U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart 2019 APR
March 1, 2018-February 28, 2019

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): H323A150013

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

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

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

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Professional development components had a score of 3 or 4, as measured against the SPDG rubric of professional development components.	Program		16/16	100%		12/16	75%

Year	Outcome	Ratio	%
2017 APR	Baseline	11/16	69%
2018 APR	Increase	14/16	88%
2019 APR	Decrease	12/16	75%

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

See attached worksheet in Appendix A for detailed information about the evidence-based professional development practices being utilized.

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

Components in place *(as rated by SPDG staff)*

The professional development domains listed below are those that SPDG staff rated as Exemplar or Good.

Selection

- Clear expectations are provided for PD participants and for schools, districts, or other agencies. A(1)
- Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors. A(2)

Training

- Accountability for the delivery and quality of training. B(1)
- Effective research-based adult learning strategies are used. B(2)
- Training is skill-based. B(3)
- Training outcome data are collected and analyzed to assess participant knowledge and skills. B(4)

Performance Assessment (Data-Based Decision Making)

- Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated). D(1)
- Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school). D(2)
- Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). D(3)
- Participants are instructed in how to provide data to the SPDG Project. D(5)

Facilitative Administrative Support/Systems Interventions

- Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation. E(1)
- Leadership at various education levels (SEA, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation. E(2)

Components focused on in the past year

During this year, the SPDG team concentrated on the following identified areas of focus:

- Setting clear expectations training expectations.
- Enhancing components of skill-based training.

For more detailed information on past year focus activities, see Appendix A, SPDG Evidence-based Professional Development Components Worksheet.

Components that will be focused on during the coming year *(as rated by SPDG initiative staff)*
This is a slight decrease in rating. The two main factors contributing to this change are staff turnover and coordination of initiative supports.

Training

- Trainers (the people who trained PD participants) are trained, coached, and observed. B(5)

Coaching

- Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services. C(1)
- SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling. C(2)

Performance Assessment

- Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.

Year four focus
During the coming year, the SPDG team will concentrate on the following identified areas of focus:

1. The Core Management Team will create written procedures for observing trainers and identify a training fidelity instrument to measure the extent of intended training implementation.
2. The SPDG Core Management Team will continue to work in coordination with the Arkansas Department of Education to align efforts and streamline supports for common initiative supports. The SPDG Core Management Team will create a plan to shift from ongoing engagement to coaching with written feedback at least two times a year and ongoing coaching supports to all district level coaches in the project.
3. The project team will create a description of how data will be used to provide coaching feedback. Written coaching support plan with intentional learning outcomes, communication loops, feedback from participants, multiple levels of feedback.
4. The SPDG Core Management Team will continue to work with ADE on the project for Professional Learning Communities (PLCs) and focus on celebrating the purpose and priorities of the districts and schools served by the SPDG project. The SPDG Core Management Team will purposefully align training content and vocabulary to Learning by Doing by DuFour, Eaker,Many, & Mattos. (2016)

The SPDG Core Management Team will continue to utilize the district professional development and coaching scope and sequence for new districts. A continued focus will be placed on assessing district readiness and needs through the use of capacity and fidelity assessments, which will help the SPDG differentiate the scope and sequence. The Team will also continue to utilize the same district capacity assessment

and school fidelity assessments that were used in previous years. The results for these assessments will be reported by the district or schools through the use of an online data dashboard.

Continued and projected year four activities will be driven by internal and external stakeholder feedback and sound evaluation tools. The RTI Advisory will continue to meet quarterly to advise the state in RTI implementation and resource development. Stakeholder feedback on the development of the system of support will be critical to ADE's ability to effectively leverage resources and better support LEA needs. The feedback provided by the SPDG targeted schools will support the differentiation of professional development and coaching support provided by the SPDG. The infrastructure evaluation and RTI tools will continue to guide the ADE in providing targeted services and supports and measuring LEA outcomes.

Based on the Needs Assessment Results from May 2018, further action planning around the promotion of data literacy, including student data, educator data, and financial data among the State Management Team will take place during monthly Strategic Performance Management Team meetings. The ADE will continue to work towards connecting "What adults did and did not do" with student outcomes using available data.

Help needed from OSEP related to professional development for this initiative

Initiative staff will continue to participate in SPDG- SIG Network professional development opportunities including learning collaboratives and webinars as appropriate and available.

- Topic of interest- Service Delivery Models, training and coaching plans.

Description of Rubrics and Tools used to Inform Project Progress

The RTI Arkansas team utilizes a comprehensive evaluation system. State team members responsible for the implementation of RTI, complete the State Implementation and Scaling-up of Evidence-based Practices (SISEP) State Capacity Assessment (SCA) at least annually. All SISEP capacity tools help teams to reflect upon the development and sustained use of roles, structures, and functions designed to support full and effective uses of innovations in practice. SISEP and Public Sector Consultants assist the State team with action planning based on the results of the SCA.

Regional Implementation Teams complete the SISEP Regional Capacity Assessment (RCA) at least annually. This tool is similar to the SCA. By assessing effective practices, effective implementation, and enabling contexts, the RTI Arkansas team assists the regional team with an action plan to increase RTI supports to improve student outcomes for partnering district members. The RTI Arkansas team provides ongoing coaching support to the regional team and training as needed.

District Implementation Teams complete the SISEP District Capacity Assessment (DCA) annually to measure their capacity to support RTI. The RTI Arkansas team works with district level teams to develop an action plan based on the DCA results and every action plan is tailored to the needs of the individual district.

Throughout the RTI implementation process the SPDG Core Management has set up continuous feedback loops with the District and School Implementation Teams through professional development evaluations, coaching surveys, and onsite visits. The SPDG analyzes this data in combination with fidelity assessment results to differentiate the professional development and coaching scope and sequence. The state RTI Advisory Team has provided critical feedback on online RTI modules and ideas to support scale up of RTI statewide.

To assess fidelity of PBIS implementation, schools are using the Schoolwide PBIS - Tiered Fidelity Inventory (PBIS-TFI). The purpose of the SWPBIS-TFI is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS. The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place. The SWPBIS- TFI is used as a guide for implementation of Tier I, Tier II, and Tier III PBIS practices.

State reportable office discipline referrals (ODRs) are being collected as a lagging student outcome measure. The data are pulled from the ADE Statewide Information System Reports (SIS). The discipline information is uploaded by districts and schools during Cycle 7. The SIS is a collection of public data from Arkansas K-12 Public Schools. Using this site, one can access report statistics on topics such as bus counts, course enrollment totals, finance, student demographics, teacher and staff counts and more. Data Reports are available based on a variety of subject areas at the State (SEA); County; District (LEA) and School levels. The Statewide Information Reports are sourced from the Arkansas Department of Education's State Data Warehouse which is populated using the Cycle Certified data as submitted by the school districts 9 times annually.

To assess fidelity of a school-wide reading model, schools use a tool developed by the Michigan Department of Education's Integrated Behavior and Literacy Support Initiative (MIBLSI) known as the Reading- Tiered Fidelity Inventory (R-TFI). The R-TFI lists the core features of RTI for each of the three tiers. Each tier can be assessed separately. There are two R-TFIs – one for the elementary level and one for Secondary Content Area Reading (secondary level). Conducting the assessment helps teams examine their reading RTI framework in the following areas:

- Evidence-based practices for improving student reading
- Systems that create a continuum of supports to meet the variety of reading needs among students
- Data and evaluation for reading\

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

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

2.a. Performance Measure	**Measure Type**	**Quantitative Data**					
By the end of each school year, the State Implementation Teams will meet implementation components indicated in the SISEP State Capacity Assessment (80% Total Score), or increase their score by 10% from the previous year's assessment.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		35/50	70%

2.b. Performance Measure	**Measure Type**	**Quantitative Data**					
By the end of each school year, 80% of the Regional Implementation Teams will meet implementation components indicated in the SISEP Regional Capacity Assessment (80% Total Score), or increase their score by 10% from the previous year's assessment.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		0	0

2.c. Performance Measure	**Measure Type**	**Quantitative Data**					
By the end of each school year, 80% of the District Implementation Teams will meet implementation components indicated in the SISEP District Capacity Assessment (80% Total Score), or increase their score by 10% from the previous year's assessment.	Program	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		3/3	100%

2.d. Performance Measure	**Measure Type**	**Quantitative Data**					
By the end of each school year, 80% of the School Leadership Teams will meet implementation components indicated in the SWPBIS Tiered Fidelity Inventory (80% Total Score), or increase their score by 10% from the previous year's assessment.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		14/19	74%

2.e. Performance Measure	**Measure Type**	**Quantitative Data**					
By the end of each school year, 80% of the School Leadership Teams will meet implementation components indicated in the Literacy R-TFI (80% Total Score), or increase their score by 10% from the previous year's assessment.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		11/13	85%

2.f. Performance Measure	Measure Type	Quantitative Data					
80% of schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity will demonstrate annual reductions in office discipline.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		9/14	64%

2.g. Performance Measure	Measure Type	Quantitative Data					
80% of trained parents will demonstrate increased understanding of RTI essential components.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			8/10	80%		21/21	100%

2.h. Performance Measure	Measure Type	Quantitative Data					
Schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity will show an increase of at least 6% percentage points on literacy end of year assessment.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		11			0		

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

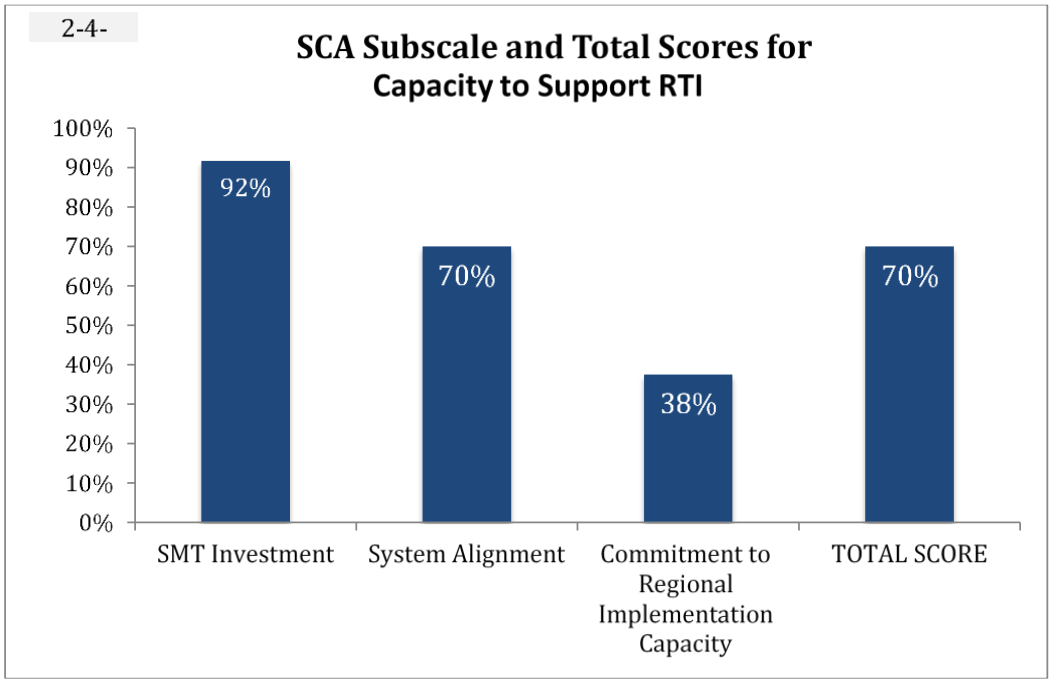
2.a. State Capacity Development

A critical infrastructure activity that was continued for the sustainability of RTI was the creation of the State Implementation Team. The State Implementation Team has continued to advise the Core Management Team regarding implementation challenges and communication strategies with the districts currently being targeted for implementation of RTI. The State Implementation Team is also providing guidance for how other initiatives in the ADE can align with RTI.

A State Implementation Team consists of SPDG Staff and ADE leadership across the divisions of Learning Services, Educator Effectiveness, Public School Accountability, and Research & Technology. The evaluation tool utilized by the State Implementation Team is the State Implementation of Scaling-up Evidence-based Practices Center (SISEP) State Capacity Assessment (SCA). Last conducted on February 4, 2019, the SCA was used to assess the State's capacity to support RTI statewide. Based on the assessment results, the State Implementation Team has created an action plan to continue the work around systems alignment and a commitment to regional implementation capacity. The State Capacity Assessment results indicated significant improvement in ADE's capacity to support RTI.

The State Implementation Team completed the SISEP State Capacity Assessment in February 2019, with a focus on RTI. The SCA is designed to support scaling up of evidence-based practices by providing a regular measure of state capacity, a structured process for completing a state action plan, information on progress towards goals, and a common infrastructure for implementation. The assessment was administered by SISEP staff and facilitated by the SPDG Director with support from the SISEP Center and examined the following components of state capacity:

- State Management Team Investment
    - Implementation Role and Functions
    - Coordination and Implementation
    - Leadership
- Systems Alignment
    - Implementation Guidance Documents
    - State Design Team
- Commitment to Regional Implementation Capacity
    - Resource for Regional Implementation Capacity
    - Support for Regional Implementation Team Functioning



In March 2016, the state's total score was 50% of the indicators in place. In July 2017, the state's total score was 42% of the indicators in place. In February of 2019, the state's total score was 70%. The SPDG met the 2018-2019 goal of increasing the SCA results by at least 10%. System Alignment is still an area of focus, additional emphasis will be placed on ADE's Commitment to Regional Implementation Capacity. The State Implementation Team met to review the State Capacity Assessment results and revise an action plan based on areas of strength and need. Based on results from the SCA, the Team decided to more intentionally focus on the area of Regional Implementation Capacity. The following milestone was added to ADE's 2018-2019 Strategic Performance Management (SPM) tool as a result:

- Expand implementation of RTI to the regional level through educational cooperatives in order to build capacity for statewide RTI implementation.

The SPDG Core Management Team includes staff hired to support the SPDG (SPDG Director, RTI Literacy Coordinator, Literacy Specialist, RTI Behavior Coordinator), American Institutes for Research, Arkansas State University's Center for Community Engagement, the Center the Exceptional Families, and external evaluators from Public Sector Consultants.

The role of the State Implementation Team is to

- Advise the Core Management Team regarding implementation and barriers.
- Provide input to improve alignment with relevant state initiatives.
- Use fidelity and student outcome data for project improvements and decision-making, as well as reporting.

- AIR supports SPDG through technical assistance (TA) and training based on evidence-based practices of professional development and implementation science. TA is based on training, coaching, and statewide support for implementation. Professional development incorporates the use of needs assessments to determine school and district readiness levels and then develops training on RTI with special emphasis on the areas of needs. AIR provides coaching support to SPDG staff and district RTI coaches through each stage of implementation. To ensure alignment and coherence between ADE, SPDG, ASU/CCE, and AIR content, professional development training materials continues to be developed at the state level to support RTI at the regional and district levels.

- Arkansas State University's Center for Community Engagement (CCE) is a main partner in the Arkansas State Personnel Development Grant with the role of providing training and support to targeted schools in the implementation of PBIS. The mission of the CCE is to work with organizations to develop, implement, and sustain programs that benefit the community. Currently, the CCE is the state's only technical assistance center for PBIS. The CCE uses the SWPBIS – Tired Fidelity Inventory (SWPBIS-TFI) to create PBIS modules to support the implementation process. The SWPBIS- TFI outlines the essential components that need to be in place at Tiers 1, 2, 3 for behavior. Currently, there are at least 33 districts and 107 individual schools in Arkansas that are implementing PBIS, with a portion being SPDG targeted schools.

- The Center for Exceptional Families (TCFEF) is a Parent Training Center (PTI). SPDG partners with TCFEF to work with AIR and CCE to develop modules for parents around RTI for academics and behavior. A parent mentor participates in training sessions provided by AIR, CCE, and other SPDG staff to expand the knowledge of the TCFEF's team. In 2018, ADE created a team to focus on Family and Community Engagement Essentials and a digital toolkit for stakeholders. A parent mentor from TCFEF has worked with this new ADE team to align our efforts. TCFEF staff attends weekly online meeting with SPDG partners and provides support to schools around parent and community engagement for RTI.

All professional development and RTI implementation fidelity tools that are utilized by the SPDG have been disseminated statewide through the RTI Arkansas website. This initiative is supported by ADE leadership and will continue to be highlighted in the ADE's Strategic Plan, Arkansas's ESSA Plan, at large statewide conferences, and regional meetings. To support alignment and leverage support across the ADE, the SPDG has partnered with multiple units within the Division of Learning Services.

In this phase of reporting, an RTI State Advisory Team reconvened to elicit stakeholder input on how to more effectively address statewide RTI Implementation including identifying strengths and barriers, guiding implementation, and supporting effective communication. The Advisory Team provided feedback on implementation challenges, professional development, and guidance documents. Additionally, the RTI Arkansas Team provides quarterly reports to the Advisory Council for the Education of Children with Disabilities and seeks guidance regarding policies and procedures with respect to special education and related services for children with disabilities. Based on feedback from these advisory groups, the content of RTI modules and training materials is being altered to better align with the ADE's selected frameworks of Professional Learning Communities and High Reliability Schools.

2.b. Regional Capacity Development

The SPDG is currently partnering with regional Educational Service Cooperatives (ESCs) to provide training and support for RTI implementation. With most ESCs this is an informal partnership that focuses on coordinating services, how the ESC can support the SPDG and districts, and how the SPDG can support the ESC. For example, if the SPDG targeted district is implementing ADE's Reading Initiative for Student Excellence (R.I.S.E) then an ESC specialist is able to provide that support.

In 2018, a formal partnership began with one of Arkansas's fifteen ESCs. The regional level supports sustainability, fidelity of implementation, and scalability for RTI. This ESC uses the Regional Capacity Assessment (RCA) as a needs assessment to determine readiness, teaming structures, and communication protocols for supporting RTI. The Regional Capacity Assessment is administered at least yearly in all formal partnerships with Educational Service Cooperatives (ESC). The baseline score will be compared to the second administration score in the 2020 APR.

SPDG maintains an external website www.arstudentsuccess.org for stakeholders. In 2018, the site was accessed 5,105 times with an average viewing time of 12 min, 18 seconds.

The State Implementation Team has supported RTI work at the regional level through the creation and dissemination of online RTI modules. A total of eight modules have been built. All modules are divided into short segments and include a facilitation guide accessible to regional Education Services Cooperatives (ESCs) for RTI work. The ESC content specialists are trained on accessibility and usability of these new modules. The online models were built in partnership with Arkansas's Internet Delivered Education for Arkansas Schools (AR IDEAS), an ADE grant that works with the Arkansas Education Television Network to develop online professional development courses. The online modules are built to be facilitated in professional learning comminutes and/or LEA staff meetings. Below is a list of developed models.

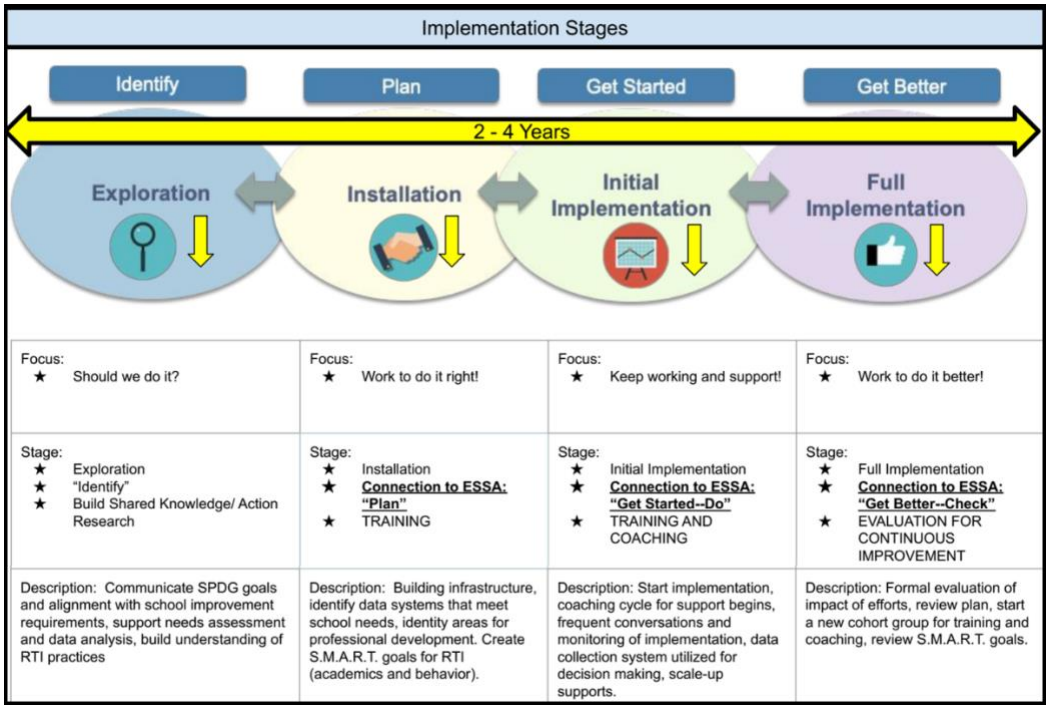
RTI Arkansas Module Arkansas IDEAS	Module Description
Overview	The overview defines RTI in detail, including its essential components, the multi-tiered system of supports, screening, progress monitoring, and data-based decision making. It is designed to help lead a comprehensive, cultural shift within schools.
Leadership	In this leadership course, administrators from across the state share their insights on RTI. This course takes a closer look at the steps district leaders need to take in order to implement RTI successfully within their districts
Multi-tiered System of Support for Literacy	This training introduces key concepts that schools need to consider in order to develop an effective RTI system for literacy. Within this module, a panel consisting of a literacy specialist, a kindergarten teacher, and three first-grade teachers navigate through the Response to Intervention Handbook for Grades K-5 and identify strengths and weaknesses within the RTI system at the district level. The purpose of this module is for the RTI team to work through the handbook to define and refine the RTI literacy process within a school.
Multi-tiered System of Support for High School	Within this module are key concepts that high schools need to consider in order to develop an effective RTI system. Essential components of RTI are reviewed and various differences for high school implementation are identified. Participants are encouraged to navigate through the RTI High School Handbook to identify strengths and weaknesses within the RTI system at their districts. The purpose of this module is for an RTI team to work through the handbook to define and describe RTI within their school.
Special Populations within the RTI Framework	This module develops a deeper understanding of how to meet the needs of a special population of students within the RTI Framework. Participants will be guided through the use of practical strategies for providing evidence-based instruction and assessment to students with disabilities and diverse learning needs within Tier I Core Instruction.
PBIS Overview	This PBIS Overview module outlines the essential components of PBIS, how behavior data can be utilized, and how leadership can support PBIS implementation.
PBIS Guidebook	This PBIS Guidebook provides an overview of a PBIS team roles and responsibilities and a step-by-step handbook to develop PBIS in schools.
Data-Based Decision Making	In this module Dr. Judy Elliott, explains how to use the four-step problem solving process to make data-based decisions in RTI. She leads participants through a step-by-step study of this process, describing the elements of each step using real-world examples to illustrate the data-based decision making that occurs throughout the process.

During 2018-2019 school year, the SPDG team worked with partners to create supplemental training materials for stakeholders. These supplemental materials include the following: informational slides, handouts, activities, facilitator's guides and visuals for multiple stakeholders, including regional partners. These materials will be accessible via the ADE website by the 2019-2020 academic year. Additionally, the SPDG team has provided outreach to Arkansas's regional educational cooperatives, to provide RTI training for content specialist and district leaders. Appendix A includes a comprehensive listing of the additional content under current development.

2.c. District Capacity Development

In the last reporting cycle, SPDG partnered with a total of five targeted districts or Local Education Agencies (LEAs). Within these five LEAs, 34 schools were selected for RTI Implementation. Of these five districts, three remain in the project. Within the three districts, 19 of the 34 schools are continuing RTI implementation for academics and/or behavior. In addition, the SPDG team released a Commissioner's Memo highlighting the 2018-2019 SPDG Application Process. Eight districts applied for SPDG support. After an interview process, justifications, time commitments, and additional data analysis, six of the eight LEAs decided to further explore the SPDG work.

The new LEAs are in the early stages of implementation of RTI, therefore, it is undetermined at the time of this report how many schools will continue towards implementation planning and development. The SPDG has contracted with the American Institutes of Research (AIR), Arkansas State University Center for Community Engagement, and the Center for Exceptional Families to support the LEAs. The SPDG met with each district to discuss the RTI supports they would receive, the role of the SPDG, and the expectations of the district. The SPDG has outlined the support and implementation of RTI utilizing the following stages of implementation for RTI Arkansas:



Focus: ★ Should we do it?	Focus: ★ Work to do it right!	Focus: ★ Keep working and support!	Focus: ★ Work to do it better!
Stage: ★ Exploration ★ "Identify" ★ Build Shared Knowledge/ Action Research	Stage: ★ Installation ★ **Connection to ESSA: "Plan"** ★ TRAINING	Stage: ★ Initial Implementation ★ **Connection to ESSA: "Get Started--Do"** ★ TRAINING AND COACHING	Stage: ★ Full Implementation ★ **Connection to ESSA: "Get Better--Check"** ★ EVALUATION FOR CONTINUOUS IMPROVEMENT
Description: Communicate SPDG goals and alignment with school improvement requirements, support needs assessment and data analysis, build understanding of RTI practices	Description: Building infrastructure, identify data systems that meet school needs, identity areas for professional development. Create S.M.A.R.T. goals for RTI (academics and behavior).	Description: Start implementation, coaching cycle for support begins, frequent conversations and monitoring of implementation, data collection system utilized for decision making, scale-up supports.	Description: Formal evaluation of impact of efforts, review plan, start a new cohort group for training and coaching, review S.M.A.R.T. goals.

The District Capacity Assessment (DCA) is administered at least yearly in all SPDG districts. The purpose of the DCA is to provide a structured process to assess capacity needs in order to support RTI and development of a district action plan. It provides the District Implementation Team with information needed to monitor progress towards district and building RTI goals; support a common infrastructure for the implementation of RTI to achieve desired outcomes for students; and provide district and state leadership with a regular measure of the capacity for implementation and sustainment of RTI. The District Implementation Team completes the DCA with the assistance of a trained administrator and a facilitator. The DCA is usually administered by the SPDG staff and facilitated by a district implementation team member.

The results from the District Capacity Assessment are showing an increase in the district's capacity to support RTI implementation. All the districts either met the 80% threshold or showed at least a 10% increase in the total score. The three remaining districts moved from 77%, 53%, and 23% to 81%, 91%, and 34%. Baseline data has been collected on the six new districts and will be compared in the 2020 APR.

Overview of District Activities:

- District Implementation Teams are formed and meet monthly to support the RTI work in the targeted schools. The DCA results guide the action planning and next steps of this team.
- RTI District Coordinator position was created with joint funding from the SPDG and the first implementation district. This position is the communication liaison between SPDG and the district and well as leader and coordinator for all activities. In all other districts, this person is identified when a new district commits to SPDG support.
- District coaches have been identified and are currently being trained to support school level RTI work in the areas of literacy and positive behavioral interventions and supports (PBIS). The district level coaches are essential for district sustainability of RTI.
- District Implementation Teams are participating in the district modules outlined above based on DCA results.

School Leadership Team Development and Implementation

School Activities:

- School level coaches have been identified and are currently being trained to support the RTI work in the areas of literacy and PBIS. The school level coaches are essential for school implementation of RTI.
- Professional development and coaching is being provided based on the results from the Reading-Tiered Fidelity Inventory (R-TFI) and the PBIS-TFI conducted at the school level.
- The district and schools have received professional development and coaching in RTI leadership and infrastructure, data-based decision-making, literacy core instruction, differentiated instruction, PBIS implementation, and classroom management. They have continued to receive

coaching support through PBIS and literacy coaches' meetings. The coaching support within the schools is also being provided by the district literacy coaches and SPDG staff. All professional development and coaching is done in collaboration with district coaches.

2.d. Positive Behavioral Interventions and Supports (PBIS)- School-wide Tiered Fidelity Inventory (SWPBIS-TFI)

Within the RTI Arkansas framework, Positive Behavioral Interventions and Supports (PBIS) is used as part of a multi-tiered system of support with three main goals: 1) develop consistency in defining, teaching, modeling, and encouraging expected appropriate behavior among students; 2) create consistency in the way adults respond to problem behavior; and 3) assist teams with a data collection process to guide PBIS implementation. PBIS is a proactive, preventative approach that supports all students, with increasing levels of prevention. Everyone receives general education in expected behavior, along with acknowledgements for following the expected behavior. RTI Arkansas continues to support the usability of online PBIS modules built in partnership with Arkansas State University and has recently created additional training material and facilitator's guides which correlate to the schoolwide fidelity rubric.

The School Wide Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Inventory is used 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. The PBIS - Inventory is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive PBIS Features) that can be used separately, in combination, and with an overall score to assess the extent to which core features are in place. The overall score is being used to track progress from year to year in each of the participating schools.

Of the 19 schools that administered the SWPBIS-TFI in the 2018 – 2019 school year, 14, or 74%, of the schools increased their score by 10% from the previous year or had at least 80% of the Tier 1 indicators in place. This is an increase of 20% from the 2018 APR where 54% of the schools met the requirement for this performance measure. The results from the SWPBIS-TFI have helped the PBIS teams develop action plans around specific indicators on the assessment. These results have also informed the work of district PBIS coaches in determining what supports are needed by school level coaches and teams. Lastly, the SWPBIS-TFI results have helped the SPDG Core Management Team plan professional development and targeted coaching support activities.

2.e. School Leadership Team Development and Implementation of RTI- Literacy/Reading

The Reading- Tiered Fidelity Inventory (RTFI) tool is being used to help schools assess the implementation of a school-wide reading model. Developed by the Michigan's Department of Education Integrated Behavior and Literacy Support Initiative (MIBLSI), the tool was reviewed by national expects and first used in the 2017 – 2018 school year. There is an elementary and secondary version of the tool to differential requirements at each level. The Inventory is divided into three sections (Tier I: Teaming, Implementation, Resources, Evaluation; Tier II and,

Tier III Indicators) that can be used separately or in combination to assess the extent to which core features are in place.

The schools that administered the R-TFI this school year chose to continue to focus on core literacy instruction (Tier 1). The R-TFI data was used to guide each school in the process of data-based decision making to identify specific areas of focus for reading, and then create a plan of action for improving implementation focused on their identified areas of need. The SPDG RTI Literacy Coordinator assisted district personnel with the interpretation and use of the literacy needs assessment data to make a connection to already selected school improvement goals. Implementation of the process was monitored using an established timeline and through communication during onsite coaching visits, emails, and school specific coaching service delivery plans. Due to improvements with initiative alignment, the service delivery model for this goal was implemented through the R.I.S.E. Initiative.

Ongoing efforts to align RTI Arkansas literacy supports with the ADE's Reading Initiative for Student Excellence (R.I.S.E) have been increased to support RTI Arkansas in targeted SPDG LEAs. R.I.S.E. establishes a culture of reading, promotes collaboration with community partners and institutions of higher education, and provides professional development for teachers on the science of reading.

The ADE has continued to support the R.I.S.E. initiative with three main goals: 1) sharpening the focus and strengthening instruction; 2) creating community collaboration; and 3) building a culture of reading. To address these goals, the R.I.S.E Academies model was created to provide specialized training in the science of reading, improve overall reading instruction in the classroom, and give support for implementation at the local level. Using Language Essentials for Teachers of Reading and Spelling (LETRS as the foundational basis, over eighty Arkansas literacy specialists received LETRS certification to serve as trainers for R.I.S.E.

R.I.S.E. Academy trainers also provided coaching support and reinforcement for implementation. The first cohort of R.I.S.E. Academies was held in the summer of 2017 and consisted of six face-to-face training days and online support for nearly one thousand K-2 teachers and administrators. An additional two thousand teachers were trained in the summer of 2018. As part of the training, teachers were exposed to screening and assessment tools to assist with early identification of struggling students as well as instructional strategies to use in the classroom that emphasize the science of reading. As additional cohorts of K-2 teachers continue to be trained, the R.I.S.E. Academy for intermediate grades expanded to include grades 3-6 in the summer of 2018. This scale up of R.I.S.E. Academy encompassed 1,500 new 3-6 teacher participants being trained in the science of reading focusing on the research-based work of David Kilpatrick, Mark Seidenberg, Louisa Moats, Mary Dahlgren, Isabel Beck, and Marilyn Adams.

Six of the 19 continuing schools chose to focus on strengthening their PBIS implementation and scale up literacy efforts in the next reporting cycle. Of the thirteen schools that administered the RTFI in the 2018 – 2019 school year, 11 of those schools increased their score by 10% from the previous year and nine schools had at least 80% of the Tier 1 indicators in place. These results from the RTFI have helped the PBIS teams develop action plans around specific indicators on the assessment. These results have also informed the work of district RTI coaches in

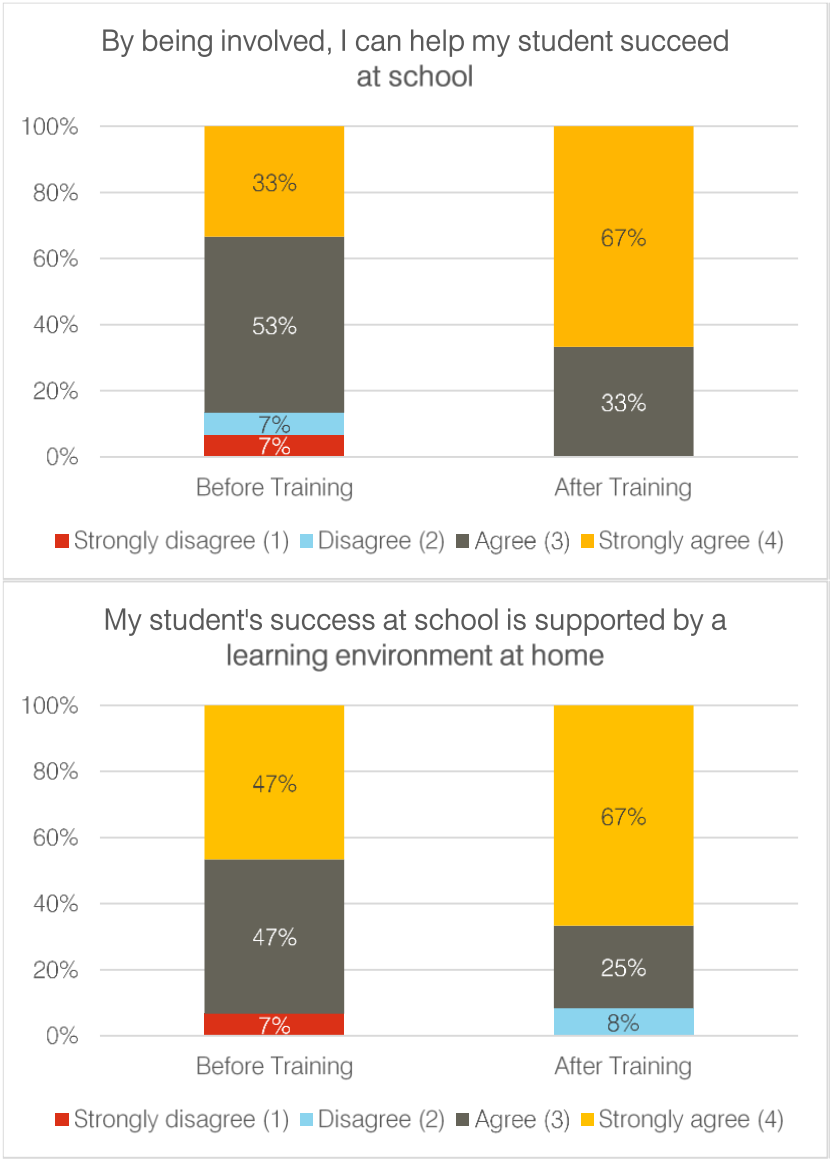
determining what supports are needed by school level coaches and teams. Lastly, the RTFI results have helped the SPDG Core Management Team plan professional development and targeted coaching support activities.

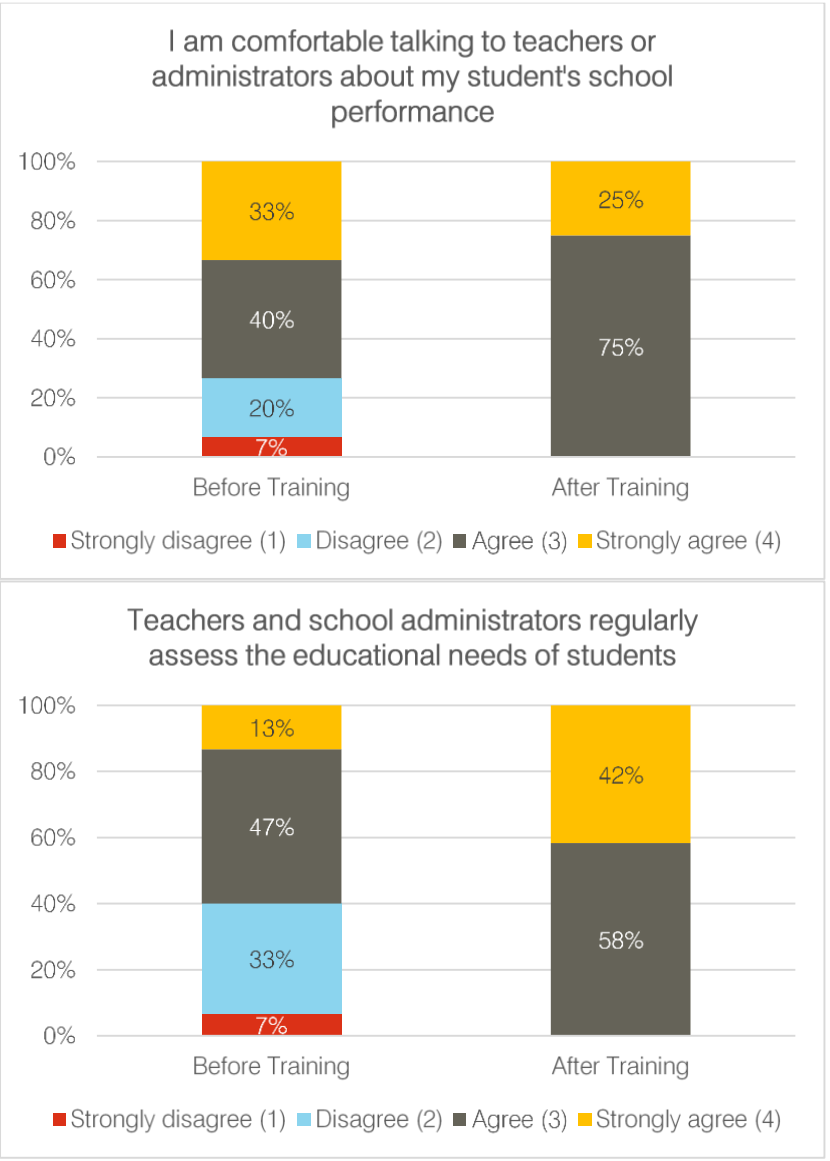
2.f. Reductions in Office Discipline Referrals (ODRs)

Seventy-four percent (74%) of schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on SWPBIS-TFI) saw reductions in office discipline referrals. There were 14,456 state reportable office discipline referrals for the 2016 – 2017 school year for the 19 targeted SPDG schools, compared to 12,237 state reportable office discipline referrals for the 2017-2018 school year. This is a reduction of 2,219 ODRs from the previous APR. The goal is to reduce the referrals from year to year in order to increase the instructional time for teachers and students. The SPDG expects as a district increases capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity of PBIS (as measured by the SWPBIS-TFI), which will decrease office discipline referrals. Nine of the 14 schools demonstrating improvement in fidelity of PBIS implementation showed a decrease in ODRs. For districts/schools new to the SPDG work for the 2018-2019 school year, ODR data will be certified in June of 2019 and used as a baseline for measuring progress.

2.g. RTI Essential Components for Parents & Families

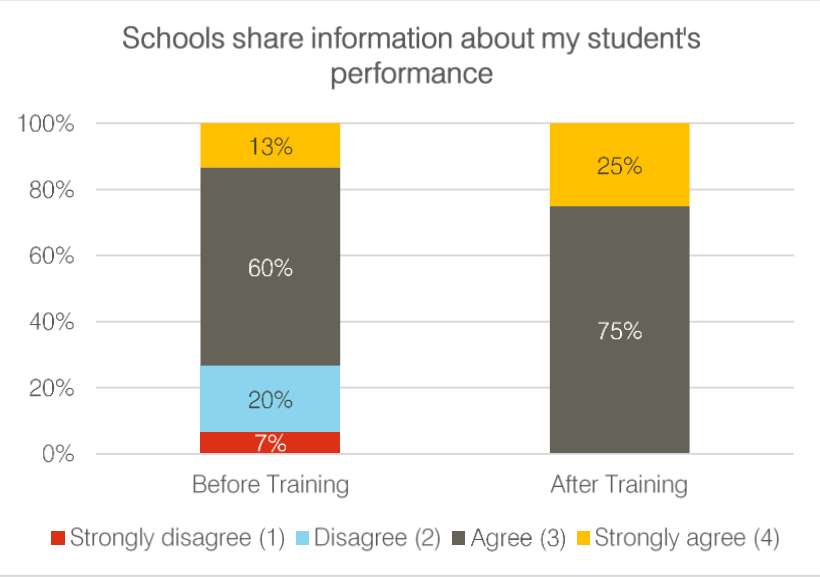
SPDG partners with a Parent Training Institution (PTI) known as The Center for Exceptional Families (TCFEF) to provide RTI training and clarification to parents, families, and community members. A liaison known as a parent mentor serves in this role and relies on the SPDG staff and external partners, American Institutes of Research (AIR) and Arkansas State University to aid in the development of the training materials utilized. The parent mentor from the Center for Exceptional Families (TCFEF) worked with SPDG team members, AIR, and ADEs Family and Community Engagement team to create a training module on RTI for Families and Communities. A pre and post assessment survey was distributed in connection with each training that focused on the knowledge level of participants on the topic of RTI. The training focuses on the essential components of Response to Invention (RTI) and embeds resources for families, community members, and educators. The following data reflect results of this activity:

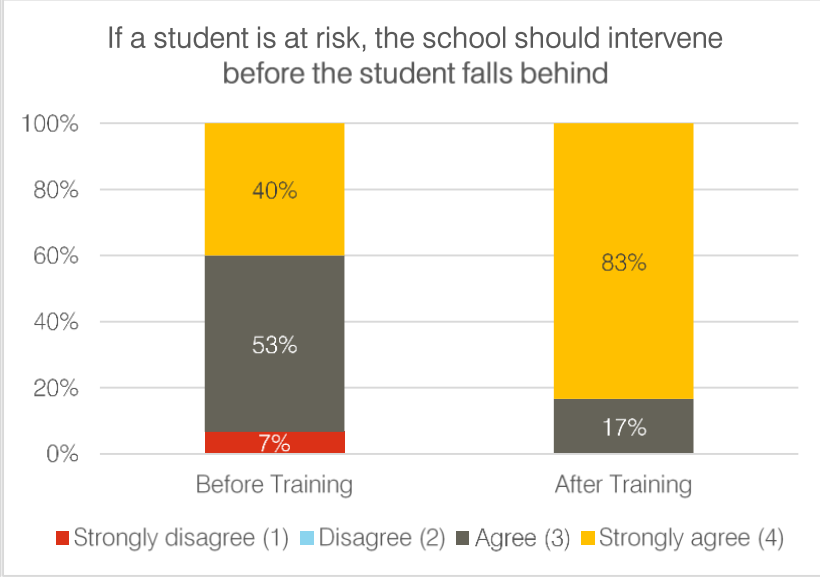

By being involved, I can help my student succeed at school
100%
80%
60%
40%
20%
0%
33%
53%
7%
7%
67%
33%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)

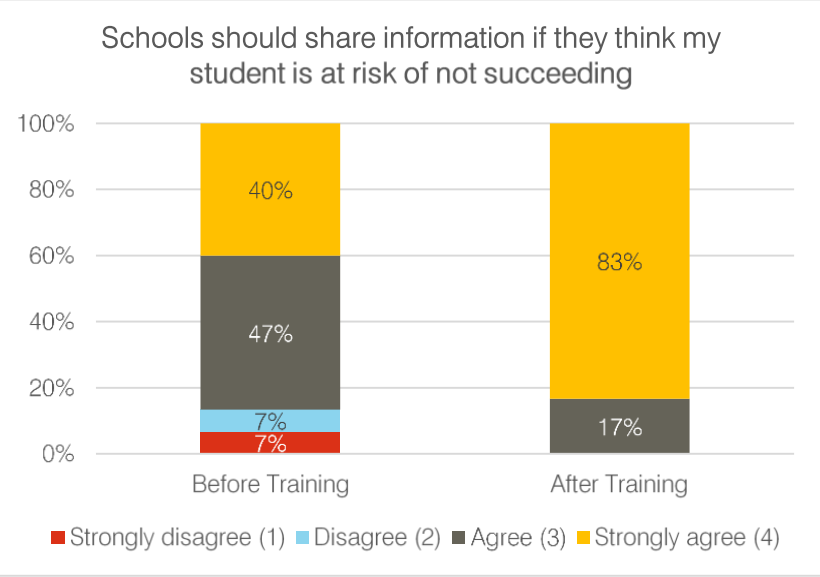

I am comfortable talking to teachers or administrators about my student's school performance
100%
80%
60%
40%
20%
0%
33%
40%
20%
7%
25%
75%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)

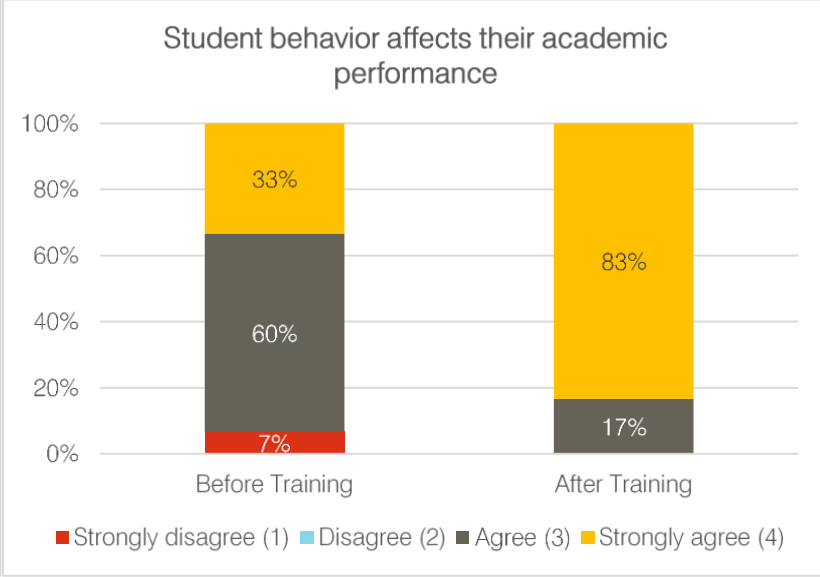
My student's success at school is supported by a learning environment at home
100%
80%
60%
40%
20%
0%
47%
47%
7%
67%
25%
8%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)

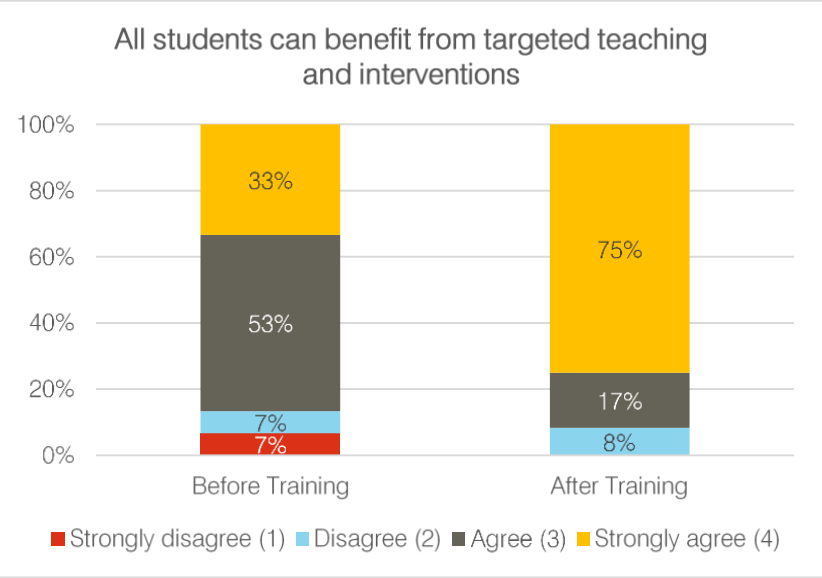
Teachers and school administrators regularly assess the educational needs of students
100%
80%
60%
40%
20%
0%
13%
47%
33%
7%
42%
58%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)

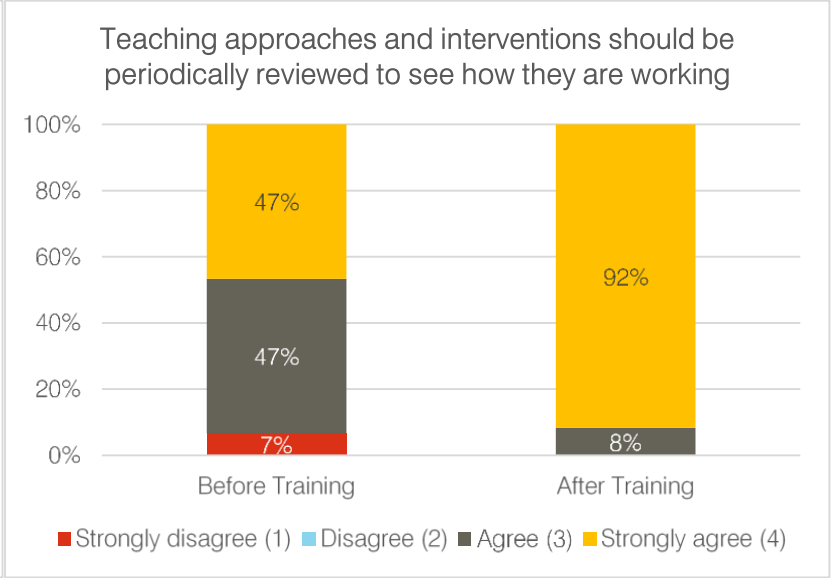

Schools share information about my student's performance
100%
80%
60%
40%
20%
0%
13%
60%
20%
7%
25%
75%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)

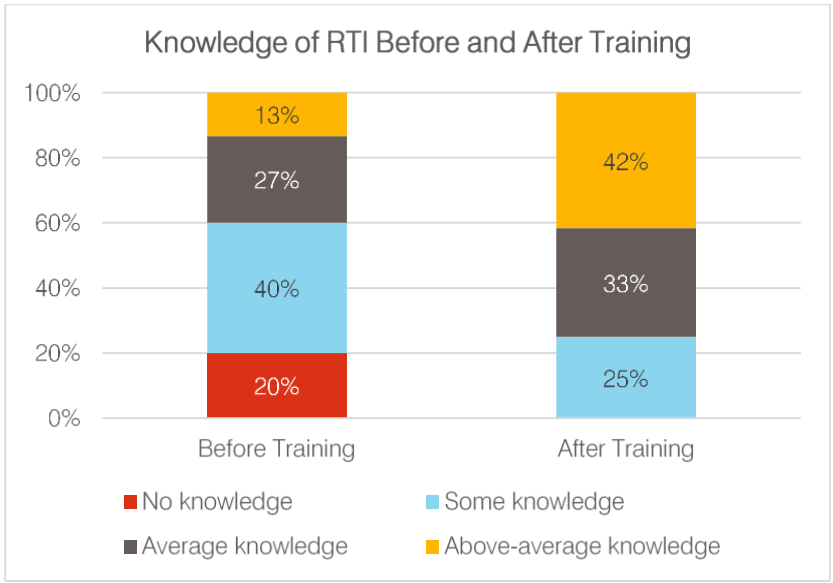

If a student is at risk, the school should intervene before the student falls behind
100%
80%
60%
40%
20%
0%
40%
53%
7%
83%
17%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)


Schools should share information if they think my student is at risk of not succeeding
100%
80%
60%
40%
20%
0%
40%
47%
7%
7%
83%
17%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)


Student behavior affects their academic performance
100%
80%
60%
40%
20%
0%
33%
60%
7%
83%
17%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)


All students can benefit from targeted teaching and interventions
100%
80%
60%
40%
20%
0%
33%
53%
7%
7%
75%
17%
8%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)


Teaching approaches and interventions should be periodically reviewed to see how they are working
100%
80%
60%
40%
20%
0%
47%
47%
7%
92%
8%
Before Training
After Training
Strongly disagree (1)
Disagree (2)
Agree (3)
Strongly agree (4)


Knowledge of RTI Before and After Training
100%
80%
60%
40%
20%
0%
13%
27%
40%
20%
42%
33%
25%
Before Training
After Training
No knowledge
Some knowledge
Average knowledge
Above-average knowledge

2.h. Increase in Literacy Scores on End of Year Assessment

An evidence based, nationally normed literacy screener is required to be adopted and administered in every SPDG district. Each district selects the "best fit" universal screener which is used to identify students who may be at risk for reading difficulties. The results of the screener allow for more focused high-quality instruction, early intervening, and monitoring of progress. All SPDG districts currently have selected and are using a universal literacy screener. The Arkansas Student GPS Dashboard allows educators to utilize educational data in practical and powerful ways, enabling data-based decision-making. The state system provides access to academic and behavioral dashboards that serve as an early warning system for helping teachers and administrators ensure that every student reaches his/her potential. The dashboards' aggregate data from existing sources indicates a comprehensive view of each student (including items such as student demographic information, grades and credits, attendance, discipline, state assessment data, local assessment data, college and career readiness, and interventions) as well as roll-up views of the data for classrooms, schools and districts. The dashboards serve as a valuable instructional tool at the classroom, building, and district levels at no cost to the districts. The discipline reporting features allow districts to view graphs of office discipline referrals by time of day, location, discipline incident, action, grade, and student demographics (race, student with disability, 504, Title I, gifted).

Schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on the R-TFI) will show an increase of at least 6% percentage points on grade level literacy. The SPDG expects that as a district increases their capacity to support RTI (as measured by the DCA) that implementation fidelity for their school-wide reading model will increase (as measured by the R-TFI), which in turn will increase the percentage of student that are performing at or above grade level for literacy. Eleven of the SPDG targeted schools showed an increase in percentage points on grade level literacy end of year assessments however, none of the schools met the 6 % increase target.

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

PR/Award # H323A150013

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

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

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

3.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
60% of SPDG funds were used for activities designed to sustain the use of SPDG-supported practices.	Program	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
				60%		$668,281.57/ $1,033,190.10	65%

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

3.a. Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of AR SPDG-supported practices. The AR SPDG is reporting on the same initiatives as outlined in Program Measures 1 & 2. This year's outcomes for Program Measure 3 are described below.

The SPDG used the following formula to calculate the percentage of funds:

Cost of Ongoing Coaching & TA

Cost of all PD Activities to Support Initiative

Definitions

Cost of Ongoing Coaching & TA	Planning & Providing PD	Cost of all PD Activities to Support Initiative
• Conducting Needs Assessments (DCA) • Coaching District Coach or RTI Director • Assisting District Implementation Team • Building Capacity at District Level • Content Development • Data System Development • Training and Coaching Effectiveness Data • PD/TA Action Planning • Administration of Fidelity Measures • Data Collection and Analysis • % of Travel to Provide Coaching Support • % of Salaries and Contracted Rates	• Content Development • Alignment Activities & Revisions • Publishing Process for Content • Professional Knowledge & Research • Materials & Supplies for Trainings • % of Travel – Delivery of PD • % of Salaries and Contracted Rates	• Cost of Ongoing Coaching & TA • Planning & Providing PD
$668,281.57	$364,908.53	$1,033,190.10

The SPDG staff and multiple contracted consultants coordinate the AR SPDG RTI initiative. Each SPDG Staff member reports daily activities in the SPDG Professional Development and Technical Assistance Tracker. Each contracted consultant reports a summary of activities to the SPDG Director through quarterly progress reports as well as a cost for each activity. The AR SPDG analyzed these professional development activities for time spent on: 1) Planning and providing professional development; and 2) Planning and providing coaching and technical assistance as define above. The activities from the progress report for the contracted consultants and daily SPDG PD and TA tracker for SPDG personnel were analyzed by the amount of time spent on each task and then analyzed by salary or hourly rate.

Totals
Based on the totals listed above, the SPDG spent 65% of funds on ongoing technical assistant and coaching follow-up support. Therefore, Arkansas met the target of 60% during this reporting period for performance measure 3a.

Implementation focus for the coming year
As the AR SPDG finishes year four of funding, a significant amount of time will continue to be spent finalizing content for website release as well as increasing coaching supports. The SPDG expects the percentage of planning for coaching and providing coaching to increase to 70% in Year 5. The SPDG staff and contracted consultants will continue to track their daily activities using the SPDG PD and TA tracker or quarterly progress reports.