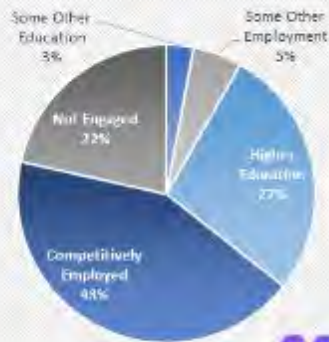


# TABLE OF CONTENTS

<b>SSIP POST-SCHOOL OUTCOMES INFOGRAPHIC .....</b>	<b>2</b>
<b>A. SUMMARY OF PHASE III.....</b>	<b>3</b>
A.1. Theory of action or logic model for the SSIP, including the SiMR.....	3
A.2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.....	9
A.3. The specific evidence-based practices (EBPs) that have been implemented to date. ....	18
A.4. Brief overview of the year’s evaluation activities, measures, and outcomes. ....	20
A.5. Highlights of changes to implementation and improvement strategies.....	21
<b>B. PROGRESS IN IMPLEMENTING THE SSIP .....</b>	<b>22</b>
B.1. Description of the State’s SSIP implementation progress. ....	22
B.2. Stakeholder involvement in SSIP implementation. ....	29
<b>C. DATA ON IMPLEMENTATION AND OUTCOMES.....</b>	<b>32</b>
C.1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan. ....	32
C.2. How the State has demonstrated progress and made modification to the SSIP as necessary.....	39
C.3. Stakeholder involvement in the SSIP evaluation. ....	45
<b>D. DATA QUALITY ISSUES.....</b>	<b>48</b>
D.1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data.....	48
<b>E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS.....</b>	<b>50</b>
E.1. Assessment of progress toward achieving intended improvements. ....	50
<b>F. PLANS FOR NEXT YEAR .....</b>	<b>85</b>
F.1. Additional activities to be implemented next year, with timeline. ....	85
F.2. Planned evaluation activities including data collection, measures, and expected outcomes.....	88
F.3. Anticipated barriers and steps to address those barriers.....	91
F.4. The State describes any needs for additional support and/or technical assistance. ....	92

## SSIP Post-School Outcomes Infographic

The Percentage of Students with Disabilities Engaged in Higher Education One Year After Graduation (FFY 2015)



### SSIP Improved Post-School Outcomes

- 11 middle school demonstration sites + 7 feeder pattern sites (18 total sites)
- 4 high school transition demonstration sites
- 461 teachers and administrators have participated in SSIP PD
- 87.60% of participating staff reported learning new skills as a result of the SSIP.
- An average of 151.61 hours of coaching per site
- Two new statewide transition resources created: Graphic of Transition Inputs and the Transition Landing Page on the ALSDE-SES website.

Average Gains in Progress Monitoring Scores for SSIP Students During the 2015-2016 Year



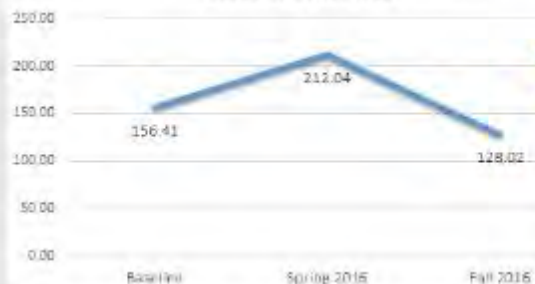
The enrollment in higher education or competitive employment data (Indicator 14b) among SSIP feeder pattern sites increased by 22.21%. Gadsden City HS has 100% job placement of their students in the Essential/Life Skills pathway.



Ratio of Office Referrals: SWD to All Students from Spring 2015 (Baseline) to Fall 2016



Median Number of Unexcused Absences per Month by Semester for SSIP Sites



Median Number of Chronic Absences by Semester for SSIP Sites



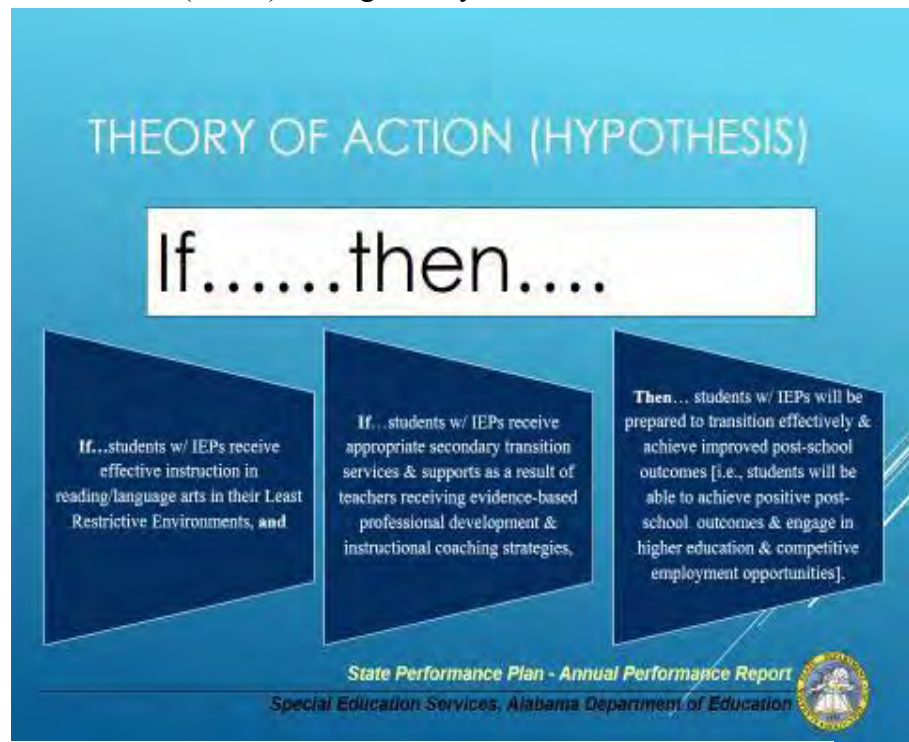
---

## A. SUMMARY OF PHASE III

---

### A.1. Theory of action or logic model for the SSIP, including the SiMR.

In 2014, the Alabama State Department of Education (ALSDE), Special Education Services (SES) Section staff, began developing Phase I of the State Systemic Improvement Plan (SSIP). As required, the first steps involved eliciting stakeholder input and gathering data in order to identify its State-Identified Measurable Result (SiMR) through analysis of its data and infrastructure. Through this analysis of the elements of the required Phase I submission, SES staff and stakeholders developed the Theory of Action (Figure 1) and the SiMR, “*Students with IEPs will be prepared to transition effectively and achieve improved post-school outcomes [i.e., students will be able to achieve positive post-school outcomes and engage in higher education and competitive employment opportunities]*” as the core of Alabama’s SSIP.



**Figure 1. Alabama Theory of Action for the SSIP**

**Description of Need:** The ALSDE, SES Section, collected and analyzed performance data for students with IEPs as part of the development of the Phase I SSIP. Analysis of trend data indicated that about 85 percent of SWDs were placed in general education environments for more than 80 percent of the school day, yet proficiency data for SWDs has remained relatively static within the 40 percent range for the last few years as reported in the *FFY 2012 Annual Performance Report (APR)*. The trajectory from 2008-2009 (40.00 percent) to 2012-2013 (48.67 percent) showed slightly positive gains in reading for the aggregate of Grades 3-8 and one high school grade. Also reported in the *FFY 2012 Annual Performance Report (APR)* was the overall performance for students with individualized education programs (IEPs) in reading and mathematics at 48.67 percent and 47.25 percent proficient, respectively [Source: *Alabama Reading and Math Test (ARMT)*, SY 2012-2013]. Given that these students were predominantly educated within the general education classrooms, these data suggested that there were concerns regarding students receiving appropriate supports through supplementary aids and services from special education

teachers and general education personnel to support and improve their proficiency around literacy first, and then mathematics.

During school year (SY) 2013-2014, Alabama began using a new assessment system, the *ACT Aspire*, which utilized a computer-based assessment system with fewer paper and pencil administrations. The resulting data reflected much lower performance levels across all subgroups, but dramatically lower for special education populations. The *ACT Aspire* test scores continued their downward trajectory for the special education subgroup after the 2014-2015 administration. In FFY 2014, the statewide proficiency in Reading for students with IEPs was 10.24 percent, down from 15.68 percent in FFY 2013. In Math, the proficiency rate for FFY 2014 was 13.79 percent; the FFY 2013 rate was 17.64 percent.

As the ALSDE analyzed Post-School Outcomes (PSO) data for the previous years, staff noted that nearly 40 percent of former students with IEPs in place at the time they left school were not engaged in either college or a career one year after exiting school.

When the data were further analyzed by grade level, it became apparent that the middle school grades in both reading and math proficiency experienced substantial drops beginning in the sixth grade with eighth grade performance noted as particularly concerning, further increasing the urgency of the demand for improved instructional methodology so students with IEPs could experience improved educational opportunities in order to achieve more positive outcomes from high school to post-school life. Clearly, ensuring that students who enter ninth grade are prepared to succeed at challenging high school coursework is an important factor in improving future graduates' successful entry into college or careers with competitive wages. Therefore, Alabama, in conjunction with its stakeholders, selected "Improved Post-School Outcomes" as its SiMR.

**Basis for Action:** In order to achieve the SiMR, the ALSDE planned to focus upon its Theory of Action, an If-Then statement linking academic instruction, transition services, and post-school outcomes. This offered the hypothesis that providing effective, evidence-based technical assistance consistent with the body of knowledge and research related to the Implementation Science Framework (Fixsen et al., 2005) to impact the academic achievement of middle school students would better prepare students for secondary school work and, thus, facilitate more effective transitions from high school to post-school life. In order to accomplish this result, the ALSDE has established a series of middle school demonstration sites focusing upon academic and behavioral improvement. Similarly, the ALSDE has established secondary transition demonstration sites to implement evidence-based transition practices, including: instruction, community-based vocational instruction, and self-determination/self-advocacy. Additional sites, will be selected each year of the SSIP.

Therefore, the ALSDE, SES Section, began implementing an ongoing project that utilized the existing state infrastructure of 11 regional in-service centers and the Regional Planning Teams (RPTs), as specified in the design requirement of the SSIP as part of the FFY 2013 State Performance Plan/Annual Performance Report (SPP/APR). The structure of the SSIP braided the SSIP components with the existing successful work of the State Personnel Development Grant (SPDG) awarded in 2012, and Alabama's Plan 2020 to create demonstration sites in selected middle schools to be demonstration sites of exemplary models for effective co-teaching, co-

planning, and positive behavior interventions and supports (PBIS). The model was grounded and supported within the research-based Implementation Science framework (Fixsen et al., 2005), Co-teaching (Friend & Cook, 2013), Co-planning (Ploessl et al., 2010), and Instructional Coaching (Knight, 2007). The synthesis of these variables, implemented with high fidelity, was intended to create effective inclusive environments for SWDs and to result in an improved school climate and culture for all students.

The SSIP was designed to utilize one or more trained instructional coaches to work in each region (with two for Region 11). The SSIP Instructional Coaches were hired to provide follow-up support through coaching as part of an evidence-based PD model (Brown et al., 2005) to middle school site personnel. Additionally, SSIP Instructional Coaches provide support to the district implementation teams who were provided PD in co-teaching, co-planning and PBIS, Tier II (i.e., CHAMPS). These SSIP demonstration site and district implementation teams consisted of administrators, special and general education teachers and staff working at selected SSIP demonstration site middle schools within the region. Linkages will continue to be developed and strengthened with the regional Alabama Reading Initiative (ARI), as well, to ensure that districts received specific emphasis upon literacy and strategic instruction.

The SSIP Instructional Coaches for the SSIP demonstration sites attend RPT and other regional meetings, as needed. During SY 2014-2015, one SSIP demonstration site was selected for the implementation of secondary transition best practices around instruction and community-based vocational instruction (CBVI), with additional sites to be added for SY 2016-2017. The SSIP Instructional Coaches with transition-specific expertise have been selected to work with each site to improve planning and practice for secondary transition. The ALSDE projects that new sites will be added each year to showcase best practices in secondary transition and improving instruction and transition services using evidence-based transition curricula, CBVI, and linkages with other agencies to improve students' post-school success. Simultaneously, the ALSDE will be working to develop and improve the statewide infrastructure of policies, practices, and data usage designed to improve transition services leading to positive post-school outcomes for SWDs.

**Figure 2. The Alabama SSIP Model - Illustration of the variables that comprise the Alabama SSIP model as adapted from the Creating Effective Inclusive Environments demonstration project (SPDG).**



Targeted technical assistance from the National Technical Assistance Center on Transition (NTACT) is being provided to support the ALSDE to improve secondary transition practices throughout the state.

Each SSIP instructional coach has participated in evidence-based professional learning in Instructional Coaching 101 (Knight, 2007), Co-Teaching (Friend & Cook, 2013), Co-Planning (Ploessl et al., 2010), and evidence-based PBIS (i.e., Safe & Civil Schools) (Sprick, 2009) offered by the State Personnel Development Grant (SPDG). Following the first year of Exploration (SY 2014-2015), eight SSIP demonstration sites began working toward achieving a high-degree of fidelity of implementation within the evidence-based practices listed above. The ALSDE

designates a demonstration site as “Demonstration Ready” as determined by external project consultants through fidelity observations designed to approve the site’s readiness to offer visitation/observation opportunities to other school systems within the region, thereby expanding the scope and impact of the project over the next few years through scaling-up into additional schools and districts.

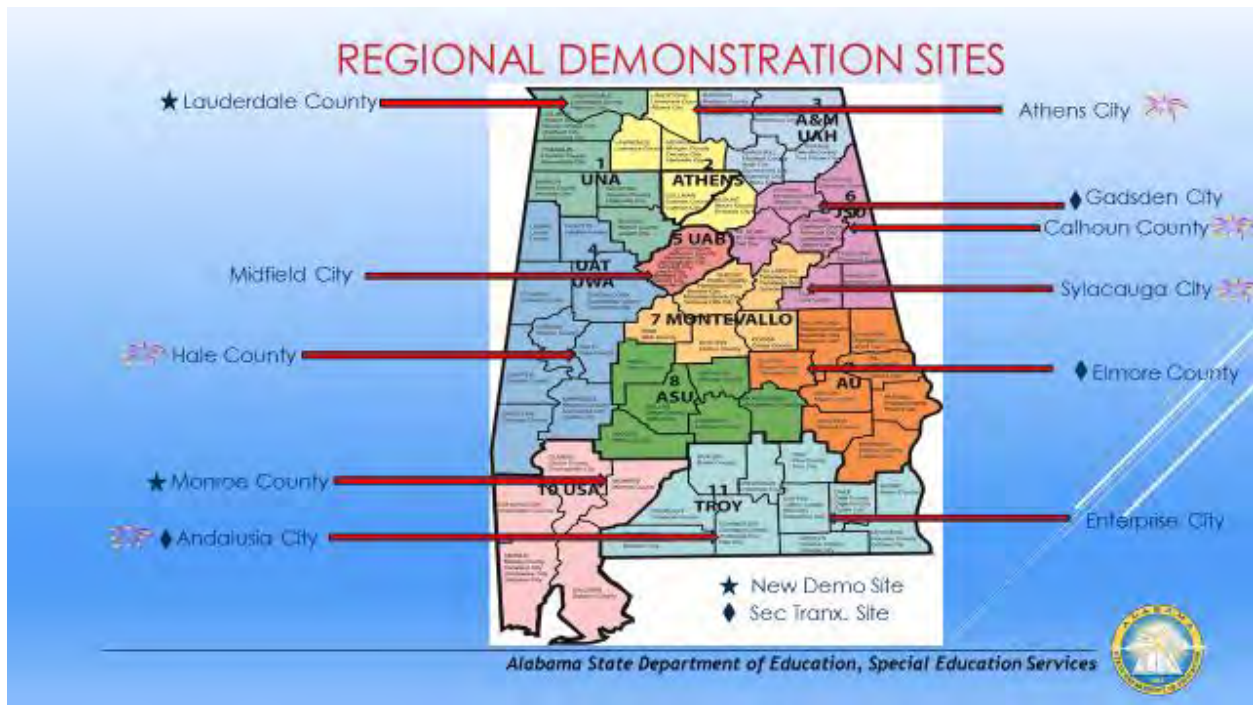
The SSIP Instructional Coaches have also received ongoing training in the principles of the Implementation Science Framework and meet regularly (virtually, as well as on-site) as a Professional Learning Community to discuss progress, barriers, and program updates.

### **The Alabama SSIP and the Implementation Science Framework**

**Competency Driver - Selection.** As previously noted, the Alabama SSIP Model is grounded within the Implementation Science Framework. In the Competency Driver of the Implementation Science Framework, selection, training, and coaching are essential components of successful, sustainable change. As of December 2015, schools in Regions 1, 2, 4, 5, 6, 9, 10, and 11 have been selected to work toward becoming middle school demonstration sites. The site in Region 9 is also implementing evidence-based practices around secondary transition. Ongoing selection

efforts are continuing in Regions 3, 7, and 8 to ensure appropriate site identification for the SSIP demonstration site project and to ensure that the sites selected to participate have concurrent academic need as well as faculty and administrative support for sustained change. Figure 3 shows the present map of the SSIP demonstration sites as of winter 2016. It should be noted that the site in Region 6 is exploring a scale-up to another school site within Region 6. The Implementation Science Framework Hexagon Tool, (Fixsen et al., 2005) will be used to explore the site’s readiness for inclusion within the project. Additional demonstration sites for effective secondary transition practices are being identified using the tool during winter and spring 2016, with more sites to be added during SY 2016-2017.

**Figure 3. Map of SSIP Regional Demonstration Sites**



**Table 1. List of SSIP Demonstration Sites**

Region	LEA	Demonstration Site	Selection Year
1	Lauderdale County	Brooks High School (7-12 Grade)	Winter 2016
		Brooks Elementary School	Fall 2016
2	Athens City	Athens Middle School	Fall 2015
4	Hale County	Greensboro Middle School	Fall 2015
		Greensboro Elementary School	Fall 2016
		Greensboro High School	Fall 2016
5	Midfield City	Rutledge School	Fall 2015
6	Calhoun County	White Plains Middle School	Fall 2015
		Saks Middle School	Spring 2016

Region	LEA	Demonstration Site	Selection Year
		Saks Elementary School	Spring 2016
		Saks High School	Spring 2016
	Gadsden City	Litchfield Middle School Gadsden City High School (Transition)	Fall 2016
7	Sylacauga City	Nichols-Lawson Middle School	Fall 2015
9	Elmore County	Wetumpka Middle School	Fall 2015
		Wetumpka High School (Transition) Stanhope Elmore High School (Transition)	Fall 2015
10	Monroe County	Monroeville Middle School	Winter 2016
11a	Andalusia City	Andalusia Junior High School	Fall 2015
		Andalusia Elementary School	Spring 2016
		Andalusia High School (Transition)	Fall 2016
11b	Enterprise City	Coppinville Middle School	Fall 2015

**Competency Driver - Coaching:** Criteria for selecting the successful Instructional Coach candidates have specified that the applicant possess classroom and administrative experience, with expertise in working with both administrators and teachers at the middle school level. The current SSIP Instructional Coaches are retired personnel who have been employed in Alabama school systems, and include retired special education administrators, principals, one retired local education agency (LEA) superintendent, a reading specialist, and a transition specialist. Eleven SSIP Instructional Coaches have been hired to assist the middle school and feeder pattern implementation sites, with two additional coaches being hired during 2016 to support secondary transition infrastructure development. Ongoing communication through the implementation of the Basecamp online tool, as well as regular coaches' onsite meetings, have been important methods to assist coaches to keep abreast of the work each are doing with their sites, as well as a forum to assist them to work collaboratively to overcome barriers and to report successes.

Effective coaching by appropriately-trained personnel has proven to be an essential component to support the implementation of evidence-based practices in co-planning/co-teaching and the implementation of PBIS practices (i.e., CHAMPS, *Safe & Civil Schools* Foundations). The SSIP Instructional Coaches who are assisting with secondary transition have extensive experience within the area, and are able to assist school personnel to problem-solve regarding the potential barriers to implementation, such as scheduling, transportation, and linkages to other agencies. Moreover, as SES staff have worked to re-align aspects of the infrastructure, such as the State Interagency Transition Team (SITT), the coaches have been instrumental in providing assistance with those developments.

**Competency Driver - Training:** Initial professional learning and training in evidence-based practices (i.e., co-teaching, co-planning, and PBIS/CHAMPS) for the demonstration site teams was conducted on February 3-5, 2015. During this time, the school teams co-planned with the SSIP and the ARI District Coaches to develop action plans designed to lead to the establishment



and roll-out of the future demonstration sites. During February-May 2015, SSIP Instructional Coaches worked with their assigned implementation team to address the needs for each specific school. It is important to note that this model was designed to be implemented to reflect the strengths and needs of each individual site so that growth was “owned” by the implementation team and involved personnel. Therefore, the principles of change reflected in the Alabama SSIP Model will be the constant across sites but the process and decision-making within those parameters will be variables responsive to individual site needs.

During this Phase III update, it is important to reflect during subsequent implementation years. This premise has proven to be true, as site success has been tied to the efficacy of the individual site and district implementation teams. Through these teams, sites have been able to brainstorm solutions to a variety of challenges they have faced, such as the turn-over of key personnel, scheduling, and other site-specific issues.

Additional training in schoolwide PBIS (i.e., *Safe & Civil Schools* Foundations, CHAMPS) and classroom PBIS behavioral approaches was conducted during spring 2015, as well as at the individual sites throughout the spring and summer (2015) months in conjunction with the AL SPDG training efforts. The ALSDE, SES Section, provided implementation grants to each SSIP demonstration site. Budgets included monies for the purchase of evidence-based intervention resources in Reading and Math, needed materials and supplies based on site needs as determined by the implementation teams. Full implementation of the demonstration sites began in fall 2015, and observational visits at one of the sites began during spring 2016, with other sites anticipating becoming “Demonstration Ready” within the 2016-2017 school year.

In December 2015, in partnership with the Alabama SPDG and *Safe & Civil Schools* began working with multiple system-wide teams from the SSIP demonstration site systems in three-year cohorts (2015-2018) to scale-up implementation of schoolwide PBIS, Tier II, (i.e., *Safe & Civil Schools* Foundations) across additional schools. As of March 2017, we are in the second year of support and most of the participating sites are now conducting parent, teacher, and student surveys in order to provide comparative data over time and to develop Year Three plans. About 100 professionals participate during each of the five two-day training sessions (three two-day training sessions per year.) Consultants from *Safe & Civil Schools* visit each site twice per year and provide customized support to that site’s implementation team. Year Two training support will conclude in June 2017.

**A.2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.**

**Table 2. Implementation of EBPs – Coherent Improvement Strategies**

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
1. Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.			

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
Identify 12 SSIP demonstration sites to address improvement in reading proficiency and secondary transition by utilizing evidence-based PD, instructional coaching, and linkages with other ALSDE initiatives	<ul style="list-style-type: none"> <li>• Identified 8 SSIP demonstration sites by Winter 2015; Added two sites in Fall 2015; Total 10</li> <li>• Identification of two more SSIP demonstration sites (Total 12)*</li> </ul>	Fall 2016  Summer--Fall 2016  Scale-up ongoing	SSIP Team, SPDG Team
*Project to identify 2 additional sites in SY 2017-18, yielding a total of 12 sites			
Provide evidence-based training for middle school staff at identified implementation sites in co-teaching, co-planning, PBIS, and instructional coaching.	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Pre- and Post-training evaluations</li> </ul>	Winter/Spring 2015 (initial training); ongoing	SSIP Team, SPDG Team, Consultants
Select, interview, hire, and train instructional coaches to assign to each SSIP demonstration site.	<ul style="list-style-type: none"> <li>• Hired SSIP Instructional Coaches</li> <li>• Contracts Job announcements posted for additional instructional coaches as sites are added</li> </ul>	SY 2015-2016	SES Program Coordinator, SSIP Team, SPDG Team, ALSDE Personnel & Human Resources Staff
2. Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe & Civil Schools evidence-based programs.			

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
<p>Provide evidence-based training for instructional coaches in co-teaching, co-planning, behavior, and instructional coaching by the Alabama SPDG.</p> <p>In collaboration with AL SPDG, SSIP demonstration sites and their feeder patterns will participate in a three-year Foundations project with <i>Safe &amp; Civil Schools</i>.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Pre- and Post-training evaluations</li> <li>• Safe &amp; Civil Schools survey data from parents, students, teachers</li> <li>• School data (suspensions/expulsions, office referrals, absentees, etc.)</li> </ul>	<p>SY 2015-2016</p> <p>Beginning SY 2015-2016 until SY 2017-2018</p>	<p>SSIP Team, SPDG Team, Consultants</p> <p>AL SPDG/SSIP Team, SES Staff, District and Site Implementation Team, Consultants</p>
<p>Project to conduct the third year training in SY 2017-18.</p>			
<p>3. Create a system and culture for supporting SWDs, teachers, and administrators through implementation science practices.</p>			
<p>Select regional demonstration site locations for each region consistent with the <i>Exploration Stage</i> of the Implementation Science Framework.</p>	<ul style="list-style-type: none"> <li>• Selection criteria</li> <li>• Internal stakeholder recommendations</li> <li>• NIRN Hexagon Tool</li> </ul>	<p>Fall 2015</p>	<p>SSIP Team, SPDG Team, Consultants</p>

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
<p>Convene ongoing evidence-based training for site and district Implementation Teams to support the implementation of evidence-based practices.</p>	<ul style="list-style-type: none"> <li>• PD sign-in sheets</li> <li>• Pre- and Post-training evaluations</li> </ul>	<p>SY 2015-16</p>	<p>SSIP/SPDG Team Evaluator</p>
<p>4. Create and publicize a model of comprehensive, research-based transition services for high school SWDs through the development of transition demonstration sites.</p>			
<p>Provide training for high school staff at participating implementation sites in secondary transition best practices.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Pre- and Post-training evaluations</li> </ul>	<p>Winter/Spring 2015 (initial training); ongoing</p>	<p>SES Transition Team, Evidence-Based Consultants, NTACT</p>
<p>Recruit, select, hire, and train experienced transition coaches to provide ongoing coaching to teachers within the transition demonstration sites.</p>	<ul style="list-style-type: none"> <li>• Job announcements</li> <li>• Hiring criteria</li> <li>• Coaches hired</li> <li>• Evaluation data</li> </ul>	<p>SY 2015-2016 SY 2016-2017 Ongoing</p>	<p>SES Program Coordinator, Transition Team, SSIP/SPDG Team</p>
<p>Examine secondary transition policy, practices, and resources to guide the statewide implementation of evidence-based secondary transition services.</p>	<ul style="list-style-type: none"> <li>• Revised IEP transition pages;</li> <li>• Transition policy documents and resources;</li> <li>• Modules posted on ALSDE Web site</li> </ul>	<p>SY 2015-16 (Annually)</p>	<p>SES Transition Team, State Interagency Transition Team (SITT); NTACT targeted TA; Other agency linkages</p>

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
Link with the Alabama SPDG and Alabama PTI to provide secondary transition resources to parents.	<ul style="list-style-type: none"> <li>• Transition Module for Families</li> <li>• IRIS Transition Module</li> <li>• Identified sites</li> <li>• Parent Handbook for Secondary Transition</li> </ul>	SY 2015-16	SES Transition Team, Alabama SPDG, Alabama PTI
Identify at least three secondary transition demonstration sites to demonstrate best practices in secondary transition services.	<ul style="list-style-type: none"> <li>• Site identification</li> <li>• Contracts</li> <li>• Site Implementation Team</li> <li>• Selection criteria</li> <li>• Internal stakeholder recommendation</li> </ul>	Winter/Spring 2015; SY 2016-2017	SPDG Team, SSIP Team
Increase the number of secondary transition demonstration sites each year to host regional visitors and provide resources to other LEAs regarding secondary transition.	<ul style="list-style-type: none"> <li>• Site identification</li> <li>• Contracts</li> <li>• Site Implementation Team</li> <li>• Selection criteria</li> <li>• Internal stakeholder recommendation</li> <li>• Secondary Transition presentations at state conferences</li> </ul>	Spring 2016 and ongoing	SES Transition Team, SPDG Team
5. Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.			
Revise the Alabama Post-School Outcomes Survey administration schedule to ensure that LEAs collect data bi-annually.	New LEA Post-School Outcomes Survey schedule	Spring 2016	SES Program Coordinator and SES Administrator (Indicator 14 staff)

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
Disseminate resources and information to teachers and parents highlighting strategies that improve student performance.	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Publications</li> <li>• Training resources</li> </ul>	Spring 2016 and ongoing	SES staff, SES Transition Team
Collaborate with national TA Centers (e.g., National Center for Systemic Improvement, NCSI; National Technical Assistance Center on Transition, NTACT; IDEA Data Center, IDC).	<ul style="list-style-type: none"> <li>• TA received</li> <li>• Resources accessed and used</li> <li>• TA request submitted to NTACT</li> <li>• TA utilized from NCSI for stakeholder meeting (Implementation Science presentation); IDC meetings attended (May 2015, June 2016)</li> </ul>	SY 2015-16 and ongoing	SES Program Coordinator and relevant SES staff
6. Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.			
Conduct school team interviews to determine implementation readiness and site fit consistent with <i>Exploration Stage</i> of the Implementation Science Framework.	<ul style="list-style-type: none"> <li>• <i>Memorandum of Understanding</i> (MOU)</li> <li>• Completed Hexagon Tool: Exploring Context (NIRN, 2013)</li> <li>• Completed Stages of Implementation Analysis: Where are We? Tool (NIRN, YEAR)</li> <li>• External Consultant visits throughout SY 2015-2016</li> </ul>	Winter 2015  New MOU for 2015-2016  MOUs for all sites by SY 2016-2017	SSIP Team /SPDG Team  SSIP Instructional Coaches

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
Begin the <i>Installation Stage</i> and Initial <i>Implementation Stage</i> with ongoing support from assigned instructional coaches in selected demonstration sites.	<ul style="list-style-type: none"> <li>• Completed activity reports</li> <li>• Completed fidelity tools</li> </ul>	Fall 2015 and ongoing	SSIP Team; Consultants, and Coaches
Conduct coaching sessions and classroom observations with teachers.	<ul style="list-style-type: none"> <li>• Completed activity reports/logs</li> <li>• Training sign-in sheets</li> <li>• Evaluations</li> </ul>	Winter 2015 – Winter 2016	SSIP Instructional Coaches; External Evaluator and Consultants
Develop budgets for resources and evidence-based training for each site and feeder pattern school.	<ul style="list-style-type: none"> <li>• Approved budgets</li> </ul>	Winter 2015 – Fall 2016	Local SSIP Instructional Coaches and staff; SES SSIP Team (budget approval)
Collect, analyze and review progress monitoring data on a regular basis to determine student trajectories and to address performance needs.	<ul style="list-style-type: none"> <li>• Data meeting logs</li> <li>• Student outcome data</li> <li>• Completed activity reports/logs</li> </ul>	Fall 2015 and ongoing	SSIP Instructional Coaches and External Evaluator/consultants
Lead site and district Implementation Team staff to analyze local infrastructure to determine strengths and weaknesses, including feeder pattern priorities.	<ul style="list-style-type: none"> <li>• Completed analysis and results</li> <li>• Completed activity reports</li> <li>• Site/district Implementation Team responses based on Cascading Logic Model (Ask “How” Five Times)</li> </ul>	SY 2015-16 ongoing	SSIP Team/Consultants

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
Establish and utilize a Professional Learning Community to reflect on demonstration site implementation.	<ul style="list-style-type: none"> <li>• Multiple venues to collaborate;</li> <li>• Regularly-scheduled SSIP Instructional Coaches meetings</li> <li>• SSIP Coaches meeting minutes/agenda</li> </ul>	SY 2015-16 and ongoing	SSIP Team/Consultants
Convene regular meetings of SSIP Coaches to facilitate shared implementation successes, barriers, and to enable cross-fertilization of effective practices and to conduct ongoing training in Implementation Science	<ul style="list-style-type: none"> <li>• SSIP Instructional Coaches Meetings</li> <li>• SSIP Coaches meeting minutes/agenda</li> </ul>	SY 2015-16 and ongoing	SES staff, SSIP Team/Consultants
Implement the evidence-based training in co-teaching, co-planning, behavior, and instructional coaching.	50% or more of intended practitioners are using the innovation with fidelity and good outcomes	Spring 2016 and ongoing	SSIP Local Teams/SSIP Evaluator/Consultants
Host visitors from other LEAs to view the implementation of evidence-based training ( <i>Full Implementation Stage</i> ).	Networking of school personnel within and across schools, districts and region	Spring 2016 and on-going, as sites are judged “Demonstration Ready” by external consultants	SSIP Local Teams/External Evaluator/Consultants
Present at meetings and/or state conferences on the implementation of evidence-based practices.	Demonstration site presentations	Spring/Summer 2016 and beyond.	District Implementation Teams, SES Staff



<b>Coherent Improvement Strategies</b>	<b>Evidence of Implementation</b>	<b>Timeline</b>	<b>Role/Responsible Person</b>
7. Engage parents and stakeholders in training, information sharing, and feedback for program improvement (communication strategy).			
The ALSDE will convene multiple stakeholder meetings across groups, including SEAP members, parent groups, and community and professional settings to elicit contributions and feedback for SSIP program improvement.	<ul style="list-style-type: none"> <li>• Stakeholder Proceedings</li> <li>• Sign-in Sheets</li> <li>• Parent Focus Group sign-in sheets/follow-up documentation/</li> <li>• SEAP minutes/sign-in sheets</li> <li>• State Interagency Transition Team (SITT) sign-in sheets and minutes</li> </ul>	Ongoing	SSIP Team/SES Staff
SES will collaborate with the AL PTI around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services.	<ul style="list-style-type: none"> <li>• Contracts/Purchase Orders with AL PTI</li> <li>• Resource materials</li> <li>• Evaluation data</li> </ul>	Ongoing	AL PTI SES Staff SSIP/SPDG Team
The AL SPDG and the AL PTI will convene parent focus groups and/or interviews to elicit feedback and perceptions about progress of the SSIP related to parent concerns, including transition information and resources.	<ul style="list-style-type: none"> <li>• Evaluation data</li> <li>• Meeting notes</li> <li>• Sign-in sheets</li> </ul>	SY 2015-16 and Ongoing	AL PTI SES Staff SSIP/SPDG Team

### A.3. The specific evidence-based practices (EBPs) that have been implemented to date.

#### Selection of EBPs

The structure of the SSIP blended the SSIP components with the existing successful work of the SPDG awarded in 2012 to create demonstration sites in selected middle schools to be demonstration sites of exemplary models for effective co-teaching, co-planning, and positive behavior interventions and supports (PBIS) designed to create effective inclusive environments. The model was grounded and supported within the research-based Implementation Science framework (Fixsen et al., 2005), Co-teaching (Friend & Cook, 2013), Co-planning (Ploessl et al., 2010), and Instructional Coaching (Knight, 2007). The synthesis of these variables, implemented with high fidelity, was intended to create effective inclusive environments for students with IEPs and to result in an improved school climate and culture for all. Each assigned Instructional Coach participated in evidence-based training in Instructional Coaching 101 (Knight, et al., 2007), Co-teaching, and behavioral management by attending training offered by the SPDG through its Project Closing the Gap (CTG) Goal 2.

**Implementation.** The Alabama SSIP is anchored into the Implementation Science Framework and the Implementation Drivers set the parameters in operating projects. Specific examples of this include selection of the sites and stages of implementation. The National Implementation Research Network (NIRN) analyzed over 30 years of empirical literature on the implementation of innovations and interventions in education, business, and other fields (Fixsen, et al., 2005, retrieved from <http://nirn.fpg.unc.edu/>). A framework for effective implementation was identified, as well as developmental stages of implementation.

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions....implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the “specific set of activities” (Fixsen et al., 2005, p. 5). The NIRN recognized that the science of intervention related to developing evidence-based practices had improved with manuals that clarified interventions, and fidelity measures. A conceptual framework was created to guide effective organizational implementation of a specified intervention model while asserting that effective implementation requires careful consideration of (a) core intervention components, (b) core implementation components, and (c) stages of implementation (see below).

#### Core Intervention Components:

1. Clear definition of the model
2. Characteristics of the target population and how the chosen model addresses them
3. Alternative models for addressing that population and why those alternatives were not selected
4. Theory base of the chosen model
5. Chosen model’s theory of change

## Core Implementation Components:

1. Organizational context and readiness
2. Facilitative administration (structures and practice), three systems level interventions to support direct service
3. Model fidelity assessment in direct service and within the organization
4. Staff selection and training
5. Staff coaching and supervision
6. Selection of purveyors who provide consultation and training that supports these drivers of program implementation

**Stages of Implementation.** NIRN suggested the implementation of an intervention model is not an event, but a two to four year process. Stages and drivers are not linear or separate; each is embedded in the other in interesting combinations. Outcomes are processed throughout the implementation stages:

1. Exploration Stage
2. Installation Stage
3. Initial Implementation Stage
4. Full Implementation Stage

## Instructional Coaching

The Kansas Coaching Project's Center for Research on Learning (Instructional CoachingGroup) described instructional coaches as "on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator" (n.d.). The tasks of the instructional coaches include:

- Marketing their services: Instructional coaches hold brief meetings with (implementation) teams or teachers to explain goals, interventions/practices, and the support they can provide. They allow time for questions and provide a means for teachers to indicate they are interested in working with the coach.
- Analyzing needs of teachers: Instructional coaches meet with teachers at convenient times to identify the most pressing needs and to discuss possible evidenced-based interventions that might help address those needs.
- Observing classes: Instructional coaches observe classes being taught by the collaborating teachers to note the overall progress.
- Collaborating on interventions: Together, instructional coaches and teachers identify the most pressing needs. When necessary, instructional coaches and teachers collaborate to develop an [action] plan for implementing the chosen instructional method.
- Modeling: As teachers observe, instructional coaches may demonstrate how the new intervention should be implemented. In some cases, instructional coaches provide checklists or some other form of observation tool so teachers know to watch for specific teaching behaviors.
- Providing a loop of feedback-modeling-observing-feedback: The nature of the instructional coaching process allows for continuous communication. After the observations,

instructional coaches meet with teachers to discuss how the teachers implemented the intervention. Coaches provide validation along with suggestions for improvement. The communication may continue with the instructional coach modeling, observing, and providing more feedback depending on the needs of the teacher.

- *Building networks for change:* Instructional coaches work with groups to establish [implementation] teams or professional learning communities that may pave the way for interventions to be implemented consistently.

Instructional coaching is about improving instruction by understanding the complexity of helping adults, embracing partnership principles, and using a coaching cycle (Knight, 2014). Cornett and Knight (2009) indicated teachers were more likely to implement a new intervention/strategy when supported by an instructional coach after attending an afterschool workshop compared to only attending an afterschool workshop

**LEA Implementation of EBPs.** The ALSDE, SES Section, has identified ten SSIP demonstration sites as of spring 2016 (see LEAs listed in Table 1). Since February 2015, staff from the sites have been engaged with ongoing training around evidence-based practices. Moreover, as is consistent with the Implementation Science Framework (Fixsen & Blasé, 2008), trained SSIP Instructional Coaches have been provided to each site in order to assist them with implementation of evidence-based practices, including co-planning and co-teaching, positive behavior interventions and supports, and in some cases, secondary transition. During periodic visits from external consultants to the SSIP project, the fidelity of implementation of co-teaching and co-planning for instruction and behavior are observed and evaluated in order to determine whether a site is “Demonstration Ready” to host visitors to the site.

The fiscal support for SSIP instructional coaching staff has been provided through SES funds. The Alabama SPDG has provided training for the SSIP and SPDG Instructional Coaches and training for the demonstration site staff, consistent with the approved grant award goals and objectives. The budgets were developed by the SSIP district and site implementation teams, under the leadership of the SSIP Instructional Coaches. An MOU was developed for each site to set forth the elements and conditions of the SSIP.

For Phase II implementation during SY 2015-2016, two additional sites have been identified and are receiving training and support from SSIP Instructional Coaches. At this point, one site has been deemed “Demonstration Ready” due to the high fidelity of implementation of co-teaching, co-planning, and PBIS practice observed by external consultants and has hosted visitors to the site.

#### **A.4. Brief overview of the year’s evaluation activities, measures, and outcomes.**

The AL SSIP Evaluation Plan (Appendix III) was developed during the Phase II cycle and shared with stakeholders. In May 2016, the evaluation plan was operationalized as an AL SSIP Site Evaluation Manual for demonstration sites. The site evaluation manual included the data to be collected, by whom, the deadlines, and the title of the forms to be used. The data were sorted by both type of data (e.g., Implementation, Outcomes, etc.) and by date. In addition, key performance measures were included in the site evaluation manual. The manual was presented to SSIP Instructional Coaches, Special Education Coordinators, site administrators, and consultants in June

2016. In August 2016, a similar manual was created for the SSIP Coaches (*SSIP Coaches' Guide to the AL SSIP Site Evaluation Manual*).

In August 2016, three Basecamps were developed for the AL SSIP Management, AL SSIP Demonstration Sites, and AL Transition Sites. The data collection timelines, links to data collection forms, discussion boards, and data prompts were included on the Basecamps. AL SSIP staff, coaches, consultants, and data collectors for SSIP demonstration sites were invited to join the Demonstration Site and Transition Site Basecamps. This project management tool was useful for communicating with participants about evaluation, sharing activities and findings, and keeping the forms centralized.

The evaluation measures include a mix of qualitative and quantitative data, and both formative and summative data. Professional development events were tracked through the AL SSIP Itinerary prior to the event, and participants were entered into the PD Database. Pre- and Post-Event Evaluations were sent to participants electronically through an online survey. Professional development consultants received the Pre-Event Evaluation results prior to the event and a summary following the event.

Following PD, the AL SSIP Activity Log and Basecamp were the primary sources of coaching and follow-up activities. Coaching and other activities were summarized and reported to AL SSIP staff weekly to keep staff and consultants aware of the site activities. Additionally, SSIP Coaches forwarded SSIP District and Site Implementation Team minutes two to three times during the 2016-2017 school year.

Formative data, such as the STOIC (CHAMPS) and progress monitoring data were collected twice between August 2016 and February 2017, and outcome data, such as *ACT Aspire*, office discipline, and attendance data, were collected once during the same time period. Final data for the year will be reported again in June 2017.

Qualitative data were collected primarily through the following means: Post-Evaluation surveys following PD; interviews with teachers and administrators both on-site and on the phone; interviews with coaches; coaches' sharing during SSIP Coaches' Meetings; Basecamp comments; Activity Log entries; SSIP Implementation Team minutes; Parent Transition Focus Groups; and the SSIP Stakeholder Survey. These data provided themes pertaining to effective practices and insights on barriers to implementation.

The schedule of the data collection meant data were collected each month, which provided an ongoing information regarding the progress of the project.

#### **A.5. Highlights of changes to implementation and improvement strategies.**

No changes as activities were implemented as designed.

---

## B. PROGRESS IN IMPLEMENTING THE SSIP

---

### **B.1. Description of the State’s SSIP implementation progress.**

***B.1.a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed.***

***B.1.b. Intended outputs that have been accomplished as a result of the implementation activities.***

Formation of site and district implementation teams has been central to this implementation, as is consistent with implementation science research.

“Effective implementation capacity is essential to improving education... [by] creating implementation capacity for evidence-based practice benefitting students—especially those with disabilities...The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices of implementation, organizational change, and system reinvention to improve outcomes” (NIRN). This network provided a format for understanding the four stages of implementation (i.e., Exploration, Installation, Initial, and Full). In addition, NIRN developed a *Stages of Implementation Analysis* tool that could be used by implementation teams to track implementation progress while reminding the team members that the process is not necessarily linear [i.e., “One stage does not crisply end as another begins.” (NIRN)]. As explained later in this narrative and well-described in the NIRN literature, “Teams might find themselves returning to earlier stages as circumstances change (e.g., with new teachers and administrators)” (NIRN). Nevertheless, the AL SSIP project’s goal has been mindful of the Stages of Implementation (NIRN) while implementing the current initiatives (i.e., Co-teaching, Co-Planning, CHAMPS, Foundations) to improve outcomes for all students—especially those with disabilities.

The Alabama SSIP rolled out its implementation in February 2015 with a three-day orientation and PD session for its initial participating middle schools and instructional coaches. This initial three-day training consisted of evidence-based PD in co-teaching/co-planning for one day and CHAMPS training by a *Safe & Civil Schools* certified trainer for two days. Following that initial training session, the coaches and participating schools began the tasks of preparing to roll-out plans for the initial implementation during the fall of 2015 and beyond. Ongoing evidence-based training sessions continued to be conducted for the school staff, both on-site at individual schools and group trainings, held at central locations throughout the summer months and at points during school years 2015-2016 and 2016-2017. An unforeseen but welcomed development has been the cross-training conducted between sites, such as the site in Hale County providing assistance to the site in Elmore County in the area of co-teaching/co-planning through live demonstrations.

During the Exploration Stage, to the extent a site is ready for implementation, the SSIP Instructional Coaches delved in by forming implementation teams and developing a communication plan. The coaches began working with the implementation teams to reach the Installation Stage (i.e., select staff; provide PD/training and coaching; establish performance measures; access materials and equipment) and began providing coaching to “first practitioners”

for improving strategies and practices to give additional support to SWDs when in co-taught classrooms.

As part of the installation process, co-teachers received PD in (a) Co- Teaching (Friend & Cook, 2003), (b) Co-planning (Ploessl et al., 2010), and (c) effective classroom behavioral management (CHAMPS) (Sprick, 2009). The SSIP Instructional Coaches provided on-site coaching of the co-teaching dyads to create inclusive and collaborative teaching environments for students with and without disabilities. Following the first year of implementation, some co-teaching dyads were at the Installation Stage or Initial Implementation Stage (e.g., develop staff competence; leaders adjust roles to align with program and fully support project), while some were at the Full Implementation Stage (e.g., when 50%+ intended practitioners, staff, or team members are using an effective innovation with fidelity and good outcomes). Those at Full Implementation Stage received the status of being “Demonstration Ready” and could offer visitation opportunities to other schools that were interested in installing similar initiatives.

Once a co-teaching dyad was in the Initial Implementation Stage as determined by the site’s implementation team<sup>1</sup>, a contracted ALSDE consultant conducted observations to determine a site’s demonstration readiness (Full Implementation) and observed the designated co-teaching dyads while co-planning, co-teaching, and implementing effective behavior management techniques (CHAMPS). It should be noted that the observation form (adapted from Evergreen Evaluation and Consulting, Inc.) was used to assess co-teaching and classroom parity and a checklist (approved by the *Safe & Civil Schools* series primary author) was developed to check for demonstration readiness for effective classroom behavior management (CHAMPS). Specifically, the ALSDE consultant observed the 24 co-teaching dyads (sometimes, multiple times) during the spring semester of 2016 and found 11 of the co-teaching dyads were implementing co-teaching, co-planning, and classroom management skills (CHAMPS) at the Full Implementation Stage and were designated as “Demonstration Ready”. In addition to checking for a site’s demonstration readiness, the consultant worked with the SSIP Instructional Coaches to pinpoint specific areas of need for modeling or coaching to help move the co-teaching dyads toward demonstration readiness.

Ongoing accountability checks were included as part of the action plan for those co-teaching dyads previously found to be demonstration ready for representing to others those exemplary practices for co-teaching, co-planning, and classroom behavioral management (CHAMPS). Along with observing/evaluating/supporting the evolving co-teaching dyads, the consultant checked for sustained demonstration readiness.

In a year’s time, the number of co-taught classes involved in the project grew. The number of co-teaching dyads appeared to have increased after the *Mapping the Schedules* PD took place during the spring of 2016. As a result, the instructional coaches and members of the SSIP Implementation

---

<sup>1</sup> SSIP Instructional Coaches are members of the SSIP Implementation Team. A significant role of the instructional coaches include, but are not limited to, the following: (a) develop communication plans to convey support (e.g., group email messages); (b) develop communication protocols for identifying barriers and problem-solving approaches (e.g., bi-monthly Implementation Meetings); (c) develop leadership support plans and ongoing efforts; (d) write coaching plans (e.g., co-teaching dyads, co-taught classes); (e) develop, implement, and refine coaching system (e.g., co-planning, co-teaching, behavioral management (CHAMPS)).

Teams received PD on how to better schedule SWDs into co-taught classes and assign co-teachers to actively teach with the general educators through the *Mapping the Schedule* PD/training.

In addition to the ongoing initiatives of co-teaching, co-planning, effective classroom behavior management (CHAMPS), in spring 2016, the SSIP project created a partnership with *Safe & Civil Schools* to implement a cohort project for the implementation of Foundations “a comprehensive, multimedia program that guides staff through the process of designing a positive and proactive schoolwide discipline plan. The program lays the groundwork for using data to inform decisions on developing and implementing effective behavior management and positive behavior support of all students”. All but two AL SSIP sites (i.e., Enterprise City and Athens City) joined the Foundations cohort. Based on the data for discipline and results from a survey for students, teachers, staff, and parents, a few sites expanded by including either an elementary or high school from their district into the Foundations cohort project for implementing a schoolwide discipline plan. This increased the number of Foundations sites to 16 individual schools. Each school that joined the initiative was required to create a Foundations Team that could be made-up of different personnel from the already established SSIP Implementation Team for co-teaching, co-planning, and CHAMPS or the team members could overlap. Nevertheless, the Foundations Team members must represent faculty and staff in their school as a type of trainer-of-trainers model so every adult in a site would be knowledgeable and trained on the implementation practices of Foundations for schoolwide discipline. This ongoing training by the staff from *Safe & Civil Schools* will continue through 2018.

After the second year of the SSIP Project, reports did not capture data, including evaluation information, in all sites. Therefore, in June 2016 the SSIP Instructional Coaches, site coordinators of special education, site administrators, and consultants were trained on the components of the AL SSIP Evaluation Plan (Appendix III). A manual for school year 2016-2017 was provided with details about who, how, and what for required data collection for their site; thereby, grounding this SSIP project with Implementation Science.

Even though the original SSIP project focused on middle school grades, in the fall of 2016 two of the systems involved in the project (i.e., Hale County -- Greensboro High School and Lauderdale County -- Brooks High School) requested ninth and/or tenth grade co-taught classes be included at their sites. Therefore, two ninth grade co-taught classes (i.e., ninth grade English, ninth grade Algebra) from Lauderdale County (Brooks High School) and one tenth grade geometry co-taught class were brought into the project as another way to scale-up the project and provide services to SWDs. At the end of the fall semester of 2016, the tenth grade geometry co-taught class was found to be Demonstration ready for co-teaching, co-planning, and effective classroom behavior management (CHAMPS) and could become a demonstration site at the beginning of the spring for 2017.



## **Spotlight on Success: Andalusia Junior High School's Implementation of the State Systemic Improvement Plan (SSIP) Project**

*Contributed by Mrs. Becky Hardiman, SSIP Instructional Coach*

Andalusia Junior High School (AJHS), located in a rural southeast Alabama, has an enrollment of 273. This population is 66% White, 28% Black or African-American, 3% Asian, 1% Multi-Race, 1% Hispanic/Latino, and has a 54% free/reduced lunch rate. In Andalusia, the schools and community have a strong mutual respect that results in increased opportunities for all students. Two years ago when AJHS agreed to be a part of SSIP project, the solid foundation was already in place for building increased capacity and strengthening relationships among all stakeholders.

Now, two years later through effective implementation team activities, AJHS is deemed "Demonstration Ready" with two demonstration ready dyads, 7<sup>th</sup> grade math and reading. These dyads have received "Demonstration Ready" status confirmed in a second fidelity check with a SPDG consultant. The school has hosted four visiting teams with approximately 30 visitors. A fifth team visit is currently being processed. The feedback provided to AJHS from the visiting teams has been positive and praiseworthy. The staff at AJHS is always eager to receive feedback from district leaders, visitors, ALSDE staff, the SSIP Instructional Coach, and/or from any valued partner. They perceive this feedback as an opportunity to learn and continue to make progress.

Prior to the beginning of this school year, the staff (under the effective leadership of the school principal, the assistant principal, and the special education coordinator) agreed to develop schoolwide rules and classroom expectations, implementing the training received through Safe & Civil Schools' Foundations. Upon starting the new school year, the teachers taught these rules and expectations to the students using lesson plans written during the summer by the teachers. There was even a quiz on the procedures at the end of the unit. The resulting collaborative and positive culture at AJHS is evident to every visitor, often the subject of comments by the visiting teams. On a vocabulary test, the correct answer was 'whisper' and the student wrote 'Voice Level 1', proving that the CHAMPs language is being used accurately and consistently.

The co-teachers are implementing the small group co-teaching approaches to fidelity and are employing the whole group approaches with intent. During co-planning, they thoughtfully selected the co-teaching approach to match the lesson and the needs of the students. Consequently, the demonstration ready dyads reported increases in student achievement on formative testing as well as decreases in office referrals and other punitive discipline measures. Additionally, the dyads were eager to share positive student comments about co-teaching. For instance, one student asked if they could do Station Teaching everyday while another stated that he wished every class had two teachers. As a result of their successes, the district decided to scale up and add five additional dyads during school year 2016-2017 at Grades 5, 6, and 8. The co-teachers are working diligently with the SSIP Instructional Coach and district curriculum coach to implement co-teaching and co-planning with fidelity and have shown significant progress. Currently, all seven dyads utilize eCoaching with the SSIP Instructional Coach after receiving training in January 2017.

Results from the SSIP External Evaluator indicated the following results from the *ACT Aspire*:

- Average *ACT Aspire* for 2015 was 416.49; for 2016, it was 417.49 (a one-point gain).

- By disability grouping: students without disabilities (SWODs) averaged a 1.08 gain and SWDs averaged a 0.69 gain.
- Approximately 47.5% of students showed gains (benchmark was 40% for the project)
  - By disability grouping: 50% of SWDs showed gains. Among SWODs, 46.9% made gains;
  - Therefore, the percentage of SWDs demonstrating gains is slightly higher, but the average amount of gain is higher for SWODs. We saw this phenomenon repeatedly with the *ACT Aspire* results.
- Approximately 25% of the SWDs made gains of seven or more points (at least two to three grade levels).

As with any process there have been glitches, bumps, and barriers to overcome. These have manifested as staff changes, personal/family challenges, district and state mandates, flagging enthusiasm, limited funds, lack of time, scheduling, and paperwork burden. In order to address these efficiently and effectively, the district implementation team process has proven invaluable, with the flow of ongoing and purposeful communication among all stakeholders. Andalusia City Schools (ACS) has established methods of communication that are reliable and timely. E-mails, texting, automated all-calls, and Web site postings are all used professionally and effectively. Through these communication procedures, the challenges are processed and appropriate resources are garnered to limit any deterrence to the SSIP project. This reflects the strength of integrating the SSIP into the overall ACS program structure. It was not perceived as an add-on or another layer, but incorporated into the established policies and procedures. For instance, the school principal organized school committees with proven procedures and schedules. He added the SSIP Team to this process, thus ensuring the success of the team with these established schedules for meetings and procedures for communicating information to the whole school.

Also the school principal, with the support of a community partner, had placed attractive school rule posters throughout the school. Following Foundations training, the implementation team used the existing school rules to build upon and extend to the classroom and all common areas, and to make changes to ensure that all team members had appropriate “buy-in” for the needed work. These changes were handled smoothly and professionally by the administration. Further, the co-teachers had modified forms and other resources provided through the training to meet the needs of their students and their styles of teaching. Then, they were able to share these new forms with each other and the SSIP Instructional Coach. All of these successes were due to the effective implementation process.

One barrier promised to stall progress with the grades five and six dyads: the schedule was not developed – or “mapped” – appropriately to provide the flexibility needed for co-teaching, and co-teachers struggled to develop an effective schedule at the beginning of the school year. However, the teachers would not give up! Their determination was admirable as they actively sought help from the SSIP Instructional Coach and the special education coordinator to help them overcome this barrier. The resulting schedules are improved but all know the lesson learned and look forward to more proficient mapping in the future. And perhaps, most importantly, the co-teachers and other team members communicate with one another with respect and integrity, sharing a commitment to the success of the project and maintain that strong pride held in the schools and community.

Finally, a look at ACS must include a spotlight on the leadership. The superintendent has taken the time on numerous occasions to address various groups involved in SSIP activities to stay informed and in touch with the process. He leads a most capable administrative staff, as the school administrators and other district- and school-level staff are exemplary leaders, setting the example of hard work, thoughtful preparation, and student-centered processes. The staff has been valued partners in the SSIP project.

Throughout this implementation process at AJHS, the strong leadership, stakeholder engagement, effective communication, and commitment to professionalism have secured consistent and confirmed success. The co-teachers have formed a strong supportive network of communication and shared goals. They are leaders within committees, department groups, school- and district-wide initiatives. One teacher in particular was a reluctant participant early in the process. However, she has worked with the SSIP Instructional Coach and her administrators to overcome her fears, growing in confidence, skill, and abilities. She proudly tells that after 23 years she loves being referred to as a teacher, not a special education teacher or a case manager – just a teacher! The special education coordinator shares her thoughts: *“The SSIP/SPDG projects have served Andalusia City Schools as a multi-faceted catalyst for positive, expected and unexpected, outcomes. The positive outcomes have reinforced our strong foundation and vision for excellence in education, enhanced student and staff relationships, and provided a robust systematic process utilizing data to drive change, while supporting the needs of all students.”*



## **Savoring the Taste of Success: Secondary Transition Programming in Gadsden City Schools**

*Contributed by Mr. Curtis Gage, ALSDE Education Specialist*

Gadsden City Schools have several transition programs that benefit SWDs. The Gadsden City Schools Transition Program is designed to prepare SWDs for life after high school. Their focus is to ensure that all SWDs are college and career ready. Gadsden City Schools Transition Program, offers freshman SWDs the opportunity to take the Transition I course. This course uses the James Stanfield Transitions Curriculum, adventure programming, role-play, journaling, projects, and circle time to cover the personal, social, and employability skills that employers seek to prepare students to live and work in the future. The topics covered in this course include knowing yourself and your disability, communicating and expressing emotions, positive self-esteem, the meaning and value of work, working with others (teamwork), social circles, setting goals, decision-making, self-advocacy, self-directed IEPs, problem solving, self-determination, and responsible behavior. Gadsden City Schools Transition program offers sophomores the Transition II course. This course use the Practical Assessment Exploration System (PAES) Lab to interact in a classroom work environment where the students are the employee. Each student completes job kits that represent work tasks in the career and technical education field and independent living area. Each student must master each job kit before he/she can advance to the next job kit. In addition, students are offered Transition III and Transition IV courses and the opportunity to work at Darden Rehabilitation Center and the Beautiful Rainbow Café/Catering Company.

The remarkable journey of the Beautiful Rainbow Café began in a self-contained class of significantly disabled students. The students planted a small plot of organic vegetables in the schoolyard as part of a unified language, science and math teaching unit. The students then used the produce they grew in that plot to make simple salads and other items. The success of this small experiment reinforced existing research that demonstrates that cooking and gardening are highly therapeutic activities that are successful vehicles for teaching a wide range of academic and vocational skills, as well as increasing student motivation and self-esteem.

In late spring 2015, the Gadsden City Schools decided to use the cooking/gardening model to launch a new summer program for transition-aged students in the school system. The ALSDE awarded Gadsden City Schools a grant to begin this model program. The program renovated a laboratory kitchen and expanded the garden to 18 raised beds, growing a wide variety of vegetables using organic growing methods. Each of the cooking and gardening activities incorporated state extended and transition standards. Each week, the students were responsible for preparing and serving an upscale luncheon for invited community leaders and business people. The success of the 2015 summer program convinced the Gadsden City Schools to continue the “Beautiful Rainbow” program as an after-school program. They continued and improved their gardening and cooking techniques to the point that various community organizations and private individuals hired the class to cater events.

Students in the program were trained in all aspects of food production, service, marketing, and sales. All students mastered sophisticated culinary techniques involving knife skills, machine operation, plant husbandry, ingredient measurement, recipe development, social media marketing, operation of point-of-sale technology, and safe and hygienic cooking practices. All students were required to complete the National Restaurant Association’s (NRA) “Serv-Safe” curriculum for food service workers. Several students have already received certification from the NRA for their excellent adherence to best food service practices.

The program conducted its second summer program in 2016 and during that time, the Gadsden City Schools was approached by the Gadsden Public Library and City of Gadsden to enter into a partnership to create a café staffed by the participants of the Beautiful Rainbow program. The new café is located in the west wing of the Gadsden Public Library with help from the city, which committed to renovating the space to make it suitable for the operation. Beautiful Rainbow staff designed an open-kitchen concept where the public can observe the students preparing food that they serve to the customers. The Community Foundation of Northeast Alabama assisted with start-up costs and the Rotary Club purchased major appliances for the program.

Beautiful Rainbow Café opened to the public on February 14, 2017, as a gourmet vegetarian restaurant staffed and operated by Gadsden City High School students with significant cognitive disabilities.

Gadsden City also offers a (Young Adults in Transition, YAiT) Club and Special Olympics. The purpose of the YAiT Club and Special Olympics is to provide SWDs the opportunity to engage in activities that promote self-advocacy, leadership, friendship, and physical fitness.

## **B.2. Stakeholder involvement in SSIP implementation.**

### ***B.2.a. How stakeholders have been informed of the ongoing implementation of the SSIP.***

Alabama continues to convene meetings so that broad stakeholder engagement is elicited and supported around the continuous feedback loops needed to carry on the development and revision of the Alabama SSIP. Specifically, broad stakeholder meetings composed of general and special educators, ALSDE staff, parents, advocates, institutes of higher education (IHE) staff, and other agency staff were facilitated in June and October 2015, and an update regarding the SSIP progress was provided to special education administrators and teachers at the Mega Conferences in July 2015 and 2016. The SSIP updates, including the draft AL SSIP Logic Model and emerging data from the SSIP demonstration sites, were shared in January 2016 when the Alabama Special Education Advisory Panel (SEAP) adopted the SSIP Logic Model submitted to OSEP in April 2016.

Updates to special education administrators were given in February 2016 at the Alabama Council of Administrators of Special Educators (ALA-CASE) spring meeting each year. One of the purposes of the meeting was to provide current information regarding the progress of the SSIP implementation and to showcase progress from selected demonstration sites. It should be noted that stakeholder involvement represents the ALSDE's ongoing commitment of engagement throughout the SSIP process.

### ***B.2.b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.***

The ALSDE and stakeholders designated improvement in Indicator 14b as its SiMR (*...students will be able to achieve positive post-school outcomes and engage in higher education and competitive employment opportunities*). During data analysis, it became apparent that SWDs transitioned from middle school (sixth grade to eighth grade) into high school (ninth grade to twelfth grade) largely unprepared to succeed in rigorous high school subjects and, thereby, to transition effectively from high school into post-school adult life. Alabama's SiMR is designed to target improved educational and employment outcomes for SWDs.

To continue dialogue around required components of the SSIP Phase II, the Special Education Services (SES) section of the ALSDE held a stakeholder engagement task force meeting to discuss the state's efforts to support LEAs in implementing evidence-based practices and to create an evaluation plan to gauge improvements in the SiMR. A broad stakeholder group consisting of ALSDE staff from various sections (e.g., SES; Prevention and Support; Student Assessment; Research and Development; Alabama Reading Initiative), parents of SWDs, LEA staff (e.g., coordinators of special education; general and special education teachers; school-level administrators), institutions of higher education (IHE) staff, parent training and information (PTI) center staff, specialized treatment center (STC) staff, representatives of other state agencies (e.g., the Alabama Department of Rehabilitation Services), representatives from parent and advocacy groups, and community organizational representatives comprised the task force.

The task force meeting consisted of both whole-group and small-group formats. During whole group, task force members received content information to include an overview of the SSIP (Phases I and II), Support for LEA Implementation, Implementation Science, SSIP Infrastructure Development and SSIP Evaluation Design. During small group, task force members were divided into three groups: Infrastructure Development, Support for LEA Implementation, and Evaluation Design. Each group, within its relative area of focus, was asked to consider improvement efforts that the ALSDE could employ to support the implementation of the SSIP.

**Infrastructure Development.** The task force members identified several obstacles that may adversely impact a school and/or district to provide appropriate secondary transition services, to include a lack of knowledge regarding secondary transition (e.g., administrators; parents; teachers); insufficient time allotted in the master schedule to provide transition services; lack of communication and interagency collaboration; and lack of resources due to funding constraints. Nonetheless, the task force members noted that, in order to assist schools and districts to improve secondary transition services, the ALSDE must communicate the importance of the provision of services to school administrators. The task force members expressed that many school-level administrators do not have extensive backgrounds in the field of special education. Thus, many may not understand the Part B requirements of the *Individuals with Disabilities Education Act* (IDEA) around secondary transition. The task force members stated that providing PD to administrators is vital. Task force members communicated that general education teachers could benefit from more PD in secondary transition, as well.

Other themes that were articulated by task force members include encouraging teachers and/or IEP Teams to begin discussing transition as early as middle school (i.e., sixth grade); offering a transition class that is more inclusive of all secondary students (e.g., general education and special education students); and creating more pilot transition demonstration sites in rural areas and, once the sites have been determined “demo-ready,” allow other schools and districts to conduct site visits.

**Support for LEA Implementation.** Task force members in the Support for LEA Implementation group decided that they would focus on how the ALSDE could support LEAs in implementing evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SiMR for SWDs. Several barriers were identified, to include personnel issues (e.g., high turnover of special education teachers and special education administrators, lack of ownership for special education, and inadequate time allotted for PD); culture and climate issues (e.g., lack of buy-in from all stakeholders, failed communication or misinterpretation, and multiple, interfering initiatives, causing teachers to feel overwhelmed); and PD issues (e.g., lack of clearly defined roles, lack of follow-up after PD – “one shot” trainings, and lack of teachers knowledge on addressing student deficits).

Additionally, task force members discussed successes experienced by members of the group from various school and districts. Successes included testimony from a school-level administrator stating that she has been “renewed by training [provided by the ALSDE].” The administrator stated that since the initiation of the demonstration site in the district, teachers have exhibited more professional dignity and respect for others; there appears to be shared responsibility for all students; training is inclusive of all teachers and administrators, promoting a team “in the know”

to sustain the program; the communication gap appears to be closing; there appears to be improved awareness of data-driven decision making; improvements in student performance and decreases in disciplinary infractions are evident; and there has been an improvement in attendance for, both, students and teachers.

Task force members concluded that the best way the ALSDE could assist LEAs in implementing evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SiMR for SWDs is by continuing to include administrators in PD trainings, explicitly defining the “types of coaching,” and establishing a state certification for special education administrators.

**Evaluation Design.** Task force members in the Evaluation Design group were asked to consider the following questions:

- How should the project communicate with stakeholders? How can stakeholders be informed and provide input (e.g., develop communication plan)?
- What are key evaluation questions the ALSDE should ask when evaluating the SSIP?
- What short- and long-term outcomes should be measured? What types of data should be collected?

In response to developing a communication plan, task force members’ assigned levels of communication (low, medium, and high) based on having the following perspectives represented:

- Students and parents (low)
- Politicians (low-medium)
- State agencies, such as ADRS, offices within ALSDE (low-medium)
- Community, such as SSIP sites, PTIs, parent & advocacy groups (low-medium)
- Four-year community colleges (low-medium)
- State-wide Parent Teacher Association (PTA)/Parent Teacher Organization (PTO) leaders (low-medium)
- School/district-level administrators, such as Superintendents, Special Education Coordinators, Principals (medium-high)
- IHEs, specifically personnel preparation programs (high)
- Special Education Advisory Panel, SEAP (high)

Task force members suggested that the ALSDE use communication mechanisms such as online surveys, webinars, infographics, focus groups, regional meetings, and social media to communicate with stakeholders. Other modes of communication suggested by task force members include the development of an SSIP Web site with various levels of intensity and/or strands, online modules, including a parent representative on each SSIP district-level team, and collaboration with local Chambers of Commerce, Alabama Public TV, and IHEs.

In response to key evaluation questions that the ALSDE should ask when evaluating the SSIP, task force members proposed the following:

- Who does the ALSDE want to impact?
- What is the impact of this program on SWDs who have significant disabilities (e.g., moderate to severe disabilities; behavioral issues)?
- How effective is the coaching?

- How often is progress monitored?
- What are the results of self-evaluations from each of the SSIP demonstration sites?
- Are there clear definitions/expectations of the program?
- What is the definition of success?
- Are participants satisfied?
- How does the model scale up?

Task force members noted that in order to measure the effectiveness of the SSIP, it is important for the ALSDE to obtain feedback from parents, either at IEP Team meetings or communication with PTI centers; analyze Indicator 14b data results; analyze formative assessment data; and examine IEP transition goals to ensure goals are effective and aligned to meet students’ desired outcomes (i.e., ensuring students’ preferences, interests, and needs are attainable).

---

### *C. DATA ON IMPLEMENTATION AND OUTCOMES*

---

#### **C.1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan.**

##### ***C.1.a. How evaluation measures align with the theory of action.***

Alabama determined, measured, and monitored the outputs of its implementation plan in four stages:

- The AL SSIP Theory of Action tables (Appendix I) demonstrates an expanded version of the “If-Then” model. Each key component of the “If-Then” model is described in detail.
- The Theory of Action outputs and outcomes were cross-walked with evaluation questions and related performance measures in the AL SSIP Outcomes by Evaluation Question and Performance Indicators (Appendix II).
- The measures/methods, persons responsible, and timelines for each evaluation question were included in the AL SSIP Evaluation Plan (Appendix III).
- Since the Phase II reporting, an AL SSIP Evaluation Progress Chart (Appendix IV) was developed to depict the progress on each initiative in the evaluation plan.

##### ***C.1.b. Data sources for each key measure.***

The data sources for each measure can be found in the “Data Collection Method” column in the AL SSIP Evaluation Plan (Appendix III). Revisions from the original plan are noted in red.

##### ***C.1.c. Description of baseline data for key measures.***

For each evaluation question, the ALSDE, SES Section has established performance measures that are tracked according to the timelines specified in the AL SSIP Evaluation Plan (Appendix III). The AL SSIP Outcomes by Evaluation Question and Performance Indicators table, found in



Appendix II, shows the relationship of the performance measures with the strategies, outcomes, and evaluation questions.

The performance measure targets were established by:

1. Reviewing extant data (e.g., the state's SPP/APR indicator data);
2. Analyzing the AL SPDG data to inform growth modeling (e.g., student *ACT Aspire* and progress monitoring data);
3. Reviewing current SSIP data, as available;
4. Researching best practices and expected levels (e.g., *Safe & Civil Schools* research); and
5. Examining the appropriateness based on the amount of funding and time available.

Inputs from the Transition Parent Focus Group and Stakeholder Evaluation Subgroup were also taken into consideration when establishing targets and rates. The performance measure targets were discussed by the Evaluation Core Team, and the plan was disseminated to the Evaluation Stakeholder Group in summer 2016 for input.

In June 2016, all SSIP sites received a list of the key performance measures and targets included in the AL SSIP Site Evaluation Manual (Appendix V). While the AL SSIP sites are at different rates of implementation, the performance measures and targets help to establish goals for progress. Therefore, the AL SSIP Evaluator shared with the sites that the performance measures were for the state, and individual sites were encouraged, but not required, to meet the measures.

Despite the consideration taken when developing performance measures, several measures were adjusted to reflect availability of data, the feasibility of achieving measures, and utility of the measures themselves, as described in section D. Data Quality Issues.

#### ***C.1.d. Data collection procedures and associated timelines.***

The AL SSIP Evaluation Plan (Appendix III) outlines the data collection schedule for SSIP data. The assessment tools and protocols used for data collection can also be found in Appendix VII.

The frequency of data collection was determined by the need for data as well as the feasibility and burden of the schedule for the ALSDE, SES Section, and SSIP sites. Through its work on the SPDG, the ALSDE, SES Section has already established the data collection process for many of the performance measures, which has allowed the state to beta-test the assessments, process, and reporting.

For initiatives 1 (Co-teaching/Co-Planning), 2 (Behavior), and 3 (Site Implementation), the AL SSIP Evaluator created a site evaluation manual for demonstration sites (see AL SSIP Site Evaluation Manual, Appendix V). Additionally, coaches received a modified version that included instructions specifically for coaches. The manual was presented at a data/evaluation meeting in June 2016. Representatives from each SSIP attended and walked through the manual, the evaluation processes, and performance measures. Timelines for each reporting item were included as well.

In August 2016, the SSIP Evaluator set up Basecamps for SSIP Sites, Transition, and Management initiatives (<https://basecamp.com/>). This online project management program includes sharing of successes, message boards, due dates for data, and all of the data forms, links, and examples in one location. Coaches, ALSDE, SES staff, SSIP site administrators, and other staff have access to the Basecamps. Sites selected who would have access to the Basecamp. After the AL SSIP Site Basecamp was created, several coaches created their own Basecamp for communication with teachers at their sites. Using Basecamp has allowed the SSIP Evaluator to share details of the data collection procedures with all of the sites beyond the AL SSIP Site Evaluation Manual (Appendix V) and set reminders on the shared calendar.

***C.1.e. Sampling procedures.***

The ALSDE, SES Section sampled a selection of sites for both the AL SSIP demonstration sites (initiatives 1, 2, and 3), and AL SSIP Transition Sites (initiative 4). The data presented in Phase III is inclusive of the entire population of SSIP Demonstration and Transition Sites.

For the selection of its Demonstration and Transition sites, the ALSDE applied stratified sampling techniques. The SSIP is intended to affect students, teachers, administrators, and families at the 11 SSIP sites during the first two to three years of implementation. The ALSDE used the following criteria when selecting SSIP demonstration sites:

Table 3. Selection Criteria for SSIP Sites	
1.	<b>School level:</b> Schools with Grades 7 and 8
2.	<b>Geographic location:</b> Representation from one of the 11 regions in Alabama; mix of rural and urban districts
3.	<b>Focus school or priority school status:</b> Low academic achievement performance and/or large achievement gap between SWDs and students without a disability
4.	<b>Likelihood for success:</b> Assessment using the SISEP Hexagon Tool and meetings with district and school leaders to assess buy-in; Interviews with district and building administrators
5.	<b>Parent participation:</b> Inclusion of a parent leader on the site’s implementation team
6.	<b>Varied school demographics:</b> School size; School resources
7.	<b>Varied student demographic characteristics:</b> Percentage of students qualifying for Free and Reduced Lunch; Student ethnicity

One new site, Saks Middle School, was added during the 2016-2017 school year, and the same selection criteria were considered. Additionally, for the 2017-2018, the ALSDE, SES Section will offer funding to selection of districts wanting to adapt the behavior components of the SSIP model. The SES funding will be allocated through a grant application process, and the selection of the new sites will follow the selection criteria outlined above.

Other than the focus/priority school status, the SSIP sites for the 2016-2017 school year are representative of SWDs in Alabama. The inclusion of the focus/priority school status allows the ALSDE, SES Section to assist these high-need sites, as well as test the model in more challenging

settings. Table 4 on the next page demonstrates the characteristics of the 11 SSIP middle school sites for co-teaching/behavior to illustrate their representativeness of SWDs in Alabama.

Alabama's Strategies 1-4 focus on implementation at the SSIP demonstration sites. The demonstration sites are intended to serve as exemplars for schools within the region, and therefore, Alabama expects other schools to adapt the SSIP model in time. The evaluation will focus on the scaling-up to other sites and the effect on state-level data beginning in 2019.

For Strategies 5-7 (transition infrastructure, project implementation, and working with stakeholders, respectively), the focus is on state-level implementation. As a result, the data collection will examine state-level indicators, as outlined in the AL SSIP Evaluation Plan (Appendix III).

**Table 4: Demographic Characteristics of the AL Middle School SSIP Sites**

School	Student Pop.	% Black	% White, Non-Hispanic	% Free/Reduced Lunch	Urban vs. Rural <sup>1</sup>	AL Region	% SWDs Proficient Reading <sup>2</sup>	% SWDs Proficient Math	Math Prof. Gap SWODs-SWDs	Reading Prof. Gap SWODs-SWDs
<b>State of Alabama</b>	165,864	32.53%	57.04%	51.98%	59% urban	N/A	7.38%	9.26%	32.38%	35.14%
<b>Andalusia Jr. High School</b>	257	30.86%	64.84%	52.14%	Rural	11	N/A	N/A	N/A	N/A
<b>Athens Middle School</b>	607	19.37%	57.62%	54.86%	Urban	2	9.04%	11.32%	36.04%	37.43%
<b>Brooks Jr. High School</b>	241	<5%	94.20%	36.22%	Urban	1	15.38%	7.69%	40.31%	49.49%
<b>Coppinville Middle School</b>	436	25.46%	57.34%	48.17%	Rural	11	8.11%	10.81%	39.50%	41.89%
<b>Greensboro Middle School</b>	256	95.31%	<5%	85.55%	Urban	4	N/A	N/A	N/A	N/A
<b>Monroeville Middle School</b>	437	80.32%	<10%	73.91%	Rural	10	N/A	N/A	N/A	N/A
<b>Nichols-Lawson Middle School</b>	496	36.09%	60.69%	55.24%	Rural	7	15.38%	15.38%	22.20%	18.18%
<b>Rutledge School</b>	367	97.82%	<2%	66.49%	Urban	5	1.93%	0%	8.49%	18.60%
<b>Wetumpka Middle School</b>	956	30.65%	61.92%	52.93%	Urban	9	4.86%	6.05%	33.18%	43.05%
<b>White Plains Middle School</b>	460	<10%	88.26%	41.74%	Urban	6	5.88%	23.52%	46.30%	60.16%

<sup>1</sup> Urban and rural determinations were made by examining the Alabama county ratings (Office of Management and Budget, OMB).

<sup>2</sup> Data are from the 2015-2016 school year.

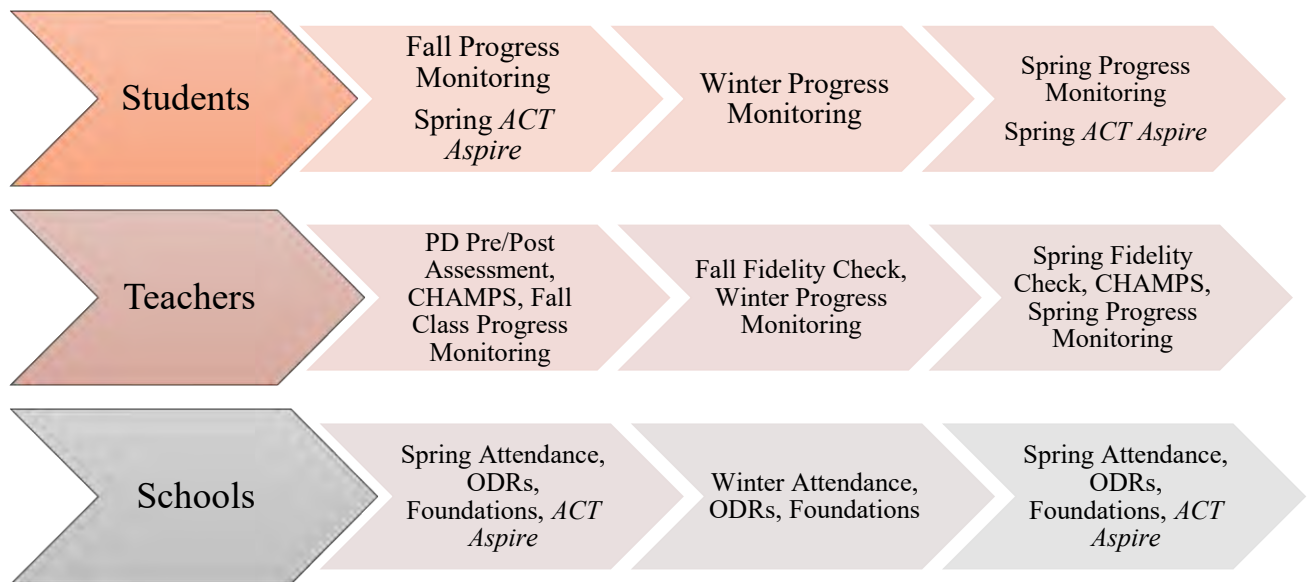
**C.1.f. Planned data comparisons.**

No between-group data comparisons will be made with the exception of comparison of data against the state average. Information about longitudinal data comparisons can be found in the information regarding the project design in C.1.g. below.

**C.1.g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements.**

The AL SSIP evaluation for strategies 1-4 (student-based outcomes), utilizes a between and within subjects, repeated-measures design. Figure 4 depicts the cyclical data collection for each SSIP site annually. More details of the data collection process can be found in the AL SSIP Evaluation Plan (Appendix III).

**Figure 4: Repeated-Measures Design for AL SSIP School-Based Strategies**



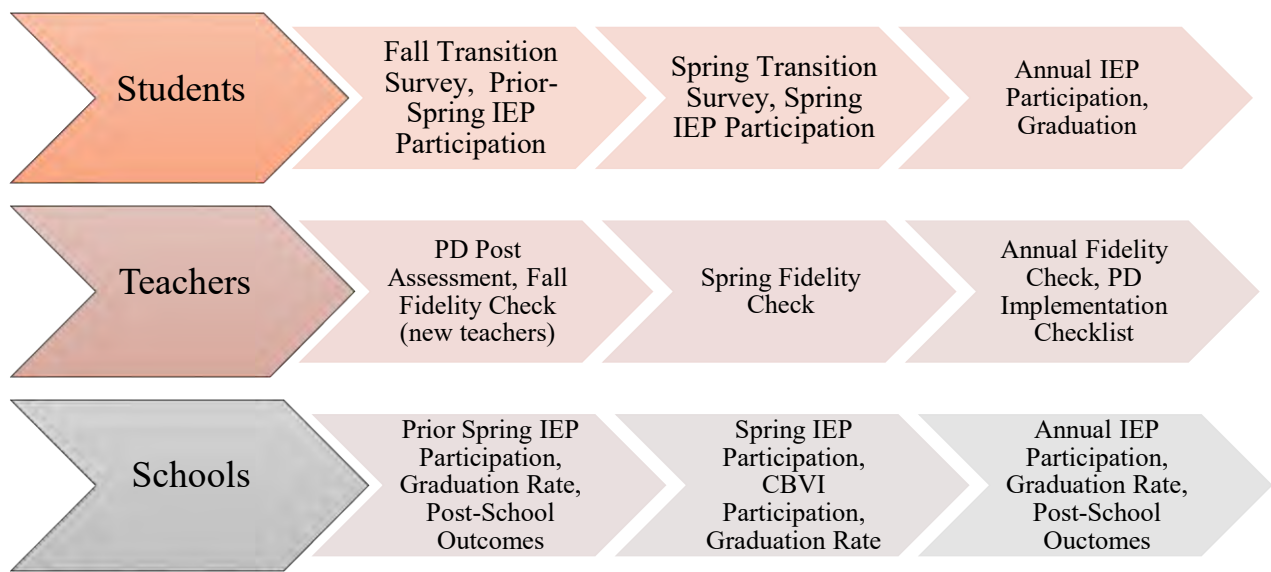
As Figure 4 shows, each student in a co-taught classroom serves as his/her own control. The students' *ACT Aspire* data for the prior year is compared to the score after a year in the co-taught classroom. Additionally, each school collects progress monitoring data, and while the schedules differ among districts, all SSIP districts collect progress monitoring data at the beginning of the school year, in December or January, and again in April or May. The data for each student is compared longitudinally, in order to calculate gain scores throughout a year.

Teachers complete a pre-/post-assessment for PD on co-teaching/co-planning training and a retrospective pre-/post-assessment for CHAMPS and Foundations training. In addition to the pre-/post assessments, the teachers complete a CHAMPS implementation (the STOIC) in the fall and spring. There are observations for fidelity at least once or twice a year (fall and spring) for co-teaching and CHAMPS implementation. Lastly, the students' longitudinal progress monitoring and *ACT Aspire* scores for each class is analyzed and reviewed.

The attendance and office discipline referral data are reported in the winter and again in the spring. In addition, the *Safe & Civil Schools* Foundations implementation is measured at least twice a year, in November and March, using the Foundations Implementation Rubric. Using the same data collection schedule, the student *ACT Aspire* and progress monitoring data are reported by school.

The strategies for school-based transition activities are measured both throughout a year and annually, as shown in Figure 5. As with the co-teaching and behavior SSIP site activities, the three transition demonstration sites measure the implementation and efficacy of transition activities for students, teachers, and schools.

**Figure 5: Repeated-Measures Design for AL SSIP Transition Strategies**



As seen in Figure 5, student, teacher, and school outcomes are collected in the fall and spring. SWDs who participate in the Transitions class, will complete the Transitions Concepts Student Survey (Appendix VI) in both the fall and spring semesters. The participation in their IEP will also be measured on an annual basis. On an annual basis, graduation rates will also be collected and reviewed. These measures will track individual-level outcomes for those students participating in the Transitions classes for a repeated-measures design.

Both teacher and school-level data will also be measured annually. Teachers receive training on transition, and their fidelity of implementation is assessed once or twice a year, depending on whether the teacher is new or returning. For the transition demonstration sites, IEP participation, and graduation rates are measured each spring.

In addition to the within-subjects, repeated-measures design, the AL SSIP also compares the performance of students and schools in SSIP sites to the performance of other groups. Progress monitoring and *ACT Aspire* scores for SWDs in the co-taught classrooms are compared to SWODs in the same co-taught classroom. The performance of SSIP schools on *ACT Aspire*, and graduation rates are also compared with state averages.

AL SSIP Strategies 5-7, collaboration on transition infrastructure, project implementation and management, and parent and stakeholder involvement, are primarily assessed through the completion of activities and outcomes on an annual basis. Details for the evaluation of these strategies can be found in the AL SSIP Evaluation Plan (Appendix III).

## **C.2. How the State has demonstrated progress and made modification to the SSIP as necessary.**

### ***C.2.a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR.***

The ALSDE, SES Section has an external evaluator who oversees the data collection and analyses for the project. The evaluator has frequent, weekly informal and formal reporting with the Coordinators and Director of the initiatives.

The local-level data systems are in place to allow for data collection and review:

- Schools have School Implementation Teams and Foundations Teams to review data, plan for activities, and review barriers to implementation.
- Districts have District Implementation Teams to review the data at the sites as well as review and address barriers to implementation.
- District and site representatives provide data, as indicated in the AL SSIP Site Evaluation Manual (Appendix V). These data are either submitted directly into a database or submitted by an SSIP Coach.
- Multiple sources of data are collected for guiding improvement, including:
  - Teacher Pre-/Post-Event PD Evaluation data (learning data)
  - Post-Event PD Evaluation data (satisfaction data)
  - Coaching records
  - Teacher fidelity data for co-planning, co-teaching, and CHAMPS
  - Classroom observations
  - Student-level progress monitoring data for SWDs and SWODs in participating classes
  - State assessment data (for individual students, yoked to the progress monitoring data)
  - Foundations Implementation Rubric
  - Coaching Evaluation
  - Stakeholder Survey
  - Interview data with teachers, coaches, principals, and other administrators
  - Coaches' Checklists
  - Implementation team minutes and sign-in sheets

The state reviews data on a rolling basis, such as the weekly Coaching Summaries, PD data after events, and fidelity data after observations. Additionally, the state has met to review the data:

- Sharing Phase II plan in May 2016 with Evaluation Stakeholder Group.
- Annual meeting of SSIP Evaluation Team in July 2016 to review year-end data.
- Planning meeting of SSIP Evaluation Team in August 2017 to create a 30-60-90 Day Plan, address barriers, and discuss staffing for activities.

- Consultant, Coordinator, and Evaluator planning meetings in June, October, November, and December 2016; January and March 2017.
- Review progress toward performance measures report in October 2016.
- Review progress on SiMR and individual LEA results for SSIP sites in January 2017.
- Share Phase III data with the Alabama Special Education Advisory Panel in January 2017.
- Coaches' Meetings with the SSIP staff in January, February (twice), March, April, June, July, August (twice), and November 2016; and January and February 2017.

***C.2.b. Evidence of change to baseline data for key measures.***

As 2016-2017 is the baseline year for Phase III reporting, the data reported are considered baseline. The SSIP is in its third year of implementation in some sites, although much of the school-level data were not collected prior to the 2016-2017 school year. Moreover, no infrastructure data were collected until 2016. As a result, the data presented are baseline.

When reviewing its performance measures, the ALSDE, SES Section met over 85% of its targets. Some targets not met were for 2017-2018 or later, and therefore were only reviewed for planning purposes. The ALSDE, SES Section has identified baseline data not meeting its performance targets. Only key targets for 2016-2017 are included below:

- 12 demonstration sites by 2016-2017
- 70% of participants score 80% or higher on learning measures following co-teaching/co-planning PD
- 80% of teachers are satisfied with the instructional coaching
- 75% of teachers are satisfied with the co-teaching/co-planning process
- 5% achievement gap on *ACT Aspire* between SWDs and SWODs
- 6% increase in Average Daily Attendance (ADA) in SSIP sites
- 80% of teachers and administrators are satisfied with mapping system
- 100% of teachers teaching transition courses receive adequate coaching following PD
- Each transition demonstration site offered at least one transition class

Table 4 in C.2.c. describes the changes that have been made or will be made to address the gap in performance.

***C.2.c. How data support changes that have been made to implementation and improvement strategies.***

In July and August 2016, the SSIP Evaluation Team reviewed the data from the prior year and created a 30-60-90 Day Plan to address concerns in the year-end evaluation report. Table 5 shows the key items addressed in the plan and the actions taken.



**Table 5: 30-60-90 Day Plan Created for Fall 2016 SSIP Activities**

Item	Changes to Implementation
Budgets—create and update	T. Farmer tracked budget expenditures. Created budgets for two new SSIP sites.
Create specific visuals with requirements for each site	P. Howard created a matrix of PD/coaching by site.
Offer elbow to elbow coaching	D. Ploessl offered to Lauderdale County schools, but due to end of contract, no additional sites.
Foundations—Ensure Foundations Teams are coaching	P. Howard shared with coaches in August Coaches’ Meeting.
Discuss performance measures at system level implementation team and school level implementation team	Per implementation team minutes, sites had their own targets. No other actions for this item.
PD on transition curriculum & curriculum driven by IEP	PD provided to Elmore County. Additional PD by S. Lovelady to other SSIP Transition Coaches
Self-advocacy PD – ongoing training for both new and old coaches	Not completed.
Use matrix for Foundations Teams to ensure ongoing PD	Alternate activity: T. Farmer tracked prior participation in Foundations PD based on sign-in sheets.
Add examples of lessons (ELA & Math) for each approach	Examples for each model added to Coaches’ Resources on Basecamp.
Content and data PD	Not completed.
Stress parity by creating a self-report checklist for co-teaching dyads	Co-Teaching Self-Assessment created and co-teaching dyads asked to complete in January 2017.
Increase family/community involvement	Discussed with SSIP Coaches the need to include parents on implementation teams in August 2016.
Increase coaching focus on adapting strategies to meet teachers’ needs and classes. Model practices.	Not specifically addressed, although P. Howard provided “coach-fors” with each site visit to address the individual needs of teachers.
Make principals and counselors aware of need for transition classes.	C. Gage met with Transition Site principals and district staff to stress importance of transition classes.
Disseminate Stanfield Transition curriculum	Transitions curriculum purchased for all three Transition Demonstration sites. Sites received crosswalk of IEP goals with curriculum.
Train principals and counselors on post-school outcomes. Meet with State Counseling lead.	Not completed.
Obtain progress monitoring data from each coach	Progress monitoring data received from SSIP Demonstration sites. Analyses shared in January 2017.
Review PD suggestion for training (in Summer 2016 Evaluation Report) and adjust.	Co-Teaching/Co-Planning PD revised late summer 2016.

In addition to the 30-60-90 Day Plan, the 2016-2017 performance measure targets that were not addressed have been reviewed. As seen in Table 6, follow-up actions have been implemented or are planned to address these items.

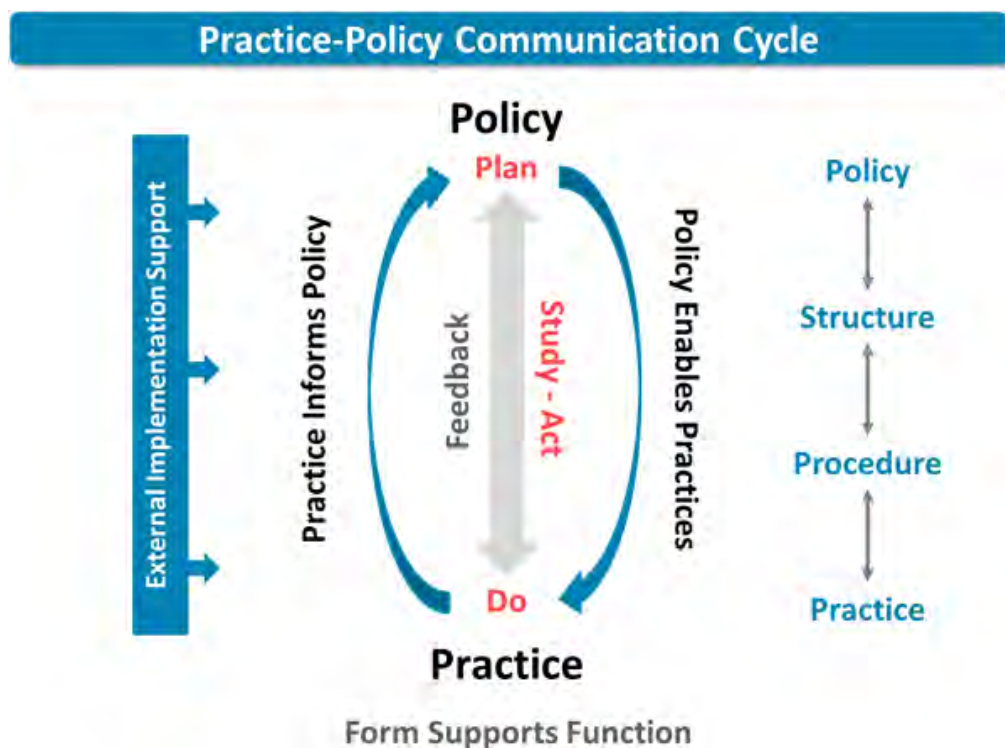
**Table 6: SSIP Performance Measures Not Meeting Targets and Changes to Address Progress**

<b>Performance Target</b>	<b>2016-2017 Data</b>	<b>Explanation &amp; Changes to Implementation</b>
<b>12 demonstration sites by 2016-2017</b>	11 demonstration sites (+ 7 feeder pattern sites)	In 2015-2016, schools in demonstration 4 site feeder patterns began implementing Foundations. The SSIP Team decided to expand the depth of the activities within the district if schools chose to participate, rather than focus on expanding into new districts in 2016-2017.
<b>70% of participants score 80% or higher on learning measures following co-teaching/co-planning PD.</b>	54.69% scored 80% or higher.	The average score was 75.10%, although due to the small number of questions and the open-response format, there was a 15% gap. The Evaluation Core Team determined a new post-assessment will be created with more questions to better gauge learning. Additionally, a mechanism for follow-up PD has been discussed, but will need to be operationalized for the 2017-2018 school year.
<b>80% of teachers are satisfied with the instructional coaching.</b>	70.51% of teachers were satisfied.	Adjustments to the coaching has been made for several sites, including pairing two coaches at one site. More elbow-to-elbow coaching is needed. Follow-up interview data indicate there are discrepancies in the protocols of coaches, and more clarity in expectations is needed.
<b>75% of teachers are satisfied with the co-teaching/co-planning process.</b>	71.70% of teachers were satisfied.	
<b>5% achievement gap on the ACT Aspire between SWDs and SWODs.</b>	16.55% gap	The ALSDE, SES Section will change its target to 15% by 2020. While there were consistent increases in progress monitoring for all of the performance measures, the commensurate gains were not evident for the <i>ACT Aspire</i> . The Evaluation Team has discussed the gap and determined a change in the target is warranted.
<b>6% increase in Average Daily Attendance (ADA) in SSIP sites.</b>	0.13% decrease in ADA	The ALSDE, SES Section did not have the appropriate data to determine a feasible target. The state will change its target to 0.5% increase over baseline. Due to a ceiling effect, a 6% increase would not be possible. Despite the negative average gain among sites, 66.67% of sites showed gains in their ADA over baseline.
<b>80% of teachers and administrators are satisfied with the mapping system.</b>	56.84% of staff were satisfied.	The results were discussed with the SSIP Coaches. The qualitative survey data combined with the interview data show several reasons why teachers and administrators are not satisfied with the system of scheduling. The SSIP Stakeholder Group will review the data and share suggestions for addressing this target.
<b>100% of teachers teaching transition courses receive coaching following PD.</b>	75% reported adequate coaching.	The small number of respondents skewed the data (n=4). Three of the four teachers had received coaching from an SSIP coach, and the other had not at the time of the survey. The SSIP Evaluator and C. Gage met with the teacher in March 2017 to confirm coaching.
<b>Each transition demonstration site offered at least one transition class.</b>	Two of the three sites	A total of four classes were offered in 2016-2017 (two in Elmore County and two in Gadsden City). Andalusia City chose to offer the class beginning in 2017-2018.

**C.2.d. How data are informing next steps in the SSIP implementation.**

Following the PEP-PIP cycle (Figure 6), the ALSDE recognizes the importance of seeking continuous feedback in order to make programmatic and policy changes based on data. The feedback activities included in every objective allows for evaluation data to be formally reviewed by the SSIP Evaluation Team. Through this evaluation review, the results will be used to generate ideas for improvements, suggesting alternative ways to examine the data, and discuss necessary programmatic or policy changes that may be warranted. When the AL SSIP sites begin scaling-up, the implementation of the PEP-PIP improvement cycle will become more critical.

**Figure 6: Policy and Practice Feedback Loops for Modifying Implementation**



*(SISEP, 2016)*

As noted in C.3.b., members of the Evaluation Team will remain informed about practices at the SSIP sites (Strategies 1-4) and the collaboration/infrastructure activities (Strategies 5-7). The improvement cycle will be a continuous process as data are reviewed by the Evaluation Core Team on an ongoing basis (reports are provided weekly). Additionally, the SSIP Evaluation Team conducts a formal review of any recommendations for new policies and new policies that may affect practices on a biannual basis, July 2016 and March 2017. Any changes to the practices or policies will be communicated to the appropriate stakeholders and/or PD recipients.

Based on feedback from the practices, new policies have been created. For example, the Transition Parent Focus Groups provided data about the limitations of the graduation pathways for SWDs. These data, in conjunction with other input, led to a policy change in the graduation pathways.

Following the policy change, the Transition Specialist presented the change at the next annual Transition Parent Focus Group in order to inform the parents about the change.

The performance measure data indicate areas that need to be continued, modified, or removed. As indicated in Tables 4 and 5 in C.2.c, modifications have been made. Furthermore, since significant progress has been made, including positive outcome data, the ALSDE, SES Section recognize the need to continue to SSIP model.

Qualitative data, which are not reflected as clearly in the performance measures, have generated information regarding the overall progress of the initiatives. Overarching themes that will need to be addressed before the 2017-2018 school year, which cut across performance measures, include:

**Table 7. Themes to be Addressed**

Themes to be Addressed Before 2018	Source
The process of selecting sites needs revisions.	SSIP Coaches and Stakeholder Survey
Satisfaction with project initiatives needs to be improved.	Stakeholder Survey
Develop a system for ensuring teachers receive comprehensive training before implementing the initiatives.	Site Forms cross-checked with PD Database, Transition Implementation Survey
Coaching practices need to be reviewed.	Stakeholder Survey, Administrator interviews
Post-school outcomes should be addressed at SSIP feeder pattern high schools.	Data from Post-School Outcome Survey (Indicator 14a and 14b)
System of mapping the schedule needs to be addressed more or removed from the initiative.	Administrator interviews, Coaching meeting, Stakeholder Survey
Reading and math programs need more coaching or should be removed from the initiative.	External fidelity data for reading and math programs
Adding a greater focus on using school and district data.	SSIP Implementation Team notes; Interviews with SES staff; teacher interviews and observations
More clarity on expectations of funding, next steps, and participation among SSIP and Transition demonstration sites.	Administrator interviews, Stakeholder Survey
Parent involvement ratings are not improving.	Indicators of Family Engagement Survey, Transition Focus Groups
Streamline data collection process, including updating the AL SSIP Site Evaluation Manual.	SSIP Evaluator; Interviews with Coaches

Several of the themes listed in Table 7 have already been addressed and revisions to implementation activities have occurred. The ALSDE, SES Section will continue to focus on these items in the future.

***C.2.e. How data support planned modification to intended outcomes (including the SiMR)—rationale or justification for the changes or how data support that the SSIP is on the right path.***

The AL SSIP Evaluation Progress Chart (Appendix IV) indicates changes to performance measure targets for implementation activities as well as outcomes, including: gap among SWDs and SWODs on the *ACT Aspire*; Average Daily Attendance; unexcused absences; chronic absences;

number of tardies; subgroup analyses for attendance; and suspension data. These changes better reflect the baseline for upcoming reporting years.

For the SiMR analyses, the ALSDE, SES Section met its target for Indicator 14(b) on its FFY 2015 (SY 2015-2016) Annual Performance Report with a rate of 70.20%. The state has not met its 2020 target for SSIP feeder pattern sites of exceeding the state target by 4%. Using the 2016 Post-School Outcomes Survey data, the participating feeder pattern SSIP sites averaged 60.21%, or 2.64% lower than the state target of 62.85%. While the SSIP sites did not meet the performance measure target, there was a 22.21% increase among the sites over their prior Post-School Outcome survey data.

At this time, the ALSDE, SES Section is not going to amend the performance measure specific for the SSIP feeder pattern schools. Only half of the SSIP feeder pattern high schools are directly working with the initiatives; therefore, the changes in post-school outcomes in these sites will likely not occur immediately. Furthermore, all but one of the SSIP demonstration sites are focus schools, and while the feeder pattern schools are below the state average, they have demonstrated a 22% increase. Lastly, the state overall is improving in its SiMR: Indicator 14(b). As a result, the SiMR will remain the same and the applicable performance measure among the SSIP feeder pattern schools will also continue for 2017-2018.

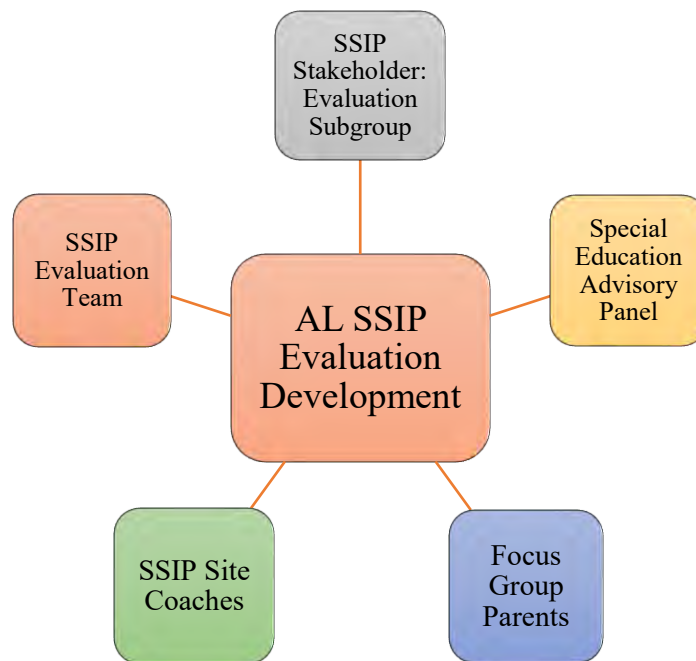
### **C.3. Stakeholder involvement in the SSIP evaluation.**

#### ***C.3.a. How stakeholders have been informed of the ongoing evaluation of the SSIP.***

For Phase III, the ALSDE, SES Section collaborated with five stakeholder groups regarding the SSIP evaluation (see Figure 7): SSIP Stakeholder Parent Subgroup; Alabama Special Education Advisory Panel; Transition Parent Focus Groups; SSIP Instructional Coaches; and the SSIP Evaluation Team.

These groups include a broad spectrum of expertise and constituencies, including consumers, families of SWDs, educators, state partners, and statewide organizations. Each area of the state is represented by these stakeholder groups used for the development of the SSIP evaluation.

**Figure 7: The Stakeholder Inputs for the Development of the AL SSIP Evaluation Plan**



### SSIP Stakeholder Parent Subgroup

The AL SSIP Stakeholder Parent Subgroup were selected based on their state-level knowledge of parent and family needs to SWDs. The group met twice to share data and discuss strategies for implementation.

### Public Forums

The ALSDE, SES Section worked with the Alabama Special Education Advisory Panel (AL SEAP) to inform the members and to gather feedback on the evaluation plan and logic model. The AL SEAP members are selected by the Panel to represent SWDs and their families throughout the state. The ALSDE, SES Sections presented on the SSIP to the SEAP three times in the past year:

- January 2016 (logic model and presentation by White Plains Middle School Coach);
- June 2016 (summary of activities and presentation by Hale County Coach);
- January 2017 (presentation of outcome data and presentation by Rutledge Middle School staff and Coach).

The SSIP staff and Coaches also presented in public forums throughout the year. The SSIP Director presented to the Andalusia City Board of Education on the progress of the Andalusia site and to promote the project. Additionally, at the MEGA Conference, five demonstration site Coaches presented on the SSIP activities.

Lastly, the ALSDE, SES Sections has communicated about the SSIP in its newsletters, which are sent to superintendents, special education coordinators, and available to the public.

## Parent Focus Groups

As part of the Alabama SPDG, the SES Section and the Alabama Parent Education Center (APEC) have convened three longitudinal parent focus groups for the past four years. The focus groups generate data and feedback from parents of transition-aged students in the three major regions of Alabama (south, central, north). The same parents participate each year, providing longitudinal perspectives on the transition process of their children.

In December 2016/January 2017, the SES staff and the SSIP external evaluator presented the SSIP information to the focus group and gathered ideas from the parents on strategies and activities for schools. Additionally, parents completed the Indicators of Family Engagement Tool.

## SSIP Coaches

The ALSDE, SES Section also gathered evaluation feedback from the SSIP site coaches. The 11 coaches are retired educators from the Alabama State Educational System who work part-time with an assigned SSIP site. The coaches bring a variety of educational experience and former roles, including principals, local special education directors, district superintendents, transition coordinators, and ALSDE staff.

- The Coaches met with SSIP staff 12 times in the past 13 months. These meetings share successes, concerns, and information about barriers to implementation. Additionally, the SSIP Evaluator has presented data and information to the SSIP Coaches at four of these meetings.

The ALSDE, SES Section will continue to seek input from these stakeholder groups through face-to-face meetings, WebEx meetings, e-mail, and shared reporting. Currently, members of the Evaluation Core Team have frequent, usually weekly, informal conversations and meetings about emerging data, findings, and evaluation planning. These groups will continue to provide their expertise on the SSIP and evaluation throughout the implementation and scaling-up of the initiative.

### ***C.3.b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP.***

Alabama implements a transactional model of communication that allows bi-directional sharing and feedback. This model takes into account the expertise and experiences of both the SSIP staff and stakeholders. Due to resources and time, the evaluation management tasks will occur first with the Evaluation Team, followed by the SSIP Coaches, spiraling to larger stakeholder groups. This process will allow for rapid corrections in activities.

Members of the Evaluation Core Team communicate frequently, typically weekly, regarding the data. Formally, the Evaluation Core Team met seven times in the past year so that members could update progress (including the 30-60-90 Day Plan), share data, and plan. Reviewing these data allowed the Evaluation Core Team to act on any concerns in a short timeframe.

The Evaluator presented a biannual report for the Evaluation Team and Coaches in July 2016 and again in February 2017. These meetings will ensure that the SSIP staff and stakeholders can make informed decisions about possible changes to the implementation of the activities and provide information to inform the story behind the data. Summative data were reported annually in July.

As indicated in C.3.b., there are five primary modes of sharing information about the SSIP: 1) SSIP Parent Stakeholder Group; 2) Public Forums; 3) Transition Parent Focus Groups; 4) SSIP Coaches; and 5) Evaluation Team. As previously noted, the SSIP Parent Stakeholder Group, Transition Parent Focus Groups, SSIP Coaches, and Evaluation Team have provided information and resources to inform the SSIP activities. Furthermore, while the public forums have primarily been information sharing from SSIP staff and coaches, the SEAP meetings have allowed for panel members **and** public attendees to reflect and speak on the SSIP activities.

---

## *D. DATA QUALITY ISSUES*

---

### **D.1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data.**

#### ***D.1.a Concern or limitations related to the quality or quantity of the data used to report progress or results.***

In Phase II, the ALSDE-SES Section developed a thorough evaluation plan that was designed to provide sufficient data to determine progress. Through the process of answering the questions in the evaluation plan, many lessons were learned about the availability of data, accessing data, and the quality of the measures.

- Lesson 1: Despite efforts to provide data collection and reporting descriptions, not all data reported were the same. Specifically, the Average Daily Attendance was reported in percentages by some and raw numbers by others. These differences affected data analysis and limited the scope of reporting.
- Lesson 2: Adjustments are needed to some of the reporting forms. For example, the CHAMPS fidelity form was developed as an observation form, but translating the data into a fidelity score proved to be challenging.
- Lesson 3: Since many analyses are limited to the SSIP Demonstration Sites, the sample sizes are too small for some analyses. Specifically, data regarding SWDs and the subtypes of disabilities were not possible, and the measures may not be feasible in the future.
- Lesson 4: Some of the wording of the evaluation questions or performance measures needed to be modified. There were numerous instances where a word (e.g., “staff” instead of “teachers and administrators”) needed to be changed due to the availability of data. These changes are noted in red on the AL SSIP Evaluation Progress Chart (Appendix IV).
- Lesson 5: The learning measures in the Pre-/Post-Event Evaluation surveys needed to be changed to better gauge learning and for calculating the performance measures. For example,



with only three or four questions on some surveys, there were instances where participants scored 75% correct, but did not meet the performance measure.

Data for some performance measures, such as the Coaching Evaluation, were not scheduled to be collected until after the Phase III reporting period (ending February 2017). Therefore, some data will be finalized in the 2018 report to OSEP. Overall, though, the ALSDE, SES Section, was able to obtain sufficient data to be able to: 1) determine progress, 2) determine barriers, and 3) determine changes that need to be made to the project.

#### ***D.1.b. Implications for assessing progress or results.***

As noted as a limitation, there were performance measures for which data were not collected, either due to the schedule of the evaluation or the feasibility of some measures. Data for the Average Daily Attendance were not reported due to data quality issues. Additionally, while the CHAMPS fidelity data were reported as they were determined to be reflective of teacher fidelity to the CHAMPS practices, the percentages should be interpreted with caution.

In general, the AL SSIP staff were able to assess progress toward implementation of activities and outcomes based on the data available.

#### ***D.1.c. Plans for improving data quality.***

As noted previously, steps have already been taken to address several of the “lessons learned” described above. Over the next few months, the SSIP Evaluation Team will:

- 1) Make revisions to the AL SSIP Site Evaluation Manual (Appendix V).
- 2) Provide TA to districts and sites through webinars to address the changes.
- 3) Develop site-specific reports that will allow for discussions with the district about the availability and quality of certain types of data.
- 4) Adjust not reporting and data collection forms.
- 5) Alter the learning measure questions on the Pre- and Post-Event Evaluations.
- 6) Modify the performance measures, as indicated on the AL SSIP Evaluation Progress Chart (Appendix IV).

---

## *E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS*

---

### **E.1. Assessment of progress toward achieving intended improvements.**

#### ***E.1.a. Infrastructure changes that support SSIP initiatives, including how systems changes support achievement of the SiMR, sustainability, and scale-up.***

After reviewing the Theory of Action and the SiMR, task force members in the Infrastructure Development Stakeholder group decided that the focus should be centered on the ALSDE's capacity to improve the provision of secondary transition services.

**Steps, Efforts, and Tasks to Improve Secondary Transition Services.** The task force members identified several obstacles that may adversely impact a school and/or district to provide appropriate secondary transition services, to include a lack of knowledge regarding secondary transition (e.g., administrators, teachers, parents); insufficient time allotted in the master schedule to provide transition services; lack of communication and interagency collaboration; and lack of resources due to funding constraints. Nonetheless, the task force members noted that in order to assist schools and districts to improve secondary transition services, the ALSDE must communicate the importance of the provision of services to school administrators. The task force members argued that many school-level administrators lack extensive backgrounds in the field of special education. Thus, many may have limited knowledge regarding the Part B IDEA requirements around secondary transition. The task force members stated that providing PD to administrators is vital. Additionally, task force members communicated that general [and special] education teachers could benefit from more PD in secondary transition, as well.

Other themes that were articulated by task force members include encouraging teachers and/or IEP Teams to begin discussing post-secondary transition as early as middle school (e.g., sixth grade); offering a transition class that is more inclusive of all secondary students (i.e., general education and special education students); creating more pilot transition demonstration sites in rural areas; and, once the sites have been determined "Demonstration Ready," allowing other schools and districts to conduct site visits.

Multiple stakeholders, including those serving on the task force, will continue to be involved in Alabama's SSIP Project by utilizing multiple methods, including virtual and on-site meetings, especially around evaluation issues and implementation progress.

The ALSDE considered the input provided by stakeholders and, through the lens of this stakeholder group, as well as the input of parent groups, including the SEAP, as well as national and state transition experts, examined the broad aspects of the statewide secondary transition program as implemented within Alabama. As a result this input, the ALSDE determined that multiple infrastructure improvements were indicated in order to improve the provision of transition services to secondary SWDs and to realize the ambitious goals of the SSIP. These infrastructure improvements will be delineated within this section.

As a next step toward infrastructure improvement, the ALSDE began receiving ongoing targeted technical assistance from the National Transition Technical Assistance Center (NTACT) in January 2016, and received additional and ongoing technical assistance during May and October 2016. The objectives of the technical assistance included an analysis of Alabama's current infrastructure and the improvements needed in order to improve the delivery of transition services to students. It was initially proposed that Alabama would utilize the STEPSS program in order to facilitate ongoing data conversations with identified LEAs to improve their data around the transition indicators (Indicators 1, 2, 13, and 14); however, it was determined that further training around the principles of group facilitation would be necessary to assist the ALSDE staff to conduct these and other relevant data conversations. To meet that need, the ALSDE contracted with staff from the OSEP-funded technical assistance (TA) center, State Implementation and Scaling-up of Evidence-based Practices (SISEP) to conduct the training during September 2016.

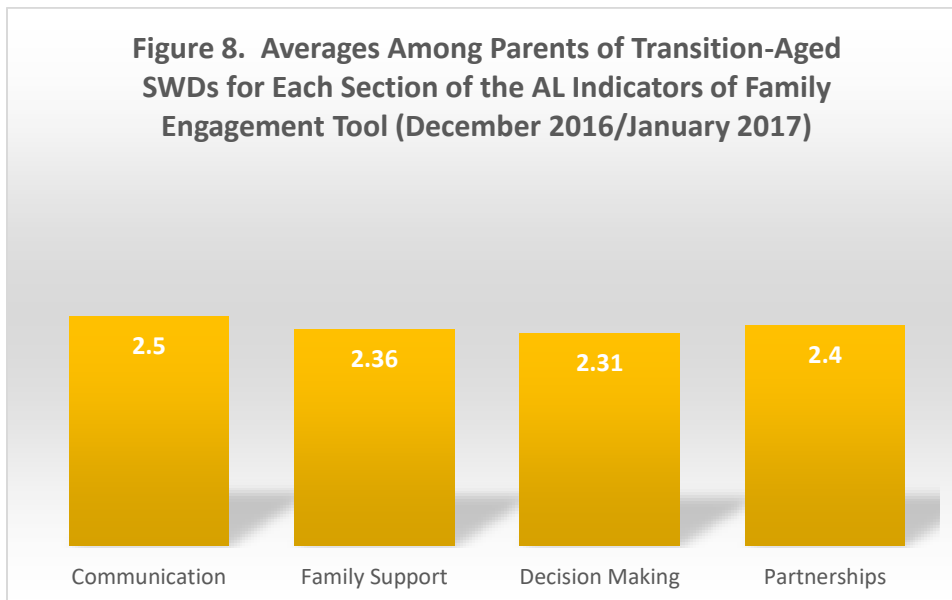
**Transition Infrastructure Development: Stakeholder Input and Subsequent Actions.** As part of the targeted technical assistance that the ALSDE received from NTACT, as mentioned above, Alabama staff analyzed its current infrastructure related to the statewide delivery of evidence-based transition services. In addition, the ALSDE administered the Family Engagement Tool to multiple groups of stakeholders who met in three areas of the state: north, central, and south. Decisions were made to utilize the input of the Family Engagement Groups on secondary transition infrastructure development, as this analysis revealed that there were distinct needs for infrastructure improvement, e.g., better agency linkages as well as linkages among several stakeholder groups, better communication mechanisms between schools and families, including access to more evidence-based transition information and resources. The results of the Family Engagement Report appear below.

## Alabama Indicators of Family Engagement Tool Results

(Center Street Consulting, January 2017)

During the December 2016/January 2017 Parent Focus Groups (a stakeholder group), parent participants completed the *Alabama Indicators of Family Engagement Tool*. The survey was administered in paper-and-pencil format to parents of transition-aged SWDs at three Parent Focus Groups. While the sample size was small (n=12), the sample represented a cross-section of parents of SWDs around the state.

The validated survey consists of four dimensions: *Communication*, *Family Support*, *Decision Making*, and *Partnership*. Respondents are asked to rate their agreement on a four-point scale (Strongly Agree/4=high, Strongly Disagree/1=low). The averages among the parents for each section are shared in Figure 8 below.



The highest rated domain was Communication (2.5). As outlined in the explanation of the Transition Parent Focus Groups, while communication has been reported to be an on-going concern among parents, there are aspects of communication, such as academics, that are communicated well to parents.

The results also show the respondents had concerns about all items; the highest rated question was 70.8% of the total points (2.83 out of 4.0). The *Decision Making* domain was the lowest rated overall (2.31). The lowest-rated item overall was from the *Family Support* domain: “*I am provided opportunities to participate in PD*” (1.9).

The five highest rated items and the five lowest rated items are presented in Table 6 below. The table shows each domain is represented in the bottom five items. In other words, all four domains have at least one item in the bottom. Similarly, three of the four domains are represented in the top five items.

**Table 8. The Highest and Lowest Scoring Items on the AL Indicators of Family Engagement**

<i>Dimension</i>	<i>Item</i>	<b>Average Score</b>
<i>Family Support</i>	The school supports my child’s learning and growth.	2.83
<i>Partnerships</i>	The environment at my school is inviting and welcoming for all families.	2.82
<i>Communication</i>	I am informed of my child’s progress.	2.75
<i>Communication</i>	I am informed of the school’s academic programs available for my child.	2.67
<i>Partnerships</i>	The partnerships the school has with my family supports my child’s learning and growth.	2.55
<i>Communication</i>	I am offered a variety of ways to give feedback to the school.	2.17
<i>Family Support</i>	The school provides learning opportunities to meet the social and cultural needs of all families.	2.1
<i>Partnerships</i>	The school identifies my family’s interests, talents, and availability to support the school.	2.09
<i>Decision Making</i>	The school improvement team and other committees have a diverse representation of all families.	2.05
<i>Family Support</i>	I am provided opportunities to participate in PD.	1.9

A number of parent participants wrote comments in the space provided in the *Alabama Indicators of Family Engagement Tool*. The responses indicate that while schools do communicate with and support students’ families, the communications and support from the schools often are not relevant to the needs of SWDs. Several parents reported that communications and support are provided with respect to General Education, but not Special Education. Furthermore, parents noted that they had to initiate communications with the school about their SWDs rather than the school proactively communicating with the parents about the SWDs.

The Parent Focus Group survey results, as well as other comments during the facilitated meetings, indicated significant needs for improving the overall statewide infrastructure designed to provide effective secondary transition services to students and to improve overall communication and linkages among schools, families, and other agencies responsible for secondary transition services.

The following actions to improve the statewide transition infrastructure have been initiated as a result of this stakeholder input:

**In order to strengthen communications mechanisms between schools and families, the ALSDE took the following actions:**

- The ALSDE has developed a new Secondary Transition landing page to be linked to the SES home page. This site will include evidence-based resources from NTACTION, IRIS, and the Transition Coalition for access for families as well as professionals.
- The ALSDE is developing a series of handbooks for secondary transition information that is specially-designed for professionals, families, and students. The ALSDE has partnered with Alabama's PTI to develop and disseminate these resources to families and students in hard copy. The resources will also be available for access on the Secondary Transition landing page. Moreover, the landing page will also be a repository for ALSDE PowerPoint presentations, webinars, and other media to provide evidence-based information to professionals and interested families.
- The ALSDE has designed a graphic to depict the elements comprising the provision of effective transition services. The graphic remains in draft form, as stakeholder input is still being sought. Many stakeholders have commented that all components appear to be represented in the graphic; however, others have expressed a desire to see a different format, such as a circle, to illustrate the inter-relatedness of the components.

**In order to strengthen and improve linkages between and among agencies, the ALSDE took the following actions:**

- The ALSDE hired two part-time staff to work as transition coaches with LEAs, both specifically with the SSIP Transition Sites and to provide expert consultation with the state-level staff regarding improved linkages with other agencies. One of the part-time staff was retired from the Alabama Division of Rehabilitative Services (ADRS) and the other coach was a retired classroom teacher with expertise regarding the transition services that other agencies could provide students with low-incidence disabilities, such as the 310 Board from the mental health agency.
- The ALSDE reorganized the State Interagency Transition Team (SITT) so that the ALSDE facilitated quarterly meetings with the SITT rather than continuing to contract with an IHE for SITT facilitation. Moreover, the ALSDE conducted a survey with the SITT members to determine priorities and direction for the team members. As part of the reorganization, the SITT members selected subgroups that would actively work to achieve goals for their assigned areas. Progress made on the implementation of the work done by the SITT subgroups will be reported to the OSEP in 2018.



As previously mentioned, the multi-year Parent Focus Groups provided ongoing input into the infrastructure development needed to improve statewide secondary transition services and to achieve the ambitious SiMR of the Alabama SSIP. During the most recent Parent Focus Groups held during December 2016 and January 2017, the stakeholders provided the ALSDE with a number of suggested strategies and activities to support students and their families around secondary transition, especially relating to fundamental aspects that improve family engagement and lead to improved post-school outcomes for SWDs. The ALSDE looks forward to incorporating

many of these activities into the SSIP strategies to be implemented during school year 2017-2018. A report containing the input from those stakeholders is provided below:

***E.1.b. Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects.***

The ALSDE, SES Section used the AL SSIP Theory of Change to develop evaluation questions and performance measures. These questions and measures were the foundation of the AL SSIP Evaluation Plan (Appendix III). The evaluation plan tracks progress by key component, and therefore there are duplicate or similar items in the plan. Moreover, there are over 100 items tracked in the evaluation plan. Due to the scale of the project, the ALSDE, SES Section is presenting the overarching questions addressing the Competency Drivers (Selection, Training, and Coaching). Results for all individual performance measures can be found in the AL SSIP Evaluation Progress Chart (Appendix IV).

**SELECTION**

***Were SSIP Sites selected?***

For Initiatives 1-3 (SSIP Middle School demonstration sites), the ALSDE has contracted with 18 schools in 10 districts. The schools represent nine of the 11 regions in the state. The list of schools and their areas of implementation during the 2016-2017 school year is shown in Table 9 below.

**Table 9: SSIP Participating Schools and Areas of Implementation**

District	School	Feeder Pattern Site	Co-Teaching	CHAMPS	Foundations	Transition
Andalusia City Schools	Andalusia Elementary School	Yes	X	X	X	
Andalusia City Schools	Andalusia Junior/Senior High School		X	X	X	X
Athens City Schools	Athens Middle School		X	X		
Calhoun County Schools	Saks Elementary School	Yes	X	X	X	
Calhoun County Schools	Saks Middle School		X	X	X	
Calhoun County Schools	Saks High School	Yes	X	X	X	
Calhoun County Schools	White Plains Middle School		X	X	X	
Elmore County Schools	Stanhope-Elmore High School					X
Elmore County Schools	Wetumpka Elementary School	Yes	X	X	X	
Elmore County Schools	Wetumpka Middle School		X	X	X	

Elmore County Schools	Wetumpka High School	Yes			X	X
Enterprise City Schools	Coppinville Junior High School		X	X		
Gadsden City School	Gadsden High School					X
Hale County Schools	Greensboro Elementary School	Yes	X	X	X	
Hale County Schools	Greensboro Middle School		X	X	X	
Hale County Schools	Greensboro High School	Yes	X	X	X	
Lauderdale County Schools	Brooks High School		X	X	X	
Midfield City Schools	Rutledge Middle Schools		X	X	X	
Monroe County Schools	Monroeville Middle School		X	X	X	
Sylacauga City Schools	Nichols-Lawson Middle School		X	X	X	

In the beginning of the SSIP (January 2015), eight middle school sites were identified, as described in the Selection Criteria for SSIP Sites in Table 3. During the 2015-2016 school year, Monroeville Middle School and Brooks High School (Grades 7-12) were added. Brooks Elementary and Brooks High Schools have been participating in the AL SPDG, using a similar model, for the past three years. In the 2016-2017 school year, Saks Middle School was added.

The SSIP staff had planned to expand the middle school sites into the two remaining regions, however, there was increased interest in participating among elementary and high schools in the same Middle School demonstration site feeder patterns (see Table 10). Therefore, the decision was made by the SSIP Team to focus on expanding the project in feeder pattern sites instead of developing new SSIP sites in the two new regions. As depicted in Table 10 below the performance measure was modified to reflect scaling- up into the feeder pattern elementary and high schools.

**Table 10. Performance Measure: Middle School Demonstration Site Feeder Patterns**

Performance Measure	2016-2017 Data	Met Target?
12 middle school demonstration sites in 2016-2017	11 middle school demonstration sites + 7 feeder pattern sites (18 total sites)	<i>Yes, modified</i>

For the transition initiative, Alabama has contracted with three districts to develop Transition demonstration sites in four schools. The schools and their areas of implementation is shown in Table 11. The two Elmore County schools, Wetumpka High School and Stanhope-Elmore High School, had been participating in AL SPDG transition activities for the prior 2.5 years. Gadsden City High School and Andalusia High School were added in the 2016-2017 school year.

**Table 11. Performance Measure: Transition Demonstration Sites**

Performance Measure	2016-2017 Data	Met Target?
3 transition demonstration sites in 2016-2017	4 high school transition demonstration sites	<i>Yes</i>



## TRAINING

---

### *Did teachers and administrators receive training to support SWDs in the classroom and to create an improved school climate?*

---

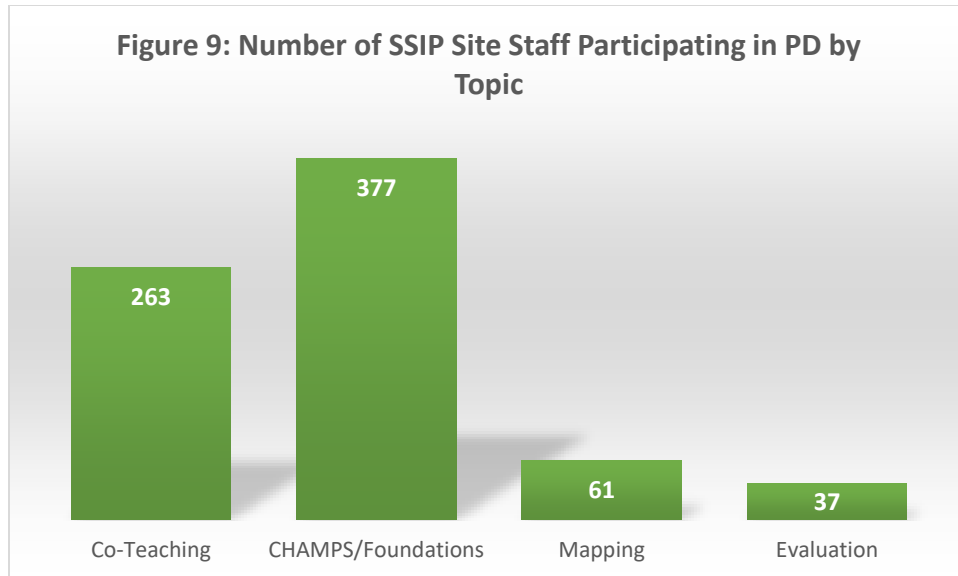
A total of 508 teachers and administrators in the SSIP demonstration sites and feeder pattern schools have received SSIP training. Training topics included:

- Co-Teaching and Co-Planning (n=10 sessions)
- Effective Collaboration & Co-Teaching (n=1)
- CHAMPS (n=5)
- Foundations (n=19)
- SSIP Evaluation Review and Planning for Sites (n=1)
- System of Mapping to Schedule (n=1)

Of the 37 PD sessions, 13 were offered by SSIP demonstration sites. As part of the Foundations work, the ALSDE, SES Section provided training to Foundations Teams to implement positive behavior interventions and supports (PBIS). The teams, with their coaches, developed a process for introducing the Foundations approach for addressing behavior schoolwide and delivered the PD to their own staff.

Additionally, SSIP Coaches received PD on Instructional Coaching, Coaching CHAMPS, and Implementation Science.

Figure 9 demonstrates the number of staff participating in PD for the four largest categories.

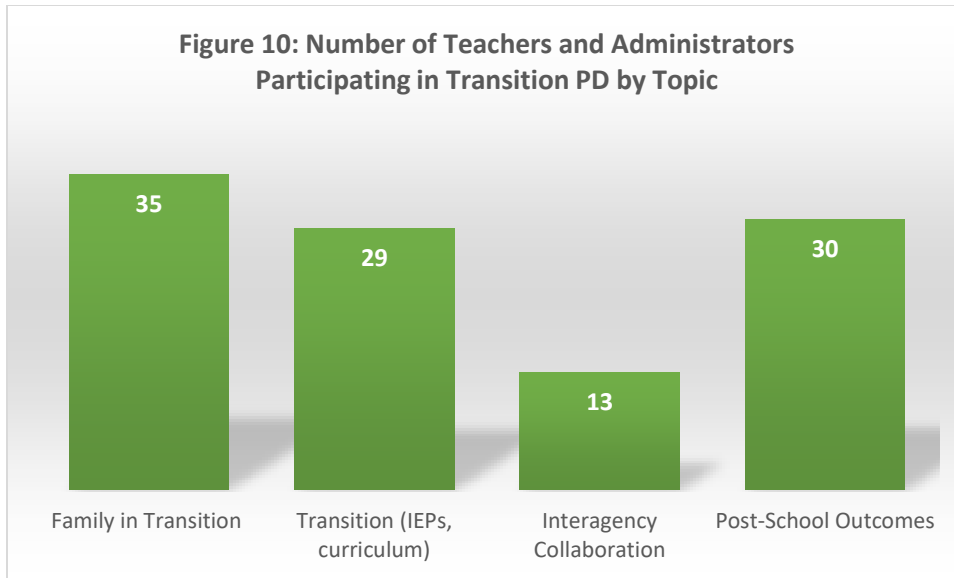


There were three performance measures addressing PD participation, and while the numbers in the Figure 9 above show the count by category, the number in the performance measures differed slightly due to the wording of the specific targets. The measure for reading and math interventions is a self-report since the ALSDE, SES Section does not directly offer PD on the reading and math program PD.

Among the SSIP Transition Demonstration sites, 43 teachers and administrators completed PD in the area of transition. Topics included:

- Stanfield Transitions curriculum
- Transition Planning (n=4 sessions)
- Interagency Collaboration module
- Family in Transition module

Transition teachers completed an average of 1.46 PD sessions. The number of participants by transition topic are in Figure 10 below.



**Table 12. Performance Measure: Teachers Receiving PD**

Performance Measure	2016-2017 Data	Met Target?
48 teachers receive PD on co-teaching/co-planning by 2016-2017	169 teachers (263 total staff) received PD	<b>Yes</b>
144 teachers receive PD on CHAMPS or Foundations by 2016-2017	250 teachers (377 total staff) received PD	<b>Yes</b>
50 teachers/administrators receive PD on mapping by 2019-2020	61 teachers and administrators received PD	<b>Yes</b>
50% of teachers teaching reading or math programs have received training on the interventions	86.36% of teachers have received training on the specific intervention	<b>Yes</b>
12 teachers and administrators will have completed transition PD by 2016-2017	43 teachers and administrators have received transition PD	<b>Yes</b>

---

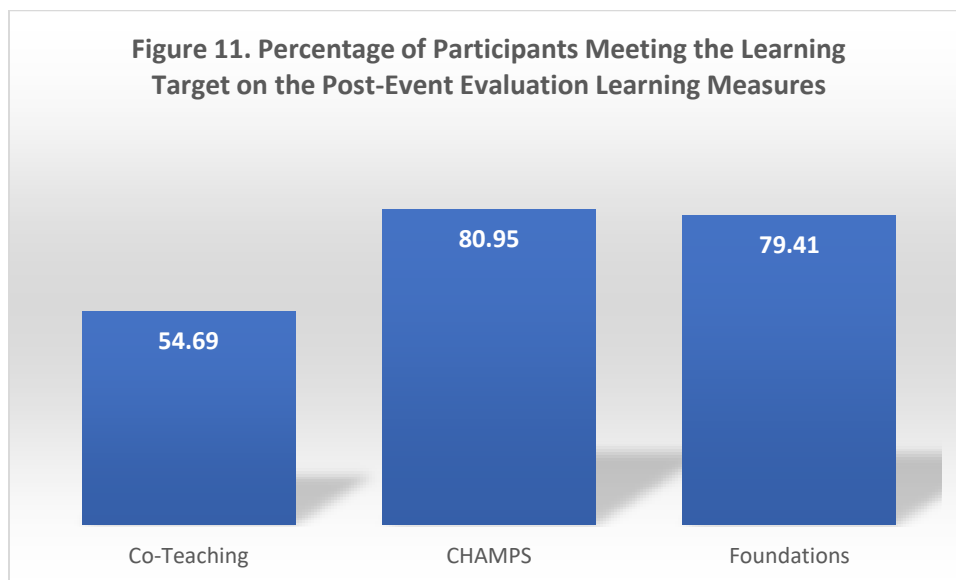
### *Did teachers demonstrate learning from the training?*

---

Participants in SSIP PD are asked to complete a Pre-Event Evaluation and a Post-Event Evaluation. The evaluations ask the same questions pre/post, or in the case of a few retrospective evaluations, the measure of learning before and after PD.

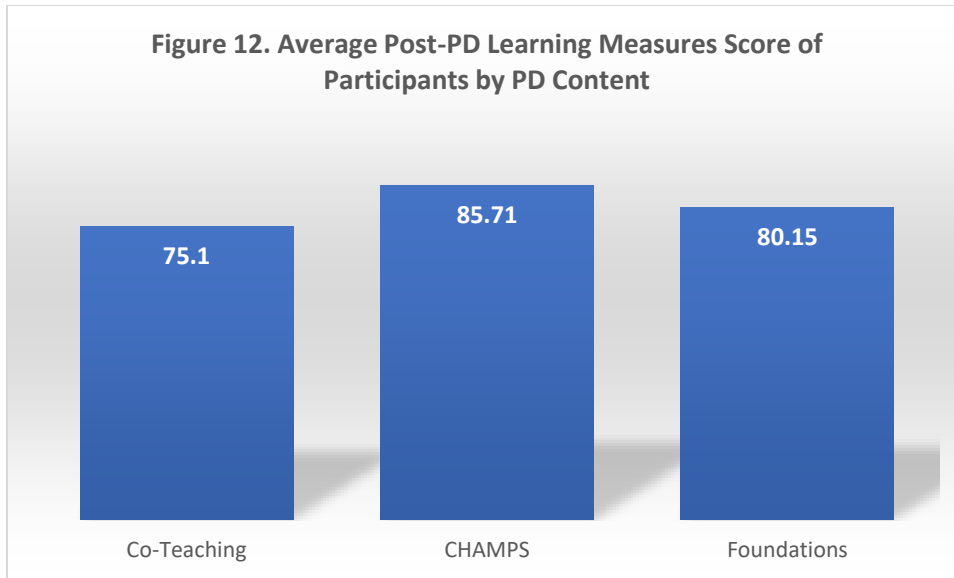
The evaluations were scored to ascertain learning following the PD. The results are shared as a table of the percentage correct for each question before and after. Responses with less than 80% correct are flagged for the trainer.

The SSIP performance measure, however, does not reflect learning pre/post but rather the percentage of participants meeting a criterion: 80% correct for Co-Teaching/Co-Planning PD and 75% correct for CHAMPS and Foundations PD. The results shown in Figure 11 demonstrate the low number of PD participants meeting the criterion on the Post-Event Evaluations.



The results for the Co-Teaching/Co-Planning PD did not meet the performance measure target of 70% of participants met the learning criterion, but the CHAMPS and Foundations PD did meet the performance measure target. The SSIP Evaluator drilled-down on the data analyses to explain the evidence of growth pre/post measured throughout the year, but not the learning target.

Figure 12 shows the average score of participants on the Post-Event Evaluation learning measures. As the figure demonstrates, the average score among participants was higher for each content area than the percentage of participants scoring 75/80% on the Post-Event Evaluation.



Further examination of the Co-Teaching/Co-Planning learning measures showed the following:

- The number of questions on the Post-Event Evaluations ranged from 3-5 questions, and most had three or four. As a result, a participant would have to receive a perfect score to meet the criterion on the surveys with three or four questions.
- Some participants skipped questions, resulting in a lower denominator for the total possible questions.
- The questions are open-ended and can be ambiguous. Some participants gave true statements but did not directly respond to the question.

The SSIP Evaluator created an extended learning assessment for the Co-Teaching/Co-Planning PD (depicted in Table 13), consisting of 20 primarily of multiple choice or specific, open-ended questions. This assessment is currently being reviewed and will be implemented in the 2017-2018 school year to better ascertain learning.

**Table 13. Performance Measure: Co-Teaching/Co-Planning Extended Learning Assessment**

Performance Measure	2016-2017 Data	Met Target?
70% score 80% or higher on the Co-Teaching/Co-Planning post-assessment	54.69% of participants scored 80% or higher on Co-Teaching post-assessment.	<i>No</i>
70% score 75% or higher on the CHAMPS post-assessment	80.95% of participants scored 75% or higher on the CHAMPS post assessment.	<i>Yes</i>
70% score 75% or higher on the Foundations post-assessment	79.41% of participants scored 75% or higher on the CHAMPS post assessment.	<i>Yes</i>

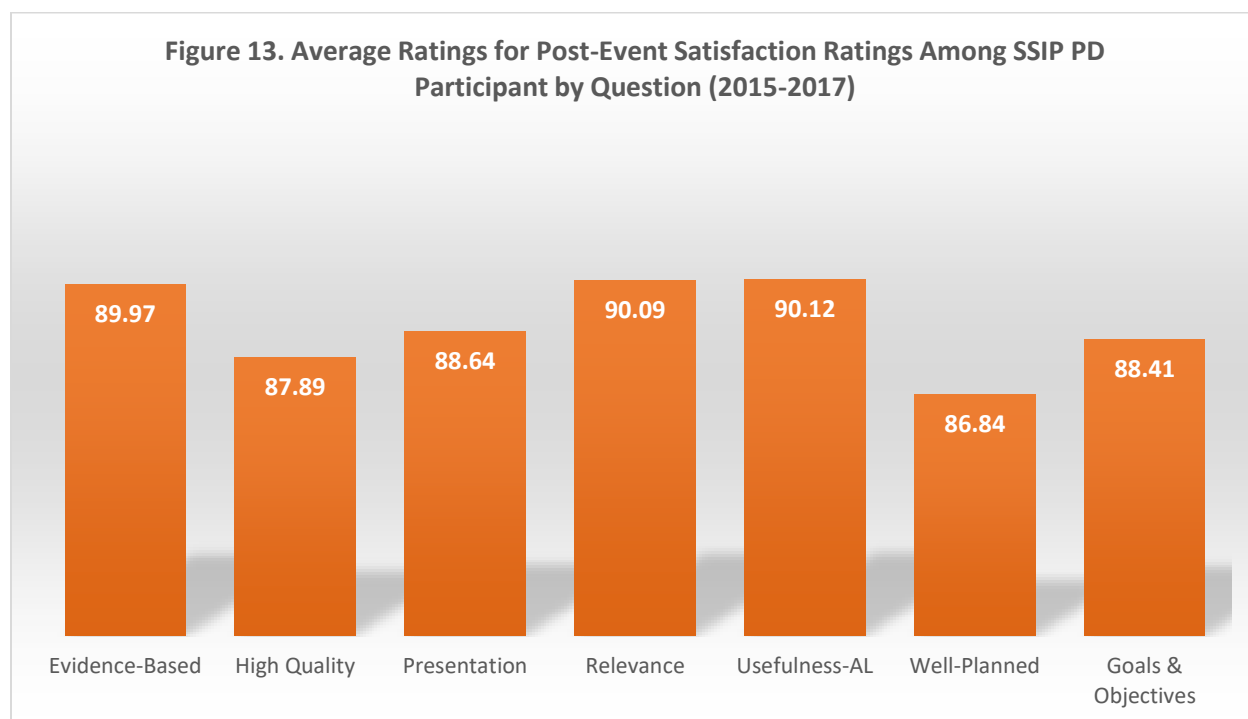
---

### *Were teachers satisfied with the SSIP demonstration site training?*

---

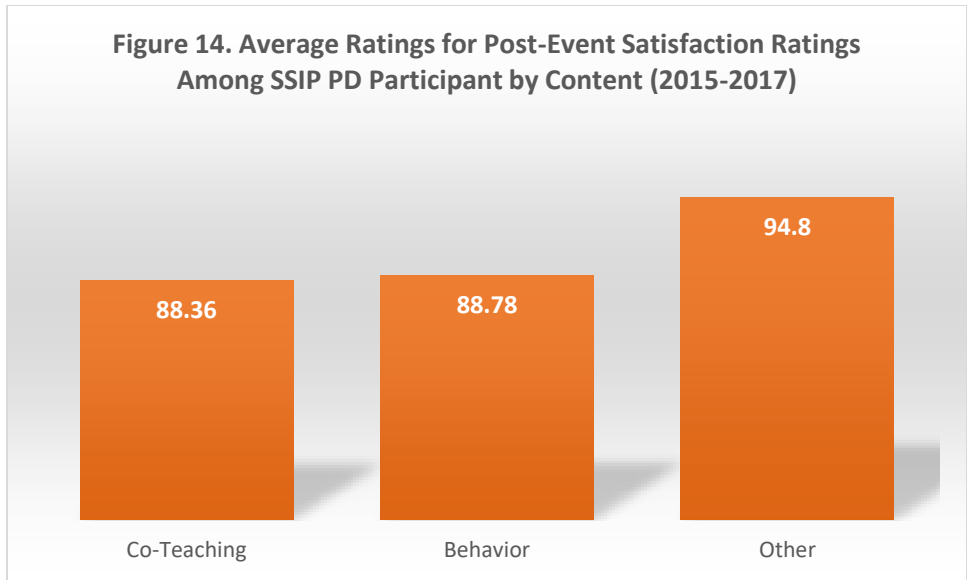
The SSIP PD participants received a Post-Event Evaluation following training events. Participants were asked to rate the event on six to seven items following the event. The OSEP Quality Indicators, Quality, Usefulness, and Relevance, comprise the first five items. The other three items include the planning of the meeting and whether the goals and objectives were met.

The SSIP Evaluator calculated the average score for each item. The average participant satisfaction rating was 4.46 out of 5.0 (89.14%). The ALSDE, SES Section set a target of 80% satisfaction for the PD events, and therefore the state exceeded this target. Figure 13 shows the average rating for each item, across all SSIP demonstration site PD events.



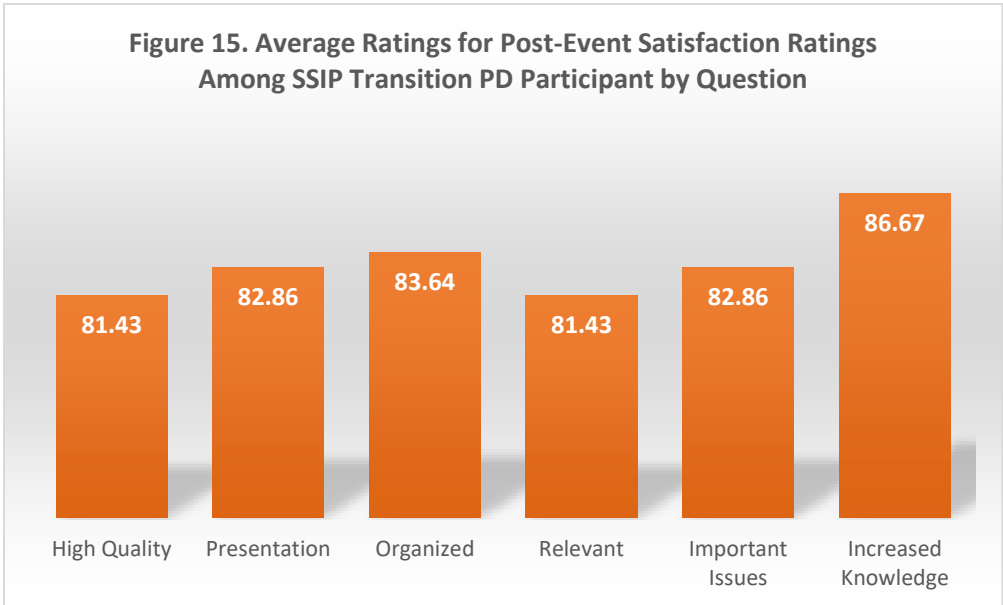
The results show ratings of 85% or higher on each of the Post-Event Evaluation items. The highest rated item was “*The information presented useful for serving the needs of students in AL*” (90.12%). The lowest rated item was “*The event was well-planned*” (86.84%).

The satisfaction data were disaggregated by PD content area: Co-Teaching/Co-Planning, CHAMPS/Foundations, and Other (Figure 14). All three content areas scored about the 80% target on the satisfaction ratings.



Evaluations for the Transition PD were conducted following the Family Training in Transition Module and the Post-School Outcomes Module. The surveys queried participants about their satisfaction with the quality, usefulness, and relevance of the events (the OSEP Quality Indicators). There was some variation in the other survey questions, as noted in the following graphs.

The average participant satisfaction rating on a five-point scale was a 4.26 out of 5.0 (85.2%), which exceeded the 80% performance measure target. Figure 15 shows the average rating for each item for the transition module PD events.



The average satisfaction rating for the Transition in Training module PD (depicted in Table 14) was 81.8%, and the average satisfaction rating the IRIS Center Post-School Outcomes module was 87.6%.

**Table 14. Performance Measure: Satisfaction Rating for Transition in Training PD**

Performance Measure	2016-2017 Data	Met Target?
80% of participants were satisfied with the Co-Teaching/Co-Planning PD	88.36% of participants were satisfied with the Co-Teaching PD.	<i>Yes</i>
80% of participants were satisfied with the behavior PD	88.78% of participants were satisfied with the CHAMPS/Foundations PD.	<i>Yes</i>
80% of participants were satisfied with the transition PD	85.2% of participants were satisfied with the transition PD.	<i>Yes</i>

## COACHING

### *Did teachers and administrators receive coaching?*

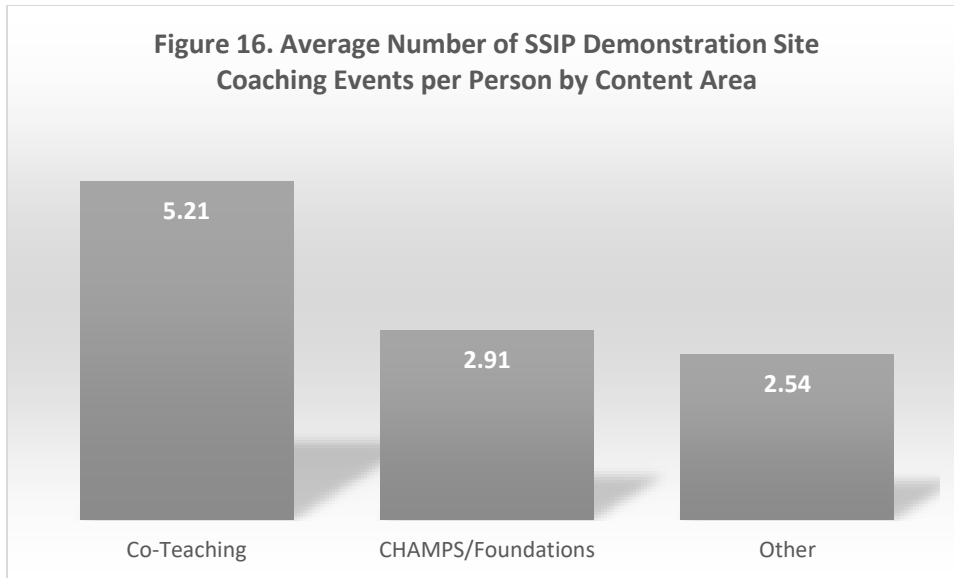
A total of 1,417 coaching events were reporting in the SSIP Activity Log. The coaching was comprised both instructional and systems level coaching.

All SSIP demonstration sites averaged over 50 hours of coaching/site, and the average number of coaching hours for SSIP Demonstration sites was 151.61 hours. The average number for all sites, including feeder pattern sites, was 109.64 hours.

Follow-up coaching of SSIP PD participants was divided into one of three categories: 1) Coaching on Co-Teaching/Co-Planning; 2) Coaching on CHAMPS or Foundations; and 3) Coaching on other activities (e.g., SSIP Implementation Team, Reading/Math, etc.). Figure 16 demonstrates the relative amount of coaching per person by content area. The number of individuals coached were:

- 138 individuals for Co-Teaching
- 158 individuals for CHAMPS/Foundations
- 94 individuals for coaching in other content areas





The results show teachers received almost twice as much coaching in co-teaching/co-planning compared to the other content areas. It should be noted that an SSIP Coach may have provided some coaching in two topics in one coaching session, but only one content area, the primary content described, was included in the analyses. This limitation may have skewed the results, although the coaching descriptions reflect an emphasis on coaching co-teaching dyads.

Among the transition PD participants, 43.33% of teachers and administrators who have completed the PD received follow-up coaching, all in Elmore County (see Table 15). The emphasis in coaching has been two-fold: 1) Coach teachers who are teaching the Transition courses to better prepare those teachers instructionally; and 2) Coach administrators and school teams on establishing the framework for transition and post-school preparation. Therefore, while the performance measure target was set at 50%, the percentage of teachers receiving coaching was higher than anticipated due to the coaching focus. It is expected that once the framework for the Transition demonstration sites are established, additional coaching will occur.

**Table 15. Performance Measure: Elmore County Staff Received Coaching**

Performance Measure	2016-2017 Data	Met Target?
33 teachers receive coaching on co-teaching/co-planning by 2016-2017	122 teachers (139 total staff) received coaching on co-teaching/co-planning	<i>Yes</i>
125 teachers and administrators receive coaching on CHAMPS or Foundations by 2016-2017	158 teachers and administrators received coaching on CHAMPS/Foundations	<i>Yes</i>
40 or more hours of coaching per SSIP demonstration site	100% of sites, with an average of 151.61 hours/site	<i>Yes</i>

50% of staff participating in transition PD were coached	43.33% of staff were coached	<i>No</i>
--	------------------------------	-----------

---

***Were teachers and administrators satisfied with the coaching?***

---

The SSIP participants received a Stakeholder Evaluation survey, which included a coaching satisfaction item. Participants were asked to rate the extent to which they agreed with the statement “*I am satisfied with the SSIP coaching I have received.*” Overall, of the 110 respondents for the coaching item, 73.64% reported they were satisfied with the coaching they had received:

- 70.51% of teachers participating in the survey were satisfied
- 69.23% of SSIP co-teachers were satisfied
- 74.73% of CHAMPS participants were satisfied
- 83.33% of building and district administrators were satisfied

Follow-up interviews have been conducted with administrators, which have provided some insight into the ratings. As noted in Section C, these results are a concern and some changes have been made to coaching staff, including moving coaches and pairing coaches at sites, to address the satisfaction results.

For the transition coaching recipients, the SSIP Evaluator sent the *Alabama Implementation of the Stanfield Curriculum* survey to the Transition class teachers. The survey measured not only the coaching, but also the training, curriculum, support, and resources for teaching the Transition classes.

Of those completing the survey, 75% reported they had received adequate coaching following transition PD (see Table 16). Although this percentage did not meet the target, the respondents in Gadsden High School had not yet received coaching at the time of the survey. As indicated in Section C, formalized procedures for PD and coaching in the transition sites will help ensure participants receive PD and coaching before teaching the Transition class.

---

**Table 16. Performance Measure: Respondents Report Adequacy of Coaching Post-Transition PD**

<b>Performance Measure</b>	<b>2016-2017 Data</b>	<b>Met Target?</b>
80% of co-teachers are satisfied with the coaching they have received	69.23% of teachers were satisfied	<i>No</i>

---

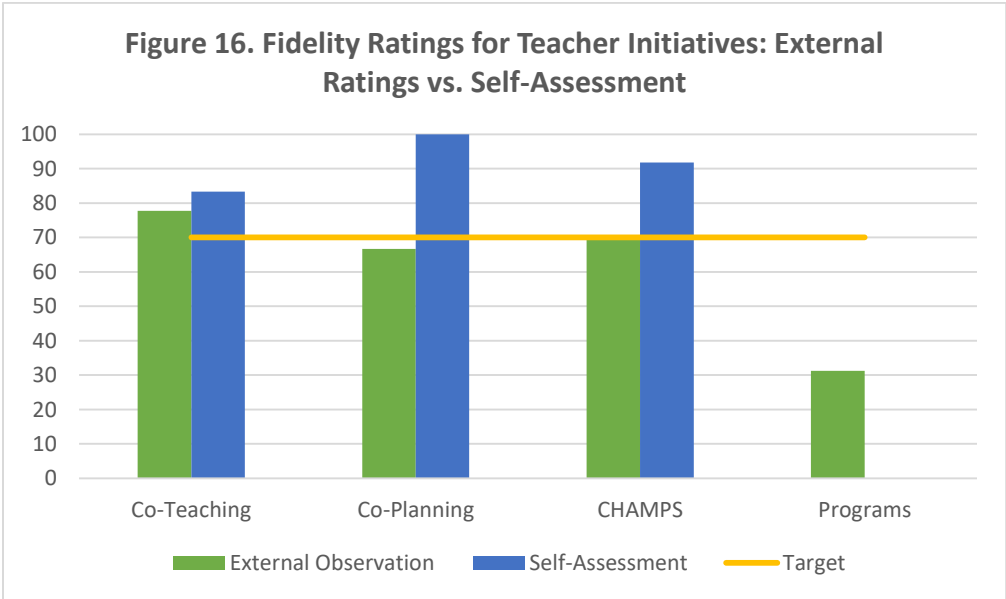
80% of staff are satisfied with the coaching they have received	73.64% were satisfied	<i>No</i>
80% of transition teachers were satisfied with the coaching they have received	75% reported they had received enough coaching following PD	<i>No</i>

**FIDELITY**

*Were SSIP demonstration site teachers able to implement the SSIP initiatives with fidelity?*

Fidelity data were collected in nine of the 11 schools during the 2016-2017 school year. The data comprised of external observations in nine sites as well as self-reported fidelity data. In the case where there was more than one fidelity observation, the most recent score was included in the analyses.

During the 2016-2017 school year, the SSIP Coordinator (Theresa Farmer), Co-Teaching/Co-Planning Consultant (Pamela Howard), and the SSIP Evaluator conducted external fidelity checks. Additionally, two vendors of reading intervention programs provided fidelity data for the program data. The overall results for the fidelity of implementation can be found in Figure 16.



### Co-Teaching

For the co-teaching observations, the external observers and teachers self-assessing used the *Classroom Fidelity Observation Form* for the fidelity checks. This form, using measures taken from Friend (2013), focuses on adherence to the following domains:

- Fidelity of the co-teaching model(s) used during the lesson;
- Classroom culture/teacher parity;
- Instructional roles;
- The Specialist's (special education teacher's) instructional role; and
- Communication.

The results for the co-teaching showed a total of 80.00% of teachers had fidelity with co-teaching:

- 77.78% of co-teachers showed fidelity when scored by external observers
- 83.33% of co-teachers reported fidelity when self-assessing their co-teaching

### Co-Planning

For the co-planning observations, the external observers and teachers self-assessing used the *Co-Planning Observation Form*.

The results showed a total of 85.71% of teachers had fidelity with co-planning:

- 66.67% of co-teachers showed fidelity on co-planning when scored by external observers
- 100% of co-teachers reported fidelity when self-assessing their co-planning

### CHAMPS

For the CHAMPS observations, the external observers used the *Classroom Fidelity Observation Form* for the fidelity checks. Data for external observations were collected in co-taught classrooms only. The teachers completed the *STOIC Checklist*, developed by *Safe & Civil Schools*.

The results showed:

- 70.00% of teachers showed fidelity in CHAMPS when scored by external observers
- 91.80% of teachers reported fidelity when self-assessing CHAMPS

### Reading and Math Intervention Programs

Reading and math intervention programs were observed for: Read 180, Systems 44, iReady, and Classworks. The specific fidelity checklist was used for each program. The iReady and Classworks observations were conducted by a consultant from the companies, and Pam Howard conducted the observations for the Read 180 and Systems 44.

The results showed 31.25% of the teachers demonstrated fidelity when using the intervention materials. The SSIP has generally not provided support for the intervention programs, other than providing the funding for the programs. School determine how and when they receive PD on the

programs. Some of the SSIP Coaches have provided coaching and guidance on the programs, but, as evidenced in the SSIP Activity Log, the coaching focus has been on the co-taught classrooms, administrators, or Foundations/SSIP Implementation Teams.

The SSIP Team recognizes the low fidelity score for reading and math intervention programs is a concern, and the team discussed the issue at the February SSIP Coaches’ Meeting. The SSIP Director is considering assigning a coach to oversee the implementation and follow-up of this initiative.

Overall, the ALSDE, SES Section met three of its four classroom fidelity measures (see Table 17). The gap in scores between the external observations and self-assessments, particularly in the areas of co-planning and CHAMPS, will be reviewed further to determine if additional guidance is needed in the self-assessment process.

**Table 17: Performance Measure: Classroom Fidelity**

Performance Measure	2016-2017 Data	Met Target?
70% of teachers can implement co-teaching with fidelity	80% of the teachers demonstrated fidelity	<i>Yes</i>
70% of teachers can implement co-planning with fidelity	85.71% of the teachers demonstrated fidelity	<i>Yes</i>
70% of teachers can implement CHAMPS with fidelity by 2020	70% of the teachers demonstrated fidelity when externally observed and 91.80% reported fidelity through self-assessment	<i>Yes</i>
70% of teachers can implement reading and math intervention programs with fidelity	31.25% of the teachers demonstrated fidelity	<i>No</i>

***Were SSIP demonstration sites able to implement Foundations with fidelity?***

Sites used the *Foundations Implementation Rubric* to self-evaluate their implementation of Foundations. The checklist reflected whether an item was completed and if there was evidence to support the implementation (Yes/No). Checklists completed in 2016 included Module A of the Rubric, and Checklists completed in 2017 included Modules A and B.

In addition to the self-evaluation, an external observer met with three of the sites to complete the Implementation Rubric. The observer looked for evidence of implementation, such as meeting minutes, training curriculum, data results, etc. The *Safe & Civil Schools* program has provided consultative assistance to sites, including assessing progress as well.

The results show 83.33% of the reporting Foundations sites demonstrated fidelity with Foundations. The scores ranged from 66.67% to 95% implementation, averaging 83.80%.

**Table 18. Performance Measure: Foundations Sites Demonstrated Fidelity**

Performance Measure	2016-2017 Data	Met Target?
70% of Foundations schools implement Foundations with fidelity	83.80% of the Foundations sites demonstrated fidelity	<i>Yes</i>

*Were transition teachers able to implement the Transitions curriculum with fidelity?*

For the transition initiative, the ALSDE, SES Section measured the fidelity of implementation of the Stanfield Transitions curriculum in Transition classes. The Transition Coordinator (Curtis Gage) and the SSIP Evaluator conducted external fidelity checks in SSIP Transition demonstration sites in March 2016 and again in January and March 2017.

The external observers used the *Transition Fidelity Form*, based on the Stanfield Transitions Curriculum’s Elements of the Transition Curriculum and the National Secondary Transition Technical Assistance Center’s *Evaluation Toolkit* (the “Student Development” section). The form focuses on adherence to the following domains:

- Fidelity to the Stanfield Transitions Curriculum’s six key elements of each lesson;
- Elements of the instruction; and
- Student engagement.

The first two domains comprise the fidelity score; student engagement is measured but not computed in the fidelity score.

Of the four classes observed by the external scorers, 100% scored 80% or greater on the fidelity form (see Table 19). Observational data showed the teachers were able to follow the curriculum with ease. In a follow-up evaluation with the Implementation of the Stanfield Curriculum Survey, the teachers had a positive attitude regarding the curriculum.

**Table 19: Performance Measure: Transition Implementation with Fidelity**

Performance Measure	2016-2017 Data	Met Target?
75% of teachers can implement the Transitions curriculum with fidelity	100% of the teachers demonstrated fidelity	<i>Yes</i>

***E.1.c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR.***

***E.1.d. Measurable improvements in the SiMR in relation to targets.***

The ALSDE, SES Section began implementing its SSIP activities in January 2015. While implementation has been slow at times and in some sites, most of the middle school SSIP demonstration sites have been implementing the SSIP initiatives for at least a year, and in some cases, over two years. As a result, the ALSDE, SES Section has seen improvement and direct results from the implementation of the SSIP activities in these sites.

Figures 17-19 show an abbreviated theory of action table for the SSIP site initiatives. The extent to which the corresponding performance measures have been met are noted in grey shading, and unshaded boxes indicate the performance measure has not been met or measured at this time.

Figure 17. Theory of Action Table for Initiative 1: Co-Teaching/Co-Planning

<b>Initiative 1: Provide high quality, engaging instruction and co-teaching in middle schools.</b>			
<b>Outputs</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>
12 middle school SSIP demonstration sites created	Demo site LEAs have support for co-teaching	Specially-designed instruction for SWDs	SWDs graduation rate >78.94%
	Resources/protocols for demo sites	Greater collaboration	
Co-teaching PD & coaching offered	Teachers have knowledge/skills to co-teach	Individualized reading/math instruction for SWDs	Higher % of post-secondary enrollment & employment for SWDs
		Performance gaps assessed and addressed	
Reading/Math Programs and resources available	Greater awareness of SWDs data-based needs	Ideas modeled & shared among teachers	AL schools see SSIP initiatives implemented
	Teachers have resources to offer interventions	Higher reading & math achievement	Other AL schools implement SSIP initiatives
		Decrease in achievement gaps	

Figure 17 above demonstrates considerable progress of the project in meeting its short-term and intermediate outcomes for the co-teaching/co-planning initiative. As indicated in the fidelity data, teachers have had the support, knowledge, and skills to implement co-teaching and provide specially-designed instruction for SWDs. The Stakeholder Survey and interviews indicate greater collaboration between general and special education teachers. Additionally, four demonstration sites have hosted visitors, thus sharing ideas among teachers. The result for the achievement data, particularly on the progress monitoring scores, indicate a decrease in the achievement gap.

Figure 18. Theory of Action Table for Initiative 2: Behavior Initiatives

<b>Initiative 2: Offer safe and supportive learning environments to middle schools.</b>			
<b>Outputs</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>
12 middle school SSIP demonstration sites created	Safe & Civil Schools practices implemented	Safe & Civil Schools practices are embedded	Improved school culture, climate, satisfaction among students, teachers, parents
	Expectations for behavior are established and shared	More instructional time in CHAMPS classes	
CHAMPS PD & coaching offered	Teachers and administrators have knowledge re. effective behavior supports	Ideas modeled & shared among teachers and sites	SWDs graduation rate >78.94%
		Fewer ODRs	
Foundations PD & coaching offered	Greater awareness of Safe & Civil Schools Survey data	Improved attendance: Fewer tardies, unexcused absences, chronic absences	Higher % of post-secondary enrollment & employment for SWDs
	Resources and protocols used for demo site visits	Greater access to instruction for SWDs	Other AL schools implement SCS practices

There was also considerable progress in the progress of the behavior initiatives toward its outcomes (see Figure 18 above). The demonstration sites were created and PD was offered to schools/districts in Foundations and CHAMPS. The fidelity data show teachers have the knowledge and skills to implement CHAMPS and Foundations. For sites determined to be “demonstration ready,” resources and protocols were used for site visits. Lastly, the data show improvements in office discipline and attendance factors in the SSIP sites implementing CHAMPS and Foundations. The level of implementation, particularly in CHAMPS, is not in every classroom



in all demonstration site Schools, and no data were available pertaining to the amount of instructional time or greater access to instruction.

Figure 19. Theory of Action Table for Initiative 3: Facilitative Administrative

<b>Initiative 3: Support SWDs, teachers, and administrators through implementation science practices.</b>			
<b>Outputs</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>
12 middle school SSIP demonstration sites created	Increased knowledge of staff to support SWDs	With coaching, greater skills for supporting SWDs in class and school	Better communication & collaboration between teachers, administrators, parents
	Demo sites have schedules that meet SWDs needs		
Implementation teams at schools	Initiatives are implemented using evidence-based practices	New approach to scheduling implemented each year	
Administrators trained on using mapping system	Demonstration ready sites have resources and protocols for visitors	Data collected and used to adjust instruction and school	
Sites are designated as demonstration ready		Ideas shared among teachers out of district	
			At least 20 schools have the opportunity to see co-teaching, Safe & Civil Schools, and transition practices implemented

The infrastructure activities within districts and schools have made less demonstrable progress to date toward its outcomes, as shown in Figure 19 above. SSIP demonstration sites and implementation teams were created at every school, and administrators received PD on the mapping system of scheduling SWDs. At this time, however, not all sites are “Demonstration Ready,” and the practices of implementing evidence-based practices are not clear in all sites. More

focus will occur in Initiative 3 in the upcoming year, including additional training and coaching for administrators and implementation teams.

The data below share performance of the SSIP toward its key short- and long-term outcomes. For a full review of the progress toward all outcomes, please see the AL SSIP Evaluation Progress Chart in Appendix IV.

### Achievement Scores

The SSIP Middle School demonstration sites collected the progress monitoring and *ACT Aspire* results for students in the co-taught classrooms and entered the data into the project's data collection sheet. Students with a disability are noted on the data collection sheet, as well as their primary disability.

To calculate the gain scores, the SSIP Evaluator used the "Baseline" data point (August/September) and the April/May data point. If a student withdrew prior to January, or if the student enrolled late, the student's score was not included in the gain score analyses.

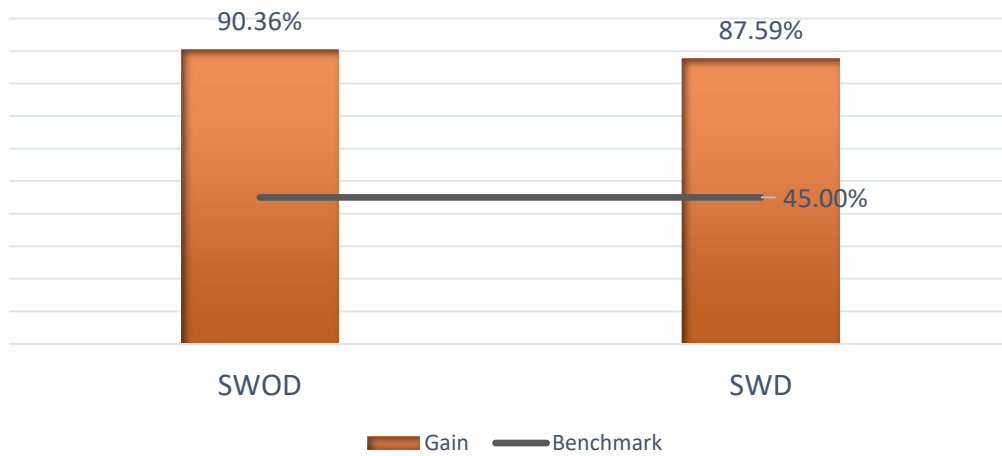
*ACT Aspire* data were compared for students enrolled in the co-taught classes during the 2015-2016 school year with their prior school year's data (2014-2015 data vs. 2015-2016 data).

Analyses conducted with the progress monitoring and *ACT Aspire* data included:

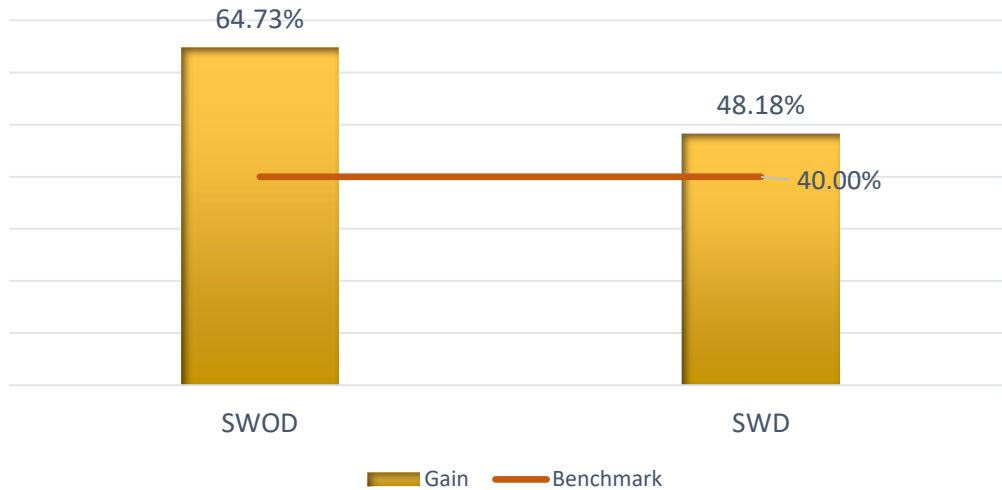
- The percentage of all students, SWDs, and SWODs who demonstrated gain scores;
- The average gain scores for individual students; and
- The gap in progress monitoring gain scores between students with and without a disability.

The figures below demonstrate the results for the progress monitoring and *ACT Aspire* for students in the co-taught classrooms.

**Figure 20. Percentage of SSIP Students Demonstrating Gains on Progress Monitoring during SY 2015-2016**

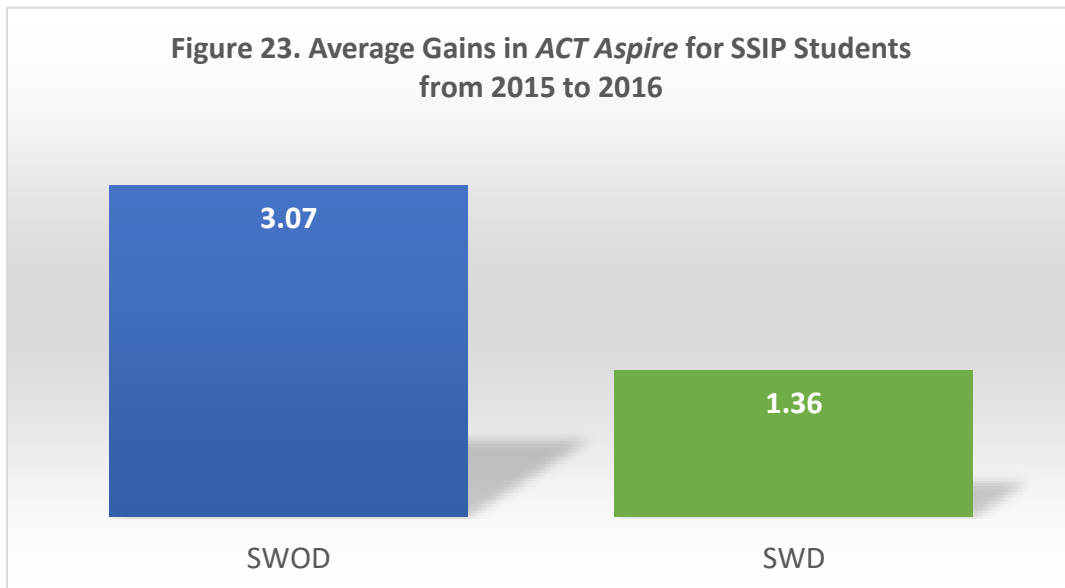
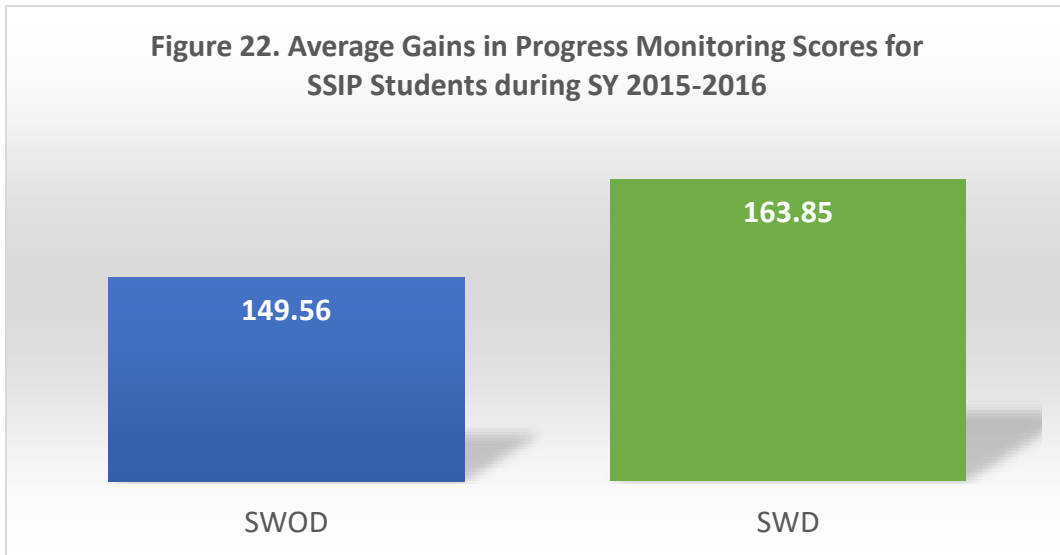


**Figure 21. Percentage of SSIP Students Demonstrating Gains on ACT Aspire during SY 2015-2016 School Year**



Figures 20 and 21 above demonstrate the percentage of SWDs showing growth, pre/post, on the progress monitoring or *ACT Aspire* assessment. In both assessments, the percentage of SWDs demonstrating growth was higher than the established targets of 45% for progress monitoring and

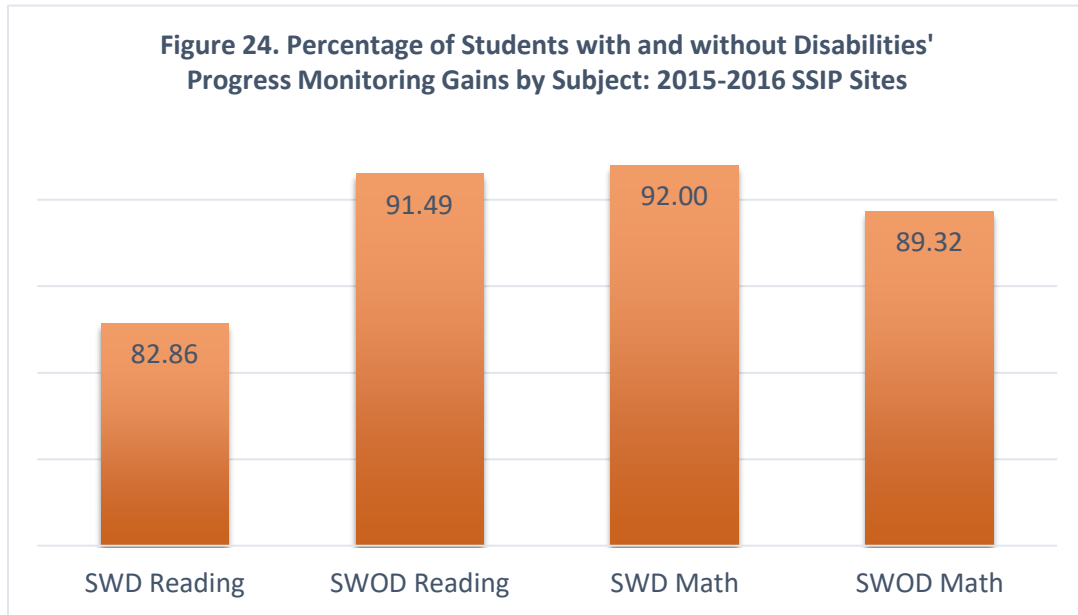
40% for the *ACT Aspire*. For the progress monitoring assessments, SWDs were within 2.77% of SWODs.



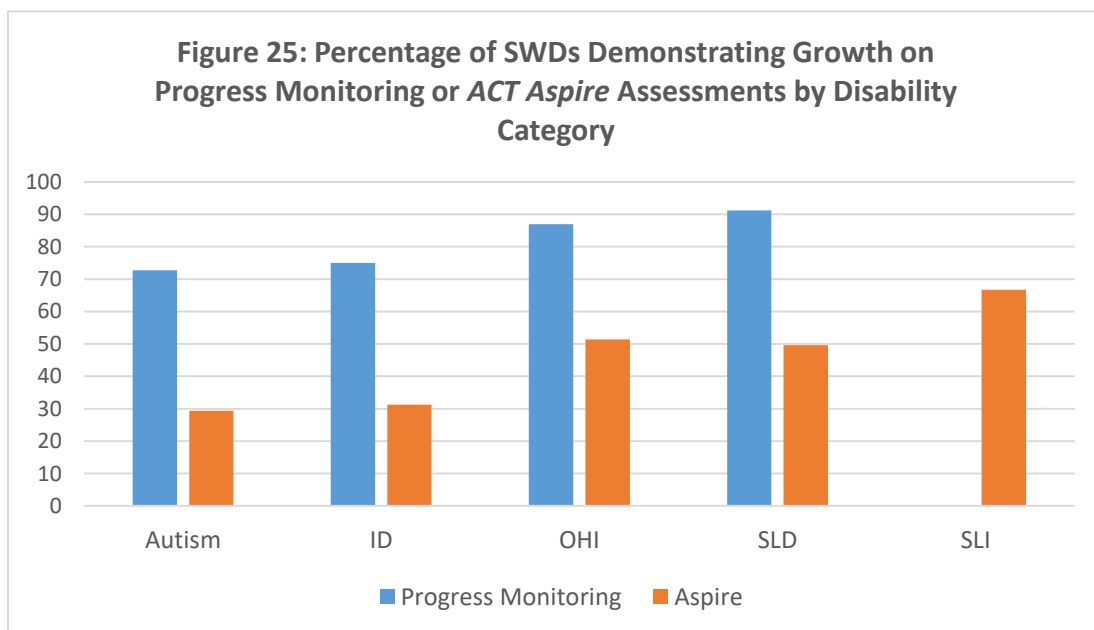
Figures 22 and 23 above show the actual gains on the progress monitoring and *ACT Aspire* for students with and without disabilities. The progress monitoring results indicate greater growth

among SWDs than SWODs. The *ACT Aspire* results, however, continue to show a gap in performance.

The results were also examined by subject. Figure 24 below shows the progress monitoring results for students with and without disabilities for both reading and math. Student results were for the co-teaching content (i.e., math scores were reported for students in math co-taught classes).



The results for reading and math show greater gains in math than reading, and the percentage of SWDs demonstrating growth was higher than SWODs for math.



Lastly, the SSIP Evaluator analyzed the progress monitoring and *ACT Aspire* data by disability category, as depicted in Figure 25 above. Disability categories with more than eight students were included in the analyses. While progress monitoring showed growth well above the 45% target for all disability subtypes included, the Aspire results differed by disability categories. Students whose primary disability was speech-language, specific learning disability, or other health impairment exceeded the performance measure target of 40% demonstrating growth. Students with a primary disability of autism or an intellectual disability did not meet the performance measure target when receiving instruction in the co-taught classroom.

### School Climate

The SSIP Middle School demonstration sites collected on attendance and office discipline referrals (ODRs) to measure the impact of the CHAMPS and Foundations activities on behavior measures. For both attendance and office discipline data, the results were reported for the entire school. Demonstration sites entered the data longitudinally to capture the changes over time.

As indicated in Section 2D, the Average Daily Attendance (ADA) were reported in different formats, and therefore ADA analyses were not included. Results for unexcused absences, tardies, and chronic absences were analyzed.

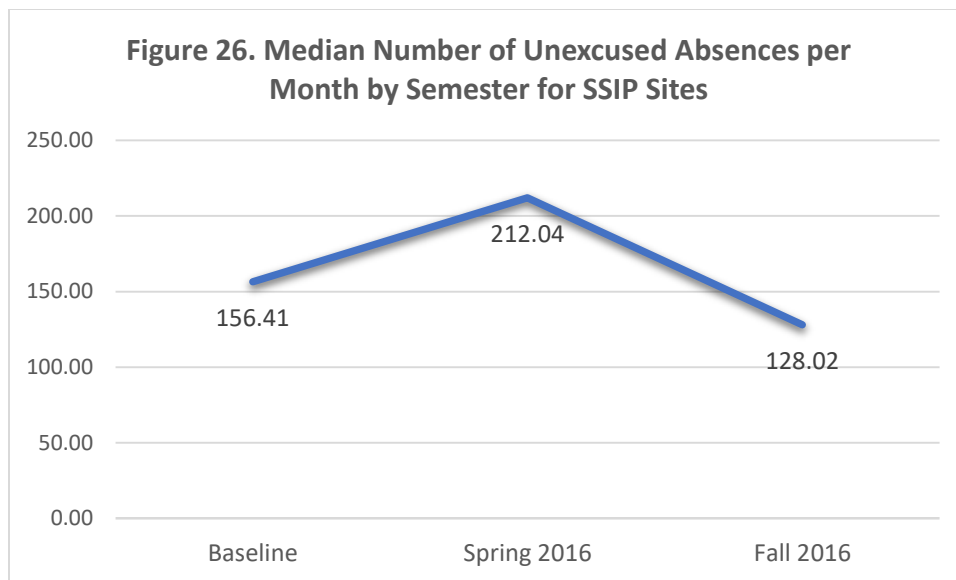


Figure 26 shows the median number of unexcused absences across SSIP Demonstration sites at three points in time: spring 2015 (Baseline), spring 2016, and fall 2016. The results show an increase in spring 2016, but then a decline in the number of unexcused absences. Furthermore, 70% of the sites showed a decrease in the number of unexcused absences from baseline to fall 2016.

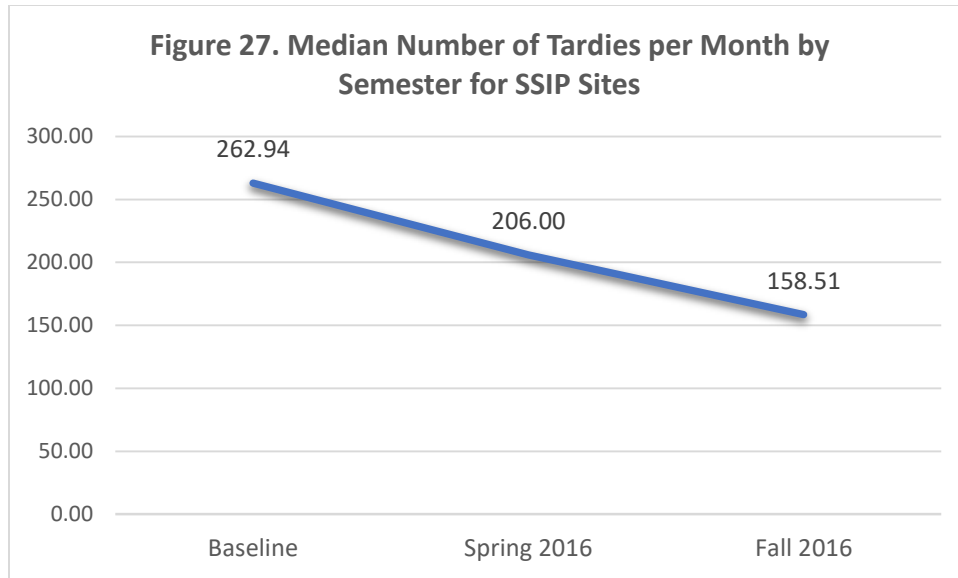
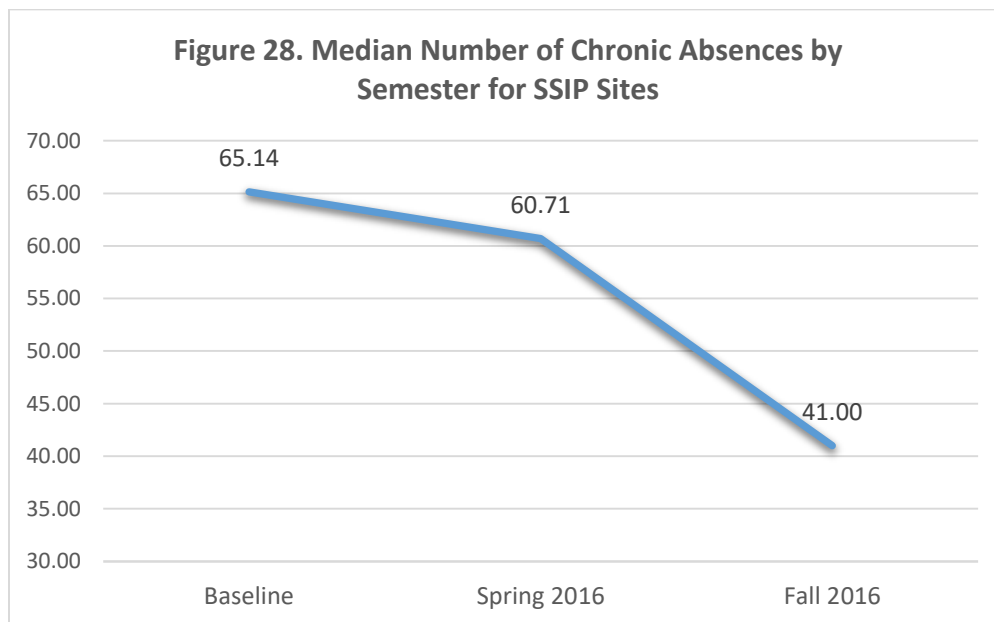


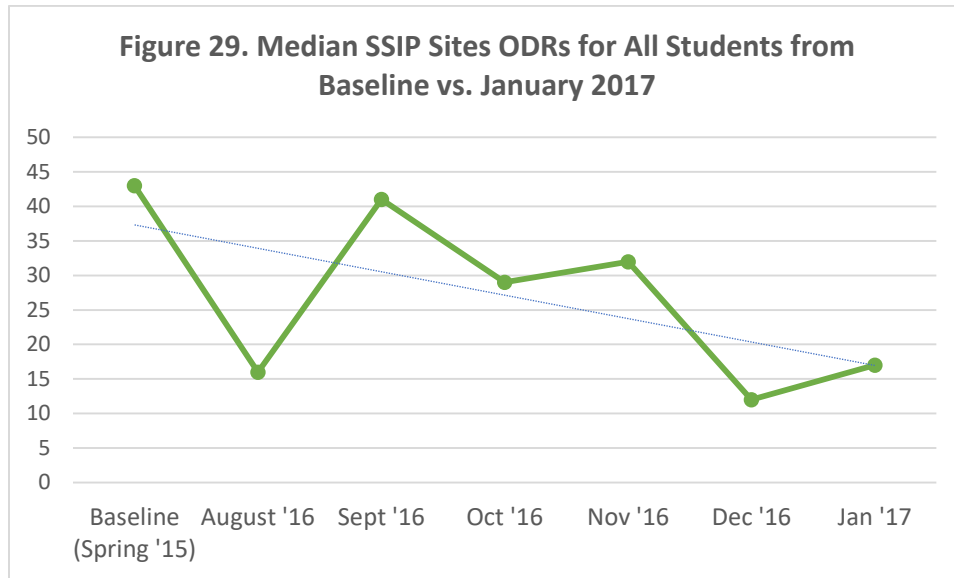
Figure 27 shows the median number of tardies across SSIP Demonstration sites at three points in time: spring 2015 (Baseline), spring 2016, and fall 2016. The results show over a decline of over 100 tardies per month per site over time. Furthermore, 100% of the sites showed a decrease in the number of tardies from baseline to fall 2016.



The most notable decline was in the number of chronic absences, or a student missing 10% or more of a semester. Figure 28 demonstrates the median number of chronic absences at three points in time: Spring 2015 (Baseline), spring 2016, and fall 2016. The number of chronic tardies decreased by 24.14 from baseline to fall 2016. These data represent an average of 24 students are

attending school more regularly per site now compared to baseline. Additionally, all but one, or 87.5% of sites showed a decrease in the number chronic absences.

Data were also collected for ODRs, including the number of ODRs for SWDs and all students, suspensions, and expulsions.

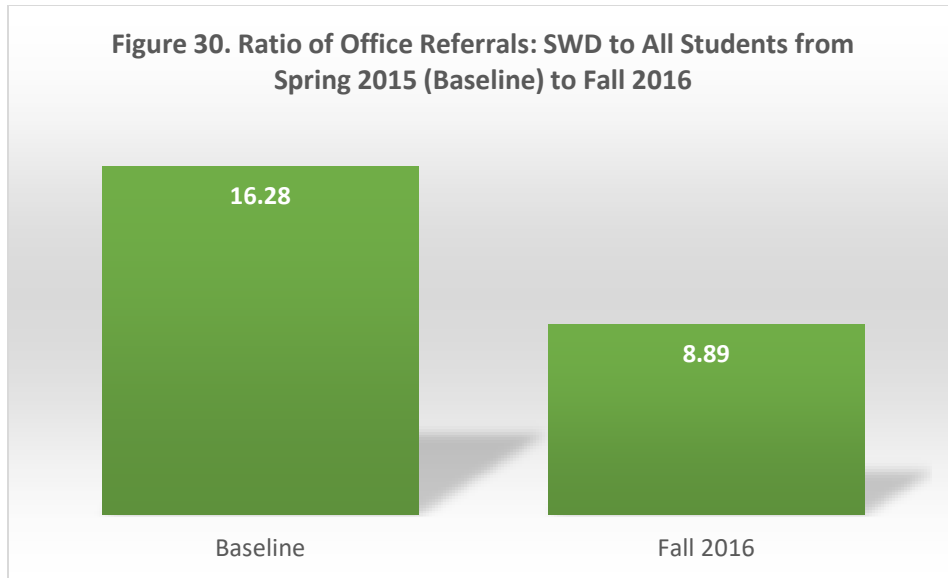


The median number of ODRs by site for all students over time are presented in Figure 29. These data show the average number of ODRs per month during the spring 2015 semester compared to each month in the current school year. The regression line indicates a downward trend, and the ODRs decreased by approximately 26 per month per site.

Among SWDs, the number of ODRs decreased by 3.15 from Baseline to fall 2016. Due to the small number of referrals for SWDs, there is a floor effect; therefore, it is difficult to ascertain an impact on the subgroup.

A comparison was made between the ratios of ODRs for SWDs and ODRs for all students. Figure 30 below shows the 7.39% decline in the ratio of ODRs from baseline to fall 2016. These results suggest SWDs are receiving proportionally fewer ODRs than baseline.



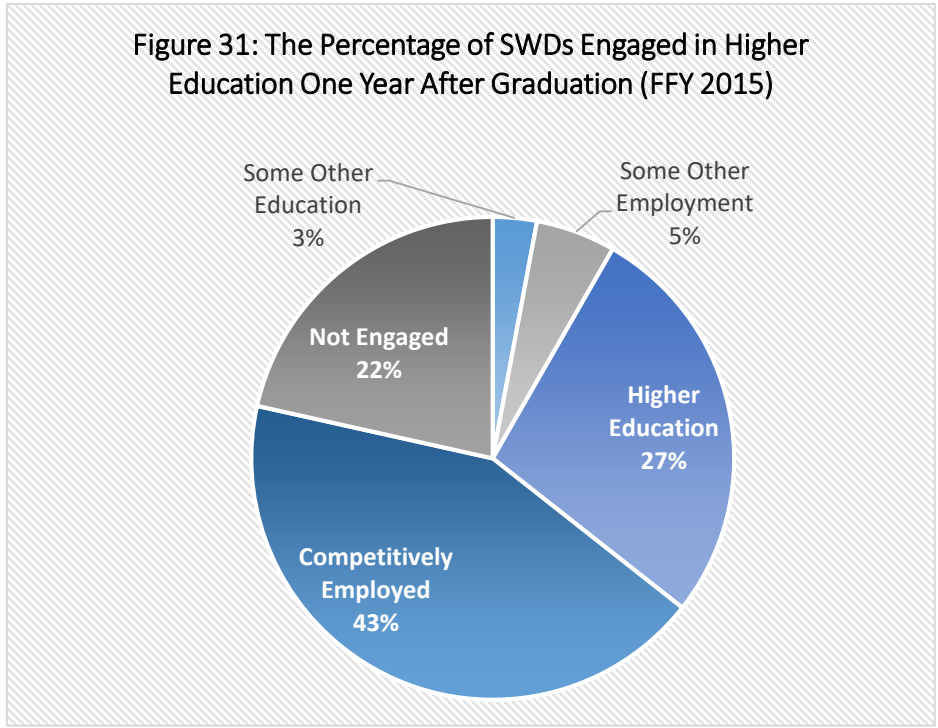


The number of suspensions was also analyzed. Due to the low number each month, it is difficult to determine a pattern in the suspension data. There was an average of 2.5 fewer suspensions per month in SSIP demonstration sites from baseline to fall 2016.

**Progress towards SiMR: Post-School Outcomes**

The ALSDE, SES Section’s SiMR, increasing the number of students competitively employed or enrolled in a college or university (Indicator 14b). As Figure 31 demonstrates, 70.20% of students were enrolled in higher education or competitively employed in the 2015 reporting year. This percentage represents a 4.49% increase from the FFY 2014 reporting year.

Figure 31: The Percentage of SWDs Engaged in Higher Education One Year After Graduation (FFY 2015)



The post-school outcomes were also compared for the high schools in the feeder patterns of the SSIP Middle School Demonstration and Transition demonstration sites. The analyses showed 60.21% of SWDs from SSIP feeder pattern high schools participating in the 2016 AL Post-School Outcomes Survey (n=8) were enrolled in higher education or competitively employed (Indicator 14b). Therefore, the Indicator 14b results among the SSIP feeder pattern schools was 10.02% lower than the state rate.

While the SSIP feeder pattern high schools lagged behind the state results, the feeder pattern high schools did demonstrate notable gains. The data for the same SSIP feeder pattern high schools was compared for the prior post-school outcome reporting to the FFY 2015 reporting (i.e., a pre/post comparison). Among the SSIP feeder pattern high schools, the baseline average for Indicator 14b was 38.00%. Therefore, the enrollment in high education or competitive employment data among SSIP feeder pattern sites increased by 22.21%. As students in the SSIP demonstration sites progress educationally, it is expected the Indicator 14b data for the feeder pattern high schools will continue to increase.

### Demonstration Site Visits

Over the past year, ten schools have visited SSIP sites. Five of these schools were SSIP demonstration sites, three were sites that later became SSIP demonstration sites, and two were districts within the region interested in the SSIP practices.

There were a total of 63 visitors in the ten visiting schools. Each SSIP demonstration site provided comment forms for visitors. All of the visitors completing comment cards were satisfied with the site visit. The comments on the cards were analyzed and themed, and visitors appreciated viewing the following:

- Seeing more than one co-teaching model in practice
- The co-planning process, including the lesson plans created and student groupings
- The interaction of co-teachers, in both the planning and co-teaching processes
- The built-in time to ask questions of the teachers and administrators
- Seeing the teaching live rather than on video
- The transitions between classes

The areas mentioned as valuable in the SSIP demonstration site visits included: co-teaching, co-planning, CHAMPS, implementation teams, scheduling, and Foundations/transitions between

classes. Co-teaching and co-planning were overwhelmingly the most frequently mentioned topics on the SSIP site visitor comment cards.

**Table 20. SSIP Demonstration Site Visits from Spring 2016-Spring 2017**

<b>Demonstration Site</b>	<b>Visiting School</b>	<b>Number of Visitors</b>	<b>Outcome</b>
Andalusia Junior High	Monroeville Middle School	6	MMS is an SSIP demonstration site that is not yet demonstration ready
Andalusia Junior High	Conecuh Schools	5	The team sent two groups to visit the demonstration site
Andalusia Junior High	Coppinville Junior High School	8	CJHS is an SSIP demonstration site that now has co-teachers teaching with fidelity and implementing CHAMPS with fidelity
Greensboro Middle School	Rutledge Middle School	8	RMS is an SSIP demonstration site that now has co-teachers teaching with fidelity and implementing Foundations with fidelity
Greensboro Middle School	Athens Middle School	9	AMS is an SSIP demonstration site that is now demonstration ready for visitors
Nichols-Lawson Middle School	Wetumpka Middle School	10	WMS is an SSIP demonstration site that is not yet demonstration ready, but some co-teachers have subsequently achieved fidelity with co-teaching
Nichols-Lawson Middle School	Talladega County	5	No data at this time.
White Plains Middle School	Saks Elementary, Saks Middle, and Saks High Schools	11 and 12 (two days)	Prior to becoming an SSIP site, Saks Middle School and its feeder pattern schools observed White Plains, which is in the same district. All three Saks schools are now SSIP sites and implementing co-teaching, CHAMPS, and Foundations
White Plains Middle School	Midfield City School	5	Rutledge Middle School is in the Midfield City Schools, and RMS is currently implementing SSIP practices

---

*F. PLANS FOR NEXT YEAR*

---

**F.1. Additional activities to be implemented next year, with timeline.**

***Parent and Family Stakeholder Decision-Making and Engagement.***

During the December 2016/January 2017 Parent Focus Groups, parent participants were asked to suggest strategies and activities for components that support SWDs with transition. Parent participants offered a number of suggestions relating to *parent and family engagement, other agency supports, and community-based experiences.*

With respect to parent and family engagement, the parent participants’ suggestions can be grouped into three main themes: communication, team building, and PD and training.

**Communication.** Parent participants stressed that schools need to bring parents to the table for meaningful discussion. One way to do that is to remove barriers that may exist for parents to participate in communication. Specifically, parent participants mentioned that schools should consider going to the parents “on their ground” or helping with transportation to meetings for parents who may not have transportation.

Parents also emphasized that to improve communication, the timing of meetings needs to be flexible. Meetings should be held at various times, including outside of school hours, for the convenience of families. Some parent participants indicated that providing transition information at the IEP meeting would be helpful as parents are most likely to attend IEP meetings. Finally, some parent participants suggested forming Student Engagement Groups that would be responsible for communicating with students and parents.

<b>Activity</b>	<b>Timeline</b>	<b>Status</b>
Continue transition parent focus groups.	SY 2016-17	Annually
Expand communication opportunities in a meaningful way throughout the SSIP project and include parents in SSIP Implementation teams through collaboration with APEC.	SY 2017-18	Annually
Continue to convene SSIP Instructional Coaches meetings.	SY 2016-17, Quarterly	Ongoing
Improve parents access to documents related to transition and other areas of interest.	SY 2016-17	Continuing
Develop info graphic to communicate effectively regarding SSIP results.	SY 2016-17	Ongoing
Extend (Young Adults in Transition) YAIT to address student (and parent) engagement needs.	SY 2016-17	Ongoing

**Team Building.** Parent participants highlighted the importance of team building and provided ideas, including:

1. Involving parents in strategic planning sessions at least two times per year;
2. Holding parent-teacher focus groups; and
3. Creating Parent-Partners in Special Education that would meet regularly with principals and host speakers from outside agencies to educate and empower parents.

Some parents noted that educators involved in teams for transition should come from both special and general education backgrounds. Parent participants also would like to have a counselor as part of the team involved with transition. The counselor should be aware of transition issues for SWDs and participate in IEP meetings as needed.

Activity	Timeline	Status
Convene parent-teacher focus group.	SY 2017-18	Ongoing

**PD and Training.** Parents further indicated they would like PD and training to be available to parents and to occur earlier in their children’s academic careers. Several participants commented they would like to see transition training to begin in middle school, or even earlier. They suggested schools could develop transition training packets, which could include information on the different available options, for parents of SWDs in middle school.

Parents stated they would like to receive training regarding the transition curriculum used at school. They would like to see districts offer an opportunity for parents to “walk through” the curriculum, review how the curriculum aligns with standards, and receive copies of the curriculum.

Participants suggested the Alabama State Department of Education could collaborate with other agencies and local groups to offer training. One agency mentioned is the Alabama Parent Education Center (APEC). Parent participants indicated that principals, and presumably other administrators and educators, also could benefit from training provided by APEC. Finally, parent participants proposed providing Career Technical Education (CTE) opportunities for families.

Activity	Timeline	Status
Develop info graphic to communicate effectively regarding SSIP results.	SY 2016-17	Ongoing
Collaborate with other agencies (e.g., ADRS, APEC, Mental Health) to offer PD and training.	SY 2016-17	TBD

**Other Agency Supports.** With respect to other agency support, parent participants noted that they would like to have schools provide information to parents about other agencies that can offer support to SWDs and their families. Specific agencies mentioned include: the Alabama Department of Rehabilitation Services, the Alabama Department of Mental Health, and the Alabama Department of Human Resources. Parent participants also would like to see representatives from these and other agencies at IEP meetings when requested by parents or school personnel.

Activity	Timeline	Status
Develop and disseminate resources on other agency supports and offerings to SWDs and their families.	SY 2017-18	Continuing

**Community Based Experiences.** Regarding community-based experiences, parents would like to see team building to involve local businesses, local government, schools, and families in supporting transition. One way to help build such a team is to host one or more workshops or conferences, open to the entire community, to grow awareness of transition. Other participants proposed having a community luncheon where students are recognized for achievements.

Parents reported they would like to see SWDs gain job experience while in school, and have local businesses involved with that effort. Suggestions included working in the lunch room, the field house, a school store, concession stands, the office, a green house, or the library, among other places. Students then could continue to gain work experience at local businesses or volunteer agencies. Parent participants listed a number of types of businesses where students could gain community-based experiences, including hospitals, thrift stores, golf courses, veterinarian offices, discount stores, and others.

Activity	Timeline	Status
Convene regional trainings/workshops in transition including community-based experiences.	SY 2017-18	Continuing

### ***Communication for SSIP Project and Site Personnel***

The AL SSIP 2017 Stakeholder Survey respondents indicated they were practitioners who were either part of a co-teaching dyad or an administrator at an SSIP site. There were 64 complete survey, for a completion rate of 87.7%. The results of this survey are reported throughout the SSIP Phase III Narrative. However, the SSIP State Team reviewed the data to determine needed areas of improvement to address the stakeholders concerns in the areas of communication, coaching, and PD for SY 2016-2017 and beyond.

### **Communication.**

Activity	Timeline	Status
Expand the use of Basecamp as a communication tool within sites, if desired to facilitate improved communication among implementation team members.	SY 2016-17	Ongoing
Increase the use of newsletter and other informational artifacts.	SY 2016-17	Ongoing
Develop and use clear communication pathways to ensure accurate and timely communication between and among all stakeholders	SY 2016-17	Ongoing
Ensure that all SSIP Instructional Coaches share current information to sites regarding Project Expectations, Goals and Activities.	SY 2016-17	Ongoing

## Coaching.

Activity	Timeline	Status
Provide further training for SSIP Instructional Coaches on the Partnership Principal (Knight, 2003).	SY 2016-17	Ongoing
Ensure that coaches receive on-going feedback from evaluation surveys regarding how coaching is perceived by the recipients of coaches.	SY 2016-17	Ongoing

## Professional Development.

Activity	Timeline	Status
Ensure that practitioners and administrators receive on-going PD in Implementation Science.	SY 2016-17	Ongoing
Provide training and support for administrators at SSIP Project Sites.	SY 2016-17	Ongoing
Continue training in mapping the schedule to ensure that adequate co-planning time is reserved within the school schedule.	SY 2016-17	Ongoing
Continue Foundations, co-teaching, and co-planning training	SY 2016-17	Ongoing

### F.2. Planned evaluation activities including data collection, measures, and expected outcomes.

The AL SSIP staff have found numerous examples of successful implementation and outcomes. The staff, coaches, and consultants will continue to market these successes throughout the state in order to encourage other districts to visit the demonstration sites and adopt the AL SSIP practices.

The ALSDE, SES Section staff and consultants, will continue to revise and refine the data collection schedule, protocols, and baseline performance measure targets over the coming year. Specifically, the AL SSIP Evaluator and staff will:

- Make revisions to the AL SSIP Site Evaluation Manual (Appendix V) to update the data collection schedule, links to forms, list of items needed from sites;
- Revise guidance forms on Basecamp to ensure data are submitted in the same format;
- Provide technical assistance to sites and coaches on revisions to the site evaluation manual and guidance forms;
- Develop site-specific year-end reports to assist SSIP Demonstration and Transition sites in their planning and identifying both areas of growth and areas to improve;
- Adjust data collection forms, including updating for 2017-2018 reporting;
- Develop additional Pre-/Post-Event Evaluation questions;



- Update the performance measures, as noted in the progress chart (see Table 21 below). *Refer to Appendix IV. AL SSIP Evaluation Progress Chart for the chart with all performance measures.*

In addition to the data collection and evaluation changes, the AL SSIP Evaluator will work with the AL SSIP staff, consultants, and stakeholders to develop a new 30-60-90 Day Plan. This plan will reflect the items addressed in C.2.d, including: 1) Revising the site selection process; 2) Developing strategies to increase participant satisfaction; 3) Drafting a new training schedule; 4) Reviewing coaching processes; 5) Addressing the system of mapping the schedule and reading and math programs or removing these initiatives; 6) Increasing the focus on using data; 7) Providing clarity on expectations of the project; and 8) Addressing lower parent engagement scores. In order to determine progress on these items in a rapid manner, the AL SSIP Evaluator and Evaluation Team will report on these items more frequently.

**Table 21. Updated Performance Measures from Evaluation Progress Chart**

<b>Evaluation Questions</b>	<b>Performance Measure</b>	<b>Data Collection Method</b>	<b>Expected Outcomes</b>	<b>Timeline</b>
Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	70% score 80% or higher on post-assessment  <b>Modify: Change performance measure in 2017-18 to at least a 15% increase in the number of correct scores on the post-assessment.</b>	Co-Teaching Post-Event Assessment score for PD attendees	Demonstrate increased learning of co-teaching/co-planning content	Following PD
Did the ALSDE, SES Section, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Collaboration Survey results show “Communication” level or higher  <b>Will change methods to interview for 2017-18.</b>	AL SSIP Collaboration Survey comparison of results for “Communication” item	Increased communication and collaboration across ALSDE Sections	Twice/year
Can 70% of teachers demonstrate co-teaching and co-planning with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.	Completion of Co-Teaching Observation Form and Co-Planning Observation Form twice/year; Score of 80% or higher	Increased fidelity when implementing co-teaching and co-planning	Assess twice/year; Fidelity check in spring each year

Evaluation Questions	Performance Measure	Data Collection Method	Expected Outcomes	Timeline
	<b>Modify: Divide into two performance measures, one for co-teaching and one for co-planning.</b>	on components; 20% fidelity check by external consultants		
Do co-teaching dyads report satisfaction with the co-planning process?	75% report satisfaction for co-planning <b>Modify: 75% report satisfaction for co-teaching and co-planning</b>	AL SSIP Stakeholder Survey results show “Agree” or “Strongly Agree”	Increased responses in satisfaction with the co-teaching and co-planning process	Annually
Have general and special education co-teaching dyads offered individualized instruction for SWDs?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020. <b>Modify: 70% of the SSIP Classroom Observations show a score of 80% or higher for the Specialist’s Role fidelity component.</b>	Completion of Co-Teaching Observation Form and Co-Planning Observation Form twice/year; Score of 80% or higher on components; 20% fidelity check by external consultants	Co-teaching teachers demonstrate an increased score for the Specialist’s Role fidelity component	Assess twice/year; Fidelity check in spring each year
Did the achievement gap on progress monitoring and <i>ACT Aspire</i> between SWDs and SWODs decrease in co-taught classrooms?	5 percentage points gap by 2016-2017, decreasing to 3 percentage points by 2020 <b>Change to 15% gap for <i>ACT Aspire</i> by 2020.</b>	Analysis of progress monitoring and <i>ACT Aspire</i> data	Decreased achievement gap in co-taught classrooms	Twice/year for PM and Annually for <i>ACT Aspire</i>
How many instructional staff and administrators have completed the CHAMPS and/or Foundations PD?	144 teachers by 2016-2017 and 160 teachers by 2019-2020 <b>Change to all staff to reflect principles of Foundations</b>	Count of participants on sign-in sheets, tracked in PD Database	All staff complete CHAMPS and/or Foundations PD	Quarterly
Do teachers have more instructional	3% increase in attendance over	Observation of instructional time	Increased attendance over	Twice/year

Evaluation Questions	Performance Measure	Data Collection Method	Expected Outcomes	Timeline
time/student compared to baseline?	baseline, observed instructional time; decrease in tardies over baseline  Will modify performance measure for attendance.	for a sample of teachers; Comparison of school attendance and tardy data	baseline; increased instructional time; decreased tardies over baseline	
Has attendance improved following Foundations implementation?	6% increase in 2016-2017, and 9% by 2020  Modify ADA to 0.5% increase over baseline.  Modify unexcused absences to 12% decrease over baseline.  Modify chronic absences to 34% decrease over baseline.	Comparison of attendance data in Foundations schools	Increased ADA over baseline; decreased unexcused absences over baseline; decreased chronic absences over baseline	Twice/year
Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018  Modify: 2% increase in ratings by 2018	Review of IEPs for a sample of students in demonstration sites; Interviews with students	Parents report increased collaboration	Twice/year

### F.3. Anticipated barriers and steps to address those barriers.

During the implementation phases of the SSIP, multiple barriers have been encountered at both state and district levels. Many of these barriers have been solved through better communication, the provision of additional human or fiscal resources, or additional technical assistance from national experts or the state implementation team. Many anticipated barriers were discussed in Phase I Infrastructure Analysis as well as in Table 5; however, in this section, the ALSDE will enumerate the specific barriers anticipated for the next implementation school year.

**Stability of School and District Staff.** Turnover of teaching and administrative staff remains an ongoing implementation issue within the SSIP sites. Teachers and administrators who have been integral parts of the ongoing PD may be transferred or otherwise relocate to other schools within

the district, outside the district/state, or retire. Similarly, some school superintendents may retire or, in some cases, fail to be re-elected to the position.

**Steps to Address the Implementation Barrier.** In order to address the inevitable reality of turnover of key implementation staff, we have observed that the site and district implementation teams play a crucial role in maintaining the supportive school culture. Therefore, step one is to ensure that all site and district implementation teams are engaged and active in order to assist the principal to recruit and retain new staff who are either experienced with the interventions or who express willingness to “buy-in” to the SSIP implementation/intervention strategies. Step two is to ensure that the staff and administrators who comprise the implementation teams receive deeper training on Implementation Science during the next school year. Step three is to ensure that new key district administrators receive prompt orientation regarding the SSIP implementation, including a review of the *MOU* and all SSIP-related funding and contracts provided to the district.

#### **F.4. The State describes any needs for additional support and/or technical assistance.**

None at this time.

# Appendix I

## AL SSIP Theory of Action

## AL SSIP Theory of Action

<i>Key Strands of Action</i>	If the SEA...	Then the LEA (teachers, administrators)...	Then Teachers/ Families...	...So that
<p><b><i>Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.</i></b></p>	<p>...identifies 12 SSIP middle school demonstration sites to address improvement in reading and math proficiency that will serve as a site of best practices for schools within the region</p> <p>...offers professional development and coaching to regional middle school demonstration sites regarding co-teaching/co-planning</p> <p>...collaborates with the Alabama Math, Science, and Technology Initiative (AMSTI) and the Alabama Reading Initiative (ARI) to provide professional development on reading and math instruction</p>	<p>...has the leadership, staff, and policies in place to support the implementation of co-teaching/co-planning in identified classrooms</p> <p>...will increase their capacity to co-teach students with disabilities in the general education setting</p> <p>...will have greater awareness of the SWD student achievement data</p> <p>...will develop protocols and resources for schools within the region who visit the co-teaching/co-planning demonstration site</p>	<p>...will show more collaboration between general and special education</p> <p>...will co-plan to develop specialized instruction and implement accommodations for SWD</p> <p>...will offer individualized reading and math instruction for SWD in the general education setting through co-teaching</p> <p>...will regularly assess students to ensure gaps in performance are addressed in instruction</p> <p>...will model and share ideas with other teachers within the region regarding co-teaching/co-planning practices</p>	<p>SWD demonstrate higher reading and math achievement levels over time.</p> <p>The gap between SWD and students without disabilities decreases over time.</p> <p>SWD persist and graduate from high school.</p> <p>SWD have the needed reading and math skills to enroll in post-secondary education or find competitive employment after graduation.</p> <p>Other schools within the region have the opportunity to see best practices in co-teaching/co-planning implemented in school and classroom settings.</p>

<p><b><i>Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe and Civil Schools programs.</i></b></p>	<p>...identifies 12 SSIP middle school demonstration sites to address improvement in behavior outcomes that will serve as a site of best practices for schools within the region</p> <p>...offers professional development and coaching to regional middle school demonstration sites regarding CHAMPS and Foundations positive behavioral intervention and support programs</p>	<p>...has the leadership, staff, and policies in place to support the implementation of Safe and Civil Schools practices in classes and schoolwide</p> <p>...will set expectations for behavior as a school</p> <p>...will have greater awareness of the teacher/parent/student survey data regarding effective behavioral supports</p> <p>...will develop protocols and resources for schools within the region who visit the Safe and Civil Schools demonstration site</p>	<p>...will set expectations for behavior in the classroom and communicate those expectations with students</p> <p>...will embed the Safe and Civil Schools practices consistently in the classroom and school</p> <p>...will give fewer Office Discipline Referrals (ODRs) over time</p> <p>...will increase the time spent on instruction</p> <p>...will model and share ideas with other teachers within the region regarding positive behavioral intervention and support programs</p>	<p>SWD will have fewer ODRs, suspensions, and expulsions compared to pre-program data.</p> <p>SWD will have more reading and math instructional time.</p> <p>SWD have greater satisfaction with their learning environment.</p> <p>SWD persist and graduate from high school.</p> <p>SWD have the needed reading and math skills to enroll in post-secondary education or find competitive employment after graduation.</p> <p>Other schools within the region have the opportunity to see best practices in Safe and Civil Schools programs implemented in school and classroom settings.</p>
--	--	--	---	--

<p><b><i>Create a system and culture for supporting students with disabilities, teachers, and administrators through implementation science practices.</i></b></p>	<p>...selects schools for each region consistent with the Exploration Stage of implementation to serve as SSIP demonstration sites</p> <p>...offers professional development on implementation science to middle school and high school demonstration sites</p> <p>...offers professional development and coaching on instructional coaching to administrators and coaches in middle and high school demonstration sites</p> <p>...offers professional development on mapping the schedule for SWD for middle school demonstration sites</p> <p>...provides districts with coaches to work with district and building administrators regarding implementing the SSIP initiatives</p>	<p>...will create school-based Implementation Teams for leadership, professional development, and coaching</p> <p>...will create a schedule for meeting the needs of SWD based on mapping the schedule, and will implement the schedule in the SSIP sites</p> <p>...will have greater awareness and skills regarding instructional coaching and implementation science</p> <p>...will collaborate with SSIP coaches to implement the SSIP initiatives</p> <p>...will develop protocols and resources for schools within the region who visit the demonstration sites</p>	<p>...will have greater awareness and understanding of how the various SSIP components complement each other to create better outcomes for SWD</p> <p>...will work with administrators to implement mapping the schedule</p> <p>...will collect student-level and teacher-level data, and make adjustments based on the results</p> <p>...will model and share ideas with other teachers within the region regarding SSIP programs and practices</p>	<p>SWD receive comprehensive services to address their academic, behavior, and secondary transition needs.</p> <p>SWD are placed in the appropriate general education setting, with the supports they need to meet their IEP goals.</p> <p>Teachers, administrators, district administrators, and parents communicate and collaborate to better serve SWD.</p> <p>Other schools within the region have the opportunity to see best practices in co-teaching/co-planning, Safe and Civil Schools, and transition implemented in school and classroom settings.</p>
--	--	--	--	---



<p><b><i>Create and publicize a model of comprehensive, research-based transition services for high school students with disabilities through the development of transition demonstration sites.</i></b></p>	<p>...identifies three SSIP high school demonstration sites, with at least one site added per year, to address improvement in secondary transition and preparation for post-school outcomes to serve as a site of best practices for schools within the region</p> <p>...offers professional development, coaching, and resources to high school demonstration sites regarding implementing a transition class for SWD</p> <p>...provides high school demonstration sites The Transitions Curriculum for implementing in transition classes</p> <p>...offers professional development and coaching to high school demonstration sites regarding community-based vocational instruction (CBVI) and establishing job site connections for SWD</p> <p>...partners with the Alabama SPDG and the Alabama PTI to provide secondary transition resources for parents</p>	<p>...has the leadership, staff, and policies in place to support the implementation of secondary transition programs</p> <p>...will offer a credit-bearing transition class for SWD and design student schedules for students in the Life Skills Pathway to attend the class</p> <p>...will ensure all special education teachers receive professional development regarding transition and preparing for post-school outcomes</p> <p>...will establish and foster new community partnerships for vocational instruction</p> <p>...will develop protocols and resources for schools within the region who visit the transition demonstration site</p> <p>...will work with families of SWD regarding transition in a collaborative relationship</p>	<p>...will develop a transition course, including The Transitions Curriculum, that addresses the areas of students' IEP goals</p> <p>...will identify and use appropriate vocational and interest assessments for SWD that guide IEP planning</p> <p>...will work with families of SWD regarding transition in a collaborative relationship</p> <p>...will assist in the placement of SWD in appropriate in-school and community-based vocational settings, and provide support</p> <p>...will model and share ideas with other teachers within the region regarding transition practices</p>	<p>Students with disabilities have the knowledge and skills to assist with post-secondary planning.</p> <p>A greater percentage of high school SWD participate in their IEP meetings.</p> <p>SWD gain competitive employment skills through vocational instruction.</p> <p>SWD graduate from high school.</p> <p>SWD enroll in post-secondary education or find competitive employment after graduation.</p> <p>Teachers, administrators, district administrators, and parents communicate and collaborate to better serve SWD transitioning from high school.</p> <p>Other schools within the region have the opportunity to see best practices in transition implemented in classroom, school, and district settings.</p>
--	--	--	---	---

<p><b><i>Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.</i></b></p>	<p>...revises the Alabama Post-School Outcomes Survey administration schedule to ensure that LEAs collect data biannually</p> <p>...provides technical assistance and information dissemination to teachers and parents regarding transition best practices and strategies that lead to improved student post-school outcomes</p> <p>...collaborates with national TA&amp;D Centers to develop and implement a statewide transition infrastructure and coordinate transition services among the ALSDE-SES and other transition state teams</p>	<p>...will administer the Alabama Post-School Outcomes Survey biannually</p> <p>...will review the transition modules and information, and have a greater awareness about transition best practices</p> <p>...will compare transition best practices with existing district practices and create a plan to address needed policies, programming, and resources</p> <p>...will receive consistent and coordinated information from the ALSDE regarding secondary transition policies, the transition information on the IEP, and best practices regarding transition, and share that information with teachers and building administrators</p>	<p>...will engage with parents in discussions regarding secondary transition practices and assessments for SWD</p> <p>...will implement new district transition plans to demonstrate best practices in secondary transition</p> <p>...will communicate with students and parents regarding district transition plans and the effect on students</p> <p>...will have a greater awareness of the state policies and practices regarding secondary transition and will use that information for IEP development and transition planning with students</p>	<p>The ALSDE and LEAs have access to more accurate post-school outcomes (Indicator 14) data.</p> <p>The ALSDE and LEAs use the Alabama Post-School Outcomes Survey results to modify or create new transition programming and practices.</p> <p>Students, parents, teachers, and district administrators report greater communication and collaboration regarding secondary transition practices and planning.</p> <p>Parents involvement rates will increase.</p> <p>IEPs for SWD reflect the skills, assessments, and goals of the student</p> <p>SWD enroll in post-secondary education or find competitive employment after graduation.</p> <p>Transition partners at the state level report greater collaboration for transition discussions and planning</p>
---	--	---	--	--

<p><b><i>Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.</i></b></p>	<p>...select, interview, hire, and train instructional coaches for each SSIP demonstration site, and identify a supervisor for the SSIP coaches</p> <p>...provides districts with financial resources to schools and districts in order to implement SSIP initiatives, and oversees fiscal management</p> <p>...oversees the collection of evaluation data, including progress monitoring data, to determine school, teacher, and student performance and make mid-course corrections</p> <p>...leads school and district implementation teams through an analysis of local infrastructure needs and weaknesses, and identifies needed priorities within the feeder patterns</p> <p>...establishes a Professional Learning Community to reflect on demonstration site implementation</p>	<p>...has the leadership, staff, and policies in place to support the implementation of co-teaching/co-planning and Safe and Civil Schools practices</p> <p>...has the leadership, staff, and policies in place to support the implementation of secondary transition programs</p> <p>...has protocols and resources for schools within the region who visit the demonstration sites</p> <p>...uses financial resources from the ALSDE to procure staff time, consultants, and materials, and incorporates the expenditures into school and district programming</p> <p>...collects and reviews data for the SSIP sites and reviews data, observations, and evaluation findings to make mid-course corrections</p> <p>...creates a plan to address infrastructure weaknesses and needed priorities</p> <p>...presents at meetings and/or state conferences on the implementation of evidence-based practices</p>	<p>...will implement the evidenced-based co-teaching/co-planning, behavior, and evidenced-based transition practices</p> <p>...will host visitors from other districts within the region to view the implementation of the SSIP practices</p> <p>...will utilize materials purchased to implement the SSIP initiatives in the classroom</p> <p>...will collect, review, and utilize student-level and teacher-level data</p> <p>...will implement the LEA's plan for addressing infrastructure weaknesses</p> <p>...will present at meetings and/or state conferences on the implementation of evidence-based practices</p>	<p>Teachers, administrators, district administrators, and parents are satisfied with the AL SSIP implementation.</p> <p>SWD demonstrate higher reading and math achievement levels over time.</p> <p>SWD persist and graduate from high school.</p> <p>SWD have the needed academic and behavioral skills to enroll in post-secondary education or find competitive employment after graduation.</p> <p>Other schools within the region have the opportunity to see best practices in co-teaching/co-planning, Safe and Civil Schools, and transition implemented in school and classroom settings.</p>
---	--	--	---	---

<p><b><i>Engage parents and stakeholders in training, information sharing, and feedback for program improvement.</i></b></p>	<p>...convenes multiple stakeholder meetings across groups, including SEAP members, parent groups, and community and professional settings to solicit contributions and feedback for SSIP program improvement</p> <p>...collaborate with the AL PTI around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services</p> <p>...with the AL PTI, convene parent focus groups and/or interviews to solicit feedback and perceptions about progress of the SSIIP related to parent concerns, including transition information and resources</p>	<p>...will have participation among district and community stakeholders in SSIP planning and feedback</p> <p>...will assist the ALSDE and AL PTI with the dissemination of resources and information for parents and other stakeholders related to evidence-based practices</p>	<p>...will have increased awareness among parents of SWD of SSIP practices, including transition, and evaluation data for those sites</p> <p>...will offer parent feedback regarding the SSIP implementation</p> <p>...will participate in AL PTI training and receive resources for parents that will assist parents in helping their children make successful secondary transitions</p> <p>...will participate in parent focus groups and offer ideas and feedback regarding program improvement at the state and district levels, materials developed for parents of SWD, and needed resources and training related to transition</p>	<p>A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition.</p> <p>There is a higher rate of parent involvement.</p> <p>More parents at SSIP sites are satisfied with the programs and services related to transition at the school, district, and the ALSDE-SES.</p> <p>There is a greater collaboration among community partners, parents, and the ALSDE-SES.</p> <p>The ALSDE has the data to guide the implementation of policies and practices of the state related to the SSIP.</p>
--	--	---	--	---

# Appendix II

## AL SSIP Outcomes by Evaluation Question and Performance Indicators

## AL SSIP Outcomes by Evaluation Question and Performance Indicators

**1. Key Strand of Action:** *Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.*

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: SSIP middle school demonstration sites are created.</i>	Was at least one middle school demonstration site identified for each region for co-teaching/co-planning?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017
<i>Output: PD offered to 12 demonstration sites regarding co-teaching/co-planning.</i>	How many instructional staff and administrators have completed the co-teaching/co-planning PD?	48 teachers by 2016-2017 and 72 teachers by 2019-2020
	Did the teachers/administrators complete at least 8 hours of PD on co-teaching/co-planning?	75% of those trained received at least 8 hours of PD
	Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction
	Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	70% score 80% or higher on post-assessment
<i>Output: The ALSDE-SES collaborates with AMSTI &amp; ARI to provide PD regarding reading and math instruction.</i>	Did the ALSDE-SES, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Collaboration Survey results show “Communication” level or higher
	Was PD offered regarding reading and/or math instruction to teachers at SSIP demonstration sites?	50% of co-teachers receive PD through coaches, ARI, or AMSTI
	Were the teachers satisfied with the PD?	80% of those trained report satisfaction
<i>Short-Term Outcome: LEAs of the demonstration sites have the leadership, staff, and policies to support the</i>	What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.

<i>implementation of co-teaching/co-planning, as measured on the Installation Checklist.</i>	Do demonstration sites score higher on the Installation Checklist each year?	50% “In-progress” by the end of the 2016-2017 year, with a 10% increase each subsequent year.
<i>ST Outcome: Teachers have the skills and knowledge to co-teach/co-plan following PD and coaching.</i>	Do teachers score at least 70% on the Co-Teaching/Co-Planning Assessment?	70% score on assessment
	Have teachers received instructional coaching on co-teaching/co-planning following PD?	At least 33 teachers receive instructional coaching for co-teaching/co-planning by 2016-2017
	Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction
	Can 70% of teachers demonstrate co-teaching and co-planning with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.
<i>ST Outcome: Teachers and administrators report having a greater awareness of the SWD student achievement data over time.</i>	Do teachers and administrators report a greater understanding of ACT Aspire and progress monitoring data for SWD each year?	5% increase each year
	How do teachers and administrators report using student achievement data for SWD?	Reports of data usage
<i>ST Outcome: SSIP demonstration sites and their schools have resources and protocols established for demonstration site visitors.</i>	Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources about implementation practices, schedules for visitors, sign-in sheets, comment forms, etc.
	Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.
<i>Intermediate Outcome: General education and special education teachers in SSIP demonstration sites report greater collaboration over baseline.</i>	Do general and special education co-teaching dyads report greater collaboration in a Collaboration Survey?	60% of teachers report higher levels of collaboration

<i>Intermed. Outcome: Co-teaching dyads develop specialized instruction and strategies for implementing accommodations through co-planning.</i>	Do co-teaching dyads co-plan together?	Co-teaching dyads co-plan at least once/week
	Do co-teaching dyads report satisfaction with the co-planning process?	75% report satisfaction for co-planning
	Do general and special education co-teaching dyads demonstrate developing specialized instruction for SWD on the Co-Planning Form?	50% by the end of 2016-2017, with a 10% increase each subsequent year
<i>Intermed. Outcome: Co-teaching dyads offer individualized reading and math instruction for SWD in the general education classroom setting.</i>	Have general and special education co-teaching dyads offered individualized instruction for SWD?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.
	How many SWD receive individualized instruction in the co-taught classrooms?	223 students by 2018
	Are students in the co-taught classroom engaged in the instruction?	85% of students are observed as engaged in instruction
	Do co-teaching dyads report satisfaction with the co-teaching process?	75% report satisfaction for co-teaching
<i>Intermed. Outcome: Co-teaching dyads regularly assess SWD and address gaps in performance with instruction.</i>	Do co-teaching dyads assess SWD on a progress monitoring assessment at least three times/year?	80% of teachers assess SWD 3x/year
	Have co-teaching dyads utilized the progress monitoring results for SWD to adapt instruction?	60% of teachers use data
<i>Intermed. Outcome: Co-teaching dyads model and share ideas with other teachers observing the demonstration site.</i>	How do co-teaching dyads at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
<i>Intermed.: SWD in demonstration site schools show higher reading and math achievement levels compared to their own baseline levels.</i>	Are SWD in co-taught classrooms demonstrating progress on reading and math progress monitoring and ACT Aspire assessments over a year?	45% show increases on progress monitoring; 40% show increases on Aspire over a year, beginning in 2016-2017
	Do certain disability subgroups show more growth on progress monitoring assessments over a year?	Comparison of subgroups
	How does the growth curve for SWD compare to students without disabilities in the same co-taught	Comparison of SWD and SWOD



	classroom?	
<i>Intermed. Outcome: The reading and math achievement gap levels between SWD and students without disabilities in the demonstration sites decreases over time.</i>	Did the achievement gap on progress monitoring and ACT Aspire between SWD and SWOD decrease in co-taught classrooms?	5 percentage points gap by 2016-2017, decreasing to 3 percentage points by 2020
	Do certain disability subgroups show more growth on progress monitoring assessments over a year?	Comparison of subgroups
	Is the achievement gap between SWD and SWOD less in co-taught classrooms compared to non- co-taught classrooms?	Comparison of co-taught classrooms and non- co-taught classrooms
<i>Long-Term Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.</i>	What percentage of SWD from the SSIP high school feeder patterns graduated by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns dropped out by 2020?	Will exceed state target by 1.8% for SSIP feeder pattern high schools
<i>LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.</i>	What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools
<i>LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning implemented at the demonstration sites.</i>	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018
	Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018; 10 schools by 2020

**2. Key Strand of Action:** Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe Civil Schools programs.

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: SSIP middle school demonstration sites are created.</i>	Was at least one middle school demonstration site identified for each region for addressing behavior outcomes?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017
<i>Output: PD offered to 12 demonstration sites regarding co-teaching/co-planning.</i>	How many instructional staff and administrators have completed the CHAMPS and/or Foundations PD?	144 teachers by 2016-2017 and 160 teachers by 2019-2020
	Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction
	Do teachers/administrators demonstrate learning of the CHAMPS/Foundations content following the PD?	70% score 75% or higher on post-assessment
<i>Short-Term Outcome: LEAs of the demonstration sites have the leadership, staff, and policies to support the implementation of Safe and Civil Schools practices, as measured on the Installation Checklist.</i>	What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.
	Do demonstration sites score higher on the Installation Checklist each year?	50% “In-progress” by the end of the 2016-2017 year, with a 10% increase each subsequent year.
<i>ST Outcome: School Implementation Teams establish expectations for behavior in the demonstration site schools.</i>	Were School Implementation Teams established?	1 team/ Foundations school
	Did School Implementation Teams use data to establish expectations for behavior?	List of expectations for each Foundations school
<i>ST Outcome: Teachers have the skills and knowledge regarding effective behavioral supports following PD and coaching.</i>	Do teachers score at least 75% on the PD post-assessment?	70% score 75% or higher on post-assessment
	Have teachers received instructional coaching on CHAMPS and/or Foundations following PD?	At least 125 teachers receive instructional coaching for CHAMPS and/or Foundations by 2016-2017

	Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction
	Can 70% of teachers demonstrate CHAMPS with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of teachers can demonstrate 80% of the core components by 2020
	Do 70% of Foundations schools demonstrate fidelity using the Foundations Rubric?	70% of Foundations schools can demonstrate 80% of the core components by 2020
<i>ST Outcome: Teachers and administrators report having a greater awareness of the teacher/parent/student Safe and Civil Schools Survey data regarding effective behavioral supports.</i>	Do teachers and administrators in Foundations schools report a greater understanding of the Safe and Civil Schools Survey results?	75% report greater awareness
	How do teachers and administrators report using Safe and Civil Schools Survey data?	Reports of data usage
	Did Foundations schools complete follow-up observations and data collection, as outlined in the Foundations Rubric?	75% of Foundations schools complete Foundations Rubric each year, beginning in 2016-2017
<i>ST Outcome: SSIP demonstration sites and their schools have resources and protocols established for demonstration site visitors.</i>	Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources about implementation practices, schedules for visitors, sign-in sheets, comment forms, etc.
	Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.
<i>Intermediate Outcome: Teachers implementing Safe and Civil Schools programs establish expectations for behavior each year and share those expectations with students.</i>	Do teachers implementing CHAMPS establish classroom expectations?	75% of teachers set expectations
	Are students in classrooms implementing CHAMPS aware of the classroom expectations?	75% on STOIC
	Are students aware of expectations for Foundations?	70% of Foundations schools demonstrate fidelity

<i>Intermed. Outcome: Teachers embed the Safe and Civil Schools practices in the classroom and school consistently.</i>	How many classes and schools are implementing CHAMPS and Foundations?	25 classes implementing CHAMPS 8 sites implementing Foundations
	Are teachers implementing CHAMPS, as indicated on the STOIC?	75% are “yes”
	Are teachers implementing Foundations?	Evidence of implementation using the Foundations Rubric
	Are teachers satisfied with the Safe and Civil Schools practices?	75% report satisfaction with SCS
	Are more students learning in a safe and civil environment?	At least 2500 students are learning in a safe and civil environment; Evidence of fidelity on Foundations Rubric
	What are barriers to implementing the Safe and Civil Schools practices?	Qualitative results of interviews
<i>Intermed. Outcome: Teachers spend an increased amount of time on instruction following the implementation of Safe and Civil Schools practices.</i>	Do teachers have more instructional time/student compared to baseline?	3% increase in attendance over baseline, observed instructional time; decrease in tardies over baseline
<i>Intermed. Outcome: Teachers model and share ideas with other teachers observing the demonstration site.</i>	How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
<i>Intermed.: SWD in demonstration site schools show fewer office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions compared to baseline data.</i>	Do SWD have fewer ODRs, ISS, OSS, and expulsions in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease in 2016-2017, and 4.5% by 2020
	Do certain disability subgroups have more referrals or suspensions over a year?	Comparison of subgroups
	How do the referrals and suspension data for SWD compare to students without disabilities in the same school?	Comparison of SWD and SWOD
<i>Intermed. Outcome: SWD in demonstration site schools have greater</i>	Has attendance improved following Foundations implementation?	6% increase in 2016-2017, and 9% by 2020

<i>access to reading and math instruction.</i>	Are there fewer tardies following Foundations implementation?	8% decrease in 2016-2017, and 10% by 2020
<i>Long-Term Outcome: SWD are more satisfied with their learning environment.</i>	Do SWD report greater satisfaction with their school and classes on the Safe and Civil Schools Survey?	7% increase in satisfaction by 2020
	Are students more satisfied with the safety of their schools, as measured on the Safe and Civil Schools Survey?	5% increase in safety scores by 2020
	Is there a decrease in discrepancy scores between teachers, parents, and students regarding school safety?	5% reduction in discrepancy scores by 2020
<i>Long-Term Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.</i>	What percentage of SWD from the SSIP high school feeder patterns graduated by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns dropped out by 2020?	Will exceed state target by 1.8% for SSIP feeder pattern high schools
<i>LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.</i>	What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools
<i>LT Outcome: Schools throughout the state have the opportunity to see Safe and Civil Schools practices implemented at the demonstration sites.</i>	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018
	Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018; 10 schools by 2020

**3. Key Strand of Action:** *Create a system and culture for supporting students with disabilities, teachers, and administrators through implementation science practices.*

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: SSIP demonstration sites are selected.</i>	Was at least one demonstration site identified for each region?	15 demonstration sites total in 2016-2017 (12 middle school + 3 high school)
<i>Output: PD offered to middle and high school demonstration sites regarding implementation science and instructional coaching.</i>	How many instructional staff and administrators have completed the implementation and coaching PD?	35 teachers and administrators by 2016-2017 and 40 by 2019-2020
	Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction
<i>Output: PD offered to middle school demonstration sites regarding mapping the schedule.</i>	How many instructional staff and administrators have completed the mapping the schedule PD?	50 teachers and administrators by 2019-2020
	Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction
<i>Output: Coaches were provided to all of the demonstration sites to work with district and building administrators regarding the implementation of SSIP initiatives.</i>	Did the ALSDE hire SSIP Coaches for each of the demonstration sites?	1 coach/region
	Were the SSIP Coaches trained to provide coaching and information to demonstration sites?	100% of the coaches receive PD
	Were the SSIP Coaches satisfied with the PD?	80% of those trained report satisfaction
<i>Short-Term Outcome: Demonstration sites formed and utilized School Implementation Teams.</i>	Were School Implementation Teams formed for SSIP work?	One team/site
	Did the SSIP School Implementation Teams meet at least three times/year?	3 times/year

	What changes occurred as a result of the Teams?	Evidence of changes in policy, staff, resource, practices
<i>ST Outcome: Demonstration sites implement the mapping the schedule PD to develop schedules for meeting the needs of SWD.</i>	Were schedules developed for sites who attended the Mapping the Schedule PD?	70% of sites implemented the Mapping the Schedule system by 2017-2018
	Are teachers and administrators satisfied with the system of scheduling?	80% report satisfaction
	Are there any barriers to implementing the system of scheduling?	Reports of barriers
<i>ST Outcome: Teachers and administrators have a greater awareness of implementation science and instructional coaching.</i>	Do teachers and administrators report a greater awareness of implementation science and instructional coaching?	70% report greater awareness
<i>ST Outcome: SSIP Coaches and demonstration site administrators collaborate to implement SSIP initiatives.</i>	How much coaching did SSIP sites receive from an SSIP coach?	At least 40 hours of coaching/site
	Were teachers and administrators satisfied with the coaching they received?	80% report satisfaction
	Do teachers and administrators report learning new skills as a result of the coaching?	75% report new skills
<i>ST Outcome: SSIP demonstration sites and their schools have resources and protocols established for demonstration site visitors.</i>	Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources about implementation practices, schedules for visitors, sign-in sheets, comment forms, etc.
	Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.
<i>Intermediate Outcome: Teachers in demonstration sites report a greater understanding of how the SSIP</i>	Do teachers in demonstration sites report more awareness and understanding about the SSIP initiatives?	70% of teachers report higher levels of understanding

<i>initiatives complement each other to create better outcomes for SWD.</i>	Are teachers who attended SSIP PD satisfied with the SSIP project in their schools?	75% report satisfaction
<i>Intermed. Outcome: Teachers work with demonstration site administrators to implement the new approach to scheduling.</i>	Do teachers have buy-in to the new approach to scheduling?	70% report satisfaction with scheduling process in 2017-2018, and 75% by 2020
	Were teachers informed about the new approach to scheduling?	75% report they were informed
<i>Intermed. Outcome: Teachers collect data for the SSIP, including student- and teacher-level data, and use the results to make adjustments to instruction.</i>	Did teachers collect SSIP data (e.g., progress monitoring assessments, CHAMPS/Foundations data, transition implementation data, etc.)?	Evidence of data collection
	How did teachers use the SSIP data to adapt instruction or classroom practices?	60% of teachers use data
<i>Intermed. Outcome: Teachers model and share ideas with other teachers observing the demonstration site.</i>	How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
<i>Long-Term Outcome: By 2020, teachers, building administrators, district administrators, and parents report better communication and greater collaboration.</i>	What percentage of teachers, administrators, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020
	What percentage of teachers, administrators, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020
<i>LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning, Safe and Civil Schools practices, and transition practices implemented at the demonstration sites.</i>	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018
	Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018; 10 schools by 2020



**4. Key Strand of Action:** Create and publicize a model of comprehensive, research-based transition services for high school students with disabilities through the development of transition demonstration sites.

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: The ALSDE has identified three SSIP high school demonstration sites, with at least one site added per year.</i>	Were at least three demonstration sites identified, with an additional site added each year?	3 demonstration sites by 2016-2017 6 demonstration sites total by 2020
<i>Output: The ALSDE-SES has offered PD, coaching, and resources to high school demonstration sites regarding implementing a transition class for SWD.</i>	How many instructional staff and administrators have completed the transition PD?	12 teachers by 2016-2017 and 24 teachers by 2019-2020
	Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction
	Did the Transition class teachers receive coaching following PD?	100% of teachers
	Do teachers/administrators demonstrate learning of the transition content following the PD?	70% score 80% or higher on post-assessment
<i>Output: The ALSDE-SES provided high school demonstration sites The Transitions Curriculum for implementing in transition classes.</i>	Was the Transition Curriculum purchased for demonstration sites?	100% of sites
<i>Output: The ALSDE-SES offered PD and coaching to high school demonstration sites regarding community-based vocational instruction (CBVI) and establishing job site connections for SWD.</i>	How many instructional staff and administrators have completed the transition PD?	12 teachers by 2016-2017 and 24 teachers by 2019-2020
	Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction
	Did the PD participants receive coaching following PD?	50% of teacher were coached
<i>Output: The ALSDE-SES partnered with the Alabama SPDG and the Alabama PTI to provide new secondary transition resources for parents.</i>	Did the ALSDE, AL PTI, and the AL SPDG collaborate?	Review of documentation
	Did the partners provide at least two new transition-specific resources for parents each year?	Two resources/year

<i>Short-Term Outcome: LEAs of the demonstration sites have the leadership, staff, and policies to support the implementation of transition practices, as measured on the Installation Checklist.</i>	What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.
	Do demonstration sites score higher on the Installation Checklist each year?	50% “In-progress” by the end of the 2016-2017 year, with a 10% increase each subsequent year.
<i>ST Outcome: Demonstration sites offer a credit-bearing transition class for SWD and design student schedules for students in the Life Skills Pathway to attend the class.</i>	Did sites offer a Transition class?	One class/site
	Were students in the Life Skills Pathway enrolled in the class?	20 students
	Were student schedules arranged for students to participate in the Transitions class?	Review of documentation
<i>ST Outcome: Transition demonstration sites ensure all special education teachers receive professional development regarding transition and preparing for post-school outcomes.</i>	Have special education teachers received PD on transition and preparing for post-school outcomes?	65% of high school special education teachers in demonstration sites participate
	Were the teachers satisfied with the PD?	80% of those trained report satisfaction
	How did the teachers report using the information from the PD?	Reports of usage of information
<i>ST Outcome: LEAs for the demonstration sites establish and foster new community partnerships for vocational instruction.</i>	How many new vocational sites were established?	3/demonstration site
	Were students placed in those sites?	2/demonstration site
	Are community partners satisfied with the partnership?	80% report satisfaction
<i>ST Outcome: Demonstration sites have developed protocols and resources for schools within the region who visit the transition demonstration site.</i>	Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources about implementation practices, schedules for visitors, sign-in sheets, comment forms, etc.

	Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.
<i>Intermediate Outcome: Teachers developed a transition course, including The Transitions Curriculum, that addresses the areas of students' IEP goals.</i>	Did teachers develop a Transition Course that embeds The Transition Curriculum?	1 class/demonstration site
	Do the activities of the class reflect the student IEP goals?	Review of goals with Transitions curriculum
<i>Intermed. Outcome: Teachers identify and use appropriate vocational and interest assessments for SWD that guide IEP planning.</i>	Did teachers identify appropriate assessments for SWD?	Electronic file of various assessments created
	Did teachers use appropriate assessments for SWD to guide IEP planning?	Review of a sample of student IEPs
<i>Intermed. Outcome: Teachers work with families of SWD regarding transition in a collaborative relationship.</i>	Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018
	Do teachers and parents report better collaboration?	60% report satisfaction with collaboration
<i>Intermed. Outcome: Teachers and administrators assist in the placement of SWD in appropriate in-school and community-based vocational settings, and provide support.</i>	Were SWD in demonstration sites placed in community-based vocational settings?	30 students by 2017-2018
	How did teachers and administrators support SWD in their community-based vocational settings?	Review of Student Transition Survey results
<i>Intermed. Outcome: Teachers model and share ideas with other teachers observing the demonstration site.</i>	How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
<i>Intermed. Outcome: SWD have the knowledge and skills to assist with post-secondary planning.</i>	Do students have the knowledge and skills to assist with post-secondary planning?	60% of Transitions class students have 70% or higher on the Student Transition Survey
	Are there areas where SWD need more assistance with post-secondary planning?	Review of Student Transition Survey results
<i>Intermed. Outcome: A greater percentage of high school SWD</i>	Are a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	2% increase/year, beginning in 2016-2017

<i>participate in their IEP meetings.</i>	Are SWD who attend their IEP meetings satisfied with their participation?	70% are satisfied with participation
<i>LT Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.</i>	What percentage of SWD from the SSIP high school feeder patterns graduated by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns dropped out by 2020?	Will exceed state target by 1.8% for SSIP feeder pattern high schools
<i>LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.</i>	What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools
<i>LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning implemented at the demonstration sites.</i>	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018
	Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018

**5. Key Strand of Action:** Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: The Alabama Post-School Outcomes Survey schedule is revised to collect data biannually.</i>	By 2017, was the Alabama Post-School Outcomes Survey schedule revised to collect data biannually?	Revision of data collection schedule
<i>Output: The ALSDE and AL PTI provides technical assistance and information to teachers and parents regarding transition best practices.</i>	How many teachers and parents have completed transition PD?	40 teachers and parents by 2016-2017 and 75 teachers by 2019-2020
	Were teachers and parents satisfied with the TA/information?	80% of those trained reported satisfaction
	What percentage of parents and teachers requested follow-up information after the initial TA/information?	Review of requests
<i>Output: The ALSDE entered into a collaborative partnership with national TA Centers regarding transition.</i>	Did the ALSDE-SES and national secondary transition center partners meet?	Meet at least 2 times/year
<i>Short-Term Outcome: LEAs administer the Alabama Post-School Outcomes Survey biannually.</i>	By 2018, was the Alabama Post-School Outcomes Survey collected biannually?	LEAs administer APSO survey every other year
	Are there any barriers to administering the survey more frequently?	Review of barriers
<i>ST Outcome: Parents and teachers review transition modules and information and have greater awareness about transition best practices.</i>	How many teachers and parents participated in the transition modules?	30 participants by 2016-2017, 70 by 2020
	Were participants satisfied with the transition modules and information?	80% report satisfaction
	How have parents and teachers used the information from the transition modules and information?	60% report using the information, review of usage

<i>ST Outcome: Administrators and teachers compare transition best practices with existing district practices and develop a plan to address needed policies, programming, and resources.</i>	Did teachers and administrators compare transition best practices with existing district practices?	100% of demonstration sites
	Was a plan developed to address needed policies, programming, and resources?	Review of plans
<i>ST Outcome: Transition partners collaborate to develop a coordinated statewide infrastructure for transition, including secondary transition policies, transition information on the IEP, and best practices regarding transition.</i>	Did state transition partners meet at least twice a year to share activities related secondary transition?	Meetings 2 times/year
	What changes occurred as a result of these meetings?	Review of meeting minutes
<i>Intermediate Outcome: LEA administrators receive consistent and coordinated information about transition from the ALSDE and share the information with teachers and building administrators.</i>	Do LEAs report better communication regarding secondary transition expectations from the state?	50% of LEAs report better communication by 2017-2018, with a 5% increase in subsequent years
<i>Intermed. Outcome: Teachers engage with parents in discussions regarding secondary transition practices and assessments.</i>	Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018
	Do teachers and parents report better collaboration?	60% report satisfaction with collaboration
<i>Intermed. Outcome: Teachers report a greater awareness of state policies and practices regarding secondary transition and use the information for IEP development and transition planning with students.</i>	What percentage of surveyed special education teachers report a greater awareness of state policies and practices regarding transition?	70% report more awareness
	What percentage of surveyed teachers report using the information from the AL SSIP to assist SWD?	60% of teachers use information
<i>Long-Term Outcome: The ALSDE and LEAs use the Alabama Post-School Outcomes Survey results to modify or create new transition programming and practices.</i>	Have LEAs conducted further analyses of the Alabama Post-School Outcomes Survey results?	Review of interviews
	How have the ALSDE and LEAs used the results of the Alabama Post-School Outcomes Survey to modify programs and practices?	Review of interviews

<i>LT Outcome: Students, parents, teachers, and district administrators report greater communication and collaboration regarding secondary transition practices and planning.</i>	What percentage of students, teachers, administrators, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020; 60% of Student Transition Survey
	What percentage of students, teachers, administrators, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020; 60% of Student Transition Survey
<i>LT Outcome: State parent involvement rates increase 2% by 2020.</i>	Has the state's parent involvement rate increased by 2%?	2% increase by 2020
<i>LT Outcome: IEPs of a sample of SWD reflect the skills, assessments, and goals of the student.</i>	Was a sample of transition-aged student IEPs reviewed and compared with student survey/interview results?	25 students randomly selected
	What percentage of IEPs reflected the skills, assessments, and goals of the student?	75% of IEPs match student goals
<i>LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.</i>	What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools
<i>LT Outcome: Transition partners at the state level report greater collaboration for transition discussions and planning.</i>	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018
	Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018

**6. Key Strand of Action:** Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: Instructional coaches are hired for each SSIP demonstration site, and a supervisor for the coaches is identified.</i>	Were job descriptions drafted for instructional coaching positions?	Job description created
	Was at least one instructional coach hired for each SSIP demonstration sites?	1 coach/demonstration site
	Was a supervisor for the coaches identified?	Supervisor identified
<i>Output: The ALSDE provides SSIP demonstration sites with financial resources and oversees fiscal management.</i>	Did SSIP demonstration sites receive financial resources from the ALSDE?	13 contracts for SSIP sites awarded
	Were stipulations on the fiscal management communicated to the demonstration sites that are aligned with EDGAR and ALSDE regulations?	Review of contracts
	Did the ALSDE oversee the financial awards?	Annual budget for SSIP expenditures
<i>Output: The ALSDE manages the collection of evaluation data and reviews the results at least biannually.</i>	Are evaluation data collected each year as outlined in the evaluation plan?	Evaluation data, as outlined in plan
	Are the evaluation data reviewed at least twice/year?	2 times/year
<i>Output: All of the SSIP Implementation Teams conduct an analysis of the local infrastructure needs and weaknesses.</i>	Were SSIP Implementation Teams formed?	1 SSIP Implementation Team/LEA for demonstration site
	Did the SSIP Implementation Teams conduct an analysis of the local infrastructure?	SSIP Implementation Team minutes
<i>Output: A Professional Learning Community is established to reflect on</i>	Was an SSIP Professional Learning Community formed?	PLC formed



<i>the demonstration site implementation.</i>	Did the SSIP Professional Learning Community meet at least 8 times/year?	8 meetings/year
<i>Short-Term Outcome: The leadership, staff, and policies in place to support the implementation of co-teaching/co-planning, Safe and Civil Schools practices, and secondary transition programs.</i>	What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.
	Do demonstration sites score higher on the Installation Checklist each year?	50% “In-progress” by the end of the 2016-2017 year, with a 10% increase each subsequent year.
<i>ST Outcome: Demonstration site schools have protocols and resources for schools within the region who visit the demonstration sites.</i>	Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources about implementation practices, schedules for visitors, sign-in sheets, comment forms, etc.
	Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.
<i>ST Outcome: Demonstration sites use financial resources from the ALSDE to procure staff time, consultants, and materials, and incorporates the expenditures into school and district programming.</i>	Did demonstration sites create budgets for SSIP funds?	1 budget/site
	Were the SSIP funds spent on staff time, consultants, and materials, as needed?	Review of budgets
	How were the expenditures used in school and district programming?	Installation Checklist scores and review of budget
<i>ST Outcome: LEAs collect data for the SSIP sites, and review data, observations, and evaluation findings to make mid-course corrections.</i>	Were data collected by the SSIP sites, as outlined in the evaluation plan?	Evaluation data for each SSIP site
	Were data, observation results, and evaluation findings reviewed at least annually?	SSIP Implementation Team minutes
<i>ST Outcome: With coaches, demonstration sites create a plan to address infrastructure weaknesses and needed priorities.</i>	Were plans created for each demonstration site to address weaknesses and priorities?	1 plan/demonstration site

<i>ST Outcome: Demonstration site teachers and administrators present at meetings and/or state conferences on the implementation of evidence-based practices.</i>	How many times did demonstration site staff present at meetings or conferences?	At least 2 presentations/year, beginning in 2016-2017
	Where did staff present, and what types of participants attended the meetings/conferences?	List of meetings/conferences and audience type
	How many people attended the presentation?	Count of audience members or sign-in sheet
<i>Intermed. Outcome: Teachers in demonstration sites will implement the evidenced-based co-teaching/co-planning, behavior, and evidence-based transition practices.</i>	Did teachers in the demonstration sites implement the SSIP content with fidelity?	70% of participating teachers implemented 80% of the core components with fidelity
	How many students are in classes with teachers implementing SSIP initiatives?	Count of students
<i>Intermed. Outcome: Teachers will host visitors from other districts within the region to view the implementation of the SSIP practices.</i>	How many visitors observed SSIP practices in demonstration sites?	40 visitors (at least 20 site visits) by 2018
	How do teachers at demonstration sites share ideas with observing teachers?	Evidence of collaboration with observing teachers
<i>Intermed. Outcome: Teachers utilize materials purchased to implement the SSIP initiatives in the classroom.</i>	Did teachers use the materials purchased with SSIP funds?	Alabama Stakeholder Survey
	Have student outcomes improved as a result of teachers using the materials purchased?	Interview of sample of teachers
<i>Intermed. Outcome: Teachers collect, review, and utilize student-level and teacher-level data.</i>	Were data collected by the SSIP demonstration site teachers, as outlined in the evaluation plan?	Evaluation data for each SSIP site
	Were data, observation results, and evaluation findings reviewed at least annually?	Interview of a sample of teachers
<i>Intermed. Outcome: Teachers and administrators implement the LEA's plan for addressing infrastructure weaknesses.</i>	Did teachers and administrators implement the LEA improvement plan?	Installation Checklist results for each SSIP demonstration site
	What was the impact of the implementation of the plans?	Review of SSIP Implementation Team minutes; Interviews with sample of teachers and administrators

<i>Long-Term Outcome: Teachers, administrators, district administrators, and parents are satisfied with the AL SSIP implementation.</i>	Were teachers, administrators, and parents involved in the AL SSIP satisfied with the implementation and activities?	75% report satisfaction by 2020
	What areas of the AL SSIP were stakeholders and school staff the least satisfied?	AL SSIP Stakeholder Survey results
<i>Long-Term Outcome: SWD in demonstration site schools show higher reading and math achievement levels compared to their own baseline levels.</i>	Are SWD in co-taught classrooms demonstrating progress on the reading and math ACT Aspire assessment?	45% show increases on Aspire by 2020
	Do certain disability subgroups show more growth on the assessment?	Comparison of subgroups
	How does the growth curve for SWD compare to students without disabilities in the same schools?	Comparison of SWD and SWOD
<i>Long-Term Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.</i>	What percentage of SWD from the SSIP high school feeder patterns graduated by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns dropped out by 2020?	Will exceed state target by 1.8% for SSIP feeder pattern high schools
<i>LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.</i>	What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools
	What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools
<i>LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning implemented at the demonstration sites.</i>	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018
	Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018

**7. Key Strand of Action:** Engage parents and stakeholders in training, information sharing, and feedback for program improvement.

<b>Outputs/Outcomes</b>	<b>Evaluation Question</b>	<b>Performance Indicator</b>
<i>Output: The ALSDE-SES convenes at least four meetings for different stakeholder groups per year to solicit contributions and feedback for SSIP program improvement.</i>	Were four stakeholder meetings convened each year?	4 meetings/year
	Which type of stakeholder participated in the meetings?	Review of meeting attendees, by category
<i>Output: The ALSDE-SES collaborates with the AL PTI around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services.</i>	Did the ALSDE and the AL PTI collaborate regarding the development of materials?	Review of documentation
	Did the partners provide at least two new transition-specific resources for parents each year?	Two resources/year
<i>Output: With the AL PTI, the ALSDE-SES convenes parent focus groups and/or interviews to solicit feedback and perceptions about progress of the SSIIP related to parent concerns, including transition information and resources.</i>	How many parents participated in focus groups/interviews?	25 parents/year
	Were the participating parents representative of Alabama parents of SWD?	List of attendees by region, age of SWD, type of disability
<i>Short-Term Outcome: Demonstration sites have participation among district and community stakeholders in SSIP planning and feedback.</i>	How many parent and community stakeholders participated in SSIP planning and feedback?	At least 2 parents or stakeholders/ demonstration site
	How were parents and community stakeholders involved in the SSIP demonstration site planning and feedback?	Review of SSIP Implementation Team minutes
<i>ST Outcome: Demonstration sites assist the ALSDE and AL PTI with the dissemination of resources and information for parents and other stakeholders related to AL SSIP</i>	Did demonstration sites disseminate resources and information to parents and other stakeholders?	Information or resources disseminated to 250 parents/stakeholders
	What types of information was disseminated?	Review of materials disseminated

<i>practices.</i>	Were stakeholders satisfied with the information/resources?	80% reported satisfaction
	How do stakeholders report using the information and resources?	Parent focus groups/interviews; AL SSIP Stakeholder Survey results
<i>Intermediate Outcome: Parents report increased awareness of SSIP practices, including transition, and evaluation data for those sites.</i>	Did parents in demonstration sites report greater awareness of SSIP practices and data?	Increase in AL SSIP Stakeholder Survey results
	Are parents satisfied with the SSIP practices?	75% report satisfaction
<i>Intermed. Outcome: Parents participate in AL PTI training and receive resources that will assist them in helping their children make successful secondary transitions.</i>	Did parents participate in AL PTI training on secondary transition?	75 parents attend training by 2018
	Were stakeholders satisfied with the PD?	80% reported satisfaction
	How do parents report using the information from the PD?	Parent focus groups/interviews; AL SSIP Stakeholder Survey results
<i>Intermed. Outcome: Parents participate in parent focus groups/interviews and offer ideas and feedback regarding program improvement at the state and district levels, materials developed for parents of SWD, and needed resources and training related to transition.</i>	Did focus group/interview parents offer ideas regarding program improvements, materials developed for parents, and needed resources and training?	Focus group/interview results
	How did the ALSDE-SES use the information from the focus groups/interviews for program improvement?	Interviews with ALSDE-SES staff
<i>Long-Term Outcome: A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition.</i>	Have more parents reported having increased awareness and skills for helping their child make a successful secondary transition?	Increase on 1 to 5 scale in parent focus groups/interviews by 2020
	How have parents used the information to help their child make a successful secondary transition?	Parent focus group/interviews
<i>LT Outcome: There is a higher rate of parent involvement.</i>	Has the state's parent involvement rate increased by 2%?	2% increase by 2020

	Are there regions where the parent involvement rate is higher or lower?	Review of parent involvement analyses
<i>LT Outcome: More parents at SSIP sites are satisfied with the programs and services related to transition at the school, district, and the ALSDE-SES.</i>	Are more parents satisfied with the transition programs and services from the school over time?	Increased percentage on 1 to 5 scale by 2020
	Are more parents satisfied with the transition programs and services from the district over time?	Increased percentage on 1 to 5 scale by 2020
	Are more parents satisfied with the transition programs and services from the ALSDE-SES over time?	Increased percentage on 1 to 5 scale by 2020
<i>LT Outcome: There is a greater collaboration among community partners, parents, and the ALSDE-SES.</i>	What percentage of community partners, ALSDE-SES staff, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020
	What percentage of community partners, ALSDE-SES staff, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020

# Appendix III

## AL SSIP Evaluation Plan

## AL SSIP Evaluation Plan

<b>Evaluation Questions</b>	<b>Performance Measure</b>	<b>Data Collection Method</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Was at least one middle school demonstration site identified for each region for co-teaching/co-planning?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	Review of list of demonstration sites	T. Farmer	Feb. 2016, annually
How many instructional staff and administrators have completed the co-teaching/co-planning PD?	48 teachers by 2016-2017 and 72 teachers by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	P. Howard, D. Ploessl	Quarterly
Did the teachers/administrators complete at least 8 hours of PD on co-teaching/co-planning?	75% of those trained received at least 8 hours of PD	Review of PD offered and length of PD, obtained through CARS reporting	P. Howard, D. Ploessl	Quarterly
Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction	80% “Agree” or “Strongly Agree” regarding PD satisfaction on Post-Event Survey	External Evaluator	Following PD
Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	70% score 80% or higher on post-assessment	Co-Teaching Post-Event Assessment score for PD attendees	P. Howard, D. Ploessl	Following PD
Did the ALSDE-SES, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Collaboration Survey results show “Communication” level or higher	AL SSIP Collaboration Survey comparison of results for “Communication” item	S. Williamson, External Evaluator	Twice/year
Was PD offered regarding reading and/or math instruction to teachers at SSIP demonstration sites?	50% of co-teachers receive PD through coaches, ARI, or AMSTI	AL SSIP Collaboration Survey comparison of results for “Collaboration” item	S. Williamson, External Evaluator	Twice/year
Were the teachers satisfied with the PD?	80% of those trained report satisfaction	80% “Agree” or “Strongly Agree” regarding PD satisfaction on Post-Event Survey	External Evaluator	Following PD



What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.	Review of Implementation Team minutes; Interviews with demonstration site administrators	External Evaluator	Annually
Do demonstration sites score higher on the Installation Checklist each year?	50% "In-progress" by the end of the 2016-2017 year, with a 10% increase each subsequent year.	Complete Installation Checklist and review percent "In Progress"	SSIP Coaches & SSIP Implementation Teams	Annually
Have teachers received instructional coaching on co-teaching/co-planning following PD?	At least 33 teachers receive instructional coaching for co-teaching/co-planning by 2016-2017	AL SSIP Coaching Activity Log coaching records by teacher	SSIP Coaches	Monthly
Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction	Coaching participants complete Coaching Evaluation Survey	J. Cooledge	Twice/year
Can 70% of teachers demonstrate co-teaching and co-planning with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.	Completion of Co-Teaching Observation Form and Co-Planning Observation Form twice/year; Score of 80% or higher on components; 20% fidelity check by external consultants	Co-teaching dyads, P. Howard, T. Farmer, J. Cooledge	Assess twice/year; Fidelity check in spring each year
Do teachers and administrators report a greater understanding of ACT Aspire and progress monitoring data for SWD each year?	5% increase each year	Teachers and administrators complete AL SSIP Stakeholder Survey; Interviews with a sample of demonstration site teachers	Teachers & admins in demonstration sites; External Evaluator	Annually
How do teachers and administrators report using student achievement data for SWD?	Reports of data usage	Interviews with a sample of demonstration site teachers	External Evaluator	Annually
Do SSIP demonstration sites have resources and protocols	Once determined to be demonstration ready, all sites	Review of resources about implementation practices, schedules	SSIP Coaches	2016-2017

established for site visitors?	have evidence of resources and protocols	for visitors, sign-in sheets, comment forms, etc.		
Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.	Review of resources and protocols, including sign-in sheets and schedules	SSIP Coaches	Annually
Do general and special education co-teaching dyads report greater collaboration in a Collaboration Survey?	60% of teachers report higher levels of collaboration	AL SSIP Collaboration Survey comparison of results for “Collaboration” item	SSIP Coaches; External Evaluator	Twice/year
Do co-teaching dyads co-plan together?	Co-teaching dyads co-plan at least once/week	Review of sample of Co-Planning Forms and co-planning records	SSIP Coaches	Monthly
Do co-teaching dyads report satisfaction with the co-planning process?	75% report satisfaction for co-planning	AL SSIP Stakeholder Survey results show “Agree” or “Strongly Agree”	External Evaluator	Annually
Do general and special education co-teaching dyads demonstrate developing specialized instruction for SWD on the Co-Planning Form?	50% by the end of 2016-2017, with a 10% increase each subsequent year	Completion of Co-Teaching Observation Form and Co-Planning Observation Form twice/year; Score of 80% or higher on components; 20% fidelity check by external consultants	Co-teaching dyads, P. Howard, T. Farmer, J. Cooledge	Assess twice/year; Fidelity check in spring each year
Have general and special education co-teaching dyads offered individualized instruction for SWD?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.	Completion of Co-Teaching Observation Form and Co-Planning Observation Form twice/year; Score of 80% or higher on components; 20% fidelity check by external consultants	Co-teaching dyads, P. Howard, T. Farmer, J. Cooledge	Assess twice/year; Fidelity check in spring each year
How many SWD receive individualized instruction in the co-taught classrooms?	223 students by 2018	Count of SWD on classroom rosters	Co-teaching dyads	Annually
Are students in the co-taught classroom engaged in the instruction?	85% of students are observed as engaged in instruction	Completion of Co-Teaching Observation Form and Co-Planning Observation Form	SSIP Coaches, P. Howard, T. Farmer, J. Cooledge	Twice/year

Do co-teaching dyads report satisfaction with the co-teaching process?	75% report satisfaction for co-teaching	Teachers and administrators complete AL SSIP Stakeholder Survey; Interviews with a sample of demonstration site teachers	Teachers & admins in demonstration sites; External Evaluator	Annually
Do co-teaching dyads assess SWD on a progress monitoring assessment at least three times/year?	80% of teachers assess SWD 3x/year	Analysis of progress monitoring scores for co-taught classes	Data Assistant; External Evaluator	Two times/year
Have co-teaching dyads utilized the progress monitoring results for SWD to adapt instruction?	60% of teachers use data	Interviews with a sample of teachers	External Evaluator	Annually
How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers	Interviews with a sample of teachers; Observation Comment Card analysis	External Evaluator; SSIP Coaches	Annually
Are SWD in co-taught classrooms demonstrating progress on reading and math progress monitoring and ACT Aspire assessments over a year?	45% show increases on progress monitoring; 40% show increases on Aspire over a year, beginning in 2016-2017	Analysis of progress monitoring and ACT Aspire data	Data Assistant; External Evaluator	Twice/year for PM and Annually for ASPIRE
Do certain disability subgroups show more growth on progress monitoring assessments over a year?	Comparison of subgroups	Analysis of progress monitoring and ACT Aspire data	Data Assistant; External Evaluator	Twice/year for PM and Annually for ASPIRE
How does the growth curve for SWD compare to students without disabilities in the same co-taught classroom?	Comparison of SWD and SWOD	Analysis of progress monitoring and ACT Aspire data	Data Assistant; External Evaluator	Twice/year for PM and Annually for ASPIRE
Did the achievement gap on progress monitoring and ACT Aspire between SWD and SWOD decrease in co-taught classrooms?	5 percentage points gap by 2016-2017, decreasing to 3 percentage points by 2020	Analysis of progress monitoring and ACT Aspire data	Data Assistant; External Evaluator	Twice/year for PM and Annually for ASPIRE
Do certain disability subgroups show more growth on progress	Comparison of subgroups	Analysis of progress monitoring and ACT Aspire data	Data Assistant; External Evaluator	Twice/year for PM and

monitoring assessments over a year?				Annually for ASPIRE
Is the achievement gap between SWD and SWOD less in co-taught classrooms compared to non- co-taught classrooms?	Comparison of co-taught classrooms and non- co-taught classrooms	Analysis of progress monitoring and ACT Aspire data; Obtain sample of non-co-taught class data	Data Assistant; External Evaluator	Annually
What percentage of SWD from the SSIP high school feeder patterns graduated by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools	Review of APR data for state and high school	E. Dickson	Annually
What percentage of SWD from the SSIP high school feeder patterns dropped out by 2020?	Will exceed state target by 1.8% for SSIP feeder pattern high schools	Review of APR data for state and high school	E. Dickson	Annually
What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools	Review of APR data for state and high school	E. Dickson	Annually
What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools	Review of APR data for state and high school	E. Dickson	Annually
How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018	Count of visits among demonstration site sign-in sheets	SSIP Coaches	Twice/year
Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018; 10 schools by 2020	Survey with follow-up interviews for visiting schools	External Evaluator	Annually
Was at least one middle school demonstration site identified for each region for addressing behavior outcomes?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	Review of list of demonstration sites	T. Farmer	Annually
How many instructional staff and administrators have completed the CHAMPS and/or Foundations PD?	144 teachers by 2016-2017 and 160 teachers by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	Data Assistant	Quarterly

Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction	80% “Agree” or “Strongly Agree” regarding PD satisfaction on Post-Event Survey	External Evaluator	Following PD
Do teachers/administrators demonstrate learning of the CHAMPS/Foundations content following the PD?	70% score 75% or higher on post-assessment	Post-Event Assessment score for PD attendees	L. Hamilton	Following PD
Were Foundations Teams established?	1 team/ Foundations school	List of members of Foundations Teams	SSIP Coaches	Annually
Did Foundations Teams use data to establish expectations for behavior?	List of expectations for each Foundations school	Review of Foundation Team logs	SSIP Coaches, P. Howard, T. Farmer, J. Cooledge	Annually
Have teachers received instructional coaching on CHAMPS and/or Foundations following PD?	At least 125 teachers receive instructional coaching for CHAMPS and/or Foundations by 2016-2017	AL SSIP Coaching Activity Log coaching records by teacher	SSIP Coaches	Monthly
Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction	Coaching participants complete Coaching Evaluation Survey	J. Cooledge	Twice/year
Can 70% of teachers demonstrate CHAMPS with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of teachers can demonstrate 80% of the core components by 2020	Completion of STOIC internally; external fidelity check with CHAMPS Fidelity Form for 20% of teachers	Teachers implementing CHAMPS; P. Howard, L. Hamilton, T. Sanders	Twice/year, Fidelity once/year
Do 70% of Foundations schools demonstrate fidelity using the Foundations Rubric?	70% of Foundations schools can demonstrate 80% of the core components by 2020	Completion of Foundations Rubric internally; external fidelity check with Foundations Rubric for 20% of sites	Foundations Teams; P. Howard, L. Hamilton, T. Sanders, T. Farmer	Twice/year, Fidelity once/year
Do teachers and administrators in Foundations schools report a	75% report greater awareness	SSIP Stakeholder Survey results	J. Cooledge	Annually

greater understanding of the Safe and Civil Schools Survey results?				
How do teachers and administrators report using Safe and Civil Schools Survey data?	Reports of data usage	Anecdotal reports; Interviews with a sample of teachers	SSIP Coaches, J. Cooledge	Ongoing
Did Foundations schools complete follow-up observations and data collection, as outlined in the Foundations Rubric?	75% of Foundations schools complete Foundations Rubric each year, beginning in 2016-2017	Completion of Foundations Rubric internally; external fidelity check with Foundations Rubric for 20% of sites	Foundations Teams; P. Howard, L. Hamilton, T. Sanders, T. Farmer	Annually
Do teachers implementing CHAMPS establish classroom expectations?	75% of teachers set expectations	Observed using STOIC; External check of 20%	SSIP Coaches, Teachers using CHAMPS; P. Howard, L. Hamilton, T. Sanders	Annually
Are students in classrooms implementing CHAMPS aware of the classroom expectations?	75% on STOIC	Observed using STOIC; External check of 20%	SSIP Coaches, Teachers using CHAMPS; P. Howard, L. Hamilton, T. Sanders	Annually
Are students aware of expectations for Foundations?	70% of Foundations schools demonstrate fidelity	Completion of Foundations Rubric	Foundations Team	Annually
How many classes and schools are implementing CHAMPS and Foundations?	25 classes implementing CHAMPS 8 sites implementing Foundations	Count of SWD on classroom rosters	Teachers, SSIP Coaches	Annually
Are teachers implementing CHAMPS, as indicated on the CHAMPS Fidelity Form?	70% of teachers meet 80% of the components	Self-assessment using CHAMPS Fidelity Form by teachers; 20% external check	SSIP Coaches, Teachers using CHAMPS; P. Howard, L. Hamilton, T. Sanders	Twice/year, Fidelity once/year
Are teachers implementing Foundations?	Evidence of implementation using the Foundations Rubric	Self-assessment using Foundations Rubric by Foundations Teams; 20% external check	SSIP Coaches, Foundations Teams; P. Howard, L.	Twice/year, Fidelity once/year

			Hamilton, T. Farmer, T. Sanders	
Are teachers satisfied with the Safe and Civil Schools practices?	75% report satisfaction with SCS	SSIP Stakeholder Survey results indicate “Agree” or “Strongly Agree”	J. Cooledge	Annually
Are more students learning in a safe and civil environment?	At least 2500 students are learning in a safe and civil environment; increase in Safe and Civil Schools Survey results	Count of students in participating schools; Safe and Civil Schools Survey results	SSIP Coaches; Safe & Civil Schools	Annually; Biannually
What are barriers to implementing the Safe and Civil Schools practices?	Qualitative results of interviews	Interviews with a sample of teachers	J. Cooledge	Annually
Do teachers have more instructional time/student compared to baseline?	3% increase in attendance over baseline, observed instructional time; decrease in tardies over baseline	Observation of instructional time for a sample of teachers; Comparison of school attendance and tardy data	SSIP Coaches; SSIP Implementation Teams	Twice/year
Do SWD have fewer ODRs, ISS, OSS, and expulsions in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease in 2016-2017, and 4.5% by 2020	Review of ODR, ISS, OSS, and expulsion data for demonstration sites	E. Dickson, Prevention & Support	Annually
Do certain disability subgroups have more referrals or suspensions over a year?	Comparison of subgroups	Review of ODR, ISS, OSS, and expulsion data for demonstration sites	J. Cooledge	Annually
How do the referrals and suspension data for SWD compare to students without disabilities in the same school?	Comparison of SWD and SWOD	Review of ODR, ISS, OSS, and expulsion data for demonstration sites	J. Cooledge	Annually
Has attendance improved following Foundations implementation?	6% increase in 2016-2017, and 9% by 2020	Comparison of attendance data in Foundations schools	SSIP Implementation Teams	Twice/year

Are there fewer tardies following Foundations implementation?	8% decrease in 2016-2017, and 10% by 2020	Comparison of tardy data in Foundations schools	SSIP Implementation Teams	Twice/year
Do SWD report greater satisfaction with their school and classes on the Safe and Civil Schools Survey?	7% increase in satisfaction by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019
Are students more satisfied with the safety of their schools, as measured on the Safe and Civil Schools Survey?	5% increase in safety scores by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019
Is there a decrease in discrepancy scores between teachers, parents, and students regarding school safety?	5% reduction in discrepancy scores by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019
How many instructional staff and administrators have completed the implementation science and instructional coaching PD?	35 teachers and administrators by 2016-2017 and 40 by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	T. Farmer	Quarterly
How many instructional staff and administrators have completed the mapping the schedule PD?	50 teachers and administrators by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	T. Farmer	Quarterly
Did the ALSDE hire SSIP Coaches for each of the demonstration sites?	1 coach/region	Review of contracts	T. Farmer	Annually
Were the SSIP Coaches trained to provide coaching and information to demonstration sites?	100% of the coaches receive PD	List of PD with sign-in sheets	P. Howard	Twice/year
Were the SSIP Coaches satisfied with the PD?	80% of those trained report satisfaction	80% "Agree" or "Strongly Agree" regarding PD satisfaction on Post-Event Survey	J. Cooledge	Following PD



Were SSIP Implementation Teams formed for SSIP work?	One team/site	List of members of Implementation Teams	SSIP Coaches	Annually
Did the SSIP School Implementation Teams meet at least three times/year?	3 times/year	Review of minutes of SSIP Implementation meetings	SSIP Coaches	Twice/year
Were schedules developed for sites who attended the Mapping the Schedule PD?	70% of sites implemented the Mapping the Schedule system by 2017-2018	Survey of PD participants	J. Cooledge	Annually
Are teachers and administrators satisfied with the system of scheduling?	80% report satisfaction	Survey of PD participants	J. Cooledge	Annually
Are there any barriers to implementing the system of scheduling?	Reports of barriers	Survey of PD participants	J. Cooledge	Annually
Do teachers and administrators report a greater awareness of implementation science and instructional coaching?	70% report greater awareness	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
How much coaching did SSIP sites receive from an SSIP coach?	At least 40 hours of coaching/site	AL SSIP Activity Log data	SSIP Coaches	Monthly
Were teachers and administrators satisfied with the coaching they received?	80% report satisfaction	Analysis of the SSIP Coaching Survey	J. Cooledge	Twice/year
Do teachers and administrators report learning new skills as a result of the coaching?	75% report new skills	Analysis of the SSIP Coaching Survey	J. Cooledge	Twice/year
Do teachers in demonstration sites report more awareness and understanding about the SSIP initiatives?	70% of teachers report higher levels of understanding	AL SSIP Stakeholder Survey results	J. Cooledge	Annually

Are teachers who attended SSIP PD satisfied with the SSIP project in their schools?	75% report satisfaction	AL SSIP Stakeholder Survey results	J. Coolegge	Annually
Do teachers have buy-in to the new approach to scheduling?	70% report satisfaction with scheduling process in 2017-2018, and 75% by 2020	Survey of PD participants	J. Coolegge	Annually
Were teachers informed about the new approach to scheduling?	75% report they were informed	Survey of PD participants	J. Coolegge	Annually
Did teachers collect SSIP data (e.g., progress monitoring assessments, CHAMPS/Foundations data, transition implementation data, etc.)?	Evidence of data collection	Analysis of progress monitoring, CHAMPS/Foundations, and transition implementation data	J. Coolegge	Annually
How did teachers use the SSIP data to adapt instruction or classroom practices?	60% of teachers use data	AL SSIP Stakeholder Survey results	J. Coolegge	Annually
What percentage of teachers, administrators, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020	AL SSIP Collaboration Survey comparison of results for “Communication” item	J. Coolegge	Annually
What percentage of teachers, administrators, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020	AL SSIP Collaboration Survey comparison of results for “Collaboration” item	J. Coolegge	Annually
Were at least three transition demonstration sites identified, with an additional site added each year?	3 demonstration sites by 2016-2017 6 demonstration sites total by 2020	Review of list of demonstration sites	C. Gage	Annually
How many instructional staff and administrators have completed the transition PD?	12 teachers by 2016-2017 and 24 teachers by 2019-2020	List of PD with sign-in sheets	C. Gage	Following PD

Did the Transition class teachers receive coaching following PD?	100% of teachers	AL SSIP Activity Log data	SSIP Coaches	Monthly
Was the Transition Curriculum purchased for demonstration sites?	100% of sites	Review of purchases	C. Gage	Annually
How many instructional staff and administrators have completed the transition PD?	12 teachers by 2016-2017 and 24 teachers by 2019-2020	List of PD with sign-in sheets	C. Gage	Following PD
Did the PD participants receive coaching following PD?	50% of teacher were coached	AL SSIP Activity Log data	SSIP Coaches	Monthly
Did the ALSDE, AL PTI, and the AL SPDG collaborate?	Review of documentation	Review of meeting minutes	S. Williamson	Twice/year
Did the partners provide at least two new transition-specific resources for parents each year?	Two resources/year	List of resources	J. Winters	Annually
Did sites offer a Transition class?	One class/site	Schedule of class times reviewed	SSIP Coaches	Annually
Were students in the Life Skills Pathway enrolled in the class?	20 students	List of students enrolled in Transition class	SSIP Coaches	Annually
Were student schedules arranged for students to participate in the Transitions class?	Review of documentation	List of students enrolled in Transition class; Interview with administrators	SSIP Coaches, J. Cooledge	Annually
Have special education teachers received PD on transition and preparing for post-school outcomes?	65% of high school special education teachers in demonstration sites participate	List of PD with sign-in sheets	SSIP Coaches	Annually
How many new vocational sites were established?	3/demonstration site	Review of list of sites	Transition contact for district	Annually
Were students placed in those sites?	2/demonstration site	Review of list of students placed in sites	Transition contact for district	Annually
Are community partners satisfied with the partnership?	80% report satisfaction	AL SSIP Stakeholder Survey results	J. Cooledge	Annually

Do the activities of the class reflect the student IEP goals?	Review of goals with Transitions curriculum	Review of a sample of IEP goals with Transitions curriculum	SSIP Coaches	Annually
Did teachers identify appropriate assessments for SWD?	Electronic file of various assessments created	Electronic file of assessments observed	SSIP Coaches	Annually
Did teachers use appropriate assessments for SWD to guide IEP planning?	Review of a sample of student IEPs	Review of IEPs for a sample of students in demonstration sites	K. Green, C. Gage	Twice/year
Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018	Review of IEPs for a sample of students in demonstration sites; Interviews with students	K. Green, C. Gage	Twice/year
Do teachers and parents report better collaboration?	60% report satisfaction with collaboration	AL SSIP Collaboration Survey for sample of parents and teachers in demonstration sites	J. Cooledge	Annually
Were SWD in demonstration sites placed in community-based vocational settings?	30 students by 2017-2018	Review of list of students placed in sites	Transition contact for district	Annually
How did teachers and administrators support SWD in their community-based vocational settings?	Review of Student Transition Survey results	Analysis of Student Transition Survey	Teachers of Transition class; J. Cooledge	Twice/year
Do students have the knowledge and skills to assist with post-secondary planning?	60% of Transitions class students have 70% or higher on the Student Transition Survey	Analysis of Student Transition Survey	Teachers of Transition class; J. Cooledge	Twice/year
Are there areas where SWD need more assistance with post-secondary planning?	Review of Student Transition Survey results	Analysis of Student Transition Survey	Teachers of Transition class; J. Cooledge	Twice/year
Are a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	2% increase/year, beginning in 2016-2017	Analysis of participation in IEP meetings	Transition contact for district	Annually
Are SWD who attend their IEP	70% are satisfied with	Analysis of Student Transition	Teachers of	Twice/year

meetings satisfied with their participation?	participation	Survey	Transition class; J. Cooledge	
By 2017, was the Alabama Post-School Outcomes Survey schedule revised to collect data biannually?	Revision of data collection schedule	Review of revised schedule	E. Dickson	2017
How many teachers and parents have completed transition PD?	40 teachers and parents by 2016-2017 and 75 teachers by 2019-2020	List of PD and sign-in sheets	J. Winters, C. Gage	Following PD
Were teachers and parents satisfied with the TA/information?	80% of those trained report satisfaction	80% “Agree” or “Strongly Agree” regarding PD satisfaction on Post-Event Survey	J. Winters, J. Cooledge	Following PD
What percentage of parents and teachers requested follow-up information after the initial TA/information?	Review of requests	Log of parent requests to the AL PTI	J. Winters	Annually
Did the ALSDE-SES and national secondary transition center partners meet?	Meet at least 2 times/year	Review of meeting minutes	S. Williamson	Twice/year
By 2018, was the Alabama Post-School Outcomes Survey collected biannually?	LEAs administer AL Post-School Outcomes survey every other year	Analysis of LEA’s Post-School Outcomes results	E. Dickson	Annually, beginning in 2018
Are there any barriers to administering the survey more frequently?	Review of barriers	Survey of administrators	J. Cooledge	Annually, beginning in 2018
How many teachers and parents participated in the transition modules?	30 participants by 2016-2017, 70 by 2020	List of module participants	C. Gage	Twice/year
Were participants satisfied with the transition modules and information?	80% report satisfaction	End of Event Survey of module participants	J. Cooledge	Following PD

How have parents and teachers used the information from the transition modules and information?	60% report using the information, review of usage	Follow-up End of Event Survey of module participants	J. Cooledge	Twice/year
Did teachers and administrators compare transition best practices with existing district practices?	100% of demonstration sites	Review of SSIP Implementation Team minutes	SSIP Coaches	Annually
Was a plan developed to address needed policies, programming, and resources?	Review of plans	Review of SSIP Implementation Team minutes	SSIP Coaches	Annually
Did state transition partners meet at least twice a year to share activities related secondary transition?	Meetings 2 times/year	Review of transition partner meeting minutes	S. Williamson	Twice/year
What changes occurred as a result of these meetings?	Review of meeting minutes	Review of transition partner meeting minutes	S. Williamson	Twice/year
Do LEAs report better communication regarding secondary transition expectations from the state?	50% of LEAs report better communication by 2017-2018, with a 5% increase in subsequent years	Survey of a sample of Special Education Coordinators	J. Cooledge	Annually
Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018	Interview/focus group data analyses	J. Cooledge	Annually
Do teachers and parents report better collaboration?	60% report satisfaction with collaboration	Interview/focus group data analyses; AL SSIP Stakeholder Survey results	J. Cooledge	Annually
What percentage of surveyed special education teachers report a greater awareness of state policies and practices regarding transition?	70% report more awareness	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
What percentage of surveyed teachers report using the information from the AL SSIP to	60% of teachers use information	AL SSIP Stakeholder Survey results	J. Cooledge	Annually

assist SWD?				
How have the ALSDE and LEAs used the results of the Alabama Post-School Outcomes Survey to modify programs and practices?	40% have used results by 2020	Survey of a sample of Special Education Coordinators	J. Coolegge	Annually, beginning in 2018
What percentage of students, teachers, administrators, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020; 60% of Student Transition Survey	AL SSIP Collaboration Survey comparison of results for “Communication” item	J. Coolegge	Annually
What percentage of students, teachers, administrators, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020; 60% of Student Transition Survey	AL SSIP Collaboration Survey comparison of results for “Collaboration” item	J. Coolegge	Annually
Has the state’s parent involvement rate increased by 2%?	2% increase by 2020	Review of APR data	E. Dickson	Annually
Was a sample of transition-aged student IEPs reviewed and compared with student survey/interview results?	25 students randomly selected	Review of IEPs for a sample of students in demonstration sites	K. Green, C. Gage	Twice/year
What percentage of IEPs reflected the skills, assessments, and goals of the student?	75% of IEPs match student goals	Review of IEPs for a sample of students in demonstration sites; Interviews with students	K. Green, C. Gage	Twice/year
Were job descriptions drafted for instructional coaching positions?	Job description created	Job descriptions	T. Farmer	Annually
Was at least one instructional coach hired for each SSIP demonstration site?	1 coach/demonstration site	Contract with SSIP Coaches	T. Farmer	Annually
Was a supervisor for the coaches identified?	Supervisor identified	Supervisor identified	S. Williamson	Annually

Did SSIP demonstration sites receive financial resources from the ALSDE?	13 contracts for SSIP sites awarded	Contracts awarded to SSIP sties	T. Farmer	Annually
Were stipulations on the fiscal management communicated to the demonstration sites that are aligned with EDGAR and ALSDE regulations?	Review of contracts	Review of contracts	T. Farmer, S. Williamson	Annually
Did the ALSDE oversee the financial awards?	Annual budget for SSIP expenditures	Review of expenditures	ALSDE Accounting Office, T. Farmer	Ongoing
Are evaluation data collected each year as outlined in the evaluation plan?	Evaluation data, as outlined in plan	Evaluation data compared to evaluation plan	J. Cooledge	Monthly
Are the evaluation data reviewed at least twice/year?	2 times/year	Review of Evaluation Team minutes	J. Cooledge	Twice/year
Did the SSIP Implementation Teams conduct an analysis of the local infrastructure?	SSIP Implementation Team minutes	SSIP Implementation Team minutes reviewed	SSIP Coaches, J. Cooledge	Annually
Was an SSIP Professional Learning Community formed?	PLC formed	Review of PLC minutes	P. Howard	2016
Did the SSIP Professional Learning Community meet at least 8 times/year?	8 meetings/year	Review of PLC minutes	P. Howard	Quarterly
Did demonstration sites create budgets for SSIP funds?	1 budget/site	Budgets for each SSIP site	T. Farmer	Annually
Were the SSIP funds spent on staff time, consultants, and materials, as needed?	Review of budgets	Review of budgets for each SSIP site	T. Farmer	Ongoing
How were the expenditures used in school and district programming?	Installation Checklist scores and review of budget	Results of Installation Checklist	P. Howard	Annually



Were data collected by the SSIP sites, as outlined in the evaluation plan?	Evaluation data for each SSIP site	Evaluation data shared with External Evaluator and SSIP Coach	SSIP Implementation Teams	Quarterly
Were data, observation results, and evaluation findings reviewed at least annually?	SSIP Implementation Team minutes	Review of SSIP Implementation Team minutes	SSIP Implementation Teams, SSIP Coach	Annually
Were plans created for each demonstration site to address weaknesses and priorities?	1 plan/demonstration site	Review of plans for each demonstration site	SSIP Coaches	Annually
How many times did demonstration site staff present at meetings or conferences?	At least 2 presentations/year, beginning in 2016-2017	List of presentations	K. Green, S. Williamson	Annually
Where did staff present, and what types of participants attended the meetings/conferences?	List of meetings/conferences and audience type	Description of presentations	K. Green, S. Williamson	Annually
How many people attended the presentation?	Count of audience members or sign-in sheet	Count of audience or sign-in sheets for presentations	K. Green, S. Williamson	Annually
How many students are in classes with teachers implementing SSIP initiatives?	Count of students	Count of students in classes and schools implementing SSIP initiatives	SSIP Coaches	Annually
Did teachers use the materials purchased with SSIP funds?	Alabama Stakeholder Survey	Analysis of AL SSIP Stakeholder Survey	J. Cooledge	Annually
Have student outcomes improved as a result of teachers using the materials purchased?	Interview of sample of teachers	Interviews with a sample of teachers	J. Cooledge	Annually
Did teachers and administrators implement the LEA improvement plan?	Installation Checklist results for each SSIP demonstration site	Installation Checklist completed for SSIP sites	P. Howard	Annually
What was the impact of the implementation of the plans?	Review of SSIP Implementation Team minutes; Interviews with	Review of SSIP Implementation Team minutes; Interviews with sample of teachers and	SSIP Implementation Team, J. Cooledge	Annually

	sample of teachers and administrators	administrators		
Were teachers, administrators, and parents involved in the AL SSIP satisfied with the implementation and activities?	75% report satisfaction by 2020	Analysis of AL SSIP Stakeholder Survey	J. Cooledge	Annually
What areas of the AL SSIP were stakeholders and school staff the least satisfied?	AL SSIP Stakeholder Survey results	Analysis of AL SSIP Stakeholder Survey	J. Cooledge	Annually
Were four stakeholder meetings convened each year?	4 meetings/year	List of meetings	S. Williamson	Annually
Which type of stakeholder participated in the meetings?	Review of meeting attendees, by category	Sign-in sheets for each meeting	S. Williamson	Following meeting
Did the ALSDE and the AL PTI collaborate regarding the development of materials?	Review of documentation	Review of meeting minutes	S. Williamson	Twice/year
Did the partners provide at least two new transition-specific resources for parents each year?	Two resources/year	Review of resources	J. Winters, J. Cooledge	Annually
How many parents participated in focus groups/interviews?	25 parents/year	Count of Parent Focus Group/interview participants	J. Cooledge	Annually
Were the participating parents representative of Alabama parents of SWD?	List of attendees by region, age of SWD, type of disability	Analysis of Parent Focus Group/interview participant data	J. Cooledge	Annually
How many parent and community stakeholders participated in SSIP planning and feedback?	At least 2 parents or stakeholders/ demonstration site	List of SSIP Implementation Team members; Review of Implementation Team meeting minutes	SSIP Coaches	Twice/year

How were parents and community stakeholders involved in the SSIP demonstration site planning and feedback?	Review of SSIP Implementation Team minutes	Review of Implementation Team meeting minutes	J. Cooledge	Annually
Did demonstration sites disseminate resources and information to parents and other stakeholders?	Information or resources disseminated to 250 parents/stakeholders	Count of information disseminated by demonstration sites	SSIP Implementation Teams	Twice/year
What types of information was disseminated?	Review of materials disseminated	Log of information disseminated by demonstration sites	SSIP Implementation Teams	Twice/year
Were stakeholders satisfied with the information/resources?	80% reported satisfaction	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
How do stakeholders report using the information and resources?	Parent focus groups/interviews; AL SSIP Stakeholder Survey results	Analysis of Parent Focus Group/interview data; AL SSIP Stakeholder Survey analysis of parents who attended SSIP PD	J. Cooledge	Annually
Did parents in demonstration sites report greater awareness of SSIP practices and data?	Increase in AL SSIP Stakeholder Survey results	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
Are parents satisfied with the SSIP practices?	75% report satisfaction	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
Did parents participate in AL PTI training on secondary transition?	75 parents attend training by 2018	List of PD and sign-in sheets	J. Winters	Twice/year
Were stakeholders satisfied with the PD?	80% reported satisfaction	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
How do parents report using the information from the PD?	Parent focus groups/interviews; AL SSIP Stakeholder Survey results	Analysis of Parent Focus Group/interview data; AL SSIP Stakeholder Survey analysis of parents who attended SSIP PD	J. Cooledge	Annually
Did focus group/interview parents offer ideas regarding program improvements, materials	Focus group/interview results	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually

developed for parents, and needed resources and training?				
How did the ALSDE-SES use the information from the focus groups/interviews for program improvement?	Interviews with ALSDE-SES staff	Interviews with ALSDE-SES staff	J. Cooledge	Annually
Have more parents reported having increased awareness and skills for helping their child make a successful secondary transition?	Increase on 1 to 5 scale in parent focus groups/interviews by 2020	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually
How have parents used the information to help their child make a successful secondary transition?	Parent focus group/interviews	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually
Are there regions where the parent involvement rate is higher or lower?	Review of parent involvement analyses	Review of APR data	E. Dickson	Annually
Are more parents satisfied with the transition programs and services from the school over time?	Increased percentage on 1 to 5 scale by 2020	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually
Are more parents satisfied with the transition programs and services from the district over time?	Increased percentage on 1 to 5 scale by 2020	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually
Are more parents satisfied with the transition programs and services from the ALSDE-SES over time?	Increased percentage on 1 to 5 scale by 2020	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually
What percentage of community partners, ALSDE-SES staff, and parents reported better communication among each	70% report greater communication on Collaboration Survey by 2020	AL SSIP Collaboration Survey comparison of results for "Communication" item	J. Cooledge	Annually

other?				
What percentage of community partners, ALSDE-SES staff, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020	AL SSIP Collaboration Survey comparison of results for "Collaboration" item	J. Cooledge	Annually

# Appendix IV

## AL SSIP Evaluation Progress Chart

## AL SSIP PROGRESS ON PERFORMANCE MEASURES

Evaluation Questions	Performance Measure	2016-2017 Data	Met Performance Measure?
Was at least one middle school demonstration site identified for each region for co-teaching/co-planning?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	10 middle school demonstration sites + 7 feeder pattern sites (17 total sites)	Yes, modified
How many instructional staff and administrators have completed the co-teaching/co-planning PD?	48 teachers by 2016-2017 and 72 teachers by 2019-2020	169 teachers and 263 total staff	Yes
Did the teachers/administrators complete at least 8 hours of PD on co-teaching/co-planning?	75% of those trained received at least 8 hours of PD	53.33% received at least 8 hours, although the average length of PD was 8.21 hours and each participant averaged 7.46 hours of PD	No
Were the teachers/administrators satisfied with the co-teaching/co-planning PD?	80% of those trained reported satisfaction	88.37% of participants were satisfied	Yes
Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	70% score 80% or higher on post-assessment  <b>Modify: Change performance measure in 17-18 to at least a 15% increase in the number of correct scores on the post-assessment.</b>	54.69% of participants scored 80% or higher on the co-teaching/co-planning assessment.  The average post-assessment score was 75.10%. The small number and open-response format of the questions reduced the number of participants achieving 80% or higher.	No
Did the ALSDE-SES, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Collaboration Survey results show “Communication” level or higher  <b>Will change methods to interview for 17-18.</b>	Two co-teaching/co-planning PD events offered specifically for ARI and AMSTI staff.	Partial, modified
Was PD offered regarding reading and/or math instruction to teachers at SSIP demonstration sites?	50% of co-teachers receive PD through coaches, ARI, or AMSTI  <b>Modify: 50% of the teachers teaching reading or math programs have received training.</b>	86.36% of teachers teaching reading and math intervention programs have received training on the specific intervention	Yes, modified
Were the teachers satisfied with the reading/math intervention programs PD?	80% of those trained report satisfaction	Training satisfaction data not available for program interventions.	N/A

What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.		
Do demonstration sites score higher on the Installation Checklist each year?	50% “In-progress” by the end of the 2016-2017 year, with a 10% increase each subsequent year.	Survey administered in May 2017.	N/A
Have teachers received instructional coaching on co-teaching/co-planning following PD?	At least 33 teachers receive instructional coaching for co-teaching/co-planning by 2016-2017	122 teachers (139 total staff) received instructional coaching on co-teaching/co-planning. There were a total of 719 coaching events for co-teaching/co-planning.	Yes
Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction	70.51% of teachers responding in the Stakeholder Survey indicated they were satisfied with the SSIP coaching they had received.  Among co-teachers participating in the Stakeholder Survey, 69.23% were satisfied with the coaching they had received.	No
Can 70% of teachers demonstrate co-teaching and co-planning with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.  <b>Modify: Divide into two performance measures, one for co-teaching and one for co-planning.</b>	73.33% of the co-teachers observed by external observers demonstrated a score of 80% or higher on the SSIP Classroom Observation Form.  Among the feeder pattern schools, 75% of the co-teachers observed by external observers demonstrated fidelity.  Co-teachers were asked to self-evaluate their co-teaching using a modified (online) SSIP Classroom Observation Form. 83.33% of the teachers reported fidelity to the co-teaching core components.  71.43% of the co-teachers observed by external observers demonstrated a score of 80% or higher on the Co-Planning Observation Form.  Co-teachers were asked to self-evaluate their co-planning using the same Co-Planning Observation	Yes



		Form. 100% of the teachers reported fidelity to the co-planning core components.	
Do teachers and administrators report a greater understanding of ACT Aspire and progress monitoring data for SWD each year?	5% increase each year <b>Modify: Remove performance measure and combine with using data to adapt instruction.</b>	No data available at this time.	N/A
How do teachers and administrators report using student achievement data for SWD?	Reports of data usage		
Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources and protocols	80% of sites determined to be demonstration-ready have protocols and resources for site visitors	No
Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.	100% of sites hosting visitors use established protocols	Yes
Do general and special education co-teaching dyads report greater collaboration in a Collaboration Survey?	60% of teachers report higher levels of collaboration	81.25% of participants reported general and special educators collaborate more as a result of the SSIP.	Yes
Do co-teaching dyads co-plan together?	Co-teaching dyads co-plan at least once/week	86.36% of dyads at sites co-plan at least once/week	Yes
Do co-teaching dyads report satisfaction with the co-planning process?	75% report satisfaction for co-planning <b>Modify: 75% report satisfaction for co-teaching and co-planning</b>	71.70% of teachers who are part of a co-teaching dyad were satisfied with the co-teaching and co-planning initiative.	No
Do general and special education co-teaching dyads demonstrate developing specialized instruction for SWD on the Co-Planning Form?	50% by the end of 2016-2017, with a 10% increase each subsequent year	66.67% of the co-teachers observed by external observers demonstrate developing specially designed instruction for SWD.  Co-teachers were asked to self-evaluate their planning for specially-designed instruction for SWD. 81.82% of teachers reported developing SDI for SWD.	Yes
Have general and special education co-teaching dyads offered individualized instruction for SWD?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.	75% of co-teachers in the SSIP demonstration sites demonstrated fidelity for the Specialist's Role on the external observations of SSIP dyads.	Yes, modified

	Modify: 70% of the SSIP Classroom Observations show a score of 80% or higher for the Specialist's Role fidelity component.	71.43% of co-teachers in the feeder pattern sites demonstrated fidelity on the Specialist's Role on the external observations of the SSIP dyads. 91.67% of co-teachers in the SSIP demonstration sites demonstrated fidelity when self-assessing the Specialist's Role.	
How many SWD receive individualized instruction in the co-taught classrooms?	223 students by 2018	322 students were observed in co-taught classes by the evaluator.	Yes
Are students in the co-taught classroom engaged in the instruction?	85% of students are observed as engaged in instruction	The average engagement of students in co-taught classes observed by external observers was 90.34%.	Yes
Do co-teaching dyads report satisfaction with the co-teaching process?	75% report satisfaction for co-teaching Modify: Combine with co-teaching and co-planning.	71.70% of teachers who are part of a co-teaching dyad were satisfied with the co-teaching and co-planning initiative.	No
Do co-teaching dyads assess SWD on a progress monitoring assessment at least three times/year?	80% of teachers assess SWD 3x/year Change to 80% of sites	100% of sites progress monitor at least 3x/year	Yes
Have co-teaching dyads utilized the progress monitoring results for SWD to adapt instruction?	60% of teachers use data	No data at this time.	N/A
How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers		
Are SWD in co-taught classrooms demonstrating progress on reading and math progress monitoring and ACT Aspire assessments over a year?	45% show increases on progress monitoring; 40% show increases on Aspire over a year, beginning in 2016-2017	87.59% of SWD in co-taught classes showed increases in progress monitoring during the 2015-2016 school year (first full school year of project). The following demonstrate the percentage of SWD who showed gains on progress monitoring during the 2015-2016 school year by co-teaching class (reading/math): <ul style="list-style-type: none"> <li>• Reading SWOD: 91.49% demonstrated progress</li> <li>• Reading SWD: 82.86% demonstrated progress</li> <li>• Math SWOD: 89.32% demonstrated progress</li> </ul>	Yes for progress monitoring Yes for ASPIRE

		<ul style="list-style-type: none"> <li>• Math SWD: 92.00% demonstrated progress</li> </ul> <p>48.18% of SWD in co-taught classes showed increases in ASPIRE from the 2015 ASPIRE test to the 2016 ASPIRE test. The gain on the ASPIRE averaged 0.44 points.</p> <p>The following demonstrate the percentage of SWD who showed gains on the ASPIRE during the 2015-2016 school year by co-teaching class (reading/math):</p> <ul style="list-style-type: none"> <li>• Reading SWOD: 65.34% demonstrated progress</li> <li>• Reading SWD: 50.88% demonstrated progress</li> <li>• Math SWOD: 64.15% demonstrated progress</li> <li>• Math SWD: 45.28% demonstrated progress</li> </ul>	
<p>Do certain disability subgroups show more growth on progress monitoring assessments over a year?</p>	<p>Comparison of subgroups</p>	<p>The following demonstrate the percentage of SWD by subgroup who showed gains on progress monitoring during the 2015-2016 school year. Subgroups with less than 8 were not included:</p> <ul style="list-style-type: none"> <li>• Autism: 72.72% with an average gain of 50.9</li> <li>• ID: 75% with an average gain of 66.38</li> <li>• OHI: 86.96% with an average gain of 123.84</li> <li>• SLD: 91.21% with an average gain of 163.54</li> </ul> <p>The following demonstrate the percentage of SWD by subgroup who showed gains on ASPIRE during the 2015-2016 school year. Subgroups with less than 8 were not included:</p> <ul style="list-style-type: none"> <li>• Autism: 29.41% with an average of -0.88 decline</li> <li>• ID: 31.25% with an average of -1.0 decline</li> <li>• OHI: 51.43% with an average gain of 0.91</li> <li>• SLD: 49.63% with an average gain of 0.53</li> <li>• SL1: 66.67% with an average gain of 1.0</li> </ul>	<p>Yes, some difference for progress monitoring</p> <p>Yes, large differences for ASPIRE</p>

How does the growth curve for SWD compare to students without disabilities in the same co-taught classroom?	Comparison of SWD and SWOD	See narrative for graphs. The results show the SWD are showing more progress on progress monitoring. While their scores are lower, the growth is greater.  The gap continues to persist for the ASPIRE. While there are many individual cases of large improvements, on average, SWD are not gaining at a rate of one grade/year.	Yes, progress monitoring No, ASPIRE
Did the achievement gap on progress monitoring and <i>ACT Aspire</i> between SWD and SWOD decrease in co-taught classrooms?	5 percentage points gap by 2016-2017, decreasing to 3 percentage points by 2020  <i>Change to 15% gap for ACT Aspire by 2020.</i>	There was a 2.77% gap in the percentage who demonstrated gains between SWOD and SWD on the progress monitoring assessment. The gap in actual scores was -1.25 points (SWD exceeded SWOD in growth).  There was a 16.55% gap in the percentage who demonstrated gains between SWOD and SWD on the ASPIRE. The gap in actual scores was 1.69 points (SWOD exceeded SWD in growth).	Yes for progress monitoring No for ASPIRE
Is the achievement gap between SWD and SWOD less in co-taught classrooms compared to non- co-taught classrooms?	Comparison of co-taught classrooms and non- co-taught classrooms	No data available. Remove evaluation question.	N/A
What percentage of SWD from the SSIP high school feeder patterns graduated by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools	81.30% of SWD graduated from SSIP feeder pattern schools. The state target was 65.30%, and the SSIP feeder patterns exceeded the state target by 16.00%. The state graduation rate (Indicator 1) for the same time period was 72.39%. The SSIP sites exceeded the state graduation rate by 8.91%.	Yes
What percentage of SWD from the SSIP high school feeder patterns dropped out by 2020?	Will exceed state target by 1.8% for SSIP feeder pattern high schools	10.68% of SWD dropped out from the SSIP feeder pattern schools. The state target was 12.21%, and the SSIP feeder patterns exceeded the state target by 1.53%. The state drop-out rate (Indicator 2) for the same time period was 6.99%. The SSIP sites was 3.69% greater than the state drop-out rate.	No
What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed state target by 3% for SSIP feeder pattern high schools	17.24% of SWD from SSIP feeder pattern high schools participating in the 2016 AL PSO survey were enrolled in higher education (Indicator 14a). The state target was 22.74%. Therefore, the post-	No

		<p>secondary enrollment was 5.5% lower than the state target.</p> <p>The data for the same SSIP feeder pattern high schools was compared for the prior PSO reporting to the 2016 reporting (a pre/post comparison). The baseline average post-secondary enrollment (Indicator 14a) for reporting sites was 15.80%. Therefore, the enrollment among SSIP feeder pattern sites have increased by 1.44%.</p>	
What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed state target by 4% for SSIP feeder pattern high schools	<p>60.21% of SWD from SSIP feeder pattern high schools participating in the 2016 AL PSO survey were competitively employed (Indicator 14b). The state target was 62.85%. Therefore, the competitive employment was 2.64% lower than the state target.</p> <p>The data for the same SSIP feeder pattern high schools was compared for the prior PSO reporting to the 2016 reporting (a pre/post comparison). The baseline average competitive employment (Indicator 14b) for reporting sites was 38.00%. Therefore, the competitive employment among SSIP feeder pattern sites have increased by 22.21%.</p>	No
How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018		
Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018; 10 schools by 2020	No data at this time.	N/A
Was at least one middle school demonstration site identified for each region for addressing behavior outcomes?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	10 middle school demonstration sites + 7 feeder pattern sites (17 total sites)	Yes, modified
How many instructional staff and administrators have completed the CHAMPS and/or Foundations PD?	144 teachers by 2016-2017 and 160 teachers by 2019-2020 <b>Change to all staff to reflect principles of Foundations</b>	250 teachers (377 staff total) have completed CHAMPS or Foundations PD	Yes

Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction	88.78% were satisfied with the behavior PD	Yes
Do teachers/administrators demonstrate learning of the CHAMPS/Foundations content following the PD?	70% score 75% or higher on post-assessment		
Were Foundations Teams established?	1 team/ Foundations school	1 team/Foundations school. Some sites combined Foundations and Implementation Teams.	Yes
Did Foundations Teams use data to establish expectations for behavior?	List of expectations for each Foundations school		
Have teachers received instructional coaching on CHAMPS and/or Foundations following PD?	At least 125 teachers receive instructional coaching for CHAMPS and/or Foundations by 2016-2017	158 teachers and administrators received instructional coaching for CHAMPS and/or Foundations.	Yes
Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction Modify to “ <u>staff</u> are satisfied...”	73.64% of staff responding in the Stakeholder Survey indicated they were satisfied with the SSIP coaching they had received.  Among those staff indicating they are implementing CHAMPS, 74.73% were satisfied with the coaching they had received.	No
Can 70% of teachers demonstrate CHAMPS with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of teachers can demonstrate 80% of the core components by 2020	57.14% of teachers demonstrated fidelity in CHAMPS when observed by external observers.  91.80% of teachers reported they demonstrated fidelity in CHAMPS on a self-assessment.	No
Do 70% of Foundations schools demonstrate fidelity using the Foundations Rubric?	70% of Foundations schools can demonstrate 80% of the core components by 2020		
Do teachers and administrators in Foundations schools report a greater understanding of the Safe and Civil Schools Survey results?	75% report greater awareness		

How do teachers and administrators report using Safe and Civil Schools Survey data?	Reports of data usage		
Did Foundations schools complete follow-up observations and data collection, as outlined in the Foundations Rubric?	75% of Foundations schools complete Foundations Rubric each year, beginning in 2016-2017		
Do teachers implementing CHAMPS establish classroom expectations?	75% of teachers set expectations	96.58% of teachers implementing CHAMPS reported fully teaching expectations for classroom activities and transitions.  98.29% of teachers implementing CHAMPS reported fully teaching expectations for classroom routines and policies.	Yes
Are students in classrooms implementing CHAMPS aware of the classroom expectations?	75% on STOIC	81.20% of teachers implementing CHAMPS scored above 80% in the question regarding students are taught how to behave responsibly in the classroom.	Yes
Are students aware of expectations for Foundations?	70% of Foundations schools demonstrate fidelity		
How many classes and schools are implementing CHAMPS and Foundations?	25 classes implementing CHAMPS 8 sites implementing Foundations	157 teachers are implementing CHAMPS (28 administrators); CHAMPS in 40 co-taught classrooms  9 middle school sites are implementing Foundations + 6 feeder pattern sites	Yes
Are teachers implementing CHAMPS, as indicated on the CHAMPS Fidelity Form?	70% of teachers meet 80% of the components		
Are teachers implementing Foundations?	Evidence of implementation using the Foundations Rubric	Foundations Team notes indicate implementation of varying degrees.	Yes
Are teachers satisfied with the Safe and Civil Schools practices?	75% report satisfaction with SCS <b>Modify to: 75% of staff are satisfied with CHAMPS</b> <b>75% of staff are satisfied with Foundations</b>	86.13% of staff responding to the Stakeholder Survey indicated they were satisfied with CHAMPS.  80.99% of staff responding to the Stakeholder Survey indicated they were satisfied with Foundations.	Yes
Are more students learning in a safe and civil environment?	At least 2500 students are learning in a safe and civil environment; increase		

	in Safe and Civil Schools Survey results		
What are barriers to implementing the Safe and Civil Schools practices?	Qualitative results of interviews		
Do teachers have more instructional time/student compared to baseline?	3% increase in attendance over baseline, observed instructional time; decrease in tardies over baseline  Will modify performance measure for attendance.	ADA, unexcused absences, tardy, and chronic absences data are below.	Yes (overall), modified
Do SWD have fewer ODRs, ISS, OSS, and expulsions in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease in 2016-2017, and 4.5% by 2020		
Do certain disability subgroups have more referrals or suspensions over a year?	Comparison of subgroups	Subgroups are too small for analyses.	N/A
How do the referrals and suspension data for SWD compare to students without disabilities in the same school?	Comparison of SWD and SWOD  We may remove this indicator, depending on the size of subgroups in 17-18.		
Has attendance improved following Foundations implementation?	6% increase in 2016-2017, and 9% by 2020  Modify ADA to 0.5% increase over baseline.  Modify unexcused absences to 12% decrease over baseline.  Modify chronic absences to 34% decrease over baseline.	Average Daily Attendance (ADA): Average of 0.13% decrease from baseline (Spring 2015) to Fall 2016, although 66.7% of sites showed gains in ADA.  Unexcused Absences: Average of a 15.71% decrease in the number of unexcused absences from baseline to Fall 2016. There was an average decrease of 19.89 unexcused absences/month from baseline to Fall 2016. 66.67% of sites showed decreases in unexcused absences.  Chronic absences (missing 10% or more of a semester): Average of a 37.06% decrease in the number of chronic absences from baseline to Fall 2016. There was an average decrease of 21.71 students who were chronically tardy from baseline	No (ADA)  Yes (unexcused)  Yes (chronic absences)



		to Fall 2016. 85.71% of sites showed decreases in chronic absences.  Data were collected for some sites for SWD ADA, but the majority of sites were unable to extract the data. The ALSDE will continue to look at disaggregating SWD ADA data.	
Are there fewer tardies following Foundations implementation?	8% decrease in 2016-2017, and 10% by 2020  Modify tardies to 40% decrease over baseline by 2020.	Tardies: Average of a 43.88% decrease from baseline (Spring 2015) to Fall 2016. There was an average decrease of 108.71 tardies/month between baseline and Fall 2016. 100% of sites showed decreases in the number of tardies.	Yes
Do SWD report greater satisfaction with their school and classes on the Safe and Civil Schools Survey?	7% increase in satisfaction by 2020	No data available at this time.	N/A
Are students more satisfied with the safety of their schools, as measured on the Safe and Civil Schools Survey?	5% increase in safety scores by 2020	No data available at this time.	N/A
Is there a decrease in discrepancy scores between teachers, parents, and students regarding school safety?	5% reduction in discrepancy scores by 2020	No data available at this time.	N/A
How many instructional staff and administrators have completed the implementation science and instructional coaching PD?	35 teachers and administrators by 2016-2017 and 40 by 2019-2020	A total of 34 teachers, coaches, and administrators attended implementation science and instructional coaching PD: <ul style="list-style-type: none"> <li>• 24 participants attended Instructional Coaching PD</li> <li>• 10 participants attended Implementation Science PD</li> </ul>	Yes
How many instructional staff and administrators have completed the mapping the schedule PD?	50 teachers and administrators by 2019-2020	61 teachers and administrators completed the Mapping the Schedule PD	Yes
Did the ALSDE hire SSIP Coaches for each of the demonstration sites?	1 coach/demonstration site	1-2 coaches/per demonstration site (11 coaches)	Yes

Were the SSIP Coaches trained to provide coaching and information to demonstration sites?	100% of the coaches receive PD	100% of coaches have received PD on SSIP initiatives	Yes
Were the SSIP Coaches satisfied with the PD?	80% of those trained report satisfaction		
Were SSIP Implementation Teams formed for SSIP work?	One team/site	One team/site (100% reported having an Implementation Team)	Yes
Did the SSIP School Implementation Teams meet at least three times/year?	3 times/year	95.45% of Implementation Teams meet 3 times/year	Yes
Were schedules developed for sites who attended the Mapping the Schedule PD?	70% of sites implemented the Mapping the Schedule system by 2017-2018	59.09% of sites fully implemented the Mapping the Schedule system for 2017-2018	No
Are teachers and administrators satisfied with the system of scheduling?	80% report satisfaction	56.84% of staff responding to the Stakeholder Survey were satisfied with the mapping system for scheduling students with disabilities.	No
Are there any barriers to implementing the system of scheduling?	Reports of barriers		
Do teachers and administrators report a greater awareness of implementation science and instructional coaching?	70% report greater awareness	No data at this time.	N/A
How much coaching did SSIP sites receive from an SSIP coach?	At least 40 hours of coaching/site	All SSIP demonstration sites averaged over 40 hours of coaching/site. The average number of coaching hours for SSIP Demonstration sites was 151.61 hours. The average number for all sites, including feeder pattern sites, was 109.64 hours.	Yes
Were teachers and administrators satisfied with the coaching they received?	80% report satisfaction	73.64% of staff responding in the Stakeholder Survey indicated they were satisfied with the SSIP coaching they had received.	No
Do teachers and administrators report learning new skills as a result of the coaching?	75% report new skills	87.60% of staff reported learning new skills as a result of the SSIP.	Yes

Do teachers in demonstration sites report more awareness and understanding about the SSIP initiatives?	70% of teachers report higher levels of understanding  Combine with performance measure above related to new skills.	No data to report.	N/A
Are teachers who attended SSIP PD satisfied with the SSIP project in their schools?	75% report satisfaction	The average satisfaction rating was 79.82% on the SSIP Stakeholder Survey, however 58.27% of the respondents scored 80% or higher on the satisfaction rating.	Yes, partially
Do teachers have buy-in to the new approach to scheduling?	70% report satisfaction with scheduling process in 2017-2018, and 75% by 2020	56.84% of staff responding to the Stakeholder Survey were satisfied with the mapping system for scheduling students with disabilities.	No
Were teachers informed about the new approach to scheduling?	75% report they were informed  Combine with performance measure above related to buy-in with scheduling.	No data to report.	N/A
Did teachers collect SSIP data (e.g., progress monitoring assessments, CHAMPS/Foundations data, transition implementation data, etc.)?	Evidence of data collection	Data collection occurred on a schedule outlined in the SSIP Data Manual. Updates were included on Basecamp.	Yes
How did teachers use the SSIP data to adapt instruction or classroom practices?	60% of teachers use data		
What percentage of teachers, administrators, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020	On the Indicators of Family Engagement Tool, parents rated the Communication category an average of 2.93 on a 4.0 scale (73.25%) in 2015.	Yes
What percentage of teachers, administrators, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020	On the Indicators of Family Engagement Tool, parents rated (school) “Partnerships” as 2.4 out of 4.0 points (60%).	No
Were at least three transition demonstration sites identified, with an additional site added each year?	3 demonstration sites by 2016-2017 6 demonstration sites total by 2020	3 demonstration sites in 2016-2017	Yes
How many instructional staff and administrators have completed the transition PD?	12 teachers by 2016-2017 and 24 teachers by 2019-2020	30 staff and administrators have completed transition PD	Yes

Did the Transition class teachers receive coaching following PD?	100% of teachers	75% of teachers reported they had adequate coaching following PD	No
Was the Transition Curriculum purchased for demonstration sites?	100% of sites	100% of sites purchased Transitions Curriculum.	Yes
Did the PD participants receive coaching following PD?	50% of teacher were coached	43.33% of staff and administrators who have completed transition PD received coaching	No
Did the ALSDE, AL PTI, and the AL SPDG collaborate?	Review of documentation	Collaborative meetings and activities	Yes
Did the partners provide at least two new transition-specific resources for parents each year?	Two resources/year	Two new resources developed and two additional products are in development: <ul style="list-style-type: none"> <li>The ALSDE created a Transition landing page on its SES homepage. Input was sought from parent partners and parents at the focus group.</li> <li>The ALSDE also created a graphic of transition inputs to share with parents. Parents provided extensive feedback on the graphic, and the results are currently being incorporated in the edits of the graphic.</li> <li>A Transition Manual for Parents and a short flipchart for parents are in development.</li> </ul>	Yes
Did sites offer a Transition class?	One class/site	Two of the three sites offer Transition classes. One site offers two classes (a total of 3 classes). The third site is planning to offer the class in 2016-2017.	No
Were students in the Life Skills Pathway enrolled in the class?	20 students	22 students were enrolled in two Transition classes.	Yes
Were student schedules arranged for students to participate in the Transitions class?	Review of documentation	Yes, per interviews with administrators. Students were placed in Transition classes based on needs of the students.	Yes
Have special education teachers received PD on transition and preparing for post-school outcomes?	65% of high school special education teachers in demonstration sites participate		
How many new vocational sites were established?	3/demonstration site	10 new sites were established in Elmore County.	Yes

Were students placed in those sites?	2/demonstration site	Students have not been placed in the new vocational sites.	No
Are community partners satisfied with the partnership?	80% report satisfaction	No data at this time.	N/A
Do the activities of the class reflect the student IEP goals?	Review of goals with Transitions curriculum	The Transitions curriculum was aligned with the state IEP goals in July 2016. Teachers report using the alignment to select which lessons to teach out of the curriculum.	Yes
Did teachers identify appropriate assessments for SWD?	Electronic file of various assessments created  Remove measure—combine with measure below (use assessments)	No data at this time.	N/A
Did teachers use appropriate assessments for SWD to guide IEP planning?	Review of a sample of student IEPs	No data at this time.	N/A
Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018  Modify: 2% increase in ratings by 2018	The Communication item on the Indicators of Family Engagement Tool averaged 2.93 on a 4.0 scale (73.25%) in 2015. The average among the same parents in 2016 was 2.5 on a 4.0 scale (62.5%). There was a 10.75% decrease in Communication ratings.	No
Do teachers and parents report better collaboration?	60% report satisfaction with collaboration	On the Indicators of Family Engagement Tool, parents rated (school) “Partnerships” as 2.4 out of 4.0 points (60%).	Yes
Were SWD in demonstration sites placed in community-based vocational settings?	30 students by 2017-2018		
How did teachers and administrators support SWD in their community-based vocational settings?	Review of Student Transition Survey results	No data at this time.	N/A
Do students have the knowledge and skills to assist with post-secondary planning?	60% of Transitions class students have 70% or higher on the Student Transition Survey	No data at this time.	N/A
Are there areas where SWD need more assistance with post-secondary planning?	Review of Student Transition Survey results	No data at this time.	N/A

Are a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	2% increase/year, beginning in 2016-2017	No data at this time.	N/A
Are SWD who attend their IEP meetings satisfied with their participation?	70% are satisfied with participation	No data at this time.	N/A
By 2017, was the Alabama Post-School Outcomes Survey schedule revised to collect data biannually?	Revision of data collection schedule	A new schedule was developed to reflect half of the state each year.	Yes
How many teachers and parents have completed transition PD?	40 teachers and parents by 2016-2017 and 75 teachers by 2019-2020	A total of 83 people have completed training: <ul style="list-style-type: none"> <li>67 teachers/administrators completed transition PD</li> <li>16 parents completed transition PD</li> </ul>	Yes
Were teachers and parents satisfied with the TA/information?	80% of those trained report satisfaction		
What percentage of parents and teachers requested follow-up information after the initial TA/information?	Review of requests	No data at this time.	N/A
Did the ALSDE-SES and national secondary transition center partners meet?	Meet at least 2 times/year	ALSDE staff met with Caroline MaGee with the National Post-School Outcomes Center twice.	Yes
By 2018, was the Alabama Post-School Outcomes Survey collected biannually?	LEAs administer AL Post-School Outcomes survey every other year	Data collection on the new schedule began in 2016.	Yes
Are there any barriers to administering the survey more frequently?	Review of barriers	No data at this time.	Yes
How many teachers and parents participated in the transition modules?	30 participants by 2016-2017, 70 by 2020	53 teachers and parents have completed the transition modules, and 87 total participants have completed the module.	Yes
Were participants satisfied with the transition modules and information?	80% report satisfaction	The Transition iN Training module averaged a 4.09 out of 5.0 (81.8%) satisfaction rating. The IRIS Center Secondary Transition module averaged a 4.38 out of 5.0 (87.6%) satisfaction rating.	Yes

		The IRIS Center Interagency Collaboration in Transition module average a 3.91 out of 5.0 (78.2%) satisfaction rating.	
How have parents and teachers used the information from the transition modules and information?	60% report using the information, review of usage	Among responding parents, 86.6% reported using the information from the transition modules or transition training.	Yes
Did teachers and administrators compare transition best practices with existing district practices?	100% of demonstration sites		
Was a plan developed to address needed policies, programming, and resources?	Review of plans		
Did state transition partners meet at least twice a year to share activities related secondary transition?	Meetings 2 times/year	A revision was made to the State Interagency Transition Team. The team met twice.	Yes
What changes occurred as a result of these meetings?	Review of meeting minutes		
Do LEAs report better communication regarding secondary transition expectations from the state?	50% of LEAs report better communication by 2017-2018, with a 5% increase in subsequent years		
Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018 <b>Modify: Remove question and combine with “Do teachers and parents report better collaboration?”</b>	On the Indicators of Family Engagement Tool, parents rated (school) “Partnerships” as 2.4 out of 4.0 points (60%).	
Do teachers, parents, and administrators report better collaboration?	60% report satisfaction with collaboration	On the Indicators of Family Engagement Tool, parents rated (school) “Partnerships” as 2.4 out of 4.0 points (60%).	Yes
What percentage of surveyed special education teachers report a greater awareness of state policies and practices regarding transition?	70% report more awareness		
What percentage of surveyed teachers report using the information from the ALSSIP to assist SWD?	60% of teachers use information		

How have the ALSDE and LEAs used the results of the Alabama Post-School Outcomes Survey to modify programs and practices?	40% have used results by 2020	No data at this time.	N/A
What percentage of students, teachers, administrators, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020; 60% of Student Transition Survey	Among parents, the Communication item on the Indicators of Family Engagement Tool averaged 2.93 on a 4.0 scale (73.25%) in 2015.	Yes
What percentage of students, teachers, administrators, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020; 60% of Student Transition Survey	Among parents, on the Indicators of Family Engagement Tool, parents rated (school) "Partnerships" as 2.4 out of 4.0 points (60%).	
Has the state's parent involvement rate increased by 2%?	2% increase by 2020	Indicator 8 data (parent involvement) was 76.54% in 2015. The Indicator 8 data for 2014 was 67.05%, representing a 9.49% increase.	Yes
Was a sample of transition-aged student IEPs reviewed and compared with student survey/interview results?	25 students randomly selected	No data at this time.	N/A
What percentage of IEPs reflected the skills, assessments, and goals of the student?	75% of IEPs match student goals	No data at this time.	N/A
Were job descriptions drafted for instructional coaching positions?	Job description created	Positions were posted in the ALSDE Retirement System.	Yes
Was at least one instructional coach hired for each SSIP demonstration site?	1 coach/demonstration site	11 coaches	Yes
Was a supervisor for the coaches identified?	Supervisor identified	Theresa Farmer is the ALSDE supervisor of the coaches. Pamela Howard is the coach of the coaches.	Yes
Did SSIP demonstration sites receive financial resources from the ALSDE?	13 contracts for SSIP sites awarded Modify: 1 contract/site	11 contracts were awarded (1/site)	Yes, modified
Were stipulations on the fiscal management communicated to the demonstration sites that are aligned with EDGAR and ALSDE regulations?	Review of contracts	Theresa Farmer developed contracts for SSIP sites and Curtis Gage developed contracts for transition demonstration sites. The use of funds is articulated in the contracts.	Yes



Did the ALSDE oversee the financial awards?	Annual budget for SSIP expenditures	The Coordinator, Theresa Farmer, oversaw the expenditures for SSIP sites.	Yes
Are evaluation data collected each year as outlined in the evaluation plan?	Evaluation data, as outlined in plan	Evaluation data requirements were outlined in the SSIP Data Manual and the SSIP Coaches' Data Manual. Data were collected from all sites. Some performance measures were modified to collapse common measures or to scale back on the requirements of sites.	Yes, modified
Are the evaluation data reviewed at least twice/year?	2 times/year	Evaluation results shared on an on-going basis. Evaluator, SSIP Coordinators, and consultants met three times to review progress and make plans. Evaluation Team met in July 2016 to review the data and the team met in August 2016 to create a workplan.	Yes
Did the SSIP Implementation Teams conduct an analysis of the local infrastructure?	SSIP Implementation Team minutes		
Was an SSIP Professional Learning Community formed?	PLC formed	A PLC for the SSIP Coaches was formed.	Yes, modified
Did the SSIP Professional Learning Community meet at least 8 times/year?	8 meetings/year	The Coaches' PLC met 13 times in the past 13 months	Yes
Did demonstration sites create budgets for SSIP funds?	1 budget/site	Each site developed a budget for the FY 2015 and FY 2016 awards.	Yes
Were the SSIP funds spent on staff time, consultants, and materials, as needed?	Review of budgets		Yes
How were the expenditures used in school and district programming?	Installation Checklist scores and review of budget		
Were data collected by the SSIP sites, as outlined in the evaluation plan?	Evaluation data for each SSIP site	Evaluation data collection was collected according to the SSIP Data Manual. Due to difficulties obtaining the data, not all sites had all of the elements. The Evaluation Plan has been modified in some cases to reflect the difficulty in obtaining data.	Yes, partial

Were data, observation results, and evaluation findings reviewed at least annually?	SSIP Implementation Team minutes		
Were plans created for each demonstration site to address weaknesses and priorities?	1 plan/demonstration site		
How many times did demonstration site staff present at meetings or conferences?	At least 2 presentations/year, beginning in 2016-2017		
Where did staff present, and what types of participants attended the meetings/conferences?	List of meetings/conferences and audience type	Andalusia City—presentation to School Board	Yes
How many people attended the presentation?	Count of audience members or sign-in sheet  Modify: Remove performance indicator	No data at this time.	N/A
How many students are in classes with teachers implementing SSIP initiatives?	Count of students		
Did teachers use the materials purchased with SSIP funds?	Alabama Stakeholder Survey  Modify to fidelity checks of sites and reading and math programs		
Have student outcomes improved as a result of teachers using the materials purchased?	Interview of sample of teachers		
Did teachers and administrators implement the LEA improvement plan?	Installation Checklist results for each SSIP demonstration site	No data to report at this time.	N/A
What was the impact of the implementation of the plans?	Review of SSIP Implementation Team minutes; Interviews with sample of teachers and administrators		
Were teachers, administrators, and parents involved in the AL SSIP satisfied with the implementation and activities?	75% report satisfaction by 2020		

What areas of the AL SSIP were stakeholders and school staff the least satisfied?	AL SSIP Stakeholder Survey results		
Were four stakeholder meetings convened each year?	4 meetings/year	Seven stakeholder meetings were convened to address SSIP activities: AL Special Education Advisory Panel (2), Parent Transition Focus Groups (3), SSIP Parent Partners (2)	Yes
Which type of stakeholder participated in the meetings?	Review of meeting attendees, by category		
Did the ALSDE and the AL PTI collaborate regarding the development of materials?	Review of documentation	The ALSDE created new materials and solicited input from the AL PTI (APEC).  The ALDE and APEC collaborated on parent transition focus groups. The parent focus groups provided an opportunity for parent input on materials.	Yes, partial
Did the partners provide at least two new transition-specific resources for parents each year?	Two resources/year	The ALSDE created a Transition landing page on its SES homepage. Input was sought from parent partners and parents at the focus group.  The ALSDE also created a graphic of transition inputs to share with parents. Parents provided extensive feedback on the graphic, and the results are currently being incorporated in the edits of the graphic.	Yes
How many parents participated in focus groups/interviews?	25 parents/year	13 parents participated in focus groups or interviews.	No
Were the participating parents representative of Alabama parents of SWD?	List of attendees by region, age of SWD, type of disability	Three regions—rural and urban representation. All family members had children of transition age (16-23) and therefore parents of children in elementary and middle school were not included. Disability types varied, although not all major disability categories were represented.	Yes, partial
How many parent and community stakeholders participated in SSIP planning and feedback?	At least 2 parents or stakeholders/ demonstration site	Two Implementation Teams reported having a parent member of the team.	No

How were parents and community stakeholders involved in the SSIP demonstration site planning and feedback?	Review of SSIP Implementation Team minutes		
Did demonstration sites disseminate resources and information to parents and other stakeholders?	Information or resources disseminated to 250 parents/stakeholders		
What types of information was disseminated?	Review of materials disseminated		
Were stakeholders satisfied with the information/resources?	80% reported satisfaction		
How do stakeholders report using the information and resources?	Parent focus groups/interviews; AL SSIP Stakeholder Survey results		
Did parents in demonstration sites report greater awareness of SSIP practices and data?	Increase in AL SSIP Stakeholder Survey results	No data at this time.	N/A
Are parents satisfied with the SSIP practices?	75% report satisfaction	No data at this time.	N/A
Did parents participate in AL PTI training on secondary transition?	75 parents attend training by 2018		
Were stakeholders satisfied with the PD?	80% reported satisfaction	For PD End-of-Event Surveys, the average satisfaction rating among stakeholder participants was 4.26 out of 5.0 rating (85.2%).	Yes
How do parents report using the information from the PD?	Parent focus groups/interviews; AL SSIP Stakeholder Survey results		
Did focus group/interview parents offer ideas regarding program improvements, materials developed for parents, and needed resources and training?	Focus group/interview results		
How did the ALSDE-SES use the information from the focus groups/interviews for program improvement?	Interviews with ALSDE-SES staff		

Have more parents reported having increased awareness and skills for helping their child make a successful secondary transition?	Increase on 1 to 5 scale in parent focus groups/interviews by 2020		
How have parents used the information to help their child make a successful secondary transition?	Parent focus group/interviews		
Are there regions where the parent involvement rate is higher or lower?	Review of parent involvement analyses		
Are more parents satisfied with the transition programs and services from the school over time?	Increased percentage on 1 to 5 scale by 2020		
Are more parents satisfied with the transition programs and services from the district over time?	Increased percentage on 1 to 5 scale by 2020		
Are more parents satisfied with the transition programs and services from the ALSDE-SES over time?	Increased percentage on 1 to 5 scale by 2020		
What percentage of community partners, ALSDE-SES staff, and parents reported better communication among each other?	70% report greater communication on Collaboration Survey by 2020	No data at this time.	N/A
What percentage of community partners, ALSDE-SES staff, and parents reported more collaboration among each other?	70% report more collaboration on Collaboration Survey by 2020	No data at this time.	N/A

# Appendix V

## AL SSIP Site Evaluation Manual

# AL SSIP SITE EVALUATION MANUAL 2016-2017

CENTER STREET CONSULTING

# AL SSIP SITE EVALUATION MANUAL

## TABLE OF CONTENTS

AL SSIP Site Process..... 3

AL SSIP Logic Model..... 4

Evaluation Plan: Project Management..... 5

Evaluation Plan: Professional Development..... 7

Evaluation Plan: Implementation..... 9

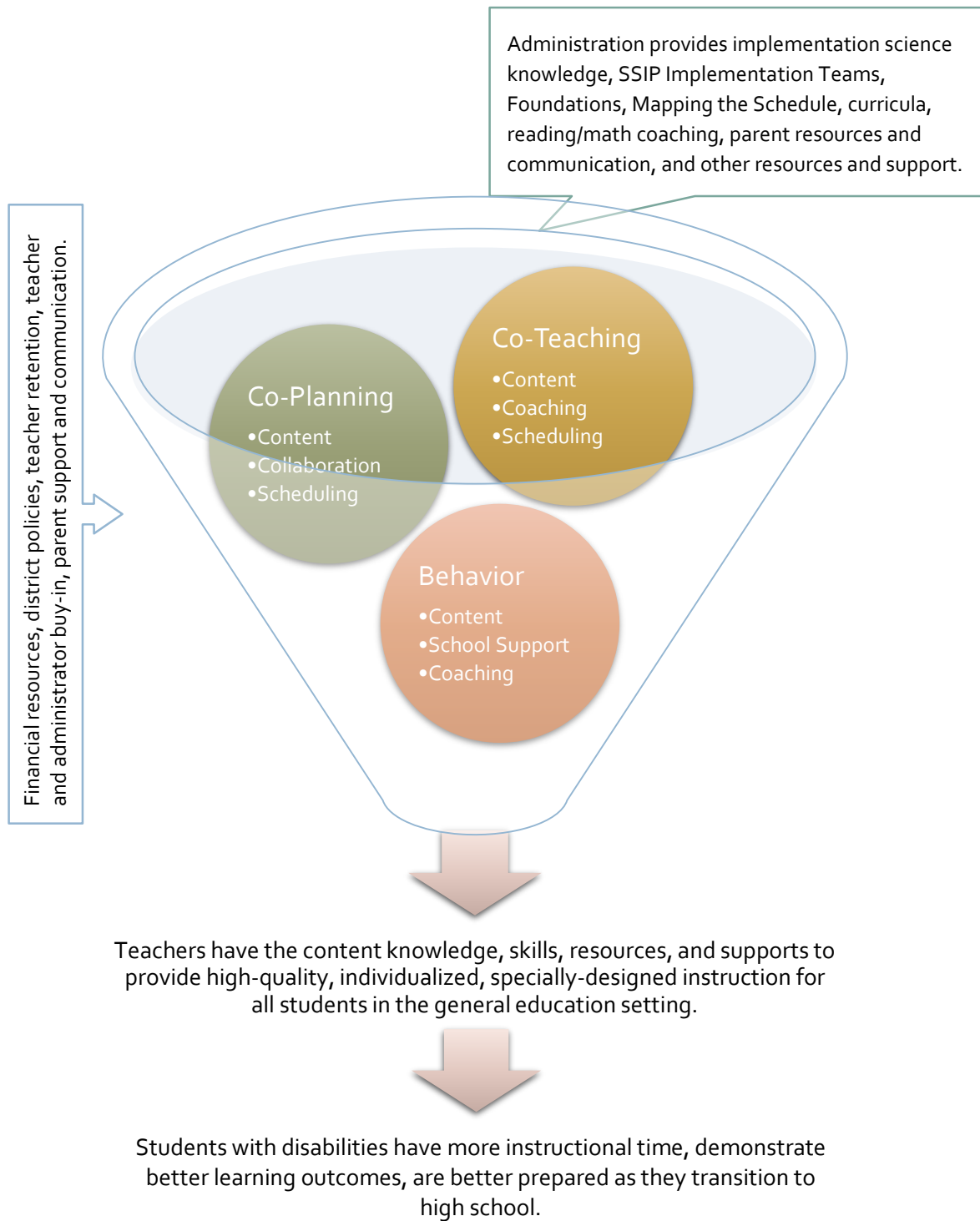
Evaluation Plan: Outcomes..... 13

SSIP Site Submission Times..... 15

SSIP Performance Measures..... 22



# AL SSIP SITE PROCESS



# AL SSIP LOGIC MODEL

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
<ul style="list-style-type: none"> <li>• ED inputs: Indicator 17 guidance; TA; monitoring; federal funding</li> <li>• AL established data targets</li> <li>• ALSDE-SES staff expertise</li> <li>• Funding &amp; experience from SPDG project</li> <li>• ARI &amp; AMSTI instructional support</li> <li>• Prevention &amp; Support</li> <li>• State 2020 Plan</li> <li>• ALSDE monitoring</li> <li>• Research on implementation science, co-teaching, SCS</li> <li>• Jim Knight's Big Four and instructional coaching</li> <li>• Existing state and community partnerships</li> <li>• APEC support and training</li> <li>• Content consultants</li> <li>• Experienced coaches</li> <li>• Stakeholder and parent engagement and support</li> </ul>	<ul style="list-style-type: none"> <li>* Implement high-quality and engaging instruction for all students in gen. ed. classrooms in demonstration sites</li> <li>* Create a safe &amp; civil learning environment</li> <li>* Provide comprehensive transition activities and supports in demo sites</li> </ul>	<ul style="list-style-type: none"> <li>* 10-12 demo sites are formed and prepared to model practices</li> <li>* At least 3 transition demo sites are created</li> <li>* SWD have access to individualized, high-quality instruction in co-taught classrooms</li> <li>* Students learn in a safe &amp; civil environment</li> <li>* SWD receive Transitions curriculum in class &amp; are engaged in CBVI</li> </ul>	<ul style="list-style-type: none"> <li>* Increased ACT Aspire &amp; progress monitoring scores at demo sites</li> <li>* Decreased achievement gap between SWD and SWOD</li> <li>* Inc. % SWD proficient</li> <li>* 85%+ stud. engagement</li> <li>* Increased SCS Student Survey safety scores</li> <li>* Dec. in ODRs/ISS/OSS</li> <li>* Dec. tardy &amp; absences</li> <li>* Students earn credit for Transition class</li> <li>* Increased community work placements</li> <li>* HS SWD attend and are involved in IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>* Regional schools show increased Aspire and progress monitoring data</li> <li>* Regional schools decrease SWD vs. SWOD achievement gap</li> <li>* Dec. in ODRs/ISS/OSS in regional schools</li> <li>* Students satisfied with learning environment</li> <li>* Dec. in drop-out rates in SSIP schools</li> <li>* Inc. grad rates for SWD in SSIP schools</li> <li>* Inc. SWD enrolled in post-secondary schools in SSIP schools</li> <li>* Increased SWD competitively employed in SSIP schools</li> </ul>	<ul style="list-style-type: none"> <li>* Dec. in Indicator 2 (drop-out rates)</li> <li>Inc. in Indicator 1 (graduation)</li> <li>* Inc. Indicator 14a (SWD enrolled in post-secondary schools)</li> <li>* Increased Indicator 14b (SWD competitively employed)</li> <li>* Increased % Indicator 8 (parent involvement)</li> <li>* Coordination among transition partners for transition activities</li> <li>* Districts scale-up SSIP activities to elem. &amp; HS</li> <li>* Districts can sustain the SSIP activities</li> <li>* District/school policies support SSIP practices</li> </ul>
	<ul style="list-style-type: none"> <li>* Teachers and administrators in demo sites have training, coaching, and resources to support SWD in gen. ed. classroom</li> <li>* Teachers have PD and resources to provide transition supports</li> <li>* Develop a collaboration &amp; partnership between general and special education teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers at demo sites trained/coached on co-teaching, co-planning, SCS, instruction, and transition practices</li> <li>* Increased collaboration among general and special education teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Educators have SSIP content knowledge</li> <li>* Teachers show fidelity</li> <li>* Inc. behavior management on STOIC</li> <li>* Teacher and admin. satisfaction with SSIP</li> </ul>	<ul style="list-style-type: none"> <li>* Inc. teacher fidelity at regional schools</li> <li>* Increased general and special education teacher collaboration beyond co-teaching</li> </ul>	
	<ul style="list-style-type: none"> <li>* Create a system &amp; culture for supporting SWD and teachers in demonstration sites</li> <li>* Foster a collaborative &amp; communicative culture within the district &amp; community</li> <li>* Coordinate with transition groups to develop a state transition collaborative</li> <li>* Implement a continuous improvement process</li> <li>* Engage parents &amp; stakeholders in training, info. sharing, and program feedback for program improvement</li> </ul>	<ul style="list-style-type: none"> <li>* Implementation Teams established, barriers to implementation identified, policies reviewed, resource needs identified</li> <li>* Community partnerships are aligned for transition supports</li> <li>* State transition groups hold coordinated meetings</li> <li>* Parent, school, and community feedback</li> <li>* Project evaluation data reviewed</li> </ul>	<ul style="list-style-type: none"> <li>* Schedules, policies, finances support SSIP</li> <li>* Increased parent knowledge about co-teaching, SCS, transition</li> <li>* Inc. comm. partnerships</li> <li>* Inc. comm. among transition partners</li> <li>* Teachers &amp; admins visit regional demo sites and adapt practices for own districts</li> </ul>	<ul style="list-style-type: none"> <li>* Demo schools provide PD &amp; TA to districts within region</li> <li>* Increased % of parent involvement in SSIP &amp; regional schools</li> <li>* Inc. collaboration among transition partners</li> <li>* Inc. number of districts adopting SSIP activities</li> <li>* District/school policies support SSIP practices</li> </ul>	

# AL SSIP SITE EVALUATION PLAN

## PROJECT MANAGEMENT

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
<b>Memoranda of Agreement (MOA)</b> —Documentation of the site’s requirements, roles, and responsibilities for AL SPDG participation.	Sample form.  Obtain site-specific MOA from Theresa Farmer.	One time, by August 31 <sup>st</sup> of first year in project.	District implementation team meets with T. Farmer to cover MOA.  District and site staff review MOA. Signatures from district and site staff are obtained.  Original document sent to T. Farmer. Copies are sent to site principal, Special Education Coordinator, SSIP Coach.	Yes
<b>Contract</b> —The formal agreement between the ALSDE and the site. Signatures are required for expenditures and reimbursements.	Sample form.  Obtain site-specific contract from Theresa Farmer.	Annually, by December 1 <sup>st</sup> .	Sign and return original document to Theresa Farmer. Submit a copy to Jocelyn Cooledge.	Yes
<b>Cascading Logic Model</b> —A depiction of the connections between the project outcomes and resources.	Cascading Logic Model template  Sample model	One time, by November 1 <sup>st</sup> of first year in project.	Site implementation team meet to identify strategies and outcomes. Team completes model.  Document sent to T. Farmer, Pam Howard, SSIP Coach, and J. Cooledge.	Yes
<b>Budget</b> —This form tracks the ALSDE-approved expenditures for each year.	Budget template	Annually, by June 1 <sup>st</sup> .	Obtain site-specific budget requirements from T. Farmer.  Complete budget and submit to T. Farmer.	Yes
<b>Site Form</b> —Documentation of site information, including contact information, list of staff, and participants in the project.	Site Form template	Annually, by September 1 <sup>st</sup> .	The completed form is submitted to T. Farmer and J. Cooledge each year.	Yes
<b>Coach Qualifications</b> —A description of the minimum qualifications of a SPDG/SSIP coach.	Coach qualifications	N/A	Review prior to staffing a coaching position for the SPDG or SSIP. No submission is needed.	No
<b>PD Memo</b> —A sample description and overview of the requirements given to participants prior to a training or event.	Sample PD Memo	Biannually, June 1 <sup>st</sup> and December 1 <sup>st</sup>	Complete a PD Memo and send to participants prior to the training or event.  Submit any completed PD Memos to J. Cooledge in June and December.	Yes

<p><b>Coaching Evaluation</b>—An online survey to provide feedback on the coaching teachers and staff have received and outcomes of the coaching.</p>	<p>Coaching Evaluation</p>	<p>Biannually</p>	<p>J. Cooledge will send individuals who have received coaching a link to an online survey. Completion of the survey is optional, however the results are used by the ALSDE consultants to develop PD, coaching, and meeting topics.</p>	<p>No</p>
<p><b>Stakeholder Evaluation</b>—An online survey to provide feedback on the SSIP program, outcomes of the program, and needs of individual sites.</p>	<p>Stakeholder Survey</p>	<p>Annually</p>	<p>J. Cooledge will send individuals who have attended PD or participated in SSIP activities a link to an online survey. Completion of the survey is optional, however the results are used by the ALSDE consultants to develop PD, coaching, and meeting topics.</p>	<p>No</p>
<p><b>SSIP Coaching Checklist</b>—A checklist of implementation items and resources at the demonstration sites. Materials include resources or protocols developed for visitors to the demonstration site, including sign-in sheets, schedules for visitors, comment forms, etc. Implementation items include co-planning, mapping the schedule, data meetings, etc.</p>	<p>SSIP Coaching Checklist</p>	<p>Annually, December 15<sup>th</sup></p>	<p>SSIP Coaches review the development of visitor resources and protocols as well as implementation items and comment forms. Coaches will enter results in the SSIP Coaching Checklist.</p> <p>Coaches submit the checklist to J. Cooledge each year.</p>	<p>Yes</p>
<p><b>Visitor Sign-In Sheets</b>—A sign-in sheet developed by “Demo-Ready” sites for hosting visitors.</p>	<p>Visitor Sign-In Sheets developed by sites</p>	<p>Annually, December 15<sup>th</sup></p>	<p>Sites submit a copy of the Visitor Sign-In Sheet with the names, schools, and e-mails of visitors to J. Cooledge. The visitors are tracked to determine if they implement any of the activities observed from the demonstration site.</p>	<p>Yes</p>

# AL SSIP SITE EVALUATION PLAN

## PROFESSIONAL DEVELOPMENT

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
<p><b>Pre-Training Evaluation/Post-Training Evaluation</b>—Survey completed prior to a training event.</p>	<p>Pre-Training Evaluation Request form</p> <p>Obtain site-specific Pre-Training Evaluation and Post-Training Evaluation links from J. Cooledge</p>	<p>On-going, at least 5 days prior to PD.</p>	<p>If a professional development session will be offered that includes training on content or skills (i.e., not information pass-down), a Pre-/Post-Training Evaluation is needed. The evaluation is needed for SPDG or SSIP training, including events paid for with SPDG or SSIP funds (e.g., materials, trainer, substitute reimbursement, travel, etc.).</p> <p>The person responsible for the training should contact J. Cooledge at least five days prior to the training. A list of objectives is needed for the evaluation.</p> <p>J. Cooledge will create an online Pre-Training/Post-Training Evaluation link that can be shared or sent to PD participants.</p>	<p>Yes, pending content</p>
<p><b>Post-Event Evaluation</b>—Survey completed for events other than content/skill training (e.g., Foundations staff meetings, SSIP informational meetings, parent events, etc.).</p>	<p>Post-Event Evaluation</p> <p>Sample wording for e-mail for Post-Event Evaluation.</p>	<p>On-going, following event.</p>	<p>The Post-Event Evaluation is general for all activities; therefore, please ask participants to include the name of the event, date, and site of the event. Sample wording for an e-mail is provided.</p> <p>Once an online Post-Event Evaluation link is sent for an activity, data will be collected for two weeks.</p>	<p>Yes</p>
<p><b>Professional Development Sign-In Sheets</b>—Sign-in sheets for each PD event.</p>	<p>Form developed for each event</p>	<p>On-going, following event.</p>	<p>Professional Development Sign-In Sheets should be created for each professional development activity. These forms are used for participation, substitute reimbursement, and budgets.</p> <p>Sign-In Sheets for any SSIP-related activity should be sent within one month following the activity to T. Farmer and J. Cooledge, even if there are no claims. Please include ARI or AMSTI training activities, too.</p>	
<p><b>HQPD Planning</b>—A reference guide for high-quality professional development.</p>	<p>HQPD Planning List</p>	<p>On-going, review prior to training.</p>	<p>Use the HQPD Planning List as a guide when developing training curriculum. No submission is needed.</p>	<p>No</p>

<p><b>HQPD Checklist</b>—A fidelity tool for evaluating high-quality professional development activities. This form is based on Dunst &amp; Trivette’s principles of adult learning.</p>	<p>HQPD Checklist</p>	<p>On-going, following training.</p>	<p>During a training event, at least two participants should complete the HQPD during the event. Directions for completing the form are found on the HQPD Checklist.</p> <p>Submit results online at the HQPD Checklist Results.</p>	<p>Yes</p>
<p><b>Co-Teaching/Co-Planning Assessment</b>—A measure of knowledge and skills for co-teaching/co-planning. The results are used for coaching.</p>	<p>Co-Teaching/Co-Planning Assessment (online)</p>	<p>On-going, after Co-Teaching/Co-Planning PD</p>	<p>This assessment is for teachers who will be part of a co-teaching/co-planning dyad. At least two weeks prior to co-teaching, teachers complete the on-line Co-Teaching/Co-Planning Assessment. Notify J. Cooledge about dyads needing the assessment.</p> <p>The assessment is scored, and the results are shared with the coach and teacher.</p>	<p>Yes</p>
<p><b>CHAMPS Assessment</b>— A measure of knowledge and skills for co-teaching/co-planning. The results are used for coaching.</p>	<p>CHAMPS Assessment (online)</p>	<p>On-going, after CHAMPS PD</p>	<p>Teachers who have completed the CHAMPS PD will complete this assessment. Notify J. Cooledge about teachers needing the assessment.</p> <p>The assessment is scored, and the results are shared with the coach and teacher.</p>	<p>Yes</p>

# AL SSIP SITE EVALUATION PLAN

## IMPLEMENTATION

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
<p><b>SSIP Activity Log</b>—An online tool for SSIP Coaches to enter information about PD, meetings, coaching, and other site activities. Family/stakeholder engagement activities will also be reported in the log.</p>	SSIP Activity Log	On-going, the last day of each month	<p>Coaches with SSIP Foundation sites currently enter Foundations activities into this system. Other SSIP activities related to PD, meetings, and coaching will be entered.</p> <p>Coaches who have not received training on the Activity Log should contact J. Cooledge.</p>	Yes, for coaches
<p><b>STOIC</b>—A brief observation form used for classrooms implementing CHAMPS. The form can be used to self-assess CHAMPS implementation, as well as be used for observations.</p>	STOIC	November 1 & February 1 for teachers; February 1 for observers	<p>All of the teachers implementing CHAMPS should complete the STOIC as a self-assessment by November 1<sup>st</sup> and February 1<sup>st</sup> each year. The results will be shared with the SSIP Coach. The November 1<sup>st</sup> self-assessments do not need to be submitted externally.</p> <p>Once a year, at least 20% of teachers implementing CHAMPS should be observed by a school administrator, coach, or ALSDE consultant. The observer should have participated in CHAMPS training.</p> <p>The external observers should submit the STOIC forms to the SSIP Coach by February 1<sup>st</sup>. The SSIP Coach will submit copies of the observation forms to J. Cooledge.</p>	Yes
<p><b>Co-Teaching Collaboration</b>—A brief, online survey for co-teaching dyads. Each member of the dyad will rate the level of collaboration between general and special education.</p>	Co-Teaching Collaboration Survey	Biannually, August and April	J. Cooledge will send members of the co-teaching dyads a link to an online survey. Completion of the survey is optional, however the results are used by the ALSDE consultants to develop PD, coaching, and meeting topics.	No
<p><b>Co-Teaching Observations</b>—A co-teaching observation form designed for administrators and coaches.</p>	Co-Teaching Observations	January 15 <sup>th</sup>	The Co-Teaching Observation form is used by administrators and coaches to observe co-teaching practices. Used with the Co-Planning Observation form, an observer checks off the core components of co-teaching (e.g., individualized instruction occurred). The form can be used as a “Look-Fors”	Yes

			<p>for instructional coaching. The process of how data are collected is determined by each site, although the observer should have attended the Co-Teaching/Co-Planning PD and at least a basic knowledge of the Friend model of co-teaching.</p> <p>The observer submits one Co-Teaching Observation for each dyad/year to the SSIP Coach, J. Cooledge, and P. Howard.</p>	
<p><b>Co-Planning Observations</b>— A co-planning observation form designed for administrators, coaches, or external visitors.</p>	Co-Planning Observations	January 15 <sup>th</sup>	<p>The Co-Planning Observation form is used by administrators and coaches to observe co-planning practices. Used with the Co-Teaching Observation form, an observer checks off the core components of co-planning (e.g., developed specialized instruction). The form can be used as a “Look-Fors” for instructional coaching. The process of how data are collected is determined by each site, although the observer should have attended the Co-Teaching/Co-Planning PD and at least a basic knowledge of the Friend model of co-teaching/co-planning. It is strongly encouraged to observe the planning session for the co-teaching class observed.</p> <p>The observer submits one Co-Planning Observation for each dyad/year to the SSIP Coach, J. Cooledge, and P. Howard.</p>	Yes
<p><b>Classroom Observation Fidelity</b>—The observation form has two components: Co-teaching and CHAMPS. To achieve fidelity, co-teaching dyads should score 80% on the form. The form is used by external observers for fidelity checks.</p>	SSIP Classroom Observation Fidelity	N/A	<p>The Classroom Observation Fidelity form is used for assessing the fidelity of co-teaching, co-planning, and CHAMPS implementation. The form is used as part of determining “Demonstration Ready” status. The form is used by external, ALSDE staff and consultants, and therefore SSIP sites are not required to submit data with this form.</p> <p>SSIP Coaches share the SSIP Classroom Observation Fidelity form with co-teaching dyads at the beginning of the school year.</p>	No
<p><b>Implementation Checklist</b>—A self-rating of the installation and implementation of a program. Based on a checklist created by SISEP, this tool is designed to show progress in</p>	Implementation Checklist	Annually, March 1 <sup>st</sup>	<p>SSIP School Implementation Teams complete the Implementation Checklist each year.</p> <p>Teams will share the results with the SSIP Coaches and J. Cooledge.</p>	Yes



the infrastructure for implementing the SSIP activities.				
<b>Implementation Team Minutes</b> —Minutes, including attendance, for SSIP School Implementation Team meetings.	Minutes for each school	November 1 <sup>st</sup> & February 15 <sup>th</sup>	School Implementation Teams record minutes for each meeting.  The Team submits minutes from prior meetings on November 1 and February 15 <sup>th</sup> to the SSIP Coach and J. Cooledge.	Yes
<b>Foundations Notebook</b> —A binder containing Foundations Implementation Team activities, including minutes, agendas, PD sign-in sheets, observation ratings, etc.	Individual notebooks at each school	On-going, with review in February	School Foundations Teams create a Foundations Notebook to include artifacts from the Foundations activities.  SSIP Coaches and the Team will periodically review the Notebook to see activities and celebrate progress.  In February, a sample of 20% of the Foundations sites will be visited by ALSDE consultants to gather fidelity data and feedback about the program. The visit will include reviewing the Foundations Notebook.	Yes, for SSIP-funded Foundations sites if part of sample fidelity observation
<b>Foundations Implementation Rubric</b> —A rubric for Foundations School Teams to assess the level of Foundations implementation. This form will be used as the Foundations fidelity check.	Foundations Implementation Rubric	Biannually for Foundations sites, October 1 & March 1	School Foundations Teams complete the Rubric as outlined on the form. Teams only need to complete ratings for the Modules completed.  Teams will share the results with the SSIP Coaches twice a year and to J. Cooledge once a year (March 1 <sup>st</sup> rating).  In February, a sample of 20% of the sites implementing Foundations will be visited to meet with the Foundations Team, review the Foundations Implementation Rubric scores, review the Foundations Notebook, and talk with staff about outcomes of the activities.	Yes, for SSIP-funded Foundations sites
<b>District Foundations Rubric</b> —A rubric for District Implementation Teams to assess the level of Foundations implementation.	District Foundations Rubric	N/A	The Rubric offers districts milestones for implementing Foundations. The optional rubric can be completed by District Implementation Teams to determine progress toward implementing Foundations. It is suggested that District Implementation Teams review the Rubric twice a year.	No
<b>Safe and Civil Schools Foundations Survey</b> —A survey of students, staff, and parents	Foundations Survey (obtain from Safe	Three years after initial	Safe and Civil Schools consultants will provide the processes for collecting data and submitting survey results.	No

of the behavior climate and culture of a school.	and Civil Schools consultant)	survey (2019 for cohort 1)		
<b>Reading Program Fidelity Forms</b> —Observation fidelity checklists are available for various reading programs. These fidelity ratings will be used when reading programs are purchased with SSIP or SPDG funds.	Reading Program Fidelity Folder	February 1	<p>SSIP coaches share the applicable Reading Program Fidelity Form with teachers using the reading program early in the school year.</p> <p>In January, all teachers using the reading program should self-evaluate their implementation using the Reading Program Fidelity Form. These self-evaluations will be shared with the SSIP Coaches and Jocelyn Cooledge.</p> <p>A sample of 20% of the teachers will be observed by a reading consultant or coach in January.</p>	Yes, if purchased a reading program with SSIP funds
<b>Math Program Fidelity Forms</b> — Observation fidelity checklists are available for various math programs. These fidelity ratings will be used when reading programs are purchased with SSIP or SPDG funds.	Math Program Fidelity Folder	February 1	<p>SSIP coaches share the applicable Math Program Fidelity Form with teachers using the math program early in the school year.</p> <p>In January, all teachers using the math program should self-evaluate their implementation using the Math Program Fidelity Form. These self-evaluations will be shared with the SSIP Coaches and Jocelyn Cooledge.</p> <p>A sample of 20% of the teachers will be observed by a math consultant or coach in January.</p>	Yes, if purchased a math program with SSIP funds
<b>Stakeholder Information Folder</b> —Letters, brochures, or resources shared with parents and stakeholders regarding the SSIP activities.	Stakeholder Information Folder	May 1 <sup>st</sup>	<p>The process for assembling resources shared with parents and stakeholders is determined by individual sites.</p> <p>Send copies of SSIP-related letters, brochures, and/or resources shared with parents and other stakeholders to Jocelyn Cooledge or upload materials to Basecamp.</p>	

# AL SSIP SITE EVALUATION PLAN

## OUTCOME DATA

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
<p><b>Progress Monitoring Data</b>— Standardized assessment to show student progress in reading and math. Data will be collected for co-taught classrooms.</p>	Progress Monitoring Worksheet	February 1 & June 15	<p>SSIP schools collect progress monitoring data for SWD and SWOD in co-taught classrooms at least three times a year.</p> <p>Schools will provide an SSIP Coach with access to the school’s progress monitoring data. The coach will record the scaled score for each student in co-taught classrooms. Prior to submitting data, the coach will remove the names of the students.</p> <p>Coaches will submit the August/September and December/January student data by February 1<sup>st</sup> and the April/May data by June 15<sup>th</sup> to J. Cooledge. The analyses look at gain scores, rather than proficiency.</p>	Yes
<p><b>Attendance Data</b>—Tracking of daily absences and tardies for all students.</p>	Attendance Worksheet	January 15 & June 15	<p>The process for collecting attendance data is determined by the site. The data collected will be the average daily attendance (% of excused absences, % of unexcused absences, % of absences due to suspension); the number of tardies/month; and the percentage of students chronically absent (0-9% absent, 10-19% missing, and 20%+ chronically missing).</p> <p>Data are submitted on the Attendance Worksheet to J. Cooledge by January 15<sup>th</sup> and June 15<sup>th</sup>.</p>	Yes
<p><b>Office Discipline Referrals</b>— Tracking of office discipline referrals for SWD and SWOD.</p>	Office Discipline Referral Worksheet	February 1 & June 15	<p>The process for collecting office discipline referral data is determined by the site. The data collected will include the number of office discipline referrals, the number of in-school suspensions, and the number of out of school suspensions per month for students with disabilities and students without disabilities.</p>	Yes

			Data are submitted on the Office Discipline Referral Worksheet to J. Cooledge by February 1 <sup>st</sup> and June 15 <sup>th</sup> .	
<b>Aspire Data</b> —State assessment administered annually to students.	Progress Monitoring Worksheet	June 15	<p>SSIP schools collect ACT Aspire for SWD and SWOD in co-taught classrooms. If the Aspire is not administered for the grade, nothing will be recorded.</p> <p>Schools will provide an SSIP Coach with access to the school’s Aspire data. The coach will record the reading or math score for each student in co-taught classrooms. Prior to submitting data, the coach will remove the names of the students.</p> <p>Coaches will submit the Aspire data on the Progress Monitoring Worksheet by June 15<sup>th</sup> to J. Cooledge, if available. The analyses look at gain scores and the percentage of students meeting the ACT Aspire benchmarks.</p>	Yes
<b>Indicators of Family Engagement</b> —A tool for schools to survey families about the supports needed to engage families.	Indicators of Family Engagement	February 15 <sup>th</sup>	<p>The process for collecting the Indicators of Family Engagement data will be determined by the site. At a minimum, schools should survey and report on families of students with disabilities. Schools may opt to survey all families or a sample of all families. An online format is available if schools would choose to use an online survey. If interested, please contact J. Cooledge for the survey link.</p> <p>Schools will report individual response data to J. Cooledge.</p>	Yes

# SSIP SITE SUBMISSION TIMES

## AUGUST

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Memoranda of Agreement (MOA)	Obtain site-specific MOA from Theresa Farmer.	One time, by August 31 <sup>st</sup> of first year in project.	Submit to Theresa Farmer.

## SEPTEMBER

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Site Form	Site Form	Annually, by September 1 <sup>st</sup> .	Submit to Theresa Farmer and Jocelyn Cooledge.

# SSIP SITE SUBMISSION TIMES

## OCTOBER

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Foundations Implementation Rubric	Foundations Implementation Rubric	Biannually for Foundations sites, October 1	**For SSIP-funded Foundations sites only. Submit to SSIP Coach.

## NOVEMBER

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Cascading Logic Model	Cascading Logic Model template	One time, by November 1 <sup>st</sup> of first year in project.	Submit to SSIP Coach, Theresa Farmer, Jocelyn Cooledge, and Pam Howard.
STOIC	STOIC	Biannually, November 1 for self-assessment	Teachers submit self-ratings on STOIC to his/her SSIP Coach.
Implementation Team Minutes	Minutes for SSIP site	Biannually, November 1 <sup>st</sup>	Submit to SSIP Coach and Jocelyn Cooledge.

# SSIP SITE SUBMISSION TIMES

## DECEMBER

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
PD Memo	PD Memo created by district (see sample)	Biannually, by December 1 <sup>st</sup> .	Submit any PD memos developed to Jocelyn Cooledge.
Visitor Sign-In Sheets	Visitor Sign-In Sheets developed by sites	Annually, December 15 <sup>th</sup>	Submit Visitor Sign-In Sheets to Jocelyn Cooledge.
Contract with ALSDE	Obtain site-specific contract from Theresa Farmer.	Annually, by December 1 <sup>st</sup> .	Submit original to Theresa Farmer and a copy to Jocelyn Cooledge.

## JANUARY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Co-Teaching Observations	Co-Teaching Observations	Annually, January 15 <sup>th</sup>	Observer submits one observation per dyad to the SSIP Coach, Pam Howard, and Jocelyn Cooledge.
Co-Planning Observations	Co-Planning Observations	Annually, January 15 <sup>th</sup>	Observer submits one observation per dyad to the SSIP Coach, Pam Howard, and Jocelyn Cooledge.
Attendance Data	Attendance Worksheet	Biannually, January 15 <sup>th</sup>	Submit Attendance Worksheet to Jocelyn Cooledge

# SSIP SITE SUBMISSION TIMES

## FEBRUARY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
STOIC (self-assessment)	STOIC	Biannually, February 1 <sup>st</sup> for self-assessment	Teachers submit self-ratings on STOIC to his/her SSIP Coach.
STOIC (observation)	STOIC	Annually, February 1 <sup>st</sup> for observations	Observers submit STOIC results to the SSIP Coach. Coach submits to Jocelyn Cooledge.
Reading Program Fidelity Forms (self-assessment)	Reading Program Fidelity Folder	Annually, February 1 <sup>st</sup>	**For sites that purchased reading programs with SSIP funds only. Submit self-assessments to the SSIP Coaches and Jocelyn Cooledge.
Math Program Fidelity Forms (self-assessment)	Math Program Fidelity Folder	Annually, February 1 <sup>st</sup>	**For sites that purchased math programs with SSIP funds only. Submit self-assessments to the SSIP Coaches and Jocelyn Cooledge.
Implementation Team Minutes	Minutes for SSIP site	Biannually, February 15 <sup>th</sup> .	Submit to SSIP Coach and Jocelyn Cooledge.
Office Discipline Referrals	Office Discipline Referral Worksheet	Biannually, February 15 <sup>th</sup>	Submit worksheet to Jocelyn Cooledge.
Indicators of Family Engagement	Indicators of Family Engagement	Annually, February 15 <sup>th</sup>	Submit individual response data to Jocelyn Cooledge.

## MARCH

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Implementation Checklist	Implementation Checklist	Annually, March 1 <sup>st</sup>	School Implementation Teams submit the self-assessment to the SSIP Coach and Jocelyn Cooledge.
Foundations Implementation Rubric	Foundations Implementation Rubric	Biannually for Foundations sites, March 1 <sup>st</sup> .	**For SSIP-funded Foundations sites only. Submit to Jocelyn Cooledge and SSIP Coach.



# SSIP SITE SUBMISSION TIMES

## APRIL

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
<i>No forms due in April.</i>			

## MAY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Stakeholder Information Folder	Stakeholder Information Folder	May 1 <sup>st</sup>	Submit copies of resources and other materials shared with parents/stakeholders to Jocelyn Cooledge.

# SSIP SITE SUBMISSION TIMES

## JUNE

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Budget	Obtain site-specific budget requirements from T. Farmer.	Annually, by June 1 <sup>st</sup> .	Submit budget to Theresa Farmer.
PD Memo	PD Memo created by district (see sample)	Biannually, by June 1 <sup>st</sup> .	Submit any PD memos developed to Jocelyn Cooledge.
Attendance Data	Attendance Worksheet	Biannually, June 15 <sup>th</sup>	Submit Attendance Worksheet to Jocelyn Cooledge.
Office Discipline Referrals	Office Discipline Referral Worksheet	Biannually, June 15 <sup>th</sup>	Submit worksheet to Jocelyn Cooledge.

## JULY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
<i>No forms due in July.</i>			

# SSIP SITE SUBMISSION TIMES

## ON-GOING

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
<b>Pre-Training Evaluation/Post-Training Evaluation</b>	Obtain site-specific Pre-Training Evaluation and Post-Training Evaluation links from J. Cooledge	On-going, at least 5 days prior to PD.	Person in charge of professional development should notify Jocelyn Cooledge about PD at least five days in advance.
<b>Post-Event Evaluation</b>	Post-Event Evaluation	On-going, following event.	Send Post-Event Evaluation link to meetings/events that do not have a Pre-/Post-Training Evaluation.
<b>Professional Development Sign-In Sheets</b>	Form developed for each event	On-going, following event.	Submit Sign-In Sheets to Jocelyn Cooledge.
<b>HQPD Checklist</b>	HQPD Checklist	On-going, following training.	Submit Checklist to Jocelyn Cooledge following training.
<b>Co-Teaching/Co-Planning Assessment</b>	Co-Teaching/Co-Planning Assessment (online)	On-going, after Co-Teaching/Co-Planning PD	Notify Jocelyn Cooledge of teachers who will be co-teaching at least two weeks prior to teaching.
<b>CHAMPS Assessment</b>	CHAMPS Assessment (online)	On-going, after CHAMPS PD	Notify Jocelyn Cooledge of teachers who will be implementing CHAMPS at least two weeks prior to teaching.
<b>Foundations Notebook</b>	Individual notebooks at each school	On-going, with review in February	Share Notebook with SSIP Coach at least quarterly. External observations of a sample of sites will occur in February.

# AL SSIP PERFORMANCE MEASURES

## KEY PERFORMANCE MEASURES

CATEGORY	MEASURE*	IMPLICATIONS
Project Management	20 site visits by other schools by 2018. 3-5 of those schools adopt the SSIP practices by 2018 and 10 by 2020.	We need records of visitors to follow-up re. scale-up.
Project Management	100% of demonstration sites hosting visitors use established protocols when hosting visitors.	Completed sign-in sheets, schedules for visitors, comment cards, etc.
Professional Development	72 teachers receive 8 hours of co-teaching/co-planning PD by 2019-2020.	~6 teachers/SSIP site **
Professional Development	144 teachers receive CHAMPS and/or Foundations PD by 2017 and 160 teachers by 2020.	~13.3 teachers/site
Professional Development	70% of teachers score at least 80% on the PD post-assessments.	Teachers demonstrate content knowledge for co-teaching, CHAMPS.
Professional Development	50% of co-teachers receive PD on reading and/or math instruction.	If purchased curriculum, may need training from vendor, or ARI/AMSTI training.
Implementation	Demonstration sites show 50% "In progress" on Implementation Checklist by 2016-2017.	
Implementation	At least 33 teachers receive instructional coaching for co-teaching/co-planning by 2016-2017.	~3 teachers/SSIP site
Implementation	At least 125 teachers receive coaching for CHAMPS &/or Foundations by 2016-2017.	~11 teachers/SSIP site
Implementation	There are 25 classrooms implementing CHAMPS and 8 sites implementing Foundations.	Over 2 classes/SSIP site implementing CHAMPS
Implementation	Co-teaching dyads co-plan at least one time/week.	Co-planning is scheduled, and co-planning is documented.
Implementation	70% of co-teachers demonstrate fidelity by 2020 in co-teaching and CHAMPS.	
Implementation	60% of co-teaching dyads use progress monitoring data for SWD to adapt instruction.	Sites have data meetings, teachers receive and review progress monitoring data
Implementation	223 SWD receive instruction in co-taught classrooms by 2018.	~19 SWD/SSIP site
Implementation	At least 2500 students are learning in a safe and civil environment by 2020.	~208 students/SSIP site. Once a site has fidelity in CHAMPS or Foundations, all students will be counted toward total.

Outcomes	45% of SWD show an increase on progress monitoring, beginning in 2016-2017	Beginning of year to end of year, student shows a positive gain.
Outcomes	40% SWD show an increase on Aspire over a year, beginning in 2016-2017	Prior year to current year, student shows a positive gain.
Outcomes	5% gap between SWD and SWOD on progress monitoring gain scores by 2017, and decreasing to 3% by 2020.	Comparison of % of SWD and SWOD showing a positive gain.
Outcomes	3% increase in attendance, and an 8% decrease in tardy data by 2017.	Will have ceiling effect for some sites.
Outcomes	2% decrease in ODRs over baseline by 2017 and 4.5% by 2020.	Baseline is rate before implementing CHAMPS or Foundations.
Outcomes	Students from SSIP sites graduate from high school at a rate of 3% higher than the state target in 2020.	Currently, 76.94% for state. Will need to track students long-term.
Outcomes	Students from SSIP sites enroll in post-secondary education at a rate of 3% higher than the state target in 2020, or are competitively employed at a rate of 4% higher than the state target in 2020.	Currently, 22.24% for post-secondary employment, and 62.25% for post-secondary + competitive employment. Will need to track students.

\*All measures are the for the state to meet. Sites are not required to meet the overall targets.

\*\*Due to variations in the sizes of SSIP sites, averages reported may not be possible for some sites.

# Appendix VI

## Transition Concepts Student Survey



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Grade: \_\_\_\_\_

Circle **Yes**, **No**, or **Unsure** for each of the following statements:

Statement	Circle One		
1. I have an IEP.	Yes	No	Unsure
2. I understand WHY I have an IEP.	Yes	No	Unsure
3. I received an invitation to my last IEP Meeting.	Yes	No	Unsure
4. I attended my last IEP Meeting.	Yes	No	Unsure
5. I met with my special education teacher before my IEP meeting to discuss: a. my strengths and needs. b. my goals when I am at school. c. what I want to do after I graduate.	Yes	No	Unsure
	Yes	No	Unsure
	Yes	No	Unsure
6. During my IEP meeting, I gave input or spoke about: a. my strengths and needs. b. my goals when I am at school. c. what I want to do after I graduate.	Yes	No	Unsure
	Yes	No	Unsure
	Yes	No	Unsure
7. I have taken a transition assessment this school year (TPI, KUDER, Interest inventory, etc).	Yes	No	Unsure
8. Someone discussed the results of that assessment with me.	Yes	No	Unsure
9. I feel like I learned about myself from taking that assessment.	Yes	No	Unsure
10. I <b>ask</b> for help with my classes when I need it.	Yes	No	Unsure
11. I <b>get</b> help in my classes when I need it.	Yes	No	Unsure
12. I have a job.	Yes	No	Unsure
13. I know how to get a job.	Yes	No	Unsure
14. I know what kind of job would be the best for me.	Yes	No	Unsure

15. Describe in your own words, WHY you have an IEP? \_\_\_\_\_

---

---

16. Why did you take this transition class? \_\_\_\_\_

---

---

17. What do you enjoy the most about the transition class? \_\_\_\_\_

---

---

18. What did you learn from the "All About Me" project?

---

---

19. Is there anything you would change about this class to make it better?

---

---

20. Would you recommend this class to a friend? Why or why not?

---

---



# Appendix VII

## Assessment Tools and Protocols for Data Collection

- a. Classroom Observation Form (*Co-Teaching Fidelity*)
- b. Co-Planning Observation Form (*Co-Planning Fidelity*)
- c. Family Engagement Tool Results
- d. HQPD Training Observation Checklist
- e. i-Ready Implementation Rubric
- f. Office Discipline Data
- g. Office Discipline Directions
- h. Pre-Event Survey Information
- i. Post-Event Evaluation Information
- j. Read 180 Implementation Checklist
- k. System 44 Administrator Walk-Through
- l. Safe and Civil Schools STOIC Checklist
- m. Memorandum of Understanding
- n. SSIP Attendance Data
- o. SSIP Attendance Directions
- p. SSIP Coaching Checklist
- q. SSIP Co-Planning Evaluation
- r. Web Link to STOIC Assessment

# SSIP Classroom Observation Form

## Introduction

---

As part of the AL SPDG and AL SSIP, we are gathering fidelity data for co-teaching.

Please complete the following form after you have observed the co-taught class. These data will be used to determine co-teaching fidelity, as well as guide coaching and professional development. Please re-watch an observation video as needed, but limit your responses only to what was observed during the class. We encourage co-teachers to watch the video together, but please enter responses separately.

If you have any questions or need further assistance, please contact Jocelyn Cooledge at [jcooledge@midco.net](mailto:jcooledge@midco.net). Thank you for your assistance!

## Teacher Information

---

1. Please share your name. \*

2. Please list your school.

3. What was the subject taught in the observed class?

- Reading
- English/Language Arts
- Math
- Science
- Social Studies
- Other - Write In

4. How many students were present for the observation?

5. How many students with IEPs were present for the observation?

## Co-Teaching

---

**Page description:**

Please observe the co-teaching during one class period and rate the fidelity of the co-teaching.

6. Please list the approximate number of minutes spent on each of the co-teaching models.

One teaching, one observing

Station teaching

Parallel teaching

Alternative teaching

Teaming

One teaching, one assisting

**Co-Teaching Models:** Please use the rubric below to rate your dyad's fidelity to the co-teaching models.

<b>1 (Minimally demonstrated)</b>	<b>3 (Somewhat demonstrated)</b>	<b>5 (Fidelity Demonstrated)</b>
Co-teaching models do not address the needs of all students; Model used does not match instructional content; Frequency of model does not follow best practices; No group instruction is used; Teachers cannot correctly identify any models; Instruction does not require two certified teachers are present.	Model is mostly appropriate for content; Frequency of model does not follow best practices; Some group instruction is used (station, alternative, parallel); Teachers state or are observed to be taking turns; Teachers can identify some of the models correctly; Instruction appropriate for two certified teachers to be present.	Co-teaching models address the needs of all students; Co-teaching models are appropriate for content; Frequency of model adheres to best practice outlined in PD; A group model is used; Parity more than taking turns; Teachers can correctly identify model used; Models used require two certified teachers are present.

7. Please rate fidelity of the observed class to the co-teaching models (Friend, 2014) using the scale above. \*

- 1 (Fidelity minimally demonstrated)
- 2 (Fidelity shows some progress)
- 3 (Fidelity somewhat demonstrated)
- 4 (Fidelity close)
- 5 (Fidelity demonstrated)
- Not observed

**Physical Parity:** Rate each the physical parity of the classroom culture using the scale below.

0 (Not equal)	1 (Yes, but not equal)	2 (Equal)
Only the general teacher's name is posted in (or outside) classroom; The general teacher is scheduled to teach during a particular time and the specialist is in the classroom irregularly; One teacher has a large desk/chair and the other has a student chair or no desk/chair; Only the general has a space in the classroom for books, materials, etc.	The general's name is posted in (or outside) classroom, and the specialist's name is posted temporarily (e.g., whiteboard, projection, etc.); Both teachers are <i>informally</i> scheduled to teach during a particular time; Both teachers have a desk/chair for instruction, but are not equal; Both teachers have a space in the classroom, but the space is not equal (e.g., on a student's desk, a public shelf, etc.).	Both teachers' names are posted in (or outside) classroom; Both teachers are formally scheduled to teach during a particular time; The desk/chair used during instruction are about equal; Both teachers have a space in the classroom for books, materials, etc.

8. Please rate fidelity of the **physical parity** of the classroom culture (Friend, 2014) using the scale above. \*

- 0, Not equal
- 1, Yes, but not equal
- 2, Yes, equal
- Not observed

**Role Parity:** Rate each the parity of roles in the classroom culture using the scale below.

0 (Not equal)	1 (Yes, but not equal)	2 (Equal)
<p>The general teacher has the lead role in the classroom; Teacher talk time during instruction is largely unequal; Students ask permission from the general teacher; Students direct questions only to the general teacher; Students refer to the specialist as a “helper” or “assistant;” The specialist only works with SWD.</p>	<p>The general has the lead role, although the specialist may have a brief lead role; Teacher talk time during instruction is not equal; The general teacher primarily gives permission; Students direct questions mostly to the general teacher; Students see both teachers as teachers, although not equal; The specialist works primarily with SWD but answers questions from all students during independent practice.</p>	<p>Both teachers take a lead role in the classroom; Teacher talk time during instruction is about equal; Both teachers give permission without checking with the other; Students see both teachers as teachers; Both teachers work with all students.</p>

9. Please rate fidelity of the **parity of roles** in the classroom culture (Friend, 2014) using the scale above. \*

0, Not equal

1, Yes, but not equal

2, Yes, equal

Not observed

10. For the co-teaching **instructional parity**, please determine if the general educator and the specialist participated in the action at the same rate. We suggest tallying the frequency of the following items to determine the frequency rating (e.g., the specialist provided support to students with disabilities on five occasions and the generalist provided support on five occasions). List “Not Observed” only for those items that did not occur during the observation period, such as addressing behavior issues.

	Not equal in frequency	Somewhat equal in frequency	Equal in frequency	Cannot Rate
Teaching/leading the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving around class to provide assistance to students as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing individualized support to students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling papers/materials for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing behavior issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Specialist's Role:** Rate each the role of the Specialist in the class using the scale below.

0 (Role not clear)	1 (Role somewhat clear)	2 (Clear role)
Does not offer students with disabilities specialized instruction or remediation. Focuses on group instead of individual needs. No evidence of providing expertise on documentation. Focuses on pacing rather than mastery. Specialist solely supports general teacher, such as reviewing concepts taught by the general education teacher or supervising an independent group so the general teacher can directly reteach a group.	May offer students strategies, accommodations, modifications, or other interventions to facilitate learning, but minimally or as a whole group. May provide assistance to some SWD, but not all. May provide expertise on documentation for SWD. Focuses on pacing instead of mastery. The specialist adds some value to the class, but minimally or infrequently.	Offers students strategies, accommodations, modifications, or other interventions to facilitate learning. May offer specialized instruction or remediation. Focuses on each student's needs and provides assistance to meet those needs. May provide expertise on documentation for SWD. Focuses on ensuring students have a full understanding of the content. The specialist adds value to the class.

11. Please rate the **role of the Specialist** in the co-taught class using the scale above. \*

0, Role not clear
1, Role somewhat clear
2, Clear role
Not observed

**Assessment:** If students were assessed, please use the following scale to rate the parity of the assessment.

0 (No parity)	1 (Some parity)	2 (Parity)
One teacher leads the assessment for all students <u>OR</u> the specialist leads an assessment only for students with disabilities.	There is more than one assessment, and one teacher leads one assessment and both lead a second assessment <u>OR</u> a mix of some students are assessed, but not all.	The general education teacher leads the assessment for some students and the specialist leads the assessment for some students <u>OR</u> both teachers lead the assessment together. All students are assessed.

12. Please rate the **parity of the assessment** in the co-taught class using the scale above. \*

0, No parity
1, Some parity
2, Parity
Not observed



**Communication:** Please use the following scale to rate the parity of the communication and collaboration (based on Murawski & Lochner, 2011).

0 (No parity)	1 (Some parity)	2 (Parity)
All planning appears to have been done by one adult <u>OR</u> no co-planning is evident. Teachers use “I” language frequently (e.g., “I want you...” or “In my class....”).	Minimal co-planning and communication is evident; most planning appears to be done by one adult. Teachers attempt to use “we” language and include each other, but it is clear one teacher is used to “ruling” the class.	It is clear both adults had input in the lesson. Teachers communicate regularly as the class progresses. Teachers clearly use “we” language (e.g., “We would like you to...”), showing that both share the responsibility and students know they are equally in charge.

13. Please rate the **parity of the communication** in the co-taught class using the scale above. \*

0, No parity

1, Some parity

2, Parity

Not observed

**Student Engagement:** Please use the description below to determine the student engagement at two or three intervals during the class.

Students are considered engaged if they are:	Students are considered not engaged when:
Looking attentively at the teacher and/or other students; Responding to questions; Volunteering responses; Talking to a teacher/peer about assigned material; Providing responses that build on the teachers or other students' comments; Showing that they understand ideas and concepts; Not distracted by outside noise or others behavior; Sticking to the task; Highly focused rather than moving around the room; Making progress on the task; Asking for help only when necessary; Talking to others only when necessary.	Talking about nonacademic material (verbal off-task); Walking around the room aimlessly (motor off-task); Calling out (verbal off-task) unless it is considered an appropriate response style for that classroom; Aimlessly flipping the pages of a book (motor off task); Aimlessly looking around the classroom; Looking at unassigned material; Physically touching another student when not related to an academic task; Other activity not related to the current activity; Turning around in seat, oriented away from task; Staring out the window—zoned out; Engaging in any other form of off-task behavior.

14. Please use a one minute scan at 15 minute intervals during the instruction to determine student engagement. Use the “Student Engagement Box” for descriptors. Please record the percentage of students engaged at each interval. *Please note, student engagement is NOT used to determine fidelity, but is collected to report the impact of co-teaching on student engagement. A low engagement rating will not affect a teacher's fidelity score.*

Engagement at 15 minutes

Engagement at 30 minutes

Engagement at 45 minutes

15. Please share any comments about the observation below.

**Thank You!**

---

Thank you for taking our survey. Your response is very important to us.

# SSIP Co-Planning Observation Form

## Teacher Information

---

1. Please share your name. \*

2. Please list your school.

3. Number of days being planned?

## Co-Planning

---

### Page description:

Please observe one co-planning session or complete the following questions immediately after co-planning.

4. Co-Planning Materials: Were the following items present and used?

	Yes	No	Cannot Rate
Draft lesson plans are present.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A co-planning form is used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Decision-Making Matrix is present.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Co-Planning Process: Please rate the following co-planning tasks. \*

	No	Somewhat	Yes	Not observed
Both teachers reviewed existing lesson plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers chose appropriate co-teaching approaches for the beginning of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers chose appropriate co-teaching approaches for the middle of/during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers chose appropriate co-teaching approaches for the end of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers collaboratively identify their roles and responsibilities for preparation (e.g., make graphic organizers, slides, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers collaboratively identify their roles and responsibilities during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers checked IEP Goals/504 plans/other learning plans for determining specially designed instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers checked IEP Goals/504 plans/other learning plans for determining accommodations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers checked IEP Goals/504 plans/other learning plans for determining enhancements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers purposely pre-select small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please share any comments about the co-planning session or ratings.

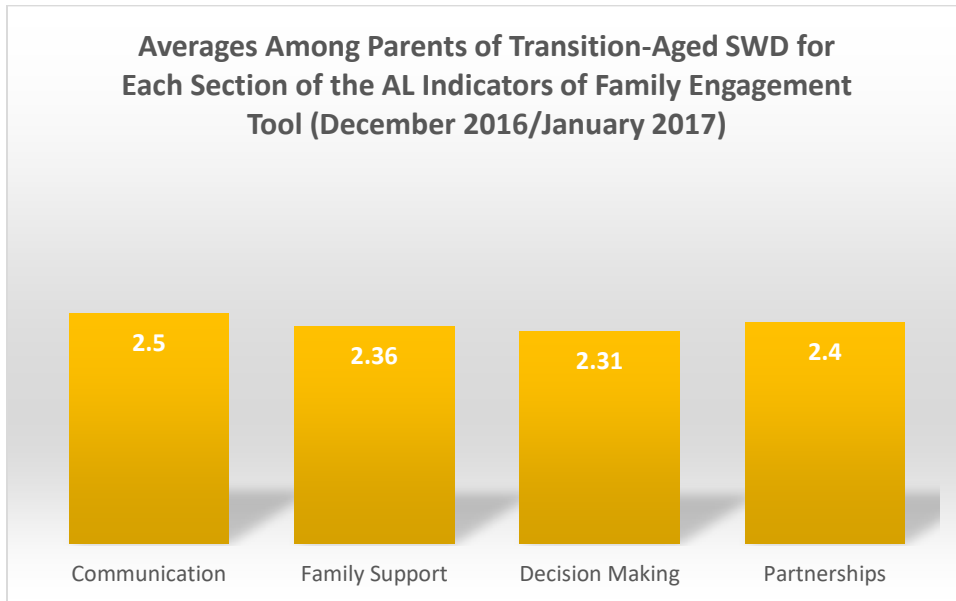
# ALABAMA INDICATORS OF FAMILY ENGAGEMENT TOOL RESULTS

Center Street Consulting

January 2017

During the December 2016/January 2017 Parent Focus Groups, parent participants completed the *Alabama Indicators of Family Engagement Tool*. The survey was administered in paper-and-pencil format to parents of transition-aged students with disabilities (SWD) at three Parent Focus Groups. While the sample size was small (n=12), the sample represented a cross-section of parents of SWD around the state.

The validated survey consists of four dimensions: *Communication*, *Family Support*, *Decision Making*, and *Partnership*. Respondents are asked to rate their agreement on a four-point scale (Strongly Agree/4=high, Strongly Disagree/1=low). The averages among the parents for each section are shared in the figure below.



The highest rated domain was Communication (2.5). As outlined in the explanation of the Transition Parent Focus Groups, while communication has been reported to be an on-going concern among parents, there are aspects of communication, such as academics, that are communicated well to parents.

The results also show the respondents had concerns about all items; the highest rated question was 70.8% of the total points (2.83 out of 4.0). The *Decision Making* domain was the lowest rated overall (2.31). The lowest-rated item overall was from the *Family Support* domain: “*I am provided opportunities to participate in professional development*” (1.9).

The five highest rated items and the five lowest rated items are presented in the table below. The table shows each domain is represented in the bottom five items. In other words, all four domains have at least one item in the bottom. Similarly, three of the four domains are represented in the top five items.

### The Highest and Lowest Scoring Items on the AL Indicators of Family Engagement

<i>Dimension</i>	<i>Item</i>	<b>Average Score</b>
<i>Family Support</i>	The school supports my child's learning and growth.	2.83
<i>Partnerships</i>	The environment at my school is inviting and welcoming for all families.	2.82
<i>Communication</i>	I am informed of my child's progress.	2.75
<i>Communication</i>	I am informed of the school's academic programs available for my child.	2.67
<i>Partnerships</i>	The partnerships the school has with my family supports my child's learning and growth.	2.55
<i>Communication</i>	I am offered a variety of ways to give feedback to the school.	2.17
<i>Family Support</i>	The school provides learning opportunities to meet the social and cultural needs of all families.	2.1
<i>Partnerships</i>	The school identifies my family's interests, talents, and availability to support the school.	2.09
<i>Decision Making</i>	The school improvement team and other committees have a diverse representation of all families.	2.05
<i>Family Support</i>	I am provided opportunities to participate in professional development.	1.9

A number of parent participants wrote comments in the space provided in the *Alabama Indicators of Family Engagement Tool*. The responses indicate that while schools do communicate with and support students' families, the communications and support from the schools often are not relevant to the needs of SWD. Several parents reported that communications and support are provided with respect to General Education, but not Special Education. Furthermore, parents noted that they had to initiate communications with the school about their SWD rather than the school proactively communicating with the parents about the SWD.

## Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*<sup>1</sup> was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

<b>Context Information</b>	
Date: _____	Location: _____
Topic: _____	Presenter: _____
Observer: _____	Role: _____

The professional development provider:	Observed? (Check if Yes)
<b>Preparation</b>	
1. Provides a description of the training with learning objectives prior to training	
Evidence or example:	
2. Provides readings, activities, and/or questions to think about prior to the training	
Evidence or example:	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
Evidence or example:	
4. Quickly establishes or builds on previously established rapport with participants	
Evidence or example:	

<sup>1</sup> Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

The professional development provider:	Observed? (Check if Yes)
<b>Introduction</b>	
5. Connects the topic to participants' context (e.g., community, school, district)	
<b>Evidence or example:</b>	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
<b>Evidence or example:</b>	
7. Content builds on or relates to participants' previous professional development	
<b>Evidence or example:</b>	
8. Aligns with school/district/state/federal standards or goals	
<b>Evidence or example:</b>	
9. Emphasizes impact of content on student learning outcomes	
<b>Evidence or example:</b>	
<b>Demonstration</b>	
10. Builds shared vocabulary required to implement and sustain the practice	
<b>Evidence or example:</b>	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	
<b>Evidence or example:</b>	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	
<b>Evidence or example:</b>	
<b>Engagement</b>	
13. Includes opportunities for participants to practice and/or rehearse new skills	
<b>Evidence or example:</b>	



<b>The professional development provider:</b>	<b>Observed?</b> (Check if Yes)
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
<b>Evidence or example:</b>	
15. Includes opportunities for participants to interact with each other related to training content	
<b>Evidence or example:</b>	
16. Adheres to agenda and time constraints	
<b>Evidence or example:</b>	
<b>Evaluation</b>	
17. Includes opportunities for participants to reflect on learning	
<b>Evidence or example:</b>	
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	
<b>Evidence or example:</b>	
19. Engages participants in assessment of their acquisition of knowledge and skills	
<b>Evidence or example:</b>	
<b>Mastery</b>	
20. Details follow-up activities that require participants to apply their learning in a new setting or context	
<b>Evidence or example:</b>	
21. Offers opportunities for continued learning through technical assistance and resources	
<b>Evidence or example:</b>	
22. Describes opportunities for coaching to improve fidelity of implementation	
<b>Evidence or example:</b>	

## References

- Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-quality professional development for all teachers: Effectively allocating resources (Research and Policy Brief). Retrieved from National Comprehensive Center for Teacher Quality website:
- Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011, February). *Evidence-based professional development*. Presented at the 2011 State Personnel Development Grants Regional Meeting, Washington, DC.
- Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children, 22*(3), 164-176.
- Hunzicker, J. (2010). Characteristics of effective professional development: A checklist. Unpublished manuscript, Department of Teacher Education, Bradley University, Peoria, Illinois.
- Knoff, H. M. (2011). Arkansas SPDG research-based professional development: Evaluation form. Unpublished instrument.
- National Research Council. *How People Learn: Bridging Research and Practice*. Washington, DC: The National Academies Press, 1999.
- Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.

This evaluation instrument was developed under a grant from the US Department of Education, #H323A120018. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Office of Special Education Programs.

# Implementation Rubric

## Set the Foundation

- ★ We have a clear vision for how and when we'll use *i-Ready* data and instructional resources in our school, which is consistent with district guidance.
- ★ We have clearly defined leadership roles for the *i-Ready* implementation (e.g., who monitors our progress and makes course corrections throughout the year).
- ★ We have the right technology infrastructure in place to support the program.
- ★ Our teachers and leaders receive adequate Professional Development on the features and functions of the *i-Ready* program and on using data to inform instruction.

/4

## Get Everyone Invested

- ★ Leaders communicate to teachers their *i-Ready* vision and plan, and the role it will play.
- ★ Leaders/teachers communicate with parents about *i-Ready*: they share information about what *i-Ready* is, how it will help their children.
- ★ Leaders share *i-Ready* success stories from within their school or district with teachers (i.e., share prior year successes at the beginning of the school year and mid-year diagnostic successes after the mid-year Diagnostic).
- i-Ready* power users and advocates are identified, and have a clearly defined role in fostering the effective use of the program.
- Educators have a regular forum to reflect on accomplishments and share ideas and best practices on their *i-Ready* implementation.

/5

## Assess for Success

- ★ There is a diagnostic testing plan in place that allocates sufficient time for testing and ensures sufficient computer time availability for every student to be tested within designated testing windows.
- ★ Leaders share the testing plan, convey the importance of a quality diagnostic administration and share expectations and best practices to prepare for and administer the test.
- ★ Teachers and support staff are actively engaged in student testing, ensuring students understand the test and are engaged when completing the assessment.
- ★ Leaders/teachers actively monitor Diagnostic completion, identify rushing early, and retest when necessary.
- There is an assessment plan in place to monitor student growth between Diagnostics (i.e., progress toward mastery of grade-level standards via Standards Mastery).

/5

## Do More with Data

- ★ Leaders convey the importance of using data to inform and differentiate instruction at the beginning of the school year, and set expectations, share guidance, and provide support throughout the year.
- ★ Leaders convene teachers to share Diagnostic data and lead a collaborative, action-oriented discussion of student results.
- ★ Leaders/coaches look at Performance by Grade and Class, Needs Analysis by Grade, and Intervention Screener reports after each Diagnostic and use the data to make school-wide decisions.
- ★ Teachers look at the Class Profile, Instructional Grouping Profile, and Student Profile reports after each Diagnostic and use the data and recommendations to plan and modify their instruction.
- ★ Teachers review interim data between Diagnostics (e.g., Response to Instruction, Growth Monitoring, Standards Mastery reports) and make instructional adjustments accordingly.
- Leaders have a plan for integrating *i-Ready* data into year-long resource allocation and instructional decision-making.
- Teachers discuss data and the data-based adjustments they are making in coaching sessions/PLCs.

/7

## Integrate Instruction

- ★ Leaders ensure teachers are informed of the benefits of using *i-Ready* online instruction and *Ready*® resources to differentiate instruction, share the research behind *i-Ready*'s 45-minutes per subject per week recommendation, and communicate usage and instructional goals and expectations.
- ★ Teachers develop individual plans for integrating *i-Ready* online instruction into their weekly class schedules and actively monitor student usage weekly to ensure goals are being met.
- ★ Leaders set a school-wide schedule that ensures sufficient computer-time access to enable students to reach 45 minutes of instruction per subject per week.
- ★ Teachers deliver differentiated instruction to small groups or individual students aligned with instructional priorities in *i-Ready* reports, using *i-Ready* and/or *Ready* resources as appropriate.
- Students receive regular access to 45 minutes of *i-Ready* online instruction each week, following a predictable schedule and set routines.
- Teachers regularly look at Response to Instruction reports to monitor student progress in online instruction and intervene with support if students struggle.
- Leaders monitor online instructional usage and observe differentiated instruction regularly to identify areas of strength/opportunity and engage in dialogue with teachers about best practices.

/7

## Build the Culture

- ★ Teachers get students excited to work on *i-Ready*: they explain how the program works, will help them learn, and is an integral part of class.
- ★ Teachers inform students of their Diagnostic results and help them reflect and set goals.
- ★ Teachers recognize and celebrate student/class growth from one Diagnostic to the next.
- ★ Teachers engage students in their progress in *i-Ready* online instruction, regularly track their usage, and celebrate their progress.
- There is a school-wide effort to recognize and celebrate progress in *i-Ready* Instruction and growth from one Diagnostic to the next.
- Teachers regularly communicate with parents about their child's progress in *i-Ready*.
- Teachers collaborate with each other: they share ideas for engaging students, celebrating progress, and communicating with parents.

/7

★ Items are the most critical to accomplish in order to ensure a baseline level of implementation success.

# SSIP Office Discipline Data

## Office Discipline Data

---

1. Please indicate your school.

2. Please enter the e-mail address for the SSIP contact person. This person will receive the office discipline results.

3. Please enter the number of office discipline referrals (ODRs), suspensions, and expulsions for each month in the tables below. *The data below are used as a baseline.*

	January 2015	April 2015
ODRs: All Students	<input type="text"/>	<input type="text"/>
ODRs: SWD	<input type="text"/>	<input type="text"/>
Number of Suspensions	<input type="text"/>	<input type="text"/>
Number of Expulsions	<input type="text"/>	<input type="text"/>

4. Please enter the number of office discipline referrals (ODRs), suspensions, and expulsions for each month in the tables below.

	August 2016	September 2016	October 2016	November 2016	December 2016
ODRs: All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ODRs: SWD	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Suspensions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Expulsions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Please enter the number of office discipline referrals (ODRs), suspensions, and expulsions for each month in the tables below.

	January 2017	February 2017	March 2017	April 2017	May 2017
ODRs: All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ODRs: SWD	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Suspensions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Expulsions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6. Please share any comments below.

# SSIP OFFICE DISCIPLINE DATA DIRECTIONS

CENTER STREET CONSULTING

- ▶ How do I access the Office Discipline Data form?
  - <http://www.surveygizmo.com/s3/3321049/SSIP-ODR>
  - Once you have submitted an entry, you cannot go back and change that particular entry.
  - A printable copy of the form is available on Basecamp for reference.
  
- ▶ When do I use the Office Discipline Data form?
  - Please update the data by February 1<sup>st</sup> and June 15<sup>th</sup> annually.
  - In February, you will enter data from August-December, and in June, you will enter data from the spring semester.
  - Once entered initially, please only enter updated data (i.e., data from the prior semester).
  
- ▶ Who completes the Office Discipline Data form?
  - Each site determines its own process for entering the data.
  
- ▶ How should I enter the data?
  - There are four data categories on the Office Discipline Data:
    - **Office discipline referrals (All Students):** Please enter the total number of times a student's misbehavior leads to a referral to the principal's office for each month. At this time, we are not distinguishing between major and minor referrals.
    - **Office discipline referrals (Students with Disabilities):** Please enter the total number of times a student's misbehavior leads to a referral to the principal's office for each month. This number is for students with an IEP only at the school.
    - **Number of Suspensions:** Please enter the total number of in-school and out-of-school suspensions for each month.
    - **Number of Expulsions:** Please enter the total number of incidences where a student is expelled during a month.
  
- ▶ Points to keep in mind.

- After entering the data in January 2017, you do not need to re-enter data when adding updates in subsequent semesters.
- If you submit the data but need to make a change, enter the revised data in a new entry and indicate “Use this entry” in the textbox. Only enter the revised data; you do not need to re-enter all of the data.
- Please contact Jocelyn Cooledge if you have problems entering the data: [jcooledge@midco.net](mailto:jcooledge@midco.net).



# SSIP PRE-EVENT SURVEY DIRECTIONS

## CENTER STREET CONSULTING

- ▶ Please contact Jocelyn Cooledge at least 5 days prior to the professional development.
  - Please share the date(s) of the event.
  - Please share the topic and (as available) an agenda and/or outcomes. Any information is helpful!
  
- ▶ Who should send the Pre-Event Evaluation link?
  - Will Jocelyn or someone from the district be sending participants the link?
  - If Jocelyn is sending the link, please send participants' e-mail addresses at least two days prior to the PD.
  
- ▶ When should the Pre-Event Evaluation be sent?
  - We recommend 1-2 days prior to the event, or at the beginning of the event.
  
- ▶ What about the Post-Event Evaluation?
  - We follow a similar process for the Post-Event Evaluation. Please let Jocelyn know if she will send the link or someone from the district.
  
- ▶ Here is sample wording for the Pre-Event Evaluation e-mail. Please feel free to send whatever message is appropriate.

Hello--

On Tuesday, August 2<sup>nd</sup>, you are attending a professional development session on co-teaching and co-planning. If you are not attending the PD session, please disregard this message.

In order to help us track our learning measures, we are asking that you please complete a Pre-Event Evaluation prior to the meeting. The Pre-Event Evaluation should take less than 5 minutes. Please do not feel like you are expected to know the material for this evaluation prior to meeting. If you don't know the answers to the question, please simply indicate "I don't know" in the response fields. The link below will take you to the evaluation: *[insert link here]*

If you have any problems completing the form or have any questions about the survey, please let Jocelyn Cooledge know at [jcooledge@midco.net](mailto:jcooledge@midco.net).

# SSIP POST-ONLY EVENT SURVEY DIRECTIONS

## CENTER STREET CONSULTING

- ▶ If the SSIP site offers professional development for events other than content/skill training (e.g., Foundations staff meetings, SSIP informational meetings, parent events, etc.), please share the Post-Event Evaluation link with participants.
  
- ▶ What is the Post-Event Evaluation link?
  - <http://www.surveygizmo.com/s3/2906816/Post-Event-Evaluation>
  
- ▶ Do we need a specific survey link?
  - No. The Post-Event Evaluation link is the same for all events, and therefore Jocelyn doesn't need to customize the link. The survey includes fields for the name of the event, the date, and the school, which help to identify the event.
  
- ▶ Who should send the Post-Event Evaluation link?
  - Typically, the district or site will send the link. The SSIP Coach shouldn't send the link.
  - If you would like Jocelyn to send the link, please send her e-mail addresses for the participants or a sign-in sheet.
  
- ▶ Here is sample wording for the Post-Event Evaluation e-mail. Please feel free to send whatever message is appropriate.

Hello--

On July 18<sup>th</sup>-19<sup>th</sup>, you attended a Co-Teaching/Co-Planning training with Drs. Pam Howard and Donna Ploessl. If you have already completed this Post-Event Evaluation, please disregard this message.

We are asking for your help with completing a short follow-up survey regarding the meeting. The survey should take about five minutes to complete. If you click on the following link, you can complete the evaluation: <http://www.surveygizmo.com/s3/2906816/Post-Event-Evaluation>

Your individual responses will remain confidential, and no identifying responses will be shared. If you need an alternative format, or if you have questions about the survey, please feel free to contact me.

Thank you for your assistance!

Instructor \_\_\_\_\_

Date \_\_\_\_\_

## **READ 180 Classroom Implementation Review**

- ▶ **READ 180 is most effective when implemented with fidelity. Use this Classroom Implementation Review to complete a self-assessment of your READ 180 classroom implementation. Use the results to determine appropriate instructional goals for the year.**

### **Part I: School-Driven Implementation Indicators**

- ▶ **Place a check mark to the left of implementation indicator that is fully in place. If an indicator is not fully in place, indicate the area of challenge. Discuss challenge areas with school administrators.**

✓	<b>Implementation Success Indicator</b>	✓	<b>If not on model, indicate challenge</b>
	<b>Scheduling</b> Class meets for 90–120 minutes daily		Daily for less than 90 minutes
			Every other day for 90 minutes
			Every other day for less than 90 minutes
	<b>Largest Class Size</b> 15–21 students		22–23 students
			24–26 students
			27 + students
	<b>Available Materials</b> Full stage of materials available		Incomplete classroom library
			Incomplete classroom library and missing other print resources
			No materials available
	<b>Fully Functioning Technology</b> headsets; software installed; DVD player; CD players		Some minor challenges that impede fully functioning technology
			Hardware or software not accessible on a regular basis
			Hardware and/or software not in place
<b>Professional Development Completed</b>		<b>Notes:</b>	
Day 1 Training	DTZ Webinar		
Day 2 Training	Seminar		
Follow-Up Training	Other		

TM ® & © Scholastic Inc. All Rights Reserved. 33331\_13600



**Resource Links**

**SAM** Keyword: Implement Review

Instructor \_\_\_\_\_

Date \_\_\_\_\_

## Part II: Classroom-Driven Implementation Indicators

- Place a check mark next to indicators that are fully in place in your classroom. Total the check marks for each implementation area. Focus on strengthening areas that receive less than five check marks.

### Management and Organization

✓	Implementation Success Indicator	Notes
	All materials and resources are available for each rotation	
	Three clearly-defined visible rotation areas that are easily monitored	
	Inviting classroom with displays such as <i>READ 180</i> posters, student work, etc.	
	Rotations timed appropriately with daily use of timer	
	Strong organizational system in place for all classroom materials	
	Procedures posted; students can articulate classroom rituals and routines	
	Transitions are smooth, orderly, and well-managed for independence	
	System established for monitoring student behavior in all rotational areas	
	“Plan B” for technology instituted and communicated to students	
	Motivation and/or incentive system in place for student progress	
	<b>TOTAL</b>	

### Whole-Group Instruction

✓	Implementation Success Indicator	Notes
	Daily use of <i>rBook Teacher's Edition</i> to guide student learning	
	Purposeful Whole-Group Wrap-Up implemented daily	
	Regularly and appropriately scaffolded use of Anchor DVD	
	Active involvement of all students during Whole-Group Instruction	
	Appropriate scaffolds provided for student response to Whole-Group lesson	
	Daily use of structured engagement routines to facilitate learning	
	Regular monitoring of student <i>rBook</i> responses to ensure rigorous completion	
	Students respond in complete sentences both orally and in writing	
	During <i>rBook</i> CheckPoints, lessons extend current Workshop skills or themes	
	Differentiated instruction to meet individual student needs	
	<b>TOTAL</b>	



**Resource Links**

**SAM** Keyword: Implement Review

Instructor \_\_\_\_\_

Date \_\_\_\_\_

**Small-Group Instruction**

✓	Implementation Success Indicator	Notes
	Daily use of <i>rBook Teacher's Edition</i> to guide student learning	
	Active involvement of all students during Small-Group Instruction	
	Use of sentence starters to elicit full oral and written responses	
	Daily differentiation of instruction using Boost and Stretch activities	
	Students appropriately and fully complete <i>rBook</i> work	
	<i>rBook</i> lesson is paced to appropriately meet student needs	
	Time allocated to support student <i>rBook</i> revision	
	Flexible student groupings based on Groupinator data and student progress	
	Regular use of <i>rBook</i> CheckPoints to provide differentiated instruction	
	Appropriate RDI assignments given to each group during <i>rBook</i> CheckPoints	
	<b>TOTAL</b>	

**Modeled and Independent Reading**

✓	Implementation Success Indicator	Notes
	Classroom library is well-organized, with book levels clearly indicated	
	Students select appropriate books and/or eReads based on interest and reading ability	
	All students can articulate Lexile levels and match books appropriately	
	Students actively read silently or with audio support for the entire rotation	
	Students regularly take <i>Scholastic Reading Counts!</i> quizzes	
	Written measures of accountability are in place to track daily reading progress	
	Daily monitoring of student reading logs or other accountability measures	
	Regular recognition of student reading gains are in place	
	Book completion expectations established and monitored	
	Opportunities established for book talks or presentations	
	<b>TOTAL</b>	



**Resource Links**

**SAM** Keyword: Implement Review

Instructor \_\_\_\_\_

Date \_\_\_\_\_

**Instructional Software and Data Analysis**

✓	Implementation Success Indicator	Notes
	SRI tests administered within established testing windows	
	Students use <i>READ 180</i> Software daily	
	Students complete <i>rSkills Tests</i> at the end of each rBook Workshop	
	Data from all software components are regularly analyzed, using SAM and the Dashboard	
	Student data points fall within appropriate usage thresholds	
	Students regularly receive feedback on software progress	
	Data used to strategically regroup students at the <i>rBook CheckPoints</i>	
	Data shared with administrators	
	Student data used to hold student conferences and track goals	
	Students are appropriately prepared for assessments	
	<b>TOTAL</b>	



**Resource Links**

**SAM** Keyword: Implement Review



# System 44 Administrator Walk-Through

Use this checklist to keep track of how successfully teachers are implementing *System 44*.

Teacher \_\_\_\_\_ Administrator \_\_\_\_\_ Date \_\_\_\_\_

Instructional Fidelity Indicators	Examples of Success (Including, but not limited to. . .)	Fully	Partial	None
<b>Classroom Structure and Organization</b>				
Classroom has designated area for each rotation, allowing for ease of movement.	<ul style="list-style-type: none"> <li>• Areas designated for each rotation: Whole Group, Small Group/Modeled and Independent Reading, and Instructional Software.</li> <li>• Procedures and routines posted for rotations.</li> </ul>			
All rotations timed appropriately with smooth transitions.	<ul style="list-style-type: none"> <li>• Clear evidence of transition routines.</li> <li>• Rituals for students putting materials away.</li> </ul>			
Materials and equipment are orderly and accessible to teacher and students.	<ul style="list-style-type: none"> <li>• Student materials organized and easily accessible.</li> <li>• Student library organized and Lexiled.</li> <li>• System in place to keep track of student work.</li> </ul>			
<b>NOTES:</b>				
<b>Whole-Group Introduction or Small-Group Instruction</b>				
<i>System 44</i> materials are the primary focus for instruction and practice including <i>System 44 Teaching Guide</i> and other materials.	<ul style="list-style-type: none"> <li>• Evidence of use of <i>System 44</i> Self-Monitoring Chart.</li> <li>• Students using <i>Decodable Digest</i> and Library and <i>44Book</i> to review skills.</li> <li>• Evidence of use of S.M.A.R.T. lessons.</li> </ul>			
Teacher actively involving all students, checking for understanding, and providing feedback.	<ul style="list-style-type: none"> <li>• Used community building activities and word games.</li> <li>• Sentence starters and other scaffolds used.</li> <li>• Immediate verbal feedback provided by teacher.</li> </ul>			
Students are purposefully grouped for differentiated instruction.	<ul style="list-style-type: none"> <li>• Student groupings posted.</li> <li>• Instruction is differentiated with flexible groupings.</li> </ul>			
<b>NOTES:</b>				
<b>Modeled and Independent Reading</b>				
Paperbacks and audiobooks organized and accessible for student use.	<ul style="list-style-type: none"> <li>• Paperbacks organized by Lexile level.</li> <li>• <i>System 44</i> Library Poster displayed.</li> <li>• Non-<i>System 44</i> books have been Lexiled.</li> </ul>			
Students actively engaged in reading independently, with an audiobook, or working on book related tasks.	<ul style="list-style-type: none"> <li>• Students in reading rotation all have books.</li> <li>• Students focused on reading or reading related task (e.g., QuickWrites).</li> <li>• Teacher redirects off-task behavior.</li> </ul>			
<b>NOTES:</b>				
<b>Instructional Software</b>				
Students using computers daily for appropriate programs.	<ul style="list-style-type: none"> <li>• Students working on <i>System 44</i> software.</li> <li>• As needed, students access other programs including SRC! or SRI.</li> </ul>			
Working computers in place for 1/2 of class size.	<ul style="list-style-type: none"> <li>• All hardware and auxiliary equipment is functioning.</li> </ul>			
<b>NOTES:</b>				
<b>Progress Monitoring With SAM</b>				
<i>System 44</i> software usage is monitored and used to diagnose student needs and differentiate instruction.	<ul style="list-style-type: none"> <li>• <i>System 44</i> usage reports viewed within recommended time periods.</li> <li>• Instructional decisions for class and individual students based on <i>System 44</i> reports.</li> </ul>			
<b>NOTES:</b>				

TM & © Scholastic Inc. All rights reserved.



TM & © Scholastic Inc. All rights reserved.



## CLASSROOM MANAGEMENT STOIC CHECKLIST



Variables	Questions to guide discussion	Y	N	Comments
<p><b>S</b>tructure/ <b>O</b>rganize the classroom for success.</p>	<ol style="list-style-type: none"> <li>1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?</li> <li>2. Can you and your students access materials and the pencil sharpener without disturbing others?</li> <li>3. Does the schedule create consistency, variety, and opportunities for movement?</li> <li>4. Do you have effective beginning and ending routines?</li> <li>5. Have you defined clear expectations for instructional activities?</li> <li>6. Have you defined clear expectations for transitions between activities?</li> </ol>	Y	N	
<p><b>T</b>each students how to behave responsibly in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?</li> <li>2. Have you created lessons and explicitly taught expectations for classroom routines and policies?</li> <li>3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)</li> </ol>	Y	N	
<p><b>O</b>bserve student behavior (supervise!)</p>	<ol style="list-style-type: none"> <li>1. Do you circulate and scan as a means of observing/monitoring student behavior?</li> <li>2. Do you model friendly, respectful behavior while monitoring the classroom?</li> <li>3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?</li> </ol>	Y	N	
<p><b>I</b>nteract positively with students.</p>	<ol style="list-style-type: none"> <li>1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?</li> <li>2. Do you provide age-appropriate, non-embarrassing feedback?</li> <li>3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?</li> </ol>	Y	N	
<p><b>C</b>orrect irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.</p>	<ol style="list-style-type: none"> <li>1. Do you correct consistently?</li> <li>2. Do you correct calmly?</li> <li>3. Do you correct immediately?</li> <li>4. Do you correct briefly?</li> <li>5. Do you correct respectfully?</li> <li>6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?</li> <li>7. Do you have a plan for how to respond to different types of misbehavior fluently?</li> </ol>	Y	N	

**Memorandum of Understanding (MOU)**  
**Alabama State Department of Education**  
**Special Education Services**  
**State Systemic Improvement Plan (SSIP) Demonstration Site Program**  
**Hale County Board of Education**

Overview

The State Systemic Improvement Plan (SSIP) is requirement of the FFY 2013-18 State Performance Plan/Annual Performance Report to the Office of Special Education Programs (OSEP). The structure of the SSIP, as proposed by the ALSDE, braids the SSIP components with the existing initiatives of the State Personnel Development Grant (SPDG), and the approved application of the Elementary Secondary Education Act (ESEA) Flexibility Waiver, which reflects Alabama's Plan 2020.

The overall purpose of the Alabama SSIP is to improve post-school outcomes for students with disabilities (OSEP Indicator 14a). To achieve this goal, the ALSDE is seeking to:

- 1) Improve behavior management and reduce the number of discipline referrals;
- 2) Increase progress and participation of students with disabilities in the general curriculum;
- 3) Improve student achievement;
- 4) Increase interagency collaboration and coordination;
- 5) Increase student and family engagement; and
- 6) Establish effective transition services.

Duration

For this agreement, the project year is January 1, 2015 through May 31, 2016.

Discretionary Grant

Hale County Public School System is awarded a one-time discretionary grant in the sum of \$150,000, for the remainder of FY 2015 budget period (October 1, 2014 to September 30, 2015), to fund a SSIP demonstration site project at Greensboro Middle School and associated feeder elementary and high schools. The funds may be used to purchase reading and/or mathematics resources, evidence-based training related to demonstration site priorities, data and progress monitoring systems, and resources related to secondary transition programming at the high school level. *Funds must be spent for the provision of special education services to IDEA eligible children and as approved by the ALSDE.*

Roles

- The ALSDE will: 1) Establish an SSIP Implementation Team to collaborate with Hale County Schools; 2) Provide funding for the establishment of District and Building Implementation Teams; 3) Provide support personnel, including Vickie Brown as an SSIP Instructional Coach; 4) Offer PD and coaching on implementation science, collaborative teaching, and Safe and Civil Schools behavior management; and 5) Assist the district with coordinating logistical support for implementing the initiative.
  
- Hale County Schools will:
  - 1) Establish District and Building Implementation Teams to support the Demonstration Site at Greensboro Elementary School;
  - 2) Participate in District and/or Building Implementation Team meetings;
  - 3) Collaborate with the SSIP Instructional Coach to coordinate SSIP Demonstration Site activities;
  - 4) Provide data, including student outcome data, per ALSDE timelines;
  - 5) Participate in professional development activities to support the SSIP initiative;
  - 6) Conduct quarterly Demonstration Site observations and provide feedback; and
  - 7) Enter SSIP activities into an ALSDE database.

# SSIP Attendance Data

## Attendance Data

---

1. Please indicate your school.

2. Please enter the Average Daily Attendance (ADA) and the tardy data for each month in the tables below.

- For "Excused Absences," please defer to your school policy.
- For "Tardies," please defer to your school policy.
- Unless specified, please indicate data for all students.

	Jan 2015	Apr 2015
Average Daily Attendance: All Students	<input type="text"/>	<input type="text"/>
Average Daily Attendance: Students with Disabilities (SWD)	<input type="text"/>	<input type="text"/>
Number of Unexcused Absences	<input type="text"/>	<input type="text"/>
Number of Chronic Absences	<input type="text"/>	<input type="text"/>
Number of Tardies	<input type="text"/>	<input type="text"/>

3. Please enter the Average Daily Attendance (ADA) and the number of tardies for each month in the tables below. Unless specified, please indicate data for all students.

	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016
Average Daily Attendance: All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Average Daily Attendance: Students with Disabilities (SWD)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Unexcused Absences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Tardies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Please enter the Average Daily Attendance (ADA) and the number of tardies for each month in the tables below. Unless specified, please indicate data for all students.

	Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016
Average Daily Attendance: All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Average Daily Attendance: SWD	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Unexcused Absences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Tardies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Please enter the Average Daily Attendance (ADA) and the number of tardies for each month in the tables below. Unless specified, please indicate data for all students.

	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017
Average Daily Attendance: All Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Average Daily Attendance: SWD	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Unexcused Absences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of Tardies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6. How many students were chronically absent for each semester indicated? The term "Chronic Absences" is defined as missing 10% or more of a school term for any type of absence. [Typically, 10%= 9 days.]

	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Chronic Absences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. Please paste or link to your school or district definitions of "unexcused absence" and "tardy." If you do not have access to these definitions, please e-mail [jcooledge@midco.net](mailto:jcooledge@midco.net).

A large, empty rectangular box with a thin black border, intended for users to paste or link their school or district definitions of "unexcused absence" and "tardy." The box is currently blank.

# SSIP ATTENDANCE DIRECTIONS

CENTER STREET CONSULTING

- ▶ How do I access the Attendance Worksheet?
  - <http://www.surveygizmo.com/s3/3243362/SSIP-Attendance>
  - Once you have submitted an entry, you cannot go back and change that particular entry.
  
- ▶ When do I use the Attendance Worksheet?
  - You can choose whether to enter the data twice a year, monthly, or something in between.
  - The attendance and tardy data are entered by month.
  - Please update the data by January 15<sup>th</sup> and June 15<sup>th</sup> annually.
  
- ▶ Who completes the Attendance Worksheet?
  - Each site determines its own process for entering the data.
  
- ▶ How should I enter the data?
  - There are five data categories on the Attendance Worksheet:
    - **Average Daily Attendance (All Students):** The average daily rate of attendance compared to the opportunities to attend. This number is for all enrolled students at the school.
    - **Average Daily Attendance (Students with Disabilities):** The average daily rate of attendance compared to the opportunities to attend. This number is for students with an IEP only at the school.
    - **Number of Unexcused Absences:** Please defer to your school/district definition of unexcused absence.
    - **Tardies:** Please defer to your school/district definition for tardy data.
    - **Number of Chronic Absences:** A student missing 10% or more of a school term for any reason. The reason for absence may be excused (including for illness, sports, clubs, etc.), unexcused, or for suspension.
  - Enter your school.
  - Enter the ADA for all students and students with disabilities, the number of unexcused absences, and the number of tardies for each month indicated.

- Enter the number of chronic absences for the semester, typically for students with nine or more absences for any reason in a semester.
  - Paste the school's or district's definition of "Unexcused absence" and "Tardy," or include a hyperlink to the applicable page in an online policy manual. Or, you may send the information after you have entered the data to Jocelyn Cooledge at [jcooledge@midco.net](mailto:jcooledge@midco.net).
- ▶ Points to keep in mind.
- After entering the initial data, you do not need to re-enter data when adding updates in subsequent semesters.
  - If you submit the data but need to make a change, enter the revised data in a new entry and indicate "Use this entry" in the textbox. Only enter the revised data; you do not need to re-enter all of the data.
  - You do not need to convert the data to percentages.
  - Please contact Jocelyn Cooledge if you have problems entering the data: [jcooledge@midco.net](mailto:jcooledge@midco.net).



# SSIP COACHING CHECKLIST

CENTER STREET CONSULTING

Please complete the following checklist each school year. Some items may not be created until the site is demonstration-ready, however, please score all of the items.

In the Resources section, please review if the resources and materials indicated are developed and used by the site. A resource developed and used would score a "2" (In-place); a resource developed but not used would score a "1" (Partially in-place).

In the Implementation Items, please indicate if the activities are being implemented in the site. An activity that is established and routinely integrated into the school would score a "2;" an activity that is established but not routinely used, or is discussed but not fully implemented would score a "1."

Please submit the SSIP Site Form to Jocelyn Cooledge at [jcooledge@midco.net](mailto:jcooledge@midco.net).

Scale: 2 = In-place, 1 = Partially in-place, 0 = Not in place		
Resources	Score (0-2)	Notes
Visitor's Sign-In Sheet		
Schedules for demonstration site visitors		
Evaluation or comment card for demonstration site visitors		
Implementation Items	Score (0-2)	Notes
All co-teaching dyads have received PD on co-planning		
All co-teaching dyads have received PD on CHAMPS		
Teachers are assigned to use the SSIP-purchased reading/math programs and have received PD on the program		
Co-Teaching (Friend & Cook model) occurs at least 2x/week for each dyad		
Co-Planning occurs at least 1x/week for each dyad		
CHAMPS implemented 5 days/week in all co-taught classes		
CHAMPS implemented 5 days/week in 50% of the school*		
Administrators use mapping the schedule (Remus)		
<i>For sites with purchased reading programs: Reading program implemented at least weekly</i>		
<i>For sites with purchased math programs: Math program implemented at least weekly</i>		
SSIP Implementation Teams are formed		

SSIP Implementation Team meet at least 3x/year		
At least 80% of the SSIP Implementation Team members are present for each Team meeting		
SSIP data and observations results reviewed by SSIP Implementation Team at least 1x/year		
SSIP Implementation Team creates a plan to address areas of improvement and priorities for SSIP based on the data and observations		

\*Note: The level of implementation is not an expectation, but we are including the item to determine scale-up.

# Co-Planning Evaluation Form

**Co-Teacher(s):** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Time Beginning:** \_\_\_\_\_ **Time Ending:** \_\_\_\_\_ **Amount of planning time:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**Number of days being planned** \_\_\_\_\_ **Dates for implementation of the lessons:** \_\_\_\_\_  
**Observer:** \_\_\_\_\_  
**Demonstration Status:** \_\_\_\_ YES \_\_\_\_ NO \_\_\_\_ Almost \_\_\_\_ N/A

Co-Planning Tasks:	0 = No	1 = Somewhat	2= Yes	Notes (e.g., parity, details, materials)
Draft of lesson plans present ____ YES ____ NO				
1. Review existing lesson plan [draft of lesson plan(s) present]				
Co-Planning form present ____ YES ____ NO				
2. Choose appropriate co-teaching approaches (co-plan forms present and being used by co-teachers)				
Beginning/Before noted				
Middle/During noted				
End/After noted				
3. Assign roles and responsibilities for each teacher indicated on co-planning forms				
preparation noted (e.g., make graphic organizers, slides)				
during lesson noted				
Decision-Making Matrix present and used as a reference ____ YES ____ NO				
4. Check IEP Goals and/or 504 plans/ other learning plans for				
____SDI (Sp. Ed.)				
____Accommodations				
____Enhancement				
5. Purposively pre-select small groups				

**NOTES:**

# WEB LINK TO STOIC ASSESSMENT

CENTER STREET CONSULTING

Below is the link to the online version of the *Classroom Management STOIC Assessment* (2009). Each teacher implementing CHAMPS would complete the self-assessment.

[http://www.surveymonkey.com/r/AL\\_STOIC2](http://www.surveymonkey.com/r/AL_STOIC2)