement Math4ME practices via sustained coaching support, as evidenced by fidelity of intervention data and feedback on the annual spring survey.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.3a On the Math4ME Spring Online Teacher Survey, 80% of respondents report that the external coaching support was helpful in supporting their implementation of practices learned through Math4ME.	PROJECT		80 / 100	80		999 / 999	100
1.3b On the Math4ME Spring Online Teacher Survey, 80% of respondents report that the external coaching support increased their skills to implement practices learned through Math4ME.	PROJECT		90 / 100	90		999 / 999	100
1.3c At least 90% of observed Math4ME coaching activities implemented with 90% fidelity on the Maine HQPD Coaching Fidelity Tool.	PROJECT		90 / 100	90		100 / 100	100

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

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

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

Project Objective 1.4: To increase the capacity of district and school personnel to collect and use data to inform instruction, as evidenced by the data presented in the SPDG Annual Performance Reports (APR).

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.4a On the Math4ME Spring Online Teacher Survey, 80% of participants report increased confidence to use data from formative assessment interviews.	PROJECT		80 / 100	80		999 / 999	100
1.4b On the Math4ME Spring Online Teacher Survey, 80% of participants report increased confidence to use summative (NWEA MAP) student assessment data.	PROJECT		80 / 100	80		999 / 999	100
1.4c On the Math4ME Spring Online Teacher Survey, 80% of participants report increased use of student assessment data to assess and inform their use of evidence-based mathematics practices.	PROJECT		80 / 100	80		999 / 999	100
1.4d On the Math4ME Spring Online Teacher Survey, 80% of participants report the data gathered through the Math4ME coaching support cycle were used to identify next steps in moving student learning forward.	PROJECT		80 / 100	80		999 / 999	100

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

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

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

Project Objective 1.5: To support state, district, and school administrators to sustain the use of Math4ME practices in participating schools and districts, as evidenced by the number of teachers sustaining Math4ME practices with fidelity.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.5a On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG information sharing sessions increased their awareness of Math4ME timelines, commitments, and types of professional learning.	PROJECT		80 / 100	80		999 / 999	100
1.5b On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG Virtual Administrator Strand increased their knowledge to support Math4ME implementation.	PROJECT		80 / 100	80		999 / 999	100
1.5c On the Math4ME Spring Administrator Survey, 80% of impacted administrators report the SPDG Virtual Administrator Strand increased their capacity to sustain professional learning on mathematics EBPs.	PROJECT		80 / 100	80		999 / 999	100
1.5d On the Math4ME Spring Administrator Survey, 80% of impacted administrators report increased capacity to use mathematics formative and summative data to inform and improve implementation of mathematics EBPs.	PROJECT		80 / 100	80		999 / 999	100
1.5e On the annual stakeholder survey, 80% of stakeholders report the Math4ME communication plan was useful in keeping them informed of Math4ME implementation and outcomes.	PROJECT		80 / 100	80		999 / 999	100

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

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

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

Project Objective 2.1: To select four cohorts of seven districts and 14 schools to implement PBIS that have met the established SPDG readiness criteria.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1a 28 districts were selected across the grant period and implement the activities identified on the ME PBIS Implementation Checklist.	PROJECT	28	/		12	/	
2.1b 56 schools were selected across the grant period and implement the activities identified on the ME PBIS Implementation Checklist.	PROJECT	56	/		26	/	

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

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

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

Project Objective 2.2: To increase the knowledge of SPDG participants to implement PBIS strategies as a result of SDPG training, evidenced through end of training and annual surveys.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.2a Annually, on the ME PBIS Participant Survey, 80% of SPDG Tier 1 participants reported that the PBIS training they received increased their knowledge to implement PBIS Tier 1.	PROJECT		80 / 100	80		24 / 32	75
2.2b Annually, on the ME PBIS Participant Survey, 80% of SPDG Advance Tiers participants reported that the PBIS training they received increased their knowledge to implement PBIS Advance Tiers.	PROJECT		80 / 100	80		10 / 12	83
2.2c Participants who complete a PBIS training evaluation form will score an average of 75% or higher on the learning measures.	PROJECT		75 / 100	75		999 / 999	100
2.2d Annually, at least 90% of observed SPDG trainings implemented with 90% fidelity on the Observation Checklist for High Quality Professional Development Training (HQPD).	PROJECT		90 / 100	90		100 / 100	100
2.2e After two years of implementation, 80% of participating PBIS schools will have an average score of 75% or higher on the family version of the School Climate Survey.	PROJECT		80 / 100	80		999 / 999	100

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

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

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

Project Objective 2.3: To increase the instructional capacity of school personnel to implement PBIS strategies via sustained coaching support, as evidenced by fidelity of intervention data and feedback on the annual participant survey.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.3a On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support increased their knowledge of the implementation of a PBIS Tier 1 framework.	PROJECT		80 / 100	80		27 / 28	96
2.3b On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support has impacted their school's ability to implement PBIS Tier 1 framework.	PROJECT		80 / 100	80		27 / 28	96
2.3c On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support increased their knowledge and understanding of the implementation of PBIS Advanced Tiers.	PROJECT		80 / 100	80		11 / 11	100
2.3d On the ME PBIS Participant Survey, 80% of respondents report that the external coaching support has impacted their school's ability to implement PBIS Advanced Tiers.	PROJECT		80 / 100	80		9 / 11	82
2.3e At least 90% of observed SPDG coaching was implemented with 90% fidelity on the Maine HQPD Coaching Fidelity Tool.	PROJECT		90 / 100	90		100 / 100	100

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

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

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

Project Objective 2.4: To increase the capacity of district and school personnel to collect and use data to inform PBIS implementation, as evidenced by the data presented in the SPDG Annual Performance Reports (APR).

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.4a On the ME PBIS Participant Survey, 80% participants report increased confidence to use student outcome data (ODR/ISS/OSS).	PROJECT		80 / 100	80		39 / 42	93
2.4b On the ME PBIS Participant Survey, 80% participants report increased confidence to use school climate survey data.	PROJECT		80 / 100	80		39 / 42	93
2.4c On the ME PBIS Participant Survey, 80% participants report increased confidence to use TFI data.	PROJECT		80 / 100	80		38 / 41	93
2.4d On the ME PBIS Participant Survey, 80% of participants report increased use of student outcome data (ODR/ISS/OSS) to assess and inform PBIS implementation in their schools.	PROJECT		80 / 100	80		37 / 39	95
2.4e On the ME PBIS Participant Survey, 80% of participants report increased use of TFI data to assess and inform PBIS implementation in their schools	PROJECT		80 / 100	80		38 / 40	95
2.4f On the ME PBIS Participant Survey, 80% of participants report increased use of School Climate data to assess and inform PBIS implementation in their schools.	PROJECT		80 / 100	80		38 / 40	95
2.4g On the ME PBIS Participant Survey, 80% of participants report the data gathered through the TFI and School Climate Survey were used to inform their PBIS action plans.	PROJECT		80 / 100	80		40 / 41	98

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

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

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

Project Objective 2.5: To support state, district, and school administrators to sustain the use of PBIS practices in participating schools and districts, as evidenced by the number of schools sustaining PBIS with fidelity.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.5a On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG training increased their knowledgeable to support PBIS implementation.	PROJECT		80 / 100	80		15 / 16	94
2.5b On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG training increased their capacity to sustain PBIS implementation.	PROJECT		80 / 100	80		16 / 16	100
2.5c On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG coaching increased their capacity to support PBIS implementation.	PROJECT		80 / 100	80		13 / 14	93
2.5d On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report the SPDG coaching increased their capacity to sustain PBIS implementation.	PROJECT		80 / 100	80		13 / 14	93
2.5e On the ME PBIS Participant Survey, 80% of impacted administrators and leadership team personnel report increased capacity to use PBIS data to inform and improve PBIS implementation.	PROJECT		80 / 100	80		12 / 14	86
2.5f On the annual stakeholder survey, 80% of participants report the PBIS communication plan was useful in keeping them informed of Maine PBIS implementation and outcomes.	PROJECT		80 / 100	80		999 / 999	100

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

Due to character limitations and the inability to use graphs, tables, etc., please see Project Narrative - Optional attachment for additional Section A text

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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)
Title : Maine SPDG 2022 Section B H323A210004
File : **Maine_SPDG_2022_Section_B_H323A210004.pdf**

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)
Title : Maine SPDG 2022 Section C - H323A210004 (4-28-22)
File : **Maine_SPDG_2022_Section_C_H323A210004_4_28_22_.pdf**

Maine SPDG Section C Information

Required Section C Information	1
Math4ME Evidence-Based Professional Development Worksheet	5
Positive Behavioral Interventions and Supports (PBIS) Evidence-Based Professional Development Worksheet	35

Section C Information

1. Please provide a list of current partners on your grant and indicate if any partners changed during the reporting period. Please indicate if you anticipate any change in partners during the next budget period. If any of your partners changed during the reporting period, please describe whether this impacted your ability to achieve your approved project objectives and/or project activities.

The Maine SPDG currently implements two projects: PBIS and Math4ME.

Current partners for PBIS include:

- Maine Department of Education
  - Children's Cabinet Plan for Young Children- Not yet implemented
  - Office of School and Student Supports (O3S)- SLT
  - MTSS Programming (New partnership and will continue next year).
    - Increasing the sustainability of a system wide approach in schools that participate in PBIS
- University of Maine System
  - Micro credential for PBIS (New and will continue)
    - Training of PBIS trainers/coaches (New and will continue)
- Maine Administrators of Services for Children with Disabilities (MADSEC)- Professional development and marketing
- Maine Parent Federation- Teacher and parent information creation and disbursement
- Outside social support agencies- (New PBIS+ training will be available to participants in 2022-2023)
- University of Connecticut-
  - Training and coaching supports were provided through the NEPBIS center

Current partners for the Math4ME project include:

- Maine Department of Education
  - Children's Cabinet Plan for Young Children- The current scope of the work of the Children's Cabinet for Young Children does not align with the Math4ME project initiatives
  - ESEA Federal Programs- New and will continue
    - facilitate support for Title 1 schools
  - MTSS programming- New and will continue
    - Facilitate and support tiered math support
- Maine Math and Science Alliance (MMSA)
  - Professional development and training opportunities.
- Maine Administrators of Services for Children with Disabilities (MADSEC)- Professional development and marketing
- Maine Parent Federation- Teacher and parent information creation and disbursement

2. Describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope and objectives of your approved application.

PBIS

Maine PBIS is in the process of developing a micro credential in PBIS for Maine educators to earn through the university of Maine system. The intent is to provide training to those interested to become trainers and coaches for new PBIS schools. This new partnership will begin next budget year.

Math4ME

The Math4ME team in 2022-2023 will be restructured to include more team members for sustainability. In addition to the special educator and paraprofessional, next year, each team will also include a general educator and an administrator. The partnership with each school will be strengthened by this change and will improve sustainability of the program through added school support.

3. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project.

PBIS

By increasing partnerships within the DOE, the Maine PBIS project has strengthened its visibility and support throughout the state. Partnering with O3S has allowed us to strengthen connections to the field by connecting PBIS to SEL.

Math4ME

Math4ME struggled to retain participants because of the pandemic. The attrition of teachers from the program resulted in a loss of team structure and reduced motivation. The Math4ME team restructured the assessment of the program to include small group and 1:1 coaching opportunities. The participants received this change with overwhelming positive feedback which should improve our retention for next year.

4. Information about how school, district, regional (as appropriate) and State implementation teams are used for your initiative(s).

PBIS

PBIS teams are structured initially to support the project at the school district and state level. This team structure is supported by the trainers and coaches at the state level. Targeted district administrator meetings with state coaches further supports the structure. Data is gathered through the SWIS system and shared with school and district team members. Data is also shared at the state level through a data dashboard developed by Garrett Consulting, LLC.

Math4ME

The Math4ME teams stem from a school team that is supported by a team of coaches and trainers. The state support is through personnel that coordinates larger trainings and enrollment in the program. The state team and the Math4ME coaches and trainers are supported in evaluation efforts through Garrett Consulting, LLC. They have designed a data dashboard that tracks the training and outcome data for the Math4ME program. In the 2021 school year, school teams were made up of a special educator and Ed Tech.

5. A description of how you work with local entities (e.g., schools, districts) to plan for sustainability.

Each of the teams described above are also tasked with the work of planning for sustainability.

PBIS

PBIS has a coaching and support system that is ongoing with schools to ensure that their needs are met. The structure of the school, district and state teams is such that the support from those that make decisions at a higher level is always accessible. An MOU describing the participants, schools, and district responsibilities as well as the deliverables of the state to the districts, is executed and signed for each school in every new cohort. This ensures that all that are involved have a clear understanding of responsibilities and increases the sustainability of the program. Data also supports sustainability. Each school is required to have the SWIS data collection system in place by the end of the first year of participation. The schools are also required to complete the Tiered Fidelity Inventory (TFI) and the School climate survey for staff, students, and parents. Both assessments, as well as the SWIS data management system, provide data to support informed decision making in schoolsm which yields a positive outcome, increasing the sustainability of the program.

PBIS also has implemented coaching strand support for new cohort schools as well as continuing coaching support for years 2 and 3 on a biweekly basis.

Math4ME

Currently Math4ME participation is a two-year cycle. The first year is continuous coaching and training support for special education teachers and Ed Techs (paraprofessionals). The model includes PLC groups with the Math4ME coaches to review data and techniques and Informal coaching support (Zoom calls, emails and a Padlet for resources). This year, as result of extra teacher stress in the pandemic, the teacher attrition rate from the program was unusual. As a result, the Math4ME team is increasing the connection with each participating school to increase sustainability of the program. Feedback from schools in this year's cohort included that they were unsupported in their efforts to implement the program in their general education settings. Next year, we will ask a general education teacher and an administrator to be part of the school team.

6. Briefly describe the COVID-19 pandemic's impact on your project's management, budget, and activities.

PBIS

PBIS typically has six in person training days in the first year of a new cohort. This year we were able to still meet in person for four of those days. However, the December training days had to be delivered remotely, due to the pandemic. This impacted our ability to provide certain activities and due to participants being in their schools, training was not able to be uninterrupted. It also impacted our budget in that we did not provide participants with a training venue. The pandemic also required us to move our annual PBIS conference to a virtual platform. Again, this impacted our training and budget for the same reasons.

Math4ME

Math4ME utilized a virtual training platform which worked in our favor this year. The continued pandemic impacted teacher stress level and their lack of time. Teachers felt that they had too many responsibilities within their position and some decided to discontinue the Math4ME training as a result. Teachers were also frequently reassigned to other duties and classrooms, resulting in an inability to execute the Math4ME practices in a math classroom.

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Goal 2: To increase the mathematics proficiency of students with Individual Education Plans (IEPs) achieving at a developmental level of grades 3–5, as measured by mathematics scores on formative and summative assessments. (Math4ME).

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.

Math4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

PD Domains	PD Components	Project Description	Ratings
A(1) **Selection**	**Clear expectations are provided for PD participants and for schools, districts, or other entities.** **Required elements:** 1. Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities). 2. Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). 3. Description of how schools, districts, or other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.	1. **Expectations for PD participants.** Participants in Math4ME are expected to: • Participate in all trainings and coaching activities. • Participate with fidelity, as measured by a rubric developed by the Math4ME trainer. • Educators will also need to participate in required asynchronous activities assigned by the trainer/coaches, which include readings and reflection activities. 2. **What have schools, districts, or other entities agreed to provide?** Schools and districts have agreed to provide: • Student assessment data from the math portion of NWEA • Data that are requested from the independent evaluator (MEPRI) • Student placement data to the independent evaluator (MEPRI) 3. **How were schools, districts, or other entities informed of their responsibilities? Provide a brief description of the form(s) use for these agreements.** School and district administrators were invited to an informational session after their educators had expressed interest in Math4ME in May 2021. The informational session outlined the program and the expectations for educators as well as the expectation of support from administrators. The MDOE Math4ME contract was sent shortly after the informational session to the business office of each district outlining the project expectations, deliverables and the performance measures.	2
A(2) **Selection**	**Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.** Required elements: 1. Expectations for trainers' qualifications and experience and	1. **Expectations for trainers' qualifications and experience and how these qualifications are ascertained:** Required standards: • Previous experience in the mathematics instruction. • Previous experience in developing and implementing training for varied audiences. • Experience working with adult learners. Resumes of trainers are reviewed and references checked by the SPDG Project Coordinator to ensure new trainers meet the expectations of the Maine DOE.	3

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	how these qualifications are ascertained. 2. Description of role and responsibilities for trainers (the people who trained PD participants). 3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. 4. Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	**2. Description of role and responsibilities for trainers.** • Annually review current training offerings to determine if changes need to be made to existing trainings, or if new trainings need to be developed. • Conduct training to participating School Administrative Units (SAUs) to facilitate the effective use of evidence-based mathematics practices in Maine's schools. • Work with DOE's Math4ME Advisory Panel to refine and update the action plan to implement and scale up Math4ME practices in Maine SAU's. • Identify and conduct needs assessments for rural Maine districts in Aroostock, Washington, Waldo and Knox Counties. • Support the development of presentations and resources to replicate Math4ME. **3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.** Maine MATH4ME trainers serve as coaches, so many of the qualifications and experience required for coaches are the same as for trainers. Resumes of coaches are reviewed and references checked by the SPDG Project Coordinators to ensure new trainers meet the expectations of the Maine DOE. Required standards: • Previous experience in teaching mathematics. • Previous experience in providing job-embedded mathematics coaching. • Experience in coaching and supporting administrators and leadership teams. • Experience in data analysis and using fidelity of implementation, student outcome data, and participant perception data to inform action plans and ongoing coaching. **4. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).** • Review and use teachers' Math4ME Fidelity of Practice Tool/Math4ME Mid-Year Fidelity Survey to inform coaching provided. • Support the development of teachers' action plans. • Provide virtual and/or onsite coaching at least once per month. • Participate in coaching observations conducted by Maine DOE staff. • Support teachers in the use of data. ▪ Facilitate monthly communications for the project participants. • Work with the SPDG evaluators on pertinent data collection activities. ▪ Support the development of presentations and documents to replicate Math4ME.	

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PD Domains	PD Components	Project Description	Ratings
B(1) **Training**	**Accountability for the delivery and quality of training.** Required elements: 1. Identification of the lead person(s) accountable for training– include name and position/title. 2. Description of the lead person(s)' role and responsibilities related to developing and supporting	**1. Identification of the lead person(s) accountable for training**. Cheryl Tobey, M.Ed. serves as the lead trainer for Math4ME and train new coaches. She is a mathematics specialist at MMSA. She has developed and published materials for mathematics educators across the country through her work for MMSA, the Maine DOE, and the Education Development Center (EDC). While at EDC and MMSA, she led multiple National Science Foundation (NSF) and state-funded grants focused on increasing student achievement for struggling learners. Along with 10 years as a classroom educator, Cheryl has extensive experience training teachers and using mathematics probes and other formative assessment techniques to better understand student learning. **2. Description of the role and responsibilities of the lead person(s) accountable for training.** Ms. Tobey is responsible for overseeing the development of Math4ME training materials and ensures all trainings include evidence-based practices and adult learning practices. Ms. Tobey is responsible for the following expectations: ● Ensure all trainers meet qualifications for skilled trainers. ● Plan and implement training events. ● Monitor the efficacy of other trainers and training plan. ● Ensure training evaluations are conducted and responses reviewed with trainers and SPDG staff to determine strategies for improvement. ● Development of dissemination and training materials.	3
B(2) **Training**	**Effective research-based adult learning strategies are used.** Required elements: 1. Identification of adult learning strategies used, including the source of those strategies (e.g., citation).	**1. Identification of adult learning strategies used, including the source (e.g., citation).** All SPDG-Math4ME trainings incorporate evidence-based strategies and adult learning principles described by Dunst & Trivette (2012). These include introduction, illustration, practice, evaluation, reflection, and mastery. Reference: Dunst, C.J., & Trivette, C. M. (2012) Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.	3

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	2. Description of how these adult learning strategies were used. 3. Description of data gathered to assess how well adult learning strategies were used.	**2. Description of how adult learning strategies were used.** Trainings provided by Maine Math4ME embed the follow adult learning strategies identified by Dunst and Trivette in the training curriculum. **Introduction:** Prior to, and at the beginning, of each training, trainers provide a description of the training to be provided, expected outcomes, an agenda, any advance readings, and other training materials. **Illustration:** Training incorporates pertinent evidence-based mathematics practices or related research and national data trends, real-world examples from the trainers, vetted videos from Math4ME schools or other relevant sources. The trainer also seeks examples from training participants. **Practice:** The training allows time for participants to discuss the training topics, to reflect on their current practices, and to prioritize areas for improvement. Trainers support this process to ensure participants' understanding of the content. **Evaluation:** The training allows time for multiple opportunities for participants to assess their prior knowledge and experiences through the use of formal and informal assessment surveys. **Reflection:** The training allows time for participants to use their own data to reflect on current systems and practices in place in their schools. For example, participants are asked to reflect in small breakout groups on the strategies presented to them during the training and how they reacted to the strategy. In PLC groups, participants are asked to reflect on their practices in the classroom and the student outcomes as a result of the Math4ME training. **Mastery:** The training allows time for participants to use the training content they learned to implement new practices to improve their implementation of evidence-based mathematics practices. Teams are provided time to plan follow up activities, using data-based decision-making processes. **3. Description of how data are gathered to assess how well adult learning strategies were implemented.** After the initial three-day summer training, the Math4ME external evaluators (Maine Education Policy Research Institute, MEPRI) administer a comprehensive evaluation survey including items that address how well adult learning practices have been incorporated into the training.	

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		After each training, participants complete an evaluation survey. One set of questions asks participants to rate the degree to which the adult learning practices described above were implemented: ● The objectives and outcomes of the training were clear. ● Training was high quality. ● The training content was relevant to their current scope of work. ● The training content was useful to self/team/school. ● The training content was organized and clear. ● The training content time for practice and reflection. ● The training provided time to interact with others related to the content. ● The training provided time to ask questions and share perspectives. ● The training included time to plan for follow up activities that require participants to apply new knowledge and skills. The Math4ME Mid-Year Fidelity Survey and Math4ME Spring Online Coaches Survey also include items that address how well adult learning principles have been used in trainings across the school year.	
B(3) **Training**	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).** Required elements: 1. Description of skills that participants were expected to acquire as a result of the training. 2. Description of activities conducted to build skills. 3. Description of how participants' use of new skills was measured (e.g.,	**<u>1. Description of skills that the participants were expected to acquire as a result of the training.</u>** Below is a general list of skills identified necessary for successful implementation of the training content. Each training component has a specific set of objectives that outline the expected skills and knowledge to be gained at that training: Objectives of the Math4ME training are outlined at each training and include: • Content: Mathematical fluency • Instructional practices: supporting student learning • Diagnostic approaches: fluency interviews Learning goals are identified for the participants at each training and include: • Ability to identify key aspects of mathematical fluency • Ability to reflect on the use of a fact fluency interview tool to identify a student's strengths and instructional level • Ability to identify resources and instructional moves to move student learning forward	2

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	observation of skills; exit ticket that demonstrates use of skills).	**2. Description of activities conducted to build skills.** Training and coaching are delivered in a virtual format. Skill building activities implemented vary depending on skills targeted, and will include: • Eliciting and using evidence of thinking through demonstration and teaching practices model. • Using and connecting math representations in small breakout groups and independently. • Computational math routines are presented to participants to develop math concepts. These have a core focus on development of fact fluency for students. • Reasoning abstractly and quantitatively and sharing responses. • Looking for and making use of the structure in their math practices. In addition to the ongoing training, participants will receive ongoing coaching to support new skills and time for reflection. Training participants will review their Math4ME Fidelity of Practice Tool and Math4ME Mid-year Fidelity Survey results and action plans to assess progress and identify additional areas in need of attention. Math4ME coaches will support participants in developing any newly identified new skills in need of improvement. **3. Description of how participants' use of new skills was measured.** Improvement in participants' skills is measured based on the results of pre-post sets of diagnostic probes, Math4ME Fidelity of Practice Tool, Math4ME Mid-Year Fidelity Survey, and the Math4ME Spring Online Teacher Survey. As schools become more experienced, with greater capacity to implement evidence-based mathematics practices, this will be reflected by improved results on the Math4ME Fidelity of Practice Tool and Math4ME Mid-Year Fidelity Survey; improved results on the NWEA MAP and on the pre-post sets of diagnostic probes.	
B(4) **Training**	**Trainers (the people who trained PD participants) are trained, coached, and observed.** Required elements: 1. Description of training provided to trainers.	**1. Description of training provided to trainers.** Current Math4ME trainers have many years of experience in providing Math4ME training. As new trainers are hired, they will work closely with existing Math4ME trainers. They will also be provided with pertinent literature related to Math4ME content, the use of adult learning practices, skills-based training, and the evaluation of high-quality trainings. New trainers will also have the opportunity to review recorded trainings conducted by experienced trainers.	3

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	2. Description of coaching provided to trainers. 3. Description of procedures for observing trainers. 4. Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered. 5. Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). 6. Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).	**2. Description of coaching provided to trainers.** Coaching of trainers is informed by the following processes and data sets: • The Maine SPDG Project Coordinators observe the Math4ME trainings to determine the quality of training and to provide data to support ongoing coaching of the Math4ME trainers. More detail is provided in #3 below. • Participants provide feedback on individual trainings on the end of event evaluation surveys. • Participants provide feedback on the quality and impact of the Math4aME training over the course of the year on the Math4ME Spring Online Teacher Survey. The Maine SPDG Project Coordinators uses this information to provide the entire team of trainers with data-based feedback to frame their discussion on any areas of improvement needed with the Math4ME training content or delivery. The feedback information is shared as a team to re-evaluate training content and practices and adjust accordingly **3. Description of procedures for observing trainers.** All trainers will be observed by the Maine SPDG Project Coordinators at least once per year, using the Observation Checklist for High Quality Professional Development Training (HQPD). Prior to the observations, the Maine SPDG Project Coordinators will meet with the Math4ME trainer to review the content of the training in advance, as well as to review the HQPD instrument for familiarity. In cases when the trainer does not achieve the desired fidelity criteria (discussed in #4 below), an action plan will be developed addressing the necessary skills in need of improvement and a follow-up observation will be scheduled. **4. Identification of training fidelity instrument used (measure the extent to which the training is implemented as intended).** As mentioned previously, the HQPD checklist will be used to measure the quality and fidelity of the training. The HQPD checklist was developed by Noonan et al, (2015) and is widely used across SPDG projects. The 21-item observation checklist is composed of the five domains listed below. The target is for 90% of the 21 items to be implemented with fidelity. • Preparing for Learning • Contextualizing Content	

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		• Engaging in Learning • Reflecting on Learning • Transferring Learning Practice Reference: Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). *Observation checklist for high quality professional development in education. (Updated version).* Lawrence, KS. University of Kansas, Center for Research on Learning. **5. Description of procedures to obtain participant feedback.** The two primary direct methods for obtaining participant feedback are through training evaluation surveys and the annual Math4ME Spring Online Teacher Survey. The training evaluation data is summarized after each training and shared with trainers and the Maine SPDG Project Coordinators. Charts and tables are used to summarize the data in an easy-to-use format. Qualitative data are categorized based on emerging themes to make the data easier to process. Interviews and focus groups will also be used to gather qualitative participant feedback. **6. Description of how observation and training fidelity data were used to determine if changes should be made to the content or structure of the trainings, such as schedule, processes; to ensure that trainers are qualified.** Observation and training fidelity data are reviewed on an ongoing basis and shared with trainers to improve future trainings. Currently, the three Math4ME trainers are highly skilled and few changes are expected. At the same time, the opportunity for trainers and the Maine SPDG Project Coordinators to review and reflect on the observation and training fidelity data is a useful process in examining methods to continually improve the trainers' skills.	
B(5) **Training**	**Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.**	**1. Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.** Expectations for administrators at the building and district level are clearly outlined in an informational session prior to the beginning of each cohort. Additional informational sessions are scheduled for each October, March and in May/June each school year. In the initial administrator session, the structure of Math4ME is shared, which includes the training and coaching expectations for teachers, the virtual classroom visits, and focus and expected outcomes for the Math4ME program.	2

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	Required elements: 1. Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported. 2. Description of how administrators are trained and coached to support implementers and coaches. 3. Description of supports for creating implementation teams at the building and district or local program levels.	Special Education directors are required to complete the form for participants to ensure their own involvement in the cohort commitment. The teacher team commitments are reiterated and updated each administrator training session to reflect the most recent educator expectations during the year. Special education directors are also asked to supply the list of students and their student IDs from each teacher. This allows the outside evaluator to gather data regarding the NWEA scores. We are changing up this model next year to ensure we get more involvement and buy in from administrators. We felt the impact of the sustainability of the project because this was a weak area for us this year) **2. How are administrators trained and coached to support implementers and coaches?** The administrators are asked to attend an initial training prior to the start of the cohort. This training outlines the content and expectations of the Math4ME training and coaching that the teams of educators will receive. There are 3 more trainings scheduled for administrators each school year of the cohort. Communication between the special ed directors of each school is always open between trainers, coaches, and Maine DOE project coordinators. **3. Supports for creating implementation teams at the building and district or local program levels.** Administrators are asked to fill out the registration form for the team of participants from their schools. This allows them to be fully aware of the participants. Administrator informational sessions are offered before the cohort begins and then 3 times during the school year. Administrators are highly encouraged to attend to raise their awareness of the content and time commitment of the program.	
B(6) **Training**	**Training outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: 1. Identification of training outcome measure(s).	**1. Identification of training outcome measure(s).** Training outcomes are clearly articulated at the beginning of each training. The post training evaluation form assesses the extent to which participants agree that each of the training outcomes was met. Participants are also asked to rate the impact of the trainings sessions on their knowledge of the training outcomes on the end of year survey. The project outcomes for Math4ME are the same as those for the Maine State Systemic Improvement Plan (SSIP) and include:	3

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	2. Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. 3. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	• Improvement of math proficiency of students with disabilities. • Improvement of instructional practices of teachers delivering math instruction to students with disabilities. For each training session, there are three short-term outcomes. These are shared at the beginning of each training and included on the post training survey. These include the ability of participants to: • Identify key aspects of mathematical fluency. • Reflect on the use of fact fluency interview tool to identify a student strengths and instructional level. • Identify resources and instructional moves to move student learning forward. **2. Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training.** Three sets of data are, or will be, collected to assess the impact of Math4ME training on participants' knowledge and skills. • During this first year of SPDG implementation, the training evaluation form did not include an item to assess knowledge gain. During summer 2022, a summative pre/post knowledge items will be developed to assess the impact of training on participants knowledge of the training content delivered over the course of the year. • Math4ME Mid-Year Fidelity Survey and the Math4ME Spring Online Teacher Survey collect mid- and end-of-year data on the impact of Math4ME training on participants' knowledge and skills. • Fidelity of implementation data are collected to determine how well the training (and coaching) impacted the knowledge and skills of participating schools to implement Math4ME. **3. Description of how training outcome data were reported.** Data are compiled by MEPRI staff and reported to the Maine SPDG Project Coordinators and the Math4ME staff. • After the initial three-day summer training, the evaluation data are analyzed by MEPRI, who produce a full evaluation report of the evaluation results. This includes data on participants' perceptions of their knowledge of the training content, as well as items to assess how well adult learning practices were used. Qualitative data gathered	

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		are also gathered. In addition, data are shared with external stakeholders (Math4ME Advisory Panel and the Maine SPDG Leadership Team). • A three-item evaluation survey is disseminated at the conclusion of each interim training session. • The results from the annual MATH4ME Spring Online Teacher Survey on participants' perceptions of the quality and impact of the training are summarized each summer to allow time for any needed changes to trainings to be provided the next school year. These data are presented through an evaluation report. These reports also shared with members of the Math4ME Advisory Panel and the Maine SPDG Leadership Team. **4. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.** Each of the data sets just described (training data, annual survey results, and fidelity of implementation data) are reviewed as the data become available. The Maine SPDG Project Coordinators and Math4ME staff meet regularly to review and discuss the training data. Areas in need of improvement are discussed and changes are made as necessary to the training curriculum. Less frequently, the results are shared with the Math4ME Advisory Panel and the Maine SPDG Leadership Team to gather their input on any changes that need to be made in the training content or delivery.	

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PD Domains	PD Components	Project Description	Ratings
C(1) **Coaching**	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.** Required elements: 1. Identification of the lead person(s) accountable for coaching services. Please include name and position/title. 2. Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.	**1.Lead person(s) accountable for coaching services. Please include name and position/title.** Dr. Tracy Whitlock and Ms. Adamson will oversee the Math4ME initiative, including coaching. Dr. Whitlock has a Ph.D. in Curriculum & Instructional Leadership and has worked in the field of education for over 25 years. She is the Coordinator of Special Projects for the Maine DOE and oversees Maine's current PBIS initiative and SSIP/Math4ME. In addition, she coordinates other special projects for the OSS, including dyslexia support, mentoring for beginning special education teachers and assistive technology. Ms. Adamson is an Educational Specialist for the Maine DOE on the special projects team. She has an MEd in the field of Special Education. She has worked in the field of education for the past 20 years and in special education for the last 15 years as both an educator and administrator. Ms. Adamson coordinates the Math4ME and PBIS initiatives of the Maine SPDG. She also supports the state dyslexia initiative and other office for special services projects. **2. Lead person(s) role and responsibilities for promoting high quality and timely coaching services.** Dr. Whitlock and Ms. Adamson are responsible for ensuring the external Math4ME coaches have the capacity to support participating districts and schools. These responsibilities include: ● Ensure all coaches have the coaching skills necessary to support implementing districts and schools. ● Monitor the efficacy of coaches. ● Support presentations and documents to replicate the success of the program, a combined effort of MDOE and Math4ME trainers.	3
C(2) **Coaching**	**Coaches use effective coaching practices to increase innovation fidelity.** Required elements: 1. Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching	**1. Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured.** External Math4ME coaches are responsible for supporting schools' implementation of evidence-based mathematics practices. Coaches meet with their schools a minimum of once per month. Coaching activities reinforce the training topics provided prior to the coaching event, as well as addressing areas rated low on each school's Math4ME Fidelity of Practice Tool/Math4ME Mid-Year Fidelity Survey results. A primary focus of Math4ME coaching is to develop the capacity of Math4ME participants to implement mathematics evidence-based practices with fidelity.	2

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	process, and how coaching effectiveness is measured. ● *Note: This description may take the form of a coaching service delivery plan.* 2. Description of how coaching process is captured and connected to impact on fidelity of the innovation. ● *Note: These data may be collected in a coaching log.*	Coaching effectiveness is assessed through the use of a coaching observation process, an annual participant survey, and periodic interviews and focus groups. All coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Math4ME HQPD Coaching Fidelity Tool. Prior to the observations, the Maine SPDG Project Coordinators will meet with the Math4ME coaches to review the content of the coaching in advance, as well as to review the Math4ME HQPD Coaching Fidelity Tool for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled. The Math4ME HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist, developed by Brussow et al (2013). This tool is widely used across SPDG projects. The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. The target is for 90% of the 18 items to be implemented with fidelity. Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning. The annual Math4ME Spring Online Teacher Survey, discussed in previous sections, provides perception data from individuals who have participating in Math4ME coaching. Participants are asked to rate the quality and impact of coaching they received. These data are summarized each summer and shared with coaches and other staff to celebrate areas where participants are satisfied with the coaching provided, and to strategize on improving areas with lower ratings. The survey results are included in the ME SPDG APR. Beginning at the end of the 2021-22 school year, interviews and/or focus groups will be conducted with coaching recipients. The purpose of this data collection effort is to gather deeper and richer data about their successes and challenges. The interview/focus group reports will be shared with coaches and staff to again, celebrate successes and focus on areas in need of improvement. **2. How is your coaching process captured and connected to impact on fidelity of the innovation?** The Maine Math4ME Professional Learning Log is used to track the amount and type of coaching provided, as well as to collect data regarding who was coached and the duration of the coaching	

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		activity. These data are shared with coaches and other staff at ongoing Math4ME evaluation meetings. These meetings allow for a discussion of the coaching activities and the chance to "calibrate" the coaches' data entry to ensure the reliability of coaching output data. Conversations also focus on the type of coaching provided and the corresponding effectiveness of those strategies. A corresponding dashboard is available to display the coaching data on a real-time basis. The dashboard is available to Math4ME staff, the Maine SPDG Project Coordinators, and the external evaluators. The results from the Math4ME Fidelity of Practice Tool and the Math4ME Mid-Year Fidelity Survey are used in conjunction with the coaching output data discussed above to assess how well Math4ME practices are implemented with each participating teacher. Areas of strength and successes are celebrated through presenting as a spotlight at stakeholder meetings. Participants are asked to show data and relate stories that demonstrate their success. Stakeholders celebrate with the spotlighted teachers and provide positive feedback and bring success stories back into the community. Stakeholder groups are planning to use the spotlighting of specific successful districts to groups such as Maine Principals Association, Maine School Management Association (Superintendents) and Maine Administrators of Special Education (MADSEC) to further promote Math4ME. Lower-rated items are used to inform each school's coaching plan.	
C(3) **Coaching**	**Coaching outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: **1.** Description of how coaching is monitored for fidelity to content and quality. **2.** Description of how coaching fidelity data are used to identify potential training and coaching for coaches.	**1. How is coaching monitored for fidelity to content and quality?** As discussed in the previous section, all coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool to monitor the content and quality of the coaching. Prior to the observations, the Maine SPDG Project Coordinators will meet with the Math4ME coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for familiarity. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist, developed by Brussow et al (2013). The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. The target is for 90% of the 18 items to be implemented with fidelity. **3. How is coaching fidelity data used to identify potential training and coaching for coaches?** The results from each coaching observation are reviewed by the Maine SPDG Project Coordinators and the respective Math4ME coach. Coaches are provided an opportunity to	3

MATH4ME: SPDG Evidence-based Professional Development Components

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	3. Description of procedures to assess the knowledge and skills gained by those who are coached. **4.** Description of how coaching outcome data are analyzed by the SPDG team. **5.** Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	provide feedback and reflect on the observation results. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement, opportunities for further training and coaching to increase the pertinent skills, and a follow-up observation will be scheduled. **3. Procedures to assess the knowledge and skills gained by those who are coached.** As discussed in a previous section, on the annual Math4ME Spring Online Teacher Survey coaching recipients are asked to rate their knowledge and skills to implement evidence-based mathematics practices with fidelity. These data are summarized each summer and shared with coaches and other staff to celebrate areas where participants are satisfied with the coaching provided, and to strategize on improving areas with lower ratings. The survey results are also included in the ME SPDG APR. Beginning at the end of the 2021-22 school year, interviews and/or focus groups will be conducted with Math4ME participants to assess their perceptions of the knowledge and skills gained through Math4ME coaching. This will allow for deeper and richer data about the impact of Math4ME coaching. The interview/focus group reports will be shared with coaches and staff to again, celebrate successes and focus on areas in need of improvement. **4. How are coaching outcome data analyzed by the SPDG team?** The external evaluator summarizes each of the relevant datasets (Maine HQPD Coaching Fidelity Tool, Math4ME Fidelity of Practice Tool, the Math4ME Mid-Year Fidelity Tool, the Math4ME Spring Online Coaches Survey, and interviews/focus groups, sharing the summaries with the Maine SPDG Project Coordinators and Math4ME staff as the data become available. Twice a year, formal meetings are held with the evaluators and the MATH4ME team to review the data and discuss strategies to improve coaching when needed. **5. How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?** Feedback loops are informed through the development and dissemination of training evaluation reports, aggregated data from the Maine HQPD Coaching Fidelity Tool, Math4ME Spring Online Coaches Survey, and feedback from interviews and focus groups with Math4Me participants. Detailed reports related to coaching outcome data are shared with the Maine SPDG Coordinators, the Math4ME team, the Math4ME Advisory Panel, and the Maine SPDG Leadership Team. Formal	

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		evaluation meetings are held twice a year to focus extensively on the data received to date, while ongoing sharing of information with the Maine SPDG Coordinators, the Math4ME team, the Math4MEAdvisory Panel, the Maine SPDG Leadership Team, and participating districts and schools occurs as needed. The Maine SPDG Leadership Team consists of members from various offices of the Maine Department of Education. This allows for the sharing of results across the Department.	

Goal 3 (Math4ME): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

PD Domains	PD Components	Project Description	Ratings
D(1) **Data Systems that Support Decision Making**	**Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.** Required elements: **1.** Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. **2.** Description of the data expertise, role and responsibilities of the identified lead person(s).	**1. Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title.** MEPRI serves as the lead entity for evaluation, fidelity measurement, and statewide and federal reporting. They work closely with the ME SPDG Project Coordinators to collect, analyze, and report on Math4ME data. The lead evaluators are Janet Fairman, Ph.D., an Associate Research Professor of Education at the University of Maine, Patricia Lech (MEPRI, M.D., M.Sc. Senior Research Associate), and Craig Mason, Ph.D. a Professor of Education and Applied Quantitative Methods at the University of Maine. **2. Data expertise, role and responsibilities of the identified lead person(s).** MEPRI is a University-of-Maine-based research center with two decades of experience providing research, program evaluation, and policy analysis to Maine schools, government and community agencies, and the Maine State Legislature. Based on this long relationship, MEPRI personnel have detailed knowledge of Maine's educational data and initiatives. Based on the combined expertise of MEPRI researchers to conduct and communicate quantitative analyses, including value-added and growth models, qualitative methods, and survey design, their continued involvement significantly benefits the Math4ME initiative. Responsibilities of MEPRI include: • Meet regularly with the Maine Math4ME staff to review output, fidelity, and outcome data, as well as progress toward project goals. • Collect and report on professional learning output data (i.e., number and type of training, coaching, etc.) through the Math4ME Professional Learning Log. • Report on progress toward performance measure targets and project outcomes. • Communicate with the ME SPDG Project Coordinators and other ME SPDG and Math4ME staff on the Professional Learning Log and other data collection activities, data indicating barriers to coaching and implementation, and any other issues. • Facilitate the completion of training evaluation surveys, fidelity of implementation forms, end of year survey, and other data collection activities as needed. • Analyze data and communicate results regularly.	3

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

D(2) **Data Systems that Support Decision Making**	**Coherent data systems are in place at all education levels (SEA, regional, LEA, school).** Required elements: **1.** Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: **2.** Description of how targets/benchmarks are set for the various types of data. **3.** Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants. **4.** Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	**1. Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes** Each of the key data sources listed below are designed to provide evidence of and support the development of adult knowledge through professional learning (training and coaching), the change in adult behavior (the increase of knowledge and implementation of evidence-based practices with fidelity) to ultimately improve student outcomes. Although all data are not housed within the same platform, the evaluators serve as a clearinghouse for all data and connect data sources together to inform continuous improvement of the project. **Key Data Sources for Training and Coaching** The **Math4ME Professional Learning Activity Log (via Survey Monkey)** is used to collect output data, including dosage and frequency, for all Math4ME professional learning activities (training and coaching). Trainers and coaches enter information on their training and coaching sessions as they occur. Math4ME staff, the Maine SPDG Coordinators, and the external evaluators have access to those entries via a real-time data dashboard. The dashboard allows users to view and download data in disaggregated and aggregated formats. These features enable users to access the data for formative evaluation. During regularly scheduled Math4ME evaluation meetings, time is allotted for a discussion of the training and coaching activities and the chance to "calibrate" the trainers' and coaches' data entry to ensure the reliability of output data. Conversations also focus on the type of training and coaching provided and the corresponding effectiveness of those strategies Evaluators use these data for summative evaluation and reporting. Specifically, aggregated training data are shared back with the Math4ME Leadership Team as it is available. These reports include descriptive statistics, as well as narrative discussing trend and other inferences made from the data. The evaluators and the Math4ME staff use these meetings to further discuss the data and implications for the project. **Summer Kick-off Training Evaluation Survey** Training participants are surveyed at the end of the initial three-day summer training to gather the participants' perceptions of the degree to which the training objectives were met, adult learning principles were used, their satisfaction with training and the impact on their learning of	3

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		the training content for the three-day summer training. These surveys are analyzed by the MEPRI evaluators, who produce an evaluation report. Charts and tables are used to summarize the data in an easy-to-use format. Qualitative data are also gathered through the training evaluation forms. The results are shared with the Maine SPDG Project Coordinators and the Math4ME trainers, as well as external stakeholders (the Math4Me Stakeholder Group and the Maine SPDG Leadership Team). Low scores and themes will be reviewed to inform changes to the trainings. **Math4ME Interim Trainings Evaluation Survey** After each interim training, participants are given a three-item survey, using a Likert-scale to provide feedback on math content delivered, the diagnostic approaches used, and the highlighted instructional practices. The interim training data are analyzed by the project team for formative purposes. Cumulative data are analyzed and reported on by MEPRI, as part of measuring program fidelity. **Measure of Content Learning** During summer 2022, pre/post teacher pedagogical knowledge items will be developed to assess the effect of program participation on educators' mathematical pedagogical knowledge. Participants will complete an adapted version of the number and operation strand of the Learning Mathematics for Teaching (LMT) assessment (Hill et al., 2004) during the initial summer session (pre) and again at the end of the Year 1 training (post). The measure will be used beginning in fall 2022. **Math4ME Spring Online Teacher Survey (End of Year Project Survey)** Training participants are surveyed at the end of each school year to gather their perceptions of the quality of the training and coaching provided and the impact on their knowledge and capacity to implement the evidence-based mathematics practices introduced by Math4ME. These data will be tracked longitudinally. The results from the Math4ME Spring Online Teacher Survey indicating participants' perceptions of the quality and impact of the professional learning are summarized each summer to allow time for any needed changes to trainings for the next school year. These reports are also shared with members of the Math4ME Stakeholder Group and the Maine SPDG Leadership Team. Areas where participants are satisfied with the training	

MATH4ME: SPDG Evidence-based Professional Development Components

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		and coaching provided will be celebrated and the teams will strategize to improve areas with lower ratings. The survey results are included in the ME SPDG APR. The Maine SPDG Project Coordinators use information from both the training evaluation surveys and the Math4ME Spring Online Teacher Survey (End of Year Project Survey) to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the Math4ME training content or delivery. **Key Data Sources for Fidelity of Implementation** **High Quality Professional Development Checklist (HQPD Checklist)** As mentioned previously, the HQPD checklist will be used to measure the quality and fidelity of the training. The 21-item observation checklist is composed of five domains. All trainers will be observed by the Maine SPDG Project Coordinators at least once per year, using the HQPD Checklist. Prior to the observations, the Maine SPDG Project Coordinators will meet with the Math4ME trainer to review the content of the training in advance, as well as to review the HQPD instrument for familiarity. In cases when the trainer does not achieve the desired fidelity criteria, an action plan will be developed addressing the necessary skills in need of improvement and a follow-up observation will be scheduled. **Maine HQPD Coaching Fidelity Tool** All coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist. The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. Prior to the observations, the Maine SPDG Project Coordinators will meet with the Math4ME coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled. The external evaluators aggregate coaching fidelity data to share with the coaches, as well as the Maine SPDG Project Coordinators.	

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		Implementation of Evidence-Based Practice The Math4ME Fidelity of Practice Tool and the Math4ME Mid-Year Fidelity Survey are used to assess implementation of Math4ME and the results are used in conjunction with the coaching output data discussed above to assess how well evidence-based mathematics practices are implemented by Math4ME participants. Areas of strength are celebrated, while lower-rated items are used to inform each school's coaching plan. **Interviews/Focus Groups** Beginning at the end of the 2021-22 school year, interviews and/or focus groups will be conducted with Math4ME participants. The purpose of this data collection effort is to gather deeper and richer data about successes and challenges of participants. The interview/focus group reports will be shared with coaches and staff to again, celebrate successes and focus on areas in need of improvement. **Child Outcomes** **Diagnostic Probes: Pre-Post Sets** Formative screeners are used to inform short cycle intervention needs of individual students. The screeners are designed to formatively assess students' progress along a research-based computational fluency progression. Data on participant use of the screeners and ability to use the data to inform instructional next steps will be collected and analyzed as a measure of program fidelity as well as for changes in participant pedagogical content knowledge and instructional practices. **Progress Monitoring Data (NWEA MAP)** The NWEA MAP is administered to all students each fall (usually at least six weeks after the beginning of the school year, mid-year, and near of the end of the school year. The results are disaggregated by all students and students with disabilities. A total score and domain scores for Quantitative Reasoning, Algebraic Reasoning, Geometric Reasoning, and Statistical Reasoning are provided to schools after each administration. Participating schools are required to share these data with Math4ME staff and MEPRI evaluators, removing all personally identifiable information prior to sharing. The MEPRI evaluators analyze the data and provide a summary report after each administration, sharing the summaries with the summaries with the Maine SPDG Project	

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		Coordinators. Twice a year there are face-to-face (or virtual) meetings with the evaluator and Maine SPDG staff to review the data and discuss strategies to improve implementation when needed. **2. How are targets/benchmarks set for the various types of data?** Benchmarks for Math4ME performance measures were established during the development of ME's SPDG application and subsequent discussions with the external evaluators. Benchmarks were identified for each Program Measure and all Project Measures of the APR. Benchmarks will be evaluated each year and modified, if necessary, after a conversation with our OSEP Project Officer. The targets for the HQPD Checklist and for the Coaching Fidelity Tool are for 90% of the items to be implemented with fidelity. The criteria was established on targets established in other states using these same tools. **3. How is data collection guidance provided to professional development sites and participants?** The external evaluation team created an Evaluation Manual which includes critical information for each of data sources and instruments used for the project. Information included: description of the instrument, timeline for dissemination, who should be completing the instrument. The contact information for the trainers, coaches and external evaluators is also made available for questions and additional guidance. An abbreviated, one-page version of the Evaluation Manual provides district and school personnel with the required data submission processes. Administrators attend three training events to learn about implementation and how to align systems to promote and sustain Math4ME activities. **4. How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?** Training on use of the fidelity tools will be led by the lead Math4ME trainer. The facilitator/coach team will work with MEPRI to ensure reliability in the scoring of the fidelity measures. Professional learning sessions will provide participant training on the use of the formative tools with students, using the data to inform short-cycle intervention plans, and the monitoring of student progress. Small group PLCS and coaching opportunities will allow for reviewing student data and instructional plans "in the moment".	

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

D(3) **Data Systems that Support Decision Making**	**Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).** Required elements: **1.** Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). **2.** Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). **3.** Description of how fidelity and child outcome data inform modifications to project plans and processes.	**1. How are data compiled and communicated in usable format(s) with various audiences/stakeholders?** Shared data include summaries of professional learning activities, training evaluation reports, fidelity of implementation data, and student outcome data provided by the external evaluator. Formal evaluation reports are developed for each data source. In addition, the Math4Me Professional Learning Log Dashboards allows Maine SPDG leadership, trainers, coaches, and evaluators access to real-time data sharing of key professional learning outputs. **2. How do feedback loops function to inform improvement across multiple levels?** Feedback loops are informed through the development and dissemination of: • Training evaluation reports • Math4ME Spring Online Teacher Survey results • Results from the Maine HQPD Training and Coaching Fidelity Tools • Math4ME Fidelity of Practice Tool results • Math4ME Mid-Year Fidelity Survey results • Feedback from interviews and focus groups Summaries of these reports are shared with the Math4ME Stakeholder Group and the ME SPDG Leadership Team. This allows for these key stakeholders to provide input and suggestions for improved implementation. Training and coaching data are available in real-time the Maine SPDG Project Coordinators, the Math4ME team, and evaluators to allow each of the groups to discuss results amongst themselves and across levels to make appropriate changes as indicated by the data. Math4ME Stakeholder Group meetings are held ___ times each year. These meetings provide a forum with a wider range of stakeholders to share information and receive feedback. Program data are shared along with testimony from Math4ME participants. This takes the form of a "spotlight" educator at each meeting where data is shared and feedback is provided to the educators, trainers, and coaches.	2

MATH4ME: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		3. <u>How do fidelity and child outcome data inform modifications to project plans and processes</u>? Fidelity of implementation data have traditionally been collected through Math4ME Fidelity of Practice observation tool, but this has been a challenge the last two years. A new Mid-Year Fidelity Interview Tool has been established to gather input from participants on the degree of implementation. Regardless of the tool used, the results are shared with the ME SPDG Project Coordinators, the Math4ME team, external evaluators, and the Math4ME Stakeholder Group. Discussions are held to determine what factors are contributing to success and what strategies need to be identified to address challenging areas of implementation. In a similar manner, student outcome data are reviewed when available by the ME SPDG Project Coordinators, the Math4ME team, external evaluators, and the Math4ME Stakeholder Group. All stakeholders have the opportunity to review the data and provide input on strategies to improve student outcomes, as well as celebrating areas of success.	

Goal 3 (Math4ME): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

PD Domains	PD Components	Project Description	Ratings
E(1) Systemic Leadership Supports	**Accountability for the technical and adaptive leadership of the project at the state level.** Required elements: **1.** Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. **2.** Engages in regular communication with the leads for training, coaching and data systems, **3.** Promotes the effective use of evidence based professional development components, **4.** Problem solves challenges to innovation implementation, **5.** Recognizes effort and successes, and **6.** Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	**1. Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title.** • Dr. Tracy Whitlock- SPD Director/Coordinator of Special Projects – Adaptive leadership and systemic change. • Anne-Marie Adamson SPDG Coordinator/Education Specialist- Technical leadership and field support **2. How does this person ensure there is regular communication with the leads for training, coaching and data systems?** Ms. Adamson attends biweekly meetings with the Math4ME team trainers and coaches. Meeting agendas are generated throughout the week with topics for discussion. Meeting norms are followed. Each topic is covered by discussion. Any new topics are added to the agenda and notes are taken on discussion with action steps and team members responsible for the completing the action. Dr. Whitlock attends these meetings if there are concerns regarding budget items or program changes that impact the SPDG proposal. Dr. Whitlock and Ms. Adamson have weekly meetings to communicate, review data and progress in Math4Me implementation. This allows Dr. Whitlock and Ms. Adamson to make mid-course corrections as needed and indicated by the data. Shawn Collier, the Maine DOE Part B Data Manager attends these meetings when there is support needed regarding data collection and data systems. **4. How does this person promote the effective use of evidence based professional development components?** An agenda is used to facilitate all Math4ME team meetings. A note-taker is designated, and ongoing, historical notes are shared with the team. These include action items, team member responsibilities, and the date of targeted completion. As discussed previously, coaches and trainers are observed at least once a year by the ME SPDG Project Coordinators to ensure evidence-based professional learning practices	2

Goal 2 (MATH4ME): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		are being used. The results are reviewed and discussed with the coaches and trainers, and reported on in the ME SPDG APR. Training evaluation surveys are administered to participants on the quality of the training and use of evidence-based professional learning practices (i.e., adult learning strategies, skills-based), with detailed reports provided. The results are reviewed by Math4ME staff, ME SPDG Project Coordinators, and the Math4ME Stakeholder Group. **4. How does this person problem solve challenges to innovation implementation?** When the Math4ME teams meet with Ms. Adamson, they review the data discussed in Section D(2) of this EBPD worksheet. In addition, trainers and coaches share anecdotal data gathered through their professional learning activities The results from each data source are used to adjust the training and coaching activities to meet the needs of the Math4ME participants and to achieve the project outcomes. Dr. Whitlock and Ms. Adamson review the data with the ME Department of Education personnel to make appropriate decisions for technical and adaptive changes to the projects, if necessary. Innovative and appropriate changes are made to projects through extensive data review and team meeting consensus. **5. How does this person recognize effort and successes?** Any successes that are reflective of teacher practice or student outcome are vetted and shared through director meetings or DOE Newsroom blasts. Success are also celebrated through spotlighting successful participant implementation stories at stakeholder meetings. The district presents stories and data that demonstrate the success. Stakeholder celebrate with the educators on their success. **6. How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components?** Dr. Whitlock and Ms. Adamson participate in the SIG Network monthly Directors Calls, meet with the SPDG Project Officer, Jennifer Coffey and meet with the Small States SPDG group regularly (including states such as Delaware, Rhode Island, and Montana). In addition, Dr. Whitlock and Ms. Adamson communicate with other SEA departments (including MTSS , Elementary and Secondary Education Act (ESEA), and the Early	

Goal 2 (MATH4ME): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		Learning teams) to ensure that we are working in tandem. They also consult with experts to determine innovative practices to share with Math4ME coaches and trainers to incorporate them into project material Sustainability practices are promoted through partnerships with state universities and other states that have working systems in place.	
E(2) **Systemic** **Leadership** **Supports**	**Leadership systems are in place to build state-level capacity and promote project sustainability.** Required elements: **1.** Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. **2.** Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making). **3.** Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities.	**1. How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?** As was discussed in the previous section, the ME SPDG Project Coordinators and Math4ME staff have worked with MEPRI and the external evaluators to create a robust evaluation plan that includes consistent formative and summative evaluation grounded in metrics to measure gains in adult knowledge, fidelity of implementation of training, coaching, and the use of Evidence-based Practices, culminating in the improvement of student outcomes. MEPRI and the external evaluators use a combination of methods to analyze both qualitative and quantitative data and provide reports, along with data visualizations and executive summaries all designed to support the use of data for continuous improvement. • Dr. Whitlock and Ms. Adamson meet weekly to discuss available data to identify barriers and successes and make changes to the implementation of the project, as needed to alleviate those barriers and capitalize on successes. • Ms. Adamson meets with the Math4ME trainers and coaches biweekly to discuss the barriers and successes of the programs and review available data/ Suggestions for changes to implementation are discussed, when relevant. • Dr. Whitlock, Ms. Adamson, and Math4ME Leadership meet monthly with the external evaluators to discuss available data and analysis, as well as plan for future data collection and reporting. • Twice yearly, the ME SPDG Project Coordinators, the Math4ME team, MEPRI staff and the Math4ME Stakeholder Group meet (virtual or in-person) to review qualitative and quantitative training and coaching data, as well student outcome data and feedback from educators collected during interviews and	2

Goal 2 (MATH4ME): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		focus groups. All of these data sources and the respective analysis are used to adjust expectations, implementation and outcomes, if necessary. **2.What are the processes for revising policies and procedures to support a new way of work?** • Math4ME trainers and coaches gather data and feedback from participants both formally and informally. The formal collection of data (i.e., training surveys, Math4ME Spring Online Teacher Survey, fidelity of implementation tools, and student outcome data) has been outlined extensively in this document, as has the review, analysis and consideration of these data. However, the trainers and coaches also collect feedback informally and communicate findings to the program lead trainer during bi-weekly team meetings. The lead trainer then shares the feedback with the ME SPDG Coordinators. This informal feedback is considered with other available data. • Dr. Whitlock, the SPDG project lead, will be notified if a systemic change is being considered for the program. • The ME SPDG Coordinators also discuss possible revisions with MEPRI staff. Together, they review the available data and determine the feasibility of the proposed revisions. • The OSEP SPDG project officer is consulted on any program revisions before they are instituted. **3. Collaborative efforts have occurred with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities?** Along with the implementation of Math4ME, the ME SPDG includes a goal related to the ongoing sustainability of the Math4ME initiative. The Math4ME initiative is also aligned with the state's State Systemic Improvement Plan (SSIP). The ME SPDG Project Coordinators supervise the Math4ME initiative as well as other SPDG activities and therefore, have the direct ability to coordinate the work and align the initiatives. Through the SPDG, they are able to coordinate the fiscal resources, data collection and evaluation efforts.	

Goal 2 (MATH4ME): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

		In addition, the ME SPDG Project Coordinators participate in stakeholder groups to improve efforts to align messaging to Maine educators. __The Math4ME team_ is developing so that the professional learning is aligned to MTSS and federal IEP monitoring, as well as the ESEA team to target schools that need the math instruction support. The Office of Mathematics Instruction and the Office of Special Services work together on the Math4ME initiative through stakeholder groups and the alignment of fidelity tools. In addition, the two offices are developing a plan for next year that would include MTSS and IEP Monitoring as added training components to the existing Math4ME training structure. Including these training topics would support educators in their understanding of the role of the Math4ME program and its usefulness. Collaborative efforts for the SPDG are ongoing with the following initiatives: • SSIP • Multi-Tiered Systems of Support (MTSS) Collaborative efforts for the SPDG are ongoing with the following SEA departments: • Office of Special Services (which includes mathematics consultants) • Federal Programs (ESEA) • Office of Early Learning • Office of Innovation (MTSS) • Office of School and Student Supports Collaborative efforts are ongoing with the following outside agencies: • Maine Administrators of Services for Children with Disabilities • Maine Parent Federation • Maine Math and Science Alliance (MMSA)	

Goal 3: To improve school climate through the implementation of Positive Behavioral Interventions and Supports (PBIS) to reduce the use of office discipline referrals and school suspensions, as measured by climate surveys and decreases in exclusionary behavior practices. (PBIS)

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.

PBIS: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

PD Domains	PD Components	Project Description	Ratings
A(1) **Selection**	**Clear expectations are provided for PD participants and for schools, districts, or other entities.** **Required elements:** 1. Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities). 2. Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). 3. Description of how schools, districts, or other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.	1. **<u>Expectations for PD participants.</u>** All of the schools within a district that are participating must complete an application to be considered for participation in grant activities. School districts and schools will participate in cohorts that span two school years of intensive supports, either for Tier 1 or Advanced Tiers. The expectations provided in the Maine PBIS SPDG Professional Development application are as follows: ● Establish school climate and student behavior as a top three district priority. ● After initial acceptance, obtain 80% buy in from staff. ● Superintendent and building administrators sign a Memorandum of Understanding. ● Develop a PBIS Leadership Team. ● PBIS Leadership Team members attend all six Tier 1 training events for Tier 1. ● Attend 3 coaches' training days and monthly virtual check-ins. ● Attend SWIS Training (web-based data information system to collect, summarize student disciplinary data for decision making). ● Conduct school, family, and student versions of the School Climate Surveys. ● Complete the Tiered Fidelity Inventory (TFI) twice each year. ● Monitor student behavior patterns within SWIS. ● Establish and maintain an active action plan consistent with assessment goals. 2. **<u>What have schools, districts, or other entities agreed to provide?</u>** ● Identify a minimum of one school staff person to receive training as an internal PBIS coach. ● Establish a PBIS Leadership Team. ● Ensure monthly school-based PBIS leadership team meetings. ● Secure time at staff meetings for PBIS updates, data-sharing, and school-wide training. ● Secure time at district leadership meetings for PBIS updates and decision making. ● Provide substitutes for training days. ● Fund travel costs for team members to attend training days.	3

PBIS: SPDG Evidence-based Professional Development Components

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		• Provide release time for school coaches to support staff during the school day. • Fund the SWIS subscription (web-based data information system to collect, summarize student data for decision making). 3. **How were schools, districts, or other entities informed of their responsibilities? Provide a brief description of the form(s) use for these agreements.** Schools completed an Agreement for Participation in PBIS signed by designated PBIS coordinator, district coach, school level administrators, and the superintendent. The Agreement for Participation includes the expectations and district/schools' responsibilities discussed in #1 and #2 above. The PBIS Director/DOE staff meet with each district and participating school(s) to review the expectations and responsibilities upon acceptance into Maine PBIS.	
A(2) **Selection**	**Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.** Required elements: 1. Expectations for trainers' qualifications and experience and how these qualifications are ascertained. 2. Description of role and responsibilities for trainers (the people who trained PD participants). 3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. 4. Description of role and responsibilities for coaches or	1. **Expectations for trainers' qualifications and experience and how these qualifications are ascertained:** Required standards: • Previous experience in the PBIS field. • Previous experience in developing and implementing training for varied audiences. • Experience working with adult learners. Resumes of trainers are reviewed and references checked by the SPDG Project Coordinator to ensure new trainers meet the expectations of the Maine DOE. **2. Description of role and responsibilities for trainers.** • Annually review current training offerings to determine if changes need to be made to existing trainings, or if new trainings need to be developed. • Conduct training to participating School Administrative Units (SAUs) to facilitate the effective use of PBIS in Maine's schools. • Provide training specific to local PBIS coaches. • Work with DOE's PBIS stakeholder group to refine and update the action plan to implement and scale up PBIS practices in Maine SAU's. • The PBIS Self-Assessment Survey and the educator version of the School Climate Survey are recommended to schools that are struggling with PBIS sustainability in their district(existing cohorts) or any schools/districts that are interested in joining a cohort and need data to present to their staff that would support implementation of PBIS.	4

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	mentors (the people who provided follow-up to training).	• Support the development of presentations and documents to replicate the success of the program. **3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.** Maine PBIS trainers serve as coaches, so many of the qualifications and experience required for coaches are the same as for trainers. Required standards: • Previous experience in the PBIS field. • Previous experience in supporting PBIS implementation through job-embedded coaching. • Experience in coaching and supporting administrators and leadership teams. • Experience in data analysis and using fidelity of implementation, student outcome data, and participant perception data to inform action plans and ongoing coaching. Resumes of coaches are reviewed and references checked by the SPDG Project Coordinator to ensure new trainers meet the expectations of the Maine DOE. **4. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).** • Review and use schools' TFIs to inform coaching provided. • Support the development of schools' action plans. • Provide virtual and/or onsite coaching at least once per month . • Participate in coaching observations conducted by Maine DOE staff. • Support schools in the use of SWIS. • Help develop coaches-in-training curriculum. • Facilitate monthly communications for the project participants. • Work with the SPDG evaluator on pertinent data collection activities. • Support the development of presentations and documents to replicate the success of the program	

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PD Domains	PD Components	Project Description	Ratings
B(1) **Training**	**Accountability for the delivery and quality of training.** Required elements: 1. Identification of the lead person(s) accountable for training– include name and position/title. 2. Description of the lead person(s)' role and responsibilities related to developing and supporting	**<u>1. Identification of the lead person(s) accountable for training</u>**. Courtney Angelosante, the PBIS Project Coordinator, also serves as the lead PBIS trainer and lead coach. She is a Board-Certified Behavior Analyst with experience teaching elementary education and special education. She is the Co-Principal Investigator on a grant to implement PBIS in 15 Maine schools for the 2018-21 school years. She also coordinates PBIS efforts within the Maine DOE and represents Maine in the Northeast Advisory Group for PBIS. She has strong partnerships with over 35 schools providing training and technical assistance. As a PBIS trainer and coach, she has served as an external coach, helped to develop coaches-in-training curriculum, facilitated monthly communications for the project participants, and developed presentations and documents to replicate the success of the program. **<u>2. Description of the role and responsibilities of the lead person(s) accountable for training.</u>** Ms. Angelosante is responsible for overseeing the development of PBIS training materials and ensures all trainings include evidence-based practices and adult learning practices. Ms. Angelosante is responsible for the following expectations: ● Ensure all trainers meet qualifications for skilled trainers/coaches. ● Plan training events. ● Monitor the efficacy of trainers and training plan. ● Ensure training evaluations are conducted and responses reviewed with trainers and SPDG staff to determine strategies for improvement. ● Development of dissemination and training materials.	4
B(2) **Training**	**Effective research-based adult learning strategies are used.** Required elements:	**<u>1. Identification of adult learning strategies used, including the source (e.g., citation).</u>** All SPDG-PBIS trainings incorporate evidence-based strategies and adult learning principles described by Dunst & Trivette (2012). These include introduction, illustration, practice, evaluation, reflection, and mastery.	3

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	1. Identification of adult learning strategies used, including the source of those strategies (e.g., citation). 2. Description of how these adult learning strategies were used. 3. Description of data gathered to assess how well adult learning strategies were used.	Dunst, C.J., & Trivette, C. M. (2012) Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148. **2. Description of how adult learning strategies were used.** Trainings provided by Maine PBIS embed the follow adult learning strategies identified by Dunst and Trivette. **Introduction:** Prior to, and at the beginning, of each training, trainers provide a description of the training to be provided, expected outcomes, an agenda, any advance readings, and other training materials. **Illustration:** Training incorporates pertinent PBIS or related research and national data trends, real-world examples from the trainers, vetted videos from PBIS schools or other relevant sources. The trainer also seeks examples from training participants. **Practice:** The training allows time for participants to discuss the training topics, to reflect on their current practices, and to prioritize areas for improvement. Trainers support this process to ensure team's understanding of the content. **Evaluation:** The training allows time for multiple opportunities for participants to assess their prior knowledge and experiences through the use of formal and informal assessment surveys. At one of the initial trainings, district and school teams complete the TFI to gauge their level of PBIS implementation. **Reflection:** The training allows time for participants to use their own data, including the TFI and other pertinent data from their school, family, and student climate surveys to reflect on current systems and practices in place in their schools. **Mastery:** The training allows time for participants to use the training content they learned to implement new practices to improve their PBIS implementation. Teams are provided time to plan follow up activities, using data-based decision-making processes, such as the Team Initiated Problem Solving (TIPS).	

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		3. Description of how data are gathered to assess how well adult learning strategies were implemented. After each training, participants complete an evaluation survey. One set of questions asks participants to rate the degree to which the adult learning practices described above were implemented: ● The objectives and outcomes of the training were clear. ● Training was high quality. ● The training content was relevant to their current scope of work. ● The training content was useful to self/team/school. ● The training content was organized and clear. ● The training content time for practice and reflection. ● The training provided time to interact with others related to the content. ● The training provided time to ask questions and share perspectives. ● The training included time to plan for follow up activities that require participants to apply new knowledge and skills. Participants' skills are also measured based on growth on the TFI; school, family, and student climate surveys, and the ME Annual Participant Survey.	
B(3) **Training**	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).** Required elements: 1. Description of skills that participants were expected to acquire as a result of the training. 2. Description of activities conducted to build skills. 3. Description of how participants' use of new skills was measured (e.g.,	**1. Description of skills that the participants were expected to acquire as a result of the training.** Below is a general list of skills expected to be impacted across schools participating in the Maine PBIS SPDG Cohort. Each training component has a specific set of objectives that outline the expected skills and knowledge to be gained at that training: ● Establish effective teams that are representative and include family and student voice and input, have an identified coach or co-coaches, and have an administrator as a team member. ● Identify, create, and implement Tier 1, 2, and 3 systems of support necessary for fidelity of implementation. ● Assessment of implementation through conducting facilitated self-assessments of their systems of practice. ● Establish and maintain an active action plan that is consistent with the scope and sequence of their assessments.	3

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	observation of skills; exit ticket that demonstrates use of skills).	• Collect student behavioral data and progress monitor patterns across time. • Use Team Initiated Problem Solving (TIPS) as an evidence-based practice for making data-based decisions. • Determine appropriate behavior intervention based on data. • Monitor and modify interventions based on data. **2. Description of activities conducted to build skills.** Training and coaching are delivered in both virtual and face-to-face formats. Skill building activities implemented vary depending on skills targeted, and will include: • Sharing research and data to establish rationale and logic for approach. • Discussing feedback and communication loops for effective teaming and buy-in. • Team planning time to work on action planning with support of trainers. • Participating in break-out sessions for targeted topics. In addition to the ongoing training, participants will receive ongoing coaching to support new skills and time for reflection. School teams will review their TFI results and action plans to assess progress and identify additional areas in need of attention. PBIS coaches will support teams in developing any newly identified new skills in need of improvement. **3. Description of how participants' use of new skills was measured.** Improvement in participants' skills is measured based on growth on the TFI; school, family, and student climate surveys, and the ME Annual Participant Survey. As schools become more experienced, with greater capacity to implement PBIS, it expected that the TFI results will increase; school, family, and student climate data will indicate improved school climate; and the analysis of disciplinary data will indicate improved implementation of PBIS schoolwide and Advanced Tiers implementation; and participants will report improved confidence and skills to implement PBIS on the ME Annual Participant Survey.	
B(4) **Training**	**Trainers (the people who trained PD participants) are trained, coached, and observed.** Required elements:	**1. Description of training provided to trainers.** Current PBIS trainers have many years of experience in providing PBIS training. They regularly collaborate with the Northeast National PBIS Center in professional learning opportunities. As new trainers are hired, they will work closely with existing Maine PBIS trainers. They will also be provided with pertinent literature related to PBIS content, the use of adult learning practices,	3

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	1. Description of training provided to trainers. 2. Description of coaching provided to trainers. 3. Description of procedures for observing trainers. 4. Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered. 5. Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). 6. Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).	skills-based training, and the evaluation of high-quality trainings. New trainers will also have the opportunity to review recorded trainings conducted by experienced trainers. **2. Description of coaching provided to trainers.** The Maine SPDG Project Coordinators will observe SPDG PBIS trainings to determine the quality of training. Annually, each training is evaluated and participants provide feedback on the ME PBIS Participant Survey on their perceptions regarding the quality and impact of the PBIS training. The Maine SPDG Project Coordinators uses this information to provide trainers with data-based feedback to frame their discussion on any areas of improvement needed with the PBIS training content or delivery. The feedback information is shared as a team to examine the training content and practices and adjust accordingly. **3. Description of procedures for observing trainers.** All trainers will be observed by the Maine SPDG Project Coordinators at least once per year, using the Observation Checklist for High Quality Professional Development Training (HQPD). Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS trainer to review the content of the training in advance, as well as to review the HQPD instrument for familiarity. In cases when the trainer does not achieve the desired fidelity criteria (discussed in #4 below), an action plan will be developed addressing the necessary skills in need of improvement and a follow-up observation will be scheduled. **4. Identification of training fidelity instrument used (measure the extent to which the training is implemented as intended).** As mentioned previously, the HQPD checklist will be used to measure the quality and fidelity of the training. The HQPD checklist was developed by Noonan et al, (2015) and is widely used across SPDG projects. The 21-item observation checklist is composed of the five domains listed below. The target is for 90% of the 21 items to be implemented with fidelity. • Preparing for Learning • Contextualizing Content • Engaging in Learning • Reflecting on Learning • Transferring Learning Practice	

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		Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). *Observation checklist for high quality professional development in education. (Updated version).* Lawrence, KS. University of Kansas, Center for Research on Learning. **5. Description of procedures to obtain participant feedback.** The two primary direct methods for obtaining participant feedback are through training evaluation surveys and the annual ME PBIS Participant Survey. The training evaluation data is summarized after each training and shared with trainers and the Maine SPDG Project Coordinators. Charts and tables are used to summarize the data in an easy-to-use format. Qualitative data are categorized based on emerging themes to make the data easier to process. Interviews and focus groups will also be used to gather qualitative participant feedback. **6. Description of how observation and training fidelity data were used to determine if changes should be made to the content or structure of the trainings, such as schedule, processes; to ensure that trainers are qualified.** Observation and training fidelity data are reviewed on an ongoing basis and shared with trainers and the respective Maine SPDG state and local leadership teams to improve future trainings. Currently, the four Maine PBIS trainers are highly skilled and few changes are expected. At the same time, the opportunity for trainers and the Maine SPDG Project Coordinators to review and reflect on the observation and training fidelity data is a useful process in examining methods to continually improve the trainers' skills.	
B(5) **Training**	**Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.** Required elements: 1. Description of expectations for the role of building, district, and regional	**1. Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.** ● Districts and schools are to identify a district coordinator, and school-based coach or co-coaches. ● Coaches and administrators are to attend 6 training days and an additional 3 days of training in year 1 for coaches (2 days in years 2 and 3). ● Coaches attend virtual monthly training sessions for special topics, problem solving, and planning purposes. In addition to the coach training and support, implementation responsibilities include building appropriate and culturally responsive communication pathways between stakeholders. Schools	3

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	administrators in project implementation, including how coaches will be supported. 2. Description of how administrators are trained and coached to support implementers and coaches. 3. Description of supports for creating implementation teams at the building and district or local program levels.	and districts are to protect time to meet a minimum of monthly, with leadership time allocating district meeting agendas room for PBIS topics, updates, and decision making. PBIS activities are integrated with opportunities to foster and promote family engagement and partnerships. Examples include: • Promoting parent and student engagement and community outreach through the dissemination of PBIS information and application. • Planning and collaborating with the Maine Parent Federation for parent engagement and partnership opportunities on an ongoing basis (biweekly meetings at the state level with PBIS lead and MPF executive director). **2. How are administrators trained and coached to support implementers and coaches?** Administrators attend all training events and PBIS school and district PBIS meetings to learn about implementation and how to align systems to promote and sustain PBIS activities. A large focus of training and coaching is developing administrators' and coaches' capacity to collect, analyze, and use data to support ongoing implementation at every stage of implementation. This includes fidelity of implementation data, behavioral outcome data, climate survey data, and feedback from training evaluations and the annual impact survey. Fluency is developed for coaches and administrators over the first three years of external support in an effort to achieve sustainable systems. **3. Supports for creating implementation teams at the building and district or local program levels.** District and school leadership are provided guidelines for effective and responsive teams that include the various members: ● School leadership for decision making and allocating needed resources ● Grade level representation (educators from various grades and/or grade bands) ● Special educator/specialist ● Paraprofessionals ● Every effort is made to include at least one student representative to participate in every scheduled team meeting. ● Family and community members ● Other support staff (bus driver, etc.)	

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		Teams are provided guidance on establishing sustainable structures that consider: ● Diversifying roles to mitigate staff turnover. ● Creating meeting structures with group norms to promote equitable and safe spaces. ● Establishing working action plans that outline tasks consistent with assessment and implementation data. ● Communication structures to ensure the clear and consistent communication occurs to create an informed school community. ● Establishing meeting calendar and location in advance to protect the time and space.	
B(6) **Training**	**Training outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: 1. Identification of training outcome measure(s). 2. Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. 3. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	**1. Identification of training outcome measure(s).** Training outcomes are clearly articulated at the beginning of each training. The post training evaluation form assesses the extent to which participants agree that each of the training outcomes was met. Key training outcomes this reporting period have included: **Tier 1 Training Outcomes** • To develop effective leadership teams. • To understand PBIS features and action plan next steps. • To develop lesson plans for school-wide expectations. • To develop systems to support staff for teaching school-wide expectations. • To understand how to use school climate data to identify outcomes to address. • To describe the ABC's of Behavior. • To identify the different types of acknowledgement systems. • To define Behavior Error Categories. • To distinguish between teacher managed and office managed rule violations. • To draft behavior flowchart and continuum of consequences. • To build behavioral capacity through the understanding of a function-based logic for responding to contextually inappropriate behavior. • To understand strategies for de-escalating and avoiding power struggles. • To understand the basic foundations of behavioral science. • To develop a continuum of responses promotes equity, consistency and predictability. **Tier 1 Coach Training Outcomes** • To navigate PBIS Assessment and gather school climate survey data. • To draft goals for your school's PBIS implementation efforts.	3

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		• To self-assess your PBIS coaching efforts and identify goals on your action plan. • To explore and consider how to utilize the family partnership rubric with your school. **Advanced Tiers Training Outcomes** • To engage in a review of current systems, practices, and data protocols used to support students needing behavior support beyond Tier 1. • To establish the foundational systems necessary to build sustainable and effective Tier 2 and Tier 3 behavior support interventions for students. • To initiate Check In-Check Out. **Advanced Tiers Coaches Training Outcomes** • To enhance the capacity of school coaches to be leaders in PBIS. • To sustain and strengthen momentum in schools/districts for PBIS implementation. • To learn about new resources, problem-solve barriers, and disseminate information. • To understand Advanced Tiers critical features. • To develop the skills to lead the Team Initiated Problem Solving (TIPS) process. • To understand how to link assessment to action planning with the TFI. **2. Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training.** Three sets of data are, or will be, collected to assess the impact of PBIS training on participants' knowledge and skills. • During this first year of SPDG implementation, the training evaluation form did not include an item to assess knowledge gain. During summer 2022, pre/post knowledge items will be developed for each training. • Training participants will be surveyed at the end of this and each following school year to gather their perceptions of the quality of the training provided and the impact on their knowledge and capacity to implement PBIS. These data will be tracked longitudinally. • Fidelity of implementation data are collected to determine how well the training (and coaching) impacted the knowledge and skills of participating schools to implement PBIS Tier 1 and Advanced Tiers.	

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		3. Description of how training outcome data were reported. Data are compiled by the external evaluator and reported to the Maine PBIS Coordinators and the Maine PBIS staff. • After each training, the evaluation data are analyzed by the PBIS external evaluators, who produce a full evaluation report and a one-page summary of the evaluation results. This includes data on participants' knowledge of the training content (beginning in fall 2022), as well as items to assess how well adult learning practices were used. Qualitative data gathered through the training evaluation forms are categorized by themes to facilitate the processing of these data. In addition, data is shared with external stakeholders (PBIS Advisory Panel and the Maine SPDG Leadership Team) on a regular basis. • The results from the annual ME PBIS Participant survey on participants' perceptions of the quality and impact of the training are summarized each summer to allow time for any needed changes to trainings to be provided the next school year. These data are presented through a PowerPoint presentation and supporting full evaluation report. These reports also shared with members of the PBIS Advisory Panel and the Maine SPDG Leadership Team. **4. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.** Each of the data sets just described (training data, annual survey results, and fidelity of implementation data are reviewed as the data become available. The Maine PBIS Coordinators and Maine PBIS staff meeting regularly and review and discuss the training data available at each meeting. Areas in need of improvement are discussed and changes are made as necessary to the training curriculum. Less frequently, the results are shared with the PBIS Advisory Panel and the Maine SPDG Leadership Team to gather their input on any changes that need to be made in the training content or delivery.	

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PD Domains	PD Components	Project Description	Ratings
C(1) **Coaching**	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.** Required elements: 1. Identification of the lead person(s) accountable for coaching services. Please include name and position/title. 2. Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.	**1.Lead person(s) accountable for coaching services. Please include name and position/title.** Courtney Angelosante, the PBIS Project Coordinator, serves as the lead PBIS trainer and lead coach. She is a Board-Certified Behavior Analyst with experience teaching elementary education and special education. She is the Co-Principal Investigator on a grant to implement PBIS in 15 Maine schools for the 2018-21 school years. She also coordinates PBIS efforts within the Maine DOE and represents Maine in the Northeast Advisory Group for PBIS. She has strong partnerships with over 35 schools providing training and technical assistance. As a PBIS trainer and coach, she has served as an external coach, helped to develop coaches-in-training curriculum, facilitated monthly communications for the project participants, and developed presentations and documents to replicate the success of the program. **2. Lead person(s) role and responsibilities for promoting high quality and timely coaching services.** Ms. Angelosante is responsible for ensuring the external PBIS coaches have the capacity to support participating districts and schools. These responsibilities include: ● Ensure all coaches have the content knowledge and coaching skills necessary to support implementing districts and schools. ● Plan and implement monthly meetings to improve the skills of external and internal PBIS coaches. ● Monitor the efficacy of coaches. ● Ensure coaching evaluations are conducted and responses reviewed with coaches and SPDG staff to determine strategies for improvement. ● Ensure external coaches facilitate monthly communications for the project participants. ● Development of and dissemination of coaching materials. ● Support presentations and documents to replicate the success of the program.	3

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C(2) **Coaching**	**Coaches use effective coaching practices to increase innovation fidelity.** Required elements: 1. Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured. ● *Note: This description may take the form of a coaching service delivery plan.* 2. Description of how coaching process is captured and connected to impact on fidelity of the innovation. ● *Note: These data may be collected in a coaching log.*	**<u>1. Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured.</u>** External Maine PBIS coaches are responsible for supporting schools' implementation of PBIS Tiers 1-3. Coaches meet with their schools a minimum of once per month. Coaching activities reinforce the training topics provided prior to the coaching event, as well as addressing areas rated low on each school's TFI results. A primary focus of PBIS coaching is to develop the capacity of district and/or school coaches to implement PBIS with fidelity and to foster sustainability. Coaching this year has been primarily virtual, but face-to-face coaching opportunities are expected to return as the pandemic eases. PBIS internal Coaches attend three days of training addressing: basics of school-wide (SWPBIS), identifying resources, facilitating team meetings, coaching PBIS in classroom and non-classroom settings, understanding of behavior, and PBIS data collection. New coaches are mentored by Maine PBIS lead staff. Coaching effectiveness is assessed through the use of a coaching observation process, an annual participant survey, and periodic interviews and focus groups. All coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool. Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist, developed by Brussow et al (2013). This tool is widely used across SPDG projects. The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. The target is for 90% of the 18 items to be implemented with fidelity. Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning. The annual ME PBIS Participant Survey, discussed in previous sections, provides perception data from individuals who have participating in PBIS coaching. Participants are asked to respond to an	3

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		11-item survey with a 4-point Likert scale about the quality and impact of coaching they received. These items are aligned to the items in the Maine HQPD Coaching Fidelity Tool. These data are summarized each summer and shared with coaches and other staff to celebrate areas where participants are satisfied with the coaching provided, and to strategize on improving areas with lower ratings. The survey results are included in the ME SPDG APR. Beginning at the end of the 2021-22 school year, the PBIS external evaluators will conduct interviews and/or focus groups with team leaders and administrators who are the most knowledgeable of the PBIS professional learning activities in their schools. The purpose of this data collection effort is to gather deeper and richer data about successes and challenges in their districts and schools. The interview/focus group reports will be shared with coaches and staff to again, celebrate successes and focus on areas in need of improvement. **2. How is your coaching process captured and connected to impact on fidelity of the innovation?** The Maine PBIS Professional Learning Log is used to track the amount and type of coaching provided, as well as to collect data regarding who was coached and the duration. These data are shared with coaches and other staff at ongoing PBIS evaluation meetings. These meetings allow for a discussion of the coaching activities and the chance to "calibrate" the coaches' data entry to ensure the reliability of coaching output data. Conversations also focus on the type of coaching provided and the corresponding effectiveness of those strategies. A corresponding dashboard is available to display the coaching data on a real-time basis. The dashboard is available to PBIS staff, the Maine SPDG Coordinators, and the external evaluators. TFI fidelity of implementation results are used in conjunction with the coaching output data discussed above to assess how well PBIS practices are implemented in each participating district and school. Areas of strength are celebrated, while lower-rated items are used to inform each school's coaching plan. PBIS implementation successes are celebrated through spotlight presentations at stakeholder meetings. Districts and schools are asked to show data and relate stories that demonstrate their success. Stakeholders celebrate with the spotlighted school and provide positive feedback and bring success stories back into the community. Stakeholder groups are planning to present the spotlighting of specific successful districts to groups such as Maine Principals Association, Maine	

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		School Management Association (Superintendents) and Maine Administrators of Special Education (MADSEC) to further promote PBIS.	
C(3) **Coaching**	**Coaching outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: **1.** Description of how coaching is monitored for fidelity to content and quality. **2.** Description of how coaching fidelity data are used to identify potential training and coaching for coaches. **3.** Description of procedures to assess the knowledge and skills gained by those who are coached. **4.** Description of how coaching outcome data are analyzed by the SPDG team. **5.** Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	**1. How is coaching monitored for fidelity to content and quality?** As discussed in the previous section, all coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool to monitor the content and quality of the coaching. Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for familiarity. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist, developed by Brussow et al (2013). The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. The target is for 90% of the 18 items to be implemented with fidelity. **2. How is coaching fidelity data used to identify potential training and coaching for coaches?** The results from each coaching observation are reviewed by the Maine SPDG Project Coordinators and the respective PBIS coach. Coaches are provided an opportunity to provide feedback and reflect on the observation results. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement, opportunities for further training and coaching to increase the pertinent skills, and a follow-up observation will be scheduled. **3. Procedures to assess the knowledge and skills gained by those who are coached.** As discussed in a previous section, on the annual ME PBIS Participant Survey, participants respond to quantitative and qualitative questions regarding the impact of PBIS coaching on their knowledge and skills to implement PBIS with fidelity. Coaching recipients are asked to respond to an 11-item survey with a 4-point Likert scale about the quality and impact of coaching they received. These items are aligned to the items in the Maine HQPD Coaching Fidelity Tool. These data are summarized each summer and shared with coaches and other staff to celebrate areas where participants are satisfied with the coaching provided, and to strategize on improving areas with lower ratings. The survey results are included in the ME SPDG APR.	3

PBIS: SPDG Evidence-based Professional Development Components

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		Beginning at the end of the 2021-22 school year, the PBIS external evaluators will conduct interviews and/or focus groups with team leaders and administrators to, in part, to assess their perceptions of the knowledge and skills gained by coaching recipients at their schools. This will allow for deeper and richer data about the impact of PBIS coaching. The interview/focus group reports will be shared with coaches and staff to again, celebrate successes and focus on areas in need of improvement. **4. How are coaching outcome data analyzed by the SPDG team?** The external evaluator summarizes each of the relevant datasets (Maine HQPD Coaching Fidelity Tool, TFI, annual ME PBIS Participant Survey, interviews/focus groups), sharing the summaries with the Maine SPDG Project Coordinators and Maine PBIS staff as the data become available. Twice a year, formal meetings are held with the evaluator and the PBIS team to review the data and discuss strategies to improve coaching when needed. **5. How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?** Feedback loops are informed through the development and dissemination of training evaluation reports, the results of the annual participant survey, aggregated data from the Maine HQPD Coaching Fidelity Tool, TFI data, and feedback from interviews and focus groups with team leaders and administrators. The use of one-pagers facilitates the process of sharing the results of coaching outcome data with busy district and school personnel. The more detailed reports related to coaching outcome data are shared with the Maine SPDG Coordinators, the PBIS team, the PBIS Advisory Panel, and the Maine SPDG Leadership Team. Formal evaluation meetings are held twice a year to focus extensively on the data received to date, while ongoing sharing of information with the Maine SPDG Coordinators, the PBIS team, the PBIS Advisory Panel, the Maine SPDG Leadership Team, and participating districts and schools occurs as needed. The Maine SPDG Leadership Team consists of members from various offices of the Maine Department of Education. This allows for the sharing of results across the Department.	

PBIS: SPDG Evidence-based Professional Development Components

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PD Domains	PD Components	Project Description	Ratings
D(1) **Data Systems that Support Decision Making**	**Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.** Required elements: **1.** Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. **2.** Description of the data expertise, role and responsibilities of the identified lead person(s).	**1. Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title.** Garrett Consulting, LLC serves as the lead entity for evaluation, fidelity measurement, and statewide and federal reporting. They work closely with the ME SPDG Director and ME SPDG Coordinators to collect data and report on the results. **2. Data expertise, role and responsibilities of the identified lead person(s).** Garrett Consulting, LLC staff have evaluated numerous SPDGs over 21 years. Dr. Brent Garrett is the lead evaluator and President of Garrett Consulting ,LLC. Dr. Garrett and his team have the necessary statistical and reporting software to produce high-quality evaluation reports that are comprehensive and user-friendly. Dr. Garrett and his team are active members of the SPDG community and participate regularly in the SPDG PLCs. Responsibilities of Garrett Consulting, LLC include: • Support the ME PBIS staff in the use and analyses of the Tiered Fidelity Inventory. • Meet regularly with the Maine PBIS staff to review output, fidelity, and outcome data, as well as progress toward project goals. • Collect and report on professional learning output data (i.e., number and type of training, coaching, etc.) through the ME PBIS Professional Learning Log. • Report on progress toward performance measure targets and project outcomes. • Communicate with the ME SPDG Coordinators and other ME SPDG and PBIS staff on the Professional Learning Log and other data collection activities, data indicating barriers to coaching and implementation, and any other issues. • Implement pre/post-training evaluation forms, focus groups, and interviews, the ME PBIS Participant Survey, and other data collection activities as needed. • Analyze data and communicate results regularly.	4

PBIS: SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

D(2) **Data Systems that Support Decision Making**	**Coherent data systems are in place at all education levels (SEA, regional, LEA, school).** Required elements: **1.** Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: **2.** Description of how targets/benchmarks are set for the various types of data. **3.** Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants. **4.** Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	**1. Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes** Each of the key data sources listed below are designed to provide evidence of and support the development of adult knowledge through professional learning (training and coaching), the change in adult behavior (the increase of knowledge and implementation of evidence-based practices with fidelity) to ultimately improve student outcomes. Although all data are not housed within the same platform, the evaluators serve as a clearinghouse for all data and connect data sources together to inform continuous improvement of the project. **Key Data Sources for Training and Coaching** The **Maine PBIS Professional Learning Activity Log (via Survey Monkey)** is used to collect output data, including dosage and frequency, for all PBIS professional learning activities (training and coaching). Trainers and coaches enter those data as training and coaching sessions occur. PBIS staff, the Maine SPDG Coordinators, and the external evaluators have access to those entries via a real-time data dashboard. The dashboard allows users to view and download data in disaggregated and aggregated formats. These features enable users to access the data for formative evaluation. During regularly scheduled PBIS evaluation meetings, time is allotted for a discussion of the training and coaching activities and the chance to "calibrate" the trainers' and coaches' data entry to ensure the reliability of output data. Conversations also focus on the type of training and coaching provided and the corresponding effectiveness of those strategies Evaluators use these data for summative evaluation and reporting. Specifically, aggregated training data are shared back with the PBIS Leadership Team as it is available. These reports include descriptive statistics, as well as narrative discussing trend and other inferences made from the data. The evaluators and the PBIS staff use these meetings to further discuss the data and implications for the project.	3

PBIS: SPDG Evidence-based Professional Development Components

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		Training Evaluation Surveys After each training, participants are given a short survey, using a Likert-scale to provide feedback on quality, relevance and usefulness, how well adult learning principles were used and perceived knowledge gain. During summer 2022, pre/post knowledge items will be developed for each training, to be used beginning in fall 2022). These surveys are analyzed by the PBIS external evaluators, who produce a full evaluation report and a one-page summary of the evaluation results. Charts and tables are used to summarize the data in an easy-to-use format. Qualitative data gathered through the training evaluation forms are categorized by themes to facilitate the processing of these data. As they are available, data are shared with trainers and coaches, as well as external stakeholders (PBIS Advisory Panel and the Maine SPDG Leadership Team). Low scores and themes will be reviewed to inform changes to the trainings. **Maine PBIS Annual Participant Survey** Training participants will also be surveyed via Survey Monkey at the end of this and each following school year to gather their perceptions of the quality of the training and coaching provided and the impact on their knowledge and capacity to implement PBIS. To assess the impact and quality of PBIS coaching, participants are asked to respond to an 11-item scale. These items are aligned to the items in the Maine HQPD Coaching Fidelity Tool. These data will be tracked longitudinally. The results from the ME PBIS Participant Survey on participants perceptions of the quality and impact of the professional learning are summarized each summer to allow time for any needed changes to trainings for the next school year. These data are presented through a PowerPoint presentation and supporting full evaluation report. These reports are also shared with members of the PBIS Advisory Panel and the Maine SPDG Leadership Team. Areas where participants are satisfied with the training and coaching provided will be celebrated and the teams will strategize to improve areas with lower ratings. The survey results are included in the ME SPDG APR. The Maine SPDG Project Coordinators use information from both the training evaluation surveys and the ME PBIS Participant Survey to provide trainers with data-	

		based feedback to frame their discussion on any areas of improvement needed with the PBIS training content or delivery. **Key Data Sources for Fidelity of Implementation** **High Quality Professional Development Checklist (HQPD Checklist)** As mentioned previously, the HQPD checklist will be used to measure the quality and fidelity of the training. The 21-item observation checklist is composed of five domains. All trainers will be observed by the Maine SPDG Project Coordinators at least once per year, using the HQPD Checklist. Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS trainer to review the content of the training in advance, as well as to review the HQPD instrument for familiarity. In cases when the trainer does not achieve the desired fidelity criteria, an action plan will be developed addressing the necessary skills in need of improvement and a follow-up observation will be scheduled. **Maine HQPD Coaching Fidelity Tool** All coaches will be observed by the Maine SPDG Project Coordinators at least once per year, using the Maine HQPD Coaching Fidelity Tool. The Maine HQPD Coaching Fidelity Tool is an adaptation of the Coaching Observation Checklist. The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. Prior to the observations, the Maine SPDG Project Coordinators will meet with the PBIS coaches to review the content of the coaching in advance, as well as to review the Maine HQPD Coaching Fidelity Tool for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled. The external evaluators aggregate coaching fidelity data to share with the coaches, as well as the Maine SPDG Project Coordinators. The ME PBIS Participant Survey and periodic interviews and focus groups will also be used to assess the coaching effectiveness.	

PBIS: SPDG Evidence-based Professional Development Components

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		Implementation of Evidence-Based Practice (PBIS) The Tiered Fidelity Inventory (TFI) is used to assess implementation of PBIS and the results are used in conjunction with the coaching output data discussed above to assess how well PBIS practices are implemented in each participating district and school. Areas of strength are celebrated, while lower-rated items are used to inform each school's coaching plan. **Interviews/Focus Groups** Beginning at the end of the 2021-22 school year, the PBIS external evaluators will conduct interviews and/or focus groups with team leaders and administrators who are the most knowledgeable of the PBIS professional learning activities in their schools. The purpose of this data collection effort is to gather deeper and richer data about successes and challenges in their districts and schools. The interview/focus group reports will be shared with coaches and staff to again, celebrate successes and focus on areas in need of improvement. The implementation of the action plans is monitored in monthly team meetings and modifications are made as data indicates a need. **Student and School Level Outcomes** **Office Discipline Referrals (ODRs), In School Suspensions (ISS), Out of School Suspensions (OSS)** Each participating school has access to the SWIS data collection system. This system houses Office Discipline Referral data, including both major and minor incidents, as well as suspensions and expulsion data. These data are used to create and monitor interventions on a school/facility and individual basis. Schools may also choose to upload these data into Infinite Campus, the statewide student data management system. **Project Level** Participating schools report ODRs, ISS and OSS data and the data are reviewed by the external evaluators at the end of each academic quarter. External evaluators communicate with project leadership to resolve any potential data issues. At the end	

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		of each school year, school level data are analyzed and considered with the training and coaching data from the respective schools. All of these data are shared back with the PBIS leadership team and the ME SPDG Coordinators. **School-District Level** Student/youth quarterly outcome data, behavioral incidents, suspensions, expulsions, etc., are used to create and monitor action plans/interventions on a school/facility and individual basis. The implementation of the interventions/action plans is monitored in monthly team meetings and modifications are made as data indicates a need. **School Climate Surveys** The School Climate Survey Suite is a set of three multidimensional surveys to measure student, family, and school personnel's' perceptions of school climate: elementary, middle/high, school personnel, and family. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions of school climate. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-scale response option. *La Salle, T. P., McIntosh, K., & Eliason, B. M. (2018). School climate survey suite administration manual. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. University of Oregon. (https://www.pbis.org/resource/school-climate-survey-suite)* The external evaluator summarizes these data, sharing the summaries with the summaries with the Maine SPDG Project Coordinators. Twice a year there are face-to-face (or virtual) meetings with the evaluator and Maine SPDG staff to review the data and discuss strategies to improve implementation when needed. **2. How are targets/benchmarks set for the various types of data?** Benchmarks for ME PBIS performance measures were established during the development of ME's SPDG application and subsequent discussions with the external evaluators. Benchmarks were identified for each Program Measures 2-4 (OSEP set the benchmarks for the first Program Measure) and all Project Measures of	

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		the APR. Benchmarks are evaluated each year and modified, if necessary, after a conversation with our OSEP Project Officer. Benchmarks for the fidelity of implementation were determined by the instrument developers and are shared with participating schools. Schools implementing with fidelity score 70% or higher on the TFI. The target for the High-Quality Professional Development Checklist and for the Coaching Fidelity Tool is for 90% of the items to be implemented with fidelity. **3. How is data collection guidance provided to professional development sites and participants?** The external evaluation team created an Evaluation Manual which includes critical information for each of data sources and instruments used for the project. Information included: description of the instrument, timeline for dissemination, who should be completing the instrument. The contact information for the trainers, coaches and external evaluators is also made available for questions and additional guidance. An abbreviated, one-page version of the Evaluation Manual provides district and school personnel with the required data submission processes. Administrators attend all training events and PBIS school and district PBIS meetings to learn about implementation and how to align systems to promote and sustain PBIS activities. A large focus of training and coaching is developing administrators and coaches' capacity to collect, analyze, and use data to support ongoing implementation at every stage of implementation. This includes fidelity of implementation data, behavioral outcome data, climate survey data, and feedback from training evaluations and the annual impact survey. Fluency is developed for coaches and administrator over the first three years of external support in an effort to achieve sustainable systems.	

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		4. How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data? **Trainers and Coaches** Current PBIS trainers and coaches have many years of experience in providing PBIS training. They regularly collaborate with the Northeast National PBIS Center in professional learning opportunities. As new trainers are hired, they will work closely with existing Maine PBIS trainers. They will also be provided with pertinent literature related to PBIS content, the use of adult learning practices, skills-based training, and the evaluation of high-quality trainings. PBIS trainers and coaches have periodic meetings with the external evaluators during which the evaluators continue to build data literacy, as data and reports are reviewed and discussed. The external evaluators also share relevant national resources with the PBIS Leadership Team and the ME SPDG Coordinators to continue to build data literacy. **School and District Personnel** As was discussed above, administrators attend all training events and PBIS school and district PBIS meetings and a large focus of training and coaching is developing administrators' and district and school-based coaches' capacity to collect, analyze, and use data to support ongoing implementation at every stage of implementation. This includes fidelity of implementation data, behavioral outcome data, climate survey data, and feedback from training evaluations and the annual impact survey. Fluency is developed for coaches and administrators over the first three years of external support in an effort to achieve sustainable systems.	
D(3) **Data Systems that Support Decision Making**	**Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).** Required elements:	**1. How are data compiled and communicated in usable format(s) with various audiences/stakeholders?** At each State Leadership Team meeting, data are shared on Maine SPDG activities, outputs, and outcomes. Shared data include summaries of professional learning activities, training evaluation reports, fidelity of implementation data, and annual reports provided by the external evaluator. Formal evaluation reports and one-page summaries are developed for each data source. Generally, the one-page summaries are shared with state-level personnel. In addition, the Maine PBIS Professional	2

PBIS: SPDG Evidence-based Professional Development Components

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	1. Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). **2.** Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). **3.** Description of how fidelity and child outcome data inform modifications to project plans and processes.	Learning Log Dashboards allows Maine SPDG leadership access to real-time data sharing of key professional learning outputs. School-level feedback – Participating schools receive one-page reports each year summarizing their behavioral outcome from the previous year. These reports are used, in part, to spur conversation on how to improve behavioral outcomes in their schools. Fidelity outcome data are used during coaching activities to assess implementation and to drive action planning. Sites implementing with fidelity, based on 80% implementation self-assessment and external assessment, are required to submit their data at least annually. **2. How do feedback loops function to inform improvement across multiple levels?** Feedback loops are informed through the development and dissemination of training evaluation reports, the results of the ME PBIS Participant Survey, aggregated data from the Maine HQPD Coaching Fidelity Tool, TFI data, and feedback from interviews and focus groups with team leaders and administrators. The use of one-pagers, data visualizations and PowerPoint presentations facilitate the process of sharing the results of training and coaching outcome data with busy district and school personnel. Training and coaching data are available in real-time to trainers, coaches, the Maine SPDG Coordinators and the PBIS team to allow each of the groups to discuss results amongst themselves and across levels to make appropriate changes as indicated by the data. The more detailed reports related to training and coaching outcome data are shared with the Maine SPDG Coordinators, the PBIS team, and the PBIS Advisory Panel. Formal evaluation meetings are held twice a year to focus extensively on the data received to date and provide a structure for deep dives into the data to be used for ongoing decision-making and program improvements. Ongoing sharing of information with the Maine SPDG Coordinators, ME DOE staff, the PBIS team, the PBIS Advisory Panel, and participating districts and schools occurs as needed. This allows for the sharing of results across the Department. Quarterly stakeholder meetings are held at the state level and program data is shared along with testimony from districts in the field. This takes the form of a “spotlight”	

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		school at each meeting where data are shared and feedback is provided to the spotlight school, trainers and coaches. **3. <u>How do fidelity and child outcome data inform modifications to project plans and processes</u>?** Observation and training fidelity data are reviewed on an ongoing basis and shared with trainers, coaches, and the respective Maine SPDG state and local leadership teams to improve future professional learning. Currently, the four Maine PBIS trainers/coaches are highly skilled and few changes are expected. At the same time, the opportunity for the trainers/coaches and the Maine SPDG Project Coordinators to review and reflect on the observation and training fidelity data is a useful process in examining methods to improve the trainers' skills. Each of the data sets just described (training and coaching data, ME PBIS Participant Survey results, and fidelity of implementation data) are reviewed as the data become available. The Maine PBIS Coordinators and Maine PBIS staff meet regularly to review and discuss the training and coaching data available. Areas in need of improvement are identified through review and discussion of the data. Changes are made as necessary to the training curriculum, implementation of the training and coaching practices. At least bi-annually, the results are shared with the PBIS Advisory Panel and the Maine SPDG State Leadership Team to gather their input on any changes that need to be made in the training content or delivery. Student outcome data are reviewed along with training and coaching data at the close of each school year and adjustments to program, training and coaching are made based on the data if necessary.	

PBIS: SPDG Evidence-based Professional Development Components

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PD Domains	PD Components	Project Description	Ratings
E(1) **Systemic** **Leadership** **Supports**	**Accountability for the technical and adaptive leadership of the project at the state level.** Required elements: **1.** Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. **2.** Engages in regular communication with the leads for training, coaching and data systems, **3.** Promotes the effective use of evidence based professional development components, **4.** Problem solves challenges to innovation implementation, **5.** Recognizes effort and successes, and **6.** Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	**1. Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title.** • Dr. Tracy Whitlock- SPD Director/Coordinator of Special Projects – Adaptive leadership and systemic change. • Anne-Marie Adamson SPDG Coordinator/Education Specialist- Technical leadership and field support **2. How does this person ensure there is regular communication with the leads for training, coaching and data systems?** • Ms. Adamson attends biweekly meetings with the PBIS team trainers and coaches. • Agendas for the biweekly meetings are generated in advance, Meeting norms are followed. Each topic is discussed to gain consensus. Any new topics are added to the agenda and notes are taken on discussion with action steps and team members responsible for the completing the action. • Dr. Whitlock attends these meetings if there are concerns regarding budget items or program changes that impact the SPDG proposal. • Dr. Whitlock and Ms. Adamson have weekly meetings to communicate, review data and progress in ME PBIS implementation. This allows Dr. Whitlock and Ms. Adamson to make mid-course corrections as needed and indicated by the data. **4. How does this person promote the effective use of evidence based professional development components?** • An agenda is used to facilitate all ME PBIS team meetings. A note-taker is designated, and ongoing, historical notes are shared with the team. These include action items, team member responsibilities, and the date of targeted completion. • As discussed previously, coaches and trainers are observed at least once a year by the ME SPDG Coordinators to ensure evidence-based professional learning practices are being used. The results are reviewed and discussed with the coaches and trainers, and reported on in the ME SPDG APR.	2

Goal 3 (PBIS): SPDG Evidence-based Professional Development Components

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		• Training evaluation surveys are administered to participants on the quality of the training, with detailed reports provided. The results are reviewed by ME PBIS staff, ME SPDG Project Coordinators, and the PBIS Advisory Panel. **4. How does this person problem solve challenges to innovation implementation?** • When the PBIS teams meet with Ms. Adamson, they review the data discussed in Section D(2) of this EBPD worksheet. In addition, trainers and coaches share anecdotal data gathered through their professional learning activities The results from each data source are used to adjust the training and coaching activities to meet the needs of the ME PBIS participants and to achieve the project outcomes. • Dr. Whitlock and Ms. Adamson review the data with the ME Department of Education personnel to make appropriate decisions for technical and adaptive changes to the projects, if necessary. • Innovative and appropriate changes are made to projects through extensive data review and team meeting consensus. **5. How does this person recognize effort and successes?** • Any successes that are reflective of improved teacher practice or student outcome are vetted and shared through director meetings or via the DOE Newsroom blasts. • They also are shared in the "PBIS Prompt" which is a quarterly newsletter covering resources, reminders and acknowledgements of PBIS in Maine and across the Northeast PBIS network. • Success are also celebrated through spotlighting successful district implementation stories at stakeholder meetings. Successful districts presents stories and data that demonstrate the success. Stakeholder celebrate with the educators on their success. Effort and successes are recognized and celebrated by all team members.	

Goal 3 (PBIS): SPDG Evidence-based Professional Development Components

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		6. How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components? • Dr. Whitlock and Ms. Adamson communicate with SEA departments in other small states to learn from their experiences in sustaining their initiatives. • Information on sustainability is also gathered through participation in the SPDG Project Directors meetings, as well as regular meetings with our OSEP Project Officer. • Consulting with experts to determine innovative practices and sharing with Math4ME and PBIS coaches and trainers to incorporate them into project material • Promoting sustainability practices through partnerships with state universities and other states that have working systems in place. • Reviewing the project data and feedback with stakeholders to ensure transparency and support.	
E(2) **Systemic** **Leadership** **Supports**	**Leadership systems are in place to build state-level capacity and promote project sustainability.** Required elements: **1.** Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. **2.** Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making).	**1. How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?** As was discussed in the previous section, the ME SPDG Coordinators and ME PBIS staff has worked with the external evaluators to create a robust evaluation plan that includes consistent formative and summative evaluation grounded in metrics to measure gains in adult knowledge, fidelity of implementation of training, coaching, and the use of Evidence-based Practices, culminating in the improvement of student outcomes. The external evaluators use a combination of methods to analyze both qualitative and quantitative data and provide reports, along with data visualizations and executive summaries all designed to support the use of data for continuous improvement. • Dr. Whitlock and Ms. Adamson meet weekly to discuss available data to identify barriers and successes and make changes to the implementation of the project, as needed to alleviate those barriers and capitalize on successes.	2

Goal 3 (PBIS): SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

	3. Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities.	• Ms. Adamson meets with the PBIS trainers and coaches biweekly to discuss the barriers and successes of the programs and review available data/ Suggestions for changes to implementation are discussed, when relevant. • Dr. Whitlock, Ms. Adamson and PBIS Leadership meet monthly with the external evaluators to discuss available data and analysis, as well as plan for future data collection and reporting. • Twice yearly, the PBIS Leadership Team, the ME SPDG Coordinators and the external evaluators meet (virtual or in-person) to review qualitative and quantitative training and coaching data, as well child outcome data and feedback from educators collected during interviews and focus groups. All of these data sources and the respective analysis are used to adjust expectations, implementation and outcomes, if necessary. **2.What are the processes for revising policies and procedures to support a new way of work?** • PBIS trainers and coaches gather data and feedback from participants both formally and informally. The formal collection of data (i.e., training surveys, ME Participant Survey, fidelity tools, and child outcome data) has been outlined extensively in this document, as has the review, analysis and consideration of these data. However, the trainers and coaches also collect feedback informally and communicate it to the program lead trainer during bi-weekly team meetings. The lead trainer then shares the feedback with the ME SPDG Coordinators. This informal feedback is considered with other available data. • Dr. Whitlock, the SPDG project lead, will be notified if a systemic change is being considered for the program. • The ME SPDG Coordinators discuss possible revisions with Garrett Consulting LLC, the external evaluators. Together, they review the available data and determine the feasibility of the proposed revisions. • The OSEP SPDG project officer is consulted on any program revisions before they are instituted.	

Goal 3 (PBIS): SPDG Evidence-based Professional Development Components

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		3. Collaborative efforts have occurred with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities? Along with the implementation of PBIS, the ME SPDG includes a goal related to the ongoing implementation of the Math4ME initiative. The Math4ME initiative is also aligned with the state's State Systemic Improvement Plan (SSIP). The ME SPDG Coordinators supervise the Math4Me initiative as well PBIS and therefore, have the direct ability to coordinate the work and align the initiatives. Through the SPDG, they are able to coordinate the fiscal resources, data collection and evaluation efforts. Other SEA collaborative efforts specific to PBIS include the Offices listed below. Representatives from these Offices participate in the PBIS Stakeholder Group to support efforts to align related initiatives to Maine educators. Members of these offices are working together to develop a plan to roll out more professional learning that is transparent with that alignment. • Office of Multi-Tiered Systems of Supports • Office of School and Student Supports • Office of Mathematics Instruction • Office of School Safety • Office of Special Services Collaborative efforts are ongoing with the following outside agencies: • Maine Parent Federation • Northeast PBIS Center • University of Maine System • Maine Administrators of Services for Children with Disabilities (composed of LEA Special Education Directors) • Wings (non-profit mental health) • Vocational Rehabilitation District • Superintendent statewide group • Principals statewide group	

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Project Status Chart

PR/Award # H323A210004

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

Maine expended a total of $333,122.84 in SPDG funding of approved activities since the inception of the award (August 1, 2021 through February 28, 2022).

Delays in Spending: Initial planning of the development of PBIS training of trainers and external coaches took place in year one. Since the training was in development, costs associated with the fully developed and implemented training will start to be incurred next year. The PBIS external coach from the University of Maine Farmington left his position in August 2021. A new PBIS focused faculty member at the University of Southern Maine has been recently hired to take on this role and will start in fall 2022. Due to the continued pandemic, travel to the national SPDG project directors' meeting and in state travel were not fully spent. Additionally, Math4ME participant numbers were influenced, and additional external coaches were not warranted.

Upcoming Spending: Maine will spend additional funds this fiscal year including external evaluation, SPDG director & coordinator, SWIS facilitator training in June, marketing items for PBIS and Math4ME cohorts, PBIS district leadership convening, and continued work with the Maine Parent Federation.