OVERVIEW
The Alabama State Systemic Improvement Plan Design

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

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

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

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

Basis for Action: In order to achieve the SIMR, the ALSDE planned to focus upon its Theory of Action, an If-Then statement linking academic instruction, transition services, and post-school outcomes. This offered the hypothesis that providing effective, evidence-based technical

assistance consistent with the body of knowledge and research related to the Implementation Science Framework (Fixsen et al., 2005) to impact the academic achievement of middle school students would better prepare students for secondary school work and, thus, facilitate more effective transitions from high school to post-school life. In order to accomplish this result, the ALSDE has established a series of middle school demonstration sites focusing upon academic and behavioral improvement. Similarly, the ALSDE has established secondary transition demonstration sites to implement evidence-based transition practices, including: instruction, community-based vocational instruction, and self-determination/self-advocacy. Additional sites, will be selected each year of the SSIP.

Therefore, the ALSDE, SES, began implementing an ongoing project that utilized the existing state infrastructure of eleven regional in-service centers and the Regional Planning Teams (RPTs), as specified in the design requirement of the SSIP as part of the FFY 2013-18 State Performance Plan/Annual Performance Report. The structure of the SSIP braided the SSIP components with the existing successful work of the State Personnel Development Grant (SPDG) awarded in 2012, and Alabama's Plan 2020 to create demonstration sites in selected middle schools to be demonstration sites of exemplary models for effective co-teaching, co-planning, and positive behavior interventions and supports (PBIS). The model was grounded and supported within the research-based Implementation Science framework (Fixsen et al., 2005), Co-teaching (Friend & Cook, 2013), Co-planning (Ploessl et al., 2010), and Instructional Coaching (Knight, 2007). The synthesis of these variables, implemented with high fidelity, was intended to create effective inclusive environments for SWDs and to result in an improved school climate and culture for all students.

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

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

Figure 1. The Alabama SSIP Model - Illustration of the variables that comprise the Alabama SSIP model as adapted from the Creating Effective Inclusive Environments demonstration project (SPDG).
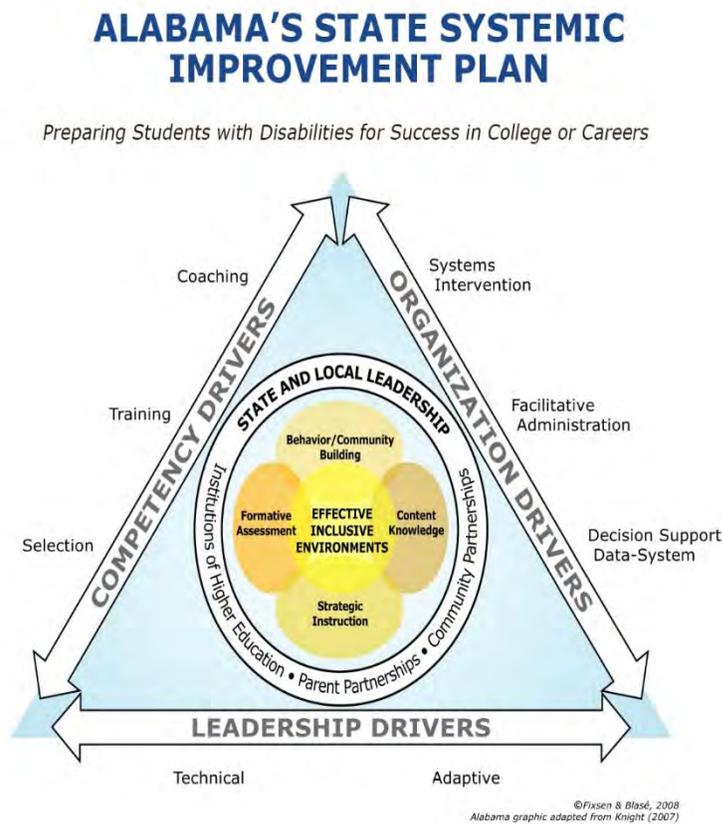
Targeted technical assistance from the National Technical Assistance Center on Transition (NTACT) is being provided to support the ALSDE to improve secondary transition practices throughout the state.

Each SSIP instructional coach has participated in evidence-based professional learning in Instructional Coaching 101 (Knight, 2007), Co-Teaching (Friend & Cook, 2013), Co-Planning (Ploessl et al., 2010), and evidence-based PBIS (i.e., Safe & Civil Schools) (Sprick, 2009) offered by the State Personnel Development Grant (SPDG). Following the first year of Exploration (SY 2014-2015), eight SSIP demonstration sites began working toward achieving a high-degree of fidelity of implementation within the evidence-based practices listed above, as measured by external project consultants in order to determine demonstration status to offer visitation/observation opportunities to other school systems within the region, thereby expanding the scope and impact of the project over the next few years through scaling-up into additional schools and districts.

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

The Alabama SSIP and the Implementation Science Framework

Competency Driver—Selection: As previously noted, the Alabama SSIP Model is grounded within the Implementation Science Framework. In the Competency Driver of the Implementation Science Framework, Selection, Training, and Coaching are essential components of successful, sustainable change. As of December 2015, demonstration sites in Regions 1, 2, 4, 5, 6, 9, 10, and 11 have been selected to work toward becoming middle school demonstration sites. The site in

Region 9 is also implementing evidence-based practices around secondary transition. Ongoing selection efforts are continuing in regions 3, 7, and 8 to ensure appropriate site identification for the SSIP demonstration site project and to ensure that the sites selected to participate have concurrent academic need as well as faculty and administrative support for sustained change. Figure 2 shows the present map of the SSIP demonstration sites as of winter 2016. It should be noted that the site in Region 6 is exploring a scale-up to another school site within Region 6. The Implementation Science Framework Hexagon Tool, (Fixsen et al., 2005) will be used to explore the site's readiness for inclusion within the project. Additional demonstration sites for effective secondary transition practices are being identified using the tool during winter and spring 2016, with more sites to be added during SY 2016-2017.

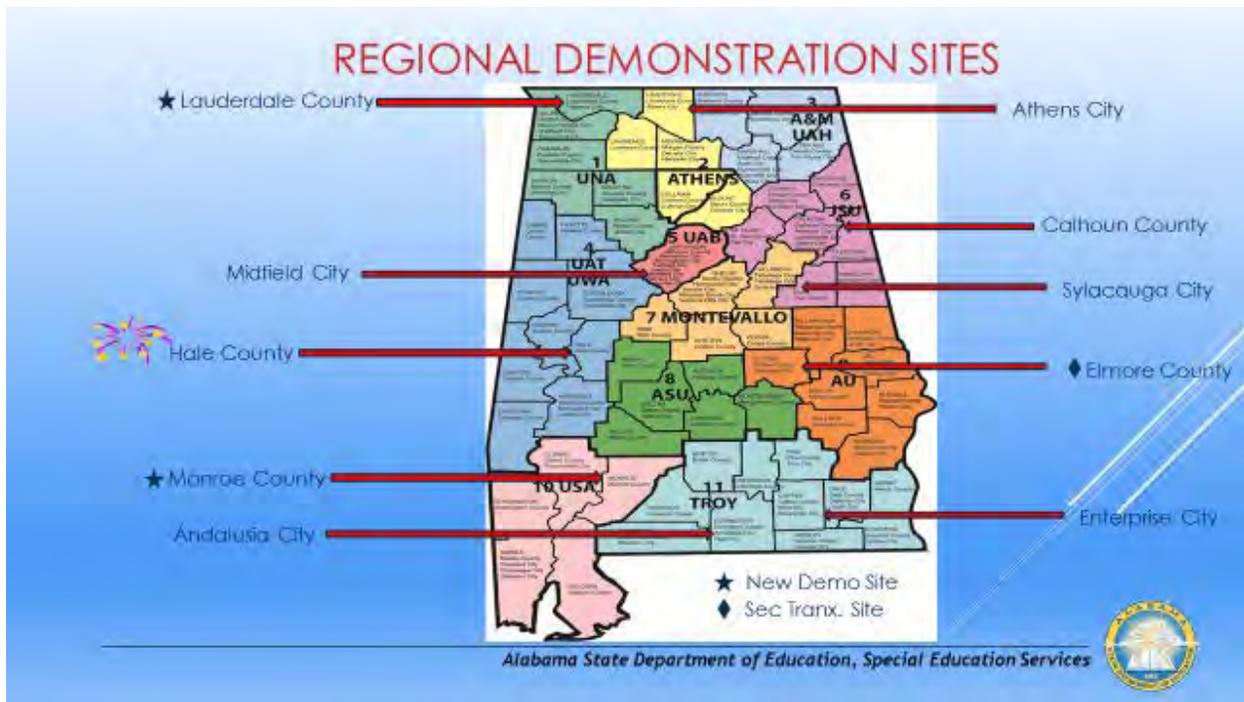**Figure 2. Map of SSIP Regional Demonstration Sites**

Table 1. List of SSIP Demonstration Sites

Region	LEA	Demonstration Site	Selection Year
1	Lauderdale County	Brooks High School (7-12 Grade)	Winter 2016
2	Athens City	Athens Middle School	Fall 2015
4	Hale County	Greensboro Middle School	Fall 2015
5	Midfield City	Rutledge School	Fall 2015
6	Calhoun County	White Plains Middle School	Fall 2015
7	Sylacauga City	Nichols-Lawson Middle School	Fall 2015
9	Elmore County	Wetumpka Middle School	Fall 2015
10	Monroe County	Monroeville Middle School	Winter 2016
11a	Andalusia City	Andalusia Junior High School	Fall 2015
11b	Enterprise City	Coppinville Middle School	Fall 2015

Competency Driver—Coaching: Criteria for selecting the successful instructional coach candidates have specified that the applicant possess classroom and administrative experience, with expertise in working with both administrators and teachers at the middle school level. The current SSIP Instructional Coaches are retired personnel who have been employed in Alabama school systems, and include retired special education administrators, principals, one retired LEA superintendent, a reading specialist, and a transition specialist. Ten SSIP Instructional Coaches have been hired as of December 2015, with additional applicants expressing interest.

Effective coaching by appropriately-trained personnel has proven to be an essential component to support the implementation of evidence-based practices in co-planning/co-teaching and the implementation of PBIS practices (i.e., CHAMPS). The SSIP Instructional Coaches who are assisting with secondary transition have extensive experience within the area, and are able to assist school personnel to problem-solve regarding the potential barriers to implementation, such as scheduling, transportation, and linkages to other agencies.

Competency Driver – Training: Initial professional learning and training in evidence-based practices [i.e., co-teaching, co-planning, and PBIS (i.e., CHAMPS) for the demonstration site teams] was conducted on February 3-5, 2015. During this time, the school teams co-planned with the SSIP and the ARI District Coaches to develop action plans designed to lead to the establishment and roll-out of the future demonstration sites. During February-May 2015, SSIP Instructional Coaches worked with their assigned Implementation Team to address the needs for each specific school. It is important to note that this model was designed to be implemented to reflect the strengths and needs of each individual site so that growth was "owned" by the Implementation Team and involved personnel. Therefore, the principles of change reflected in the Alabama SSIP Model will be the constant across sites but the process and decision-making within those parameters will be variables responsive to individual site needs.

Additional training in schoolwide PBIS (i.e., Safe and Civil School Foundations; CHAMPS) and classroom PBIS behavioral approaches was conducted during spring 2015, as well as at the individual sites throughout the spring and summer (2015) months in conjunction with the AL

SPDG training efforts. The ALSDE, SES Section, provided implementation grants to each SSIP demonstration site. Budgets included monies for the purchase of evidence-based intervention resources in Reading and Math, needed materials and supplies based on site needs as determined by the Implementation Teams. Full implementation of the demonstration sites began in fall 2015, and observational visits at one of the sites began during spring 2016, with other sites anticipating becoming "Demonstration Ready" within the 2016-2017 school year.

In December 2015, in partnership with the Alabama SPDG, Randy Sprick, Ph.D of Safe & Civil Schools began working with multiple system-wide teams from the SSIP Demonstration Site systems in three-year cohorts (2015-2018) to scale-up implementation of schoolwide PBIS, Tier II, (i.e., Safe & Civil Schools Foundations) across additional schools.

Organization and Leadership Drivers: Other critical variables are those found within the Leadership and Organizational Drivers that require the formation of active, functioning collaborative site and district Implementation Teams who receive training together and are, thus, able to guide implementation through the lens of evidence-based practice implementation and decision-making.   The development and active implementation of these Site and District Implementation Teams have facilitated the essential "buy-in" component that has become a hallmark of the project's success. Moreover, it is within these teams that ongoing data-discussions and data-based decisions are made to maximize teaching and learning outcomes. Many sites have developed "data rooms" with data posted on the walls to facilitate ongoing analysis and discussion (see Figure 3).

Figure 3. Illustration of Greensboro Middle School's data room where the teams meet to discuss progress and student instructional needs.

Full Exploration and Installation-stage implementation of the demonstration sites began in fall 2015, with each team meeting with staff from the ALSDE to discuss Memoranda of Understanding (MOUs) detailing expectations and implementation agreements around each aspect of the SSIP Model. According to the MOUs, the SSIP demonstration site teams agreed to meet regularly to discuss implementation progress, barriers, and to examine student test and progress monitoring

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data. External consultants and evaluators worked with staff regarding fidelity of implementation and site progress along the continuum of demonstration status. One site has been deemed ready to host visits beginning spring 2016.

An evaluation plan with a Project Logic Model has been developed to guide the evaluation and to ensure there are appropriate measures and feedback loops built within the evaluation design. This Evaluation Plan is included, as required, within Component #3: Evaluation (see pp. 41-61) along with evaluation results. It should be noted that the AL SSIP contains both a Logic Model Overview (found on p. 43) and a comprehensive Logic Model (found in Appendix III).

EMERGING RESULTS

Although the sites have been implementing the components of the AL SSIP Model for not quite one year, some emerging positive results for all students have been measured in several of the sites. For example, following the implementation of the schoolwide PBIS (i.e., Safe & Civil Schools Foundation) principles, one site has logged an 87 percent reduction in office discipline referrals for the first semester during SY 2015-2016; another site has noted decreases in the following from December 2014-December 2015:

- 23 percent fewer after-school detentions;
- 78 percent fewer in-school detentions;
- 67 percent fewer students were removed from school buses for disciplinary reasons;
- 67 percent fewer Saturday School sessions were used as a disciplinary method; and
- 64 percent fewer students experienced out-of-school suspensions.

Student-teacher conferences increased by 13 percent and time-out was used 7 percent more than other, more exclusionary, methods. Academically, the same school has logged improved results according to its progress monitoring data, with the sharpest trajectory noted in the sixth-grade growth, with an increase of +9 percentage points in reading and +14 percentage points in math.

Throughout the spring semester in 2015, the SSIP Instructional coach and consultants working with Alabama's SSIP and SPDG visited the classrooms, modeled effective instructional strategies, and consulted with the teachers and administrators to review the school's progress and provide constructive feedback to ensure fidelity of implementation of evidence-based practices in co-teaching, co-planning, and PBIS. The teachers in most sites reported improved collaborative relationships with each other and the administrators regularly conducted "walk-throughs" to provide feedback to the teachers. The SSIP Implementation Teams continued to meet regularly to discuss implementation issues, to problem-solve, and to examine formative data for each student in the school, as well as the ACT ASPIRE results when the state assessment results became available. In several sites, the teachers also included the students in the data discussions, assisting them to review their own data on the periodic assessments and to understand the skills they needed to focus upon to improve.

SPOTLIGHT ON HALE COUNTY'S GREENSBORO MIDDLE SCHOOL: THE FIRST SSIP DEMONSTRATION SITE

As has been previously mentioned and illustrated in Figure 2, the SSIP demonstration sites were selected across Alabama, reflecting the varying demographics to be found across Alabama. It is important to note that Hale County's Greensboro Middle School is the first site to be judged "Demonstration Ready" by an external consultant. "Demonstration Ready" status indicates that the site has attained a high level of fidelity in co-planning and co-teaching and implementation of classroom PBIS (i.e., CHAMPS). Staff from other districts in the region and across the state are making plans for both virtual and on-site visits.

Greensboro Middle School is a high-poverty, high-minority rural middle school with over 85 percent of its students eligible for free or reduced school lunch. Data from the 2015 Alabama Kid's Count notes that Hale County faces multiple risk factors for poverty, such as higher unemployment rates (6.8 percent) than the 5.6 percent experienced state-wide; 38.8 percent of its children live in poverty, as compared to Alabama's statewide 27.7 percent. In 2014, the per capita income for the county was just over $18,000 annually, which was at least $10,000 less than the per capita income for Alabama.

Staff from the ALSDE, SES, and the AL SSIP's external evaluator visited the school in January 2016. Classroom observations concurred with the reports from external consultants: co-planning and co-teaching was being implemented with a high level of fidelity, utilizing multiple approaches from Friend and Cook's (2013) literature. The day the team visited, they observed the special education and general education teachers (co-teaching dyads) implementing the Stations and Parallel approaches (Friend & Cook) with a high-degree of fidelity. Student engagement measures in all observed classes revealed nearly 100 percent engagement among students during the lessons, with no negative behavioral events observed. Posters detailing the classroom PBIS (i.e., CHAMPS) expectations were posted in each classroom. Moreover, teachers exhibited a high level of positive engagement with students during instruction and the climate within each classroom and the entire school was positive and conducive to learning. Transitions in hallways were orderly and efficiently accomplished so that teachers and students maximized instructional time.

During a meeting with the Greensboro Middle School principal and staff, the ALSDE visitors mentioned the District Attendance Award Banner displayed beside the school's front door. The principal admitted that the school had, in fact, won the attendance award for two consecutive quarters. One visitor asked the names of the programs they were implementing that were responsible for such success and the principal smiled and replied quietly, "The students enjoy coming to school now."

As a result of the stronger collaboration among the faculty as well as with the district staff, the culture of the school has become more inclusive, as all teachers have taken ownership of all students, no longer drawing lines between general and special education students. Teachers stated they have observed that students are gaining confidence and becoming more engaged in class participation than ever before. The special education teacher spoke of her own professional growth through her increasing classroom responsibilities and the improvement she saw in her students. Her increased confidence inspired this young special education teacher to lead the construction of

the "Reading Café", (see Figure 4), a spacious reading area furnished with comfortable, locally-crafted seating and decorated by pennants from all Alabama universities hanging on the walls—a place where students could sit and read during class breaks, daring to dream of once-unimaginable futures at a state university.

Figure 4. Illustration of Greensboro Middle School's Reading Café.

Results from the first progress monitoring period from September to December indicated that students had made encouraging gains in the co-taught classes at Greensboro Middle School. In one inclusive class containing six students with IEPs, two of the six made gains of 20 points or better during the first progress monitoring on literacy and reading. The whole class data was based on 21 students: 11 students made gains of 25 points or better, eight students made no gains, and two students did not test. Specific gains were made in the areas of key ideas, vocabulary acquisition, and text complexity for students with IEPs. The largest gains were made in the areas of key ideas and text complexity.

Clearly, much work remains to be done to achieve Alabama's ambitious SIMR of increasing the percentage of SWDs who are engaged in college or competitive employment after high school graduation. Barriers of poverty, disability, and internal and external risk factors that are unique to each SSIP demonstration site present tremendous obstacles to overcome in a state where about one in four of its students live in poverty. It would be counter-productive to believe that each site will show identical, consistent rates of progress throughout this project. Yet the district administrators and the faculty, SSIP Instructional Coach, and staff of Greensboro Middle School have created a culture of high expectations for student achievement and ambitious aspirations despite generations of poverty.

These dedicated educators have shown us that zip code need not be destiny for the children and families living within its boundaries. Through intentional work guided by evidence-based practice and effective teamwork, they have kindled a flame that yields a bright and steady light, illuminating their students' paths into richer and more fulfilling tomorrows.

Phase I Updates

Note: Alabama only included information from Phase I sections that contained changes or updates; there are no significant changes to the SIMR and improvement strategies from Phase I.

Component #1: Data Analysis

Stakeholder Involvement
Alabama continues to convene meetings so that broad stakeholder engagement is elicited and supported around the continuous feedback loops needed to continue development and revision of the Alabama SSIP. Specifically, broad stakeholder meetings composed of general and special educators, ALSDE staff, parents, advocates, Institutes of Higher Education (IHE) staff, and other agency staff were facilitated in June and October 2015, and an update regarding the SSIP progress was provided to special education administrators and teachers at the Mega Conference in July 2015. The SSIP updates, including the draft AL SSIP Logic Model and emerging data from the SSIP demonstration sites, were shared in January 2016 with the Alabama Special Education Advisory Panel (SEAP) to obtain input and advice from stakeholders and the public regarding evaluation plan development. An update to special education administrators was conducted in February 2016 at the Alabama Council of Administrators of Special Educators (ALA-CASE) Spring meeting to provide an overview of the Phase II SSIP and to showcase progress from one demonstration site. It should be noted that Stakeholder Involvement represents the ALSDE's ongoing commitment of engagement throughout the SSIP process.

Data Analysis
Alabama continues to collect progress monitoring data from the demonstration sites for data sharing at public forums and stakeholder meetings. Also, data collection tools around evaluation are being developed for use to collect formative and summative data.

Indicator 14 – Post-School Outcomes (PSO)
➢ Data indicated that the Alabama Met Target and demonstrated progress for Indicator 14B:

  o FFY 2013 Actual Data = 62.35 percent.
  o FFY 2014 Target = 62.60 percent.
  o FFY 2014 Actual Data = 65.71 percent.

➢ PSO survey administration frequency changed from a four-year administration to a two-year administration to facilitate a more relevant use of data for LEAs.

Indicator 13 – Secondary Transition
➢ Provided training on using the Transition Services page of the IEP.
➢ To increase the knowledge base of parents regarding secondary transition services, the ALSDE provided access to and facilitated discussions around the Vanderbilt University IRIS module on Transition. The modules were also made available on the ALSDE Web site for public access, including teachers in the demonstration sites.

- Conducted three additional Parent Focus Group meetings, in conjunction with Alabama's parent training and information (PTI) center, with plans to use results to guide the provision of information and resources to parents regarding transition.
- Provided access to Alabama's PTI Center's Director to talk to special education coordinators on effective communication to address the "communication need" mentioned in Phase I transition. As a result, many special education coordinators scheduled the PTI to provide training within their districts.
- Targeted work with the National Technical Assistance Center on Transition (NTACT) consultant Ms. Caroline MaGee to assess and improve the statewide infrastructure around transition services.

Component #2: Analysis of State Infrastructure to Support Improvement and Build Capacity

State Performance Plan/Annual Performance Report
- Exploring the use of NTACT's State Toolkit for Examining Post-School Success (STEPSS) for local and state data analysis

Alabama's General Fund and Education Trust Fund (ETF) Budget
- $80 million were removed from the ETF to support the declining General Fund budget.
- The ETF contains growth revenue whereas the General Fund budget contains flat revenue sources.

Plan 2020: Alabama's Infrastructure for Scale Up and Sustainability
- Extension for the ESEA Waiver was approved August 2015. However, with the passage of the Every Student Succeeds Act (ESSA), discussions remain ongoing regarding implementation following the expiration of the ESEA Waivers in August 2016.

Component #3: State-Identified Measurable Result

Demonstration Sites
During SY 2014-2015, middle schools within eight regions were selected as SSIP demonstrations sites were selected. These sites included varying demographics but with a commonality that all sites selected showed extensive gaps in performance between the "All Students" and "Special Education" subgroups.

General and special education teachers, their administrators, and SSIP Instructional Coaches convened in February 2015 for their first professional learning sessions as SSIP demonstration sites. These evidence-based training sessions included effective co-planning and co-teaching approaches according to the literature of Friend and Cook (2013) as well as implementation of the CHAMPS classroom management PBIS framework from Safe & Civil Schools (Sprick, 2009). The SSIP Instructional Coaches and site Implementation Teams utilized the Hexagon Tool (Fixsen & Blasé, 2008) to develop action plans based on the Implementation Science Exploration Stage. Funds were provided to each site to purchase evidence-based instructional/intervention programs in reading and/or math, secondary transition materials, consultant time, and additional evidence-

based PD opportunities, especially around schoolwide PBIS (i.e., Safe and Civil School Foundations) training for all schools within the feeder patterns.

During Fall 2015, two more regional SSIP demonstration sites were identified (one in South Alabama and one in North Alabama) to implement the SSIP Model, bringing the total sites to ten situated in most geographical areas of the state. It is anticipated that two more sites will be added during fall 2016 for SY 2016-2017. A map showing the location of the current regional SSIP demonstration sites is included in Figure 2.

It should be noted that, as of February 2016, one site has been determined to be "Demonstration Ready" and began to host both virtual and on-site visitors. The "Demonstration Ready" status was determined through rigorous fidelity of implementation assessments and observations of co-planning and co-taught classes by external consultants according to an evaluation tool. In addition, the CHAMPS model was judged to be implemented with fidelity in the co-taught classrooms. This was seen as a strongly functioning site with a strong district-level Implementation Team, consistent with the Implementation Science framework. Strong engagement from both teachers and students (both general and special education) has been consistently observed. It should be further noted that this site is a rural, high-poverty, minority school located in one of the lowest-performing areas of the entire state (Hale County). Other sites are very close to being at the "Demonstration Ready" level of implementation and are anticipated to begin hosting visitors before the close of the 2015-2016 school year.

The secondary transition demonstration site continues implementation during SY 2015-2016 and the ALSDE is adding two additional secondary transition sites during spring 2016. More sites linked to the SSIP demonstration site feeder patterns will be added in fall 2016.

Additionally, targeted work from the NTACT to the ALSDE will enable staff to facilitate the STEPSS program to assist LEAs to use their transition indicator data (Indicators 1, 2, 13, and 14) to make data-based decisions.

State Identified Measurable Result (SIMR)
The Alabama SIMR corresponds to SPP/APR **Indicator 14b**: *Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.*

Table 2. SPP/APR Targets for Part B Indicator 14b *(Updated 2014 Results)*

SPP/APR Targets (in Percent) for Part B Indicator 14b, Baseline and Targets						
FFY	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Target 14b ≥	62.35% (Baseline)	62.60%	62.85%	63.10%	63.35%	63.60%
Results		65.71%	-	-	-	-

Component #4: Selection of Coherent Improvement Strategies

Table 3. Coherent Improvement Strategies and Activities

1.	Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.
2.	Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe & Civil Schools evidence-based programs.
3.	Create a system and culture for supporting SWDs, teachers, and administrators through implementation science practices.
4.	Create and publicize a model of comprehensive, research-based transition services for high school SWDs through the development of transition demonstration sites.
5.	Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.
6.	Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.
7.	Engage parents and stakeholders in training, information sharing, and feedback for program improvement.

Phase II
Component #1: Infrastructure Development

State Infrastructure Improvement

Fiscal. In order to develop and improve the Alabama state infrastructure as related to the selected SIMR, the ALSDE has invested resources designed to improve the state infrastructure. Specifically, the state has provided funds from SES to facilitate hiring SSIP Instructional Coaches to guide the installation of multiple SSIP demonstration sites within regional in-service center locations throughout the state to address improvement in reading proficiency and secondary transition. This will be accomplished by utilizing evidence-based PD, instructional coaching, and linkages with other ALSDE initiatives. The specific role of the instructional coach is to provide direct support including job-embedded technical assistance and consultation to LEA personnel (i.e., special education coordinators, special and general education collaborative teachers, and other administrators) to ensure the effective implementation of evidence-based practices around co-teaching/co-planning, PBIS, and secondary transition throughout the SSIP demonstration sites. It is further important to note that each site will work with the Alabama Reading Initiative (ARI) and the Alabama Math Science and Technology Initiatives (AMSTI), as appropriate, throughout the state to implement challenging content.

Training and Technical Assistance. Another projected infrastructure change is to provide 12 regional staff in addition to the identified SSIP Instructional Coaches by placing one within each region to support and coach improvements in special education instruction. These regional staff would work closely with the SSIP demonstration site coaches to scale up evidence-based practices around instruction, behavior management, and secondary transition within the region. Moreover, in order to scale up coaching personnel, additional retired part-time education personnel are being recruited to serve as SSIP Instructional Coaches and mentors for special education staff. These retired part-time staff will work closely with the regional staff to promote evidence-based practices implemented at SSIP demonstration sites throughout each region of the state.

Interagency Linkages. Additionally, the Career Technical Education (CTE) Section within the ALSDE is working with SES in collaboration with Alabama Department of Rehabilitation Services (ADRS) to provide job coaches in LEAs throughout the state to assist with implementation of community-based vocational experiences. Another infrastructure change is the retooling of the State Interagency Transition Team (SITT) to facilitate a more coordinated set of activities around secondary transition throughout the state. Moreover, this will ensure inclusion of members of other transition workgroups and streamline communication as well as decrease duplication of effort.

Monitoring. One of the major changes in the ALSDE's infrastructure is the change in its role from that of only compliance monitoring to one of partnership and differentiated support. This change allows support be provided to each system that is customized and based on data analysis and collaborative feedback from stakeholders. Monitoring results provide information to inform the provision of technical assistance, especially targeted and intensive technical assistance that is customized to meet the district needs.

Other potential infrastructure improvements include externally-placed staff within districts instead of only centrally-located staff at the ALSDE. These staff will assist and support the LEAs to implement the coherent improvement strategies and activities through the use of ongoing coaching, consultation, and evidence-based PD. Moreover, the use of the Implementation Science Framework to support the SSIP model through the leadership of district- and site-based Implementation Teams deepens the commitment toward sustaining and institutionalizing change.

In addition, installing multiple SSIP demonstration sites within regional in-service center locations throughout the state enables the SES to focus efforts and resources to implement effective inclusive practices, PBIS, and evidence-based reading instruction in middle schools and implement high-quality secondary transition practices in high schools.

With respect to providing evidence-based training around secondary transition, the ALSDE has linked with NTACT for targeted technical assistance as well as to its partner, the Transition Coalition. Specifically, the ALSDE has been engaging with NTACT to receive targeted technical assistance related to the use of a district self-assessment tool around the *Individuals with Disabilities Education Act* (IDEA), Secondary Transition, and the related indicators connected to secondary transition. Further, as a result of initial conversations with NTACT, it was determined that the SITT and multiple other stakeholder groups around secondary transition needed to be coordinated to facilitate a more cohesive representative body to guide planning and implementation around secondary transition services across the state.

The ALSDE expects that these substantive infrastructure development activities both within the SSIP demonstration sites and within the state as a whole will work to drive improvement and achievement of Alabama's SIMR to improve post-school engagement in higher education and competitive employment for students with IEPs.

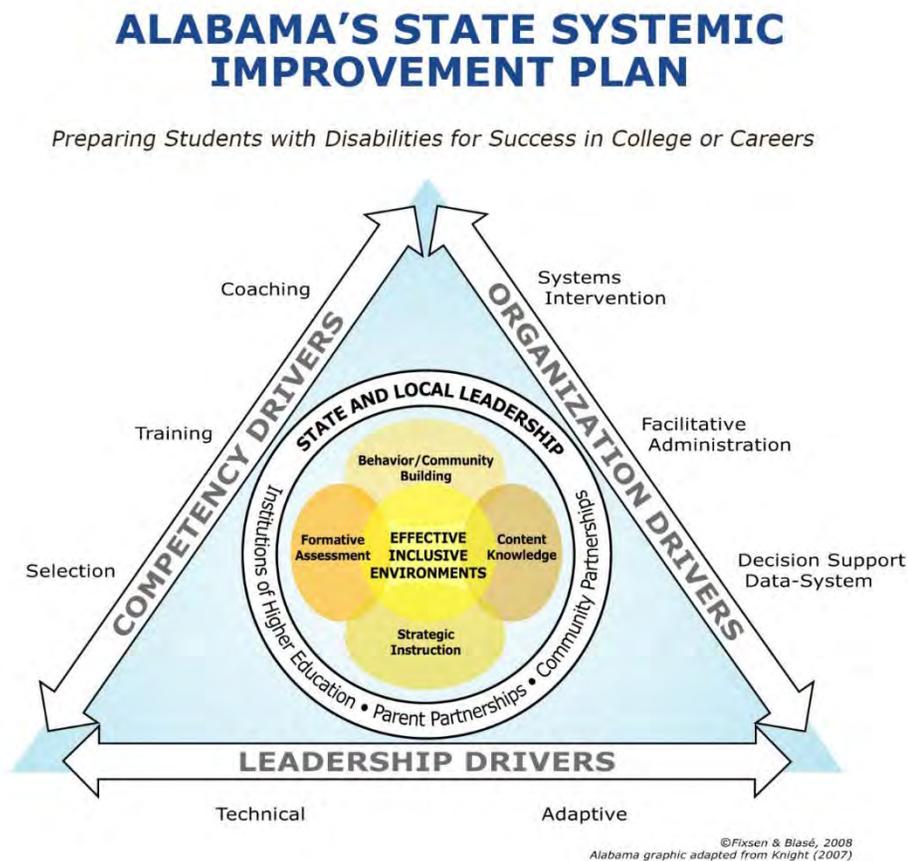**Current State Improvement Plans and Initiatives**
As articulated in Phase I of Alabama's SSIP, the current initiatives in the state include the Alabama Reading Initiative (ARI), Alabama's Math Science and Technology Initiative (AMSTI), the Alabama State Personnel Development Grant (SPDG), and Plan 2020: Alabama's Infrastructure for Scale-Up and Sustainability. In addition, other ALSDE Sections (i.e., Prevention and Support Services, Federal Programs, and Research and Evaluation) continue to engage as internal stakeholders offering input regarding their areas of expertise.

The Alabama Reading Initiative. District ARI coaches participate on SSIP demonstration site and district Implementation Teams to partner with SSIP Instructional Coaches to improve reading outcomes. The ARI coaches also participate with the SSIP and SPDG staff in evidence-based training on instructional coaching offered by Knight (2007), as well as co-teaching and co-planning (Friend & Cook, 2013). The School Counseling and Guidance Section of the ALSDE will participate with SSIP and SPDG staff in the training for mapping of the schedule for effective co-teaching and co-planning provided to SSIP demonstration sites and coaches in order to facilitate effective scheduling practices for SWDs. This is accomplished through coordination and collaboration with the RPT, which is comprised of staff from all sections of the ALSDE.

The Alabama's Math Science and Technology Initiative. As additional sites broaden implementation to include mathematics and science, AMSTI will engage with SSIP Implementation Team members to improve mathematics instruction and performance in math for SWDs. Similarly, this will be accomplished through coordination and collaboration with the RPT.

The Alabama State Personnel Development Grant (SPDG). The SPDG model that has been successfully implemented in multiple sites around the state since 2012, has been used as the AL SSIP model. The model, based on Knight's (2007) work around the "Big Four", including evidence-based training in co-teaching, co-planning, PBIS, content expertise, and formative assessment to create effective inclusive environments for SWDs served in general education environments. Moreover, the model is grounded within the Implementation Science Framework (see Figure 1). Specific information on how the state aligns and leverages the current improvement plans and how this work will impact SWDs across the state will be discussed in greater detail under the Support for LEA Implementation. It is important to note, as detailed within the Phase 1 Data Analysis, approximately 85 percent of Alabama's SWDs are educated within general education classrooms for more than 80 percent of the school day. Therefore, the intent of the SSIP is to improve instruction in these inclusive environments for SWDs, thereby, improving proficiency and preparing SWDs for challenging academic content in high school as a bridge to post school success.

Figure 1: Alabama's SSIP Model

ALABAMA'S STATE SYSTEMIC IMPROVEMENT PLAN

Preparing Students with Disabilities for Success in College or Careers

©Fixsen & Blasé, 2008
Alabama graphic adapted from Knight (2007)

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Plan 2020: Alabama's Infrastructure for Scale-Up and Sustainability. PLAN 2020 is the strategic plan for scale-up and sustainability for education in Alabama. The goal of this plan is to prepare all students to be successful in college and/or career upon graduation from high school. A "prepared graduate" is defined in PLAN 2020 as one whom:

1. Possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, technical school without the need for remediation
2. Possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision and punctuality in delivery of a product, and a desire to be a life-long learner

Four priorities listed below establish the foundation of the plan:

- Alabama's 2020 Learners
- Alabama's 2020 Support Systems
- Alabama's 2020 Schools/Systems
- Alabama's 2020 Professionals

Each of the four priorities contains objectives, strategies, and targets/indicators designed to focus all available resources, completely address all critical aspects needed for each component, and make significant measureable progress by the year 2020. Alabama's 2020 Learners PLAN is shown below.

Figure 5. Alabama's Plan 2020 – Learners Objectives

PLAN 2020 – LEARNERS OBJECTIVES

- All students perform at or above proficiency and show continuous improvement (achievement/growth)
- All students succeed (gap closure)
- Every student graduates from high school (grad rate)
- Every student graduates high school prepared (college- and career-readiness)

STRATEGIES

- Develop and implement a unified Pre-K through college- and career-readiness plan
- Develop and adopt college- and career-ready aligned standards in all subject areas
- Create and implement a balanced and meaningful assessment and accountability system
- Align available programmatic and fiscal resources to support local school needs in the area of instruction

MEASURES OF SUCCESS–BY 2016

- Increase the four-year Cohort Graduation Rate
- Increase the number of students who are college- and career-ready as measured by receiving a Business and Industry Recognized Credential upon graduation
- Increase the percentage of students who are college- and career-ready as measured by the High School Graduate College and Career Readiness Index of the ACT

- Reduce the number of students requiring remedial courses in reading and mathematics in two- and four-year colleges
- Improve the percentage of students performing at or above proficiency on the *ACT Aspire* in 3rd through 8th grade reading
- Improve the percentage of students performing at or above proficiency on the *ACT Aspire* in 3rd through 8th grade mathematics
- Decrease the gap on the *ACT Aspire* combined reading and mathematics scores for 3rd through 8th grade students and the composite ACT score between groups of students

Implementation of PLAN 2020 will improve student, including SWDs, growth and achievement, close the achievement gap, increase the graduation rate, and increase the number of students graduating high school who are college- and career-ready and prepared to be successful in our global society. PLAN 2020 involves the work of each Division and Section in the ALSDE and is part of the 'braided' work of the AL SSIP.

Staff in Charge with Implementing Infrastructure Changes. The SES staff with broad stakeholder input will be responsible for and provide oversight for implementing the changes to secondary transition infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts. The SES staff in charge includes:

- State Superintendent
- Director of Learning Supports
- SES Program Coordinator
- The SES Transition Team
- The SES Data Team
- The SES Monitoring Team
- The SES Fiscal Team
- SPDG Staff

Table 4. Infrastructure Changes, Resources Needed, Expected Long-Term Outcomes, and Timelines

Infrastructure Changes	Resources Needed	Expected Long-term Outcomes	Timeline
Fiscal Provide start-up grant funds to new demonstration sites and implementation grants for continuing sites	Federal funds	Resources will support priority programs and activities for SSIP demonstration sites	Spring 2016
Training and Technical Assistance Provide teachers at demonstration sites training, coaching, & resources to support SWDs in general education classrooms	10-12 demonstration sites are formed and prepared to model practices; At least 3 transition demonstration sites created	Increased ACT Aspire & progress monitoring scores at demonstration sites; Decreased achievement gap between SWD and SWOD	Spring 2015 & ongoing

Training and Technical Assistance Provide comprehensive transition activities and supports in SSIP demonstration sites	Transition curriculum & CBVI	Increase in Indicator 1; Decrease in Indicator 2; Increase in Indicators 14a & 14b; Increased community work placements	Spring 2015 & ongoing
Training and Technical Assistance & Interagency Linkages Provide teachers professional development (PD) & resources to provide transition supports	PD/coaching on transition practices	Increase fidelity to practice; SSIP demonstration sites provide PD & TA to LEAs within region	Spring 2015 & ongoing
Interagency Linkages Coordinate with transition groups to develop a state transition collaborative	State transition groups joint meetings	Increased communication among transition partners; Aligned community supports	Fall 2016 & ongoing
Monitoring Monitoring data for Indicators 1, 2, 13, & 14 will be utilized through the STEPSS tool	State and local data management	Improvement in Indicators 1, 2, 13, & 14	Fall 2016-2017

For additional information about inputs and resources, refer to the AL SSIP Logic Model (p. 43) in Component #3: Evaluation.

ALSDE Interoffice Involvement. The mechanism used to involve additional ALSDE offices is that of networking and reporting of results within the SSIP demonstration sites, utilizing linkages across the RPT structures. Additionally, the SES staff works with personnel from multiple ALSDE sections and other divisions during regularly convening workgroups to provide updates, status reports, and to seek input regarding the SSIP infrastructure development and implementation, as the SSIP impacts progress and achievement of other departmental initiatives, such as Plan 2020. Additionally, the CTE Section of the ALSDE has joined forces with SES to work with the (ADRS) to provide additional job coaches for school districts to improve transition outcomes for students. The ALSDE works closely with the Alabama Department of Mental Health through it School-Based Mental Health initiative, thereby improving social-emotional outcomes for students. Additionally, SES meets with the Alabama Multiple-Needs Council on an ongoing basis to link with other agencies to provide services for children in need.

Moreover, in an effort to involve multiple offices within the ALSDE, as well as other State agencies and stakeholders in the improvement of the State's infrastructure, SES held its second broad stakeholder engagement task force meeting to discuss the State's efforts to support LEAs in implementing evidence-based practices and to create an evaluation plan to gauge improvements in the SIMR in October 2015. This stakeholder meeting was convened as follow-up to the previous large meeting convened in October 2014, and utilized the results generated from multiple stakeholder meetings held throughout the year (e.g., SEAP meetings, Mega-Conference, CASE, etc.) to elicit further input from additional stakeholders.

The broad stakeholder group consisted of ALSDE staff from the Office of Learning Supports, (i.e., the SES Section, Prevention and Supports, and Federal Programs), Office of Student Learning (i.e., Student Assessment, Alabama Reading Initiative, and Alabama Math and Science Technology Initiative), Research and Development, parents of SWDs, LEA staff (e.g., coordinators of special education; general and special education teachers; school-level administrators), institutions of higher education (IHE) staff, parent training and information (PTI) center staff, specialized treatment center (STC) staff, representatives of other state agencies (e.g., ADRS), representatives from parent and advocacy groups, and community organizational representatives.

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

After reviewing the SIMR and the Theory of Action, task force members in the Infrastructure Development group decided that the State's focus should be centered on the ALSDE's capacity to improve the provision of secondary transition services. In particular, the group was asked to consider the following question:

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

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

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

Component #2: Support for LEA Implementation of Evidence-Based Practices (EBPs)

LEA Implementation of Evidence-Based Practices (EBPs)

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

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

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

Table 5. Implementation of EBPs – Coherent Improvement Strategies
(Note: A comprehensive Logic Model may be found in Component #3: Evaluation)

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
1. Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.			
Identify 12 SSIP demonstration sites to address improvement in reading proficiency and secondary transition by utilizing evidence-based professional development (PD), instructional coaching, and	• Identified 8 SSIP demonstration sites by Winter 2015; Added two sites in Fall 2015; Total 10 • Identification of two more SSIP demonstration sites (Total 12)	SY 2014-2015 and Fall 2016 Summer--Fall 2016 Scale-up ongoing	SSIP Team, SPDG Team

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
linkages with other ALSDE initiatives.			
Provide evidence-based training for middle school staff at identified implementation sites in co-teaching, co-planning, PBIS, and instructional coaching.	• Sign-in sheets • Pre- and Post-training evaluations	Winter/Spring 2015 (initial training); on-going	SSIP Team, SPDG Team, Consultants.
Select, interview, hire, and train instructional coaches to assign to each SSIP demonstration site.	• Hired SSIP Instructional Coaches • Contracts • Job announcements posted for additional instructional coaches as sites are added	SY 2014-2015 SY 2015-2016	SES Program Coordinator, SSIP Team, SPDG Team, ALSDE Personnel & Human Resources Staff.
2. Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe & Civil Schools evidence-based programs.			
Provide evidence-based training for instructional coaches in co-teaching, co-planning, behavior, and instructional coaching by the Alabama SPDG. In collaboration with AL SPDG, SSIP demonstration sites and their feeder patterns will participate in a	• Sign-in sheets • Pre- and Post-training evaluations • Safe & Civil Schools survey data from parents, students, teachers.	SY 2014-2015 and SY 2015-2016 Beginning SY 2015-2016 until SY 2017-2018	SSIP Team, SPDG Team, Consultants. AL SPDG/SSIP Team, SES Staff, District and Site Implementation Team,

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
three-year Foundations project with Safe & Civil Schools.	• School data (suspensions/expulsions, office referrals, absentees, etc.)		Consultants.
3. Create a system and culture for supporting SWDs, teachers, and administrators through implementation science practices.			
Select regional demonstration site locations for each region consistent with the *Exploration Stage* of the Implementation Science Framework.	• Selection criteria • Internal stakeholder recommendations • NIRN Hexagon Tool	Spring 2015 Fall 2015	SSIP Team, SPDG Team, Consultants.
Convene ongoing evidence-based training for site and district Implementation Teams to support the implementation of evidence-based practices.	• Professional development sign-in sheets • Pre-and post-training evaluations	Spring 2015	SSIP/SPDG Team Evaluator.
4. Create and publicize a model of comprehensive, research-based transition services for high school SWDs through the development of transition demonstration sites.			
Provide training for high school staff at participating implementation sites in secondary transition best practices.	• Sign-in sheets • Pre- and Post-training evaluations	Winter/Spring 2015 (initial training); on-going	SES Transition Team, Evidence-Based Consultants, NTACT.
Recruit, select, hire, and train experienced transition coaches	• Job announcements • Hiring criteria • Coaches hired • Evaluation data	SY 2014-2015 SY 2015-2016 SY 2016-2017 ongoing	SES Program Coordinator, Transition Team, SSIP/SPDG Team.

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
to provide ongoing coaching to teachers within the transition demonstration sites.			
Examine secondary transition policy, practices, and resources to guide the statewide implementation of evidence-based secondary transition services.	• Revised IEP transition pages; • Transition policy documents and resources; • Modules posted on ALSDE web site	Annually SY 2016-2017 Ongoing	SES Transition Team, State Interagency Transition Team (SITT); NTACT targeted TA; Other agency linkages.
Link with the Alabama SPDG and Alabama PTI to provide secondary transition resources to parents.	• Transition Module for Families • IRIS Transition Module • Identified sites	Fall 2014 and ongoing	SES Transition Team, Alabama SPDG, Alabama PTI.
Identify at least three secondary transition demonstration sites to demonstrate best practices in secondary transition services.	• Site identification • Contracts • Site Implementation Team • Selection criteria • Internal stakeholder recommendation	Winter/Spring 2015; SY 2016-2017	SPDG Team, SSIP Team.
Increase the number of secondary transition demonstration sites each year to host regional visitors and provide resources to other LEAs regarding secondary transition.	• Site identification • Contracts • Site Implementation Team • Selection criteria • Internal stakeholder recommendation	Spring 2016 and ongoing	SES Transition Team, SPDG Team.

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
5. Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.			
Revise the Alabama Post-School Outcomes Survey administration schedule to ensure that LEAs collect data bi-annually.	• New LEA Post School Outcomes Survey schedule	Spring 2016	SES Program Coordinator and SES Administrator (Indicator 14 staff).
Disseminate resources and information to teachers and parents highlighting strategies that improve student performance.	• Presentations • Publications • Training resources	Spring 2016 and ongoing	SES staff, SES Transition Team.
Collaborate with national TA Centers (e.g., National Center for Systemic Improvement, NCSI; National Technical Assistance Center on Transition, NTACT; IDEA Data Center, IDC).	• TA received • Resources accessed and used • TA request submitted to NTACT • TA utilized from NCSI for stakeholder meeting (Implementation Science presentation); IDC meetings attended (May 2015, June 2016)	SY 2016-2017 and ongoing SY 2016-2017 and ongoing	SES Program Coordinator and relevant SES staff
6. Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.			
Conduct school team interviews to determine implementation readiness and site fit consistent with *Exploration Stage* of the Implementation	• MOU • Completed Hexagon Tool: Exploring Context (NIRN, 2013) • Completed Stages of Implementation Analysis: Where are We? Tool (NIRN, YEAR)	Winter 2015 New MOU for 2015-2016 MOUs for all sites by SY 2016-2017.	SSIP Team /SPDG Team. SSIP Instructional Coaches.

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
Science Framework.	• External Consultant visits throughout SY 2015-2016 • Ongoing		
Begin the *Installation Stage* and Initial *Implementation Stage* with ongoing support from assigned instructional coaches in selected demonstration sites.	• Completed activity reports • Completed fidelity tools	Fall 2015 and ongoing	SSIP Team; Consultants, and Coaches.
Conduct coaching sessions and classroom observations with teachers.	• Completed activity reports/logs • Training sign-in sheets • Evaluations	Winter 2015 – Winter 2016	SSIP Instructional Coaches; External Evaluator and Consultants.
Develop budgets for resources and evidence-based training for each site and feeder pattern school.	• Approved budgets	Winter 2015 – Fall 2016	Local SSIP Instructional Coaches and staff; SES SSIP Team (budget approval).
Collect, analyze and review progress monitoring data on a regular basis to determine student trajectories and to address performance needs.	• Data meeting logs • Student outcome data • Completed activity reports/logs	Fall 2015 and on-going	SSIP Instructional Coaches and External Evaluator/consultants.
Lead site and district Implementation Team staff to analyze local infrastructure to determine strengths and weaknesses,	• Completed analysis and results • Completed activity reports • Site/district Implementation Team responses based on Cascading Logic Model	Spring 2015 and on-going	SSIP Team/Consultants.

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Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
including feeder pattern priorities.	(Ask "How" Five Times)		
Establish and utilize a Professional Learning Community to reflect on demonstration site implementation.	• Multiple venues to collaborate; • Regularly-scheduled SSIP Instructional Coaches meetings • SSIP Coaches meeting minutes/agenda	Spring 2015 and ongoing	SSIP Team/ Consultants.
Convene monthly 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	• SSIP Instructional Coaches Meetings • SSIP Coaches meeting minutes/agenda	Spring 2015 and ongoing	SES staff, SSIP Team/Consultants.
Implement the evidence-based training in co-teaching, co-planning, behavior, and instructional coaching.	• 50% or more of intended practitioners are using the innovation with fidelity and good outcomes	Spring 2016 and on-going	SSIP Local Teams/ SSIP Evaluator/Consultants.
Host visitors from other LEAs to view the implementation of evidence-based training (*Full Implementation Stage*).	• Networking of school personnel within and across schools, districts and region	Spring 2016 and on-going, as sites are judged "Demonstration Ready" by external consultants	SSIP Local Teams/External Evaluator/Consultants.
Present at meetings and/or state conferences on the implementation of	• Demonstration site presentations	Began Summer 2015, continuing at state conferences in Spring/Summer	District Implementation Teams, SES Staff

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
evidence-based practices.		2016 and beyond.	
7. Engage parents and stakeholders in training, information sharing, and feedback for program improvement (communication strategy).			
The ALSDE will convene multiple stakeholder meetings across groups, including SEAP members, parent groups, and community and professional settings to elicit contributions and feedback for SSIP program improvement.	• Stakeholder Proceedings • Sign-in Sheets	Ongoing	SSIP Team/SES Staff.
SES will collaborate with the AL PTI around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services.	• Contracts/Purchase Orders with AL PTI • Resource materials • Evaluation data	Ongoing	AL PTI SES Staff SSIP/SPDG Team.
The AL SPDG and the AL PTI will convene parent focus groups and/or interviews to elicit feedback and perceptions about progress of the SSIP related to parent concerns, including transition	• Evaluation data • Meeting notes • Sign-in sheets	SY 2014-2015 and Ongoing	AL PTI SES Staff SSIP/SPDG Team.

Coherent Improvement Strategies	Evidence of Implementation	Timeline	Role/Responsible Person
information and resources.			

Selection of EBPs

Implementation. The Alabama SSIP is anchored into the Implementation Science Framework and the Implementation Drivers set the parameters in operating projects. Specific examples of this include selection of the sites, stages of implementation. The National Implementation Research Network (NIRN) analyzed over 30 years of empirical literature on the implementation of innovations and interventions in education, business, and other fields (Fixsen, et al., 2005, retrieved from http://nirn.fpg.unc.edu/). A framework for effective implementation was identified, as well as developmental stages of implementation. Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions.…implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the ''specific set of activities'' (Fixsen et al., 2005, p. 5). The NIRN recognized that the science of intervention related to developing evidence-based practices had improved with manuals that clarified interventions, and fidelity measures. A conceptual framework was created to guide effective organizational implementation of a specified intervention model while asserting that effective implementation requires careful consideration of (a) core intervention components, (b) core implementation components, and (c) stages of implementation (see below).

Core Intervention components:

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

Core Implementation components:

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

Stages of Implementation: NIRN suggested the implementation of an intervention model is not an event, but a two to four year process. Stages and drivers are not linear or separate; each is embedded

in the other in interesting combinations. Outcomes are processed throughout the implementation stages:

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

Instructional Coaching
- The Kansas Coaching Project's Center for Research on Learning (Instructional Coaching Group) defined instructional coaches as "on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator" (n.d.). The tasks of the instructional coaches include:
  - *Marketing their services*: Instructional coaches hold brief meetings with (implementation) teams or teachers to explain goals, interventions/practices, and the support they can provide. They allow time for questions and provide a means for teachers to indicate they are interested in working with the coach.
  - *Analyzing needs of teachers*: Instructional coaches meet with teachers at convenient times to identify the most pressing needs and to discuss possible evidenced-based interventions that might help address those needs.
  - *Observing classes*: Instructional coaches observe classes being taught by the collaborating teachers to note the overall progress.
  - *Collaborating on interventions*: Together, instructional coaches and teachers identify the most pressing needs. When necessary, instructional coaches and teachers collaborate to develop an [action] plan for implementing the chosen instructional method.
  - *Modeling*: As teachers observe, instructional coaches may demonstrate how the new intervention should be implemented. In some cases, instructional coaches provide checklists or some other form of observation tool so teachers know to watch for specific teaching behaviors.
  - *Providing a loop of feedback-modeling-observing-feedback*: The nature of the instructional coaching process allows for continuous communication. After the observations, instructional coaches meet with teachers to discuss how the teachers implemented the intervention. Coaches provide validation along with suggestions for improvement. The communication may continue with the instructional coach modeling, observing, and providing more feedback depending on the needs of the teacher.
  - *Building networks for change*: Instructional coaches work with groups to establish [implementation] teams or professional learning communities that may pave the way for interventions to be implemented consistently.
- Instructional coaching is about improving instruction by understanding the complexity of helping adults, embracing partnership principles, and using a coaching cycle (Knight, 2014). Cornett and Knight (2009) indicated teachers were more likely to implement a new intervention/strategy when supported by an instructional coach after attending an afterschool workshop compared to only attending an after-school workshop

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- Teachers used the new intervention/strategy at a higher quality when supported by instructional coaching as opposed to only attending the workshop
- Teachers self-selected to implement a new intervention/ strategy at a higher quality when supported by instructional coaching over teachers who only attended the workshop
- Effect size of instructional coaching on quality implementation of new teaching practices was large

Co-teaching and Co-planning. According to Friend and Cook (2013), co-teaching is defined as two credentialed and/or licensed professionals—two teachers (e.g., general and special education teacher who may be highly qualified only in special education or in special education, as well as in the academic area); a teacher and a related services professional (e.g., a teacher and a speech/language therapist, or a teacher and an occupational therapist); or a teacher and another specialist (e.g., a teacher and a literacy coach, or a teacher and an ESL teacher—or para-professionals) and other adults who work in a classroom (e.g., community volunteers, practicum students) generally should provide support, not co-teaching (p. 163).

Friend and Cook (2013) offer six approaches to co-teaching:

Small group based approaches:
1. Station Teaching - The co-teachers divide the content to be delivered, and each takes responsibility for part of it. The class is divided into groups. At one time, one group may work independently, but eventually, all groups participate in each station.
2. Parallel Teaching - The class is strategically divided into two groups. The co-teachers deliver the same content, although they may use different teaching methods to their half of the class.
3. Alternative Teaching - One co-teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich content. The other teacher instructs the large group. The presentation methods vary based on the needs of the students.

Whole group based approaches:
4. Teaming - This approach is implemented in a whole group setting where both co-teachers share the instruction of students. They cooperatively lead discussions or demonstrate concepts or learning strategies. This approach may also include modeling for such things as appropriate problem-solving.
5. One Teach-One Assist – This approach is usually implemented in a whole group setting where both co-teachers are present. One teacher, often the general educator, takes the lead while the other teacher drifts around the room assisting students as needed.
6. One Teach-One Observe - Typically, a whole group setting where both teachers are present. Most often, the general education teacher takes the lead and the special education teacher observes students while collecting data.

Since co-teaching can have many variables (e.g., teaching styles, teaching experience, personalities, different practices being implemented), the practice is often difficult to research. Fortunately, some researchers have been able to work through many of those variables to provide evidence that effective co-teaching can improve student outcomes on several levels:
- All students in co-taught classes generally out-performed students in solo-taught classes on unit tests and cumulative post-tests (McDuffie, Mastropieri, & Scruggs, 2009).

- SWDs in co-taught classes significantly increased in achievement on standardized tests from the prior to co-teaching (Hang & Raben, 2009).
- SWD (Grades 3-8) improved in reading and math on statewide assessments over several years (Walsh, 2011).
- SWD in four California districts with strong collaborative practices accomplished unusually strong academic performance when compared to other school districts in that state (Huberman, Naro, & Parrish, 2012).
- SWD maintained higher academic engagement and on-task behaviors and both teachers were able to manage behaviors (Weichel, 2001).
- All students given more individual attention, on-tasks behaviors, and interaction with teachers (Murawski, 2006; Zigmond, Magiera, & Matta, 2003).
- SWD improved social skills, self-concept stronger peer relations were created (Bahamonde & Friend, 1999).
- SWD had more positive attitudes and interactions with typical peers were provided role models for behavior and learning…were exposed to higher level concepts (Murawski, 2006).
- Co-Teachers use more differentiated instructional groups, hands-on activities, and flexible assessments (Murawski, 2006; Murawski & Dieker, 2004).
- Much research has described the benefits of co-teaching, including opportunity for the different instructional strategies that can target the diverse needs of students in inclusive settings (Scruggs, Mastropieri, & McDuffie, 2007).
- Small group approaches (i.e., Station; Parallel; Alternative) increase student-teacher interactions and provide more opportunities for students to respond (Bottge et al., 2015).
- Effect size was large for SWD when special educators more actively participated in instruction with general educators (Bottge et al., 2015).

Co-Planning involves two teachers (a co-teaching dyad) who will be teaching together using some of co-teaching approaches by Friend and Cook (2013) to decide what the content of the lesson will be and how they will provide instruction to meet the needs of all students in the classroom including academic and behavioral accommodations, as well as specially designed instruction. However, the lack of common planning time has been shown to be the most common concern among co-teaching dyads (Friend & Cook, 2013; Vannest & Hagen-Burke, 2010) and the biggest challenge for those teachers, as well as their administrators is the arranging that common planning time (Dieker & Murawski, 2003; Kilanowski-Press, Foote, & Rinaldo, 2010; Pearl, Dieker, & Kirkpatrick, 2012). If no common planning time is available, this will limit the effectiveness of the co-teaching experience (Dieker, 2008). Co-teachers need to schedule regular and consistent times to plan, commit to the planning process (at least a minimum of ten minutes per daily lesson to plan), avoid beginning the planning session with kid specific issues (e.g., the latest mischief), and focus on planning lessons for all students. Ploessl et al. (2009) indicated co-teachers may need visual prompts to consider how their roles and responsibilities should change throughout the lesson and has created co-planning forms to assist the co-teachers in doing such. These co-planning forms and the method for using them can be demonstrated in short PD sessions.

Positive Behavioral Intervention Supports (PBIS): A Brief Overview. CHAMPS (Sprick, 2009) is a program designed and developed by Safe & Civil Schools to help teachers develop an effective classroom management plan that is proactive, positive, and instructional.

The CHAMPS approach is based on the following principles or beliefs (STOIC):

(a) **S**tructure the classroom
(b) **T**each behavioral expectations
(c) **O**bserve and supervise
(d) **I**nteract positively
(e) **C**orrect fluently

The SSIP Instructional Coaches, administrators, and teachers involved in the SSIP Demonstration Site Project all receive PD by trainers certified by Safe & Civil Schools. During PD sessions, participants learn how to establish a vision for their classrooms, organize classrooms for student success, prepare for the first month of school, specify classroom behavioral expectations, motivate even the most uncooperative students monitor and revise classroom behavioral plans, and correct specific misbehaviors.

LEA Selection Criteria
Selection criteria of LEAs participation as demonstration site:

- Readiness
- Need and capacity converged
- Statewide Assessment data identified possible sites in each region of the state as possible LEAs for fit (i.e., reading proficiency)

Hexagon Tool. As part of the interview process, ALSDE staff facilitated use of the Hexagon tool during a site visit in order to explore the context of the identified school setting as eligible for inclusion in the SSIP demonstration site project. Interviews with administrators using the Hexagon tool for exploration and site fit and selection were based on:

- Need (academic issues, data indicating need, stakeholder perception of need)
- Fit (school/district priorities with other initiates, organizational structures)
- Resources (supports for curricula, technology, training, data systems, coaching, and administration)
- Evidence (outcomes, fidelity data, cost-effectiveness data, efficacy or effectiveness)
- Readiness for Replication (qualified purveyor, expert available, etc.)
- Capacity (staff meet minimum qualifications, sustainability, buy-in process operationalized):

  - An SSIP Middle Schools Demonstration Site Project: An Overview manual (see Appendix I) was developed and distributed to LEAs at the completion of the interview so that each LEA could determine fit within the project
  - The ALSDE considered the leadership embedded in the district and site Implementation Team
  - ALSDE personnel analyzed the above information for final selection of demonstration sites

Readiness and Capacity for Implementation

Cascade Model and Action Plan. A cascading logic model based on the work of NIRN was developed by an ALSDE consultant in order to illustrate the benefits of the project for students' outcomes as the focus and included the following probing questions:

- How will students benefit
- How will teachers be supported
- How will system and school Implementation Teams be supported
- How will regional supports be developed
- How does the state (SSIP team) support the demonstration site project

Each Implementation Team was required to develop an Action Plan that documented efforts toward readiness for demonstration, to include specific documentation/product, actions, timelines, and person(s) responsible.

An ALSDE consultant evaluated site readiness through the use of an observation tool based on the professional literature of Friend of Cook (2013) and Sprick (2009) and the *NIRN Stages of Implementation Analysis: Where are We?*, a tool for evaluating stages of implementation.

Implementation Drivers. The implementation drivers needed to effect change in the LEA, school and personnel/provider practices include: Competency Drivers – Selection (site and personnel) and Coaching; Leadership Drivers – Leadership (site, district, and state) and Implementation Teams (site and district); and Organization Drivers – MOU process.

PD support

Training is provided by qualified providers to site staff, as well as state personnel and coaches, followed by ongoing coaching in (i.e., co-teaching and co-planning; PBIS).

- Frequency of training (annually or biannually based on the needs of the site for co-teaching and co-planning) (i.e., at one site, the Director of Special Education requested additional training related to collaboration based on a need for the teachers as they began to co-teach).
- Frequency of follow-up support by qualified providers based on individual site needs (i.e., SSIP Instructional Coach provided elbow coaching to a special educator who required added support to use a decision-making tool (Ploessl et al., 2010) to embed specially designed instruction into co-taught lessons).
- SSIP Instructional Coaches completed a fact-finding analysis to discover resources in place at sites (i.e., previous PD/training, technology infrastructure, leadership structure, current co-teaching practices, and current evidence of behavior management, current reading interventions/strategies, communication protocols, scheduling, and curricula).
- ALSDE consultants provide on-site support in the form of elbow coaching, scheduling, etc. as required by LEAs (i.e., consultant assisted Implementation Teams at individual sites in developing feasible weekly schedules that included co-taught classes and common co-planning time).
- SSIP Instructional Coaches are provided training/PD opportunities.
- SSIP Instructional Coaches are provided additional training for instructional coaching based on the work of Knight (2007).

- SSIP Instructional Coaches meet monthly (led by consultants who provide support for identified knowledge and skills).
- SSIP Instructional Coaches are provided individual support by consultants on identified needs.
- SSIP Instructional Coaches are provided PD on scheduling for effective co-planning and co-teaching, as well as data analysis.

LEA Scale-Up of EBPs
The ALSDE, SES, has recruited and selected experienced SSIP Instructional Coaches to provide support to administrators and teachers at each site. Fiscal resources have been provided to enable sites to purchase evidence-based instructional programs. Linkages with general education programs (i.e., ARI; AMSTI) have been established. Professional development has been provided in multiple areas, including PBIS and co-teaching and co-planning. Moreover, district SSIP Implementation Teams developed budgets for expenditures that were approved by the ALSDE.

The AL SPDG supports training for PBIS (i.e., CHAMPS; Foundations) for designated sites and SSIP Instructional Coaches. In addition, the AL SPDG provides the following supports:

- Supports the development of transition demonstration sites in two SSIP demonstration sites, with scaling up planning for successive years;
- Provides onsite and virtual consultant support;
- Provides approved technical assistance activities;
- Requires documentation of functional SSIP Implementation Teams; and
- Recognizes SSIP demonstration sites to support other LEAs throughout the regions.

ALSDE promotes SSIP demonstration sites through regional planning teams. ALSDE requires SSIP Implementation Teams to complete an Action Plan that includes, Specific documentation/product, Actions, Timelines, Person(s) responsible to promote sustainability and replication.

Specific Activities Designed to Support Implementation of the Coherent Improvement Strategies *(refer to Table 5)*
Communication Strategies to Implement the SSIP. In addition to the communication strategies listed in Table 4, the ALSDE with utilize the following strategies to implement the SSIP:

- Monthly meetings (see Sample Agendas in Appendix II) with SSIP Instructional Coaches to discuss progress, barriers, and new information including the individual site's Action Plans (e.g., how co-teachers communicate co-teaching approaches to administrators and other stakeholders)
- Communication tools provided by NIRN adapted to fit individual site needs

To ensure that essential communication is ongoing to all stakeholders, the SSIP demonstration site action plans are required to include a communication component. During the initial fact-finding process, SSIP Instructional Coaches are encouraged to implement the same or similar communication systems adopted by the site (i.e., at one site, all communication outside the team meetings is conducted via email messages copied to all SSIP Implementation Team members). SSIP Instructional Coaches are encouraged to take notes during the SSIP Implementation Team

meetings and then distribute those notes to team members in order to ensure the Action Plan is followed.

During the October 2015 Stakeholder Engagement Session, task force members in the Evaluation Design group were asked to consider the following questions:

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

Of the questions listed, informing stakeholders and providing input through the development of a communication plan generated a hot topic of discussion and resulted in the addition of a strategy called Public Communication. Activities under Public Communication include, but are not limited to, presenting results and findings at regional and state conferences/meetings as well as debriefing the SEAP members and the public on the status of demonstration site implementation for their input.

In response to developing a communication plan, with the support of the ALSDE, stakeholders offered levels of communication (low to medium and medium to high) based on the represented stakeholder perspectives below. Low to medium communication represents a level that are based on general activities and information. Medium to high communication represents a level that includes targeted and site specific information of concern to multi-level practitioners.

- **Low to Medium Level Communication** – Parents, students, politicians, state agencies (e.g., ADRS, offices within the ALSDE), community representatives (e.g., SSIP demonstration sites, PTIs, parent and advocacy groups), and statewide Parent Teacher Association (PTA)/Parent Teacher Organization (PTO) leaders
- **Medium to High Level Communication** – School/district-level administrators (e.g., Superintendents, Special Education Coordinators, Principals), IHEs (specifically personnel preparation programs), and the SEAP

Stakeholders suggested and the ALSDE has considered the use communication mechanisms such as online surveys, webinars, infographics, focus groups, regional meetings, and social media to communicate with stakeholders. Other suggestions included the development of an SSIP Web site with various levels of access, online modules, and the inclusion of a parent representative on each SSIP district-level team.

In addition to the communication mechanisms proposed by stakeholders and the Public Communication strategy and activities, the ALSDE will host and facilitate monthly meetings with SSIP Instructional Coaches to discuss progress, barriers, and new information relevant to the demonstration sites.

Stakeholder Involvement and Their Decision-Making Roles. Stakeholder involvement regarding implementation is sought to first identify areas for improvement and then to determine

strategies to improve areas of need. As strategies are implemented, stakeholders are informed concerning formative data resulting from implementation efforts. ALSDE requires SSIP Implementation Teams to complete an Action Plan through shared decision-making that includes:

- Specific documentation/product, Actions, Timelines, Person(s) responsible to promote sustainability and replication
- SSIP Implementation Teams support the implementation, sustainability, capacity building, and scale-up of each EBP of the project
- SSIP Implementation Teams are encouraged to engage their communities (e.g., parent invitations to view the innovative practices in place in the schools, parent involvement in surveys)

Addressing Barriers from Phase I. In Phase I, the ALSDE recognized the need to close the gap and prepare all students for post-school success. It was proposed that the SSIP would work with ALSDE partners, the PTI Center, IHEs, LEAs, and other partners to ensure that educators teaching in the general education classroom, as well as special educators, are receiving high quality PD and coaching to meet the needs of all students. As a result of this proposal and expressed need, stakeholders identified several barriers, to include the following:

Personnel Issues:
- High turnover of special education teachers and administrators
- Lack of ownership for special education

  o Addressed by ensuring that the special education director and special education, teacher are active members of the SSIP Implementation Team and using formative assessments to illustrate progress for SWD.

- Lack of personnel to share responsibility for increasing [improving] student achievement for all students
- Inadequate time allotted for PD

  o Addressed by providing state funds for high quality PD, which includes follow-up support through coaching and technical assistance and substitute reimbursement.

Culture and Climate Issues:
- Lack of buy-in from all stakeholders

  o Addressed through Implementation Teams gathering of formative assessment data to inform stakeholders, to solicit "buy-in", and to ensure stakeholders that students are achieving the intended outcomes.

- Failed communication or misinterpretation

  o Addressed by ensuring that SSIP Instructional Coaches are members of both the district and building level teams and they provide a direct communication link to each team and the ALSDE.

- Multiple, interfering initiatives, causing teachers to feel overwhelmed:

    o Addressed by using the Hexagon Tool during the interview process for exploring implementation. Potential sites are asked to consider other initiatives and how they may or may not interfere, overlap, or conflict with the EBPs of this project. Also, SSIP Instructional Coaches provide follow-up support in order to support teachers and to facilitate understanding of the connectivity between initiatives (e.g., the Literacy Design Collaborative is easily implemented in a co-taught classroom; the implementation of Safe & Civil School practices provides a positive classroom climate for the implementation of co-teaching).

PD Issues:
- Lack of clearly-defined roles

    o Addressed by providing co-planning tools to assist teachers and coaches with defining roles and responsibilities for co-taught lessons. Use of the co-planning tool will be required in order to ensure that co-teachers have documented roles and responsibilities in co-taught lessons. Additionally, action plans developed by the SSIP Implementation Teams assign roles and responsibilities to individuals or teams to ensure progress toward the project goals.

- Lack of follow-up after PD ("one shot" trainings)

    o Addressed through embedding instructional coaching to ensure that EBPs are implemented as intended within the LEAs.

- Teachers lack of knowledge on addressing student deficits

    o Addressed through the project by providing numerous opportunities for teachers to increase knowledge and skills through effective job embedded PD with support from knowledgeable coaches and trainers (i.e., co-teachers are coached while planning for co-teaching in order to ensure that specially designed instruction is embedded in their lessons).

Training of Local and District Implementation Teams. In the beginning of the Exploration phase, ALSDE staff meet with the site and district Implementation Team to discuss the MOU that sets forth the implementation science parameters and expectations for the work, including training participation and implementation. The SSIP Instructional Coach for each SSIP demonstration site works with the site, district, and state Implementation Teams to ensure that all personnel/providers receive training to implement the evidence-based practices with fidelity. The trainers used must be the approved, credentialed presenters and use tools provided by the SSIP State Implementation Team (e.g., Safe & Civil Schools, co-teaching and co-planning, secondary transition, and ARI and AMSTI). Follow-up coaching (onsite, as well as e-Coaching) is provided to ensure that all evidence-based practices are implemented with fidelity.

Ongoing communication strategies among offices (e.g., Improving the Graduation Rate meetings) will ensure that staff from all offices communicate regularly regarding the actions and linkages regarding EBP implementation in the SSIP demonstration sites and plan regarding timelines and activities. RPTs, CCRS, focus school regional staff, ADRS, CTE staff will work together around secondary transition and employment.

Component #3: Evaluation

Will the evaluation be handled internally or externally, and are sufficient resources identified to conduct it?

The ALSDE, SES, has formed an Evaluation Team to oversee the project evaluation activities. The Evaluation Team is comprised of SES staff, site Instructional Coaches, site staff (including site Implementation Team), consultants, and stakeholders. More detail about the Evaluation Team members can be found in Table 8.

A subset of the Evaluation Team, the Evaluation Core Team, includes state team liaisons, an SSIP coach, and an external evaluator. The Evaluation Core Team conducts the evaluation, data collection, data analyses, as well as addresses the day-to-day issues and questions pertaining to the SSIP evaluation.

The ALSDE, SES Program Coordinator reviewed the SES staffing capacity. In order to maximize the Department's resources for project management, the provision of technical assistance, and delivery of infrastructure activities, the Program Coordinator opted to subcontract with an external evaluator, Dr. Jocelyn Cooledge, to oversee the SSIP evaluation. Dr. Cooledge is also the external evaluator on the SPDG. The external evaluator functions as the Evaluation Project Manager on the Evaluation Team.

The ALSDE, SES, recognizes the need to appropriately staff and fund project data collection and evaluation activities:

- Each of the SSIP demonstration sites have received over $150,000 of funding since spring 2015. As outlined in their contracts and MOUs, sites are required to provide data as outlined in the SSIP evaluation plan and collect any required data.
- For external contractors, the SES sets an expectation for data collection and participation in evaluation activities. The SSIP Instructional Coaches and consultants (Dr. Pam Howard, Dr. Jocelyn Cooledge, Safe & Civil Schools staff) collect district- and building-level data for the project.
- Additionally, the ALSDE has dedicated approximately $60,000/year for external evaluation activities. This budget covers the development of the evaluation plan and logic model, the identification and development of assessments, the external evaluation of the activities in the 10 SSIP demonstration sites, the evaluation of the infrastructure activities, and formative and summative data analyses and reporting

What are the identified measureable inputs (resources), outputs (strategies and activities), and short and long term outcomes?

The AL SSIP measurable inputs, outputs, and short- and long-term outcomes are defined in the AL SSIP Logic Model (see Appendix III). The ALSDE, SES, has two versions of the logic model: 1) A single-page, public view of the model in a traditional logic model format; and 2) A more comprehensive, working logic model for the ALSDE staff, SSIP demonstration sites, and consultants.

The single-page logic model overview can be found in Table 6 below. Activities are grouped by student (blue), teacher (green), and systems (red) activities. The distinction of the three levels allows stakeholders to identify the activities and expected outcomes for each group. The work of all three levels of implementation will lead to shared long-term outcomes.

Table 6. AL SSIP Logic Model Overview

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 • State 2020 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	

Assumptions: Commitment of partners; Practices lead to anticipated evidenced-based improvements; Demonstration sites continue to implement practices; District, building, community buy-in; Demonstration sites are representative of region; Post-School Outcomes Survey has high response rate; Coordination among transition community partners; Transition partners have buy-in for collaboration; Districts scale-up SSIP activities with fidelity; Districts have resources to implement and sustain activities; District/school policies support SSIP practices; Data are tracked.

What are the links between the evaluation and the theory of action and other components of the SSIP? For example, has the State formulated evaluation questions that test its theory of action (e.g. A question for each activity that asks, "To what extent did [an activity] produce a change in [an outcome]") as well as questions to gauge progress in implementation of coherent improvement strategies (e.g., To what extent were milestones in implementation [# of sites, # of implementers trained to criterion, proficiency on fidelity measures, # of coaches employed] reached on schedule)?

The relationship among the theory of action, strategy, and outcomes are outlined in the Theory of Action Tables (Appendix IV). Moreover, the link between the strategies and the evaluation questions can be found in the AL SSIP Outcomes Evaluation Questions and Performance Indicators table in Appendix V.

If different stakeholders were recruited for Phase II's evaluation, how were they recruited and what organizations or groups do they represent?

For Phase II, the ALSDE, SES, used four primary stakeholder groups in the development of the SSIP evaluation (see Figure 6): SSIP Stakeholder Evaluation Subgroup; Alabama SEAP; Transition Parent Focus Groups; and SSIP Instructional Coaches.

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. These groups will continue to provide their expertise on the SSIP and evaluation throughout the implementation and scaling-up of the initiative.

Figure 6. The Stakeholder Inputs for the Development of the AL SSIP Evaluation Plan
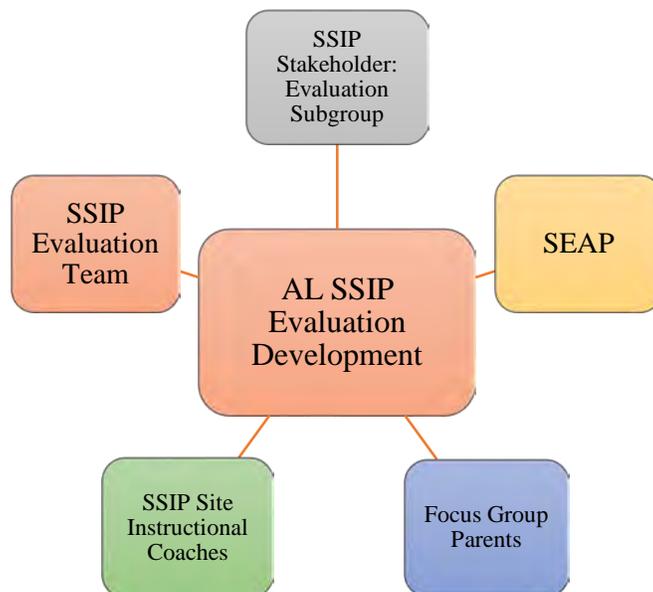
SSIP Stakeholder Evaluation Subgroup

Table 7 shows the AL SSIP Stakeholder group members who participated on the Evaluation Subgroup. These members were selected from the SSIP Stakeholder group based on their expertise in data and evaluation, and/or their knowledge about data for a particular stakeholder group.

Table 7. Alabama SSIP Stakeholder Group: Evaluation Subgroup Members

Member	Stakeholder Group Role
Nancy Anderson	ADAP, Alabama Protection & Advocacy Director
Lorraine Barnes	Parent Center Representative
Sharon Blythe-Lovelady	AL SSIP Instructional Coach for Transition Sites
Gail Comins	ALSDE, SES Representative
Jocelyn Cooledge	Evaluation Project Manager, Group Facilitator
Lisa Olenik Dorman	Huntingdon College, IHE Representative
Linda Felton-Smith	Director of ALSDE-Office of Learning Support
Kemeche Green	ALSDE-SES, SSIP/SES Data Team Member
Alicia Hodge	ALSDE, SES Representative
Laurie Hutchison	Corrections/Teacher, JF Ingram State Technical College
Karen Jenkins	Transition Representative
Wanda Langley	ALSDE-Prevention and Support Representative
Marilyn Lewis	ALSDE-Prevention and Support Representative
Mitchell Lord	Community/Business Representative
Temeyra McElrath	LEA Special Education Director, SSIP Site
LaDonna Rudolph	ALSDE-Federal Programs & Parent Representative
Tina Sanders	ALSDE-SES, Behavior Specialist
Graham Sisson	Transition Representative
Colley Wells	Career and Technical Education Representative
Byron White	Vocational Rehabilitation Services Representative

Alabama Special Education Advisory Panel (SEAP)

The ALSDE, SES worked with the Alabama SEAP to inform the members and to gather feedback on the evaluation plan and logic model. The Alabama SEAP members hold a three-year term and are selected by the Panel to represent SWDs and their families throughout the state. A list of the AL SEAP members can be found in Table 8.

Table 8. 2015-2016 Alabama SEAP Members

Member	SEAP Role
Jennie Autrey	Community/Business Representative, Parent
Tara Baker	Paraprofessional, Autauga County
Amy Blakeney	Part C Representative
Lori Skidmore	Parent of a child with a disability
Marc Williams	Learning Tree, Inc.
Gwendolyn Baker	LEA Special Education Administrator, Anniston City
Barbara English	LEA Special Education Administrator, Baldwin Co.
Pamela Fossett	Alabama Education Association
Broderick Leonard	Parent of a child with a disability
Todd Tomerlin	Parent of a child with a disability
Jeana Winter	Director of the Alabama Parent Education Center (APEC)
Lorraine Barnes	APEC Representative
Lisa Olenik Dorman	Huntingdon College, IHE Representative
Laurie Hutchison	Corrections/Teacher, JF Ingram State Technical College
Karen Jenkins	Transition Representative
Mitchell Lord	Community/Business Representative
Temeyra McElrath	LEA Special Education Administrator, Elmore County
LaDonna Rudolph	Federal Programs, Parent of a child with a disability
Graham Sisson	Transition Representative
Byron White	Vocational Rehabilitation Services
Mitchell Anderson	Former Student
Kent Crenshaw	Adult Services and Transition Provider
Tristan Dunn	Former Student
Jerimie Goike	Former Student
Melanie Holbert	Parent of a child with a disability
Joe Johnson	IHE Representative
Betsy King	Alabama Department of Rehabilitative Services
Barney Smart	Parent of a child with a disability
Byron White	Alabama Department of Mental Health
Zach Woolley	Former Student

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

In 2015, the SES staff and the SPDG/SSIP external evaluator presented the SSIP information to the focus group and gathered ideas from the parents. To protect the anonymity of the parents, no names are shared with the SES staff during the focus groups, and limited demographic information is available.

SSIP Instructional Coaches
The ALSDE, SES, also gathered evaluation feedback from the SSIP Instructional Coaches. The 11 coaches are retired Alabama educators who work part-time with an assigned SSIP demonstration site.

The coaches bring a variety of educational experiences and former roles, such as serving as principals, local special education directors, district superintendents, transition coordinators, and ALSDE staff. All of the coaches have classroom teaching experience. Table 9 lists the SSIP Instructional Coaches and their SSIP demonstration sites.

Table 9. AL SSIP Instructional and Secondary Transition Coaches and Site Assignments

Member	SSIP Assignment
Pam Adams	Monroeville Middle School, Monroe County
Vickie Brown	Greensboro Middle School, Hale County
Fannie Adams	Coppinville Middle School, Enterprise City
Rebecca Hardiman	Coppinville Middle School, Enterprise City & Andalusia Junior High, Andalusia City
Gayle Jones	Nichols-Lawson Middle School, Sylacauga City
Sharon Blythe-Lovelady	Elmore County Transition
Melissa Nannini	Wetumpka Middle School, Elmore County
Debbie Patterson	White Plains Middle School, Calhoun County
Marti Rizzuto	Athens Middle School, Athens City
Elizabeth Stockdale	Rutledge School, Midfield City
TBD	Secondary Transition Coaches
TBD	Secondary Transition Coaches

How might the stakeholders participate in creating the evaluation questions to be asked and in judging the acceptability of the strategies used and outcomes achieved?

Several groups of stakeholders, as outlined above, have had the opportunity to provide input into the development of the SSIP evaluation:

- During the AL SSIP Stakeholder meeting held in October 2015, the external evaluator presented emerging data showing the efficacy of the AL SSIP model in one of the SSIP demonstration sites. Members of the SSIP Stakeholder group provided input and asked questions about the model and data.
- The AL SSIP Stakeholder meeting had break-out sessions for three subgroups: Evaluation, Infrastructure, and LEA Implementation. The Evaluation subgroup participants 1) generated a stakeholder communication list; 2) identified modes of communication for various stakeholder groups; 3) drafted evaluation questions that should be posed; and 4) identified key outcomes and performance measures to track. This information was used to develop the logic model, evaluation plan, evaluation questions, and stakeholder communication plan.
- In December 2015, the ALSDE, SES, the Alabama PTI Center, and the external evaluator conducted three Transition Parent Focus Groups in the three major regions of the state. The SSIP Lead presented an overview of the SSIP purpose, the model, and the major activities. The parents generated lists of outcomes they thought should be included in the plan, as well as key evaluation questions. Ideas from the parents were used in the development of the evaluation plan and evaluation questions.
- In January 2016, the AL SEAP was asked to review the draft logic model and to provide ideas for increasing community and family engagement outcomes. The external evaluator also presented preliminary data to the group. SEAP members offered ideas for the logic model, and as a result, the logic model was modified based on their feedback.
- Every month in the 2015-2016 school year, the SSIP Instructional Coaches meet with ALSDE, SES staff and Dr. Pam Howard (co-teaching consultant) to discuss SSIP progress. These day-long meetings have provided time for reflecting on the implementation of the AL SSIP model and purposeful planning for eliminating barriers. Input from the SSIP Instructional Coaches throughout the past year has helped to define all aspects of the SSIP evaluation.

The ALSDE, SES, will continue to seek input from these stakeholder groups through face-to-face meetings, WebEx meetings, e-mail, and shared reporting. The Evaluation Team will also gather feedback from parents and community members at the SSIP demonstration sites, which will be used for making any needed modifications to the evaluation plan. In addition, the ALSDE, SES, will share the plan with other stakeholder groups over the next few months, as outlined in the communication plan below.

How will stakeholders continue to be informed and provided opportunities to weigh in on the ongoing implementation of the evaluation?

The ALSDE will use a transactional model of communication that will allow 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 Core Team, followed by the Evaluation Team, spiraling to larger stakeholder groups. This process will allow for rapid corrections in activities.
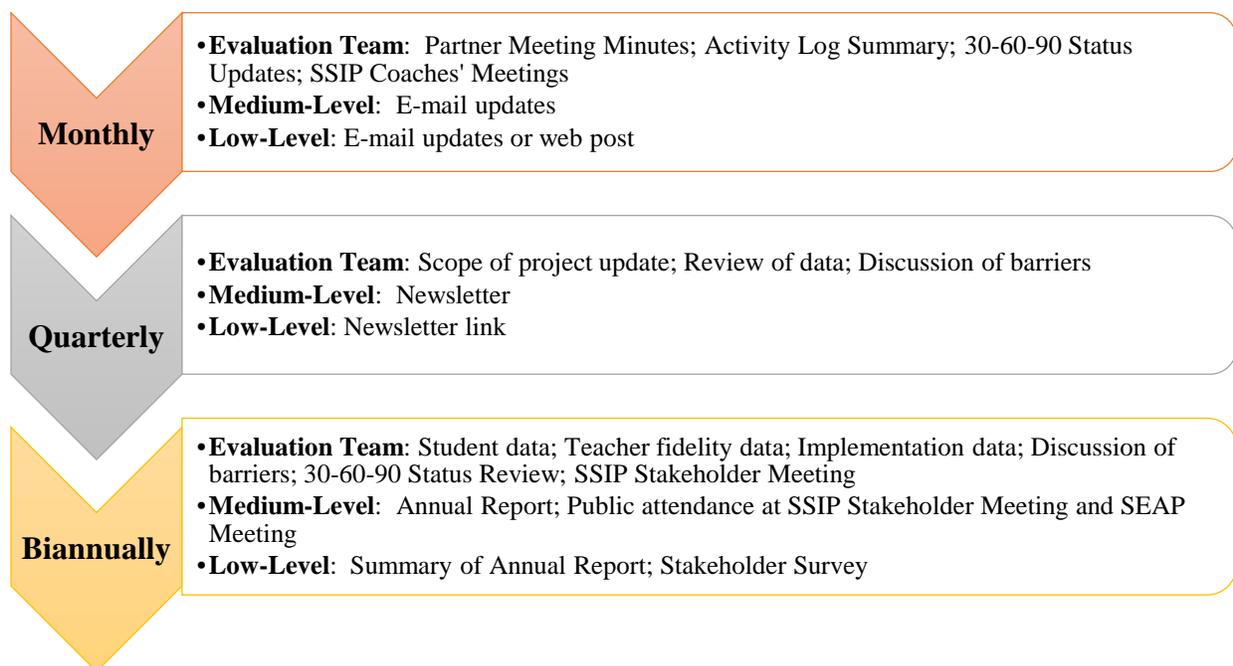
Members of the Evaluation Core Team communicate frequently, often weekly, regarding the data. Formally, the Evaluation Core Team will meet monthly via conference calls so that all parties can share progress and gather information. The Team will walk through the SSIP Activity Log data and the 30-60-90 Day Checklist to determine progress during these calls. Reviewing these data will allow the Evaluation Core Team to act on any concerns in a short timeframe.

The Evaluator will present a biannual report for the Evaluation Team and the SSIP Stakeholder Group. These meetings will ensure that the SSIP staff and stakeholders can make informed decisions about possible changes to the implementation of the activities and provide information to inform the story behind the data. Summative data will be reported annually in July, which will allow the External Evaluator to incorporate the school results into the summative results.

Members of the Evaluation and SSIP Stakeholder Groups will be responsible for communicating data and receiving feedback from assigned constituency groups. During the October 2015 SSIP Stakeholder Meeting, the Evaluation Subgroup identified a list of stakeholders and the level of information they would need to be informed: low-level of information, medium-level, or high-level (see Figure 7).

The three levels indicate the amount of information the stakeholder group would typically need. For example, community colleges in the state would receive a low-level of information, but Special Education Coordinators would receive a medium- to high-level of information. A list of the stakeholder groups and their level of communication is listed in Component #2.

Figure 7. Frequency and Type of Communication with SSIP Stakeholders

Monthly
- **Evaluation Team**: Partner Meeting Minutes; Activity Log Summary; 30-60-90 Status Updates; SSIP Coaches' Meetings
- **Medium-Level**: E-mail updates
- **Low-Level**: E-mail updates or web post

Quarterly
- **Evaluation Team**: Scope of project update; Review of data; Discussion of barriers
- **Medium-Level**: Newsletter
- **Low-Level**: Newsletter link

Biannually
- **Evaluation Team**: Student data; Teacher fidelity data; Implementation data; Discussion of barriers; 30-60-90 Status Review; SSIP Stakeholder Meeting
- **Medium-Level**: Annual Report; Public attendance at SSIP Stakeholder Meeting and SEAP Meeting
- **Low-Level**: Summary of Annual Report; Stakeholder Survey

The high, medium, and low status does not reflect the opportunity for feedback and input. As seen in Figure 7, the ALSDE, SES, will solicit input from all stakeholder groups through e-mails and meetings, as well as through stakeholder representation on the SSIP Stakeholder Group. The Evaluation Team will continue to refine the list of stakeholders and assignments for data sharing and input.

Information about the frequency of communication and data sharing can be found in the AL SSIP Evaluation Plan.

How does the evaluation measure State infrastructure changes needed to better align current initiatives identified in the infrastructure analysis conducted in Phase I?

The changes to the state infrastructure are represented in all seven of the AL SSIP strategies. Table 10 illustrates the infrastructure changes outlined in Component #1 and the corresponding SSIP coherent improvement strategies. The details for the evaluation of the improvement strategies can be found in the AL SSIP Evaluation Plan (Appendix VI).

Table 10. AL SSIP Infrastructure Changes and Corresponding Improvement Strategies

Infrastructure Change	SSIP Improvement Strategies						
	1 Co-teaching	2 PBIS	3 Implement. Science	4 Transition Sites	5 Transition Coord.	6 Project Manage.	7 Parent/ Stakeholder Collab.
Fiscal: Hire coaches for SSIP demonstration sites	X	X	X	X			
Training/TA: 12 Regional Staff to provide training and TA to LEAs	X	X	X	X			X
Interagency: Place job coaches in LEAs				X	X		
Interagency: Coordinating SITT					X		
Monitoring: Shift in ALSDE, SES role to partnership with LEAs						X	

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What are the criteria for successful implementation based on the measure(s) established (e.g., the level of proficiency on a fidelity measure)?

For each outcome, the ALSDE, SES, has established performance measures that will be tracked throughout the initiative. The AL SSIP Outcomes by Evaluation Questions and Performance Indicators table, found in Appendix V, shows the relationship of the performance measures with the strategies, outcomes, and evaluation questions.

The performance measure targets were established by:

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

Inputs from the Transition Parent Focus Group and Stakeholder Evaluation Subgroup were also taken into consideration when establishing targets and rates. The performance measure targets were discussed by the Evaluation Core Team, however the targets will be presented to the Evaluation Team and other stakeholders over the next three months. Any modifications will be made prior to the beginning of the 2016-2017 school year in August 2016.

All SSIP demonstration sites will receive copies of the performance measures and targets during summer 2016. While the AL SSIP demonstration sites are at different rates of implementation, the performance measures and targets will help to establish goals for progress.

What is the State's system for collecting implementation data and data applicable to the SIMR that yields valid and reliable data collected at regular intervals?

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

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

If the State's evaluation process is based upon a sample of the target children with disabilities then, how does the State ensure that the sample is representative of all of the children exposed to the coherent improvement strategies?

The ALSDE will examine both a sample of SWDs at the SSIP demonstration sites, as well as the population of SWDs in the state. As seen in the AL SSIP Logic Model, the SSIP is intended to

affect students, teachers, administrators, and families at the 11 SSIP demonstration sites during the first two to three years of implementation. The ALSDE, SES Evaluation Team, is collecting data on these demonstration sites in order to determine efficacy of the intervention and for sharing/marketing to other schools around the state. The data collection and evaluation activities will continue at the SSIP demonstration sites for the duration of the plan.

For the selection of the co-teaching/behavior SSIP demonstration sites, the ALSDE used the following criteria:

Table 11. AL SSIP Selection Criteria for SSIP Demonstration Sites

Selection Criteria for SSIP Demonstration Sites
1. **School-Level**: Schools with Grades 7 and 8
2. **Geographic location**: Representation from one of the 11 regions in Alabama; Mix of rural and urban districts
3. **Focus school or priority school status**: Low academic achievement performance and/or large achievement gap between SWDs and SWODs
4. **Likelihood for success**: Assessment using the State Implementation and Scaling-Up of Evidence-based Practices (SISEP) Hexagon Tool and meetings with district and school leaders to assess buy-in
5. **Parent participation**: Inclusion of a parent leader on the site's Implementation Team
6. **Varied school demographics**: School size; School resources
7. **Varied student demographic characteristics**: Percentage of students qualifying for Free and Reduced Lunch; Student ethnicity

As outlined in Component #2, two new sites will be added during the 2016-2017 school year to ensure all of regions are represented. The same selection criteria will apply for these new sites. Additionally, for the 2017-2018, the ALSDE, SES, will offer funding to selection of districts wanting to adapt the SSIP model. The SES funding will be allocated through a grant application process, and the selection of the new sites will follow the selection criteria outlined above.

Other than the focus/priority school status, the SSIP demonstration sites for the 2015-2016 school year are representative of SWDs in Alabama. The inclusion of the focus/priority school status allows the ALSDE, SES, to assist these high-need sites, as well as test the model in more challenging settings. Table 12 demonstrates the characteristics of the 10 SSIP co-teaching/behavior sites to illustrate their representativeness of SWDs in Alabama.

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

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

Table 12. Demographic Characteristics of the AL SSIP Demonstration Sites (2015-2016)

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

1 Urban and rural determination was made by examining the <u>county</u> rating from the Alabama Office of Management and Budget (OMB).

What comparison(s) will be made to demonstrate the effectiveness of the coherent improvement strategies? For example, did student results change over time (e.g. pre-post) or did results change when compared to other groups of students?

The AL SSIP evaluation for Coherent Improvement Strategies 1-4 (student-based outcomes), utilizes a between and within subjects, repeated-measures design. Figure 8 depicts the cyclical data collection for each SSIP demonstration site annually. More details of the data collection process can be found in the AL SSIP Evaluation Plan (Appendix VI).

Figure 8. Repeated-Measures Design for AL SSIP School-Based Strategies
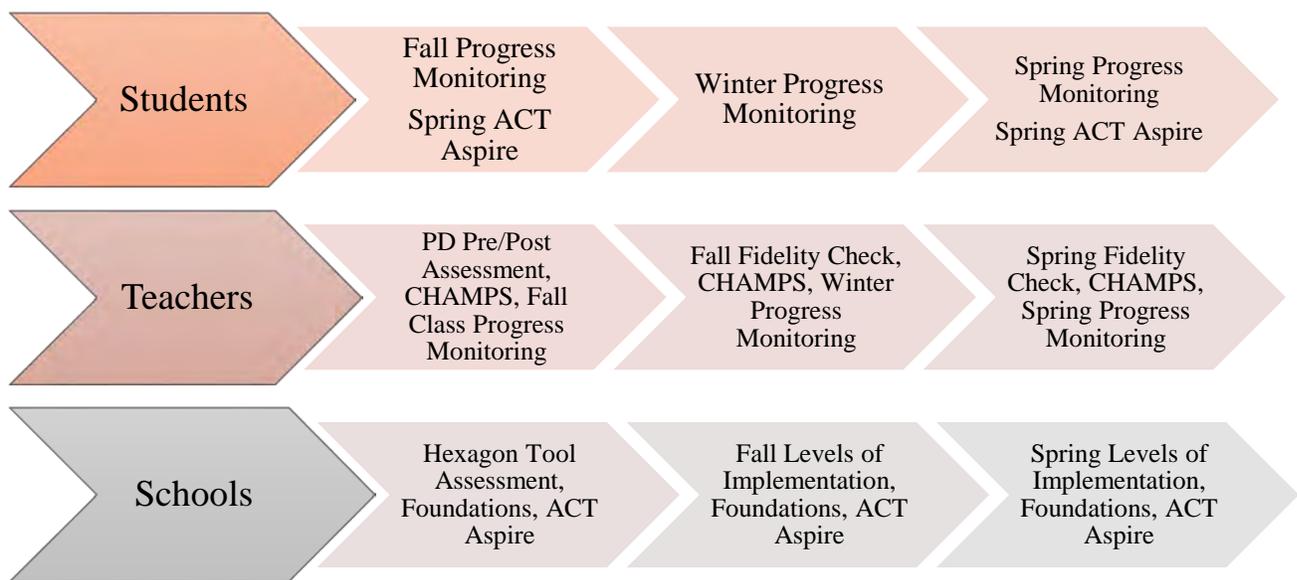
As Figure 8 shows, each student in a co-taught classroom serves as his/her own control. The students' ACT Aspire data for the prior year is compared to the score after a year in the co-taught classroom. Additionally, each school collects progress monitoring data, and while the schedules differ among districts, all SSIP districts collect progress monitoring data at the beginning of the school year, in December or January, and again in April or May. The data for each student is compared longitudinally, in order to calculate gain scores throughout a year.

Teachers complete a pre- and post-assessment for PD on co-teaching and co-planning training and a retrospective pre- and post-assessment for CHAMPS and Foundations training. The Evaluation Team is creating revised post-assessment for the co-teaching and co-planning, which will be completed before summer 2016. In addition to the pre- and post-assessments, the teachers are observed for fidelity twice a year (fall and spring) for co-teaching and CHAMPS implementation. Lastly, the students' longitudinal progress monitoring and ACT Aspire scores for each class is analyzed and reviewed.

When selecting SSIP demonstration sites, the ALSDE, SES staff and co-teaching consultants conducted assessments using the SISEP Hexagon Tool. Implementation is measured twice annually for each site using the Level of Implementation Checklist. In addition, the Safe & Civil

Schools Foundations implementation is measured at least twice a year, in November and March, using the Foundations Implementation Rubric. Using the same data collection schedule, the student ACT Aspire and progress monitoring data are reported by school.

The strategies for school-based transition activities are measured both throughout a year and annually, as shown in Figure 9. As with the co-teaching and behavior SSIP site activities, the three transition demonstration sites measure the implementation and efficacy of transition activities for students, teachers, and schools.

Figure 9. Repeated-Measures Design for AL SSIP Secondary Transition Strategies

Students	Fall Transition Survey, Prior-Spring IEP Participation	Spring Transition Survey, Spring IEP Participation	Annual IEP Participation, CBVI Participation, Graduation
Teachers	PD Post Assessment, Fall Fidelity Check	Spring Fidelity Check	Annual Fidelity Check
Schools	Prior Spring IEP Participation, CBVI Participation, Graduation Rate	Spring IEP Participation, CBVI Participation, Graduation Rate	Annual IEP Participation, CBVI Participation, Graduation Rate

As seen in Figure 9, student, teacher, and school outcomes are collected in the fall and spring. The SWDs who participate in the Transition class, will complete a Transition Concepts Student Survey (see Appendix VIII) in both the fall and spring semesters. This assessment measures IEP knowledge and self-advocacy. The participation in their IEP will also be measured on an annual basis. On an annual basis, CBVI participation and graduation rates will also be collected and reviewed. These measures will track individual-level outcomes for those students participating in the Transitions classes for a repeated-measures design.

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

In addition to the within-subjects, repeated-measures design, the AL SSIP also compares the performance of students and schools in SSIP demonstration sites to the performance of other groups. Progress monitoring and ACT Aspire scores for SWDs in the co-taught classrooms are compared to students without disabilities (SWODs) in the same co-taught classroom. The performance of SSIP schools on ACT Aspire, CBVI participation, and graduation rates are also compared with non-SSIP scores, either the performance to another school within the district,

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and/or to all other districts in Alabama. Also, when available, the progress monitoring data will be compared for co-taught classes and non-co-taught classes in the same school. These data are not available in all schools since it requires participation by other teachers; however, the data will be collected and reported when available.

AL SSIP Coherent Improvement Strategies 5-7, collaboration on transition infrastructure, project implementation and management, and parent and stakeholder involvement, are primarily assessed through the completion of activities. For Coherent Improvement Strategies 5 and 7 (transition infrastructure and stakeholder involvement, respectively), the ALSDE, SES, will measure collaboration longitudinally. The ALSDE, SES, will use a collaboration assessment administered biannually as well as the AL Stakeholder Collaboration Survey administered annually (see Appendix IX). Details for the evaluation of these strategies can be found in the AL SSIP Evaluation Plan.

How often is the data reviewed? Who is participating in the review? How are changes made to the implementation and improvement strategies as a result of the data reviews?

There are three levels of data review: 1) The SSIP Evaluation Core Team; 2) The SSIP Evaluation Team; and 3) The Stakeholder Meeting reviews.

Currently, the members of the Evaluation Core Team have frequent, usually weekly, informal conversations and meetings about emerging data, findings, and evaluation planning. Since the SSIP is closely aligned with the AL SPDG activities, the relationships among the Evaluation Core Team members have been established. The group is accustomed to working together toward program improvement. The Evaluation Core Team is comprised of the members and their associated roles in Table 13.

Table 13. SSIP Evaluation Core Team Members and Roles

Member	SSIP Evaluation Core Team Role
Crystal Richardson	SES Program Coordinator
Susan Williamson	SSIP Lead, SES Liaison
Eric Dickson	Part B Data Manager, SSIP Data Analyst
Kemeche Green	SSIP/SES Data Team Member
Theresa Farmer	Co-Teaching and Safe & Civil Schools PD Coordinator
Curtis Gage	Transition PD Coordinator
Rebecca Hardiman	SSIP Coach Representative
Parent--TBD	Parent of a transition-aged student
Jocelyn Cooledge	Evaluation Project Manager, External Evaluator

The schedule for data reviews can be found in the SSIP Evaluation Plan. While certain data, as outlined in the SSIP Evaluation Plan, are shared monthly, the Evaluation Team will review all of the available evaluation data formally twice a year (summer and winter).

Table 14. SSIP Evaluation Team Members and Roles

Member	SSIP Evaluation Team Role
Crystal Richardson	SES Program Coordinator
Susan Williamson	SSIP Lead, SES Administrator, SPDG Director
Eric Dickson	Part B Data Manager, SSIP Data Analyst
Kemeche Green	SSIP/SES Data Team Member
Theresa Farmer	Co-Teaching and Safe & Civil Schools Coordinator
Curtis Gage	Transition Coordinator
SSIP Coaches for SSIP regional sites (10)	SSIP Coach
SSIP Coaches for SSIP transition sites (3)	SSIP Coach
Jocelyn Cooledge	Evaluation Project Manager, External Evaluator
Pam Howard	Co-Teaching/Co-Planning Consultant
Sonja Hines	Andalusia City Special Education Director
Jeana Winter	AL PTI Center Director
Wanda Young	Special Education Teacher, Elmore County
Tina Sanders	Behavior Consultant

Evaluation data will also be shared biannually with the AL SSIP Stakeholders. Evaluation reports will be disseminated twice a year to the group, and the AL SSIP stakeholders will meet twice a year, once in-person in October and once through WebEx in June. Feedback from the group will be used to interpret the results and determine if additional analyses are needed.

How does the State evaluate the effectiveness of the TA and/or PD? If the TA and/or PD are determined to be ineffective, what is the process for making adjustments?

To evaluate the effectiveness of PD and coaching, the ALSDE, SES, implements the following strategies:

1. Appoint SES staff within the ALSDE to serve as SSIP PD Coordinator and to oversee PD and coaching.
2. Ensure trainers have the necessary expertise and training.
3. Confirm training is based on adult learning principles.
4. Assess PD.
5. Assess learning by PD and coaching participants.

SSIP PD Coordinators

The ALSDE, SES, has two SSIP PD Coordinators, Ms. Theresa Farmer (co-teaching and co-planning and Safe & Civil Schools activities) and Mr. Curtis Gage (secondary transition), who oversee the PD and technical assistance related to the content areas. Ms. Farmer's and Mr. Gage's training oversight duties include:

1. Working with external training consultants to develop a scope and sequence of training.
2. Meeting with the district Implementation Teams to ascertain the readiness for implementation, the requisite knowledge and experience of teachers prior to training, and the resources in place to support the sustainability of the training.
3. Overseeing the implementation of the contracts of the training consultants.
4. Attending training activities to ensure all PD is high-quality and research-based.
5. Coordinating training activities with district staff, building staff, and AL SSIP Coaches.
6. Reviewing training evaluation data with the AL SSIP Evaluator.
7. Reviewing the training evaluation data with the training consultants.

Trainer Qualifications

The ALSDE entered into contracts with the three trainers based on their prior expertise. The selection of the trainers was through a request for application (RFA) process, which included a review of the trainers' credentials.

Dr. Howard has over 20 years of co-teaching experience, was the Director of a Georgia Regional Education Lab, and has extensive training and research experience on co-teaching. Dr. Ploessl has over ten years of co-teaching experience, trains and supervises pre-service and graduate students, and has been published numerous times on the topic of online coaching and co-planning. Ms. Hamilton has been a Safe & Civil Schools trainer for over 12 years and worked as a Behavior Consultant for the Kentucky Department of Education prior to her role as a trainer.

In addition to their experience, the AL SSIP trainers received cross-training on the following topics:

- Implementation Science
- Four days of Instructional Coaching by Ann Hoffman at KU-CRL
- Evaluation and data entry systems from the AL SSIP External Evaluator
- Safe & Civil Schools/CHAMPS (for D. Ploessl and P. Howard)

The ALSDE, SES PD Coordinators will continue to oversee the qualifications and expertise of any future PD providers.

Adult Learning Principles

The AL SSIP training consultants implement PD following the Dunst and Trivette principles of adult learning (2009). Consultants Pam Howard and Donna Ploessl collaborate on their co-teaching and co-planning training curricula and aligned their training with the Dunst and Trivette principles. Consultant Laura Hamilton uses the Safe & Civil Schools training curriculum, modified to meet the individual needs of the districts.

The AL SSIP External Evaluator has reviewed the training materials and resources to determine how they aligned with the Dunst and Trivette PALS model (2009). The following strategies were incorporated into the training: Introduction, Illustration, Practice, Evaluation and Reflection.

Assessing Professional Development
The High Quality Professional Development Checklist will be used by the PD Coordinators or the External Evaluator to measure the quality of the training. If one of the domains is less than 80 percent, the results are shared with the PD provider to discuss strategies for modifying the training curriculum.

The PD Coordinators will also continue to observe over 70 percent of the training events to ensure quality of the training and adherence to evidenced-based practices.

Assessing Learning
Training participant knowledge is measured and used in three ways:

- First, participants complete a Pre-Event Evaluation assessment form. The specific measures varied depending on the topic (e.g., co-teaching, Safe & Civil Schools Foundations). Following the training, participants are asked the same questions and their results are scored to measure learning. The Pre- and Post-Event Evaluations are through SurveyGizmo and the links are sent to participants before and after the training. If scores are below 80 percent for any item, the results are discussed with the PD Coordinators and the PD providers.
- Second, the co-teaching and co-planning, CHAMPS, and secondary transition teachers are measured using observation sheets (Co-Planning Look-Fors and Co-Teaching Observation Checklist, Transitions Curriculum Checklist). These tools are collected and scored by the AL SSIP Instructional Coaches. The Coaches meet with the teachers during coaching to review the results and to develop goals.
- Third, fidelity data are collected in the fall and spring semesters. The results are shared in aggregate form with the district Implementation Teams, trainers, and AL SSIP Coaches.

The ALSDE, SES, has experience in reviewing and using its training and fidelity data. For example, during one on-site fidelity check for the state's SPDG project, the results showed low fidelity in the classroom culture/parity, co-planning, and implementation of the models of co-teaching. The results were used to develop a new training in the site that reviewed the co-teaching content and strategies for co-planning. The training was attended by both the current co-teaching dyads as well as those teachers who would be co-teaching in the following year. The ALSDE, SES, will continue to use these same steps for AL SSIP training.

What is the process the State will use to make modifications to the SSIP as necessary?

Following the Policy Enables Practices – Practice Informs Policy (PEP-PIP) cycle (see Figure 10), the ALSDE recognizes the importance of seeking continuous feedback in order to make programmatic and policy changes based on data. The feedback activities included in every objective allows for evaluation data to be formally reviewed by the SSIP Evaluation Team. Through this evaluation review, the results will be used to generate ideas for improvements, suggesting alternative ways to examine the data, and discuss necessary programmatic or policy changes that may be warranted. When the AL SSIP demonstration sites begin scaling-up, the implementation of the PEP-PIP improvement cycle will become more critical.

Figure 10. Policy and Practice Feedback Loops for Modifying Implementation
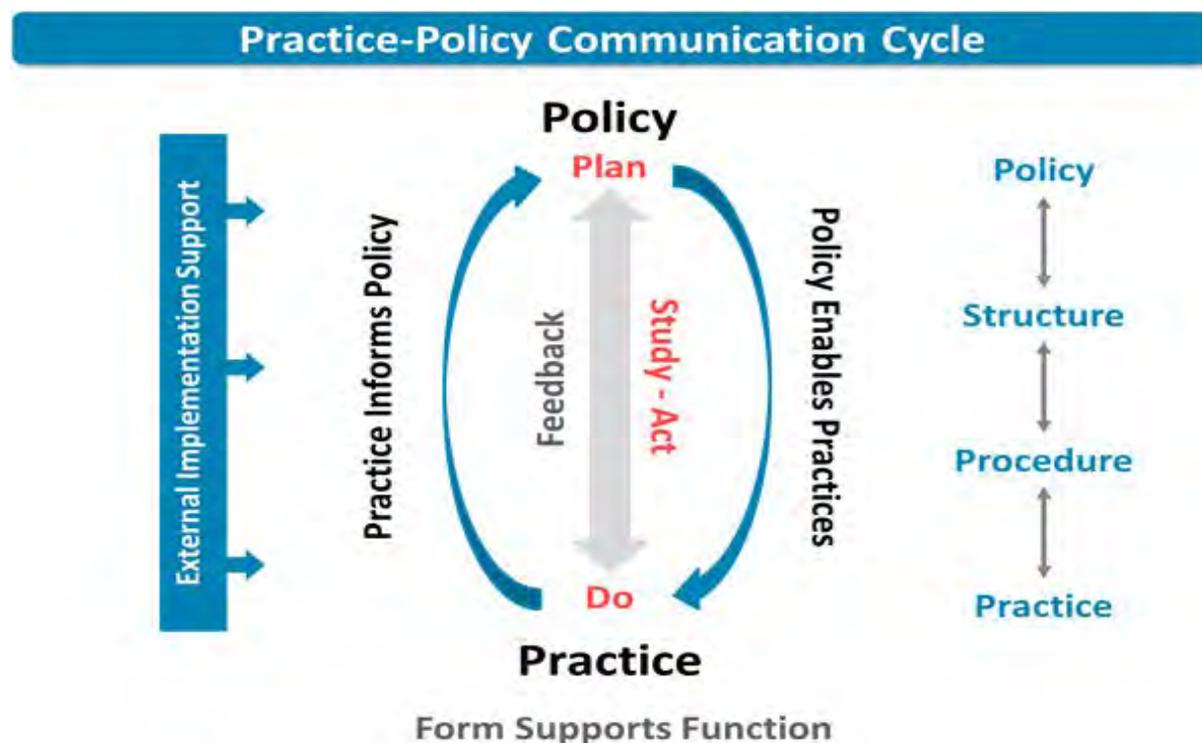
(SISEP, 2016)

Members of the Evaluation Team will remain informed about practices at the SSIP demonstration sites (Coherent Improvement Strategies 1-4) and the collaboration/infrastructure activities (Coherent Improvement Strategies 5-7). The improvement cycle will be a continuous process as data are reviewed by the Evaluation Core Team on a monthly basis. Additionally, the SSIP Evaluation Team will conduct a formal review of any recommendations for new policies and new policies that may affect practices on a biannual basis. Any changes to the practices or policies will be communicated to the appropriate stakeholders and/or PD recipients.

Based on feedback from the practices, new policies may be created. For example, the Transition Parent Focus Groups provided data about the limitations of the graduation pathways for SWDs.

These data, in conjunction with other input, led to a policy change in the graduation pathways. Following the policy change, the Transition Specialist presented the change at the next annual Transition Parent Focus Group in order to inform the parents about the change.

List of Tables and Figures

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Appendices

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Appendix I

AL SSIP Middle Schools Demonstration Sites Project:
An Overview

AL State Systemic Improvement Plan (SSIP)

Middle Schools Demonstration Site Project:

An Overview

Created September 2015

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Braiding Alabama State Department of Education Initiatives to Improve Results for Students
with Disabilities

Description of Need: The Alabama State Department of Education (ALSDE), Special Education Services (SES), has collected and analyzed performance data for students with Individualized Educational Programs (IEP) over the past several years. Analysis of this trend data indicate that about 85% of students with disabilities (SWD) are placed in general education environments for more than 80% of the school day [Annual Performance Report (APR) FFY 2012], yet proficiency data for SWD have remained relatively static within the 40% range for the last few years. The trajectory from 2008-09 (40.00%) to 2012-13 (48.67%) showed slightly positive gains in reading for the aggregate of grades 3-8 and one high school grade (i.e., 9th). The current overall performance for students with IEPs in reading and mathematics were reported in the FFY 2012 APR at 48.67% and 47.25% proficient, respectively [Source: Alabama Reading and Math Test (ARMT), SY 2012-2013.]

Although the gains in achievement are encouraging, the current growth trajectory remains too flat to achieve the aggressive growth needed to close the gap in achievement and graduation rates within the foreseeable future. When these data are further analyzed by grade level, it becomes apparent that the middle school grades in both reading and math proficiency experience substantial drops in proficiency beginning in the sixth grade, although the performance reported for Grade 8 reading (37.24%) for FFY 2012 is higher than the mathematics performance of 37.08% proficient. Given that these students are predominantly educated within the general education classrooms, it appears that they may not be receiving appropriate supports through supplementary aids and services from special education teachers and general education personnel to support and improve their proficiency. The low achievement at the middle school levels are particularly troubling, given it is in these grades that many students, especially those with IEPs, make the decision to leave school without a diploma. These decisions negatively impact graduation rates for the state, may diminish the students' potential post-school outcomes, and greatly increase the chances that the students will live in poverty and/or experience other negative social risks, such as incarceration.

Proposal for Action: In order to provide effective, evidence-based technical assistance consistent with the body of knowledge and research related to the Implementation Science Framework [Fixsen & Blase, 2005; National Implementation Research Network (NIRN) http://nirn.fpg.unc.edu/], the SES section of the ALSDE proposes to implement an ongoing initiative that utilizes the existing state infrastructure of eleven regional in-service centers and

the Regional Planning Teams (RPTs), as specified in the design requirement of the State Systemic Improvement Plan (SSIP) as part of the FFY 2013-18 State Performance Plan/Annual Performance Report (APR). The structure of the SSIP, as proposed by the ALSDE, braids the SSIP components with the existing initiatives of the State Personnel Development Grant (SPDG), and the approved application of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver, which reflects Alabama's Plan 2020.

This initiative is designed to provide one on-site Instructional Coach to work in each region (with two for Region 11), or a total of twelve Instructional Coaches, to provide evidence-based professional development (PD) on collaborative school environments, co-teaching, and co-planning to special and general education teachers and staff in assigned middle schools within the region. In addition, follow-up coaching will be provided with specific emphasis on improvement in literacy/reading instruction. The Instructional Coaches for the demonstration sites will also attend each RPT and other regional meetings. Moreover, the Instructional Coaches will work with other state initiatives, such as the Alabama Reading Initiative (ARI), as appropriate, to provide information/resources on evidence-based practices that improve reading instruction for middle school students.

Each assigned Instructional Coach will participate in training on evidenced-based practices such as implementation science (Fixen et al., 2005), instructional coaching (Knight, 2007), co-teaching (Friend & Cook, 2013), co-planning (Ploessl et al., 2010) and positive behavioral management (Sprick, 2009) by attending training offered by the SPDG through its Project Closing the Gap (CTG): Goal 2. Following the first year of implementation, each demonstration site will offer visitation opportunities to other school systems within the region, thereby expanding the scope of the project over the next few years.

Criteria for Instructional Coaches: Applicants for the position of Instructional Coaches for the SSIP must possess classroom and administrative experience with expertise in working with administrators and teachers at the middle school level. Applicants are to be retired personnel who have been employed in Alabama school systems.

Alabama State Systemic Improvement Plan (SSIP) Demonstration Site Project Model: The graphic representative (see below) illustrates the variables that comprise the SSIP or Creating Effective Inclusive Environments (CEIE) demonstration project:

ALABAMA STATE SYSTEMIC IMPROVEMENT PLAN MODEL

Closing the Gap: Improving Literacy and Mathematics Outcomes for Students with Disabilities

©Fixsen & Blasé, 2008
Alabama graphic adapted from Knight (2007)

Sites and Coaching Status: Beginning December 2014, middle school demonstration sites in several in-service regions were identified and selected and Instructional Coaches were employed. The Instructional Coaches received training on implementation science (Fixen et al., 2005), instructional coaching (Knight, 2007), co-teaching (Friend & Cook, 2013), co-planning (Ploessl et al., 2010) and positive behavioral management (Sprick, 2009) to prepare them for their ongoing duties for (a) working with administrators and coaching teachers in the demonstration sites on the implementation of evidence-based practices, and (b) using formative assessment data to inform student progress. During the Spring of 2015, the Instructional Coaches began working with the school site's Implementation Teams and the ARI District coaches for the establishment and roll-out of the demonstration sites customized to address the needs for each specific school. Full implementation of the demonstration sites is slated to begin in Fall 2015 and visits to be encouraged during Spring 2016. Ongoing identification efforts are being continued in other regions to ensure appropriate selection of sites to ensure future sites have concurrent academic needs, as well as administrative support for transformational change.

Example Letter to Selected School Systems:

To: Selected Special Education Coordinators

From: Crystal Richardson, Program Coordinator, Special Education Services (SES)

Re: Participation in the State Systemic Improvement Plan (SSIP) Demonstration Site Project

Alabama is developing a network of Middle School Demonstration Sites pursuant to 20 U.S.C. 1416(b)(1)(C) of the Individuals with Disabilities Education Act (IDEA) requirement that each state must submit a new Part B State Performance Plan (SPP) that includes a new Indicator 17, the State Systemic Improvement Plan (SSIP) that is part of OSEP's Results-Driven Accountability (RDA) Framework. The SSIP must identify coherent improvement strategies to improve outcomes for students with disabilities and this identification must be based upon a detailed data analysis. The Alabama State Department of Education (ALSDE), Special Education Services, has collected and analyzed performance data for students with IEPs over the past several years. The results of this analysis indicate that the identified improvement area for Alabama's SSIP is the subject area of reading, specifically at the middle school level.

We are pleased to inform you that _____ Middle School in your LEA has been selected to participate as the SSIP Demonstration Site for Region _____. The remainder of SY 2014-2015 will be used for training and preparation for full implementation of this project beginning with SY 2015-2016.   Please mark your calendars now for _____ to attend the first training event for the SSIP Demonstration Sites. There is no cost for this training and all attendees will be reimbursed travel expense according to state rules and regulations. Payment for substitutes for teachers attending the SSIP Demonstration Site training will be reimbursed to LEAs after submission and processing of appropriate documentation.

This training will be held in Montgomery at the Alabama Public Library System (APLS), located at 6030 Monticello Court, in the Tallapoosa Room. Each Demonstration Site is being allocated space for one special education coordinator and six school team members to include up to two administrators from the school site, at least two participating general and special education teachers, and any other relevant team members, as designated by the LEA. A registration link will be sent to you during mid-January in order to register all attendees for the sessions.
(a) _____(Collaboration, Co-teaching/Co-planning) School Team Planning with Instructional Coach for remainder of year; planning for full implementation in SY 2015-2016; and
(b) _____CHAMPS Training (Provided by Safe and Civil Schools Certified Trainer).

We are looking forward to seeing you and your team members at our initial training session! Should you have additional questions, please contact Susan Williamson at swilliamson@alsde.edu or by telephone at (334) 242-8114.

As stated above, each assigned Instructional Coach will participate in training on Implementation Science (Fixen et al., 2005), Instructional Coaching (Knight, 2007), co-teaching and co-planning (Friend & Cook, 2013; Ploessl et al., 2010), and positive behavioral management (Sprick, 2009). Brief descriptions can be found below.

Implementation Science: A brief overview

The National Implementation Research Network (NIRN) [Fixen et al., 2005; National Implementation Research Network (NIRN) http://nirn.fpg.unc.edu/], analyzed over 30 years of empirical literature on the implementation of innovations and interventions in education, business, and other fields. A framework for effective implementation was identified, as well as developmental stages of implementation. Implementation was defined as:

> A specified set of activities designed to put into practice an activity or program of known dimensions….implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the ''specific set of activities'' (Fixen et al. , 2005, p. 5).

The network [Fixen et al., 2005; National Implementation Research Network (NIRN) http://nirn.fpg.unc.edu/] recognized that the science of intervention related to developing evidence-based practices had improved through the use of manuals that clarified interventions, and fidelity measures. A conceptual framework was created to guide effective organizational implementation of a specified intervention model while asserting that effective implementation requires careful consideration of (a) core intervention components, (b) core implementation components, and (c) stages of implementation. (See below).

Core Intervention components:
(1) clear definition of the model,
(2) characteristics of the target population and how the chosen model addresses them,
(3) alternative models for addressing that population and why those alternatives were not selected,
(4) theory base of the chosen model, and
(5) chosen model's theory of change.

Core Implementation components:
(1) organizational context and readiness,
(2) facilitative administration (structures and practice),
(3) systems level interventions to support direct service,
(4) model fidelity assessment in direct service and within the organization,
(5) staff selection and training,

(6) staff coaching and supervision, and

(7) selection of purveyors who provide consultation and training that supports these drivers of program implementation.

Stages of Implementation:

The network [Fixen et al., 2005; National Implementation Research Network (NIRN) suggested the implementation of an intervention model is not an event, but a two to four year process. Stages and drivers are not linear or separate; each is embedded in the other in interesting combinations. Outcomes are processed throughout the implementation stages:

(1) Exploration Stage,

(2) Installation Stage,

(3) Initial Implementation Stage, and

(4) Full Implementation Stage.

Instructional Coaching: A brief overview

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

- *Marketing their services*: Instructional coaches hold brief meetings with [implementation] teams or teachers to explain goals, interventions/practices, and the support they can provide. They allow time for questions and provide a means for teachers to indicate they are interested in working with the coach.
- *Analyzing needs of teachers*: Instructional coaches meet with teachers at convenient times to identify the most pressing needs and to discuss possible evidenced-based interventions that might help address those needs.
- *Observing classes*: Instructional coaches observe classes being taught by the collaborating teachers to note the overall progress.
- *Collaborating on interventions*: Together, instructional coaches and teachers identify the most pressing needs. When necessary, instructional coaches and teachers collaborate to develop an [action] plan for implementing the chosen instructional method.
- *Modeling*: As teachers observe, instructional coaches may demonstrate how the new intervention should be implemented. In some cases, instructional coaches provide

checklists or some other form of observation tool so teachers know to watch for specific teaching behaviors.

- *Providing a loop of feedback-modeling-observing-feedback*: The nature of the instructional coaching process allows for continuous communication. After the observations, instructional coaches meet with teachers to discuss how the teachers implemented the intervention. Coaches provide validation along with suggestions for improvement. The communication may continue with the instructional coach modeling, observing, and providing more feedback depending on the needs of the teacher.
- *Building networks for change*: Instructional coaches work with groups to establish [implementation] teams or professional learning communities that may pave the way for interventions to be implemented consistently.

Instructional coaching is about improving instruction by understanding the complexity of helping adults, embracing partnership principles, and using a coaching cycle (Knight, 2014). Cornett and Knight (2009) indicated

- teachers were more likely to implement a new intervention/strategy when supported by an instructional coach after attending an afterschool workshop compared to only attending an after-school workshop;
- teachers used the new intervention/strategy at a higher quality when supported by instructional coaching as opposed to only attending the workshop;
- teachers self-selected to implement a new intervention/ strategy at a higher quality when supported by instructional coaching over teachers who only attended the workshop; and
- effect size of instructional coaching on quality implementation of new teaching practices was large.

Co-teaching and Co-planning: A brief overview

Friend and Cook (2013, p. 163) defined co-teaching as "two credentialed/licensed professionals— two teachers (e.g., GE and SE teacher who may be highly qualified only in special education or in special education, as well as in the academic area); a teacher and a related services professional (e.g., a teacher and a speech/language therapist, or a teacher and an occupational therapist); or a teacher and another specialist (e.g., a teacher and a literacy coach, or a teacher and an ESL teacher)...para-professionals and other adults who work in a classroom (e.g., community volunteers, practicum students) generally should provide support, not co-teaching." Friend and Cook (2013) suggested six approaches to co-teaching:

Small group based approaches:

- *Station Teaching*: The co-teachers divide the content to be delivered, and each takes responsibility for part of it. The class is divided into groups. At one time, one group may work independently, but eventually, all groups participate in each station.
- *Parallel Teaching*: The class is purposively divided into two groups. The co-teachers deliver the same content, albeit it may be using a different teaching method, to half of the class.
- *Alternative Teaching*: One co-teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich content. The other teacher instructs the large group. The presentation methods vary based on the needs of the students.

Whole group based approaches:

- *Teaming*: This is implemented in a whole group setting where both co-teachers share the instruction of students. They may take turns leading a discussion or demonstrating concepts or learning strategies. This approach may also include modeling for such things as appropriate questioning or conflict resolution.
- *One Teach-One Assist*: This is usually implemented in a whole group setting where both co-teachers are present. One teacher, often the general educator, takes the lead while the other teacher drifts around the room assisting students as needed.
- *One Teach-One Observe*: Typically, a whole group setting where both teachers are present. Most often, the general education teacher takes the lead and the special education teacher observes students while collecting data.

Since co-teaching can have many variables (e.g., teaching styles, teaching experience, personalities, different practices being implemented), the practice is often difficult to research. Fortunately, some researchers have been able to work through many of those variables to provide evidence that effective co-teaching can improve student outcomes on several levels:

- All students in co-taught classes generally outperformed students in solo-taught classes on unit tests and cumulative post-tests (McDuffie, Mastropieri, & Scruggs, 2009).
- Students with disabilities (SWD) in co-taught classes significantly increased in achievement on standardized tests from the prior to co-teaching (Hang & Raben, 2009).
- SWD (grades 3-8) improved in reading and math on statewide assessments over several years (Walsh, 2011).
- SWD in four California districts with strong collaborative practices accomplished unusually strong academic performance when compared to other school districts in that state (Huberman, Naro, & Parrish, 2012).
- SWD maintained higher academic engagement and on-task behaviors and both teachers were able to manage behaviors (Weichel, 2001).

- All students…more individual attention, on-tasks behaviors, and interaction with teachers (Murawski, 2006; Zigmond, Magiera, & Matta, 2003).
- SWD improved social skills, self-concept… stronger peer relations were created (Bahamonde & Friend, 1999).
- SWD had more positive attitudes and interactions with typical peers…were provided role models for behavior and learning…were exposed to higher level concepts (Murawski, 2006).
- Co-Teachers use more differentiated instructional groups, hands-on activities, and flexible assessments (Murawski, 2006; Murawski & Dieker, 2004).
- Much research has described the benefits of co-teaching, including opportunity for the different instructional strategies that can target the diverse needs of students in inclusive settings (Scruggs, Mastropieri, & McDuffie, 2007).

Co-planning involves two teachers (a co-teaching dyad) who will be teaching together using some of co-teaching approaches by Friend and Cook (2013) to decide what the content of the lesson will be and how they will provide instruction to meet the needs of all students in the classroom including academic and behavioral accommodations, as well as specially designed instruction. However, the lack of common planning time has been shown to be the most common concern among co-teaching dyads (Friend & Cook, 2013; Vannest & Hagen-Burke, 2010) and the biggest challenge for those teachers, as well as their administrators is the arranging that common planning time (Dieker & Murawski, 2003; Kilanowski-Press, Foote, & Rinaldo, 2010; Pearl, Dieker, & Kirkpatrick, 2012).

If no common planning time is available, this will limit the effectiveness of the co-teaching experience (Dieker, 2008). Co-teachers need to schedule regular and consistent times to plan, commit to the planning process (at least a minimum of 10 minutes per daily lesson to plan), avoid beginning the planning session with kid specific issues (e.g., the latest mischief), and focus on planning lessons for all students. Ploessl et al. (2012) indicated co-teachers may need visual prompts to consider how their roles and responsibilities should change throughout the lesson and has created co-planning forms to assist the co-teachers in doing such. These co-planning forms and the method for using them can be demonstrated in short professional development sessions.

Positive Behavioral Intervention Supports (PBIS): A brief overview

CHAMPS (Sprick, 2009) is a program designed and developed by Safe & Civil Schools to help teachers develop an effective classroom management plan that is proactive, positive, and instructional. The CHAMPS approach is based on the following principles or beliefs (STOIC):

(a) **S**tructure the classroom,

(b) **T**each behavioral expectations,

(c) **O**bserve and supervise,

(d) **I**nteract positively, and

(e) **C**orrect fluently.

The instructional coaches, administrators, and teachers involved in the SSIP Demonstration Site Project all receive professional development by trainers certified by Safe & Civil Schools. During professional development sessions, participants learn how to:

- establish a vision for their classrooms,
- organize classrooms for student success,
- prepare for the first month of school,
- specify classroom behavioral expectations,
- motivate even the most uncooperative students,
- monitor and revise classroom behavioral plans, and
- correct specific misbehaviors.

Example of SSIP Demonstration Site Project Memorandum of Understanding (MOU):

Memorandum of Understanding (MOU)
Alabama State Department of Education
Special Education Services
Special Education State Systemic Improvement Plan (SSIP) Demonstration Site Project
_____**School System**

_____School System Contacts:

1.   Signature*: _____

    Date: Title: Superintendent

2.   Signature*: _____

    Date: Title: Special Education Coordinator

3.   Signature*: _____

    Date: Title: Middle School Principal

4.   Signature*: _____

    Date: Title: Special Education Teacher

5.   Signature*: _____

    Date: Title: General Education Teacher

A signature indicates: _____ School System commitment to support and implement SSIP Demonstration Project goals and activities described within this Memorandum of Understanding (MOU).

ALSDE Contact:
 Theresa Farmer

SSIP Instructional
Coach:

        Date: _____

SSIP Project Introduction
The Alabama State Department of Education (ALSDE), Special Education Services (SES), State Systemic Improvement Plan, is an ongoing project that utilizes the existing state infrastructure of eleven regional in-service centers and the Regional Planning Teams (RPTs), as specified in the design requirement of the State Systemic Improvement Plan (SSIP) as part of the FFY 2013-18 State Performance Plan/Annual Performance Report (APR). The structure of the SSIP, as proposed by the ALSDE, braids the SSIP components with the existing initiatives of the State Personnel Development Grant (SPDG), and the approved application of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver, which reflects Alabama's Plan 2020.

_____ Middle School is the selected SSIP Demonstration Site for Region _____. The remainder of school year (SY) _____ will be used for training and preparation for full implementation of this project beginning the second semester of SY _____. The ALSDE assigns SSIP Instructional Coaches to each site. Currently, _____ is the SSIP Instructional Coach assigned to provide support to Region _____ and _____Middle School.

Purpose and Scope
This Memorandum of understanding (MOU) will identify roles and responsibilities related to the ALSDE SES SSIP Demonstration Site Project and _____ School System. The overall project period for the project is in accordance with the Office of Special Education Programs (OSEP). The time period specific to this MOU is _____ (date) to _____ (date). Any changes in personnel will be included as a partner during the duration of this MOU.

Duration of Understanding
The terms of understanding identify the roles and relationship of the renegotiation terms on an annual basis. For this agreement, the project year is _____(date) through _____(date).

The ALSDE SES agrees to:
- Establish an ALSDE SES SSIP Implementation Team to collaborate with _____School System to support a Region _____SSIP Demonstration Site at _____Middle School. The SES SSIP Demonstration Site Implementation Team will include:
  - Crystal Richardson, ALSDE SES Coordinator
  - Susan Williamson, ALSDE SES Administrator
  - Theresa Farmer, ALSDE SES Education Specialist
  - _____, ALSDE SES Education Specialist
  - _____, ALSDE SES Education Specialist
  - _____, Instructional Coach for Region _____
- Provide funding to assist District and Building level Implementation Teams with establishing a SSIP Demonstration Site at _____Middle School, as approved by the SES Coordinator.
- Provide funding for ALSDE SES support personnel which includes, but is not limited to:
  - _____, Instructional Coach for Region _____,
  - SES Region _____Support Staff,
  - ALSDE SES/SPDG Staff, and
  - ALSDE SPDG Consultant
- Provide funding to support training and preparations for full implementation of this project, as approved by the SES Coordinator.
- Provide funding for travel and process travel claims, in accordance with state rules, regulations, and

rates, for SSIP supported activities outside of the school system, as approved by the SES Coordinator.
- Provide funding for expert and/or sole source consultants to offer specialized professional development and technical assistance to support SSIP Demonstration Sites.
  -Implementation Science and creating Implementation Teams
  -Evidence-based Professional Development
  -Co-teaching Connection Dr. Marilyn Friend

The ALSDE SSIP Instructional Coach agrees to:
- Participate in evidenced-based technical assistance training consistent with the body of knowledge and research related to the Implementation Science Framework (NIRN) (Fixen et al., 2005).
- Participate in training on evidence-based practices including Implementation Science (Fixen et al., 2005), instructional coaching (Knight, 2007), co-teaching and co-planning (Friend & Cook, 2013; Ploessl et al., 2010), and positive behavioral management (Sprick, 2009) in concert with training offered by the SPDG through the Project Closing the Gap: Goal 2.
- Participate in the ALSDE SES, School System, and Building Implementation Team meetings.
- Facilitate and assist the middle school demonstration site Implementation Teams with funding and/or resource decisions.
- Assist School System and Building Implementation Teams with SSIP Demonstration Site logistics such as:
  -designing a Demonstration site timeline and/or logic model,
  -participating in SSIP Demonstration Site activities required by ALSDE SES,
  -developing a monthly calendar indicating tentative activities related to PD and TA such as meetings with the SSIP Demonstration Site Project School System and Building Implementation Teams, administrators, coaches, school system representatives and/or other personnel relevant to the project's goals and activities, and
  -creating and submitting sign-in sheets for approved PD (Please email documentation to ALSDE SES staff member, Theresa Farmer at tfarmer@alsde.edu .)
- Participate in data collection regarding project related PD, TA, co-planning, co-teaching, consultation, and co-teaching implementation activities.
- Participate in collecting, submitting and reporting student outcome data results as required by ALSDE SES according to agreed-upon timelines.
- Provide evidence-based TA consistent with the body of knowledge and research related to the Implementation Science Framework (Fixen et al., 2005).
- Provide evidence-based PD and instructional coaching in collaborative school environments, co-teaching, and co-planning to special and general educators, as well as staff.
- Provide follow-up instructional coaching with specific emphasis on improvement of reading and/or mathematics instruction.
- Attend Regional Planning Team (RPT) meetings and other regional meetings.
- Collaborate with other state initiatives such as the Alabama Reading Initiative (ARI) and Alabama Math Science and Technology Initiative (AMSTI), as appropriate, to provide information/resources on evidence-based practices that improve reading and mathematics instruction for all students in middle school.

The _____**School System agrees to:**

- Establish both a System and Building SSIP Implementation Team to collaborate with the assigned instructional coach and ALSDE SES SSIP Implementation Team to prepare for readiness of a demonstration site by January 2016. Team members will participate in an Implementation Science Professional Learning Community conducted by ALSDE staff and/or ALSDE SPDG consultant(s). Active Implementation Teams will serve three key functions
  -ensure implementation,
  -engage the community, and
  -create hospitable environments.
- Ensure the System Implementation Team includes:
  -System Superintendent
  -System Special Education Director/Coordinator
  -System Assistant Superintendent
  -System Director of Curriculum and Instruction
  -School Principal
  -Assigned SSIP Instructional Coach
  -ARI Instructional Coach (if possible)
  -School Special Educator
  -School General Educator
  -Other relevant members
- Ensure the Building Implementation Team includes:
  -System Special Education Director/Coordinator
  -School Principal
  -Assigned SSIP Instructional Coach
  -ARI Instructional Coach (if possible)
  -Selected School Special Educators
  -Selected School General Educators
  -Selected Parent Representative
  -Other Relevant members
- Collaborate with and assist the assigned SSIP Instructional Coach with coordinating SSIP Demonstration Site Project logistics which includes the submission of an Action Plan submitted by _____(date) and includes:
  -detailed timelines leading to readiness for becoming a demonstration site by _____(date),
  -detailed plans for co-teaching as a service delivery approach (Friend & Cook, 2013) to insure all grade levels at _____Middle School have at least one co-taught class in English language Arts (ELA);
  -scheduled and protected co-planning time for each grade level at a minimum of one hour per week, per co-taught class;
  -intentional scheduling (Mapping: scheduling for students with disabilities) to insure maximizing current resources;
  -implementation of the CHAMPS program (Safe & Civil Schools) (Sprick, 2009) in the relevant classrooms in the middle school feeder pattern;
  -implementation of an evidenced-based/researched-based reading intervention/program for identified students in an effort to close the achievement gap in reading.

- Participate in data collection regarding SSIP PD, TA, co-planning, co-teaching, consultation, and co-teaching dyad implementation dyads.
- Provide student outcome data results as required by ALSDE SES according to the agreed-upon timelines.
- Participate in PD activities coordinated by the assigned SSIP Instructional Coach (e.g., seminars, webinars, conferences/conventions, meetings, trainings) designed to support SSIP Demonstration Site goals and outcomes.
- Participate in monthly and/or bi-monthly meetings to address:
  -assessing and creating ongoing "buy-in" and readiness,
  -installing and sustaining Implementation Drivers (NIRN) (Fixen et al., 2005),
  -monitoring implementation of evidence-based practices and related outcomes,
  -monitoring timelines and Action Plans, and
  -solving problems and building sustainability.
- Participate in at least one SSIP Demonstration Site observation per quarter and provide post-observation feedback during the regularly scheduled meetings.
- Offer visitation opportunities following the first year of implementation) to other school systems with the region, thereby expanding the scope of the project over the next few years.
- Enter site PD activities into STIPD.

Mutual Agreement:
All partners commit to attend scheduled meetings (quarterly and as needed) and if necessary nominate a proxy.

SSIP Demonstration Site Project
Cascading Logic and Site Action Plan

Input/How	Desired Output/What	Specific Documentation/ Product	ACTIONS	TIMELINES	PERSON(s) RESPONSIBLE
1. <u>STUDENTS</u>: How will students benefit? a. Teachers' consistent use of effective positive behavioral intervention and supports (PBIS) [i.e., CHAMPS (Sprick, 2007)] with high fidelity as intended. b. Co-Teachers' consistent use of effective co-planning with high fidelity as intended (Ploessl et al., 2010). c. Teachers' consistent use of effective co-teaching approaches with high fidelity as intended (Friend & Cook, 2013).	**(The Ultimate Goals)**: a. Documentation of improved outcomes of student classroom behavior. b. Documentation of improved student academic outcomes by students with and without disabilities.				

2. <u>TEACHERS:</u> How will teachers be supported?
a. System Implementation Team support provided to teachers involved in the demonstration site project.
b. School Implementation Team support provided to teachers involved in the demonstration site project.
c. Assigned SSIP Instructional Coaches support provided to teachers involved in the project for the purpose of becoming a regional demonstration site for co-planning, co-teaching approaches, and positive behavioral classroom management (CHAMPS):
    1. Facilitation of Implementation Team meetings;
    2. Creation of a collaborative culture with the Implementation Teams and all stakeholders;
    3. Implementation of effective communication tools for the
	a. Documentation of consistent use of CHAMPS in the classroom with high fidelity to the program as intended.
	b. Documentation of consistent use of effective co-planning with high fidelity to the innovation as intended.
	c. Documentation of consistent use of effective co-teaching approaches with high fidelity to the approaches as intended.
	d. Documentation of permission by the teachers for their classrooms to become demonstration sites for state and regional educators as examples of effective implementation of
	    1. CHAMPS,
	    2. Co-planning, and
	    3. Co-teaching approaches
	e. Documentation of teachers' permission for regional educators to visit (remotely and physically)				

Implementation Teams and all stakeholders; 4. Coaching of co-teaching dyads based on effective coaching principles (Knight, 2007); 5. Coaching of co-teachers for co-planning and co-teaching approaches with embedded specially designed instruction (SDI) for students with disabilities (SWD) (Friend & Cook) 6. Facilitation of the mapping of the master schedule process in order to create a conducive schedule for co-planning and co-teaching to embed SDI for SWD; 7. Establishment of site readiness for demonstration status; 8. Facilitation of the communication to regional support staff of the readiness for use as a demonstration site; 9. Facilitation of visits to the demonstration sites	classrooms.				

(remotely and physically); 10. Attendance at regularly scheduled meetings for SSIP Instructional Coaches, ALSDE staff, and consultants; 11. Attendance at professional development sessions as determined by the ALSDE staff; 12. Facilitation of the gathering of the documented evidence and data necessary to measure effectiveness of the project; 13. Facilitation of a collaborative partnership between system, school and state instructional technology personnel; d. Teachers involved in the demonstration site project provided PD by trainers for the CHAMPS program. e. Teachers involved in the demonstration site project provided PD on co-planning f. Teachers involved in the demonstration site project provided PD on co-teaching				

3. <u>IMPLEMENTATION TEAMS (System and School Levels):</u> How will System and school implementation teams be supported? a. System Implementation Teams supported through the assigned SSIP Instructional Coaches. b. School Implementation Teams supported through the assigned SSIP Instructional Coaches. c. Implementation teams supported via an Action Plan for addressing barriers facilitated by the SSIP Instructional Coach.	a. Documented effective System Implementation Team created to support teachers in collaborating with assigned SSIP Instructional Coach and ALSDE to support activities. b. Documented effective School Implementation Team created to support teachers in collaborating with the assigned SSIP Instructional Coach and ALSDE staff to support activities. c. Documented Action Plan d. Documented timeline for the full implementation of the Demonstration Site developed under the guidance of the SSIP Instructional Coach; e. Documentation of selected school personnel for participation in activities (e.g., seminars, Webinars, conferences, meetings, PD sessions, and trainings), designed to support Demonstration Sites' goals and outcomes				

	under the guidance of the SSIP Instructional Coach; f. Documented Monthly Claims for Contract Reimbursement under the guidance of the SSIP Instructional Coach;
	g. Documentation/ evidence of Demonstration Site activities required by ALSDE Special Education Service (SES) under the guidance of the SSIP Instructional Coach:
	    1. Monthly calendars indicating tentative activities related to PD, TA, or Team meetings;
	    2. Meetings notes/ communication logs with the Implementation Teams other personnel relevant to SSIP goals and activities;
	    3. Completed Sign-in sheets for approved PD emailed to SPDG staff member T. Farmer
	    4. Completed Substitute Verification Forms for activities relevant to SSIP goals and activities as per			

	SES template; 5. Documentation of travel reimbursement in accordance with ALSDE policies and procedures; h. Documentation of student outcome data collected, reported, and submitted as required by ALSDE SES according to agreed-upon timelines; i. Documented data regarding PD, TA, co-planning, co-teaching approaches, consultation, positive behavior classroom management, and teacher implementation activities under the guidance of the SSIP Instructional Coach; j. Documented permission and log of approved visitations (regional and state) to the sites (remotely and/or physically) to observe exemplary co-planning, co-teaching approaches, and positive behavioral classroom management.			

4. REGIONAL: How will regional supports be developed? State assigned ALSDE SES educational specialist supported by the SSIP Instructional Coaches through announcement of regional demonstration site readiness for the purpose of observing exemplary models of: a. implementation of CHAMPS, b. implementation of co-planning, and c. implementation of co-teaching approaches.	Documented announcement to all schools in the region of the readiness and availability for scheduled visitations by regional educators at the demonstration sites to observe exemplary models of a. implementation of CHAMPS b. implementation of co-planning, and c. implementation of co-teaching approaches.				

5. <u>STATE</u>: How does the State Systemic Improvement Plan (SSIP) Team support the Demonstration Site Project?
a. Provides personnel support through SSIP Instructional Coaches.
b. Provides funding for:
   1. approved evidence-based training, implementation resources, consultant support, coaching activities related to demonstration site priorities;
   2. approved TA activities;
   3. approved travel and process travel claims, in accordance with state rules, regulations, and rates, for SSIP supported activities outside of the system.
	a. Documented effective SSIP Implementation Teams;
	b. Documented exemplary demonstration sites created to support System Implementation Teams, School Implementation Teams, Teachers, Students throughout the regions;
	c. Documented access to
	   1. SSIP Instructional Coaches,
	   2. technical assistance,
	   3. PD, and
	   4. access to approved consultants				

Appendices

Appendix A

SSIP Demonstration Site Project: Instructional Coaches Table (as of August 2015)

ALSDE Region	Regional In-Service Center	Local Education Agency (LEA)	LEA Selected Middle School	LEA Super-intendent	LEA Special Education Coordinator	State Educational System (SES) Regional Specialist	SES Instructional Coach 2014-2015
1	UNA	TBD				Diann Jones	
2	Athens	Athens City	Athens MS (Gr. 7-8) (256) 233-6620 Prin. Mr. Mike Bishop	Mr. W. L. Holladay,III (256) 233-6600	Ms. Beth Patton, (Interim) (256) 233-6600	Ms. Tina Sanders	Dr. Marti Rizzuto
3	A & M UAH	TBD				Alicia Myrick	
4	UAT UWA	Hale County	Greensboro MS(6-8) (334) 624-4005 Prin. Mr. Anthony Sanders	Ms. Osie A. Pickens (334) 624-8836	Ms. Christine Day (334) 624-2293	Ms. Denise Gilham	Ms. Vickie Brown
5	UAB	Midfield City	Rutledge MS (5-8)(205) 780-8647 Prin. Mr. Harris	Ms. Demica Sanders (205) 923-2262	Ms. Stephanie Matthews (205) 923-2262	Mr. Curtis Gage	Dr. Betsy Stockdale
6	JSU	Calhoun County	White Plains MS (6-8) (256) 741-4700 Prin. Courtney Wilburn	Mr. Joseph Dean Dyar (256) 741-7400	Ms. Charlene Hill (256) 741-7427	Ms. Susan Goldthwaite	Dr. Debbie Patterson
7	UM	Sylacauga City	Nichols-Lawson MS (6-8) (256) 245-4376 Prin. Ms. Debbie Barnett	Mr. Michael Todd Freeman (256) 249-7004	Ms. Jennifer Rosato (256) 249-7012	Ms. Clare Ward	Ms. Gayle Jones
8	ASU	TBD				Ms. Billie Thompson	
9	AU	Elmore	Wetumpka MS	Interim	Ms. Temeyra	Dr. Kemeche	Ms. Sharon

		County	(5-8) (334) 567-1413 Prin. Tremeca Jackson	(334) 567-1200	McElrath 334-567-1224	Green	Lovelady & Ms. Melissa Nannini & Ms. Charlie Jackson (Transition Coach)
10	USA	TBD				Ms. Cynthia Mayo	
11-A	Troy	Andalusia City	Andalusia MS (6-8) (334) 222-6542 Prin. Dr. Daniel Shakespeare	Mr. Ted Watson (334) 222-3186	Ms. Sonja Hines (334) 222-3186 x5	Mr. Joe Eiland	Ms. Becky Hardiman
11-B	Troy	Enterprise City	Coppinville MS (7)(334) 347-2215 Prin. Mr. David West	Dr. Camille H. Wright (334) 347-9532	Ms. Joylee Cain (334) 347-4287	Mr. Joe Eiland	Ms. Becky Hardiman

Appendix B

Protocol Questions for Grant Purchases

Date:_____

Name of person completing this questionnaire:_

Position:_____

Grant funds being used: _____

School:_____ System:_____

Questions to be answered:

1. Begin with the "Why." Please explain why this purchase is necessary.

2. What are the products or services? Who is the vendor? Please list the cost. (Brief description.)

3. Is this product evidence-based? YES or NO. If yes, please provide some of the evidence. (You may, also, embed hyperlinks to the research.)

4. How is this product related to the goals of the State Systemic Improvement Plan (SSIP)?

5. Who will use this product? To what extent do the individuals have the capacity to implement the intervention/product?

6. Please list any additional PD needed to implement the product.

7. When will this product be used?

Appendix C

Interview Protocol for Collaborators

(Adapted from Evergreen Evaluation & Consulting)

Date:		**Participant:**	
Interviewer:		**Role:**	

Introduction

- Thank the participant for his/her willingness to participate in the evaluation.
- The purpose of the conversation is to learn more about their perceptions of project.
- The responses will not be anonymous, but identifying information will remain confidential. Their confidentiality will be protected by:
  - Combining their responses with responses from other interviewees;
  - Not sharing their name with their comments ('one interviewee said,' etc.); and
  - Not sharing raw data with anyone at the ALSDE (only EEC will have access to the raw notes).
- Share that the interview portion will take approximately 30 minutes.

We are assisting the Alabama State Department of Education (ALSDE) to evaluate the activities, goals, and outcomes. Currently, we are on collecting data for the federal performance measures as well as qualitative data to inform the USDOE about what is working well and what could be improved. For our interview today, I would like to hear about your thoughts about the project. As you are answering, please keep in mind that we are looking at all levels of the grant—including the ALSDE, districts, schools, and teachers. If you have any questions or comments during the interview, please feel free to interject at any time. Additionally, I am not audio-recording these interviews, however if you would like me to stop typing at any time, please let me know.

Question	Additional Probes
1. The first item I'd like to discuss addresses the project's goals. What do you see as the purpose	a) How clear are the goals and objectives of the project?

of the project?	
2. Let's talk a little bit about roles. What do you see as your role on the project?	a) How clear are the various roles of the project? b) What could be done to make those roles clearer?
3. Let's move on to the topic of communication. One of the items in the grant was to create a communication plan. How effective is the current system of communication?	a) How is communication at all levels--with the state? District? Schools? Teachers? Other? b) What could be done to create a system of communication?
4. Let's talk about short-term outcomes. Have you seen any changes as a result of the project professional development and coaching (your own or someone else's)?	a) Changes in teacher or administrator practices; organizational or policy changes; school culture; re-allocation of roles and responsibilities; etc. b) You may have received professional development for the project. Do you feel like you have used the information from that PD in some way? If so, how?
5. What are the strengths of Project?	

6. What are the barriers of Project?	Do you have suggestions for removing or alleviating those barriers?
7. Do you have any further comments?	

Appendix D: Acronyms

ALSDE = Alabama State Department of Education
AMSTI = Alabama Math, Science Technology Initiative
APR = Annual Performance Report
ARI = Alabama Reading Initiative
CEIE = Creating Effective Inclusive Environments
CHAMPS =
CTP = Closing the Gap
ESEA = Elementary and Secondary Education Act
GE = General Educator
IC = Instructional Coach/Coaching
IDEA = Individuals with Disabilities Education Act
IEP = Individual Educational Program
LEA = Local Education Agency
MOU = Memorandum of Understanding
NIRN = National Implementation Research Network
TA= Technical Assistance
TBD = To Be Determined
OGAP = On-Going Assessment Project
PBIS = Positive Behavior Intervention System
PD = Professional Development
RPT = Regional Planning Teams) SSIP = State Systemic Improvement Plan
SE = Special Educator
SES = Special Education Services
SPDG = State Personnel Development Grant
SPDG = State Personnel development Grant
SPDG AG = State Personnel development Grant Advisory Group
SWD = Students with disabilities
SWoD = Students without Disabilities

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Appendix II

Sample Agendas

Meeting for SSIP and SPDG Coaches
Whetstone Conference Room 3346 ALSDE, Montgomery, AL
February 9, 2016, 10:00 am - 4:00 pm

- **Welcome** (Susan Williamson & Theresa Farmer)
- **SSIP State Discretionary Funds & SPDG Grant Update** (Susan Williamson & Theresa Farmer)
- **S&CS Foundations Cohort Project (SPDG)** Update (Theresa Farmer)
- **Data-Driven Accountability (Part Two)** (Fannie Adams and Joe Eiland)
- **Goal 3--Transition** (Curtis Gage)
- **Demonstration Site Status per site**
  (a) Co-teaching
  (b) Co-planning
  (c) CHAMPS (classroom)
  (d) External Evaluations for Demonstration Status
  (e) Action Plans
  (g) Successes and Challenges
- **Site Visit Protocols: Two Types**
  A. SSIP Visitation/Observer Documentation Notebook (Pam Howard)
     1. Documentation Notebook
     2. SSIP Protocol Forms
  B. School-Based Site Protocols
     o   White Plains MS (Dr. Debbie Patterson)
     o   Greensboro MS (Vickie Brown)
     o   Others?
- **PD Needs** (Howard)
- **Other business/needs for next meeting/general suggestions from the SSIP Coaches**

Dates to remember in 2016:			
-Feb. 22-23, ALA CASE, Hoover, AL -Feb. 24, AL CEC, Hoover, AL -February 29, Mar. 1-2, *Instructional Coaching* PD with Ann Hoffman, Location TBD	-Mar. 7-8, Transition Conference, Auburn, AL -Mar. 14-15, *Mapping the Schedule for Co-teaching and Co-planning* PD (Dr. Michael Remus); Location TBD	-June 7-8, S&CS *Foundations Cohort Training #2* of 3, Pelham, AL	-July 11, MEGA Pre-Conference, Co-Teaching, Dr. Marilyn Friend, Mobile, AL -July 27-28, S&CS Foundations Cohort Training #3 of 3, Pelham, AL

SSIP Middle School
Demonstration Site Project
SSIP Coaches Meeting
Location: Whetstone Conference Room 3346
ALSDE, Montgomery, AL
August 11, 2015, 10:00 am - 4:00 pm

- **Welcome** (Susan Williamson & Theresa Farmer)
- **As per site:**
  - **Discretionary Grant Award** (Theresa Farmer & SSIP Coaches)
  - **Discretionary Grant Award/SSIP Demo Site MOUs** (T. Farmer)
  - **SSIP Demo Site Action Plans** (T. Farmer)
  - **CHAMP Time Review** (SSIP Coaches)
  - **Roles and Responsibilities for consultants to support SSIP Coaches** (Farmer & Howard)
  - **Mapping the Schedule** (SSIP Coaches)
  - **General Concerns -Barriers, Logistics, TA Support, IC Support & Fiscal Calendar** (Farmer & Howard)
- **Cascading Logic Model/Project Information Booklet DRAFT Review** (Howard)
- **Looking at the High-Quality PD (HQPE) Training Observation Checklist** (Farmer)
- **Analyzing the Qualities and Components of being *Demo-Ready***
  - **Fidelity of practice** (Co-planning, Co-teaching, & CHAMPS) (Farmer & Howard) (Note: Coaches cannot be evaluators)
  - **Is MORE Co-planning PD for SSIP Coaches and/or Co-Teachers needed?** (Howard)
  - **Demo-Readiness Components**
    - Hexagon Tool Rubric (NIRN)
    - Analyzing the Qualities and Components of being Demo-Ready: Worksheet (Howard)
    - Stages of Implementation Analysis: Where Are We? Pages 6-9 (NIRN)
    - Demo-Site Readiness Scale (Howard)

SSIP Demonstration Site Coaches' Meeting
Location: Whetstone Conference Room 3346
ALSDE, Montgomery, AL
November 10, 2015, 10:00 am - 4:00 pm

- **Welcome** (Susan Williamson & Theresa Farmer)
- **Per demo site:**
  - **Action Plan**
  - **Successes**
  - **Challenges/Barriers**
  - **Opportunities to Work Collaboratively With Colleagues (SSIP Coaches & Consultants)**
- **Analyzing the Qualities and Components of being Demo-Ready** (Howard)
  - **Demo-Readiness Components**
    - Who is video-recordable by December 1, 2015 (Shirley Farrell's Notes- T. Farmer will share)
    - Technology Support Session with Shirley Farrell (Athens, Greensboro, Sylacauga, & White Plains Middle Schools)
    - Schedule Pam or Theresa for External Evaluations *(Note: SSIP Coaches should not be evaluators)*
      - Forms and Documents (Howard & Ploessl)
        - Revised Co-Teaching Evaluation Form
        - Newly created Co-Planning Evaluation Form
    - Fidelity of Practice (Co-Planning, Co-teaching, & CHAMPS) (Farmer & Howard)
    - Documents that will be needed on site (Howard)

- **Discretionary Funds** (Susan Williamson & Theresa Farmer)
- **SPDG Funds** (Susan Williamson & Theresa Farmer)
- **Safe & Civil Schools Cohort Work** (Susan Williamson & Theresa Farmer)
- **SSIP Demonstration Sites Phase II** (Susan Williamson & Theresa Farmer)
- Schedules of all Co-Teaching Dyads (GE and SE) (see examples)
- Decision–Making Matrices for all co-taught classes (no student names for guests)
- Collection of Co-Planning forms attached to lesson plans
- **Is MORE Co-planning PD for Coaches and/or Co-Teachers needed?** (Ploessl & Howard)
- **What is the role of the SSIP coaches in January 2016?**
- **Protocols**
  - **See Action Plans for needed protocols/documents**
  - **Get into teams of three to draft protocols**
- **2016 SSIP Coaches' Meetings**

Appendix III

AL SSIP Logic Model

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 • State 2020 Plan • ALSDE monitoring • Research on implementation science, co-teaching, SCS • Jim Knight's Big Four & instructional coaching • Existing state and community partnerships • APEC support & training • Content consultants • Experienced coaches • Stakeholder and parent engagement and support	• Implement high-quality & engaging instruction for all students in gen. ed. classrooms in demo sites • Create a safe & civil learning environment • Provide comprehensive transition activities and supports in demo sites • Teachers & administrators in demo sites have training, coaching, and resources to support SWD in gen. ed. classroom • Teachers have PD & resources to provide transition supports • Develop a collaboration & partnership between general and special ed teachers • Create a system & culture for supporting SWD & teachers in demo 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	• 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 • Teachers at demo sites trained/coached on co-teaching, co-planning, SCS, instruction, and transition practices • Increased collaboration among general and special ed teachers • Implementation Teams established, barriers to implementation identified, policies reviewed, resource needs identified • Community partnerships are aligned for transition supports • State transition groups joint meetings • Parent, school, and community feedback • Project evaluation data reviewed	• 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 • Educators have SSIP content knowledge • Teachers show fidelity • Inc. behavior management on STOIC • Teacher and admin. satisfaction with SSIP • 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	• 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 • Increased teacher retention at SSIP schools • Inc. teacher fidelity at regional schools • 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	• 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 AL teacher retention at SSIP schools • 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

Assumptions: Improvement in other APR indicators; Commitment of partners; Building, district, community buy-in; Demo sites continue; Funding continued; Demonstration sites are representative of region; Post-School Outcomes Survey has high response rate/representative; Data are tracked

Appendix IV

Theory of Action Tables

AL 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.

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
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.

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
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.

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
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	…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.

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
	provide secondary transition resources for parents			
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

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
				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	…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	…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	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

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
	needed priorities within the feeder patterns …establishes a Professional Learning Community to reflect on demonstration site implementation	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 present at meetings and/or state conferences on the implementation of evidence-based practices	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	…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	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

Key Strands of Action	If the SEA…	Then the LEA (teachers, administrators)…	Then Teachers/ Families…	…So that
	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		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	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 V

AL SSIP Outcomes by Evaluation Question and
Performance Indicators

AL SSIP Outcomes by Evaluation Question and Performance Indicators

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

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	What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.

Outputs/Outcomes	Evaluation Question	Performance Indicator
support the 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

Outputs/Outcomes	Evaluation Question	Performance Indicator
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

Outputs/Outcomes	Evaluation Question	Performance Indicator
Intermed. Outcome: The reading and math achievement gap levels between SWD and students without disabilities in the demonstration sites decreases over time.	How does the growth curve for SWD compare to students without disabilities in the same co-taught classroom?	Comparison of SWD and SWOD
	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
	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
Output: PD offered to 12 demonstration sites regarding co-teaching/co-planning.	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
	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
	Are teachers implementing CHAMPS, as indicated on the STOIC?	75% are "yes"
Intermed. Outcome: Teachers embed the Safe and Civil Schools practices in the classroom and school consistently.	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
Intermed. Outcome: SWD in demonstration site schools have greater access to reading and math instruction.	How do the referrals and suspension data for SWD compare to students without disabilities in the same school?	Comparison of SWD and SWOD
	Has attendance improved following Foundations implementation?	6% increase in 2016-2017, and 9% by 2020
	Are there fewer tardies following Foundations implementation?	8% decrease in 2016-2017, and 10% by 2020
	Do SWD report greater satisfaction with their school and classes on the Safe and Civil Schools Survey?	7% increase in satisfaction by 2020
Long-Term Outcome: SWD are more satisfied with their learning environment.	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	How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018

Outputs/Outcomes	Evaluation Question	Performance Indicator
and Civil Schools practices implemented at the demonstration sites.	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
	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
	How much coaching did SSIP sites receive from an SSIP coach?	At least 40 hours of coaching/site
ST Outcome: SSIP Coaches and demonstration site administrators collaborate to implement SSIP initiatives.	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.

Outputs/Outcomes	Evaluation Question	Performance Indicator
Intermediate Outcome: Teachers in demonstration sites report a greater understanding of how the SSIP initiatives complement each other to create better outcomes for SWD.	Do teachers in demonstration sites report more awareness and understanding about the SSIP initiatives?	70% of teachers report higher levels of understanding
	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	Did the ALSDE, AL PTI, and the AL SPDG collaborate?	Review of documentation

Outputs/Outcomes	Evaluation Question	Performance Indicator
Alabama PTI to provide new secondary transition resources for parents.		
	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
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

Outputs/Outcomes	Evaluation Question	Performance Indicator
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 participate in their IEP meetings.	Are a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	2% increase/year, beginning in 2016-2017
	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
	How many teachers and parents have completed transition PD?	40 teachers and parents by 2016-2017 and 75 teachers by 2019-2020
Output: The ALSDE and AL PTI provides technical assistance and information to teachers and parents regarding transition best practices.	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
	How many teachers and parents participated in the transition modules?	30 participants by 2016-2017, 70 by 2020
ST Outcome: Parents and teachers review transition modules and information and have greater awareness about transition best practices.	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
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	Have LEAs conducted further analyses of the Alabama Post-School Outcomes Survey results?	Review of interviews

Outputs/Outcomes	Evaluation Question	Performance Indicator
Outcomes Survey results to modify or create new transition programming and practices.	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
	Was an SSIP Professional Learning Community formed?	PLC formed

Outputs/Outcomes	Evaluation Question	Performance Indicator
Output: A Professional Learning Community is established to reflect on 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

Outputs/Outcomes	Evaluation Question	Performance Indicator
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
	Were data collected by the SSIP demonstration site teachers, as outlined in the evaluation plan?	Evaluation data for each SSIP site

Outputs/Outcomes	Evaluation Question	Performance Indicator
Intermed. Outcome: Teachers collect, review, and utilize student-level and teacher-level data.	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-	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
secondary education or find competitive employment after graduation.	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	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

Outputs/Outcomes	Evaluation Question	Performance Indicator
stakeholders related to AL SSIP 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

Outputs/Outcomes	Evaluation Question	Performance Indicator
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 VI

AL SSIP Evaluation Plan

AL 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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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	Review of resources about implementation practices, schedules for visitors, sign-in sheets, comment forms, etc.	SSIP Coaches	2016-2017
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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 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
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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	At least 125 teachers receive instructional coaching for	AL SSIP Coaching Activity Log coaching records by teacher	SSIP Coaches	Monthly

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
CHAMPS and/or Foundations following PD?	CHAMPS and/or Foundations by 2016-2017			
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 greater understanding of the Safe and Civil Schools Survey results?	75% report greater awareness	SSIP Stakeholder Survey results	J. Cooledge	Annually
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.	Annually

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
			Hamilton, T. Sanders	
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. Hamilton, T. Farmer, T. Sanders	Twice/year, Fidelity once/year
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	Count of students in participating schools; Safe and Civil Schools Survey results	SSIP Coaches; Safe & Civil Schools	Annually; Biannually

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
	Safe and Civil Schools Survey results			
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	7% increase in satisfaction by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
classes on the Safe and Civil Schools Survey?				
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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 meetings satisfied with their participation?	70% are satisfied with participation	Analysis of Student Transition Survey	Teachers of Transition class; J. Cooledge	Twice/year
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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	50% of LEAs report better communication by 2017-	Survey of a sample of Special Education Coordinators	J. Cooledge	Annually

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
secondary transition expectations from the state?	2018, with a 5% increase in subsequent years			
Do parents report more collaboration with teachers related to transition?	10% increase in interview/focus group rating by 2018	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 assist SWD?	60% of teachers use information	AL SSIP Stakeholder Survey results	J. Cooledge	Annually
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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 sample of teachers and administrators	Review of SSIP Implementation Team minutes; Interviews with sample of teachers and administrators	SSIP Implementation Team, J. Cooledge	Annually
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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 or resources disseminated to 250 parents/stakeholders	Count of information disseminated by demonstration sites	SSIP Implementation Teams	Twice/year

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
information to parents and other stakeholders?				
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 developed for parents,	Focus group/interview results	Analysis of Parent Focus Group/interview data	J. Cooledge	Annually

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
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	AL SSIP Collaboration Survey comparison of results for "Communication" item	J. Cooledge	Annually
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 VII

AL SSIP Forms, Surveys, and Tools

AL SSIP Collaboration Assessment Survey

Five Levels of Collaboration and Their Characteristics:

Networking 1	Cooperation 2	Coordination 3	Coalition 4	Collaboration 5
• Aware of organization • Loosely defined roles • Little communication • All decisions are made independently	• Provide information to each other • Somewhat defined roles • Formal communication • All decisions are made independently	• Share information and resources • Defined roles • Frequent communication • Some shared decision making	• Share ideas • Share resources • Frequent and prioritized communication • All members have a vote in decision making	• Members belong to one system • Frequent communication is characterized by mutual trust • Consensus is reached on all decisions

Frey, B.B., Lohmeier, J.H., Lee, S.W., & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation, Vol. 27 (3*), 383-392.

The above Level of Collaboration Scale (Frey et. al.) was developed from a review and comparison of various stage approaches to collaboration among groups offered in the literature. Frey's levels were selected for assessment of the Stern Center-Pesky Center collaboration as they most closely aligned with the goals, purposes and activities of the project, as well as the "Collaborative Data and Action Steps to Date" document (10/18/11). This document outlines critical features of the collaboration necessary for successful implementation of the project's goals and anticipated outcomes of evidence-based early literacy practices and strategies.

Please review the descriptions of different levels of collaboration when responding to the following survey items (adapted from the *Wilder Collaboration Factors Inventory: Amherst W. Wilder Foundation, 2001. www.wilder.org).* Data collected from the survey will serve as a pre-assessment for the Stern-Pesky collaboration. A post-assessment survey and interviews will be administered at the end of the project to be included in the project's summative report.

Survey Items

Please rate your agreement with the following statements relative to the *current* status of the collaboration (e.g., project inception):

(Rating scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral/No Opinion, 4 = Agree, 5 = Strongly Agree)

1. The time is right for this collaborative project.

2.   People involved in our collaboration trust one another.

3. I have a lot of respect for the other people involved in this collaboration.

4.   My organization will benefit from being involved in this collaboration.

5. People involved in our collaboration are willing to compromise on important aspects of our project.

6. The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.

7. Everyone who is a member of our collaborative group wants this project to succeed.

8. The level of commitment among the collaboration participants is high.

9. When the collaborative group makes major decisions, there is enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.

10. Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.

11. There is a lot of flexibility when decisions are made; people are open to discussing different options.

12. People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.

13. People in this collaborative group have a clear sense of their roles and responsibilities.

14. There is a clear process for making decisions among the partners in this collaboration.

15. This collaborative group has tried to take on the right amount of work at the right pace.

16. We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.

17. People in this collaboration communicate openly with one another.

18. I am informed as often as I should be about what goes on in the collaboration.

19. The people who lead this collaborative group communicate well with the members.

20. I have a clear understanding of what our collaboration is trying to accomplish.

21. People in our collaborative group know and understand our goals.

22. People in our collaborative group have established reasonable goals.

23. The people in this collaborative group are dedicated to the idea that we can make this project work.

24. My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of our partners.

25. What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.

26. Our collaborative group has adequate funds to do what it wants to accomplish.

27. Our collaborative group has adequate "people power" to do what it wants to accomplish.

28. The people in leadership positions for this collaboration have good skills for working with other people and organizations.

District Considerations for Foundations Implementation (p. 1 of 4)

Safe & Civil Schools (SCS) and _____
District are committed to ensuring that schools participating in the Foundations Project receive the full benefit of the training. Toward this end, fidelity of implementation will be monitored at the district level and for each individual school building.

The district will assign one district-level administrator to support project implementation. This person is referred to as the DLA in the attached implementation documents. If the DLA is not at a level considered above building principals in the district hierarchy, the person (or people) who supervises the principals needs to be in regular communication with and show support for the DLA.

Participating schools will be informed that Foundations implementation will be one of the top three staff development initiatives for the course of the two-year training sequence.

District and *SCS* have agreed on who will monitor and keep records of the District Implementation Scorecard and each building's Building-Level Implementation Scorecard. If *SCS* is to complete the monitoring, the district agrees to add four training days per year to *SCS* for this purpose.

The district agrees to make every effort to reach 90% or higher on the District Scorecard and agrees to provide schools with a high level of support to help them achieve 90% or better on the Building-Level Implementation Scorecard. For example, the district might provide substitutes so that a school's administrator and team members can attend cohort training, or develop districtwide policies where feasible.

Note: If there will be more than one cohort (group of schools participating together in the Foundations training sequence), name the cohort below (e.g., Cohort 1 or Secondary Cohort) and plan to complete this document for each cohort.

District Considerations for Foundations Implementation (p. 2 of 4)

District-Level Implementation Scorecard *(1 of 2)*

Initial Setup: _____ **out of 100 points possible**

A Letter of Agreement has been signed between the district and *Safe & Civil Schools.* That memorandum includes a commitment on the part of the district to:

1. Identify one district-level administrator (referred to as the DLA) who oversees and champions the initiative. (*Note:* In the event of personnel changes, this responsibility should be clearly assigned to someone else.)   *50 points* ☐

2. Ensure that participating schools are informed that Foundations is to be one of the top three school improvement or staff development priorities for the two years of the training.   *25 points* ☐

Have the DLA monitor and provide feedback on the District-Level Implementation Scorecard and each participating building's Building-Level Implementation Scorecard. *Note:* If the *SCS* trainer does the data collection and analysis, the DLA will provide feedback to appropriate administrators and arrange for support needed to improve scores.   *25 points* ☐

Pre-Intervention: _____ **out of 100 points possible**

Before a cohort begins, the DLA and other district leaders, including principals' immediate supervisors:

1. Support the initiative publicly. This includes the superintendent.   *20 points* ☐

2. Provide principals with the "Forming Your Foundations Team" document in advance of the first training.   *20 points* ☐

3. Encourage, but do not require, the principal to be on the team instead of an assistant principal.   *20 points* ☐

Make clear that the building-based administrator and team from each building are expected to participate in all trainings, and that at each training, attendance will be taken and completion of assigned tasks monitored.   *20 points* ☐

4. Have worked with *SCS* trainer to schedule all dates and venues for the next year.   *20 points* ☐

Classroom Management Support Plan: _____ **out of 200 points possible**

The DLA has worked with *SCS* to develop a viable plan and timeline for:

1. Training all teachers at Foundations schools in CHAMPS/DSC or equivalent over the course of the first two years of implementation.   *100 points* ☐

2. Training for building-based administrators on conducting walk-through visits and data collection on student engagement, ratios of interactions, and other relevant data sources.   *50 points* ☐

3. Training for instructional coaches to support CHAMPS/DSC using *Coaching Classroom Management.*   *50 points* ☐

District Considerations for Foundations Implementation (p. 3 of 4)

District-Level Implementation Scorecard *(2 of 2)*

Cohort Training	DLA Attendance	Interaction With School Teams	Reminder/Follow-Up Calls	DLA Feedback	Total (out of 100 possible)
	DLA attends at least 80% of the two-day training.	Principals' supervisors, if other than the DLA, drop in at the training, stay as long as possible, provide greetings at the cohort, and interact with school teams during team work time.	The DLA or principals' supervisors make reminder calls to school teams the day before training starts. If needed, make follow-up calls by mid-morning on first day of training if a school team doesn't attend or have an administrator present. (20 points awarded if follow-up calls are not needed).	Within 48 hours after training ends, the DLA provides feedback via email to each school in the cohort based on their Building-Level Implementation Grade.	
1	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
2	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
3	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
4	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
5	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
6	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
7	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
8	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
9	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	

District Considerations for Foundations Implementation (p. 4 of 4)

Building-Level Implementation Scorecard

School _____

Monitor/Contact _____

Training	Administrator Attendance	Team Member Attendance	Items Completed	Evidence of Implementation
1	Administrator attends training *25 points* ☐	At least four team members attend training *25 points* ☐	Completed team representation, roles, presentation to staff *25 points* ☐	
2	Administrator attends training *25 points* ☐	At least four team members who were at Training 1 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *50 points* ☐
3	Administrator attends training *25 points* ☐	At least four team members who were at Training 2 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
4	Administrator attends training *25 points* ☐	At least four team members who were at Training 3 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
5	Administrator attends training *25 points* ☐	At least four team members who were at Training 4 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
6	Administrator attends training *25 points* ☐	At least four team members who were at Training 5 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
7	Administrator attends training *25 points* ☐	At least four team members who were at Training 6 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
8	Administrator attends training *25 points* ☐	At least four team members who were at Training 7 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
9	Administrator attends training *25 points* ☐	At least four team members who were at Training 8 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
Total	_____ *out of 225*	_____ *out of 225*	_____ *out of 225*	_____ *out of 225*

Implementation Score (percentage): _____

Teacher(s):
School:
Date:
Observer:

CHAMPS Classroom Observation Form

INSTRUCTIONS

- **Arranging the observation session:** The teacher should know the purpose of the observation, understand how the information will be used, know who will conduct it, and help select the time for the visit.
- **Observing the lesson:** Try to sit somewhere that is "out of the way" but where you can still see and hear what is going on in the classroom.
- **Completing the observation instrument**: Some of the observation form may be completed after the actual observation is over. Use the notes from the observation to complete this observation form.

A. BACKGROUND INFORMATION

1. **Beginning/end time of observation:**
   Beginning:
   Ending:

2. **Length of observation** (minutes):

3. **Total number of students in class:**

B. CHAMPS OBSERVATION (complete only if the classroom is implementing CHAMPS)

Teacher	Opportunities to Respond (OTR) Tally
GE	
SE	

Teacher	General Praises Tally	Specific Praises Tally
GE		
SE		

Teacher	Negative Student -Teacher Interactions	(Divide the number of negative interactions by the number of class minutes including transitions)
GE		_____ / _____ =
SE		
Note: Safe & Civil Schools (CHAMPS) expects 95% respectful interactions		

Teacher	Reference to CHAMPS (e.g., voice levels, rules)
GE	
SE	

Student Misbehaviors Tally:
Note: *Safe & Civil Schools (CHAMPS) expects 95% of behaviors to match posted expectations*

Coaching Evaluation Survey

Adapted from the Coaching Evaluation Survey by the Florida PS/RtI Statewide Project — http://floridarti.usf.edu

Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements about the performance of the Project CTG coach you worked with during the 2013-2014 school year. If you worked with more than one coach, please rate the coach you worked with the most. If you have not observed or do not have knowledge of a given behavior, please respond "Not Applicable."

5 Strongly Agree	4 Agree	3 Neutral	2 Somewhat Disagree	1 Disagree	N/A Not Applicable

Rating	My Project CTG coach…
	Communicates clearly.
	Responds to requests in a timely manner.
	Builds trust with school staff.
	Maintains confidentiality.
	Has positive human relations skills.
	Has expertise in upper-elementary and/or middle school reading/language arts.
	Can effectively interpret student and classroom data.
	Is skilled with using technology.
	Has expertise in collaborative-teaching methods and strategies.
	Works effectively with school staff to create a culture of co-teaching/co-planning.

Rating	
	My Project CTG coach and I are equal partners.
	I have a choice in what and how I learn from my Project CTG coach.
	I believe that I have an opportunity to express my point of view when talking with my Project CTG coach.
	During our discussions, my Project CTG coach spends more time listening than talking.
	My Project CTG coach has encouraged me to consider ideas before adopting them.
	My Project CTG coach encourages me to apply strategies in the classroom as I am learning them.
	My Project CTG coach seems interested in learning from me.

Rating	
	I have an established partnership with a Project CTG coach.
	The Project CTG coach initially observed me teaching.
	Together, the Project CTG coach and I have set specific, measurable goals.
	The Project CTG coach explains how strategies will be implemented.

	The Project CTG coach prepares and adapts the strategies to fit the specific needs of my classroom and/or my students.
	The Project CTG coach models the strategies so I know how they look when they are effectively implemented.
	After working with the Project CTG coach, s/he has observed me initially implementing the strategy.
	After an observation, the Project CTG coach and I have reflected on what went well and what could be improved.
	The Project CTG coach helps me refine my instructional strategies.

.

Teacher(s):
School:
Date:
Observer:

Co-Teaching Classroom Observation Form

INSTRUCTIONS

- **Arranging the observation session:** The teacher should know the purpose of the observation, understand how the information will be used, know who will conduct it, and help select the time for the visit.
- **Observing the lesson:** Try to sit somewhere that is "out of the way" but where you can still see and hear what is going on in the classroom.
- **Completing the observation instrument**: Some of the observation form may be completed after the actual observation is over. Use the notes from the observation to complete this observation form.

A. BACKGROUND INFORMATION

1. **Beginning/end time of observation:**
   Beginning:
   Ending:

2. **Length of observation** (minutes):

3. **Was a co-teacher present during the observation?**
   Yes
   No
   NOTES:

4. **Total number of students in class:**

B. PHYSICAL ENVIRONMENT & RESOURCES

Rate the adequacy of the physical environment for facilitating co-teaching.

1. **Room arrangement:**

1	2	3	4	5
Inhibited interactions among co-teachers				Facilitated interactions among co-teachers

2. **Please describe below how the classroom is arranged to accommodate the co-teachers (e.g., arrangement of desks and boards for teachers, work areas for instruction).**

C. CO-TEACHING PARITY

1. **What models of co-teaching were used?**
   Please list the proportion of time for each model using the time** or code below.

CO-TEACHING MODEL BOX

Model	Frequency	Notes
One teaching, one observing		
Station teaching		
Parallel teaching		
Alternative teaching		
Teaming		
One teaching, one assisting		

1) **Use actual time, or if not possible,
2) Use the following codes:
   FL=Frequent, longer intervals of time
   FB=Frequent, brief intervals of time
   O=Occasional
   S=Seldom

2. Classroom Culture (*adapted from Friend, 2014*)

Rate each item using the rubric descriptions for each rating. Please provide comments below each item.

	0 **The physical space supports the general education teacher**.	1 **The physical space supports both teachers, although the space is not equal.**	2 **The physical space is *designed* to support both teachers equally in the classroom**.
Classroom Culture: Parity in Physical Space Score:_____	Only the general teacher's name is posted in (or outside) classroom; The general teacher is scheduled to teach during a particular time and the specialist is in the classroom irregularly; One teacher has a large desk/chair and the other has a student chair or no desk/chair; Only the general has a space in the classroom for books, materials, etc.	The general's name is posted in (or outside) classroom, and the specialist's name is posted temporarily (e.g., whiteboard, projection, etc.); Both teachers are *informally* scheduled to teach during a particular time; Both teachers have a desk/chair for instruction, but are not equal; Both teachers have a space in the classroom, but the space is not equal (e.g., on a student's desk, a public shelf, etc.).	Both teachers' names are posted in (or outside) classroom; Both teachers are formally scheduled to teach during a particular time; The desk/chair used during instruction are about equal; Both teachers have a space in the classroom for books, materials, etc.
Notes:			
	0 **The parity in classroom culture is not considered, or the general education teacher is the lead role and the specialist is the support**.	1 **Both teachers play an active role in the classroom culture, although their roles are not equal.**	2 **The classroom culture is designed so both teachers are viewed as equals in the classroom.**

| Classroom Culture: Parity in Classroom Roles

Score:_____	The general teacher has the lead role in the classroom; Teacher talk time during instruction is largely unequal; Students ask permission from the general teacher; Students direct questions only to the general teacher; Students refer to the specialist as a "helper" or "assistant;" The specialist only works with SWD.	The general has the lead role, although the specialist may have a brief lead role; Teacher talk time during instruction is not equal; The general teacher primarily gives permission; Students direct questions mostly to the general teacher; Students see both teachers as teachers, although not equal; The specialist works primarily with SWD but answers questions from all students during independent practice.	Both teachers take a lead role in the classroom; Teacher talk time during instruction is about equal; Both teachers give permission without checking with the other; Students see both teachers as teachers; Both teachers work with all students.
Notes:			

3. **Co-teaching Instructional Roles** (*Friend, 2014*)

Rate each item using the scale below. List "Not Observed" only for those items that did not occur during the observation period (e.g., addressing behavior issues). Please provide comments for each item.

1	2	3	4	5	9
Not at all		Some		To a great extent	Not Observed

Practice	General Ed. Teacher	Specialist	Notes
a. Teaching/leading the class			
b. Roaming around class providing assistance as needed			
c. Completing non-instructional responsibilities			
d. Providing individualized support to SWD (*note if individual or groups*)			
e. Handling papers/materials for students			
f. Maintaining class routines/timing			
g. Addressing behavior issues			
h. Leading assessment			

NOTES:

4. **Co-Teaching Instructional Roles—Continued** (*Friend, 2014*)
   Rate each item using the scale below. List "Not Observed" only for those items that did not occur during the observation period (e.g., addressing behavior issues). Please provide comments for each item.

0	1	2	9
No	Yes, somewhat	Yes, to a great extent	Not Observed

Specialist's Role	Rating	Notes
Process of learning. Offers students strategies, accommodations, modifications, or other interventions to facilitate learning. May offer specialized instruction or remediation.		
Individualization. Focuses on each student's needs and provides assistance to meet those needs.		
Documentation. Provides expertise on documentation for SWD.		
Emphasizes mastery vs. coverage. Focuses on ensuring students have a full understand of the content. Pacing is secondary.		
***Serves as support to the general teacher.** Only reviews concepts taught by the general teacher. Supervises independent practice so the general teacher can directly teach.		

   NOTES:

5. **If students were assessed, which of the following occurred?** (Indicate letter):
   a. The general education teacher led the assessment for all students.
   b. The specialist teacher led the assessment for all students.
   c. The general education teacher led the assessment for some students and the specialist led the assessment for some students.
   d. The specialist led the assessment for students with a disability/green group.
   e. Other (Please explain.)

6. **Did the general education teacher and specialist communicate during the observation period?**
   Yes
   No

   a. If yes, how did they communicate?

D. ENGAGEMENT

STUDENT ENGAGEMENT

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

Instructions: For student engagement, a one minute scan is to be performed by the observer at 15 minute intervals during the instruction. Use the "Student Engagement Box" to record number of students engaged over students present in the class.

Student Engagement Box
(number engaged over total students)

Interval	Number Engaged	Total Students	[Leave blank]
At 15 min.			
At 30 min.			
At 45 min.			
At 60 min.			

NOTES:

TEACHER ENGAGEMENT

Teachers are considered engaged if they are:	Teachers are considered not engaged when:
- Looking attentively at the other teacher and/or other students; - Responding to student questions; - Talking to a teacher/peer about assigned material; - Providing responses that build on the other teacher's or other students' comments; - Showing that they are interested in the student activities and behaviors; - Not distracted by outside noise or others behavior; - Highly focused on the ideas and concepts presented; - Addressing behavior issues as they arise.	- Looking at materials beyond the lesson; - Standing/sitting in the room but not interacting with the teacher and/or students; - Participating in other activities not related to the current activity; - Grading papers during instruction; - Watching students participate in the lesson (e.g., reading, taking a test, writing, etc.) but "zoning out;" - Engaging in any other form of off-task behavior.

Instructions: For teacher engagement, a one minute scan is to be performed by the observer at 15 minute intervals during the instruction. Use the "Teacher Engagement Box" to record the engagement status for each teacher. Indicate "Yes" if engaged or "No" if not engaged for both the General Teacher and the Specialist.

Teacher Engagement Box

Interval	General Teacher	Specialist	[Leave blank]

At 15 min.			
At 30 min.			
At 45 min.			
At 60 min.			

NOTES:

E. LESSON DELIVERY

1. **Offer a brief description of the lesson (e.g., subject, material covered, assessments conducted).**

2. **How much time was spent on maintaining control of the class?**
   Not at all
   A little
   Some
   A lot
   NOTES:

District Considerations for Foundations Implementation (p. 1 of 4)

Safe & Civil Schools (SCS) and _____
District are committed to ensuring that schools participating in the Foundations Project receive the full benefit of the training. Toward this end, fidelity of implementation will be monitored at the district level and for each individual school building.

The district will assign one district-level administrator to support project implementation. This person is referred to as the DLA in the attached implementation documents. If the DLA is not at a level considered above building principals in the district hierarchy, the person (or people) who supervises the principals needs to be in regular communication with and show support for the DLA.

Participating schools will be informed that Foundations implementation will be one of the top three staff development initiatives for the course of the two-year training sequence.

District and *SCS* have agreed on who will monitor and keep records of the District Implementation Scorecard and each building's Building-Level Implementation Scorecard. If *SCS* is to complete the monitoring, the district agrees to add four training days per year to *SCS* for this purpose.

The district agrees to make every effort to reach 90% or higher on the District Scorecard and agrees to provide schools with a high level of support to help them achieve 90% or better on the Building-Level Implementation Scorecard. For example, the district might provide substitutes so that a school's administrator and team members can attend cohort training, or develop districtwide policies where feasible.

Note: If there will be more than one cohort (group of schools participating together in the Foundations training sequence), name the cohort below (e.g., Cohort 1 or Secondary Cohort) and plan to complete this document for each cohort.

District Considerations for Foundations Implementation (p. 2 of 4)

District-Level Implementation Scorecard *(1 of 2)*

Initial Setup: _____ **out of 100 points possible**

A Letter of Agreement has been signed between the district and *Safe & Civil Schools.* That memorandum includes a commitment on the part of the district to:

1. Identify one district-level administrator (referred to as the DLA) who oversees and champions the initiative. (*Note:* In the event of personnel changes, this responsibility should be clearly assigned to someone else.)   *50 points* ☐

2. Ensure that participating schools are informed that Foundations is to be one of the top three school improvement or staff development priorities for the two years of the training.   *25 points* ☐

Have the DLA monitor and provide feedback on the District-Level Implementation Scorecard and each participating building's Building-Level Implementation Scorecard. *Note:* If the *SCS* trainer does the data collection and analysis, the DLA will provide feedback to appropriate administrators and arrange for support needed to improve scores.   *25 points* ☐

Pre-Intervention: _____ **out of 100 points possible**

Before a cohort begins, the DLA and other district leaders, including principals' immediate supervisors:

1. Support the initiative publicly. This includes the superintendent.   *20 points* ☐

2. Provide principals with the "Forming Your Foundations Team" document in advance of the first training.   *20 points* ☐

3. Encourage, but do not require, the principal to be on the team instead of an assistant principal.   *20 points* ☐

Make clear that the building-based administrator and team from each building are expected to participate in all trainings, and that at each training, attendance will be taken and completion of assigned tasks monitored.   *20 points* ☐

4. Have worked with *SCS* trainer to schedule all dates and venues for the next year.   *20 points* ☐

Classroom Management Support Plan: _____ **out of 200 points possible**

The DLA has worked with *SCS* to develop a viable plan and timeline for:

1. Training all teachers at Foundations schools in CHAMPS/DSC or equivalent over the course of the first two years of implementation.   *100 points* ☐

2. Training for building-based administrators on conducting walk-through visits and data collection on student engagement, ratios of interactions, and other relevant data sources.   *50 points* ☐

3. Training for instructional coaches to support CHAMPS/DSC using *Coaching Classroom Management.*   *50 points* ☐

District Considerations for Foundations Implementation (p. 3 of 4)

District-Level Implementation Scorecard *(2 of 2)*

Cohort Training	DLA Attendance	Interaction With School Teams	Reminder/Follow-Up Calls	DLA Feedback	Total (out of 100 possible)
	DLA attends at least 80% of the two-day training.	Principals' supervisors, if other than the DLA, drop in at the training, stay as long as possible, provide greetings at the cohort, and interact with school teams during team work time.	The DLA or principals' supervisors make reminder calls to school teams the day before training starts. If needed, make follow-up calls by mid-morning on first day of training if a school team doesn't attend or have an administrator present. (20 points awarded if follow-up calls are not needed).	Within 48 hours after training ends, the DLA provides feedback via email to each school in the cohort based on their Building-Level Implementation Grade.	
1	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
2	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
3	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
4	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
5	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
6	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
7	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
8	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	
9	*20 points* ☐	*20 points* ☐	*20 points* ☐	*40 points* ☐	

District Considerations for Foundations Implementation (p. 4 of 4)

Building-Level Implementation Scorecard

School _____

Monitor/Contact _____

Training	Administrator Attendance	Team Member Attendance	Items Completed	Evidence of Implementation
1	Administrator attends training *25 points* ☐	At least four team members attend training *25 points* ☐	Completed team representation, roles, presentation to staff *25 points* ☐	
2	Administrator attends training *25 points* ☐	At least four team members who were at Training 1 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *50 points* ☐
3	Administrator attends training *25 points* ☐	At least four team members who were at Training 2 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
4	Administrator attends training *25 points* ☐	At least four team members who were at Training 3 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
5	Administrator attends training *25 points* ☐	At least four team members who were at Training 4 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
6	Administrator attends training *25 points* ☐	At least four team members who were at Training 5 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
7	Administrator attends training *25 points* ☐	At least four team members who were at Training 6 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
8	Administrator attends training *25 points* ☐	At least four team members who were at Training 7 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
9	Administrator attends training *25 points* ☐	At least four team members who were at Training 8 attend training *25 points* ☐	Completed Implementation Checklist tasks from previous training *25 points* ☐	Team has Evidence of Implementation in Foundations Process Notebook (FPN) *25 points* ☐
Total	_____ *out of 225*	_____ *out of 225*	_____ *out of 225*	_____ *out of 225*

Implementation Score (percentage): _____

DIRECTIONS
Foundations Implementation Rubric and Summary

The rubric is a relatively quick way for the Foundations Team to self-reflect on the implementation status of each of the modules. If you are just beginning *Foundations*, you might use this rubric toward the end of your first year of implementation. Thereafter, work through the rubric each year in the spring and consider using it in mid- to late fall to guide your work during the winter.

Each column—Preparing, Getting Started, Moving Along, and In Place—represents a different implementation status. The text in each row describes what that status looks like for each *Foundations* presentation. For each presentation, read the four descriptions from left to right. If the statements in the description are true, check the box. Each description assumes that the activities preceding it in the row have been attained. Stop working through the row when you reach a description that you cannot check off because you haven't implemented those tasks.

Notice that the descriptions for the In Place status include a section about evidence, which suggests where to find objective evidence that the described work is truly in place. If no documentation exists, think about whether the work has really been thoroughly completed. Throughout *Foundations*, we recommend archiving all your work so that policies and procedures are not forgotten or lost when staff changes occur.

When you've worked through every row, summarize your assessment on the Rubric Summary. If any items are rated as less than In Place, or if it has been more than 3 years since you have done so, work through the Implementation Checklist for that module. Of course, if you know that you need to begin work on a module or presentation, you can go directly to the corresponding content.

For Module B, evaluate (separately) the common areas and schoolwide policies that you have implemented—that is, you've structured them for success and taught students the behavioral expectations. Use the rows labeled Other for your school's common areas and schoolwide policies that do not appear on the rubric by default.

Figure 1 shows a summary form completed by an imaginary school in the spring of their second year of *Foundations* implementation. They have highlighted the checkboxes to create a horizontal bar graph, giving the evaluation an effective visual component. They've done a great job on most of Module A, the common areas they've prioritized so far (hallways and cafeteria), and Welcoming New Staff, Students, and Families (C7). They need to work a bit more on staff engagement and unity (A5)

and most of Module C, which they began in Year 2. Modules D, E, and F are blank because they plan to work on them in future years.

Figure 1 *Sample Foundations Rubric Summary*

Date _____

Foundations Implementation Rubric and Summary (p. 8 of 8)

	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
Module A Presentations				
A1. Foundations: A Multi-Tiered System of Behavior Support	X	X	X	X
A2. Team Processes	X	X	X	X
A3. The Improvement Cycle	X	X	X	X
A4. Data-Driven Processes	X	X	X	X
A5. Developing Staff Engagement and Unity	X	X		
Module B Presentations				
Hallways	X	X	X	X
Restrooms				
Cafeteria	X	X	X	X
Playground, Courtyard, or Commons				
Arrival				
Dismissal				
Dress Code				
Other:				
Other:				
Other:				
Other:				
Module C Presentations				
C2. Guidelines for Success	X	X	X	
C3. Ratios of Positive Interactions	X	X		
C4. Improving Attendance	X	X	X	
C5 & C6. School Connectedness and Programs and Strategies for Meeting Needs	X	X		
C7. Welcoming New Staff, Students, and Families	X	X	X	X
Module D Presentations				
D1. Proactive Procedures, Corrective Procedures, and Individual Interventions				
D2. Developing Three Levels of Misbehavior				
D3. Staff Responsibilities for Responding to Misbehavior				
D4. Administrator Responsibilities for Responding to Misbehavior				
D5. Preventing the Misbehavior That Leads to Referrals and Suspensions				
Module E Presentations				
E1. Ensuring a Safe Environment for Students				
E2. Attributes of Safe and Unsafe Schools				
E3. Teaching Conflict Resolution				
E4. Analyzing Bullying Behaviors, Policies, and School Needs				
E5. Schoolwide Bullying Prevention and Intervention				
Module F Presentations				
F2. Supporting Classroom Behavior: The Three-Legged Stool				
F3. Articulating Staff Beliefs and Solidifying Universal Procedures				
F4. Early-Stage Interventions for General Education Classrooms				
F5. Matching the Intensity of Your Resources to the Intensity of Your Needs				
F6. Problem-Solving Processes and Intervention Design				
F7. Sustainability and District Support				

Additional information about the rubric appears in Module F, Presentation 7, Task 1.

Thanks to Carolyn Novelly and Kathleen Bowles of Duval County Public Schools in Florida. We modeled the Foundations Implementation Rubric on a wonderful document they developed called the School Climate/Conditions for Learning Checklist. Thanks also to Pete Davis of Long Beach, California, for sharing samples of rubrics and innovation configuration scales.

Foundations Implementation Rubric and Summary (p. 1 of 8)

Module A

Directions: In each row, check off each description that is true for your *Foundations* implementation. Then summarize your assessment on the Rubric Summary form. For Module B, evaluate each common area and schoolwide policy separately, and use the rows labeled Other for common areas and schoolwide policies that do not appear on the rubric by default. *Note:* Each block assumes that the activities in previous blocks in the row have been attained.

Presentation	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
A1 Foundations: A Multi-Tiered System of Behavior Support	☐ Staff are aware of the *Foundations* approach and basic beliefs, including that *Foundations* is a process for guiding the entire staff in the construction and implementation of a comprehensive approach to behavior support.	☐ *Foundations* multi-tiered system of support (MTSS) processes are coordinated with academic MTSS (RTI) processes, and team organization has been determined (e.g., one MTSS Team with a behavior task force and an academic task force).	☐ Staff have been introduced to the STOIC acronym and understand that student behavior and motivation can be continuously improved by manipulating the STOIC variables: Structure, Teach, Observe, Interact positively, and Correct fluently.	☐ A preliminary plan has been developed for using the *Foundations* modules. For a school just beginning the process, the plan includes working through all the modules sequentially. For a school that has implemented aspects of positive behavior support, the team has self-assessed strengths, weaknesses, and needs using this rubric. **Evidence:** Foundations Implementation Rubric
A2 Team Processes	☐ Foundations Team members have been identified. They directly represent specific faculty and staff groups, and they have assigned roles and responsibilities.	☐ Foundations Team attends trainings, meets at school, and has established and maintains a Foundations Process Notebook and Foundations Archive.	☐ Foundations Team members present regularly to faculty and communicate with the entire staff. They draft proposals and engage staff in the decision-making process regarding school climate, behavior, and discipline.	☐ Foundations Team is known by all staff and is highly involved in all aspects of climate, safety, behavior, motivation, and student connectedness. **Evidence:** Staff members represented by Foundations Team members and presentations to staff are documented in the Foundations Process Notebook.
A3 The Improvement Cycle	☐ Foundations Team is aware of the Improvement Cycle and keeps staff informed of team activities.	☐ Foundations Team involves staff in setting priorities and in implementing improvements.	☐ Foundations Team involves staff in using multiple data sources to establish a hierarchical list of priorities and adopt new policies. Team members seek input from staff regarding their satisfaction with the efficacy of recently adopted policies and procedures.	☐ All staff actively participate in all aspects of the Improvement Cycle, such as setting priorities, developing revisions, adopting new policies and procedures, and implementation. Foundation Team presents to staff at least monthly. **Evidence:** Memos to staff and PowerPoint presentation files are documented in the Foundations Process Notebook.
A4 Data-Driven Processes	☐ Administrators and Foundations Team review discipline data and establish baselines.	☐ Common area observations and student, staff, and parent climate surveys are conducted yearly.	☐ Discipline, climate survey, and common area observation data are reviewed and analyzed regularly.	☐ Based on the data, school policies, procedures, and guidelines are reviewed and modified as needed (maintaining the Improvement Cycle).
A5 Developing Staff Engagement and Unity	☐ Foundations Team regularly communicates with staff through staff meetings, scheduled professional development, memos, and so on.	☐ Foundations Team members understand that they play a key role in staff unity. They periodically assess whether any factions of staff are disengaged and how they can develop greater staff engagement in the *Foundations* process.	☐ A building-based administrator attends most *Foundations* trainings and plays an active role in team meetings and in assisting the team in unifying staff.	☐ For districts with more than five or six schools, a district-based team meets at least once per quarter to keep the *Foundations* continuous improvement processes active in all schools. **Evidence:** Meeting minutes and staff presentations are documented in the Foundations Process Notebook.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module A Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 2 of 8)

Common Area	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
Hallways	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Restrooms	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Cafeteria	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Playground, Courtyard, or Commons	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Arrival	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Dismissal	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Common area observations are conducted and data from multiple sources are collected and analyzed.	☐ Current structures and procedures have been evaluated and protected, modified, or eliminated.	☐ Lesson plans have been developed, taught, practiced, and re-taught, when necessary.	☐ Common area supervisory procedures are communicated to staff and monitored for implementation **Evidence:** Policies, procedures, and lessons are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module B Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 3 of 8)

Schoolwide Policy	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
Dress Code	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.
Other: _____	☐ Foundations Team has discussed the clarity and consistency of the current schoolwide policy.	☐ Data from multiple sources about the efficacy of the policy have been gathered and analyzed.	☐ The policy has been analyzed for clarity, efficacy, and consistency of enforcement.	☐ Schoolwide policies, lessons, and procedures have been written and are reviewed as needed with staff, students, and parents. **Evidence:** Policies, lessons, and procedures are documented in the Foundations Archive and, as appropriate, in the Staff Handbook.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module B Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 4 of 8)

Presentation	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
C2 Guidelines for Success (GFS)	☐ All staff understand what Guidelines for Success (GFS) are and why they are important.	☐ Foundations Team has drafted proposals and engaged all stakeholders in the decision-making process of developing GFS.	☐ GFS have been finalized and posted and are reviewed regularly.	☐ GFS are embedded into the culture and are part of the common language of the school. **Evidence:** Procedures for teaching and motivating students about GFS are documented in the Foundations Archive, Staff Handbook, and Student and Parent Handbook.
C3 Ratios of Positive Interactions	☐ Staff have been taught the concept of 3:1 ratios of positive interactions and the importance of creating a positive climate and improving student behavior.	☐ Staff have been taught how to monitor ratios of positive interactions and are encouraged to evaluate their interactions with students.	☐ Administrator plans for teachers to observe and calculate other teachers' classroom ratios of interactions; the teachers involved meet to discuss outcomes.	☐ Observation data show that most staff at most times strive to interact with students at least three times more often when students are behaving responsibly than when they are misbehaving. **Evidence:** Procedures for teaching and motivating staff are documented in the Foundations Archive and Staff Handbook.
C4 Improving Attendance	☐ Average daily attendance is monitored to view long-term trends and patterns. Faculty and staff have been made aware of the importance of encouraging regular attendance by all students.	☐ All students with chronic absenteeism (absent 10% or more of school days) are identified at least quarterly; Foundations Team determines whether universal intervention is warranted.	☐ Each student with chronic absenteeism is identified and assigned one school-based support person who monitors whether additional support is needed. Foundations Team has analyzed attendance data and analyzed policies for clarity and efficacy.	☐ Every student with chronic absenteeism that has been resistant to universal and Tier 2 supports becomes the focus of a multidisciplinary team effort. **Evidence:** Data on average daily attendance and chronic absenteeism as well as efforts to improve attendance (e.g., parent newsletters) are documented in the Foundations Process Notebook.
C5 & C6 School Connectedness and Programs and Strategies for Meeting Needs	☐ Foundations Team has analyzed the degree to which current programs and practices meet the needs of all students (outstanding, average, and at risk).	☐ Foundations Team has developed proposals for programs and practices that might help meet unmet needs of students (e.g., the average student's need for purpose and belonging).	☐ Faculty and staff have implemented programs and practices designed to meet basic needs of all students (e.g., Mentorship, Student of the Week, Meaningful Work).	☐ Programs to meet students' basic needs are in place and analyzed at least once per year to determine their effectiveness and assess whether the needs of any student groups are not being met. **Evidence:** Analysis is documented in the Foundations Process Notebook, and programs and practices for meeting needs are documented in the Foundations Archive.
C7 Welcoming New Staff, Students, and Families	☐ Foundations Team has reviewed the welcoming aspects of the school, such as signage, website, and phone and front office procedures, and has suggested improvements.	☐ Foundations Team has analyzed procedures and suggested improvements for welcoming and orienting new students and families at the beginning of the school year. (New students include those in a new grade-level cohort [e.g., ninth graders in high school] and students who are not part of that cohort.)	☐ Foundations Team has analyzed procedures and suggested improvements for welcoming new students and families who arrive during the school year. Improvements might include written information about rules, procedures, GFS, and so on.	☐ Foundations Team has analyzed procedures and suggested improvements for welcoming new staff members, both professional and nonprofessional, at the beginning of the year. New staff members are oriented to essential procedures and the culture and climate defined by the school's behavior support procedures. **Evidence:** All policies and procedures for welcoming and orienting staff, students, and families are documented in the Foundations Archive.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module C Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 5 of 8)

Presentation	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
D1 Proactive Procedures, Corrective Procedures, and Individual Interventions	☐ Foundations Team is aware of data and staff opinions about consistency in correcting misbehavior, including clarity of staff roles in discipline compared with administrative roles.	☐ Staff understand the potential limitations of office referral as a corrective procedure and avoid using it whenever possible.	☐ Staff have been made aware of the limited benefits and potential drawbacks (including disparate impact) of out-of-school suspension (OSS) as a corrective consequence.	☐ Staff avoid pressuring administrators to use OSS. Staff perceptions of consistency and administrative support for disciplinary actions are documented in staff survey results. **Evidence:** Discussions on these topics are documented in the Foundations Process Notebook.
D2 Developing Three Levels of Misbehavior	☐ Staff are aware of the concept of three levels of misbehavior: Level 1 (mild), Level 2 (moderate), and Level 3 (severe) misbehavior.	☐ Annually, staff discuss and agree on what behavior *must* be sent to the administrator, what can be sent to the administrator, and what should be handled in the setting in which the infraction occurred (3-level system for responding to misbehavior).	☐ A referral form that reflects the agreed-upon definition of Level 3 misbehavior has been developed. A notification form that reflects the agreed-upon definition of Level 2 misbehavior has been developed. (Alternatively, both Level 2 and Level 3 may be on one form.) Accurate data are kept and analyzed quarterly for all Level 2 and Level 3 misbehaviors and consequences.	☐ Data are collected on the implementation of the 3-level system for responding to misbehavior and on staff and administrator satisfaction with the system. **Evidence:** All aspects of the policy are documented in the Foundations Archive and Staff Handbook.
D3 Staff Responsibilities for Responding to Misbehavior	☐ Staff have generated and administrators have approved a menu of corrective consequences for use in common areas.	☐ Staff have generated and administrators have approved a menu of corrective consequences for use in classrooms.	☐ Staff have been trained in how to use Level 2 notifications as a process for moving toward collaborative planning for severe or chronic behavior problems.	☐ Staff have been trained in writing objective and appropriate office referrals for Level 3 misbehavior. **Evidence:** Menus and procedures are documented in the Foundations Archive and Staff Handbook.
D4 Administrator Responsibilities for Responding to Misbehavior	☐ Procedures have been developed for responding to Level 2 notifications to ensure that the reporting staff member receives timely feedback and that administrators and support staff take appropriate actions.	☐ Office procedures for dealing with students sent to the office have been analyzed and streamlined. Students do not get too much attention from office staff or staff members who visit the office	☐ Administrators are familiar with the game plan for dealing with Level 3 incidents. The game plan includes a menu of alternative consequences to out-of-school suspension.	☐ If the school has an ISS program, that program has been analyzed and revised as needed to ensure that it is highly structured and includes an instructional component. **Evidence:** All procedures for Level 2 and Level 3 infractions are documented in the Foundations Archive.
D5 Preventing the Misbehavior That Leads to Referrals and Suspensions	☐ Foundations Team has examined data on Level 2 and Level 3 infractions to determine what misbehaviors get students into trouble.	☐ Foundations Team has reviewed the lessons in Module D (how to interact appropriately with adults) and discussed whether they might reduce misbehaviors that get students into trouble.	☐ To avoid duplication, the Foundations Team has compared the Module D lessons with other social skills or social-emotional curricula currently in use. Staff have agreed on a plan for when and how to teach expected behaviors to all students.	☐ Foundations Team has discussed whether re-teaching the Module D lessons (or similar) in ISS or detention settings would be beneficial; if so, the team has planned when and how to re-teach. **Evidence:** Lesson plans and teaching logistics and schedule are documented in the Foundations Archive.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module D Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 6 of 8)

Presentation	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
E1 Ensuring a Safe Environment for Students	Team members are aware of their responsibilities for overseeing school safety efforts. The team coordinates with other teams or task forces that may be doing similar work and avoids duplicating other efforts.	Foundations Team has viewed or read Module E and has compared that content with the school's current efforts toward safety, managing conflict, and bullying prevention. The team has developed a proposal for closing any gaps in current efforts.	Foundations Team has made staff aware of the importance of a comprehensive view of safety that includes preparing for outside attackers as well as the more common occurrences of playground injuries, student fights, bullying, and so on.	Foundations Team has assessed problems with safety, conflict, and bullying within the last 3 years. If problems exist, a plan for using or adapting information from this module and integrating them with current curriculum or procedures has been completed. **Evidence:** Data analyses are documented in the Foundations Process Notebook, and final policies and procedures are documented in the Foundations Archive.
E2 Attributes of Safe and Unsafe Schools	Team members and other staff directly involved with safety concerns have viewed or read Presentation 2 and have completed (individually) the form Understanding the Attributes of Safe and Unsafe Schools.	Foundations Team has compiled individual responses to Understanding Attributes of Safe and Unsafe Schools and correlated those data with safety assessments completed in the last 3 years. Information about strengths and concerns has been shared with staff, and priorities have been set.	Foundations Team and other staff involved with safety concerns have completed the form Assessing Emergency Preparedness, evaluated current plans for natural disasters and man-made emergencies, revised any weak procedures, including training on policies regarding seclusion and restraint.	Foundations Team has completed the form Lessons to Increase Safety and Belonging, reviewed the Module E sample lessons, and evaluated whether current problems and policies address all features of the sample lessons. If there are gaps, a plan to teach some or all of the *Foundations* lessons is established. **Evidence:** Lesson plans and procedures are documented in the Foundations Archive.
E3 Teaching Conflict Resolution	Foundations Team has assessed whether the school has a conflict resolution strategy that students and staff use when necessary. If so, document the effective procedures in the Foundations Archive (and skip the rest of this row).	Foundations Team has reviewed the concepts and lessons in the Stop-Think-Plan (STP) approach and has prepared an implementation plan for staff.	With staff input, lessons have been revised, an implementation plan has been established, and a process is in place for training all staff in how to encourage students to use the conflict-resolution strategy.	Foundations Team has established a process for evaluating the effectiveness of STP by analyzing multiple data sources. The policy and lessons are revised and staff are retrained when necessary, and successes are celebrated. **Evidence:** Data analyses are documented in the Foundations Process Notebook, and lessons and teaching procedures are documented in the Foundations Archive.
E4 Analyzing Bullying Behavior, Policies, and School Needs	Foundations Team is aware of the content of this presentation and can compare it with current policies and procedures related to bullying.	Foundations Team has completed the form School-Based Analysis of Bullying Data and has identified whether new or revised procedures need to be implemented to enhance the current use of data related to bullying.	Foundations Team has completed the form School-Based Analysis of Bullying Policies and has identified whether new or revised policies need to be implemented to enhance current policies related to bullying.	Quarterly, the Foundations Team reviews data related to bullying. Annually, the team uses those data to answer each of the questions in the form STOIC Analysis for Universal Prevention of Bullying (or an equivalent process), and improvement priorities are established. **Evidence:** Data analyses are documented in the Foundations Process Notebook.
E5 Schoolwide Bullying Prevention and Intervention	Foundations Team has completed the form Staff Training in Preventing and Responding to Bullying and has developed and implemented a plan to fill in any identified gaps in current practices.	Foundations Team has completed the form Student Training in Preventing and Responding to Bullying. As part of a previously adopted bullying curriculum or through the *Foundations* lessons, students are taught about bullying prevention.	Foundations Team has completed the form Family Training in Preventing and Responding to Bullying and has developed an implementation plan to fill in any identified gaps in current practices.	Foundations Team has completed the form Active Engagement for the Prevention of Bullying and has developed an implementation plan to fill in any gaps in current practices. Bullying issues are a regular part of the team's work and are integrated into staff development efforts. **Evidence:** Ongoing discussions are documented in the Foundations Process Notebook. Established programs to enhance student engagement are documented in the Foundations Archive.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module E Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 7 of 8)

Presentation	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
F2 Supporting Classroom Behavior: The Three-Legged Stool	A research-based model for classroom management has been adopted at the building or district level. All teachers have access to training, and teachers new to the building or district receive the same training.	School and district personnel are identified as resources for teachers who would like observations, feedback, and coaching. An effort is made to actively market the benefits of coaching support.	The administrator has communicated clear outcomes and goals of effective classroom management: • 90% engagement • 95% respectful interactions • 95% of behavior matches posted expectations	The model creates a common language among teachers, support staff, coaches, and administrators for problem solving and intervention. Data are collected and analyzed to evaluate classroom management efforts. **Evidence:** Information on the model, administrative walk-through visits, and coaching supports is included in the Foundations Archive and Staff Handbook.
F3 Articulating Staff Beliefs and Solidifying Universal Procedures	Foundations Team has reviewed sample staff beliefs about behavior management.	In faculty and staff meetings, faculty and staff have examined and discussed sample staff beliefs about behavior management.	All staff have developed and adopted a set of written staff beliefs regarding discipline and behavior, and ensured that it aligned with the school's mission statement.	To solidify the culture of the school and to guide the ongoing development of school policies and procedures, staff beliefs are reviewed, discussed, and revised as needed at least annually. **Evidence:** Staff beliefs and the review process are documented in the Foundations Archive and Staff Handbook.
F4 Early-Stage Interventions for General Education Classrooms	Foundations Team and support staff (counselor, school psychologist, and so on) understand the concept of early-stage intervention.	Foundations Team, support staff, and principal (or district administrators) agree on the interventions that should be included in the early-stage protocol.	All teachers and support staff have been trained on the interventions in the school or district early-stage protocol, including how and why to keep records of each intervention.	Data Collection and Debriefing (or an equivalent) is adopted as a required intervention for most chronic behavioral problems. Data must be charted before assistance is requested from support staff or problem-solving teams. **Evidence:** Expectations about when and how to get assistance are included in the Foundations Archive and Staff Handbook.
F5 Matching the Intensity of Your Resources to the Intensity of Your Needs	Foundations Team and support staff (counselor, psychologist, and so on) have identified a set of red-flag criteria and (if possible) have conducted universal screening to identify students who may need individual behavior support.	Foundations Team, support staff, and principal (or district administrators) agree on who can serve as advocates for students who need additional support.	The advocates meet regularly to discuss progress and case studies to ensure that each student's needs are being met. Patterns of need are communicated to the Foundations Team so prevention efforts can be implemented.	All support staff and problem-solving teams have written brief job descriptions that outline the services they can provide. The documents are shared with staff to inform them about available resources. **Evidence:** Suggestions for accessing these services are in the Foundations Archive and Staff Handbook.
F6 Problem-Solving Processes and Intervention Design	Foundations Team understands that it will not conduct staffings (team-based problem solving) on individual students, but the team should examine current processes for supporting students and staff.	Foundations Team and support staff (counselor, school psychologist, and so on) have discussed the range of problem-solving support (individuals and teams) currently available to students and staff.	Foundations Team and support staff have discussed the problem-solving processes suggested in *Foundations* (e.g., the 25-Minute Planning Process), and have determined whether the processes would strengthen current practices.	A flowchart or description of how the school meets the needs of students and staff has been created, which clarifies how the intensity of student needs matches the intensity of both problem-solving processes and intervention design and implementation. **Evidence:** This information is documented in the Foundations Archive and summarized in the Staff Handbook.
F7 Sustainability and District Support	Foundations Team archives data, in-process work, and all completed policies and procedures, and builds on this work each year.	Foundations Team orients new staff and re-energizes returning staff about all policies and procedures, and emphasizes unity and consistency.	Foundations Team uses the rubric annually and the Implementation Checklists as individual modules near completion and every 3 years thereafter. The team uses this information to guide staff in setting improvement priorities.	In larger districts (more than four schools), a district-based team works on sustainability. The team reminds schools about important milestones (e.g., surveys, year-end tasks, etc.) and ongoing staff development opportunities on behavior support. **Evidence:** This information can be found in district communications (e.g., emails) to schools and agenda items for principals' meetings.

If any items are rated as less than In Place or if it has been more than 3 years since you have done so, work through the Module F Implementation Checklist.

Foundations Implementation Rubric and Summary (p. 8 of 8)

	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
Module A Presentations				
A1. Foundations: A Multi-Tiered System of Behavior Support				
A2. Team Processes				
A3. The Improvement Cycle				
A4. Data-Driven Processes				
A5. Developing Staff Engagement and Unity				
Module B Presentations				
Hallways				
Restrooms				
Cafeteria				
Playground, Courtyard, or Commons				
Arrival				
Dismissal				
Dress Code				
Other:				
Other:				
Other:				
Other:				
Module C Presentations				
C2. Guidelines for Success				
C3. Ratios of Positive Interactions				
C4. Improving Attendance				
C5 & C6. School Connectedness and Programs and Strategies for Meeting Needs				
C7. Welcoming New Staff, Students, and Families				
Module D Presentations				
D1. Proactive Procedures, Corrective Procedures, and Individual Interventions				
D2. Developing Three Levels of Misbehavior				
D3. Staff Responsibilities for Responding to Misbehavior				
D4. Administrator Responsibilities for Responding to Misbehavior				
D5. Preventing the Misbehavior That Leads to Referrals and Suspensions				
Module E Presentations				
E1. Ensuring a Safe Environment for Students				
E2. Attributes of Safe and Unsafe Schools				
E3. Teaching Conflict Resolution				
E4. Analyzing Bullying Behaviors, Policies, and School Needs				
E5. Schoolwide Bullying Prevention and Intervention				
Module F Presentations				
F2. Supporting Classroom Behavior: The Three-Legged Stool				
F3. Articulating Staff Beliefs and Solidifying Universal Procedures				
F4. Early-Stage Interventions for General Education Classrooms				
F5. Matching the Intensity of Your Resources to the Intensity of Your Needs				
F6. Problem-Solving Processes and Intervention Design				
F7. Sustainability and District Support				

See next page

Foundations Implementation Rubric and Summary (p. 8 of 8)

	Preparing (1)	Getting Started (2)	Moving Along (3)	In Place (4)
Module B Presentations—Other Common Areas and Schoolwide Policies				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				

AL SSIP Transition Classroom Observation Form

Center Street Consulting

TRANSITION FIDELITY EVALUATION

Teacher(s):   **School:**

Date: **Observer:**

INSTRUCTIONS FOR OBSERVATIONS

- **Arranging the observation session:** The teacher should know the purpose of the observation, understand how the information will be used, know who will conduct it, and help select the time for the visit.
- **Observing the lesson:** Try to sit somewhere that is "out of the way" but where you can still see and hear what is going on in the classroom.
- **Completing the observation instrument**: Some of the observation form may be completed after the actual observation is over. Use the notes from the observation to complete this observation form.

BACKGROUND INFORMATION FOR OBSERVATION

Beginning/end time of observation:
    Beginning:
    Ending:

Length of observation (minutes):

Total number of students in class:

ELEMENTS OF THE STANFIELD TRANSITION CURRICULUM

Rate each item using the scale below. List "Not Observed" only for those items that did not occur during the observation period due to external circumstances (e.g., a substitute teacher, a fire drill, etc.). Please provide comments for each item.

Key for Checklist
0=Not properly implemented

1=Emerging Implementation (Partially In-Place)	
2=Full Implementation (Consistent and Sustaining)	
999=Not observed or not applicable	

Elements of the Curriculum	Notes	Scores
Was an **Advance Organizer** used to start each lesson with an explicit statement of the objectives to prepare students for new information?		
Was **Feedback** provided throughout each lesson in the "Evaluate Outcomes" section?		
Was **Vocabulary** building based on systematic vocabulary instruction of the daily "Key Words" section?		
Was **Homework** given, though the daily assignment of a creative, interesting, and motivating "Connecting Activity?"		
Was **Practice** built into each lesson to develop student skills through guided and independent practice?		
Was **Summarizing** included as a section of each lesson called "Evaluate Outcomes" where students have an opportunity to summarize what they have learned while the teacher checks for understanding?		

NOTES:

ELEMENTS OF INSTRUCTION

Rate each item using the scale below. List "Not Observed" only for those items that did not occur during the observation period due to external circumstances (e.g., a substitute teacher, a fire drill, etc.). Please provide comments for each item.

Key for Checklist
0=Not properly implemented
1=Emerging Implementation (Partially In-Place)
2=Full Implementation (Consistent and Sustaining)
999=Not observed or not applicable

Instructional Indicators	Notes	Scores
Are materials ready for each activity?		
Is the teacher organized and familiar with the lesson?		
Does the teacher model skills/ strategies appropriately and with ease?		
Does the teacher provide students adequate think time?		
Does the teacher move quickly from one activity to the next?		
Does the teacher maintain good pacing?		
Does the teacher ensure students are firm on content prior to moving forward?		
Are students highly engaged in the lesson?		
Does the teacher complete all parts of the lesson?		

Was the time allocated for the lesson sufficient?		
Was the amount of material covered appropriate for the time allocated?		
Did the delivery of the lesson provide individualization to meet students' needs?		

STUDENT ENGAGEMENT

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

Instructions: For student engagement, a one minute scan is to be performed by the observer at 15 minute intervals during the instruction. Use the "Student Engagement Box" to record number of students engaged over students present in the class.

Student Engagement Box
(number engaged over total students)

Interval	Number Engaged	Total Students	[Leave blank]
At 15 min.			
At 30 min.			
At 45 min.			
At 60 min.			

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
*S*tructure/ Organize the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	Y	N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	Y	N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	Y	N	
	4. Do you have effective beginning and ending routines?	Y	N	
	5. Have you defined clear expectations for instructional activities?	Y	N	
	6. Have you defined clear expectations for transitions between activities?	Y	N	
*T*each students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	Y	N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	Y	N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	Y	N	
*O*bserve student behavior (supervise!)	1. Do you circulate and scan as a means of observing/ monitoring student behavior?	Y	N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	Y	N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	Y	N	
*I*nteract positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	Y	N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	Y	N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	Y	N	
*C*orrect irresponsible behavior fluently— that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	Y	N	
	2. Do you correct calmly?	Y	N	
	3. Do you correct immediately?	Y	N	
	4. Do you correct briefly?	Y	N	
	5. Do you correct respectfully?	Y	N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	Y	N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	Y	N	

EDUCATOR IMPLEMENTATION INFORMATION
STANFIELD TRANSITION CURRICULUM

1. Name of educator: _____

2. Educator 2 (if co-teaching or co-implementing): _____

3. School: _____

4. Identify the title which *best* describes each educator's *current* position:

<table>
<tr><td align="center">**Educator 1**</td><td align="center">**Educator 2**</td></tr>
<tr><td>a. _____ Special educator</td><td>a. _____ Special educator</td></tr>
<tr><td>b. _____ General educator</td><td>b. _____ General educator</td></tr>
<tr><td>c. _____ Speech/language therapist</td><td>c. _____ Speech/language therapist</td></tr>
<tr><td>d. _____ Transition specialist or coordinator</td><td>d. _____ Transition specialist or coordinator</td></tr>
<tr><td>e. _____ Other (specify):</td><td>e. _____ Other (specify):</td></tr>
<tr><td>_____</td><td>_____</td></tr>
<tr><td>_</td><td>_</td></tr>
</table>

5. For the curriculum you implemented this year, use the following tables to provide general information about how and when you implemented it:

   ‣ List curriculum name
   ‣ List name of the course in which the curriculum was taught (and section if more than 1 section)
   ‣ Enter number of students in each course/section
   ‣ Identify whether the course was a general (GEN) or special education (SPED) course. (If a course is a general education course, but includes students in special education, it should be listed as GEN.)

Course Name/Section	# Students	Course Type	Check if Co-taught
Lang. Arts – 1st Period	*25*	*GEN ED*	✓
9th Grade Lang. Arts – 5th Period	*5*	*SPED*	

   a.

Course Name/Section	# Students	Course Type	Check if Co-taught

b. Timeframe curriculum was taught (e.g., 1 time/week for 1 semester; every day for 3 weeks, etc.):

_____

c. How many of the lessons did you complete?   ____ All   ____ Some, # completed = ____

d. How many of the lessons did you modify?   ____ None   ____ Some (# = ____)
____ All

Please describe modifications here or attach additional pages: _____

_____

6. This question focuses on your experience implementing the Stanfield Transition curriculum this year. Please use the scale provided to indicate your response to each of the following statements:

1	2	3	4	NA
Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable

	Circle One				
a. I had the materials I needed to implement the curriculum.	1	2	3	4	NA
b. I had adequate training to implement the curriculum.	1	2	3	4	NA
c. I had adequate technical assistance to implement the curriculum.	1	2	3	4	NA
d. I had the time I needed to plan for implementation.	1	2	3	4	NA
e. I had the time I needed to implement the curriculum.	1	2	3	4	NA
f. The self-determination curriculum fit nicely within the course in which I implemented it.	1	2	3	4	NA

g. The curriculum was appropriate for my students' level and abilities.	1	2	3	4	NA
h. I had the support I needed from my administration.	1	2	3	4	NA
i. My students benefited from participating in the curriculum.	1	2	3	4	NA
j. My students reacted positively to the curriculum	1	2	3	4	NA

7. Please list any recommendations you have for helping to expand implementation of self-determination curriculum in the future:

8. I will use the curriculum next year: _____ Yes   _____ No   _____ Undecided

9. Are you willing to assist other teachers to implement the Stanfield Transition curricula?

   _____ Yes   _____ No   _____Undecided

10. This question focuses on factors, if any, you think *helped* you implement the curriculum and factors that served as *barriers* to implementation. Please use the scale provided to rate each item as a barrier (1 or 2) or as a helper (4 or 5). Please add any barriers or helpers you think are important to the end of the list.

1	2	3	4	5
Major Barrier	Somewhat a Barrier	Not a factor	Helped Somewhat	Major Helper
Circle One				
a. Training about the curriculum	1	2	3	4	5
b. Technical assistance for planning and implementation	1	2	3	4	5
c. Administrative support	1	2	3	4	5
d. Appropriateness of curriculum for students' level	1	2	3	4	5
e. Students' response to the curricular activities	1	2	3	4	5
f. "Fit" between the curriculum and the content of the course in which I implemented it	1	2	3	4	5

g. Alignment of curriculum with state standards	1	2	3	4	5
h. Alignment of curriculum with state assessment measures	1	2	3	4	5
i. Collaboration with co-workers	1	2	3	4	5
j. My prior knowledge (if any) of transition concepts	1	2	3	4	5
k. My prior experience (if any) with transition curricula	1	2	3	4	5
l. Time to try new things in my classroom	1	2	3	4	5
m. Encouragement for trying new things in my classroom	1	2	3	4	5
n. Recognition for trying new things in my classroom	1	2	3	4	5
o. Availability of supplies and materials needed to implement the curriculum	1	2	3	4	5
p. Response of my students' families to the concepts taught through the curriculum	1	2	3	4	5
q. IDEA transition requirements	1	2	3	4	5
r. Evaluation and reporting requirements	1	2	3	4	5
s. Other:	1	2	3	4	5

22 Things to do: High-Quality Professional Development "To Do" List for Presenters

Dear Presenter(s),

An "Observation Checklist for High-Quality Professional Development Training" was created by Noonan et al. (2015) to be completed by observers to determine the level of quality of professional development (PD) training. It is based on research-identified indicators that should be present in high quality PD. Below is a checklist for your convenience. Thank you for your willingness to provide high quality PD.

Preparation	Introduction	Demonstration	Engagement	Evaluation/Reflection	Mastery
___1. Provide description of training and objectives prior to training. ___2. Provide readings, activities, and/or questions to participants prior to the training. ___3. Provide agenda (i.e., schedule of topics and times) before the beginning of the training. ___4. Quickly establish rapport with participants.	___5. Connect topic to participant's context. ___6. Include empirical research to content. ___7. Relate content to previous PD. ___8. Align content to organization's standards or goals. ___9. Emphasize impact of content.	___10. Build shared vocabulary to implement and sustain practice. ___11. Provide examples of the content in use. ___12. Illustrate applicability of the content to participant's context.	___13. Include opportunities for participants to rehearse skills. ___14. Include opportunities for participants to express personal perspectives. ___15. Facilitate opportunities for participants to interact about content. ___16. Adhere to agenda and time constraints.	___17. Include opportunities for participants to reflect on learning. ___18. Include specific indicators to indicate transfer to practice. ___19. Engage participants in assessment of their new knowledge and skills.	___20. Provide follow-up activities that require participants to apply their learning. ___21. Offer opportunities for continued learning. ___22. Describe opportunities for coaching to fidelity of practice.

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

Appendix VIII

Transition Concepts Student Survey

Name: _____

Age: _____   **Gender:** _____   **Grade:** _____

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

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

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

_____

_____

16. Why did you take this transition class? _____

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

Appendix IX

AL Stakeholder Collaboration Survey

Alabama Stakeholder Collaboration Survey

1. Introduction

We are gathering confidential feedback from project partners, participants, and ALSDE staff about the implementation of the AL SSIP activities. We understand you may have had limited participation in the project, however we value any feedback you can provide.

We are asking for your assistance by completing a short survey. We will use your feedback to inform future project activities and for federal grant reporting.

Your responses will remain anonymous, and no identifying information will be reported. We would like to have your responses by July 6th. If you have any questions or need further assistance, please contact Jocelyn Cooledge at jcooledge@evergreenevaluation.net. Thank you for your assistance!

Alabama Stakeholder Collaboration Survey

2. Background Information

1. In the past year, have you participated in any AL SSIP activities (e.g., meetings, training, TA, coaching, receiving resources/materials, etc.)?

○ Yes

○ No

○ I don't know.

2. In the past year, have you participated in three or more AL SSIP activities (e.g., meetings, training, TA, coaching, receiving resources/materials, etc.)?

○ Yes

○ No

○ I don't know.

Alabama Stakeholder Collaboration Survey

3. Program Indicators

3. Please read each statement and indicate your level of agreement.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Not Applicable/Cannot Rate
When I have a question about the AL SSIP, I know WHERE TO GET INFORMATION.	○	○	○	○	○	○
I am INFORMED as often as I should be about what goes on in the project.	○	○	○	○	○	○
Partners involved in the project RESPECT one another.	○	○	○	○	○	○
AL SSIP activities are WELL-PLANNED.	○	○	○	○	○	○
AL SSIP MEETINGS are efficient and productive.	○	○	○	○	○	○
AL SSIP is FLEXIBLE to meet the needs of my organization/district.	○	○	○	○	○	○

4. Please read each statement and indicate your level of agreement.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Not Applicable/Cannot Rate
The ROLES of AL SSIP staff, partners, and participants are clear.	○	○	○	○	○	○
There is a CLEAR LEADERSHIP for AL SSIP.	○	○	○	○	○	○
I have a good understanding of GOALS AND OBJECTIVES for AL SSIP.	○	○	○	○	○	○
AL SSIP services are likely to IMPROVE THE OUTCOMES for students with disabilities in Alabama.	○	○	○	○	○	○
My district/organization BENEFITS FROM BEING INVOLVED with this project.	○	○	○	○	○	○
Staff at my district/organization have a high level of COMMITMENT to the AL SSIP.	○	○	○	○	○	○

5. If you received professional development offered by AL SSIP, please rate the overall quality of the training(s):

○ Excellent

○ Very Good

○ Good

○ Fair

○ Poor

○ I have not received professional development from Project CTG.

6. If you received AL SSIP professional development, did you apply any new skills as a result of the training(s)?

( ) Yes, often.

( ) Yes, sometimes.

( ) No, I did not.

( ) I have not received any professional development from Project CTG.

7. How could the project be improved?

8. Please give an example about how the AL SSIP is beneficial to your work.

9. Do you have any additional comments?

Alabama Stakeholder Collaboration Survey

4. Your Role

* 10. Please select the response from the list below that most closely describes your role. If choosing "other" please specify in the comment box labeled Other.

Other (please specify)