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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, the 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 (PSOs) [i.e., students will be able to achieve positive PSO and engage in higher education and competitive employment opportunities"*] as the core of Alabama's SSIP.
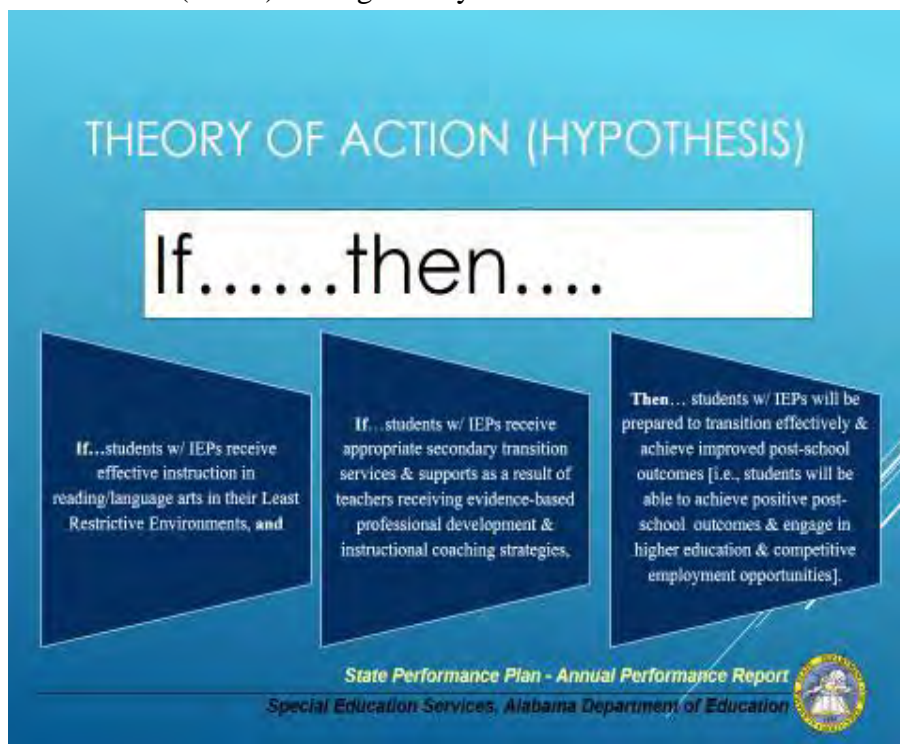
Figure 1. Alabama Theory of Action for the SSIP

Figure 2. Regional Map of SSIP Demonstration Sites

AL SSIP DEMONSTRATION SITES BY LEA

- ☀ Lauderdale
- ☀ Athens City
- ◆ Gadsden City
- ☀ Calhoun County
- ☀ Midfield
- ☀ Sylacauga City
- ☀ Hale County
- ☀ ◆ Elmore County
- ★ Montgomery County
- Monroe County
- ☀ Enterprise City
- ☀ ◆ Andalusia City

★ New Demonstration Site
◆ Secondary Transition Site
☀ Reached fidelity; Receiving visitors (demo ready)

Table 1. FFY 2016 List of SSIP Demonstration Sites

(A complete list of including Participating Schools by Cohort, Feeder Pattern Site, and Area of Implementation is included in Selection of Schools, Appendix I)

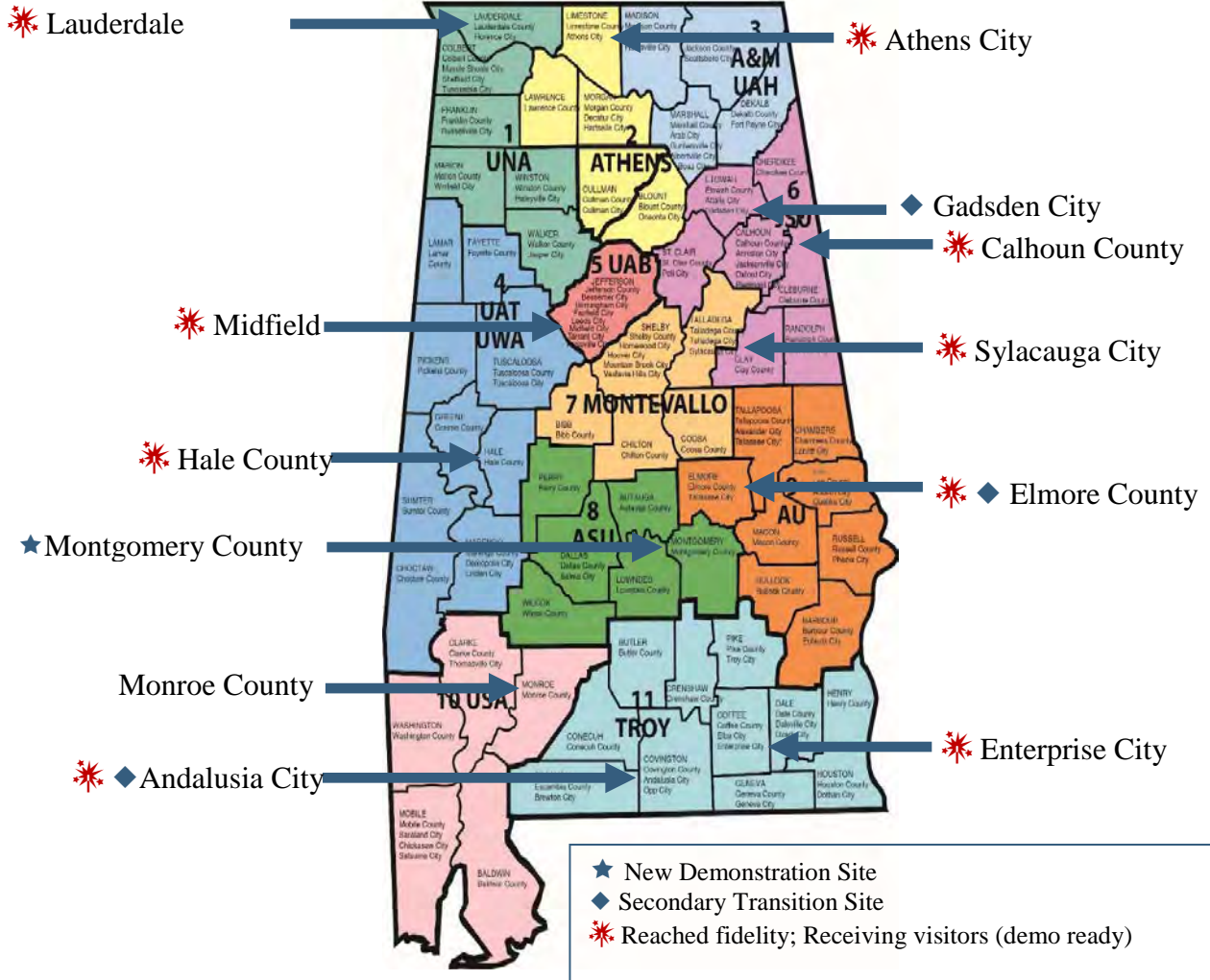| Region	LEA	Demonstration Site	Co-Teaching	CHAMPS	Foundations	Transition	Reached fidelity; Receiving Visitors
1	Lauderdale County	Brooks Elementary School	X	X			X
		Brooks High School (7-12 Grade)	X	X	X		X
2	Athens City	Athens Middle School	X	X	X*		X
4	Hale County	Greensboro Elementary School	X	X	X		
		Greensboro Middle School	X	X	X		X
		Greensboro High School	X	X	X		
5	Midfield City	Rutledge School	X	X	X		X
6	Calhoun County	White Plains Middle School	X	X	X		X
		Saks Middle School	X	X	X		X
		Saks Elementary School	X	X	X		X
		Saks High School	X	X	X		
	Gadsden City	Gadsden High School				X	X
7	Sylacauga City	Nichols-Lawson Middle School	X	X	X		X
8	Montgomery County	Capitol Heights Middle School			X		
9	Elmore County	Wetumpka Middle School	X	X	X		
		Wetumpka High School			X	X	X
		Stanhope Elmore High School				X	X
10	Monroe County	Monroeville Middle School	X	X	X		
11a	Andalusia City	Andalusia Elementary School	X	X	X		X
		Andalusia Junior/Senior High School	X	X	X	X	X

Region	LEA	Demonstration Site	Co-Teaching	CHAMPS	Foundations	Transition	Reached fidelity; Receiving Visitors
11b	Enterprise City	Coppinville Middle School	X	X			X

*Began co-teaching and CHAMPS in Cohort I and Foundations training in Cohort II

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

The table below illustrates FFY 2016 Strategies, Activities and Updates. *Refer to FFY 2015 Phase III Narrative, pp. 9-17 for the complete table of Coherent Improvement Strategies (Implementation of EBPs).*

Table 2. Implementation of Evidence-Base Practice (EBPs) – Coherent Improvement Strategies

Coherent Improvement Strategies, Activities and Updates
1. Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.
a) Identify 12 SSIP demonstration sites to address improvement in reading proficiency and secondary transition by utilizing evidence- based professional development (PD), instructional coaching, and linkages with other ALSDE initiatives. b) Provide evidence-based training for middle school staff at identified implementation sites in co-teaching, co-planning, PBIS, and instructional coaching. c) Select, interview, hire, and train instructional coaches to assign to each SSIP demonstration site.
• Identified and added 1 middle school demonstration site (Montgomery County) in June 2017, yielding a total of 11 middle school demonstration sites to date. • Added training sessions to focus on *Discipline in the Secondary Classroom* (DSC). *Project to identify 1 additional site in SY 2018-19, yielding a total of 12 middle demonstration school sites.
2. Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe & Civil Schools evidence-based programs.

Coherent Improvement Strategies, Activities and Updates
a) Provide evidence-based training for instructional coaches in co- teaching, co- planning, behavior, and instructional coaching by the Alabama State Personnel Development Grant (SPDG). b) In collaboration with AL SPDG, SSIP demonstration sites and their feeder patterns will participate in a three-year Foundations project with *Safe & Civil Schools*.
• Instructional Coaches participated in training in *Better Conversations* (Corwin Publishing) by a trainer from Jim Knight and Associates. • Conducted the third year training. Added feeder pattern cohorts.
3. Create a system and culture for supporting students with disabilities (SWDs), teachers, and administrators.
a) Select regional demonstration site locations for each region consistent with the *Exploration Stage* of the Implementation Science Framework. b) Convene ongoing evidence-based training for site and district Implementation Teams to support the implementation of EBPs.
• The activities during this reporting period are continued and will be on-going.
4. Create and publicize a model of comprehensive, research-based transition services for high school SWDs through the development of transition demonstration sites.
a) Provide training for high school staff at participating implementation sites in secondary transition best practices. b) Recruit, select, hire, and train experienced transition coaches to provide ongoing coaching to teachers within the transition demonstration sites. c) Examine secondary transition policy, practices, and resources to guide the statewide implementation of evidence-based secondary transition services. d) Link with the Alabama SPDG and Alabama PTI to provide secondary transition resources to parents. e) Identify at least three secondary transition demonstration sites to demonstrate best practices in secondary transition services. f) Increase the number of secondary transition demonstration sites each year to host regional visitors and provide resources to other LEAs regarding secondary transition.

Coherent Improvement Strategies, Activities and Updates
- Developed a series of three transition resource manuals: *The Professionals Handbook for Transition*; *The Parent Manual for Transition*; and the recently released *Student Handbook*   - On the transition landing page, the SES has placed numerous state and national evidence-based transition resources for ready-reference by transition stakeholders. This action reflects a response to stakeholder input resulting from the parent focus group series.   - Identified the three secondary transition demonstration sites to demonstrate best practices in secondary transition services with financial support from AL SPDG to purchase evidence-based resources.   - Created and disseminated the *Engage Alabama App* to assist all transition age students in Alabama with identifying individual goals, strengths, and preferences.
5. Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.
a) Revise the Alabama Post-School Outcomes (PSO) Survey administration schedule to ensure that LEAs collect data bi-annually. b) Disseminate resources and information to teachers and parents highlighting strategies that improve student performance. c) Collaborate with national TA Centers (e.g., National Center for Systemic Improvement, NCSI; National Technical Assistance Center on Transition, NTACT; IDEA Data Center, IDC).
- The ALSDE revised the PSO Survey administration to ensure that LEAs collect data bi-annually.   - The ALSDE added a PSO verification process to our existing structure of data validation and integrity.   - On the transition landing page, the SES has placed numerous state and national evidence-based transition resources for ready-reference by transition stakeholders. This action reflects a response to stakeholder input resulting from the parent focus group series.   - Staff from NTACT presented evidence-based strategies to teachers and administrators from across the state during Alabama state-wide MEGA conference in July 2017.
6. Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.

Coherent Improvement Strategies, Activities and Updates
a) Conduct school team interviews to determine implementation readiness and site fit consistent with *Exploration Stage* of the Implementation Science Framework. b) Begin the *Installation Stage* and Initial *Implementation Stage* with ongoing support from assigned instructional coaches in selected demonstration sites. c) Conduct coaching sessions and classroom observations with teachers. d) Develop budgets for resources and evidence-based training for each site and feeder pattern school. e) Collect, analyze and review progress monitoring data on a regular basis to determine student trajectories and to address performance needs. f) Lead site and district Implementation Team staff to analyze local infrastructure to determine strengths and weaknesses, including feeder pattern priorities. g) Establish and utilize a Professional Learning Community to reflect on demonstration site implementation. h) 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. i) Implement the evidence-based training in co- teaching, co- planning, behavior, and instructional coaching. j) Host visitors from other LEAs to view the implementation of evidence-based training (*Full Implementation Stage*). k) Present at meetings and/or state conferences on the implementation of EBPs.
• The ALSDE conducted school team interviews to determine implementation readiness and site fit consistent with *Exploration Stage* of the Implementation Science Framework. • The newly demonstration site in Montgomery County visited demo-ready sites for orientation and preparation as they begin the *Installation Stage*. • Conducted coaching sessions and classroom observations with teachers. • Developed budgets for resources and evidence-based training for each site and feeder pattern school. • Collected, analyzed and reviewed progress monitoring data on a regular basis to determine student trajectories and to address performance needs. • Continued to lead site and district Implementation Team staff to analyze local infrastructure to determine strengths and weaknesses including feeder pattern priorities. • Continued the meetings with instruction coaches as a Professional Learning Community to reflect on demonstration site implementation and progress. • Implemented the evidence-based training in co- teaching, co- planning, behavior, and instructional coaching. • Facilitated demonstration sites in hosting visitors from other LEAs to view the areas of implementation of evidence-based training (*Full Implementation Stage*). Note: see Appendix I.
7. Engage parents and stakeholders in training, information sharing, and feedback for program improvement (communication strategy).

Coherent Improvement Strategies, Activities and Updates
a) The ALSDE will convene multiple stakeholder meetings across groups, including Special Education Advisory Panel (SEAP) members, parent groups, and community and professional settings to elicit contributions and feedback for SSIP program improvement. b) SES will collaborate with the AL Parent Education Center (APEC) around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services. c) The AL SPDG and the APEC 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.
• Conducted on-going Parent Focus Group meetings in diverse parts of the State to update parents regarding transition policies and resources and to elicit stakeholder input for needed transition improvements.

A.3. The specific EBPs that have been implemented to date.

LEA Implementation of EBPs. The ALSDE, SES Section has identified 11 SSIP middle school demonstration sites during FFY 2016 (see LEAs listed in Table 1). In addition, 4 out of the 11 districts have begun expanding implementation to other feeder patterns within the district. The SSIP/SPDG is assessing site selection protocols to add new transition sites for school year 2018-2019. Since February 2015, staff from the sites continue to be engaged in ongoing training around EBPs. Moreover, as is consistent with the Implementation Science Framework (Fixsen & Blasé, 2008), trained SSIP Instructional Coaches continue to provide each site assistance with implementation of EBPs, 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. Note: Demonstration ready means that a demonstration site has reached fidelity and is ready to receive visitors.

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

For Phase III implementation during FFY 2016, one additional site has been identified and is receiving training and support from SSIP Instructional Coaches. At this point, 9 out of 11 sites have been deemed "Demonstration Ready" and have hosted visitors due to the high fidelity of implementation of co-teaching, co- planning, and/or PBIS practice observed by external consultants.

The following school sites participated in visits to demonstration sites during SY 2016-2017 and expressed interest in becoming part of Cohort II Foundations and/or Co-Teaching/Co-Planning training: Midfield Elementary and Midfield High School in Midfield City; Wetumpka Elementary School in Elmore County; Monroe County High School in Monroe County; and Enterprise High School in Enterprise City.

In the next reporting period, the ALSDE looks forward to reporting implementation and progress for a total of 15 school sites comprising of Cohort II. For a complete list of those 15 sites in Cohort II, please refer to Appendix I.

A.4. Brief overview of the year's evaluation activities, measures, and outcomes.

The evaluation measures include a mix of qualitative and quantitative data, and both formative and summative data. Professional development (PD) 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 program. 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. For the 2017-2018 school year, the SSIP External Evaluator developed brief monthly update reports to show progress of the project toward the process and fidelity performance measures. Recommendations were also shared in the updates based on the current month's report.

Measures of satisfaction and progress were also assessed through the annual Stakeholder Survey, the Coaching Survey, and a Coaching Follow-up Survey. The Stakeholder and Coaching Surveys were administered in spring 2017 and will be administered again in March and April 2018.

Outcome data, such as the STOIC (CHAMPS), office discipline referral data, attendance data, and progress monitoring data were collected at the end of the 2016-2017 school year and again in January/February 2018. Final data for the year will be reported again in June 2018.

Qualitative data were collected primarily through the following means: Post-Evaluation surveys following professional development; 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.

During the Phase III cycle, the SSIP Evaluation Plan was operationalized as an *AL SSIP Data Manual* for AL SSIP Demonstration sites. The Data Manual included the data to be collected, by whom, the deadlines, and the title of the forms to be used. Key performance measures were also included in the Data Manual. The *AL SSIP Data Manual* was updated for the 2017-2018 reporting year.

The project continued to use Basecamp (http://www.basecamp.com) for evaluation project management. The AL SSIP staff, coaches, consultants, and data collectors for SSIP sites were invited to join the Demonstration Site and Transition Site Basecamps. The data collection timelines, links to data collection forms, and data prompts were updated for the current reporting year on Basecamp. This project management tool was useful for communicating with participants about evaluation, sharing activities and findings, and keeping the forms centralized.

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

During FFY 2016, few substantive changes were made regarding implementation and improvement strategies. Changes that were made include the selection of Cohort II, which consists of nine LEAs (15 individual school sites) for Foundations. A middle school site in Region 8, namely Capitol Heights Middle School in Montgomery County, was included in the selection of sites for Cohort II.

An implementation change made with the advent of this new school site was the introduction of Foundations as the initial implementation, to be followed by training and implementation in CHAMPS and in school year 2018-2019, co-planning/co-teaching. The sequential implementation of the Foundations EBP beginning with Cohort II was tried as a mid-course correction in order to reduce burden on site staff and to facilitate the acquisition of behavior management skills prior to introducing co-planning/co-teaching.

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.

Alabama continues to build upon the foundation as described in the *FFY 2015 Phase III Narrative, pp. 22-28.* Implementation activities have been accomplished within established timelines unless otherwise listed in the AL SSIP Evaluation Plan Progress Chart (Appendix VII). You will find a complete list of Evaluation Questions by 2016-17 data and met performance measures in Appendix VII.

Table 3. Accomplishments by Area of Implementation

Area of Implementation	2016-17 Data	Accomplishments
Co-Teaching/Co-Planning	• 169 teachers and 263 total staff • 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. • 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 Form. 100% of the teachers reported fidelity to the co-planning core components.	School sites are achieving implementation fidelity
Behavior	• 96.58% of teachers implementing CHAMPS reported fully teaching expectations for classroom activities and	Several districts have expanded implementation to other feeder patterns.

Area of Implementation	2016-17 Data	Accomplishments
	transitions. 98.29% of teachers implementing CHAMPS reported fully teaching expectations for classroom routines and policies. • 157 teachers are implementing CHAMPS (28 administrators); CHAMPS in 40 co-taught classrooms. 9 middle school sites are implementing Foundations + 6 feeder pattern sites. • 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.	

Secondary Transition	• 3 demonstration sites in 2016-2017
	• 100% of demonstration sites purchased Transitions Curriculum.
	• Two new resources developed and two additional products are in development:
	   o The ALSDE created a Transition landing page on its SES homepage. Input was sought from parent partners and parents at the focus group.
	   o 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.
	   o A Transition Manual for Parents and a short flipchart for parents are in development.
	• The Transitions curriculum was aligned with the state transition standards in July 2016. Teachers report using the alignment to select which lessons to teach out of the curriculum.
		Additional sites (four) have already been identified for initiation in SY 2018-19.

Professional Development	• 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.
	• 250 teachers (377 staff total) have completed CHAMPS or Foundations PD
	• A total of 34 teachers, coaches, and administrators attended implementation science and instructional coaching PD:
	   o 24 participants attended Instructional Coaching PD
	   o 10 participants attended Implementation Science PD
		Included Discipline in the Secondary Classroom for the behavior component.

Area of Implementation	2016-17 Data	Accomplishments
	• 30 staff and administrators have completed transition PD	
Demonstration Visitation	• 10 middle school demonstration sites + 7 feeder pattern sites (17 total sites) • 11 contracts were awarded (1/site) where each received financial resources from the ALSDE • 18 districts have participated in visits to demonstration ready sites	Expansion of demonstration sites are included in Cohort II

B.2. Stakeholder involvement in SSIP implementation.

Multiple opportunities have been provided for stakeholder updates throughout the implementation period of FFY 2016 Phase III of the SSIP. These opportunities have evolved from state staff providing the majority of information and updates to site staff informing key stakeholder groups about the work of the SSIP and the ongoing result of the implementation of EBPs. Following a winter 2017 presentation to the SEAP stakeholders from site staff at Rutledge Middle School, the staff presented to general and special education educators from across the state at the Alabama Education Association conference in March 2017. Additionally, staff from each Demonstration Ready site presented information and results at the July 2017 Mega Conference in individual sessions, as well as during the special education update session.

Parent stakeholder groups continue to provide essential feedback and guidance through multiple meetings in winter 2017, especially with regard to improving secondary transition throughout the state as a means of achieving Alabama's SIMR. Themes emerging from these parent focus groups include concerns regarding student self-determination/self-advocacy and increasing parent information/resources related to secondary transition. Actions taken to address this input include plans to convene a transition conference related to self-determination/self-advocacy in April 2018 for educators, students, and parents, as well as the publication of a new resource for students now available on the Secondary Transition Landing Page. Additionally, the ALSDE has released an app for students to lead students through a self-assessment for transition and to provide information that assists them with leading their IEP transition meetings.

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 education educators, ALSDE staff, parents, advocates, institutes of higher education (IHE) staff, and other agency staff were facilitated in winter 2017, and an update regarding the SSIP progress was provided to special education administrators and teachers during multiple sessions at the Mega Conference in July 2017. The SSIP updates, including the AL SSIP Logic Model and expanded

Theory of Action were shared in February 2017 to elicit feedback for potential improvement recommendations, additional needs and/or mid-course corrections.

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 III, the SES Section of the ALSDE scheduled a broad stakeholder engagement meeting for January 17, 2018 to update stakeholders on the SSIP implementation process, to orient and update stakeholders on the SSIP evaluation results, and to obtain recommendations and next steps from stakeholders for the ALSDE, SES staff. However, due to the inclement weather that closed school systems and state highways for a number of days, the meeting was postponed until summer of 2018. In lieu of the face-to-face meeting, the SES Section elicited feedback through e-mail from stakeholders for potential improvement recommendations, additional needs and/or mid-course corrections.

Support for LEA Implementation. As mentioned, feedback was elicited from stakeholders for potential recommendations, additional needs, and/or mid-course corrections. A suggestion from SEAP members was to include school counselors as critical collaborative partners in our key strand of action where we talk about creating a system and culture for supporting students with disabilities, teachers, and administrators through implementation science practices. The ALSDE, SES staff looks forward to reporting on additional stakeholder feedback based on the summer 2018 meeting in the FFY 2017 SSIP.

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:
1) A Theory of Action, depicted in an "If-Then" model, was created in Phase I of reporting.

2) Theory of Action Tables were developed as an expanded version of the "If-Then" model.
3) The Outcomes by Evaluation Question and Performance Indicators table (Appendix II) cross-walked the Theory of Action outputs and outcomes with evaluation questions and related performance measures.
4) The measures/methods, persons responsible, and timelines for each evaluation question were included in the Alabama SSIP Evaluation Plan (Appendix III).

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 Evaluation Plan (Appendix III).

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 Evaluation Plan. 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. Performance measure targets were established during Phase II and have been updated in Phase III and the current year. *Refer to FFY 2015 Phase III Narrative, pp. 32 - 33 for how the performance measure targets were established.*

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, and is described in Section D (Data Quality Issues).

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

The AL SSIP Evaluation Plan, found in Appendix III, outlines the data collection schedule for SSIP data. A description of assessment tools, forms and protocols used for data collection can also be found in the Alabama SSIP Evaluation (Data) Manual (Appendix IV). 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. *Refer to FFY 2015 Phase III, Appendix VII for a complete list of assessment tools and protocols for data collection.*

The AL SSIP Evaluator created a Data Manual for AL SSIP sites, which includes a description of the data requirements, data submission procedures, timelines, and key performance measures. Additionally, the AL SSIP uses online project management program, Basecamp, to share successes, due dates for data, data forms, and examples in one location. Coaches, ALSDE, SES staff, SSIP site administrators, and other staff have access to the Basecamp sites. *For more details on data collection procedures, refer to FFY 2015 Phase III Narrative, pp. 33 – 34.*

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). For the selection of its

Demonstration and Transition sites, the ALSDE applied stratified sampling techniques. *For more details about the sampling procedures, refer to FFY 2015 Phase III Narrative, pp. 34 – 36.*

In December 2017, 15 new SSIP sites in nine districts were added to form Cohort II. In addition to the Cohort II criteria, Cohort II sites were either:
1) An Expansion of SSIP practices within Cohort I school districts (n=4 schools), or
2) Districts that had visited Cohort I demonstration sites and wanted to adapt the behavior components of the SSIP model (n=10 schools).

The SES funding was allocated through an interview and rating on the NIRN Hexagon Tool, and the selection of new sites followed the Phase II and Phase III selection criteria.

C.1.f. Planned data comparisons.

No between-group data comparisons were made except a comparison of school or district 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) utilize a between and within subjects, repeated-measures design. The strategies for strategies 1-4 are measured throughout a year and annually; for school-based transition activities, the students' PSO are measured biannually.

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. More details of the data collection process can be found in the AL SSIP Evaluation Plan (Appendix III) and the *FFY 2015 Phase III Narrative, pp. 37-39*.

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.

- Some of the smaller SSIP 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 SSIP Site Data Manual. These data are either submitted directly into a database or submitted by an SSIP Coach.
- Multiple sources of data are collected for guiding improvement, as noted in the Alabama SSIP Evaluation Plan (Appendix III).

The state reviews data on a rolling basis, such as biweekly Coaching Summaries, PD data after events, and fidelity data after observations. Additionally, the state has met to review the data:
- Annual meeting of SSIP Evaluation Team in June 2017 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 scaling-up strategies.
- Planning meeting of SSIP Evaluation Team and Alabama SPDG Team in December 2017 to discuss activity and site alignment.
- Consultant, Coordinator, and Evaluator planning meetings in March, June, October, and December 2017; January and February 2018.
- Sharing the Alabama SSIP Phase III SSIP report with the AL SSIP Stakeholder Group in February 2018.
- Reviewing Performance Measures Update Report each month beginning September 2017.
- Reviewing progress on SiMR and individual LEA results for SSIP sites in February 2018.
- Sharing the progress of the Alabama SSIP with the Alabama Special Education Advisory Panel (SEAP) in January 2018.
- Coaches' Meetings with the SSIP staff in February, April, June, and August 2017; and February 2018.
- Coaches' and SSIP staff Community of Learning meetings for transition and implementation science during spring 2017.

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

The current report represents the second full year of data reporting. While some SSIP sites are beginning their fourth year of implementation, systematic, school-level data collection did not begin until the 2016-2017 school year.

When reviewing its performance measures, the ALSDE, SES Section met over 80% of its targets. Some targets were designated to be met in subsequent years, and therefore were only reviewed for planning purposes.

The key performance measures are described in Sections E.1. A summary of changes to key targets for 2017-2018 are as follows:
- 33 demonstration sites for Initiatives 1-3. Currently, 12 of these sites (number excludes sites for transition) are ready for external visitors (See Appendix I).
- Four demonstration sites for transition, and three of these sites are ready for external visitors (See Appendix I).
- 14 new sites are receiving contracts to purchase and implement secondary transition curricula.
- 222 individuals have received training on co-teaching/co-planning, 495 for behavior initiatives, and 224 for transition.

- 89% satisfaction with professional development and over 85% satisfaction with coaching.
- Over 75% fidelity for co-teaching, co-planning, CHAMPS, Foundations, and transition.
- 14.13% gain in Indicator 14b (Alabama's SiMR) among SSIP Cohort I districts.
- 75% of SWDs in co-taught classrooms demonstrate gains in progress monitoring, and 60% show gains on the *ACT ASPIRE*. All disability subgroups examined met the 40% target for academic gains.
- On average, 133 fewer tardies per month in Cohort I districts.
- 39 fewer chronic absences per site.
- 67% decrease in the number of office discipline referrals.

For targets not met, 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.

The AL SSIP Team has reviewed data throughout the past year to make changes to its implementation activities and project management.

In June, after reviewing the annual data, the Team addressed:
- Clarifying the coordinator, trainers, coaches, and evaluation data collectors for each initiative;
- Defining roles and responsibilities for project management activities;
- Discussing the definition of "demonstration status" and the goals of demonstration sites;
- Reviewing accomplishments; and
- Generating questions for further discussion.

The SSIP Team followed-up the meeting in August 2017 and addressed the key questions from the June meeting and drafted a 30-60-90 day plan for the school year. The AL SSIP Team met again in December 2017 to review progress on the preliminary data for the 2017-2018 school year, discuss the alignment of the SSIP and SPDG activities, and develop plans for meeting deadlines.

Table 4 outlines themes from the data that indicated a change in implementation was needed and the subsequent change.

Table 4. 2017-2018 Changes in Implementation Made Based on Data

Themes Addressed & Source	Action Taken
The process of selecting sites needs revisions ▪ (*SSIP Coaches and Stakeholder Surveys*)	Cohort II sites were selected from those who had visited demonstration sites or who had prior implementation of SSIP initiatives.
Satisfaction with project initiatives needs to be improved ▪ (*Stakeholder Survey*)	Changes in staffing and individual initiatives occurred. Follow-up assessments to gauge coaching satisfaction were administered.
Coaching practices need to be reviewed ▪ (*Stakeholder Survey, Administrator interviews*)	Additional coaching training was provided in August 2017. The Communities of Learning for

	both implementation science and transition provided additional coaching training. Coaching data were updated and reviewed monthly to make fast changes.
PSO should be addressed at SSIP feeder pattern high schools ▪ (*Data from Post-School Outcome Survey (Indicator 14a and 14b*)	The Alabama SPDG was written and awarded. The grant includes transition training and coaching at high school and middle school demonstration sites.
System of mapping the schedule needs to be addressed more or removed from the initiative ▪ (*Administrator interviews, Coaching meeting, Stakeholder Survey*)	It was decided to allow districts who use mapping to continue but not to require districts to use the method of scheduling.
Reading and math programs need more coaching or should be removed from the initiative ▪ (*External fidelity data for reading and math programs*)	The SSIP Team communicated the need to coaches for additional reading and math intervention supports. The proportion of coaching in these areas increased and fidelity increased 11% over the prior year.
More clarity on expectations of funding, next steps, and participation among SSIP and Transition demonstration sites ▪ (*Administrator interviews, Stakeholder Survey*)	The SSIP Coordinators have been more transparent on contracting, templates for reimbursements and invoicing, and timelines for funding.
Parent involvement ratings are not improving ▪ (*Indicators of Family Engagement Survey, Transition Focus Groups*)	The ALSDE, SES Section created a Parent Handbook as part of the Engagement Series on the section's website. The SES also expanded its parent focus groups to include new parents.
Streamline data collection process, including updating the SSIP Data Manual ▪ (*SSIP Evaluator; Interviews with Coaches*)	The SSIP Data Manual was revised to include fewer data requirements and more clarity on the definitions of items measured.

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

Following the PEP-PIP cycle (Figure 3), 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. More explanation on the data review process can be found in the *FFY 2015 Phase III Narrative*.

Figure 3: Policy and Practice Feedback Loops for Modifying Implementation
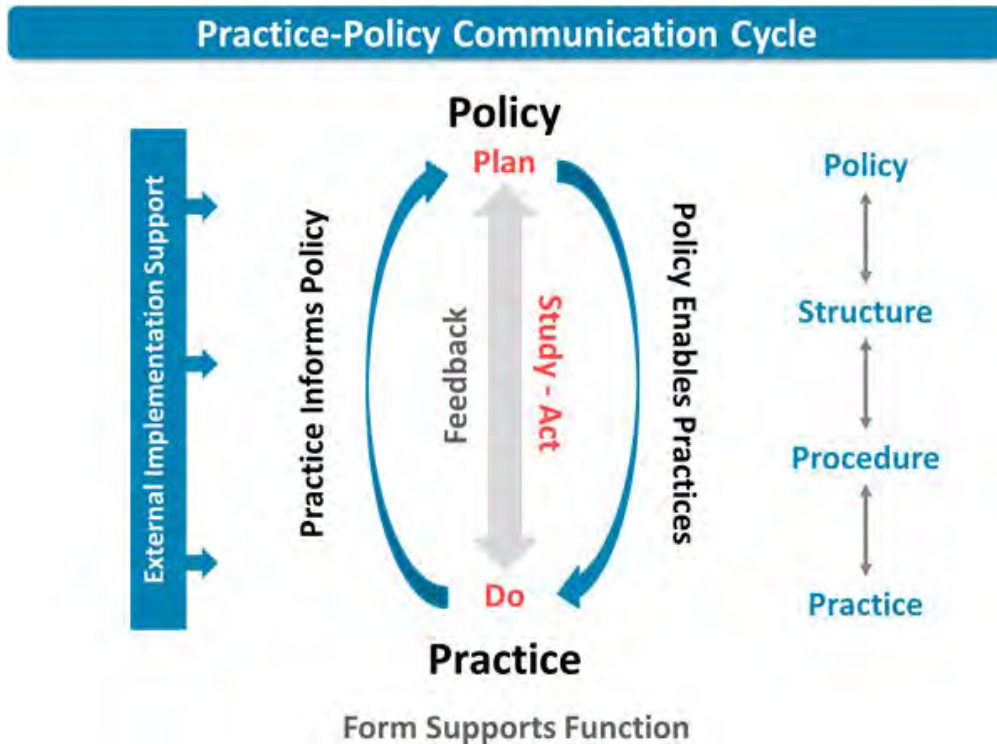
(SISEP, 2016)

The AL SSIP Team has met for formal data review and discussions, and informal reviews and meetings have occurred to keep members apprised of progress and changes.

The performance measure data in Section E (Progress Toward Achieving Intended Improvements) and the *Alabama SSIP Evaluation Progress Chart* indicate areas that need to be continued, modified, or removed. As indicated in Table 4 in C.2.c, modifications have been made to better improve the SSIP model. Since the AL SSIP has seen significant progress in several outcome measures, the ALSDE, SES Section recognizes that the model is effective.

There are, however, areas of implementation and strategies that need changes to further improve the SiMR. Performance measure targets indicate areas in need of improvement; additionally, 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 are outlined in Table 5 below.

While several of the themes in Table 5 have been addressed and previously revised, the data support the need for additional changes. The ALSDE, SES Section will continue to focus on these items in the future.

Table 5. 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
PSO should be addressed at SSIP feeder pattern high schools.	Data from PSO 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

The PSO Survey results reflect the need to provide additional training to LEAs implementing the survey. Survey analysis revealed that 30 surveys had to be excluded due to missing values. Therefore, ALSDE will provide a webinar detailing the survey process for all survey interviewers.

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

Performance Target	2017-2018 Data	Explanation & Changes to Implementation
Participants score 75% or higher on the Co-Teaching/Co-Planning, CHAMPS, and Foundations post-assessments.	Co-Teaching: 66.89%; CHAMPS: 70.83%; Foundations: 72.33%	None of the content areas met the learning performance measure targets. In the prior SSIP report, the ALSDE did not meet the target for co-teaching/co-planning. In the past year, the wording of the target was changed to reflect a 75% cut-point. Additionally, more questions were added to better gauge learning. Also, HQPD Checklist data were reviewed to ensure the training was high-quality, and satisfaction data exceeded the targets. To address this issue, the SSIP Team and training consultants have discussed: 1) Creating a question bank; 2) Changing some surveys, particularly in follow-up training, to retrospective-post surveys; 3) Asking coaching recipients to complete an assessment to demonstrate learning; and 4) Ensuring PD recipients have access to post-PD materials.
50% of transition PD participants were coached after training.	22.92% of teachers were satisfied.	Two transition coaches left, leaving one transition coach who primarily worked on collaboration among state and regional agencies. Due to an ALSDE hiring freeze, the positions were unable to be filled. The state hiring freeze has been lifted, and two new coaches will be hired by late-spring 2018. Additionally, the transition lead will ask one of the existing instructional coaches to provide classroom coaching for teachers of the Transition classes.
70% of teachers can use reading and math intervention programs with fidelity	40.00% of teachers could use the programs with fidelity.	While the Feb. 2017-Feb. 2018 fidelity data are improved over the prior year, the state did not meet its target for reading and math program fidelity. The SSIP Team will further analyze the data and collect data to determine the barriers and develop a plan to address the barriers.
SSIP Team collaborated with ARI, AMSTI, and other ALSDE partners to improve reading and math instruction	No collaboration among ARI, AMSTI, and the AL SSIP	Although the AL SSIP Team sees possible collaboration regarding reading interventions, the ARI workscope has changed to K-3 reading. The AL SSIP Team will reach out to the other sections to discuss strategies to improve reading and math instruction, including improving reading and math intervention program fidelity.
Increase in Indicator 14b between FFY 2013 and FFY 2018	Indicator 14b: 60.20% in FFY 2016	The performance measure is for FFY 2018, however due to the slippage in FFY 2016, the AL SSIP Team will take additional steps to improve its SiMR for FFY 2017. First, the ALSDE, SES Section will have a recorded webinar in April 2018 outlining the steps for conducting the AL Post-School Outcomes Survey and entering the data. For districts with Indicator 14 data in the bottom 10%, the ALSDE, SES Section staff will contact the districts for support.
20 site visits by other schools by 2018 & 3-5 schools adopt SSIP practices by 2018	21 visits, but 12 of the visits were from established SSIP sites	Although the AL SSIP met its performance measure target for 2018, the AL SSIP Team would like to have additional site visits from schools outside of the project. To increase demonstration site visitors, the SSIP Team will: 1) Create state-level marketing materials; 2) Announce the demonstration sites at state conferences; and 3) Promote the sites to Special Education Coordinators and regional support specialists.
Focusing on teachers and administrators using classroom, school, and district data.	(Multiple performance measures)	Teachers and administrators report using data for instruction and improvement, although as demonstration sites move to a sustainability phase, the SSIP Team would like to offer training to demonstration sites on data retrieval, data usage, and data quality.

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.

Section E.1.c-d. and the *SSIP Evaluation Progress Chart* indicate changes in implementation data as well as outcomes, including: gap among SWDs and students without disabilities (SWODs) on progress monitoring, the *ACT ASPIRE*; student engagement; Average Daily Attendance; unexcused absences; chronic absences; number of tardies; office discipline referrals; and suspension data. Most of these areas indicate improvement at SSIP sites.

For the SiMR analyses, the ALSDE, SES Section did not meet its target of 63.10% for Indicator 14(b) as documented in its FFY 2016 Annual Performance Report reporting a rate of **60.20%**. Additional information about the analyses and planned strategies for addressing the SiMR data can be found in Section E.1.c.

Additionally, the state has not yet met its 2020 target for SSIP feeder pattern sites of exceeding the state target by 4%. Using the FFY 2015 and FFY 2016 PSO Survey data, the participating feeder pattern SSIP sites averaged 61.42%, or 1.43% lower than the state target of 62.85%. The data for SSIP sites do show a 1.21% improvement over last year's data. Although, the state has not met its goal for 2020, the trajectory of the data indicate positive gains. Furthermore, while the SSIP sties did not meet the performance measure target, there was a 14.13% increase among the sites over their prior Post-School Outcome survey data.

Only half of the SSIP feeder pattern high schools are directly working with Initiatives 1-4; therefore, the changes in PSO 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 14% increase. Lastly, the state is improving its infrastructure in an attempt to reach more transition-age students.

C.3. Stakeholder involvement in the SSIP evaluation.

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

In addition to the Evaluation Core Team, the AL SSIP Team has sought feedback from stakeholders and worked with different groups to guide the decision-making process. Between February 2017 and February 2018, the ALSDE, SES Section collaborated with five stakeholder groups regarding the SSIP evaluation: SSIP Transition Stakeholder 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.

SSIP Transition Stakeholder Subgroup

The AL SSIP Transition Stakeholder Subgroup, comprised of parent organization and parent advocates, was developed by the Alabama Disabilities Advocates Program (the Alabama Protection and Advocacy organization). The group began partnering with the ALSDE, SES Section regarding the SSIP two years ago, to discuss ongoing transition needs.

The group met once in 2017-2018 to discuss transition infrastructure planning and will meet again in spring 2018. The Transition Stakeholder Subgroup has provided feedback on products developed as part of the SSIP transition infrastructure, such as the Transition Landing Page and the *Engage Alabama App* for transition-age SWDs.

Public Forums

The ALSDE, SES Section worked with the Alabama SEAP to inform the members and to gather feedback on the evaluation plan and logic model. The ALSDE, SES Section presented on the SSIP to the SEAP two times in the past year to revisit the logic model, share updates on SSIP activities, and provide an account of the SSIP from a school's perspective. Additionally, the AL SSIP Team sought written feedback from members of the AL SEAP regarding:
1. The expanded Alabama Theory of Action Tables (Appendix V);
2. How to encourage parents to complete the secondary transition online modules (IRIS Center modules); and
3. How to gather additional feedback from parents on parent and school collaboration.

The ALSDE, SES Section had planned a large SSIP Stakeholder forum for January 2018. The forum was designed to hear from SSIP sites, receive evaluation updates, and assist the AL SSIP Team with developing strategies and activities around topical areas (instruction, behavior, transition, and evaluation). Due to a snow storm, the event was cancelled, however, the AL SSIP Team is looking to reschedule the event in early summer.

The SSIP staff and coaches also presented in public forums throughout the year. Sites have presented at the Alabama Council of Administrators of Special Educators (ALA-CASE), the Alabama Education Association (AEA), the state's MEGA Conference, and to Cohort II sites. The SSIP Team members also presented at the national Council for Exceptional Children (CEC) and to staff within the ALSDE to promote/market the project.

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

Parent Focus Groups

As part of the Alabama SPDG, the SES Section and the APEC have convened three longitudinal parent focus groups for the past five 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 2017 and March 2018, the SES staff presented SSIP and SES updates to the focus group, and evaluation data were shared with the groups. Additionally, the SSIP External Evaluator gathered feedback from the parents regarding transition services and ideas for strategies to improve parent/teacher and parent/school collaboration. Parents also completed the Indicators of Family Engagement Tool, a satisfaction survey regarding transition services.

SSIP Coaches

The ALSDE, SES Section also gathered evaluation feedback from the SSIP site coaches. The 14 coaches are retired educators from the Alabama State Educational System who work part-time with an assigned SSIP site or for state infrastructure development (e.g., Vocational Rehabilitation partnerships). 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 and consultants 14 times in the past year. Nine of these events were Community of Learning meetings, to have in-depth discussions around either implementation science (six meetings) or transition (three meetings). The remaining five meetings were opportunities for state-coach-consultant discussions regarding sharing 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 and sought feedback on how to interpret the data and how to progress.

Two of the SSIP Coaches have spearheaded the development of a sustainability guide for districts. As Cohort I schools will finish their third year of training in June 2018, the schools will begin transitioning to a sustainability phase. The Coaches' use of coaching knowledge and evaluation data informed the development of a sustainability checklist for these sites.

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.

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. The Phase III report outlined five lessons learned regarding the data quality and quantity. While some of the concerns have been addressed, some persist, as outlined below.

Concern 1: Data are not always reported in the same formats.

Despite its efforts to clarify the data collection requirements, the AL SSIP Team has found inconsistencies in data reported by the districts. For example, when pulling queries from a database, two individuals may be using different filters (e.g., how suspension data are defined). The SSIP Team has found inconsistent data within districts as well as inconsistencies over time. While the External Evaluator has worked with districts and coaches to clarify data, more initial assistance would ensure the process is easier for the SSIP sites.

Concern 2: Changes in data collection forms and methods.

In the prior reporting period, the AL SSIP Team recognized the need to adjust some of the reporting forms. For example, the 2016-2017 attendance data included general suspension as an indicator. After discussions with districts and reviewing the data, it was determined the AL SSIP Team needed to submit a data request for separate in-school suspension and out-of-school suspension data. The reporting form was changed in 2017-2018 to reflect the separate reporting items. While the SSIP Team feels the disaggregated data will be more beneficial, the change makes comparisons to baseline challenging.

Concern 3: Sample sizes are small.

Since many analyses are limited to the SSIP Demonstration Sites, the sample sizes are too small for some analyses. For example, the disaggregation of progress monitoring and *ACT ASPIRE* data was limited for several disability subgroups.

Furthermore, the AL SSIP Team found floor effects in some measures due to the small number of SWDs. For example, the number of office discipline referrals for SWDs was low in baseline, and while the data have decreased, further decreases are limited.

Concern 4: Updated performance measures to reflect accessible and helpful data.	During the FFY 2016 Phase III reporting period, the AL SSIP Team recognized the need to modify the wording of some performance measures or modify the performance measure targets. As the project has progressed, there continue to be measures that need to be modified; in some cases, the accessibility of the data as worded was challenging or the state had already met its target and modified the measure.

Changes in the performance measures are noted in the AL SSIP Evaluation Progress Chart. Although the performance measure changes will be helpful for data collection and tracking progress, in some cases, baseline data were not available.

Concern 5: Updated assessments make data comparisons challenging.	The ALSDE changed its state assessment from the *ACT ASPIRE* to the Scantron during the 2017-2018 school year. As a result, future comparisons with *ACT ASPIRE* results will need to be interpreted with caution.

Additionally, changes in administration of the *Foundations Rubric* to the *Foundations Implementation Tool* (FIT) for Foundations reporting required a change in the method of data collection. While the AL SSIP Team feels the FIT will be a more valid assessment, there was concern about the comparison to prior data.

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 analyzed, however, results were not reported due to data quality issues. Furthermore, there were inconsistencies in some sites' data that required clarification. More training is needed on the definitions and formulas for site data.

The collection, reporting, and the number of missing values in the Indicator 14 data are concerns, and the AL SSIP Team have planned a webinar training session in April to address these issues. There was a significant drop in Indicator 14b for FFY 2016, and the ALSDE, SES staff will work to ensure improved data quality.

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

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

As noted in D.1.a., the state has encountered five key areas of data concern. While some of the concerns cannot be easily addressed (e.g., the state assessment is changing), the AL SSIP Team has examined ways to improve the data quality. The following strategies will be used to improve data quality:

➢ **Work to improve data directions regarding data entry.** The AL SSIP External Evaluator provided a data manual to SSIP sites, as well as instruction for each process and outcome measure. Definitions were included in the instructions, but some definitions will be clarified. Further revisions will be made to include a measurement table with formulas and definitions.

➢ **Provide clarifying information regarding data collection to sites.** The AL SSIP Team will provide a series of webinars addressing data collection and data quality. First, the AL SSIP Team will offer a webinar to districts across the state regarding the collection of Indicator 14 data (the AL SiMR). Additionally, in August and September 2018 the AL SSIP External Evaluator will provide webinars for coaches and then individuals at sites entering SSIP data. The webinars will review any changes for the school year as well as what data to enter into the databases.

➢ **Update the AL SSIP Data Manual to reflect changes in assessments and key performance measures.** While not all performance measures are collected by the SSIP sites, the ALSDE, SES Section will continue to work toward improving the communication with its sites regarding SSIP activities and requirements. Furthermore, the AL SSIP Team will continue to update AL SSIP sites through Basecamp if other changes are made before the 2018-2019 school year.

➢ **Provide site-based technical assistance to SSIP Teams and individuals entering data.** As part of the Alabama SPDG, implementation teams will receive training on how to obtain, analyze, and use their school's data for program implementation. Since many of the same data elements are collected, the AL SSIP may offer a secondary level of technical assistance to individuals regarding how to pull specific data items for the SSIP report, particularly for individuals new to the project.

Despite these data limitations, overall, 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.

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.

Parent focus groups and new group of parents of middle school age children will continue to provide stakeholder input on secondary transition services until 2022.

The SES Secondary Transition Landing Page is fully operational and serves as a repository for presentations, links to national TA centers for transition, and current information regarding transition events around Alabama. Links to National Centers and their resources include NTACT, the IRIS modules, and the Transition Coalition.

Alabama's Transition Engagement Series 3 Helping Students Lead the Transition Process: A Handbook for Student Engagement has been published and disseminated. It is available on the SES Transition Landing Page that includes Alabama's Transition the Engagement Series handbooks for professionals and parents. Additionally, a conference focusing on student self-determination/self-advocacy is being held for educators, students, and parents in April 2018, featuring speakers from the Zarrow Center to present EBPs to encourage students to be their own self-advocates.

Engage Alabama Application, which is a transition assessment and goals generator, is currently being distributed to every middle school and high school transition age students with disabilities in the State.

The SPDG funded evidence-based transition curriculum will be used in seven school sites in multiple LEAs to provide teachers with evidence-based transition instructional resources designed to intentionally teach transition and student readiness skills in preparation for community-based work experiences. Each district/school site will be trained on using the curriculum by a teacher currently working in the SPDG transition sites.

Transition Infrastructure Development: Stakeholder Input and Subsequent Actions.

The ALSDE, SES staff continue to receive technical assistance from NTACT (e.g., presentation to SES staff and conference participants on EBP re: secondary transition). Additionally, 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 2016-2017 Parent Focus Groups (a stakeholder group) as reported in FFY 2015, 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 4 below.

Figure 4. Averages Among Parents of Transition-Aged SWDs for Each Section of the AL Indicators of Family Engagement Tool (December 2016/January 2017)
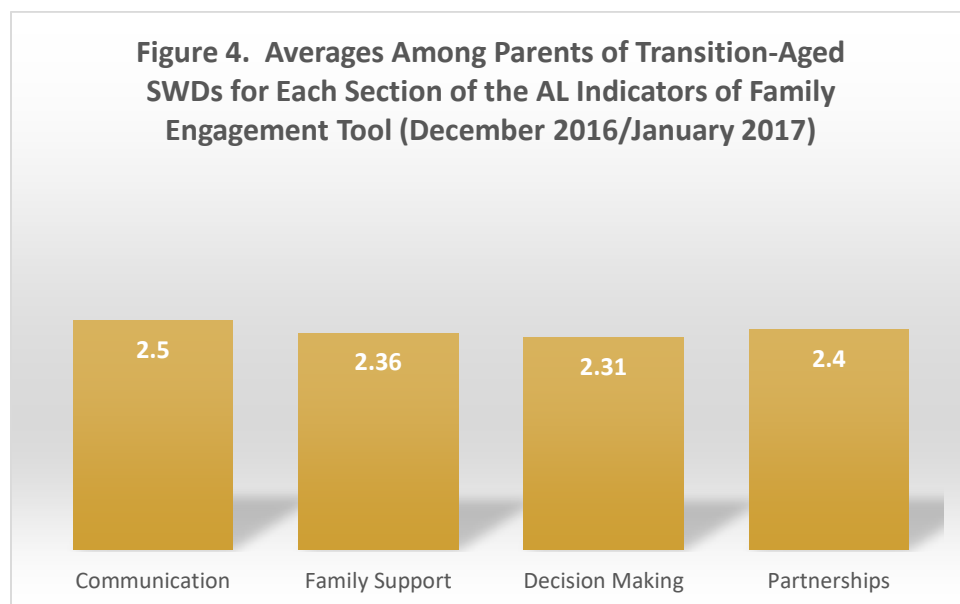
The highest rated domain was Communication (2.5). As outlined in the explanation of the Transition Parent Focus Groups, while communication has been reported to be an on-going concern among parents, there are aspects of communication, such as academics, that are communicated well to parents.

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 7, which shows each domain 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 7. The Highest and Lowest Scoring Items on the AL Indicators of Family Engagement

Dimension	Item	Average Score
Family Support	The school supports my child's learning and growth.	2.83
Partnerships	The environment at my school is inviting and welcoming for all families.	2.82
Communication	I am informed of my child's progress.	2.75
Communication	I am informed of the school's academic programs available for my child.	2.67
Partnerships	The partnerships the school has with my family supports my child's learning and growth.	2.55
Communication	I am offered a variety of ways to give feedback to the school.	2.17
Family Support	The school provides learning opportunities to meet the social and cultural needs of all families.	2.1
Partnerships	The school identifies my family's interests, talents, and availability to support the school.	2.09
Decision Making	The school improvement team and other committees have a diverse representation of all families.	2.05
Family Support	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 and updates in Table 8 to improve the statewide transition infrastructure include the following:

Table 8. Statewide Transition Infrastructure Updates

Actions	FFY 2016 Updates
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 NTACT, IRIS, and the Transition Coalition for access for families as well as professionals.	Action completed.
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.	Action completed.
The ALSDE has designed a graphic to depict the elements comprising the provision of effective transition services (refer to Secondary Transition Service Delivery Model, Appendix VI). 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.	Continue to receive input while using the graphic to depict comprehensiveness of service delivery.
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	Although two transition coaches resigned, one coach remains and the ALSDE has posted job announcements to replace the two coaches.

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.	The reorganized SITT is now active with diverse members representing all stakeholder groups. The SITT sponsored transition training for parents and educators in September 2017 and will sponsor a self-determination conference in April 2018 for educators, students, and parents.

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.

E.1.b. Evidence that SSIP's EBPs 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. The AL SSIP Evaluation Plan (Appendix III) measures progress on the evaluation questions by key component. Due to the scale of the project, however, Alabama chose to not present the results by component, but by overarching evaluation questions addressing the Theory of Change using the Competency Drivers (Selection, Training, and Coaching). Results for all individual performance measures can be found in the AL SSIP Evaluation Plan Progress Chart (Appendix VII).

SELECTION

2015: 11 schools

2017: 35 schools

Total number of AL SSIP &
Transition Demonstration Sites
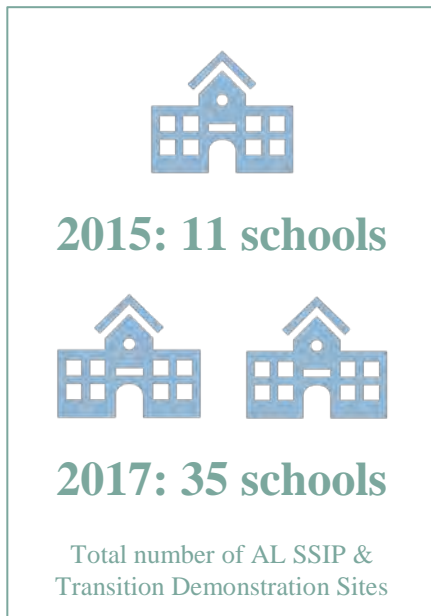
Alabama has contracted with 35 schools in 16 districts. The schools represent 10 of the 11 regions in the state. A list of the schools, their cohort, and areas of implementation can be found in Appendix I.

In the beginning of the SSIP (January 2015), middle schools were identified as Cohort I using the *Selection Criteria for SSIP Sites* as documented in the *FFY 2015 Phase III Narrative on p. 34* (refer to Appendix I for all schools). By the 2016-2017 school year, three additional middle schools were selected. There was interest among elementary and high schools in the Cohort I middle school feeder pattern sites, and the SSIP Team decided to expand the project to seven elementary and high schools within the Cohort I middle school feeder patterns in 2016-2017.

During the 2017-2018 school year, 15 school sites in nine districts were added as Cohort II for Foundations. The focus of Cohort II schools has initially been on the behavior initiatives.

For the transition initiative, there are currently four Transition demonstration sites in three districts (northern, central, and southern regions of the state). The schools and their areas of implementation is shown in Table 9. Two of the Transition Demonstration sites are also in the middle school feeder patterns and participate Initiatives 1-3. The SSIP Team is preparing to select at least two additional transition demonstration sites in 2018-2019.

Table 9. Performance Measure: Selection of Demonstration Sites

Performance Measure	2017-2018 Data	Met Target?
12 middle school demonstration sites by 2016-2017	15 middle school sites (33 total sites)	*Yes*
3 transition demonstration sites by 2016-2017 & 6 demonstration sites by 2020	4 high school transition demonstration sites	*Yes*

TRAINING

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

A total of 761 teachers and administrators in the SSIP demonstration sites and feeder pattern schools have received SSIP training since December 2015. From February 2017-February 2018, there were 388 individuals attending 16 training events.

Figure 5 demonstrates the proportion of participants by training content area. Training topics included: Co-Teaching and Co-Planning (n=7 sessions); CHAMPS (n=3); Foundations (n=3); System of Mapping to Schedule (n=2); and Reading Intervention—READ 180 (n=1). 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. Additionally, SSIP Coaches received PD on and Implementation Science.

Figure 5: Proportion of Training Participants for SSIP Training Categories: Feb 2017 - Feb 2018
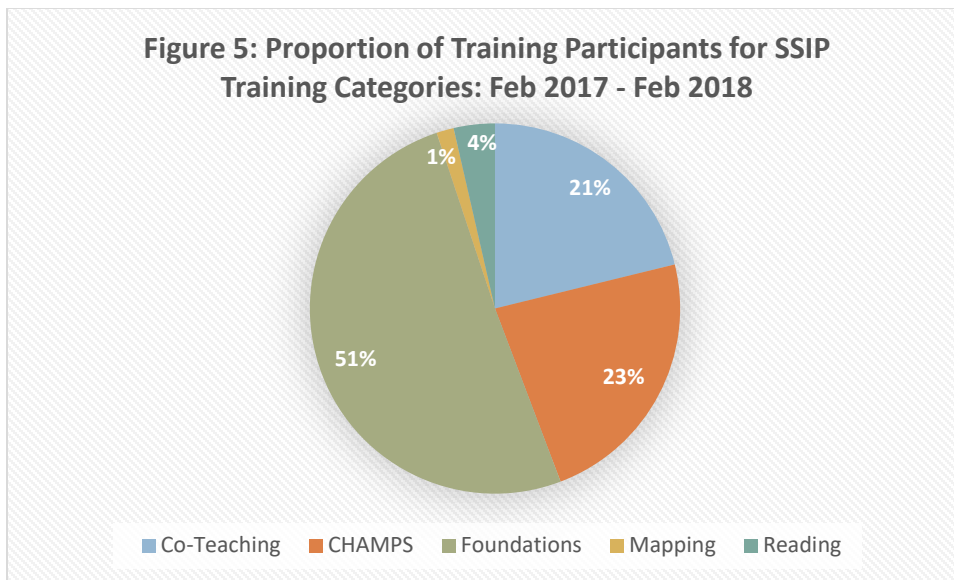
Among the SSIP Transition Demonstration sites, 345 teachers, administrators, parents, and others (students, university faculty, agency staff, etc.) have completed transition training.

Between February 2017 and February 2018, 184 individuals completed training. Figure 6 shows the number of attendees by topic, with parent and parent/professional collaboration in transition the most attended training sessions. Training topics included: An Overview of the parent engagement series handbook (n=2 sessions); Evidence-Based Practices (n=2); Community-Based Education (n=2); Parent/Professional Collaboration (n=2); Building a Transition Program (n=1); and two general Alabama transition sessions. Alabama partnered with the NTACT for two training sessions and the APEC for three sessions.

Figure 6: Number of Attendees Participating in Transition Professional Development by Topic: Feb 2017 - Feb 2018
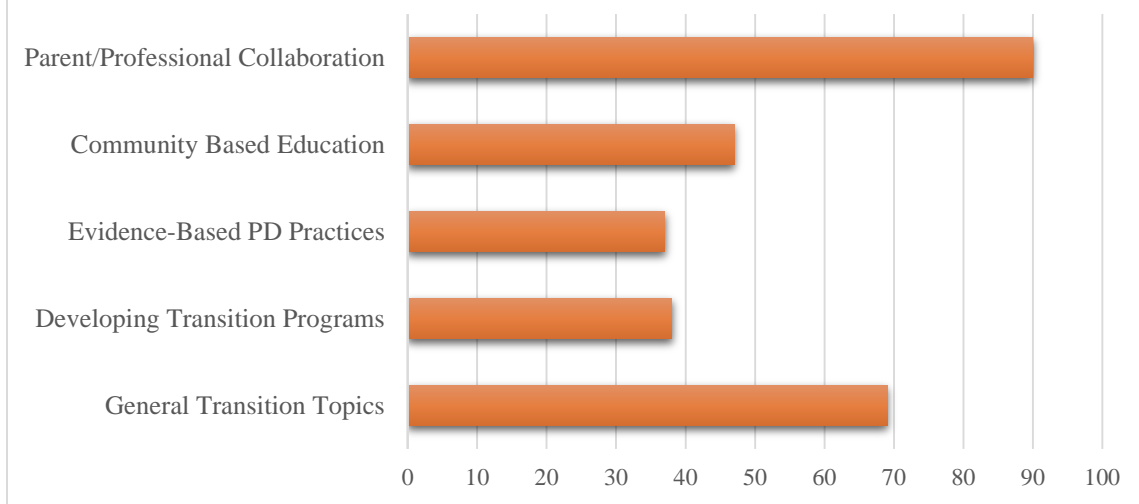
Table 10. Performance Measure: Teachers Receiving Professional Development

Performance Measure	2017-2018 Data	Change for 17-18	Met Target?
48 teachers receive PD on co-teaching/co-planning by 2016-2017	222 teachers and administrators received PD total; 104 teachers and administrators received PD from 2/17-2/18	⬆	*Yes*
144 teachers receive PD on CHAMPS or Foundations by 2016-2017	495 teachers and administrators received PD total; 291 teachers and administrators received PD from 2/17-2/18	⬆	*Yes*
50 teachers/administrators receive PD on mapping by 2019-2020	69 teachers and administrators received PD total; 8 teachers and administrators received PD from 2/17-2/18	⬆	*Yes*
50% of teachers teaching reading or math programs have received training on the interventions	95.45% of teachers have received training on the specific intervention	⬆	*Yes*
12 teachers and administrators will have completed transition PD by 2016-2017	224 teachers and administrators received PD total; 159 teachers and administrators received PD from Feb 2017 – Feb 2018	⬆	*Yes*

Did teachers demonstrate learning from the training?

An important part of the Theory of Action is evidence of participant learning. Participants in SSIP professional development are asked to complete a pre- and post-event evaluation of a retrospective-post 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. Responses with less than 80% correct are flagged for the trainer.

The SSIP performance measures reflect the average post-event evaluation score for co-teaching, CHAMPS, and Foundations. The results shown in Figure 7 demonstrate the low number of PD participants meeting the criterion on the Post-Event Evaluations.

Figure 7. Average Score on the Post-Event Evaluation Learning Measures by Initiative: Feb 2017 - Feb 2018

Co-Teaching	CHAMPS	Foundations
66.89	70.83	72.33
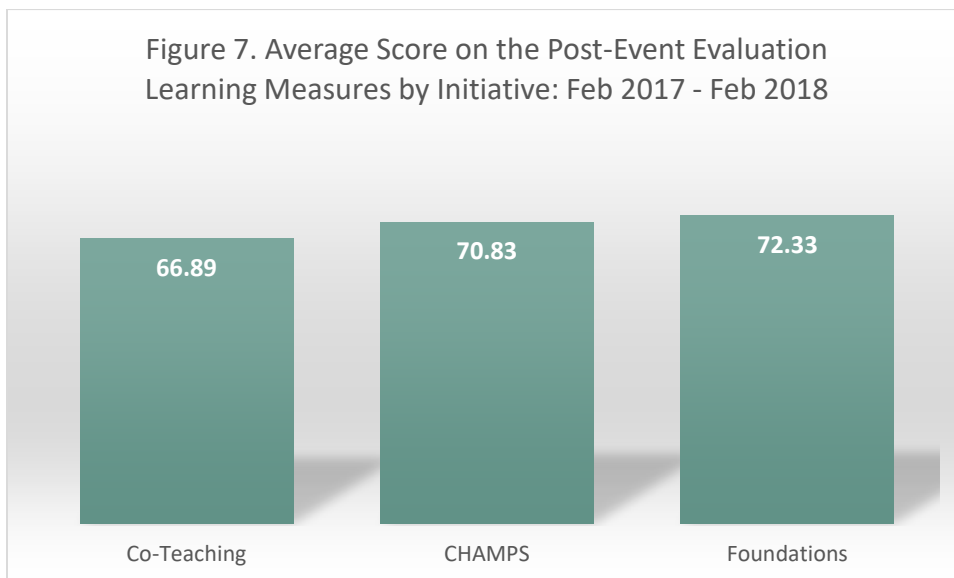
The results for all three initiatives did not meet the performance measure target of 75% or higher score on the learning measure. The Co-Teaching learning measure did improve over the prior year but fell short of the target.

The Alabama SSIP did not meet the learning measure for co-teaching in the prior year, and it was undetermined whether the cause was content knowledge or a measurement issue (e.g., too few questions, too many open-ended questions). During the current year, the assessments were changed to closed-ended format, and additional questions were added to increase the reliability of the

assessment. The results were monitored monthly, and the percentage for both CHAMPS and Foundations fell below the target during the January and early February training sessions.

The Alabama SSIP has stressed the importance of follow-up coaching following PD, and gaps in learning can be addressed through coaching. The learning measure data are a concern, and the SSIP Team has been looking into additional avenues to address the performance.

Further examination of the learning measures showed the following:
➢ While the number of questions on the Post-Event Evaluations increased to 5-6 questions, participants needed to score four or five correct to meet the criterion.
➢ Some participants skipped questions, resulting in a lower denominator for the total possible questions.

Although the state did not meet the learning measures performance measures, the pre/post assessment results demonstrate learning. Figure 8 shows the average results on the pre and post-event evaluations.

Figure 8: Average Learning Score Before and After Training by SSIP Initiatives: Feb 2017 - Feb 2018
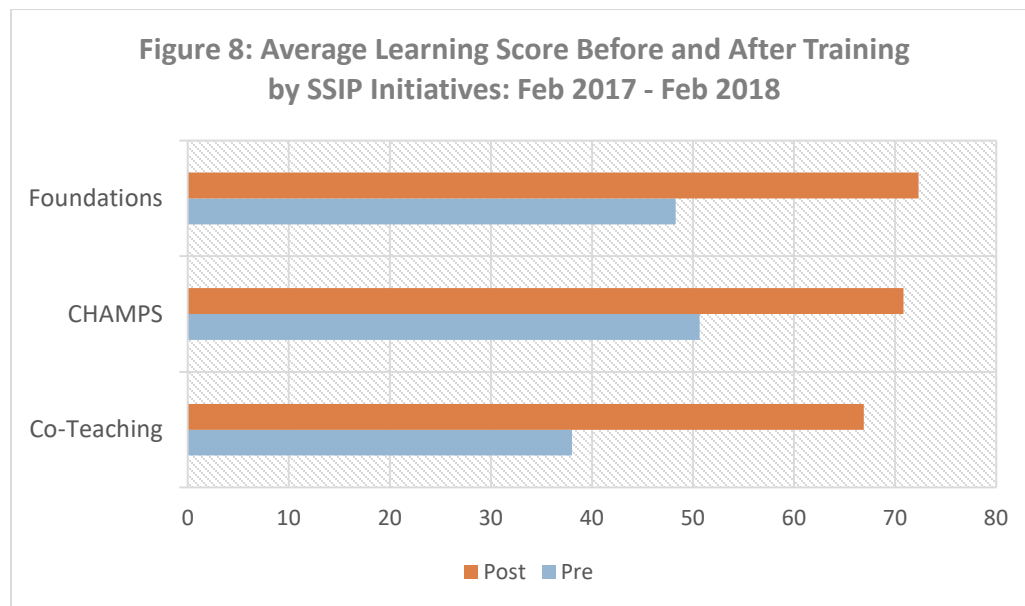
Table 11. Performance Measure: Co-Teaching/Co-Planning Extended Learning Assessment

Performance Measure	2017-2018 Data	Change for 17-18	Met Target?
Participants score 75% or higher on the Co-Teaching/Co-Planning post-assessment	Participants scored an average of 66.89% on the Co-Teaching post-assessment.	⬆	*No*

Participants score 75% or higher on the CHAMPS post-assessment	Participants scored an average of 70.83% on the CHAMPS post assessment.	⬇	*No*
Participants score 75% or higher on the Foundations post-assessment	Participants scored an average of 72.33% on the Foundations post assessment.	⬇	*No*

Were teachers satisfied with the SSIP demonstration site training?

The SSIP PD participants received a Post-Event Evaluation following training events and are asked to rate the event on seven domains (See Figure 9).

The SSIP Evaluator calculated the average score for each item for events between February 2017 and February 2018. The overall participant satisfaction rating was 89.35%, which is a slight increase over the prior year. The ALSDE, SES Section set a target of 80% satisfaction for the professional development events, and therefore, the state exceeded this target. Figure 9 shows the average rating for each item, across all SSIP demonstration site PD events.

The results show a consistent rating of items across all seven domains, with the highest ratings pertaining to relevance and usefulness for Alabama students, and the lowest ratings related to learning new skills and the planning of the events.

Figure 9. Average Ratings and Target for Post-Event Satisfaction Ratings Among SSIP Initiatives 1-3 PD Participants by Question: Feb 2017 - Feb 2018
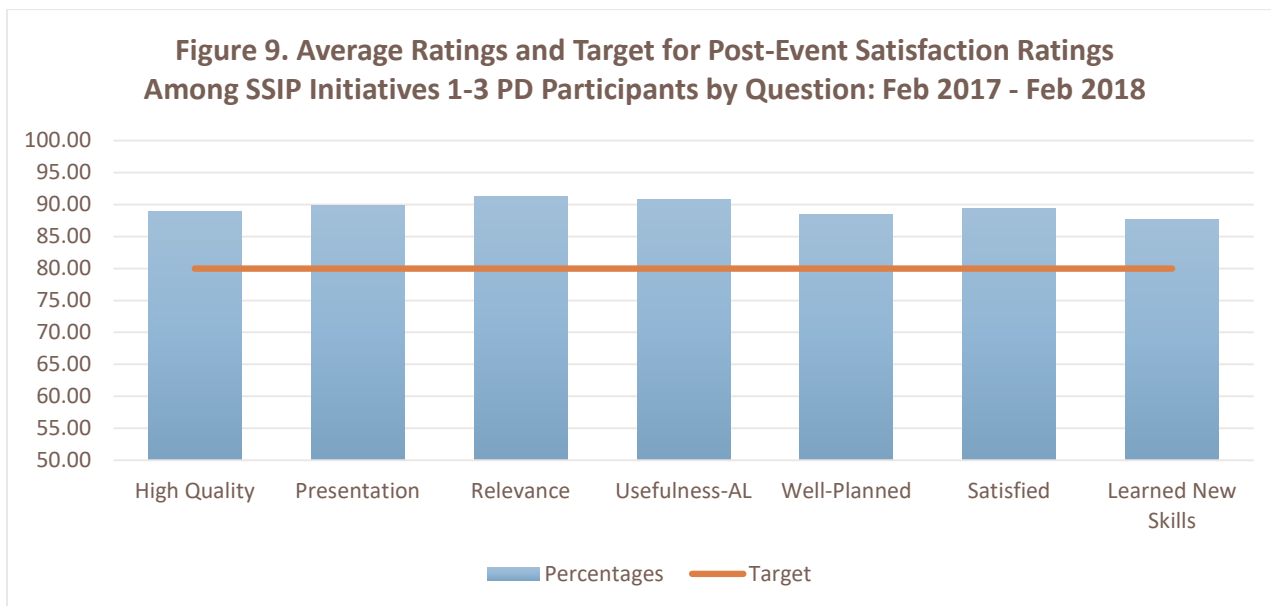
The satisfaction data were disaggregated by PD content area: Co-Teaching/Co-Planning and CHAMPS/Foundations. Both content areas exceeded the 80% target on the satisfaction ratings.

Evaluations for the Transition PD were conducted following the IRIS Center transition modules and parent transition training topics. The surveys queried participants about their satisfaction with the quality, usefulness, and relevance of the events (the OSEP Quality Indicators). Figure 10 shows the average rating for each item for the transition module PD events.

Figure 10. Average Ratings and Target for Post-Event Satisfaction Ratings Among SSIP Transition PD Participant by Question: Feb 2017 - Feb 2018
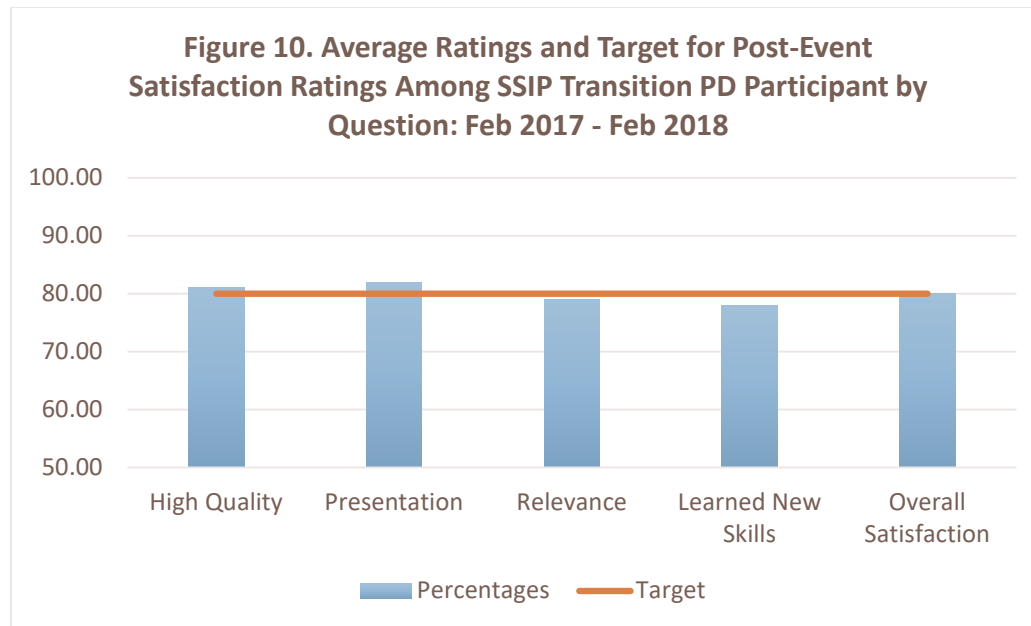
The average participant satisfaction rating for transition PD was 80.00%. The average satisfaction rating for the transition training was lower between February 2017 and February 2018, but still met the 80% target.

Table 12. Performance Measure: Satisfaction Ratings for Training

Performance Measure	2017-2018 Data	Change for 17-18	Met Target?
80% of participants were satisfied with the PD	89.35% of participants were satisfied with the AL SSIP PD.	⬆	*Yes*
80% of participants were satisfied with the Co-Teaching/Co-Planning PD	89.0% of participants were satisfied with the Co-Teaching PD.	⬆	*Yes*
80% of participants were satisfied with the behavior PD	89.43% of participants were satisfied with the CHAMPS/Foundations PD.	⬆	*Yes*
80% of participants were satisfied with the transition PD	80.0% of participants were satisfied with the transition PD.	⬇	*Yes*

COACHING

A total of 808 coaching events were reporting in the SSIP Activity Log from February 2017 to February 2018. The coaching was comprised both instructional and systems level coaching.

Follow-up coaching of SSIP Initiative 1-3 PD participants was divided into one of six categories: 1) Co-Teaching/Co-Planning; 2) CHAMPS; 3) Foundations; 4) Reading/Math Intervention Programs; 5) SSIP Implementation Teams; and 6) Other (e.g., data, mapping the schedule, etc.) Figure 11 demonstrates the relative amount of coaching per person by content area.

Figure 11: Coaching by Topic: The Percentage of Initiatives Addressed During Coaching Feb 2017 - Feb 2018
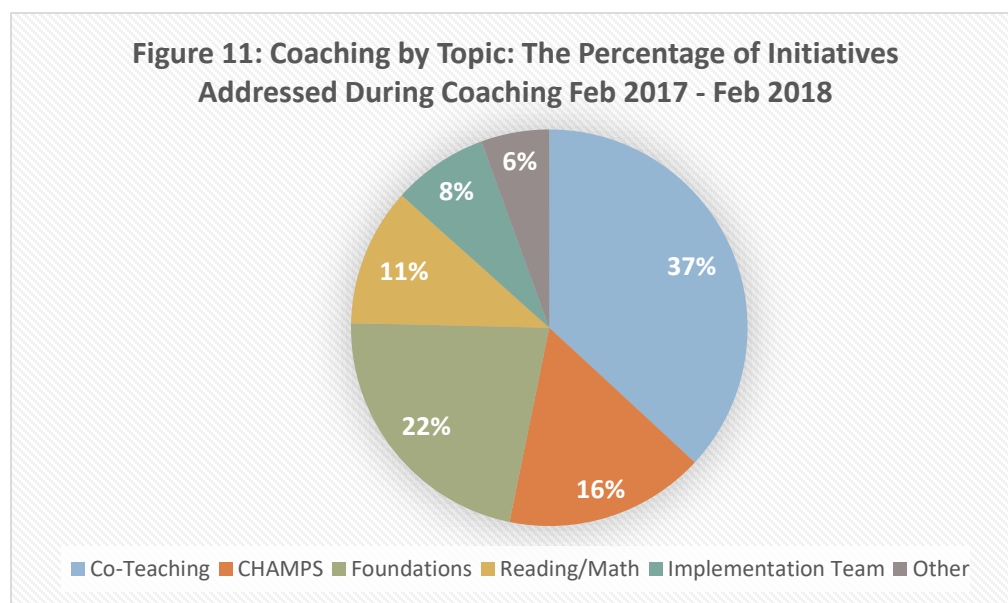
The results show the highest concentration of coaching was for co-teaching/co-planning, followed by Foundations. While Foundations was 15% lower than co-teaching/co-planning, the length of time spent coaching was similar. For the past several months, the SSIP Team has been monitoring the percentage of coaching events for CHAMPS, particularly since the fidelity in CHAMPS has been a concern. The SSIP Coaches were notified about the numbers and concerns regarding fidelity.

Since the AL SSIP exceeded its final performance measures for the number of teachers and administrators receiving coaching for co-teaching and behavior initiatives in 2016-2017, the AL SSIP Team recognized the need to modify the performance measures and targets. Instead, the AL SSIP will examine: 1) The total number of individuals receiving coaching each year; and 2) The percentages for coaching for each initiative. The AL SSIP Team has found tracking the proportion

of coaching by initiatives has been more informative than the total number of people receiving coaching in a content area.

All but one of the Cohort I SSIP demonstration sites averaged over 40 hours of coaching per site with an average of 161.79 hours per site as reflected in Figure 12. The percentage of sites receiving over 40 hours decreased by one site, but the average number of hours per site increased. The Athens City site, with 10 hours, has an internal coach to sustain implementation.

The average number for all sites, including Cohorts I and II, was 110.2 hours. Cohort II began professional development in November 2017 and February 2018, and therefore, little coaching had occurred in those sites outside of the training by February 2018.

FIG 12. NUMBER OF COACHING HOURS PER COHORT I SSIP SITE PER YEAR
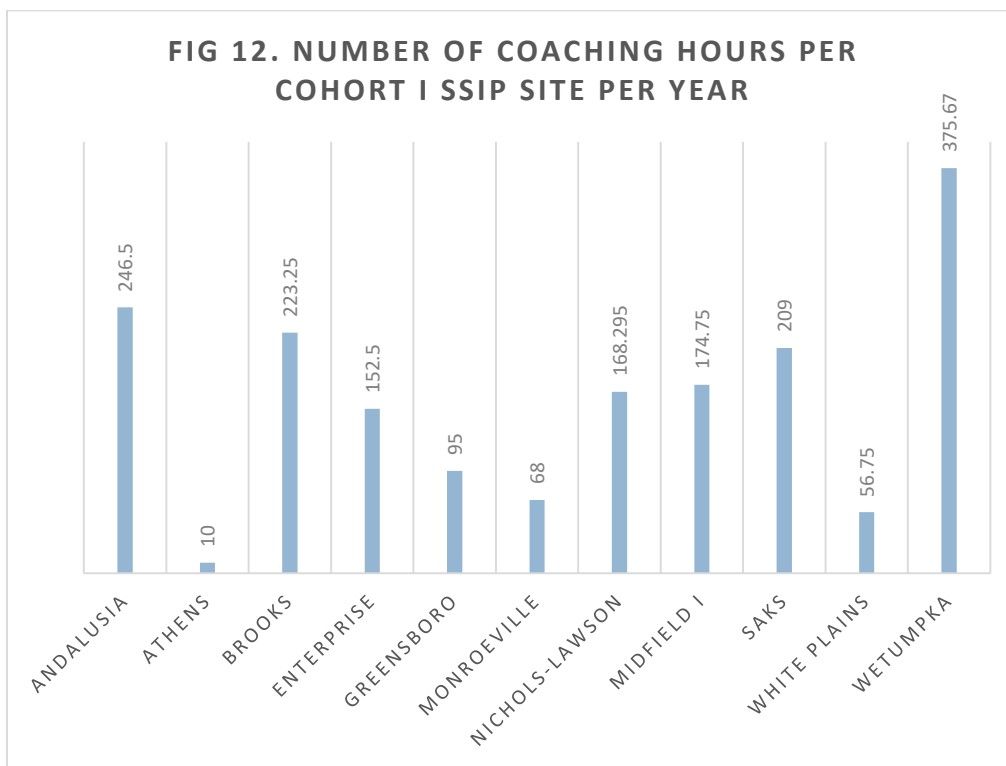
Among the transition PD participants, 22.92% of teachers and administrators who have completed the PD received follow-up coaching, all in demonstration sites. While coaching has occurred

within the transition demonstration sites, Alabama did not meet its performance measure for coaching. The transition coaching has been limited due to two factors:

➢ First, the project lost two state-level coaches and a hiring freeze within the ALSDE prevented a replacement of the coaches.

➢ Second, the large increase in the number of training participants during 2017-2018 was the result of statewide training on transition. Follow-up with individuals across the state has been difficult to conduct and track.

The transition coaches have been identified, and in late-February 2018, permission was granted to fill the open coaching positions. It is expected that the transition coaches will begin by summer 2018. Additionally, as the infrastructure expands for transition services, increased coaching will occur statewide. The SSIP Team is discussing strategies for tracking follow-up assistance.

Table 13. Performance Measure: Coaching Recipients

Performance Measure	2017-2018 Data	Change for 17-18	Met Target?
225 teachers and administrators receive coaching annually* *(modified PM)*	370 teachers and administrators total received SSIP coaching. Between 2/17-2/18, 256 teachers and administrators received SSIP coaching.	⬆	*Yes**
Coaching will occur for co-teaching, CHAMPS, Foundations, Reading/Math, and SSIP Teams at a rate of at least 5%. * (*new measure*)	All areas exceeded 5%: Co-teaching (36.88%); CHAMPS (16.34%); Foundations (22.15%); Reading/Math (11.26%); Implementation Teams (7.80%).	*(New measure)*	*Yes**
40 or more hours of coaching per SSIP demonstration site	90.9% of sites received coaching, with an average of 161.79 hours/site for Cohort I sites.	⬍	*Yes*
50% of staff participating in transition PD were coached	22.92% of staff were coached	⬇	*No*

*Modified performance measure to not break-down coaching by type and individual.

Were teachers and administrators satisfied with the coaching?

AL SSIP professional development recipients receive a *Coaching Survey* in May annually, and identified coaching recipients receive an additional, brief *Coaching Check-In Survey* during the middle of the school year. Data from the *Coaching Survey* was used for the performance measures below.

85.72%

Percentage of AL SSIP participants satisfied with the AL SSIP coaching
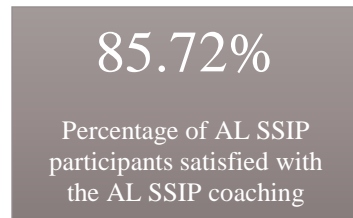
For the FFY 2016 Phase III report (April 2017), the AL SSIP did not meet its coaching satisfaction targets. As a result, the AL SSIP Team made significant changes to

coaching, including staffing changes, providing additional training on implementation science and instructional coaching, providing qualitative and quantitative feedback to coaches, and reviewing coaching data monthly.

Overall, for 2017-2018, 85.72% of PD recipients reported they were satisfied with the coaching they had received. Figure 13 depicts the satisfaction by the coaching content areas. Foundations coaching was the highest rated, and SSIP Reading/Math coaching was the lowest rated area, although all content areas exceeded the 80% target.

Figure 13: Percentage of AL SSIP Participants Satisfied with Coaching by Coaching Content: 2017-2018
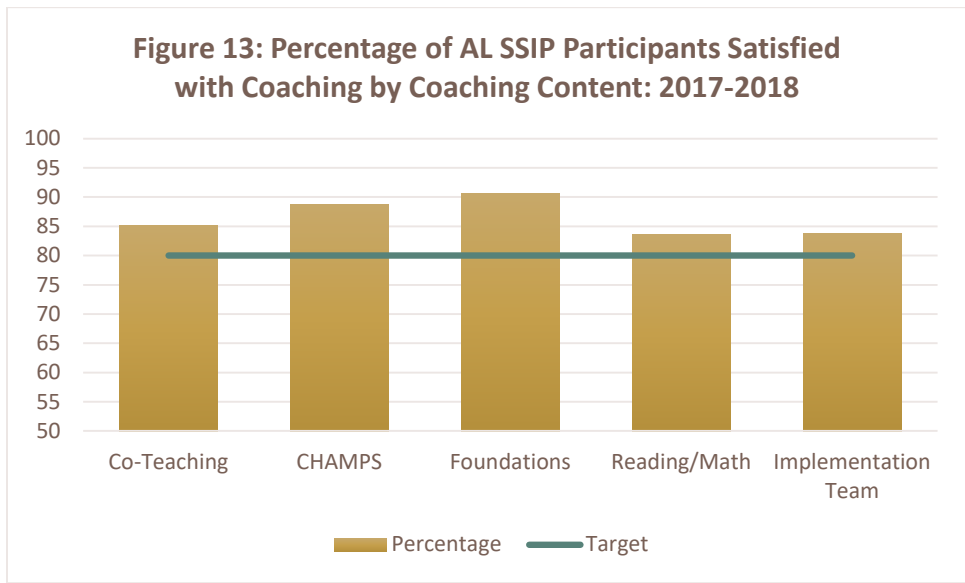
Furthermore, each role group exceeded the 80% target. Administrators were the most satisfied of the participants' roles (98.98%), and teachers were the least satisfied (82.13%) as represented in Figure 14.

Figure 14: Average Percentage of Satisfaction with AL SSIP Coaching by Recipient's Role: 2017-2018
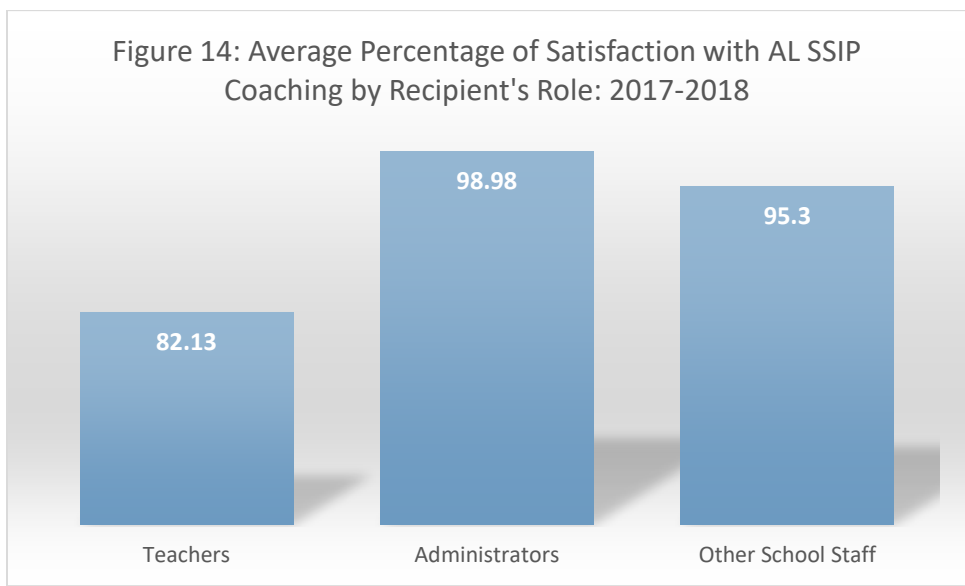
While all groups met the target, the SSIP Team wanted to monitor the satisfaction among teachers. As a result, the Coaching Check-In Survey was administered in late October 2017 to teachers and administrators who had received coaching during the 2017-2018 school year. On the subsequent survey, 92.7% reported they were satisfied with the coaching they had received.

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, 80.00% reported they had received adequate coaching following transition PD. As noted in the Coaching section above, the AL SSIP had limited transition coaching between February 2017 and February 2018. With the hiring of new transition coaches, the ALSDE, SES expects more coaching and higher satisfaction for the 2018-2019 school year.

Table 14. Performance Measure: Respondents Report Satisfaction with AL SSIP Coaching

Performance Measure	2017-2018 Data	Changes for 17-18	Met Target?
80% of coaching recipients are satisfied with the co-teaching coaching	85.12% of teachers were satisfied	⬆	*Yes*
80% of all staff are satisfied with the coaching they have received	85.72% of PD recipients reported they were satisfied	⬆	*Yes*
80% of transition teachers were satisfied with the coaching they have received	80% reported they had received enough coaching following PD	⬆	*Yes*

FIDELITY

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

Fidelity data were collected for Cohort I and Ib schools only as Cohort II participants had only received Foundations professional development beginning in November 2017. The data comprised of external observations as self-reported fidelity data.

Between February 2017 and February 2018, fidelity data were collected from content experts and the SSIP evaluator. While most of the fidelity data were observed externally, teachers who were not observed could submit their CHAMPS, co-teaching, and co-planning self-assessment data.

Figure 15 demonstrates the results for the co-teaching, co-planning, CHAMPS, and reading/math intervention programs. The target for all initiatives is 70%.

Figure 15: Fidelity Ratings for AL SSIP Initiatives 1-3: February 2017-February 2018
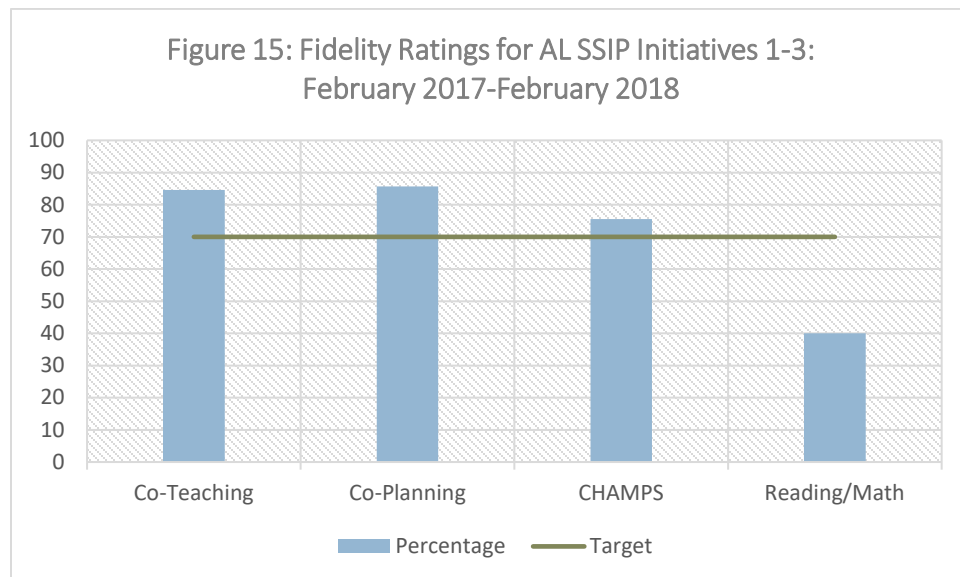
Co-Teaching

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 & Cook (2013) and Murawski & Lochner (2011), focuses on fidelity to the co-teaching models and parity among teachers. The results for the co-teaching showed a total of 84.62% of teachers had fidelity with co-teaching, which exceeded the target and was an increase over the prior year.

Co-Planning

For the co-planning observations, the external observers and teachers self-assessing used the *Co-Planning Observation Form* (Howard, 2016). The results for 2017-2018 showed 85.71% fidelity to co-planning, which exceeded the target.

CHAMPS

For the CHAMPS observations, the external observers used the *Classroom Fidelity Observation Form* for the fidelity checks, based on the *Safe & Civil Schools* domains. Additionally, teachers completed the *STOIC Checklist*, developed by *Safe & Civil Schools*, as a self-assessed measure of fidelity. The results showed 75.49% of teachers implemented CHAMPS with fidelity, which met the target.

It should be noted that 68.75% of teachers were able to implement CHAMPS with fidelity when externally observed (versus the 77% per the self-assessed measure). The AL SSIP Team recognized the need for additional training and re-training in CHAMPS and began offering a three-part training series in January 2018.

Reading and Math Intervention Programs

Reading and math intervention programs were observed for: Read 180, Systems 44, and iReady. The vendor's fidelity checklist for each program was used. The results showed 40.00% of teachers demonstrated fidelity when using the reading or math intervention materials. While the AL SSIP did not meet its target, these data represent an 8.75% increase over the prior year.

After reviewing the 2016-2017 data, the AL SSIP Team decided to increase coaching supports to sites. During the 2017-2018 school year, 11% of the coaching events were for reading and math interventions. The AL SSIP Team has also discussed additional partnerships with the Alabama Reading Initiative (ARI) and the Alabama Math, Science, and Technology Initiative (AMSTI) to further improve the implementation of reading and math intervention programs. The SSIP Team has also discussed having a coach to develop the reading and math intervention schedules and programming.

Table 15: Performance Measure: Classroom Fidelity

Performance Measure	2017-2018 Data	Changes for 17-18	Met Target?
70% of teachers can implement co-teaching with fidelity	84.62% of the teachers demonstrated co-teaching fidelity in 2017-2018	⬆	*Yes*
70% of teachers can implement co-planning with fidelity	85.71% of the teachers demonstrated co-planning fidelity in 2017-2018	⬌	*Yes*
70% of teachers can implement CHAMPS with fidelity by 2020	75.49% of the teachers demonstrated CHAMPS fidelity in 2017-2018	⬆	*Yes*
70% of teachers can implement reading and math intervention programs with fidelity	40.00% of the teachers demonstrated reading or math intervention programs with fidelity in 2017-2018	⬆	*No*

Were SSIP demonstration sites able to implement Foundations with fidelity?

In the FFY 2016 Phase III report, Alabama reported on the fidelity of Foundations sites using the *Foundations Implementation Rubric* data. Teams used the tool to self-evaluate their implementation of Foundations, and external observers conducted on-site ratings in 20% of the sites.

After further discussions with *Safe & Civil Schools*, the developers of the *Rubric*, the AL SSIP Team decided to use the *Foundations Implementation Tool* (FIT) for assessing fidelity. The FIT was adapted by *Safe & Civil Schools* from the School-wide Evaluation Tool Sites (Sugai, Lewis-Palmer, Todd, and Horner, 2001). The FIT, like the PBIS Center's SET, combines data from observations, data reviews, and interviews with administrators, Foundations Teams, staff, and students to generate implementation scores for several domains.

On-site observations began in September and are continuing during the 2017-2018 school year. The teacher and Foundations Team input was sought through a survey conducted in January/February 2018, and the External Evaluator began conducting administrator interviews in February 2018. While the fidelity data for the 2017-2018 school year are still in progress, Alabama is sharing preliminary Foundations fidelity data in the current report.

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 16. Performance Measure: Foundations Sites Demonstrated Fidelity

Performance Measure	2017-2018 Data	Change for 17-18	Met Target?
70% of Foundations schools implement Foundations with fidelity	83.33% of the Foundations sites demonstrated fidelity	⬇	*Yes*

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

100% of teachers implemented the transition 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 SPDG Transition Coordinator and the SSIP Evaluator conducted external fidelity checks in SSIP Transition demonstration sites.

The external observers used the *Transition Fidelity Form*, based on the Stanfield Transitions Curriculum's Elements of the Transition Curriculum and the NTACT's *Evaluation Toolkit* (the "Student Development" section).

Between February 2017 and early March 2018, 100% of teachers achieved fidelity for Stanfield Transition curriculum. Observational data showed that 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 17. Performance Measure: Transition Implementation with Fidelity

Performance Measure	2017-2018 Data	Change for 17-18	Met Target?
75% of teachers can implement the Transitions curriculum with fidelity	100% of the teachers demonstrated fidelity	⬅➡	*Yes*

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. Most of the middle school SSIP demonstration sites have been implementing SSIP initiatives for over two years, and in some cases, three years. As a result, the ALSDE, SES Section has seen improvement from the implementation of the SSIP activities in these sites. The data below share performance of the SSIP toward its key outcomes and the SiMR. For a full review of the progress toward all outcomes, please see the AL SSIP Evaluation Plan Progress Chart in Appendix VII.

INDICATOR 14b: ALABAMA SiMR

Has the state demonstrated improvements for PSO compared to baseline?

The ALSDE, SES Section's SiMR, increasing the number of students competitively employed or enrolled in a college or university (Indicator 14b). As Figure 16 demonstrates, 60.20% of students were enrolled in higher education or competitively employed in the FFY 2016 reporting year.

Figure 16: Percentage of Students with Disabilities Engaged in Higher Education One Year After Graduation (FFY 2016)
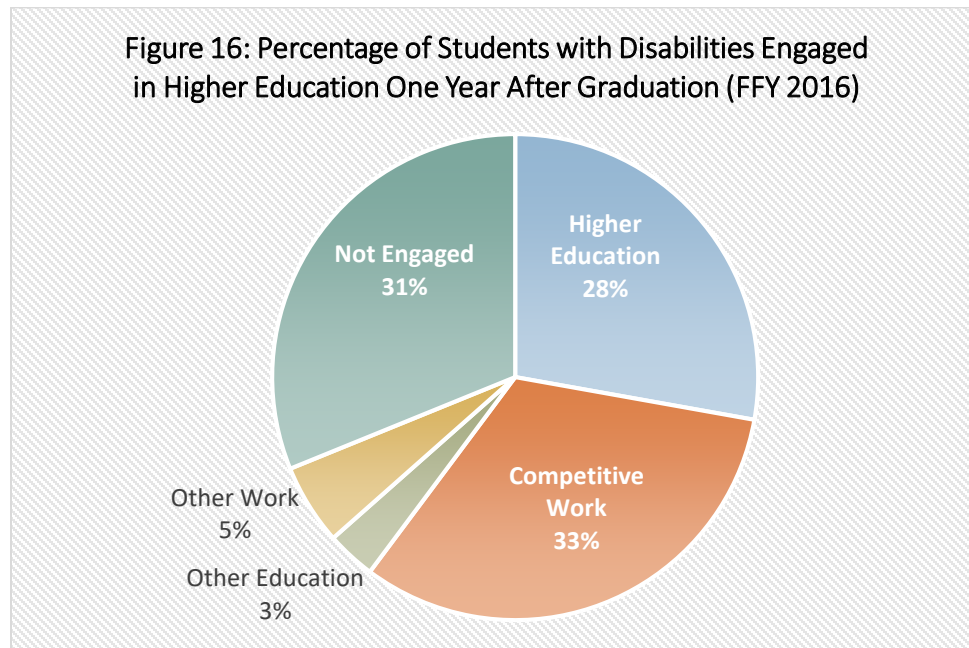
The FFY 2016 data represent a 2.15% decrease from baseline (FFY 2013 reporting year). The FFY 2016 Indicator 14 PSO data represent the second year of a new two-year cohort; it is the first year for this particular sample group. Since it is the first year of the sample, the ALSDE will review the representativeness of the sample compared to the prior year.

Drill-down analyses found significantly lower response rates in some districts. The ALSDE, SES staff will provide technical assistance to these districts to ensure a higher and more representative response rate in the future. Additionally, the ALSDE, SES staff has identified districts with significantly lower Indicator 14 data, and in March and April 2018, the ALSDE, SES Section will begin providing technical assistance to these districts.

Analyses of the data showed there were a number of students with missing values for one component of determining competitive work or post-secondary enrollment eligibility. Further analysis revealed over 13% of students in the competitive employment analyses were excluded due to missing values (see table 18 below).

Table 18. Analysis of Missing Values on FFY 2016 Alabama Post-School Outcomes Survey		
	Competitive Employment	Post-Secondary Enrollment
Percentage of students with missing values for key Indicator 14a and 14b questions	13.50%	5.44%

These findings show a need for additional training to ensure surveys are completed by the interviewers. The ALSDE, SES Section has a webinar planned for April 2018 for individuals within the district who complete the Alabama PSO Survey. The webinar will convey the importance of obtaining valid data, completing fields, and tips from districts with higher Indicator 14b results.

While the ALSDE has made significant efforts in the past two years to improve the PSO results, the activities may not have impacted students statewide in the FFY 2016 sample. With additional time and evaluation of efforts, the ALSDE expects these activities to have a greater impact in subsequent reporting years.

Despite the slippage for Alabama's SiMR, the longitudinal data show improvements in all Indicator 14 data, particularly for Indicator 14a (see Figure 17).

Figure 17: Longitudinal Alabama Indicator 14 Data:
FFY 2011 - FFY 2016
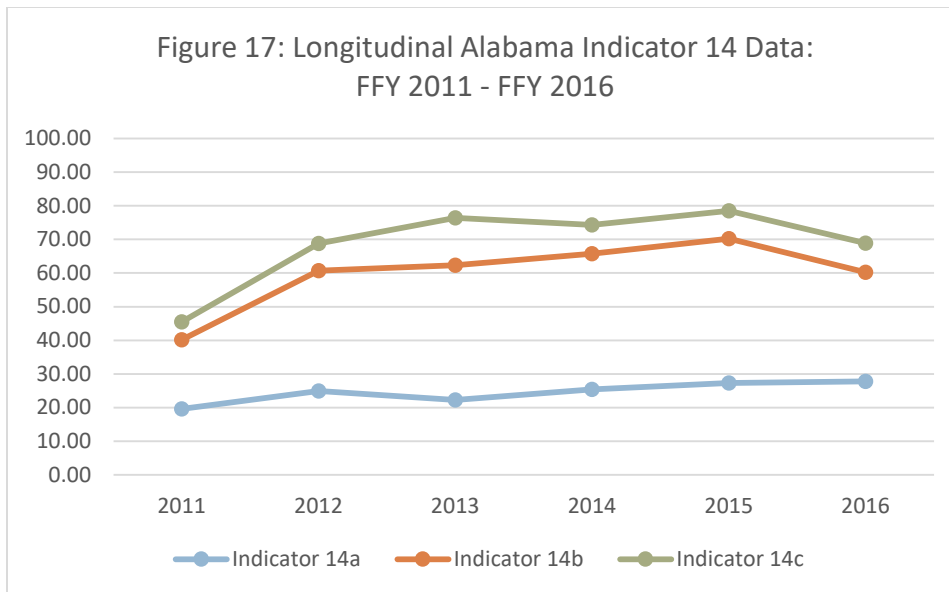
The PSO data were also compared for the high schools in the feeder patterns of the SSIP Middle School Demonstration and Transition demonstration sites. Unlike the statewide results, the analyses showed 61.42% of SWDs from SSIP feeder pattern high schools participating in the 2016 AL PSO Survey were enrolled in higher education or competitively employed (Indicator 14b). These results are 1.21% higher than the FFY 2015 results among SSIP feeder pattern high schools.

The growth in SSIP sites from pre-intervention to the most recent Indicator 14 data (FFY 2015 or FFY 2016) show the most growth in competitive employment. Alabama will continue to work with districts to emphasize community placements, job training, and work-based skills.

The data for the same SSIP feeder pattern high schools was compared for the prior PSO reporting to the FFY 2016 reporting (i.e., a pre/post comparison). As Figure 18 demonstrates, among the SSIP district feeder pattern high schools, the baseline average for Indicator 14b was 47.29%. Therefore, the enrollment in high education or competitive employment data among SSIP feeder pattern sites increased by 14.13%.

Figure 18: A Comparison of SSIP District Feeder Pattern High Schools from Pre-Intervention to Most Recent Post-School Outcome Survey Data

Indicator A — Baseline: ~19%, 2016 & 2017: ~20%
Indicator B — Baseline: ~47%, 2016 & 2017: ~61%
Indicator C — Baseline: ~53%, 2016 & 2017: ~69%

Legend: Baseline | 2016 & 2017
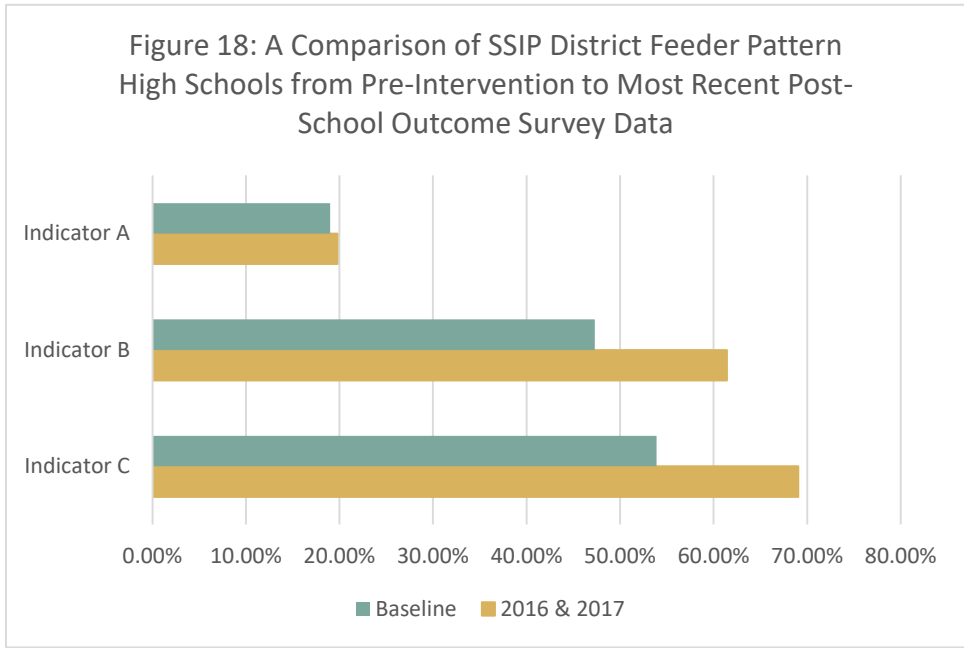
Figure 19 portrays the change in the SiMR among SSIP district feeder patter high schools and all districts participants in the FFY 2016 Alabama PSO Survey. As students in the SSIP demonstration sites progress educationally, it is expected the Indicator 14b data for the feeder pattern high schools will continue to increase. Furthermore, the AL SSIP Team expect changes in the transition infrastructure over the past two years will begin to impact districts beginning with the FFY 2017 AL PSO Survey.

Figure 19: Difference in Indicator 14b from Baseline to Current for Alabama vs. SSIP Districts

SSIP Districts: 14.13%
Alabama: -2.15%
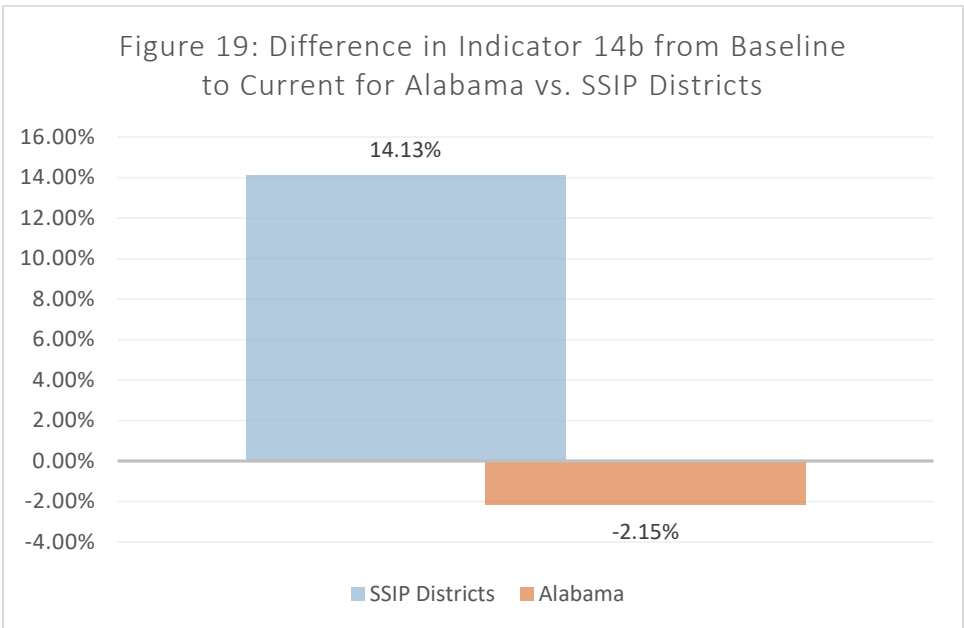
Legend: SSIP Districts | Alabama

Do students in SSIP sites show improvements on progress monitoring and the state assessment?

The SSIP Initiative 1-3 demonstration sites collected 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 2016-2017 school year with their prior school year's data (i.e., 2015-2016 data vs. 2016-2017 data).

Analyses conducted with the progress monitoring and *ACT ASPIRE* data included:
o The percentage of all students, SWD and SWOD, who demonstrated gain scores;
o The average gain scores for individual students;
o The differences in academic assessment data between Reading/English Language Arts and Math; and
o The differences in academic data for disability subgroups.

Figures 20 and 21 demonstrate the percentage of SWDs showing growth, pre/post, on the progress monitoring or *ACT ASPIRE* assessment. In both assessments, the percentage of SWD demonstrating growth was higher than the established targets of 45% for progress monitoring and 40% for the *ACT ASPIRE*.

Figure 20. Percentage of SSIP Students Demonstrating Gains on Progress Monitoring During SY 2016-2017

Figure 21. Percentage of SSIP Students Demonstrating Gains on ACT ASPIRE During SY 2016-2017
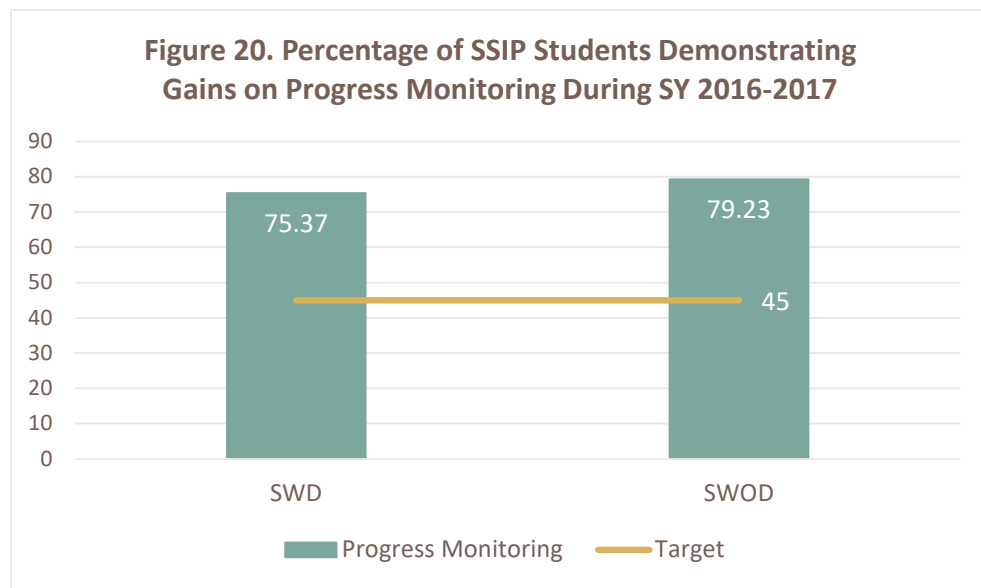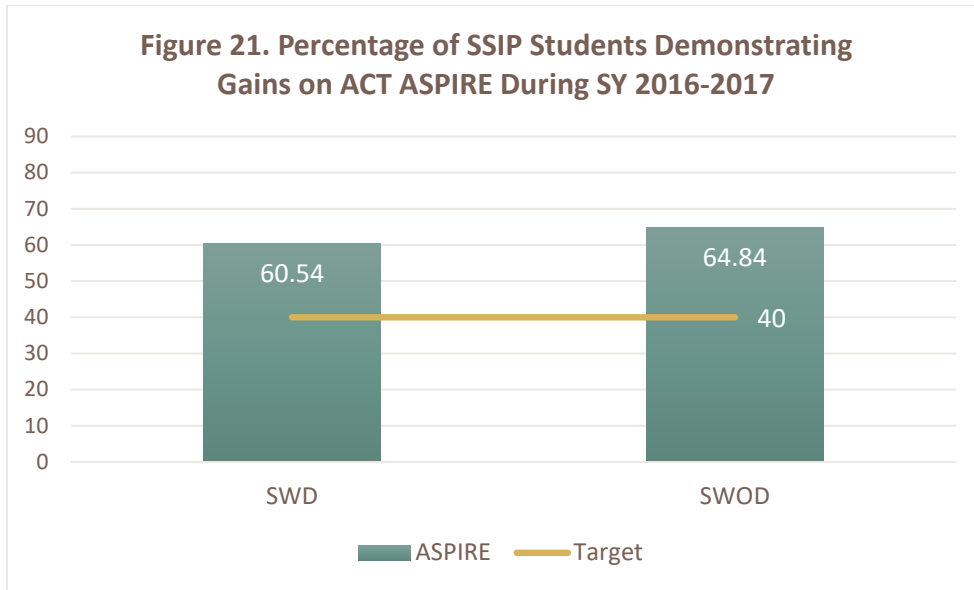
Next, the AL SSIP Team examined the average gain scores for both the *ACT ASPIRE* and progress monitoring assessments for students with and without disabilities. The data presented in Table 19 represent average gains in scaled scores, not percentages. For progress monitoring data, the growth was examined from the August/September administration to the May administration. For the *ACT ASPIRE*, the growth was measured from April 2016 to April 2017.

Table 19: Average Gain on Progress Monitoring and *ACT ASPIRE* Assessments			
Progress Monitoring SWD	**Progress Monitoring SWOD**	***ACT ASPIRE* SWD**	***ACT ASPIRE* SWOD**
62.99	70.62	1.66 ⬆	2.03 ⬇

The data in Table 19 show similar growth among both students with and without disabilities; however, on both assessments, SWDs did not show the same rate of growth as their peers. The arrows indicate the growth compared to last year's SSIP report. Due to changes in the assessments, the progress monitoring data cannot be compared to the prior year's results. For the *ACT ASPIRE* data, SWDs made greater gains than the prior year (+ 0.30), although SWODs made less gains (-1.04). It should be noted that more schools were included in the analyses for the current year, and therefore the comparisons with last year's report should be interpreted with caution.

The progress monitoring and *ACT ASPIRE* gains were also examined by content area. Figures 22 and 23 show the percentage of students who showed a positive gain on their progress monitoring or *ACT ASPIRE* assessments by co-teaching class content. In both assessments, students with and without disabilities were more likely to show growth in math than reading. Both graphs show

similar growth among students with and without disabilities, although the percentage of SWDs demonstrating a gain was consistently lower.

Figure 22: Percentage of Students With and Without Disabilities' Progress Monitoring Gains by Subject: 2016-2017 SSIP Sites

Figure 23: Percentage of Students With and Without Disabilities' ACT ASPIRE Gains by Subject: 2016-2017 SSIP Sites
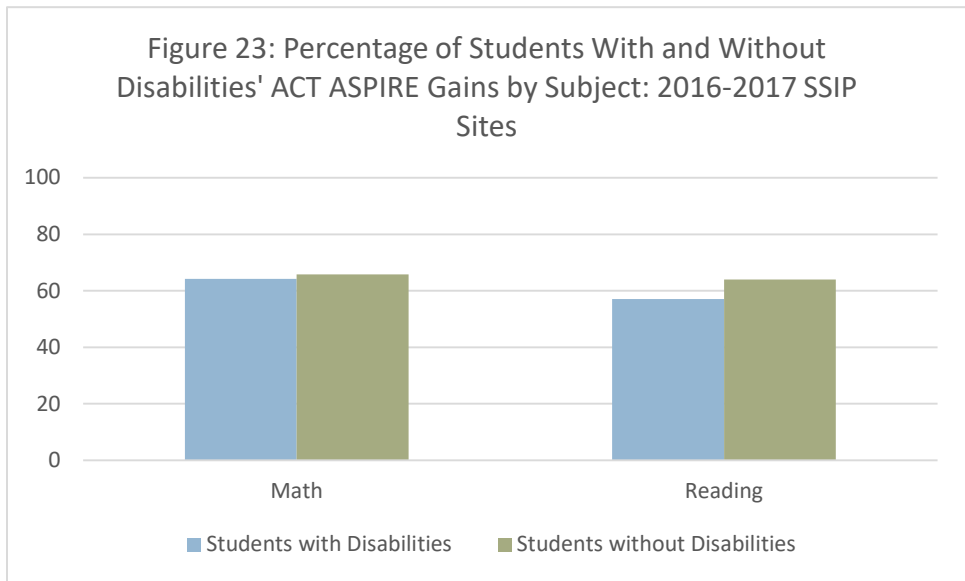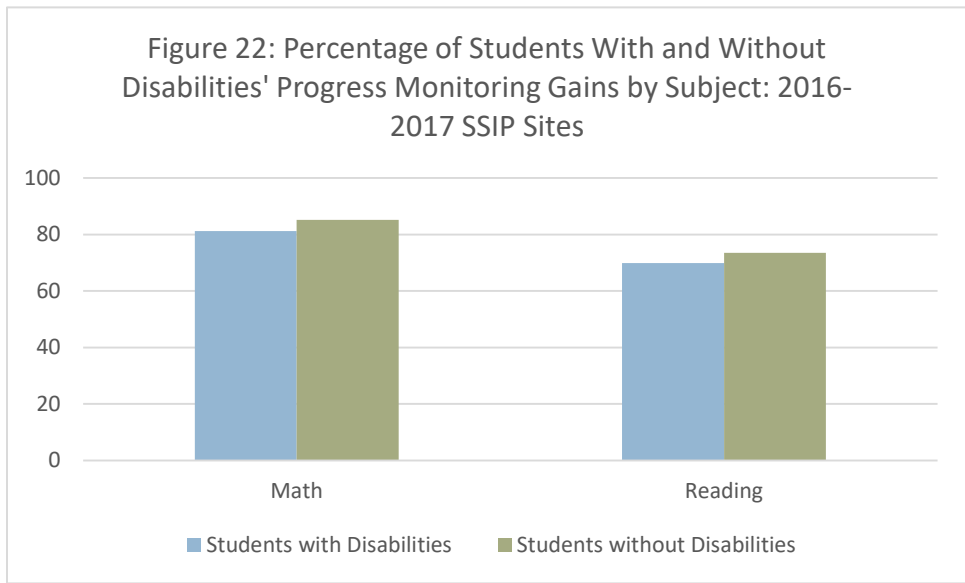
Lastly, growth was compared for different disability subgroups. Disability categories with more than eight students were included in the analyses. Students with an intellectual disability were included in the progress monitoring results, but not enough students participated in the *ACT ASPIRE* assessment to meet the minimum sample size.

As Figure 24 depicts, all disability subgroups met the target of 45% on the progress monitoring and 40% on the *ACT ASPIRE*. While students in the Autism subgroup were the least likely to show

gains on the *ACT ASPIRE* in SSIP classes, the subgroup data improved significantly in both progress monitoring and *ACT ASPIRE* compared to the Phase III data.

Figure 24: Percentage of Students Demonstrating a Gain on Progress Monitoring or ASPIRE by Primary Disability: 2016-2017
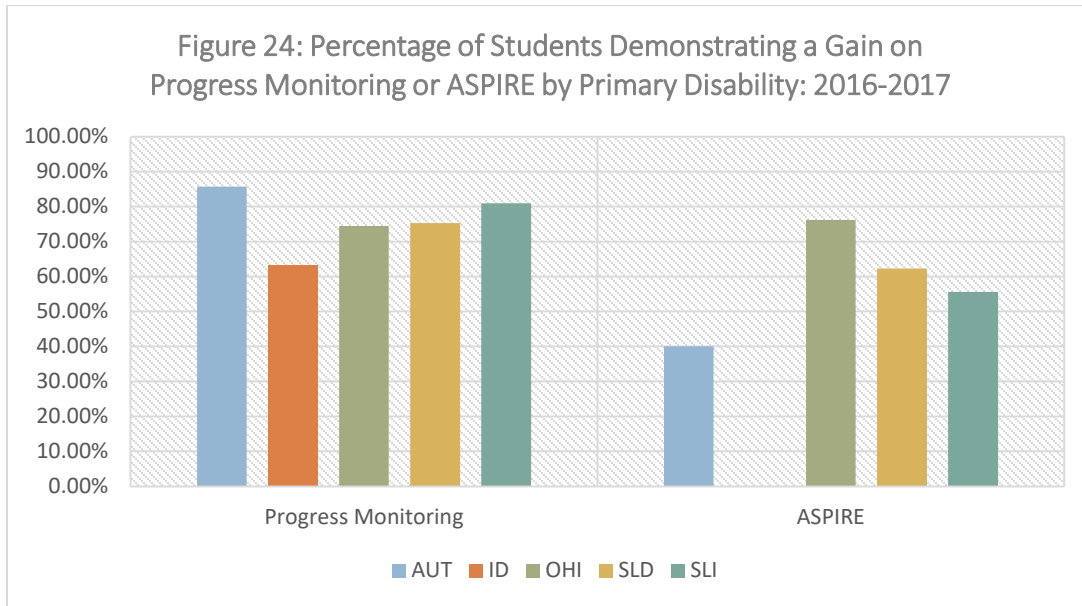
In addition to the state assessment and progress monitoring data, student engagement was measured in SSIP sites. External consultants collecting fidelity data also collected student engagement data in co-taught classrooms over the course of a lesson. Among participating classes, student engagement rates averaged 94.96%. Aligned with the Safe & Civil Schools recommended targets, the AL SSIP target is 90%. Therefore, the state exceeded its target for 2017-2018.

94.96%

Average observed student engagement in SSIP classes
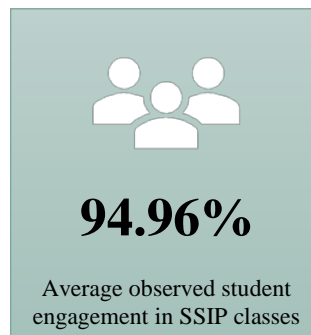
SCHOOL CLIMATE

How has the SSIP initiatives impacted attendance measures in SSIP sites?

The SSIP Middle School demonstration sites collected data 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.

Figure 25 shows the percentage of schools demonstrating a positive change from spring 2015 (baseline) to fall 2017. As indicated in Section 2D, the Average Daily Attendance (ADA) baseline data were reported in different formats, and only those schools reporting ADA as percentages were included in the analyses. The graph demonstrates improvements in all four measures of attendance: ADA, the number of tardies, the number of unexcused absences, and chronic absenteeism.

Figure 25: Percentage of SSIP Sites Showing Improvements in Attendance Measures

Measure	Percentage
ADA	87.5
Tardies	81.82
Unexcused Absences	70
Chronic Absences	90
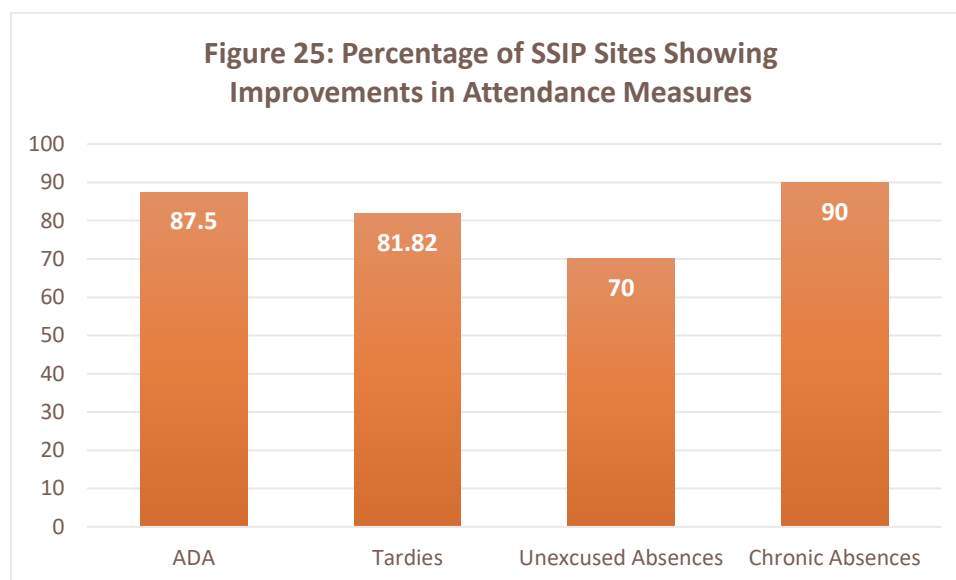
While all attendance measures showed improvement, the data for tardies and chronic absenteeism demonstrated more consistent improvements over time. Figure 26 shows the median number of tardies across SSIP Demonstration sites over semesters: spring 2015 (Baseline) to fall 2017. The results show a decline of over 133 tardies *per month* per site.

Figure 26: Median Number of Tardies per Month by Semester for SSIP Sites: Spring 2015 to Fall 2017

Baseline: 229.5
Spring 2016: 168.8
Fall 2016: 144.85
Spring 2017: 155.8
Fall 2017: 95.8
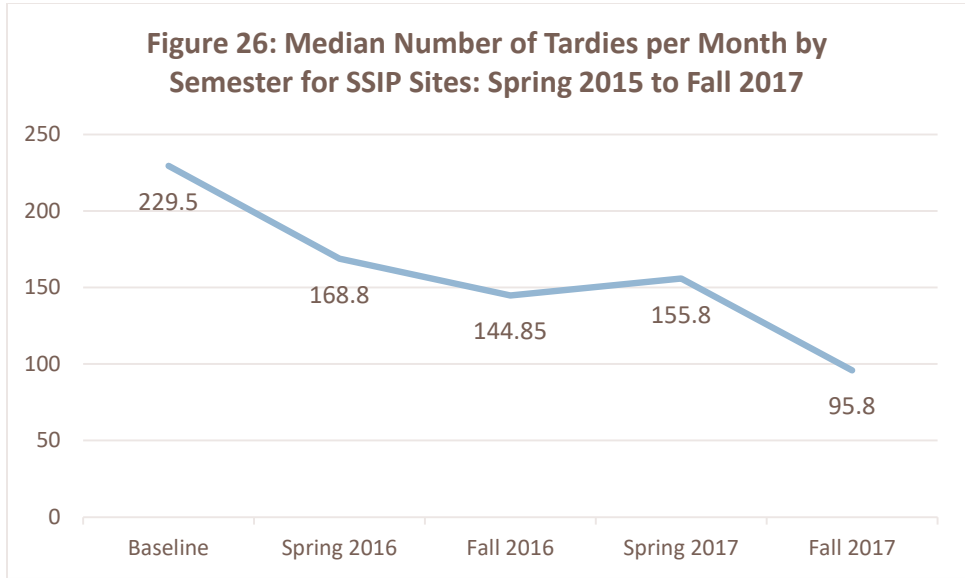
The most notable decline for attendance measures was the number of chronic absences, or a student missing 10% or more of a semester. Figure 27 demonstrates the median number of chronic absences over five semesters from spring 2015 (Baseline) to fall 2017. The number of chronic absences decreased by 39 from baseline to fall 2017. These data represent an average of 39 students per SSIP school site that are attending school more regularly in fall 2017 compared to baseline.

Figure 27: Median Number of Individuals with Chronic Absences by Semester for SSIP Sites: Baseline (Spring 2015) to Fall 2017

Baseline: 51
Spring 2016: 53.5
Fall 2016: 19.5
Spring 2017: 29
Fall 2017: 12
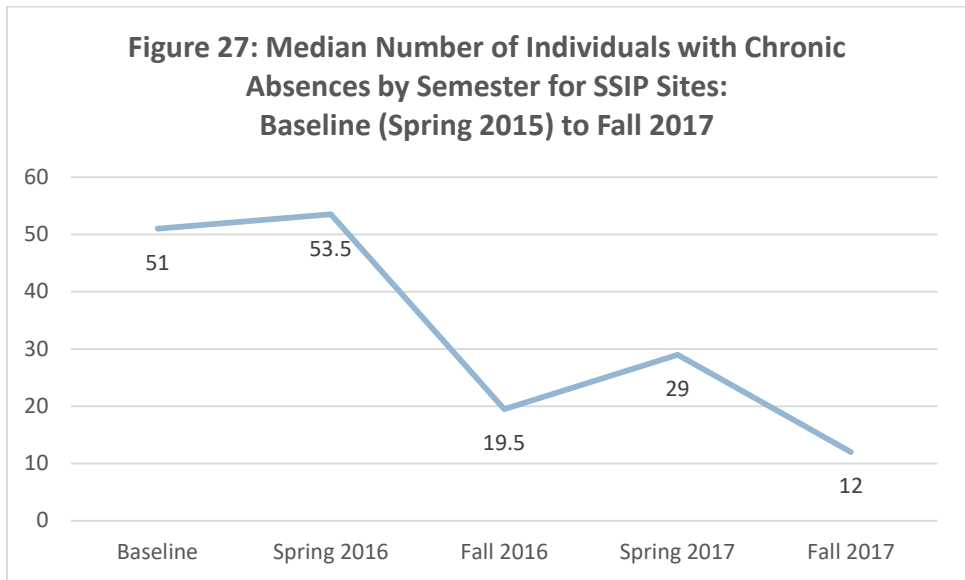
How has the SSIP initiatives impacted behavior data in SSIP sites?

Data were also collected for office discipline referrals (ODRs). For the FFY 2016 Phase III report, data collected included the number of ODRs for SWDs and all students, suspensions, and expulsions. The AL SSIP Team noted consistently that there were almost no expulsions reported and sites were not asked to report the type of suspensions (in-school or out-of-school).

Beginning in 2017-2018, AL SSIP sites were asked to report the number of ODRs for SWDs and all students and the number of in-school and out-of-school suspensions. To improve data quality, additional guidance was provided for reporting.

The median number of ODRs by site for all students and SWDs over time are presented in Figure 28. These data show the average number of ODRs per month from baseline to fall 2017 decreased by 39 for all students (approximately a 67% decrease) and by 5.9 for SWDs (a 73.75% decrease).

Figure 28: Median Number of Office Discipline Referrals for SSIP Sites: Baseline to Fall 2017
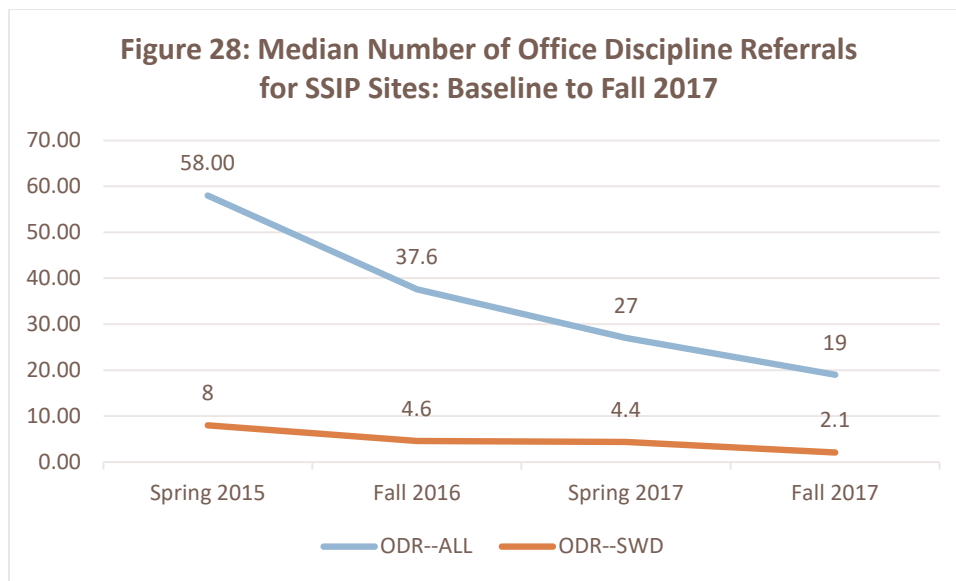
A comparison was made between the ratios of ODRs for SWDs and ODRs for all students. Figure 29 below shows the decline in the ratio of ODRs from baseline to fall 2017. These results suggest SWDs are receiving proportionally fewer ODRs than baseline.

Figure 29. Ratio of Office Referrals: SWD to All Students
from Spring 2015 (Baseline) to Fall 2017

17.36

13.51

Baseline

Fall 2017
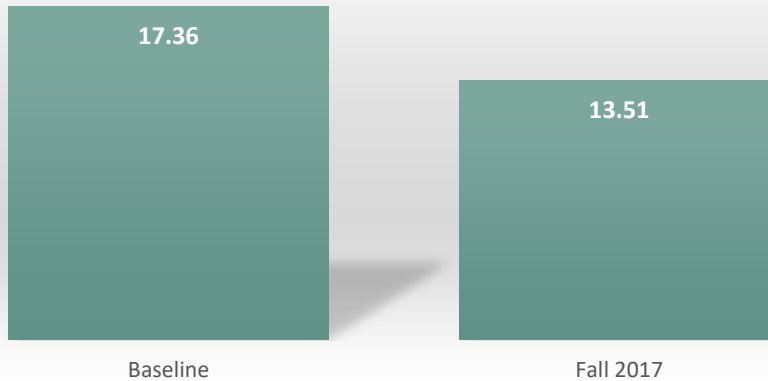
Suspension data were also collected; however, the AL SSIP Team only began collecting disaggregated ISS and OSS suspension data in spring 2017 for the SSIP. Preliminary results over the prior two semesters show significant declines in the median number of ISS and OSS; there was a 100% decline in ISS data and a 78.38% decline in OSS data. A third data point in spring 2018 will clarify the trend of the suspension data.

DEMONSTRATION SITE VISITS

How [are] the SSIP demonstration sites impacting other districts?

Demonstration Site Visits

Over the past year, 11 schools have visited SSIP sites. Six of these schools were SSIP existing demonstration sites, one site later became a Cohort II SSIP sites, and other visiting sites were districts within the region interested in the SSIP practices.

In the prior year, 10 schools visited SSIP sites, and while the current year showed an increase, the AL SSIP Team recognized the need to increase site visits further in 2018-2019. To scale-up the project, more regional schools and districts will need to observe the initiatives in practice. The AL SSIP Team and coaches have discussed several strategies to market the SSIP and increase the number of visitors to SSIP demonstration sites.

JOB PLACEMENTS

How have the transition demonstration sites impacted post-school outcomes?

3.64%

Average Indicator 14b gain in transition demonstration sites from baseline
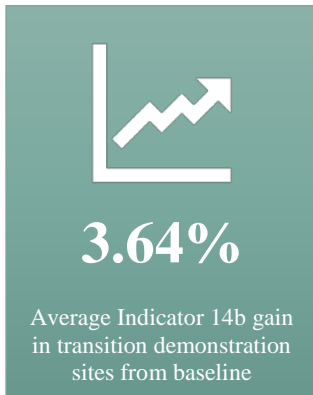
The AL SSIP Team analyzed Alabama's Indicator 14b post-school outcomes results for the two school districts implementing a Transition class prior to the 2016-2017 school year (Gadsden City Schools and Elmore County Schools). Like the SSIP district analyses explained starting on page 32 of Section E.1.b., the SSIP Team looked at the most recent Indicator 14 data (FFY 2015 or 2016) compared to the prior administration of the survey (FFY 2012 and FFY 2014).

When compared to the prior administration, the two transition demonstration sites averaged a 3.64% gain in their Indicator 14b data compared to baseline. Figure 30 shows the gain for each of Indicator 14 measures; gains were seen in both Indicator 14a and 14b.

Figure 30: A Comparison of SSIP Transition District Feeder Pattern High Schools from Pre-Intervention to Most Recent Post-School Outcome Survey Data
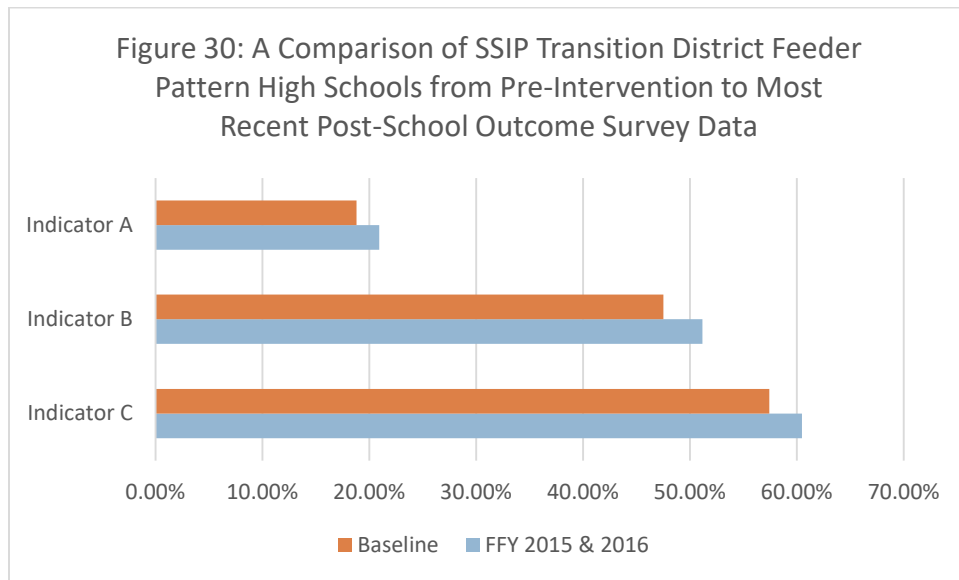
In addition to the Indicator 14 data, the transition demonstration sites have had examples of individual successes.

One of the transition demonstration sites, Gadsden City High School, has established the Beautiful Rainbow Café. The restaurant, run by students with significant cognitive impairments or diagnosed with an Autism Spectrum Disorder, has become a self-supporting business. Back in 2013, one of the special education teachers, Chip Rowan, taught the students cooking and gardening skills, which led to producing and selling food products.

In 2015, the ALSDE, SES Section, through its SSIP/SPDG projects, selected Gadsden City High School as a transition demonstration site. With funding from the ALSDE, Gadsden City Schools was able to offer a summer program for students working with Chip Rowan. Shortly thereafter, the school district partnered with the local library to open a café for the community.

Historical average:
0 students

2017-2018:
4 students

Total number of students on the Essentials or Alternate Achievement Standards Pathways placed in competitive employment
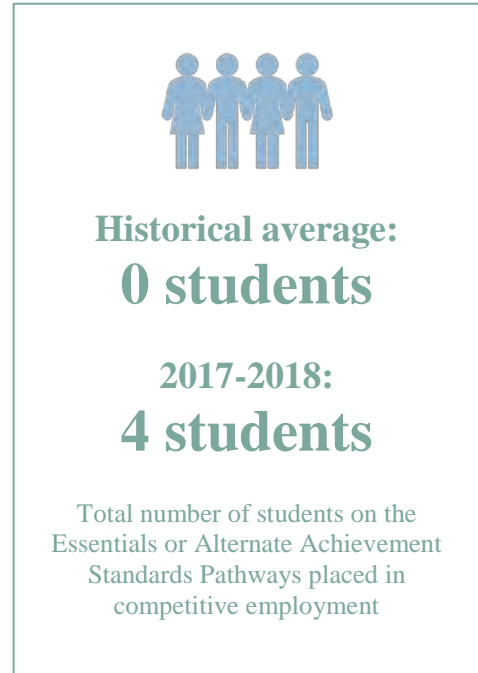
When Gadsden City Schools was applying to be a demonstration site, the staff indicated they had not had any students in the Essentials Pathway or Alternate Achievement Standards (AAS) Pathway who were competitively employed or had been enrolled in a college or university for several years. They were hoping by developing a school-based employment program to foster functional and vocational skills, more students would become competitively employed.

Between February 2017 and February 2018, four students who worked in the Beautiful Rainbow Café were hired by area restaurants. While the number of students is small, increasing from zero students for many years to four in one year is a significant change. The café's lead special education teacher commented without the program, it would have been difficult to employ the students. Currently, all four students remain competitively employed.

Articles regarding the *Beautiful Rainbow students finding jobs and success* and the *Gadsden City High School program a tasty success* can be found in Appendices VIII and IX, respectively.

PARENT INVOLVEMENT

How has the SSIP impacted parent communication and parent satisfaction?

During the 2016-2017 and the 2017-2018 Transition Parent Focus Groups, parent participants completed the *Alabama Indicators of Family Engagement Tool*. The survey was administered to parents of transition-aged SWDs from 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). Ratings were converted to percentages for easier interpretation.

Figure 31 shows the average ratings for each of the four dimensions over two years. *Communication* exhibited the largest increase (a 10.75% increase), although increases were seen in each of the four dimensions. The lowest-rated item continued to be *Decision Making* (61.25%).

Figure 31. A Comparison of Percentages Among Transition-Aged Parents for Each Section of the AL Indicators of Family Engagement Survey: 2016-2017 vs. 2017-2018
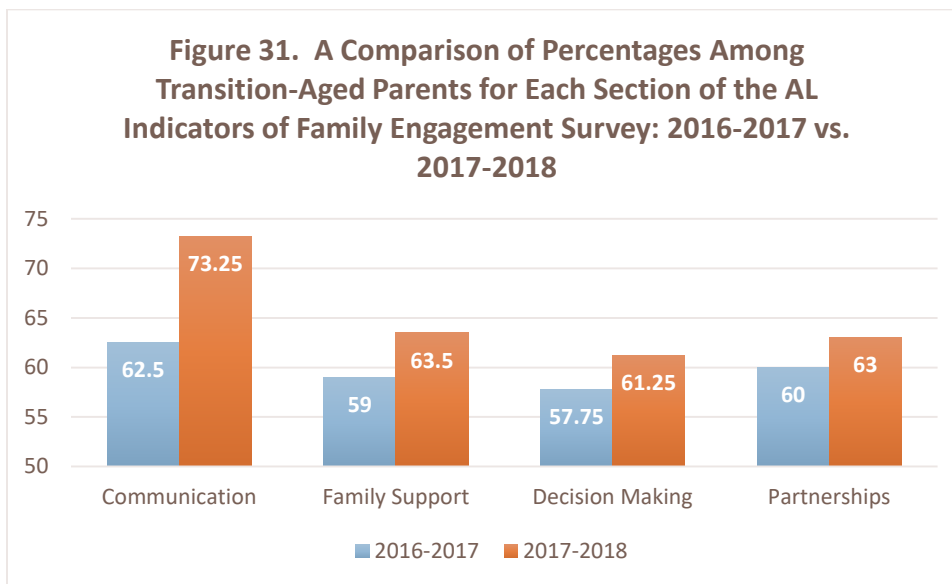
While the Indicators of Family Engagement Tool targeted parents of transition-aged students, Alabama also looked at its data for Indicator 8: Parent Involvement. Alabama saw large gains in its Indicator 8 results for FFY 2016 (the 2017 administration of the survey), from 76.54% to 80.74%. These data represent a 4.2% increase in one year.

80.74%

FFY 2016 Indicator 8
Parent Involvement results
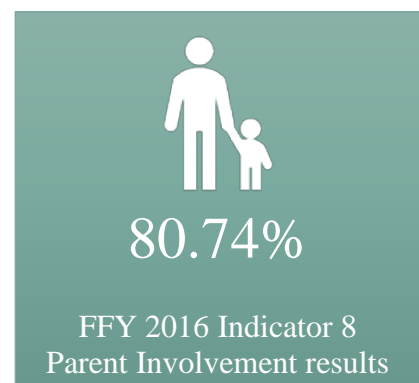
F.1. Additional activities to be implemented next year, with timeline.

Parent and Family Stakeholder Decision-Making and Engagement.

During 2017- 2018 Parent Focus Groups, parent participants were asked to suggest strategies and activities for components that support SWDs with transition. Parents suggested several strategies, including concerns related to safety, self-determination, parent and family engagement, other agency supports, and community-based experiences.

Communication. Parent participants expressed appreciation of the new parent resource and training made available at the focus group meetings and available for download on the Transition Landing Page. Additional resources to be made available for parents during the 2017-2018 school year include a self-determination/self-advocacy conference to be held in April 2018, as well as two June 2018 sessions to be conducted for educators and parents about encouraging self-determination in transition-aged students.

Activity	Timeline	Status
Continue transition focus groups for parents.	SY 2018-2019	Annually
Include parents in SSIP implementation Teams. Include counselors as part of the SSIP Implementation Teams.	SY 2018-2019	Annually
Continue to convene SSIP Instructional Coaches PLC.	SY 2018-2019, Quarterly	Ongoing
Improve parents access to documents related to transition	SY 2018-2019	Continuing
Develop infographic to communicate effectively regarding SSIP Progress.	SY 2018-2019	Ongoing
Extend self-determination/self-advocacy training to improve student engagement.	SY 2018-2019	Ongoing

Team Building. Joint training sessions for educators and parents around transition issues, such as self-determination/self-advocacy support finding common ground and better understanding each other's points of view regarding the home/school supports students need for post-school success.

Activity	Timeline	Status
Convene joint training opportunities around transition and self-determination for educators and parents.	April-June 2018	Ongoing

PD and Training. Parents also indicated that they would like to see joint IEP trainings for parents and educators, especially around secondary transition. In addition, they would like to see transition information provided to students at an earlier age.

Activity	Timeline	Status
Convene joint training for parents and educators about IEP development for transition.	SY 2018-2019 SY 2019-2020	Ongoing

Other Agency Supports. Parents continue to note that they need additional information regarding other agencies, such as Alabama Department of Rehabilitation Services, the Alabama Department of Mental Health, and the Alabama Department of Human Resources.

Activity	Timeline	Status
Collaborate with the SITT Team to develop "one-page briefs" explaining other agency functions and supports related to transition.	SY 2018-2019	Ongoing/Continuing
Develop resource listing by LEA for transition landing page.	SY 2018-2019	Ongoing

Community Based Experiences. Increasing access for community-based experiences remains a priority for the ALSDE and the SSIP implementation team. The AL SPDG is working in conjunction with the SSIP to market the Transition Demonstration Site in Gadsden City focusing upon community-based work experiences, especially for students with significant cognitive impairments. Other efforts to improve knowledge and resources related to community-based work experiences include assistance to multiple LEAs regarding purchases of evidence-based transition curricula in order to prepare students through appropriate instruction for successful experiences in the community. Additionally, the AL SPDG is currently in the selection process to identify at least four new systems for Transition Demonstration Sites to include community-based transition projects.

Activity	Timeline	Status
Disseminate funding applications to LEAs to purchase evidence-based transition curricula.	SY 2018-2019	Ongoing
Provide training for funded LEAs on scheduling and providing transition instruction.	SY 2018-2019	Ongoing
Identify four additional Transition Demonstration Sites.	SY 2018-2019	Ongoing

Communication for SSIP Project and Site Personnel.

Activities included in the *FFY 2015 Phase III Narrative on p. 87* related to Communication for SSIP staff are continuing throughout the SY 2018-2019 and are ongoing.

Coaching. Training continues to be provided for SSIP Coaches. During August 2017, training in *Better Conversations* was provided by a trainer from Jim Knight and Associates. The SSIP External Evaluator provided group and individual feedback from coaching evaluation surveys. During the 2017-2018 school year, the ALSDE underwent an organizational change and, as a result, was unable to hire additional coaches for a period of time due to a hiring freeze. The hiring freeze was lifted as of March 2018, so additional SSIP and transition coaches will be able to be brought on board by summer 2018.

Professional Development.

Activity	Timeline	Status
Ensure that practitioners and administrators receive on-going PD in Implementation Science.	SY 2017-18	Ongoing
Provide training and support for administrators at SSIP Project Sites.	SY 2017-18	Ongoing
Continue Foundations training and provide co-teaching, and co-planning support.	SY 2017-18	Ongoing
Invest time and effort in "Grow Your Own" strategy to create a cadre of trainers for Foundations and CHAMPS.	SY 2018-19	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 analyses over the coming year. Specifically, the AL SSIP Evaluator and staff will:

• Revise guidance forms on Basecamp to ensure data are more clearly defined and formulas are clear;
• Offer a series of webinars of data collection and data quality, including the Indicator 14 Alabama PSO Survey in April 2018 and SSIP demonstration site data collection in August and September 2018;
• Provide technical assistance to sites on which filters to select and how to create reports for personnel entering attendance, office discipline referral, and suspensions data;
• Develop additional Pre-/Post-Event Evaluation questions including a question bank for *Safe & Civil School* training;
• Assess collaboration among ALSDE internal and external partners;
• Develop a data dashboard for easier data filtering and real-time data;
• Update the AL SSIP Evaluation Data Manual data collection schedule and links to online forms for 2018-2019 reporting; and
• Create public data briefs that can be used as marketing materials for demonstration site visitors.

In addition to the data collection and evaluation changes, the AL SSIP Evaluator will work with the AL SSIP staff, consultants, and stakeholders to update progress toward planned SSIP strategies. This plan will reflect the items addressed in C.2.d, including: 1) Reviewing assessment processes for learning measures following training; 2) Hiring and training transition coaches; 3) Increasing coaching and supports to improve reading and math intervention fidelity; 4) Providing training and technical assistance to sites participating in the FFY 2017 Alabama PSO Survey; 5) Developing marketing materials and strategies for increasing the number of demonstration site visits; 6) Collaborating with ALSDE partners ARI and AMSTI; and 7) Offering additional opportunities for stakeholder involvement.

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

During the implementation phases of the SSIP, multiple barriers have been and continue to be identified 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 6; 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 relocated to other schools within the district, outside the district/state, or retire. Similarly, some school superintendents retire or, in some cases, fail to be re-elected to the position.

Changes in SDE Governance. The previous State Superintendent resigned and an Interim State Superintendent has been leading the ALSDE during this reporting period. As a result of this transition in state leadership and due to the changes in the ALSDE organizational structure, a hiring freeze was instituted. This hiring freeze impacted the SES's ability to hire instructional coaches. However, the hiring freeze since has been lifted, permitting additional Instructional and Transition Coaches to be hired to support SSIP sites.

Scaling-up. The limited number of instructional coaches has impacted the ability to expand the number of SSIP demonstration sites. With the step of lifting the hiring freeze, the ALSDE, SES Section expects to hire more instructional coaches in order to expand the number of SSIP demonstration sites during 2018-2019 school year.

Steps to Address the Implementation Barriers. 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. Regarding the changes in SDE governance, step one is facilitated by the lifted hiring freeze, which will enable the SES to identify and hire qualified instructional coaches to support the SSIP work and enable expansion. A key step to address the barrier regarding the need for more reading and math coaching is having the AL SSIP Team reach out to other sections to discuss strategies to improve reading and math instruction, including improving math intervention program and to increase the collaboration between the Alabama ARI coaches and SSIP Instructional Coaches.

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

None at this time.

Appendix I
Selection of Schools

Appendix I: SSIP Participating Schools and Areas of Implementation

District	School	Cohort	Ready for Visitors (17-18)	Feeder Pattern Site	Co-Teaching	CHAMPS	Foundations	Transition
Andalusia City Schools	Andalusia Elementary School	Ib	Yes	Yes	X	X	X	
Andalusia City Schools	Andalusia Junior/Senior High School	I	Yes		X	X	X	X
Athens City Schools	Athens Middle School	I, II*	Yes		X	X	X*	
Bibb County Schools	Centerville Middle School	II					X	
Bibb County Schools	Bibb County High School	II					X	
Calhoun County Schools	Saks Elementary School	Ib	Yes	Yes	X	X	X	
Calhoun County Schools	Saks Middle School	Ib	Yes		X	X	X	
Calhoun County Schools	Saks High School	Ib		Yes	X	X	X	
Calhoun County Schools	White Plains Middle School	I	Yes		X	X	X	
Chickasaw City Schools	Chickasaw Elementary School	II					X	
Chickasaw City Schools	Chickasaw High School	II					X	
Elmore County Schools	Stanhope-Elmore High School	I	Yes-Transition					X
Elmore County Schools	Wetumpka Elementary School	Ib		Yes	X	X	X	
Elmore County Schools	Wetumpka Middle School	I			X	X	X	
Elmore County Schools	Wetumpka High School	Ib	Yes-Transition	Yes			X	X
Enterprise City Schools	Coppinville Junior High School	I	Yes		X	X		
Enterprise City Schools	Enterprise High School	II		Yes			X	
Gadsden City School	Gadsden High School	Ib	Yes-Transition					X
Hale County Schools	Greensboro Elementary School	Ib		Yes	X	X	X	
Hale County Schools	Greensboro Middle School	I	Yes		X	X	X	

District	School	Cohort	Ready for Visitors (17-18)	Feeder Pattern Site	Co-Teaching	CHAMPS	Foundations	Transition
Hale County Schools	Greensboro High School	Ib		Yes	X	X	X	
Lauderdale County Schools	Brooks Elementary School	Ib	Yes	Yes	X	X		
Lauderdale County Schools	Brooks High School	I	Yes		X	X	X	
Midfield City Schools	Midfield Elementary School	II		Yes			X	
Midfield City Schools	Midfield High School	II		Yes			X	
Midfield City Schools	Rutledge Middle Schools	I	Yes		X	X	X	
Monroe County Schools	Monroeville Middle School	I			X	X	X	
Monroe County Schools	Monroe County High School	II					X	
Montgomery County Schools	Capitol Heights Middle School	II					X	
Oxford City Schools	DeArmanville Elementary School	II					X	
Oxford City Schools	Oxford High School	II					X	
Sylacauga City Schools	Nichols-Lawson Middle School	I	Yes		X	X	X	
Tarrant City Schools	Tarrant Elementary School	II					X	
Tarrant City Schools	Tarrant Intermediate School	II					X	
Tarrant City Schools	Tarrant High School	II					X	

*Began co-teaching and CHAMPS in Cohort I and Foundations training in Cohort II

Appendix II

AL SSIP Outcomes by Evaluation Questions
and Performance Indicators

Appendix II: 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.*

Outputs/Outcomes	Evaluation Question	Performance Indicator
Output: SSIP middle school demonstration sites are created.	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
Output: PD offered to 12 demonstration sites regarding co-teaching/co-planning.	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
Output: The ALSDE-SES collaborates with AMSTI & ARI to provide PD regarding reading and math instruction.	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
Short-Term Outcome: LEAs of the demonstration sites have the leadership, staff, and policies to support the	What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.

implementation of co-teaching/co-planning, as measured on the Installation Checklist.	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.
ST Outcome: Teachers have the skills and knowledge to co-teach/co-plan following PD and coaching.	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.
ST Outcome: Teachers and administrators report having a greater awareness of the SWD student achievement data over time.	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
ST Outcome: SSIP demonstration sites and their schools have resources and protocols established for demonstration site visitors.	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.
Intermediate Outcome: General education and special education teachers in SSIP demonstration sites report greater collaboration over baseline.	Do general and special education co-teaching dyads report greater collaboration in a Collaboration Survey?	60% of teachers report higher levels of collaboration

Intermed. Outcome: Co-teaching dyads develop specialized instruction and strategies for implementing accommodations through co-planning.	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
Intermed. Outcome: Co-teaching dyads offer individualized reading and math instruction for SWD in the general education classroom setting.	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
Intermed. Outcome: Co-teaching dyads regularly assess SWD and address gaps in performance with instruction.	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
Intermed. Outcome: Co-teaching dyads model and share ideas with other teachers observing the demonstration site.	How do co-teaching dyads at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
Intermed.: SWD in demonstration site schools show higher reading and math achievement levels compared to their own baseline levels.	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?	
Intermed. Outcome: The reading and math achievement gap levels between SWD and students without disabilities in the demonstration sites decreases over time.	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
Long-Term Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.	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
LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.	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
LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning implemented at the demonstration sites.	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.*

Outputs/Outcomes	**Evaluation Question**	**Performance Indicator**
Output: SSIP middle school demonstration sites are created.	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
Output: PD offered to 12 demonstration sites regarding co-teaching/co-planning.	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
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.	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.
ST Outcome: School Implementation Teams establish expectations for behavior in the demonstration site schools.	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
ST Outcome: Teachers have the skills and knowledge regarding effective behavioral supports following PD and coaching.	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
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.	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
ST Outcome: SSIP demonstration sites and their schools have resources and protocols established for demonstration site visitors.	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.
Intermediate Outcome: Teachers implementing Safe and Civil Schools programs establish expectations for behavior each year and share those expectations with students.	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

	How many classes and schools are implementing CHAMPS and Foundations?	25 classes implementing CHAMPS 8 sites implementing Foundations
Intermed. Outcome: Teachers embed the Safe and Civil Schools practices in the classroom and school consistently.	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
Intermed. Outcome: Teachers spend an increased amount of time on instruction following the implementation of Safe and Civil Schools practices.	Do teachers have more instructional time/student compared to baseline?	3% increase in attendance over baseline, observed instructional time; decrease in tardies over baseline
Intermed. Outcome: Teachers model and share ideas with other teachers observing the demonstration site.	How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
Intermed.: SWD in demonstration site schools show fewer office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions compared to baseline data.	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
Intermed. Outcome: SWD in demonstration site schools have greater	Has attendance improved following Foundations implementation?	6% increase in 2016-2017, and 9% by 2020

access to reading and math instruction.	Are there fewer tardies following Foundations implementation?	8% decrease in 2016-2017, and 10% by 2020
Long-Term Outcome: SWD are more satisfied with their learning environment.	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
Long-Term Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.	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
LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.	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
LT Outcome: Schools throughout the state have the opportunity to see Safe and Civil Schools practices implemented at the demonstration sites.	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.*

Outputs/Outcomes	Evaluation Question	Performance Indicator
Output: SSIP demonstration sites are selected.	Was at least one demonstration site identified for each region?	15 demonstration sites total in 2016-2017 (12 middle school + 3 high school)
Output: PD offered to middle and high school demonstration sites regarding implementation science and instructional coaching.	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
Output: PD offered to middle school demonstration sites regarding mapping the schedule.	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
Output: Coaches were provided to all of the demonstration sites to work with district and building administrators regarding the implementation of SSIP initiatives.	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
Short-Term Outcome: Demonstration sites formed and utilized School Implementation Teams.	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
ST Outcome: Demonstration sites implement the mapping the schedule PD to develop schedules for meeting the needs of SWD.	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
ST Outcome: Teachers and administrators have a greater awareness of implementation science and instructional coaching.	Do teachers and administrators report a greater awareness of implementation science and instructional coaching?	70% report greater awareness
ST Outcome: SSIP Coaches and demonstration site administrators collaborate to implement SSIP initiatives.	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
ST Outcome: SSIP demonstration sites and their schools have resources and protocols established for demonstration site visitors.	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.
Intermediate Outcome: Teachers in demonstration sites report a greater understanding of how the SSIP	Do teachers in demonstration sites report more awareness and understanding about the SSIP initiatives?	70% of teachers report higher levels of understanding

initiatives complement each other to create better outcomes for SWD.	Are teachers who attended SSIP PD satisfied with the SSIP project in their schools?	75% report satisfaction
Intermed. Outcome: Teachers work with demonstration site administrators to implement the new approach to scheduling.	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
Intermed. Outcome: Teachers collect data for the SSIP, including student- and teacher-level data, and use the results to make adjustments to instruction.	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
Intermed. Outcome: Teachers model and share ideas with other teachers observing the demonstration site.	How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
Long-Term Outcome: By 2020, teachers, building administrators, district administrators, and parents report better communication and greater collaboration.	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
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.	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.*

Outputs/Outcomes	Evaluation Question	Performance Indicator
Output: The ALSDE has identified three SSIP high school demonstration sites, with at least one site added per year.	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
Output: The ALSDE-SES has offered PD, coaching, and resources to high school demonstration sites regarding implementing a transition class for SWD.	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
Output: The ALSDE-SES provided high school demonstration sites The Transitions Curriculum for implementing in transition classes.	Was the Transition Curriculum purchased for demonstration sites?	100% of sites
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.	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
Output: The ALSDE-SES partnered with the Alabama SPDG and the Alabama PTI to provide new secondary transition resources for parents.	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

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.	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.
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.	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
ST Outcome: Transition demonstration sites ensure all special education teachers receive professional development regarding transition and preparing for post-school outcomes.	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
ST Outcome: LEAs for the demonstration sites establish and foster new community partnerships for vocational instruction.	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
ST Outcome: Demonstration sites have developed protocols and resources for schools within the region who visit the transition demonstration site.	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.
Intermediate Outcome: Teachers developed a transition course, including The Transitions Curriculum, that addresses the areas of students' IEP goals.	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
Intermed. Outcome: Teachers identify and use appropriate vocational and interest assessments for SWD that guide IEP planning.	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
Intermed. Outcome: Teachers work with families of SWD regarding transition in a collaborative relationship.	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
Intermed. Outcome: Teachers and administrators assist in the placement of SWD in appropriate in-school and community-based vocational settings, and provide support.	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
Intermed. Outcome: Teachers model and share ideas with other teachers observing the demonstration site.	How do teachers at demonstration sites model and share ideas with observing teachers?	Evidence of collaboration with observing teachers
Intermed. Outcome: SWD have the knowledge and skills to assist with post-secondary planning.	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
Intermed. Outcome: A greater percentage of high school SWD	Are a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	2% increase/year, beginning in 2016-2017

participate in their IEP meetings.	Are SWD who attend their IEP meetings satisfied with their participation?	70% are satisfied with participation
LT Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.	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
LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.	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
LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning implemented at the demonstration sites.	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.*

Outputs/Outcomes	Evaluation Question	Performance Indicator
Output: The Alabama Post-School Outcomes Survey schedule is revised to collect data biannually.	By 2017, was the Alabama Post-School Outcomes Survey schedule revised to collect data biannually?	Revision of data collection schedule
Output: The ALSDE and AL PTI provides technical assistance and information to teachers and parents regarding transition best practices.	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
Output: The ALSDE entered into a collaborative partnership with national TA Centers regarding transition.	Did the ALSDE-SES and national secondary transition center partners meet?	Meet at least 2 times/year
Short-Term Outcome: LEAs administer the Alabama Post-School Outcomes Survey biannually.	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
ST Outcome: Parents and teachers review transition modules and information and have greater awareness about transition best practices.	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

ST Outcome: Administrators and teachers compare transition best practices with existing district practices and develop a plan to address needed policies, programming, and resources.	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
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.	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
Intermediate Outcome: LEA administrators receive consistent and coordinated information about transition from the ALSDE and share the information with teachers and building administrators.	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
Intermed. Outcome: Teachers engage with parents in discussions regarding secondary transition practices and assessments.	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
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.	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
Long-Term Outcome: The ALSDE and LEAs use the Alabama Post-School Outcomes Survey results to modify or create new transition programming and practices.	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

LT Outcome: Students, parents, teachers, and district administrators report greater communication and collaboration regarding secondary transition practices and planning.	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
LT Outcome: State parent involvement rates increase 2% by 2020.	Has the state's parent involvement rate increased by 2%?	2% increase by 2020
LT Outcome: IEPs of a sample of SWD reflect the skills, assessments, and goals of the student.	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
LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.	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
LT Outcome: Transition partners at the state level report greater collaboration for transition discussions and planning.	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.*

Outputs/Outcomes	**Evaluation Question**	**Performance Indicator**
Output: Instructional coaches are hired for each SSIP demonstration site, and a supervisor for the coaches is identified.	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
Output: The ALSDE provides SSIP demonstration sites with financial resources and oversees fiscal management.	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
Output: The ALSDE manages the collection of evaluation data and reviews the results at least biannually.	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
Output: All of the SSIP Implementation Teams conduct an analysis of the local infrastructure needs and weaknesses.	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
Output: A Professional Learning Community is established to reflect on	Was an SSIP Professional Learning Community formed?	PLC formed

the demonstration site implementation.	Did the SSIP Professional Learning Community meet at least 8 times/year?	8 meetings/year
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.	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.
ST Outcome: Demonstration site schools have protocols and resources for schools within the region who visit the demonstration sites.	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.
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.	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
ST Outcome: LEAs collect data for the SSIP sites, and review data, observations, and evaluation findings to make mid-course corrections.	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
ST Outcome: With coaches, demonstration sites create a plan to address infrastructure weaknesses and needed priorities.	Were plans created for each demonstration site to address weaknesses and priorities?	1 plan/demonstration site

ST Outcome: Demonstration site teachers and administrators present at meetings and/or state conferences on the implementation of evidence-based practices.	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
Intermed. Outcome: Teachers in demonstration sites will implement the evidenced-based co-teaching/co-planning, behavior, and evidence-based transition practices.	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
Intermed. Outcome: Teachers will host visitors from other districts within the region to view the implementation of the SSIP practices.	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
Intermed. Outcome: Teachers utilize materials purchased to implement the SSIP initiatives in the classroom.	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
Intermed. Outcome: Teachers collect, review, and utilize student-level and teacher-level data.	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
Intermed. Outcome: Teachers and administrators implement the LEA's plan for addressing infrastructure weaknesses.	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

Long-Term Outcome: Teachers, administrators, district administrators, and parents are satisfied with the AL SSIP implementation.	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
Long-Term Outcome: SWD in demonstration site schools show higher reading and math achievement levels compared to their own baseline levels.	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
Long-Term Outcome: By 2020, the graduation rate among SWD in the demonstration sites is at least 78.94%.	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
LT Outcome: By 2020, a higher percentage of SWD in the demonstration sites enroll in post-secondary education or find competitive employment after graduation.	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
LT Outcome: Schools throughout the state have the opportunity to see co-teaching/co-planning implemented at the demonstration sites.	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.*

Outputs/Outcomes	**Evaluation Question**	**Performance Indicator**
Output: The ALSDE-SES convenes at least four meetings for different stakeholder groups per year to solicit contributions and feedback for SSIP program improvement.	Were four stakeholder meetings convened each year?	4 meetings/year
	Which type of stakeholder participated in the meetings?	Review of meeting attendees, by category
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.	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
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.	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
Short-Term Outcome: Demonstration sites have participation among district and community stakeholders in SSIP planning and feedback.	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
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	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

practices.	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
Intermediate Outcome: Parents report increased awareness of SSIP practices, including transition, and evaluation data for those sites.	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
Intermed. Outcome: Parents participate in AL PTI training and receive resources that will assist them in helping their children make successful secondary transitions.	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
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.	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
Long-Term Outcome: A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition.	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
LT Outcome: There is a higher rate of parent involvement.	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
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.	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
LT Outcome: There is a greater collaboration among community partners, parents, and the ALSDE-SES.	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

Appendix III: Alabama SSIP Evaluation Plan

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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 sties; 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 sties; 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. Cooledge	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. Cooledge	Annually
Were teachers informed about the new approach to scheduling?	75% report they were informed	Survey of PD participants	J. Cooledge	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. Cooledge	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. Cooledge	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. Cooledge	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. Cooledge	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. Cooledge	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. Cooledge	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. Cooledge	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 (Data) Manual

AL SSIP SITE EVALUATION (DATA) MANUAL

2017-2018

CENTER STREET CONSULTING

AL SSIP SITE EVALUATION MANUAL

TABLE OF CONTENTS

AL SSIP SITE PROCESS

Administration provides implementation science knowledge, SSIP Implementation Teams, Foundations Teams, schedule, curricula, reading/math coaching, parent resources and communication, and other resources and support.

Financial resources, district policies, teacher retention, teacher and administrator buy-in, parent support and communication.

CHAMPS
- Content
- Coaching

Foundations
- Content
- School Support
- Coaching

Co-Teaching & Co-Planning
- Content
- Collaboration
- Scheduling

Teachers have the content knowledge, skills, resources, and supports to provide high-quality, individualized, specially-designed instruction for all students in the general education setting.

Students with disabilities have more instructional time, demonstrate better learning outcomes, are better prepared as they transition to high school.
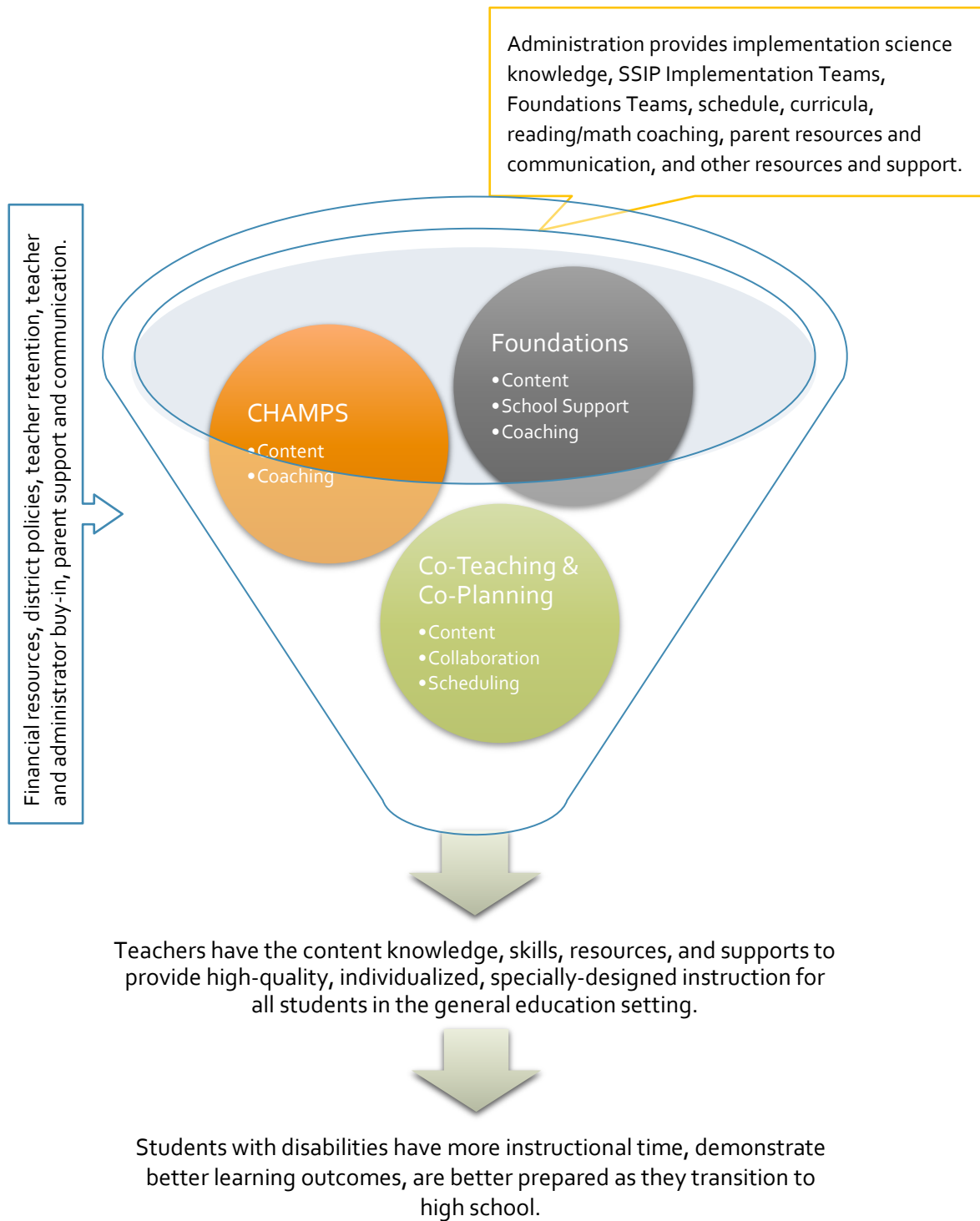
AL SSIP LOGIC MODEL

Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
• ED inputs: Indicator 17 guidance; TA; monitoring; federal funding • AL established data targets • ALSDE-SES staff expertise • Funding & experience from SPDG project • ARI & AMSTI instructional support • Prevention & Support • Alabama Ascending Plan • ALSDE monitoring • Research on implementation science, co-teaching, SCS • Jim Knight's Big Four and instructional coaching • Existing state and community partnerships • APEC support and training • Content consultants • Experienced coaches • Stakeholder and parent engagement and support	* Implement high-quality and engaging instruction for all students in gen. ed. classrooms in demonstration sites * Create a safe & civil learning environment * Provide comprehensive transition activities and supports in demo sites	* 10-12 demo sites are formed and prepared to model practices * At least 3 transition demo sites are created * SWD have access to individualized, high-quality instruction in co-taught classrooms * Students learn in a safe & civil environment * SWD receive Transitions curriculum in class & are engaged in CBVI	* Increased ACT Aspire & progress monitoring scores at demo sites * Decreased achievement gap between SWD and SWOD * Inc. % SWD proficient * 85%+ stud. engagement * Increased SCS Student Survey safety scores * Dec. in ODRs/ISS/OSS * Dec. tardy & absences * Students earn credit for Transition class * Increased community work placements * HS SWD attend and are involved in IEP meetings	* Regional schools show increased Aspire and progress monitoring data * Regional schools decrease SWD vs. SWOD achievement gap * Dec. in ODRs/ISS/OSS in regional schools * Students satisfied with learning environment * Dec. in drop-out rates in SSIP schools *Inc. grad rates for SWD in SSIP schools * Inc. SWD enrolled in post-secondary schools in SSIP schools * Increased SWD competitively employed in SSIP schools	* Dec. in Indicator 2 (drop-out rates) Inc. in Indicator 1 (graduation) * Inc. Indicator 14a (SWD enrolled in post-secondary schools) * Increased Indicator 14b (SWD competitively employed) * Increased % Indicator 8 (parent involvement) * Coordination among transition partners for transition activities * Districts scale-up SSIP activities to elem. & HS * Districts can sustain the SSIP activities * District/school policies support SSIP practices
	* Teachers and administrators in demo sites have training, coaching, and resources to support SWD in gen. ed. classroom * Teachers have PD and resources to provide transition supports * Develop a collaboration & partnership between general and special education teachers	* Teachers at demo sites trained/coached on co-teaching, co-planning, SCS, instruction, and transition practices * Increased collaboration among general and special education teachers	* Educators have SSIP content knowledge * Teachers show fidelity * Inc. behavior management on STOIC * Teacher and admin. satisfaction with SSIP	* Inc. teacher fidelity at regional schools * Increased general and special education teacher collaboration beyond co-teaching	
	* Create a system & culture for supporting SWD and teachers in demonstration sites * Foster a collaborative & communicative culture within the district & community * Coordinate with transition groups to develop a state transition collaborative * Implement a continuous improvement process * Engage parents & stakeholders in training, info. sharing, and program feedback for program improvement	* Implementation Teams established, barriers to implementation identified, policies reviewed, resource needs identified * Community partnerships are aligned for transition supports * State transition groups hold coordinated meetings * Parent, school, and community feedback * Project evaluation data reviewed	* Schedules, policies, finances support SSIP * Increased parent knowledge about co-teaching, SCS, transition * Inc. comm. partnerships * Inc. comm. among transition partners * Teachers & admins visit regional demo sites and adapt practices for own districts	* Demo schools provide PD & TA to districts within region * Increased % of parent involvement in SSIP & regional schools * Inc. collaboration among transition partners * Inc. number of districts adopting SSIP activities * District/school policies support SSIP practices	

AL SSIP SITE EVALUATION PLAN

PROJECT MANAGEMENT

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
Site Form—Documentation of site information, including contact information, list of staff, and participants in the project.	Site Form template	Annually, by February 12th	The completed form is submitted to J. Cooledge each year. Record the individuals implementing SSIP initiatives.	Yes
PD Memo—A sample description and overview of the requirements given to participants prior to a training or event.	Sample PD Memo	On-going, prior to or following PD	Complete a PD Memo and send to participants prior to the training or event.\n\nSubmit any completed PD Memos to J. Cooledge before or after PD.	Yes, on-going
Coaching Evaluation—An online survey to provide feedback on the coaching teachers and staff have received and outcomes of the coaching.	Coaching Evaluation	Biannually	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.	No
Stakeholder Evaluation—An online survey to provide feedback on the SSIP program, outcomes of the program, and needs of individual sites.	Stakeholder Survey	Annually	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.	No
SSIP Coaching Checklist—A checklist of implementation items and resources at the demonstration sites. Materials include resources or protocols developed for visitors to the demonstration site. Implementation items include co-planning, mapping the schedule, data meetings, etc.	SSIP Coaching Checklist	Annually, February 1st	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.\n\nCoaches submit the checklist to J. Cooledge each year.	Yes, Coaches submit
Visitor Sign-In Sheets—A sign-in sheet developed by "Demo-Ready" sites for hosting visitors.	Visitor Sign-In Sheets developed by sites	On-going, following visit and all by March 1st	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.	Yes, on-going, and by March 1st

AL SSIP SITE EVALUATION PLAN

PROFESSIONAL DEVELOPMENT

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
Pre-Training Evaluation/Post-Training Evaluation—Survey completed prior to a training event.	Obtain site-specific Pre-Training Evaluation and Post-Training Evaluation links from J. Cooledge	On-going, at least 5 days prior to PD.	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.). The person responsible for the training should contact J. Cooledge at least five days prior to the training. An agenda and/or a list of objectives is needed for the evaluation. J. Cooledge will create an online Pre-Training/Post-Training Evaluation link that can be shared or sent to PD participants.	Yes, contact as needed
Professional Development Sign-In Sheets—Sign-in sheets for each PD event.	Form developed for each event	On-going, following event.	Professional Development Sign-In Sheets should be created for each professional development activity. These forms are used for participation, substitute reimbursement, and budgets. 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.	Yes, following PD
HQPD Checklist—A fidelity tool for evaluating high-quality professional development activities. This form is based on Dunst & Trivette's principles of adult learning.	HQPD Checklist	On-going, following training.	Once a year for an individual training event (e.g., co-teaching/co-planning), at least two participants should complete the HQPD during the event. Directions for completing the form are found on the HQPD Checklist.	No

AL SSIP SITE EVALUATION PLAN

IMPLEMENTATION

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
SSIP Activity Log—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.	SSIP Activity Log	On-going, the last day of each month	Coaches with SSIP Foundation sites currently enter Foundations activities into this system. Other SSIP activities related to PD, meetings, and coaching will be entered. Coaches who have not received training on the Activity Log should contact J. Cooledge.	Yes, for coaches
STOIC and Foundations Survey—A brief observation form used for classrooms implementing CHAMPS or Foundations. The form can be used to self-assess CHAMPS implementation, as well provide interrater agreement for the Foundations fidelity assessment (the FIT).	STOIC	February 12th for teachers	All teachers implementing CHAMPS should complete the STOIC as a self-assessment by February 1st each year. The results will be shared with the SSIP Coach. Teachers will complete the STOIC/Foundations survey online individually or as a hard-copy with an SSIP Coach. If completed off-line, coaches should scan and forward results to J. Cooledge	Yes
Co-Teaching Observations—A co-teaching observation form designed for administrators and coaches.	Co-Teaching Observations	April 1st	The Co-Teaching Observation form is used by co-teaching dyads not externally observed by an SSIP consultant (J. Cooledge, P. Howard, T. Farmer) during the school year. Used with the Co-Planning Observation form, teachers teach a co-taught lesson and self-evaluate their ratings on the core components of co-teaching. The form can be submitted online. Teachers already observed by an external observer for the school year do not need to complete this form. The observer submits one Co-Teaching Observation for each person/year on SurveyGizmo (i.e., two per dyad).	Yes
Co-Planning Observations— A co-planning observation form designed for administrators, coaches, or external visitors.	Co-Planning Observations	April 1st	The Co-Planning Observation form is used by co-teaching dyads not externally observed by an SSIP consultant (J. Cooledge, P. Howard, T. Farmer) during the school year. Used	Yes

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			with the Co-Teachers Observation form, teachers plan a co-taught lesson and self-evaluate their ratings on the core components of co-planning. The form can be submitted online. Teachers already observed by an external observer for the school year do not need to complete this form. The observer submits one Co-Planning Observation for each person/year on SurveyGizmo (i.e., two per dyad).	
Classroom Observation Fidelity—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.	SSIP Classroom Observation Fidelity	N/A	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. SSIP Coaches share the SSIP Classroom Observation Fidelity form with co-teaching dyads at the beginning of the school year.	No
Implementation Team Minutes—Minutes, including attendance, for SSIP School Implementation Team meetings.	Minutes for each school	May 1st	School Implementation Teams record minutes for each meeting. The SSIP coach submits minutes from prior meetings by February 15th to J. Cooledge.	Yes
Foundations Interview/Survey—As part of the Foundations fidelity check, the principal at each school will be interviewed regarding Foundations implementation. Additionally, Foundations Team members will answer a brief survey regarding implementation of Foundations.	Foundations Implementation Rubric	January 15th-March 15th, annually	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 1st rating).	No
Foundations Walk-Throughs—An on-site visit by a Safe and Civil Schools consultant to determine the implementation, progress, and milestones of Foundations implementation.	Foundations Implementation Tool (FIT)	On-going	Safe and Civil Schools consultants will visit sites implementing Foundations annually to meet with the Foundations Team members, observe common areas, review the Foundations Notebook and other procedures, and talk with staff about outcomes of the activities.	No

Safe and Civil Schools Foundations Survey—A survey of students, staff, and parents of the behavior climate and culture of a school.	Foundations Survey (obtain from Safe and Civil Schools consultant)	Three years after initial survey (2019 for cohort 1)	Safe and Civil Schools consultants will provide the processes for collecting data and submitting survey results.	No
Reading/Math Program Fidelity Forms—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/Math Program Fidelity Folder	On-going	A sample of teachers will be observed by a reading consultant throughout the year.	No
Stakeholder Information Folder—Letters, brochures, or resources shared with parents and stakeholders regarding the SSIP activities.	Stakeholder Information Folder	May 1st	The process for assembling resources shared with parents and stakeholders is determined by individual sites. Send copies of SSIP-related letters, brochures, and/or resources shared with parents and other stakeholders to Jocelyn Cooledge or upload materials to Basecamp.	Yes

AL SSIP SITE EVALUATION PLAN

OUTCOME DATA

FORM	LOCATION	DUE DATE	PROCESS	SUBMIT?
Progress Monitoring Data— Standardized assessment to show student progress in reading and math. Data will be collected for co-taught classrooms.	Progress Monitoring Worksheet	June 15th	SSIP schools collect progress monitoring data for SWD and SWOD in co-taught classrooms at least three times a year. 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. Coaches will submit the August/September, December/January, and April/May student data by by June 15th to J. Cooledge. The analyses look at gain scores, rather than proficiency.	Yes
Attendance Data—Tracking of daily absences and tardies for all students.	Attendance Worksheet	February 15th and June 15th	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). Data are submitted on the Attendance Worksheet to J. Cooledge by February 15th and June 15th.	Yes
Office Discipline Referrals— Tracking of office discipline referrals for SWD and SWOD.	Office Discipline Referral Worksheet	February 15th & June 15th	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. Data are submitted on the Office Discipline Referral Worksheet to J. Cooledge by February 15th and June 15th.	Yes

State Assessment Data—State assessment administered annually to students.	Progress Monitoring Worksheet	August 15th	SSIP schools collect the state assessment data for SWD and SWOD in co-taught classrooms. If the state assessment is not administered for the grade, nothing will be recorded.	Yes
			Schools will provide an SSIP Coach with access to the school's state assessment 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.	
			Coaches will submit the state assessment data on the Progress Monitoring Worksheet by August 15th to J. Cooledge, if available. The analyses look at gain scores and the percentage of students meeting the state assessment benchmarks.	

SSIP SITE SUBMISSION TIMES

FEBRUARY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Site Form	Site Form	Annually, by February 12th.	Submit to Jocelyn Cooledge.
STOIC/Foundations Survey (self-assessment)	STOIC	Annually, February 12th	**Teachers** complete survey online.
Coaching Checklist	Coaches folder	Annually, February 1st	**Coaches** complete survey online.
Attendance Data	Attendance Worksheet	Biannually, February 15th	Submit Attendance Worksheet online
Office Discipline Referrals	Office Discipline Referral Worksheet	Biannually, February 15th	Submit Office Discipline Referral worksheet online

MARCH

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Visitor Sign-In Sheets	Visitor Sign-In Sheets developed by sites	Annually, March 1st	Submit Visitor Sign-In Sheets to Jocelyn Cooledge.

SSIP SITE SUBMISSION TIMES

APRIL

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Co-Teaching Observations	Co-Teaching Observations	April 1st	For co-teaching dyads NOT observed by SPDG/SSIP external consultants during the 17-18 school year: submit Co-Teaching Observation on SurveyGizmo (1/person)
Co-Planning Observations	Co-Planning Observations	April 1st	For co-teaching dyads NOT observed by SPDG/SSIP external consultants during the 17-18 school year: submit Co-Planning Observation on SurveyGizmo (1/person)

MAY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Stakeholder Information Folder	Stakeholder Information Folder	May 1st	Submit copies of resources and other materials shared with parents/stakeholders to Jocelyn Cooledge.
Implementation Team Minutes	Minutes for SSIP site	May 1st	Send to Jocelyn Cooledge

SSIP SITE SUBMISSION TIMES

JUNE

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Progress Monitoring	Progress Monitoring Worksheet	Biannually, June 15th	Submit worksheet to Jocelyn Cooledge.
Attendance Data	Attendance Worksheet	Biannually, June 15th	Submit Attendance Worksheet online
Office Discipline Referrals	Office Discipline Referral Worksheet	Biannually, June 15th	Submit Office Discipline Referral worksheet online

JULY

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
No forms due in July.			

SSIP SITE SUBMISSION TIMES

ON-GOING

FORM	LOCATION	DUE DATE	SUBMISSION NOTES
Pre-Training Evaluation/Post-Training Evaluation	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.
Professional Development Sign-In Sheets	Form developed for each event	On-going, following event.	Submit Sign-In Sheets to Jocelyn Cooledge.

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 V

Theory of Action Tables

Appendix V: Alabama SSIP Theory of Action Tables

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

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

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

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

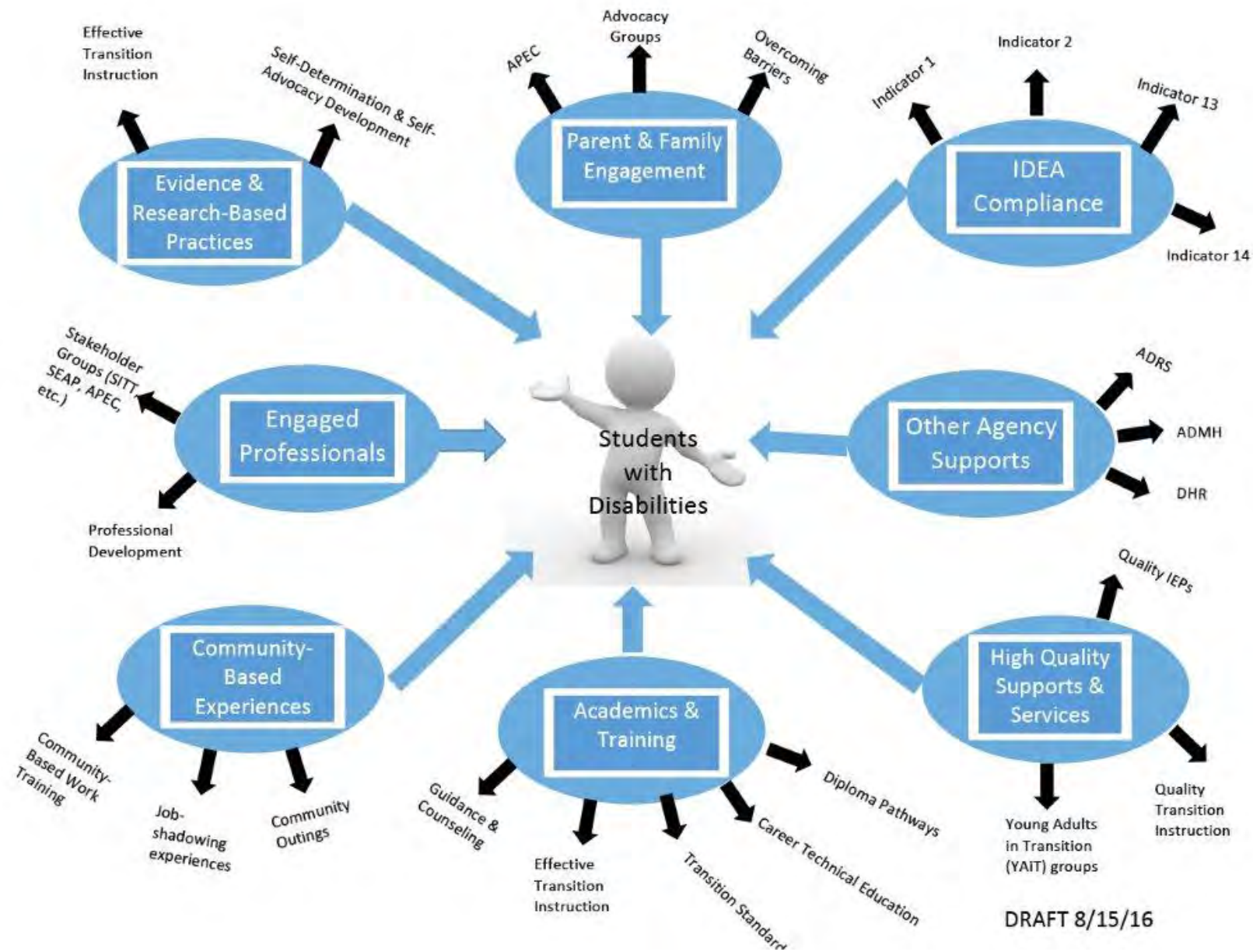|				
Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.	…revises the Alabama Post-School Outcomes Survey administration schedule to ensure that LEAs collect data biannually …provides technical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

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

Engage parents and stakeholders in training, information sharing, and feedback for program improvement.	…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 …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 …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	…will have participation among district and community stakeholders in SSIP planning and feedback …will assist the ALSDE and AL PTI with the dissemination of resources and information for parents and other stakeholders related to evidence-based practices	…will have increased awareness among parents of SWD of SSIP practices, including transition, and evaluation data for those sites …will offer parent feedback regarding the SSIP implementation …will participate in AL PTI training and receive resources for parents that will assist parents in helping their children make successful secondary transitions …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	A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition. There is a higher rate of parent involvement. More parents at SSIP sites are satisfied with the programs and services related to transition at the school, district, and the ALSDE-SES. There is a greater collaboration among community partners, parents, and the ALSDE-SES. The ALSDE has the data to guide the implementation of policies and practices of the state related to the SSIP.

Appendix VI

Secondary Transition Service Delivery Model

Appendix VI. Alabama Service Delivery Model for Secondary Transition with Outputs

Effective Transition Instruction

Self-Determination & Self-Advocacy Development

Advocacy Groups

APEC

Overcoming Barriers

Indicator 1

Indicator 2

Indicator 13

Indicator 14

Evidence & Research-Based Practices

Parent & Family Engagement

IDEA Compliance

Stakeholder Groups (SITT, SEAP, APEC, etc.)

Engaged Professionals

Students with Disabilities

Other Agency Supports

ADRS

ADMH

DHR

Professional Development

Community-Based Experiences

Academics & Training

High Quality Supports & Services

Quality IEPs

Community-Based Work Training

Job-shadowing experiences

Community Outings

Guidance & Counseling

Effective Transition Instruction

Transition Standard

Career Technical Education

Diploma Pathways

Young Adults in Transition (YAiT) groups

Quality Transition Instruction

DRAFT 8/15/16

Appendix VII

AL SSIP Evaluation Plan Progress Chart

Appendix VII: AL SSIP PROGRESS ON PERFORMANCE MEASURES

AL SSIP Updates from February 15, 2017 to February 14, 2018

Selection

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Was at least one middle school demonstration site identified for each region for co-teaching/co-planning and addressing behavior outcomes?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	**15** middle school sites (33 total sites)	Yes
How many teachers are co-teaching/co-planning?	25 classes implementing co-teaching	There are **40** co-taught classes in 2017-2018.	Yes
How many classes and schools are implementing CHAMPS and Foundations?	25 classes implementing CHAMPS 8 sites implementing Foundations	**221** teachers are implementing CHAMPS (32 administrators); CHAMPS in 40 co-taught classrooms **31** sites are implementing Foundations in 2017-2018	Yes
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	**4** demonstration sites in 2017-2018	Yes

Training

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
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	Since January 2015, **222** staff have participated in co-teaching/co-planning PD. Between Feb. 2017 and Feb. 2018, 104 staff participated in the PD.	Yes
Was PD offered regarding reading and/or math instruction to teachers at SSIP demonstration sites?	50% of teachers teaching reading or math programs have received PD through coaches, ARI, or AMSTI	**95.45%** of teachers teaching reading and math intervention programs have received training on the specific intervention.	Yes
How many instructional staff and administrators have completed the CHAMPS and/or Foundations PD?	144 staff by 2016-2017 and 160 teachers by 2019-2020	Since January 2015, **495** staff have participated in behavior PD. Between Feb. 2017 and Feb. 2018, 291 staff participated in the PD.	Yes
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: • 26 participants attended Instructional Coaching PD • 20 participants attended Implementation Science PD	Yes
How many instructional staff and administrators have completed the mapping the schedule PD?	50 teachers and administrators by 2019-2020	**69** teachers and administrators completed the Mapping the Schedule PD total. Between Feb. 2017 and Feb. 2018, 8 staff participated in the PD.	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
How many instructional staff, administrators, and parents have completed the transition PD?	40 teachers and parents by 2016-2017 and 75 teachers and 75 parents by 2019-2020	Since January 2015, **281** individuals have participated in behavior PD: • 224 teachers/administrators completed transition PD • 29 parents completed transition PD • Remaining were "others" (e.g., students, service providers, agency representatives)	Yes

		Between Feb. 2017 and Feb. 2018, 184 individuals participated in transition PD.	
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

Coaching

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Did the ALSDE hire SSIP Coaches for each of the demonstration sites?	1 coach/demonstration site	**1-2** coaches/per demonstration site (10 coaches for Initiatives 1-3)	Yes
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	Over **139** staff have received instructional coaching on co-teaching/co-planning. There were 1,017 coaching events for co-teaching/co-planning total. Between Feb. 2017 and Feb. 2018, there were 298 co-teaching coaching events.	Yes
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	Over **158** staff have received instructional coaching on CHAMPS or Foundations. Between Feb. 2017 and Feb. 2018, there were 311 CHAMPS or Foundations coaching events.	Yes
How much coaching did SSIP sites receive from an SSIP coach?	At least 40 hours of coaching/feeder pattern	Because Cohort II sites began PD 2.5 months prior to the end of the reporting cycle, only one Cohort II feeder pattern had 40 hours of coaching. Among Cohort I districts, 90.91% had over 40 hours of coaching. The one Cohort I site who did not have 40 hours had an internal coach. The average number of coaching hours for Cohort I SSIP Demonstration sites was 161.79 hours. The average number for all sites, including Cohort II, was 110.2 hours.	No

| Did the Transition class teachers receive coaching following PD? | 100% of teachers | **75%** of teachers reported they had adequate coaching following PD | No |
| Did the transition PD participants receive coaching following PD? | 50% of PD participants were coached | **22.92%** of staff and administrators who have completed transition PD received coaching | No |

Implementation

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Do co-teaching dyads co-plan together?	Co-teaching dyads co-plan at least once/week	**95.83%** of dyads co-plan at least once/week	Yes
Do teachers implementing CHAMPS establish classroom expectations?	75% of teachers set expectations	**83.53%** of teachers implementing CHAMPS reported fully teaching expectations for classroom activities, transitions, routines, and policies.	Yes
Are students in classrooms implementing CHAMPS aware of the classroom expectations?	75% on STOIC	**83.72%** of teachers implementing CHAMPS scored 75% or higher on the question regarding students are taught how to behave responsibly in the classroom.	Yes
Did sites offer a Transition class?	One class/site	**100%** of transition sites offer Transition classes. One site has four levels of transition classes.	Yes
Were students enrolled in transition classes?	20 students	**36** students were enrolled in 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 Essentials/Lifeskills graduation pathway and need of the student.	Yes
How many new vocational sites were established?	3/demonstration site	**15** sites were established in Elmore County and Gadsden City.	Yes
Were students placed in vocational sites?	2/demonstration site	Students were placed in Gadsden City and Andalusia City, but not in Elmore County.	No
Did teachers use the materials purchased with SSIP funds?	Observation of sites with reading and math programs	Almost all sites were implementing reading and math intervention programs prior to observations,	Partial

		but not all. All were implementing following observation.	

Project Management

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Were job descriptions drafted for instructional coaching positions?	Job description created	Positions were posted in the ALSDE Retirement System.	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?	1 contract/site for SSIP sites awarded	**18** contracts were awarded (1/site except two sites with two contracts)	Yes
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. Outcome data were collected from all Cohort I sites and process data were collected from Cohort I and II sites.	Yes
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 six times to review progress and make plans. Evaluation Team met: March, June, August, and December 2017, and January and February 2018.	Yes
Was an SSIP Professional Learning Community formed?	PLC formed	**Two** PLCs were formed among the ALDE, SES Section and SSIP Coaches: 1) Implementation Science and 2) Transition.	Yes

Did the SSIP Professional Learning Community meet at least 8 times/year?	8 meetings/year	The Coaches' PLCs met **9** times between Feb. 2017 and Feb. 2018.	Yes

Facilitative Administrative—Infrastructure

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Did the ALSDE-SES, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Interviews show higher collaboration.	No collaboration at this time. The focus of ARI has changed to K-3 (not middle school) and the SSIP Team has not collaborated with AMSTI.	No
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
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 FFY 2015.	Yes
Did the ALSDE-SES and national secondary transition center partners meet?	Meet at least 2 times/year	Yes. NTACT staff presented **twice** to teachers and staff at the Alabama MEGA conference. NTACT is scheduled to visit in 2018.	Yes
Are there any barriers to administering the survey more frequently?	Review of barriers to survey implementation	No data at this time.	N/A
Did state transition partners meet at least twice a year to share activities related secondary transition?	Meetings 2 times/year	There were a total of **3** meetings in 2017-2018. The State Interagency Transition Team met twice. Transition Stakeholder group, a group established by the Alabama Disability Advocacy Program that began partnering with the SSIP, met once.	Yes
How many times did demonstration site staff present at meetings or conferences?	At least 2 presentations/year, beginning in 2016-2017	At least **8** presentations by demonstration sites during 2017-2018. Presentations occurred at the SEAP meeting, Alabama CASE, the Alabama Education Association conference, the MEGA conference, and at Cohort 2 Foundations training.	Yes

Where did staff present, and what types of participants attended the meetings/conferences?	List of meetings/conferences and audience type	Presentations by SSIP staff occurred at the Transition Parent Focus Groups (3 meetings); SEAP; national CEC conference; MEGA conference (multiple sessions); ALSDE, SES Section; ALSDE, Teacher Education and Certification	N/A
Were four stakeholder meetings convened each year?	4 meetings/year	**Six** stakeholder meetings were convened to address SSIP activities: 1) AL Special Education Advisory Panel (2 times), 2) Parent Transition Focus Groups (2 times), 3) SSIP Transition Stakeholder group, and 4) MEGA Conference. A large stakeholder meeting was cancelled due to weather but was rescheduled for May.	Yes
Which type of stakeholders participated in the stakeholder meetings?	Review of meeting attendees, by category	Parents in demonstration sites; parents of students of transition age; local educators; administrators; ALSDE staff; state agency representatives	N/A

Facilitated Administrative—School and District

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Were Foundations Teams established?	1 team/ Foundations school	**100%** of Foundations schools had a Foundations Team. Some sites combined Foundations and Implementation Teams.	Yes
Did Foundations schools administer the Safe and Civil Schools Foundations Survey annually?	75% of Foundations schools administer the SCS Survey each year, beginning in 2016-2017	**85.71%** of schools had administered the SCS Survey in the prior 12 months. The remaining schools scheduled to administer the survey during Spring 2018.	Yes
What are barriers to implementing the Safe and Civil Schools practices?	Qualitative results of interviews	One of the most frequently mentioned areas of change for the project overall was a lack of buy-in and support, particularly for schoolwide implementation of Foundations. Other barriers included: amount of time, scaling-up of consistent	N/A

		CHAMPS implementation in classrooms, and commitment of staff.	
Were SSIP Implementation Teams formed for SSIP work?	One team/site	**96.15%** of demonstration sites have fully implemented a designated SSIP Implementation Team.	No
Did the SSIP School Implementation Teams meet at least three times/year?	85% of sites meet at least 3 times/year	**88.46%** of SSIP Implementation Teams have fully implemented a schedule of meeting 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	**56.25%** of sites fully implemented the Mapping the Schedule system for 2017-2018	No
Are there any barriers to implementing the system of scheduling?	Reports of barriers	Barriers include: Lack of staffing, skills of special education teachers, not enough understanding about how to schedule, ensuring credit requirements are met at the secondary level	N/A
Was the Transition Curriculum purchased for demonstration sites?	100% of sites	**100%** of sites purchased Transitions Curriculum.	Yes
Did the SSIP Implementation Teams conduct an analysis of the local infrastructure?	SSIP Implementation Team minutes	**88.46%** of sites develop a local plan to address priorities and areas of improvement for SSIP based on data.	Yes
Did demonstration sites create budgets for SSIP funds?	1 budget/site	Each site developed a budget for the FY 2016 and FY 2017 awards. There were a total of **18** contracts for the sites.	Yes
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. **100%** of sites shared SSIP data, although there were some missing data points.	Yes
Were data, observation results, and evaluation findings reviewed at least annually?	80% of teams review data annually	**84.62%** of Implementation Teams reviewed data and results at least once per year.	Yes
Did schools develop an improvement plan related to SSIP initiatives?	100% of sites develop a plan	**88.46%** of schools had created a plan to address areas of improvement and priorities for SSIP based on the data and observations.	No

Satisfaction

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Were participants satisfied with the PD?	Average satisfaction rating of 80%	For co-teaching/co-planning, CHAMPS, and Foundations PD, the average satisfaction rating among participants was **89.35%.** For transition PD, the average satisfaction rating among participants was **80%.**	Yes
Were the teachers/administrators satisfied with the co-teaching/co-planning PD?	Average satisfaction rating of 80%	For co-teaching/co-planning PD, the average satisfaction rating among participants was **89.0%.**	Yes
Were the teachers satisfied with the reading/math intervention programs PD?	Average satisfaction rating of 80%	Training satisfaction data not available for program interventions.	N/A
Do co-teaching dyads report satisfaction with the co-planning process?	Average satisfaction rating of 75% for co-teaching and co-planning initiative	The average satisfaction rating for the co-teaching and co-planning initiative was 75.71% among participants in the co-teaching and co-planning initiative.	Yes
Are staff satisfied with the Safe and Civil Schools practices?	Average satisfaction rating of 75% for CHAMPS	The average satisfaction rating for CHAMPS by staff responding to the Stakeholder Survey was **82.17%.**	Yes
Are staff satisfied with the Safe and Civil Schools practices?	Average satisfaction rating of 75% for Foundations	The average satisfaction rating for Foundations by staff responding to the Stakeholder Survey was **81.46%.**	Yes
Are teachers and administrators satisfied with the system of scheduling?	Average satisfaction rating of 80%	The average satisfaction rating for the mapping system of scheduling by staff responding to the Stakeholder Survey was **69.68%.**	No
Are more parents satisfied with the transition programs and services from the school, district, and ALSDE-SES over time?	75% of parents reported satisfaction with services at each level per parent focus groups/interviews by 2020	The average satisfaction ratings for transition services at each level were: • School: 50.91% were satisfied • District: 49.09% were satisfied • ALSDE: 71.43% were satisfied	No

Were teachers and administrators satisfied with the coaching they received?	80% report satisfaction	**85.72%** of PD recipients indicated they were satisfied with the coaching they had received. The average satisfaction rating for coaching was 98.98% among *administrators* responding to the Coaching Survey, and the average satisfaction rating for coaching was 82.13% among *teachers*.	Yes
Were recipients satisfied with the coaching they received for each initiative?	80% report satisfaction	Among those staff participating in a particular initiative, the average coaching satisfaction ratings were: • Co-teaching: 85.12% • CHAMPS: 88.79% • Foundations: 90.57% • SSIP Teams: 83.72% • Reading/Math Interventions: 83.6%	Yes
Are teachers who attended SSIP PD satisfied with the SSIP project in their schools?	Average satisfaction rating of 75%	The average satisfaction rating from teachers responding to the SSIP Stakeholder Survey for the *four initiatives* of the SSIP project: • Co-teaching initiative: 79.39% • CHAMPS initiative: 83.16% • Foundations initiative: 82.81% • Mapping the schedule: 71.96%	Partially
Do teachers have buy-in to the new approach to scheduling?	Average satisfaction rating of 70% for the scheduling process in 2017-2018, and 75% by 2020	*Teachers* responding to the Stakeholder Survey gave the mapping initiative an average satisfaction rating of **66.67%.**	No
Are SWD who attend their IEP meetings satisfied with their participation?	70% are satisfied with participation by 2020.	No data at this time.	N/A
Were participants satisfied with the transition modules and information?	Average satisfaction rating of 80%	The average satisfaction rating among participants in transition PD was **80%**.	Yes
What areas of the AL SSIP were stakeholders and school staff the least satisfied?	AL SSIP Stakeholder Survey results	Of the four key initiatives, respondents to the SSIP Stakeholder Survey were least satisfied with mapping, with an average satisfaction rating of 71.96%.	N/A

Learning Measures

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	Average score of 75% or higher on the post-assessment or at least a 15% increase from pre- to post-assessment correct scores.	The average post-assessment score among co-teaching/co-planning PD participants was **66.89%.**	No
Do teachers/administrators demonstrate learning of the CHAMPS/Foundations content following the PD?	Average score of 75% or higher on post-assessment	The average post-assessment score among CHAMPS PD participants was **70.83%.** The average post-assessment score among Foundations PD participants was **72.33%.**	No
Do teachers and administrators report learning new skills as a result of the coaching?	Average rating of 75% for learning new skills	The average rating for increased skills as a result of *coaching* was **83.41%** among respondents to the Coaching Survey.	Yes
Do teachers and administrators report learning new skills as a result of the SSIP initiatives?	Average rating of 75% for learning new skills	The average rating for gaining new skills as a result of the *SSIP initiatives* was **83.66%** among respondents to the SSIP Stakeholder Survey.	Yes

Using Data

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Do co-teaching dyads assess SWD on a progress monitoring assessment at least three times/year?	80% of sites assess SWD 3x/year	**94.12%** of sites progress monitor at least 3x/year	Yes
Have co-teaching dyads utilized the progress monitoring results for SWD to adapt instruction?	70% of teachers use data	**87.5%** of co-teaching dyads use data to adapt instruction.	Yes

Did Foundations Teams use data to for designing, implementing, and revising schoolwide positive behavior supports?	70% of Foundations Teams use data to establish supports	**85.71%** of Foundations Teams use data to design, implement, and revise behavior supports	Yes
How do teachers and administrators report using Safe and Civil Schools Survey data?	Reports of data usage	**85.71%** of sites use Foundations data for planning and implementing behavior supports.	Yes
Do the activities of the transition 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. **75%** of teachers of Transition courses report using the alignment to select which lessons to teach out of the curriculum.	Yes

Fidelity

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
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.	**84.62%** of co-teachers showed fidelity with co-teaching on the AL SSIP Classroom Observation Form. **85.71%** of co-teachers showed fidelity on co-planning on the AL SSIP Co-Planning Observation Form.	Yes
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	**96.43%** of the co-teachers demonstrate developing specially designed instruction for SWD on the AL SSIP Co-Planning Observation Form.	Yes
Have general and special education co-teaching dyads offered individualized instruction for SWD?	70% of SSIP classroom observations yield a score of 80% or higher for the "Specialist's Role" fidelity component.	**94.00%** of co-teachers in the SSIP demonstration sites demonstrated fidelity for the Specialist's Role on the external observations of SSIP dyads.	Yes
Can 70% of teachers demonstrate CHAMPS with fidelity using the STOIC/CHAMPS fidelity form?	70% of teachers can demonstrate 80% of the core components by 2020	**75.49%** of teachers demonstrated fidelity in CHAMPS when using the AL SSIP Classroom Observation Form or the STOIC self-assessment.	Yes

Do 70% of Foundations schools demonstrate fidelity using the Foundations fidelity form?	70% of Foundations schools can demonstrate 80% of the core components by 2020	**83.33%** of schools implemented Foundations with fidelity on the Foundations Implementation Tool elements.	Yes
Can 70% of teachers using SSIP-purchased reading and math intervention programs use the interventions with fidelity?	70% of teachers can demonstrate 80% of the core components on the respective reading or math intervention fidelity form.	**40.00%** of teachers demonstrated fidelity on the reading or math interventions fidelity forms.	No

Resources/Materials

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Did demonstration sites disseminate resources and information to parents and other stakeholders?	Information or resources disseminated to 250 parents/stakeholders	Approximately **570** parents/stakeholders received information or resources from demonstration sites. 50.00% of sites had developed materials and resources for parents regarding the SSIP.	Yes
What types of information was disseminated?	Review of materials disseminated	Among responding schools, 100% shared information about co-teaching; 66.67% shared about CHAMPS; 50.00% shared about Foundations; 66.67% shared an SSIP overview; 33.33% shared about SSIP Implementation Teams; and 16.67% shared about transition. The five most common mechanisms for sharing information were through: • Open house (83.33%) • School or district website (66.67%) • Letter sent home (66.67%) • IEP meeting (50.00%) • Video (50.00%)	N/A
Did the ALSDE and its partners collaborate to 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:	Yes

		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 created an Engage Alabama app. Postcards were disseminated to schools to distribute to every transition-age child.
		• The AL PTI (APEC) and the ALSDE created the Alabama's Transition Engagement Series #2—Helping Parents Navigate the Transition Process: A Handbook for Family Engagement
		• The ALSDE created the Alabama's Transition Engagement Series #3—Helping Students Lead the Transition Process

Collaboration

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Do general and special education co-teaching dyads report greater collaboration in a Stakeholder Survey?	60% of teachers report higher levels of collaboration	**82.92%** of participants reported general and special educators collaborate more as a result of the SSIP.	Yes
What percentage of partners reported better communication among each other?	70% report greater communication on Stakeholder Survey by 2020	**81.66%** of participants reported improved collaboration as a result of the SSIP.	Yes
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 **73.25%** in 2017-2018.	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" an average of **63.0%** in 2017-2018.	No
Did the ALSDE, AL PTI, and the AL SPDG collaborate?	Review of documentation	Collaboration through: • Parent focus groups; • Creation of Engagement Series #2 document	Yes

| | | • Planning Parent and Educator Joint Training on self-advocacy and self-determination | |
| Do LEAs report better communication regarding secondary transition expectations from the state? | 50% of LEAs report better communication by 2017-2018, with an increase to 65% by 2020. | [Baseline during 2017-2018] Average rating on SITT Collaboration Survey is 2.6 out of 5 (**56%**). | Yes |

Academic

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
How many students receive individualized instruction in the co-taught classrooms?	223 students by 2018	In 2017-2018, **931** students were in AL SSIP co-taught classes.	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 **94.96%.**	Yes
Are SWD in co-taught classrooms demonstrating progress on reading and math progress monitoring assessments over a year?	45% show increases on progress monitoring	**75.37%** of SWD in co-taught classes showed increases in progress monitoring during the 2016-2017 school year. The average gain on progress monitoring assessments was 62.99 points. The following demonstrate the percentage of SWD who showed gains on progress monitoring during the 2016-2017 school year by co-teaching class (reading/math): • Reading SWOD: 73.53% demonstrated progress • Reading SWD: 69.88% demonstrated progress • Math SWOD: 85.20% demonstrated progress • Math SWD: 81.18% demonstrated progress	Yes
Are SWD in co-taught classrooms demonstrating progress on reading and math Alabama state assessment over a year?	40% show increases on Aspire over a year, beginning in 2016-2017	**60.54%** of SWD in co-taught classes showed increases in ASPIRE from the 2015-2016 ASPIRE test to the 2016-2017 ASPIRE test. The gain on the ASPIRE averaged 1.66 points.	Yes

		The following demonstrate the percentage of SWD who showed gains on the ASPIRE during the from the 2015-2016 school year to the 2016-2017 school year by co-teaching class (reading/math): • Reading SWOD: 63.96% demonstrated progress • Reading SWD: 57.02% demonstrated progress • Math SWOD: 65.84% demonstrated progress • Math SWD: 64.22% demonstrated progress	
Do certain disability subgroups show more growth on progress monitoring assessments over a year?	Comparison of subgroups	The following demonstrate the percentage of SWD by subgroup who showed gains on progress monitoring during the 2016-2017 school year. Subgroups with less than 8 were not included: • AUT: 85.71% showed progress • ID: 63.16% showed progress • OHI: 74.47% showed progress • SLD: 75.24% showed progress • SLI: 80.95% showed progress The largest difference was 22.55% between subgroups.	Yes, 22.55% difference
Do certain disability subgroups show more growth on the state assessment?	Comparison of subgroups on ACT ASPIRE	The following demonstrate the percentage of SWD by subgroup who showed gains on ASPIRE during the 2016-2017 school year. Subgroups with less than 8 were not included: • AUT: 40.00% showed progress • OHI: 76.19% showed progress • SLD: 62.32% showed progress • SL1: 55.56% showed progress The largest difference was 36.19% between subgroups.	Yes, 36.19% difference
Did the achievement gap on progress monitoring between SWD and SWOD decrease in co-taught classrooms?	SSIP sites show a 15% gap, or less, between students with disabilities and students without disabilities on the ACT ASPIRE by 2020.	There was a **3.86%** gap in the percentage who demonstrated gains between SWOD and SWD on the progress monitoring assessment.	Yes

| Did the achievement gap on the ACT Aspire between SWD and SWOD decrease in co-taught classrooms? | SSIP sites show a 15% gap, or less, between students with disabilities and students without disabilities on the ACT ASPIRE by 2020. | There was a **4.30%** gap in the percentage who demonstrated gains between SWOD and SWD on the ASPIRE. | Yes |

Behavior

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Are more students learning in a safe and civil environment?	At least 2500 students are learning in a safe and civil environment	**5,197** students are learning in SSIP schools implementing Safe and Civil Schools practices with fidelity.	Yes
Do schools have fewer office discipline referrals in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease from baseline in 2016-2017, and 4.5% decrease by 2020	There was a **-67.24%** decline in the number of ODRs from baseline to Fall 2017. For SWD, there was a **-73.75%** decrease in the number of ODRs from Spring 2017 to Fall 2017.	Yes
Do schools have fewer in-school/out-of-school suspensions in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease in 2016-2017, and 4.5% by 2020	There was a **-100%** decline in the number of in-school suspensions from baseline to Fall 2017. There was a **-78.38%** decrease in the number of out-of-school suspensions from Spring 2017 to Fall 2017.	
Are students more satisfied with the safety of their schools, as measured on the Safe and Civil Schools Survey?	Increase in 5% for safety scores by 2020	An average of **0.37%** more students were satisfied with the safety of their schools in 2017-2018 compared to 2016-2017.	No
Is there a decrease in discrepancy scores between teachers, parents, and students regarding school safety?	5% reduction in discrepancy scores by 2020	There was an average **-0.55** decrease in discrepancy scores between the 2016-2017 and 2017-2018 administration of the Safe and Civil Schools Survey. The goal is to decrease the discrepancy scores, and all three areas groups showed a decrease in the discrepancy scores between SY 2016 and SY 2017: • Staff and Parents: -0.13% difference	No

		• Staff and Students: -0.70% difference • Parents and Students: -0.83% difference	

Attendance

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Has average daily attendance (ADA) improved following Foundations implementation?	ADA to 0.5% increase over baseline by 2020.	Average Daily Attendance (ADA): Average of **0.41%** increase from baseline (Spring 2015) to Fall 2017. 87.5% of sites showed gains in ADA.	No
Have unexcused absences data improved following Foundations implementation?	Unexcused absences to 12% decrease over baseline by 2020.	Unexcused Absences: Average of a **10.70%** decrease in the number of unexcused absences from baseline to Fall 2017. There was an average decrease of 11.5 unexcused absences from baseline to Fall 2017. 70% of SSIP middle school demonstration sites showed improvements in unexcused absences.	No
Have chronic absence data improved following Foundations implementation?	Chronic absences to 34% decrease over baseline by 2020.	Chronic absences (missing 10% or more of a semester): Average of a **76.47%** decrease in the number of chronic absences from baseline to Fall 2017. There was an average decrease of 39 students who were chronically tardy from baseline to Fall 2017. 90% of SSIP middle school demonstration sites showed improvements in chronic absences.	Yes
Are there fewer tardies following Foundations implementation?	The number of tardies show a 40% decrease over baseline by 2020.	Tardies: Average of a **58.26%** decrease from baseline (Spring 2015) to Fall 2017 (229.5/mo at baseline to 95.8/month for Fall 2017). There was an average decrease of 133 tardies/month between baseline and Fall 2017. 81.82% of SSIP middle school demonstration sites showed improvements in the number of tardies.	Yes

Changes in Practices and Policies

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.	General: When sites present to other districts and site visits, they prompt other sites to reach out for more information. Increase in communications to demonstration sites asking how to participate, implement, and use own funds to implement SSIP initiatives. Changes in administration have impacted how districts implement initiatives. Formation of SSIP Implementation Teams and Foundation Teams. Transition: Statewide policies, resources, procedures. Greater parental involvement through meetings around transition. Co-Teaching: Scheduling for co-teaching/co-planning; Staffing changes of special educators in the general education classrooms CHAMPS/Foundations: Greater awareness at local level around the impact of PBIS at demo sites.	N/A
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 for LEAs. The ALSDE has used the information to 1) Develop training webinar for Alabama Post-School Outcomes Survey administration; 2) Generate a list of districts to provide technical assistance; 3) Develop additional training on student self-advocacy and self-determination (Engagement Series #3 for students); 4) Create a conference on self-advocacy and self-determination in April 2018.	N/A
What changes occurred as a result of transition partner meetings?	Review of meeting minutes	Changes: 1) More communication; 2) Development of new resources (e.g., the Engagement Series). 3) Greater focus on student	Yes

| | | self-determination and self-advocacy (planning of transition conference on self-determination in April 2018); and 4) Partnership with the state's Developmental Disabilities Council. | |

Transition

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Were SWD in demonstration sites placed in community-based vocational settings?	30 students by 2017-2018	At least **25** students have been placed in community-based vocational settings or are working. Gadsden City has a Transition IV class, which is community-based placements.	No
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 a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	5% increase over baseline by 2020.	No quantitative data at this time. In Gadsden City, all Seniors had self-directed IEP meetings during 2017-2018. The district has begun providing instruction to students beginning in 9th grade to assist them with leading their IEP meetings by 11th and 12th grade.	N/A
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

Graduation

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
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	The SSIP feeder pattern districts were **-13.08%** below the state graduation target (Indicator 1 on the APR). Overall, the state was -15.15% below its target. 56.12% of SWD graduated from SSIP feeder pattern districts, and the state target was 69.20%. The state average was 54.05%, and therefore the SSIP district results were better than the average for the state. Furthermore, 18.18% of SSIP feeder pattern districts exceeded the state target.	No
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	The SSIP feeder pattern districts were **3.42%** below the state dropout target (Indicator 2 on the APR). Overall, the state was 5.11% below its target. 8.54% of SWD dropped out from SSIP feeder pattern districts, and the state target was 11.96%. The state average was 6.85%. While the state average was better than the SSIP districts average, the SSIP districts met the target. 72.73% of SSIP feeder pattern districts exceeded the state target.	Yes

Parent Collaboration

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
How many parents participated in focus groups/interviews?	25 parents/year	**18** parents participated in the two focus groups or interviews.	No
Were the participating focus group parents representative of Alabama parents of SWD?	List of attendees by region, age of SWD, type of disability	Three regions—rural, urban, and suburban representation. All family members had children of transition age (12-23). Disability types varied, although not all disability categories were represented. Furthermore, there was a high number	Yes

		of parents of students with low-incidence disabilities.	
How many parent and community stakeholders participated in SSIP planning and feedback?	At least 2 parents or stakeholders/ demonstration site	**16.67%** of 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	Administrators reported administering the Safe and Civil Schools Foundations Survey to parents. 16.67% of schools have a parent member on their SSIP Implementation Team.	N/A
Did focus group/interview parents offer ideas regarding program improvements, materials developed for parents, and needed resources and training?	Focus group/interview results	Key themes from the focus group included: • Communication between schools and parents needs to improve. • Transition activities should start earlier. • IEP meetings need improvement. • Students with disabilities need be included more in the school culture. • There are resources available to help parents, including external agencies, other parents, and the AL Transition Conference. • Resources may not meet the needs of students. • Personnel at every level should be qualified and involved in the transition process. • More training for parents is needed. • Collaboration is key.	Yes
How did the ALSDE-SES use the information from the focus groups/interviews for program improvement?	Interviews with ALSDE-SES staff	The ALSDE used the information from the 2016-2017 parent focus groups to: • Create the Engage Alabama app for students of transition age • Develop the Engagement Series #3— Helping Students Lead the Transition Process • Revised the Alabama Transition Landing page on the ALSDE website	

		• Planned for a Student Self-Advocacy/Self-Determination conference in April 2018 • Provided funding and selected districts to purchase transition curricula for 14 school districts to implement a transition curriculum in middle school and/or high school.	
Have more parents reported having increased awareness and skills for helping their child make a successful secondary transition?	75% of parents reported more knowledge per parent focus groups/interviews by 2020	**81.82%** of parents reported they had more knowledge regarding transition in 2017-2018.	Yes
How have parents used the information to help their child make a successful secondary transition?	75% of parents reported confidence in ability to help child per parent focus groups/interviews by 2020	**74.55%** of parents reported they were confident in their ability to help their children make a successful secondary transition.	No
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
Has the state's parent involvement rate increased by 2%?	2% increase by 2020	Indicator 8 data (parent involvement) in FFY 2016 was 80.74%. The Indicator 8 data for FFY 2013 was 75.13%, representing a **5.61%** increase.	Yes

Demonstration Site Visits

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
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	**55.56%** 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

How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018	**21** site visits by other schools total, although there were repeat visitors and visits by other SSIP demonstration sites	Partial
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

Post-School Outcomes

Evaluation Questions	Performance Measure	2017-2018 Data	Met Performance Measure?
Did Indicator 14b (AL SiMR) increase over baseline?	Increase between FFY 2013 Indicator 14b and FFY 2018	60.20% of students were enrolled in higher education or competitively employed in the 2016 reporting year. The FFY 2016 data represent a **2.15% decrease** from baseline (FFY 2013 reporting year).	No
What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed baseline by 3% for SSIP feeder pattern high schools	19.80% of SWD from SSIP feeder pattern high schools participating in the 2016 AL PSO survey were enrolled in higher education (Indicator 14a). The baseline rate was 18.99%. Therefore, the post-secondary enrollment was **0.81%** higher than baseline.	No
What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed baseline by 4% for SSIP feeder pattern high schools	61.42% of SWD from SSIP feeder pattern high schools participating in the 2016 AL PSO survey were competitively employed (Indicator 14b). The baseline rate was 47.29%. Therefore, the post-secondary enrollment was **14.13%** higher than baseline.	Yes

Appendix VIII

The Gadsden Times Article

Beautiful Rainbow students finding jobs and success

The Gadsden Times

Beautiful Rainbow students finding jobs and success

By Benjamin Nunnally Times Staff Writer
Posted Feb 25, 2018 at 8:03 AM
Updated Feb 25, 2018 at 8:03 AM

Just one day shy of Beautiful Rainbow's one-year anniversary, the program accomplished one of its biggest goals: Finding employment for its students.

Gadsden City High School student Bryan Snow went to his first day of work at Blu Chophouse in Gadsden on Feb. 13, using the shift as a tryout for a regular job as a busboy in the restaurant. Things went well enough that came back to serve during Valentine's Day dinner — one of the busiest food industry nights in the year, after Mother's Day — and not only kept his cool, but managed to shine.

All it took, Snow explained, was to take what he learned at Beautiful Rainbow — a café located in the Gadsden Public Library that teaches special needs students not only how to cook, but how to follow instructions, work with others and interact with customers — and apply it at Blu.

"What I learned from here, I took over there," he said.

Beautiful Rainbow Director Chip Rowan said he's spent the last year making sure that students are cross-trained in every aspect of restaurant work. That's everything from bussing tables and running a register up to cooking some of Gadsden's best meals — including a vegan lasagna that keeps popping up in conversations about where to eat lunch — and desserts. Bryan's specialty is cookies and pastries; he's responsible for the cafe's chocolate-chip cookies, which are massive and tempting enough to make personal trainers weep for their clients. Students also don't get coddled while they work, which prepares them for jobs outside their comfort zone, according to Rowan.

"The key to our success is that we expect students to perform the work, and we teach them, but they have to do it, sometimes under stress," he said. "That's what's unique about this program with this population; that doesn't happen in a lot of places."

Local restaurateurs were invited to Beautiful Rainbow late last year, Rowan said, and the students' commitment and drive to do a good job made an impression. Franco Antonelli, owner of Blu, said he was interested in hiring Snow not only because of his

good attitude and focus, but because, like the other students, he sensed that doing well was important for the cafe's staff.

"You can tell they're eager to do something, you just have to spend a little time to communicate and get things done," said Antonelli.

Within only a few days, GCHS student and Beautiful Rainbow worker David Hodges also picked up a new job, bussing tables at Top O' the River. Both Rowan and GPL Director Amanda Jackson said they hoped more businesses would realize that there's a well-trained, ideal workforce waiting to be tapped in local restaurants, and even other customer service-based businesses.

"We've got employers that complain about finding a reliable workforce," said Jackson. "And we've got people like Bryan, who are going in every day, are super proud to work there and doing a fantastic job. We have tons of students who can do that for other businesses."

For his part, Snow said that he's looking forward to collecting a paycheck and setting aside money for a car. He doesn't have a specific model in mind — any set of wheels will do, when all you'd like is to drive yourself to the mall and work — but he's sure that he'll enjoy the freedom when he's behind the wheel. His work at Beautiful Rainbow showed him that even if he's nervous, he can overcome it.
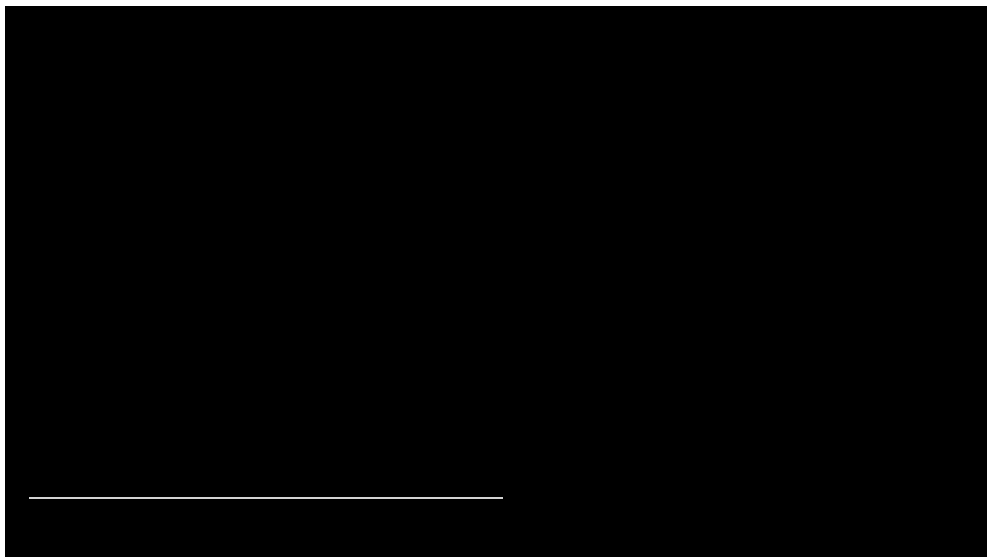
"When I first came here I was scared," said Snow. "I'm not scared anymore."

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Appendix IX

The Alabama News Center Article

Gadsden City High School program a tasty success

Menu

Gadsden City High School program a tasty success

By Gilbert Nicholson

December 5, 2017

Students in Gadsden City Schools' Beautiful Rainbow Café program work in the garden that supplies some of the food for the vegetarian restaurant. (Contributed)

What started as an unconventional way to teach math and reading to special-education students has put them in the restaurant business.

You'll find them cooking using multiple-step recipes, taking orders, working the cash register, taking inventory, and ordering food and supplies at the Beautiful Rainbow Cafe, serving lunch and afternoon coffee from the confines of the Gadsden Public Library.

The program has given hope and a sense of worth and accomplishment to students who otherwise would most likely be stuck at home.

"All of them have significant cognitive impairment," says Chip Rowan, the Gadsden City High School special-education teacher who started the program. "Many are on the autism spectrum. All have significant disabilities related to learning, communication and socialization. Many begin the program as nonreaders."

That has made for an uphill climb for Rowan.

"The most difficult challenge is overcoming some people's low expectations or stereotypes about the_{Menu} abilities of students with significant special needs," he says. "This is why we have chosen to perform our work in an open kitchen so that the public can view how we work. It is also the reason why we chose to serve an upscale menu. We wanted to make the point that people with significant disabilities can create beautiful and delicious food in a safe and efficient manner."

Beautiful Rainbow Cafe finds gold turning special-education students into top-notch cooks
from Alabama NewsCenter

11:25

A different way to teach

Rowan's journey began in 2013 at Litchfield Middle School.

"I started using gardening and cooking as vehicles for teaching reading, math and other functional academic and vocational objectives," Rowan explains. "Research shows these are effective and therapeutic methods for teaching students with special needs."

The class initially prepared baked goods and candy for sale at school, adding truffles and branching out to school events. In 2015, the state Department of Education provided a grant to the Gadsden school system to start a similar summer program for special-needs students.

The class became a formal "instructional laboratory" at Gadsden City High where culinary and horticultural tasks were used to teach a broad range of academic and functional skills.

When a café closed in the Gadsden Public Library, Director Amanda Jackson invited Rowan to occupy the vacancy with his class. That's when the community kicked in.

Foundation and the Community Foundation of Northeast Alabama funded renovation of the library space.

"It was the perfect chance to partner with the Gadsden City School System to provide more visibility to the Beautiful Rainbow, and offer library services to an often-underserved segment of our community," Jackson says.

Meanwhile, the city, the Alabama Power Foundation, Modern Woodmen of America (https://www.modernwoodmen.org/), the Rotary Club and Gadsden Library Foundation donated money to transform a vacant lot across the street into a garden where the students grow vegetables for the restaurant.

(/)

Menu

Positive atmosphere, delicious food

The café opened in February, specializing in local garden-to-table gourmet vegetarian food and pastries, and has catered events for the Boys and Girls Club, Rotary, the Chamber of Gadsden & Etowah County and the Etowah Youth Orchestras.

Currently, 17 Gadsden City High students work at Beautiful Rainbow as part of co-op and after-school programs. Two are from the private Excel Institute for adults with intellectual disabilities.

The result has been nothing short of outstanding. Jackson says one of her employees labels the attitude of the students as "infectious".

"You can't come out of the café in a bad mood," Jackson says. "The atmosphere is positive and the delicious food doesn't hurt your feelings either."

It has made a huge difference for Gadsden City High senior David Hodges, 21, who has been in Rowan's program since its inception at Litchfield.

"His confidence and self-worth has grown by leaps and bounds through the many things he has learned," said Blake Champion, Hodges' adoptive father. "He has also shown major improvement in reading, spelling and mathematics from the different tasks he performs. The program has influenced him to pursue his goal, more intensely, of obtaining employment.

"He has also shown improvement at home with his daily chores, and just taking ownership of different tasks that need to be completed. Beautiful Rainbow is a wonderful program that has changed the life of David Hodges, and I am thankful for the opportunity he has been given."

'Truly amazing'

Sharon Maness, director of special education and elementary education for Gadsden City Schools, knew many of the kids when they were sixth-grade students.

"It's truly amazing to see these students with significant disabilities who had multiple needs, who were not independent and had unbecoming behavior now able to work independently doing their assignments, with no behaviors; cordial, polite and serving people of this community," Maness says.

She was taken aback on a recent visit when several students used technical words she had never heard when discussing methods for slicing, dicing and cooking.

Maness credits Rowan for thinking outside the box to use cooking and gardening to teach basic academic skills.

"Chip is a very dedicated teacher who just has a gift with those kids," she says. "He has very high expectations of them and it shows in their everyday demeanor. He has built their self-esteem to the point they feel like, 'I'm important. I'm the pastry person. I'm good at lasagna.' We've received feedback from the parents who say in the past their kids would come home and do nothing, and now they want to prepare dinner."

The cafe is open for lunch Tuesday-Friday from 11 until 1:30, and on Tuesday, Wednesday and Thursday afternoons after 3 p.m. as a coffeehouse serving hot teas, coffees and pastries.

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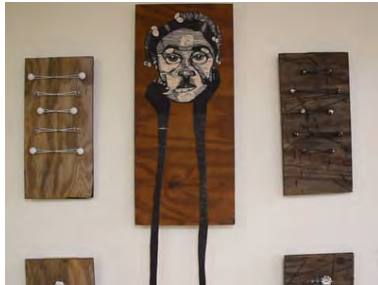
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