

Table of Contents

A. SUMMARY OF PHASE III..... 2

- A.1. Theory of action or logic model for the SSIP, including the SiMR.....2
- A.2. Coherent Improvement Strategies/Principle Activities.....3
- A.3. Evidence-based practices (EBPs) Implemented.6
- A.4. Overview of Evaluation Activities, Measures, and Outcomes.6
- A.5. Highlights of changes to implementation and improvement strategies.....8

B. PROGRESS IN IMPLEMENTING THE SSIP 9

- B.1. SSIP Implementation Progress.9
- B.2. Stakeholder Involvement.....9

C. DATA ON IMPLEMENTATION AND OUTCOMES 11

- C.1. Monitored and Measured Outputs to Assess Implementation Effectiveness.....11
- C.2. Demonstrated Progress and Modification to the SSIP13
- C.3. Stakeholder Involvement in the SSIP Evaluation18

D. DATA QUALITY ISSUES..... 19

- D.1. Data Limitations.....20

E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS..... 23

- E.1. Assessment of Progress..... 23

F. PLANS FOR NEXT YEAR 23

- F.1. Additional activities to be implemented next year, with timeline. 58
- F.2. Planned Evaluation Activities. 58
- F.3. Anticipated Barriers. 59
- F.4. Additional Support and/or Technical Assistance. 60

A. SUMMARY OF PHASE III

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

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

The FFY 2018 actual data for Alabama’s SiMR (Indicator 14b) is 64.73%.

Indicator 14b	FFY 2018 Data	FFY 2018 Target	FFY 2019 Target
Enrolled in higher education or competitively employed within one year of leaving high school	64.73%	63.60%	63.60%

The Alabama SSIP work has progressed through multiple iterations. Notably, SSIP implementation began with eight identified pilot sites as part of the Exploration/Adoption/Orientation stage. These eight sites then moved into subsequent stages of Installation, Initial Implementation and Full Implementation and are now functioning within the Innovation and Sustainability stage. Most sites have reached fidelity with their evidence-based practices (EBPs) so that they have begun mentoring other local education agencies (LEAs). As Cohorts II and III have been brought into the SSIP work, these cohorts began to work through the implementation stages under the guidance and assistance from trained coaches. At this point, the Alabama SSIP continues to work across the Implementation Science continuum, with some districts working at the Initial Implementation to others sustaining at the Full Implementation stage. The Alabama SSIP Phase III.d narrative will continue to describe the ongoing work to support and scale these initiatives.

The original eight LEAs with school demonstration sites have now been scaled into 31 LEAs as depicted in the following map:

Figure 1. Regional Map of Alabama SSIP Demonstration Sites



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

Below are the coherent improvement strategies with updates for FFY 2018. Refer to FFY 2017 Phase III-c Narrative, pp. 4-8 for table of Coherent Improvement Strategies (Implementation of EBPs).

Strategy 1. Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.

The activities under this strategy are to select, interview, hire, and train instructional coaches to assign to each SSIP demonstration site as well as to provide evidence-based training for middle school staff at identified implementation sites in co-teaching, co-planning, and reading and math interventions, positive interventions and supports (PBIS), and instructional coaching.

There is a continued emphasis to scale-up by expanding co-teaching and co-planning within cohort demonstration site schools.

Strategy 2. Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe & Civil Schools evidence-based programs.

In collaboration with AL SPDG, SSIP school demonstration sites and their feeder patterns will participate in a three-year Foundations project with *Safe & Civil Schools*. Each LEA joining a cohort agrees to participate for a three-year period during which school implementation teams will receive on-going training and consultation from *Safe & Civil Schools*.

During SY 2019-2020, the ALSDE initiated Cohort III Foundations with 18 new school sites in 11 LEAs. The new cohort consists of elementary schools, middle schools, a junior high school, and high schools. Selection criteria included the requirement to visit at least one demonstration site.

Strategy 3. Create a system and culture for supporting students with disabilities (SWDs), teachers, and administrators.

The activity under this strategy is to select regional demonstration site locations for each region consistent with the Exploration Stage of the Implementation Science Framework. Cohort I demonstration sites have moved through successive stages of implementation from Exploration to Full Implementation. At this point, implementation has become infused into the culture.

During this reporting period, the LEAs in Cohort I were identified to be in the Innovation and Sustainability stages of implementation, where coaching has been reduced but on-going. Data collection and analysis continue to assess fidelity of implementation in CHAMPS and/or co-taught classes.

Strategy 4. Create and publicize a model of comprehensive, research-based transition services for high school SWDs through the development of transition demonstration sites.

The activity under this strategy is to increase the number of secondary transition school demonstration sites each year to host regional visitors and provide resources to other LEAs regarding secondary transition.

The ALSDE initially identified three secondary transition school demonstration sites to demonstrate best practices in secondary transition services with financial support from AL SPDG. During this reporting period, there were 27 transition school demonstration sites operating.

Additionally, the AL SPDG funded 22 new school demonstration sites through an application process during spring 2019 to purchase evidence-based transition curricula. These sites are in diverse parts of the state so that interested districts in each region were supported with funds; this yields a total of 36 districts funded by the AL SPDG to implement evidence-based transition instruction. These districts will serve as the applicant pool for future transition demonstration sites.

Strategy 5. Collaborate with transition groups to coordinate the statewide transition infrastructure and strengthen the delivery of transition services from state to student.

The activity under this strategy is to examine secondary transition policy, practices, and resources to guide the statewide implementation of evidence-based secondary transition services.

During this reporting period, the ALSDE created and disseminated the Engage Alabama App to assist all transition age students in Alabama with identifying individual goals, strengths, and preferences. Training regarding the app's usage was continued to ensure that students, parents, and teachers were informed about the app and its assistance with effective, student-centered transition planning.

The ALSDE also made the PSO survey administration and data collection webinar available in spring 2019. Additionally, the SES Data Team presented at the statewide Back-to-School meeting in August 2019 regarding data collection and data integrity, with reminders to view the Post-School Survey administration webinar.

The AL SPDG contracted with the Zarrow Center to provide 20,000 Transition Assessment Goal Generator (TAGG) assessments, which facilitates student self-determination/self-advocacy, to be available for SY 2019-2020. The ALSDE updated and distributed The Professionals' Handbook for Transition, The Parent Manual for Transition.

Strategy 6. Manage project activities based on the implementation science practices of selection, training, coaching, data/evaluation, and systemic improvement.

The activity under this strategy is to establish and utilize a Professional Learning Community (PLC) to reflect on demonstration site implementation.

The ALSDE continued the meetings with instructional coaches as a Professional Learning Community to reflect on demonstration site implementation and progress. However, instead of having an external facilitator leading the group, the coaches themselves have taken responsibility for planning and conducting the bi-monthly meetings to discuss progress and SSIP data.

The instructional coaches facilitated the ability of demonstration sites to host visitors from other LEAs to view the areas of implementation of evidence-based training (Full Implementation Stage).

Strategy 7. Engage parents and stakeholders in training, information sharing, and feedback for program improvement (communication strategy).

The activities under this strategy are to convene multiple stakeholder meetings across groups, including Special Education Advisory Panel (SEAP) members, parent groups, and community and professional settings to elicit contributions and feedback for SSIP program improvement and to collaborate with the AL Parent Education Center (APEC) around the development and dissemination of relevant resources (e.g., secondary transition resources) for parents and other stakeholders related to evidence-based practices, including transition services.

In September 2019, three focus groups of families representing northern, central, and southern Alabama were convened to participate in training on secondary transition, including information regarding the Engage Alabama App, as well as to give feedback and guidance to AL SPDG staff. These focus groups represent an ongoing partnership with the APEC to provide training and information to parents to improve post-school outcomes for students with IEPs. Information on the history, design, and outcomes of the Alabama SSIP was also a feature of the parent focus group. Additionally, the ALSDE solicited input from parents participating in the focus groups via the Transition Stakeholder Survey, Family Engagement Tool, satisfaction survey, and Planning for Life After School survey.

Also, SSIP consultants and coaches presented evidence-based training in co-teaching, co-planning, mapping, behavior, and instructional coaching at the July 2019 MEGA conference. A meeting was facilitated by the National Center for Systemic Improvement (NCSI) staff as part of the NCSI intensive technical assistance (TA) work on state alignment using a multi-tiered system of support (MTSS) approach, where information was presented to a broad ALSDE stakeholder group in August 2019 regarding the process and outcomes achieved by the AL SSIP.

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

LEA Implementation of EBPs. The implementation of EBPs include secondary transition, PBIS and co-planning/co-teaching. See Appendices I, II and III for a summary of the demonstration sites by cohort, LEAs, schools, and initiatives.

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

The evaluation measures include a mix of qualitative and quantitative data, and both formative and summative data. Initially, schools completed a site form to track individual participants by initiative (e.g., Foundations team members). Site form data were used for planning for fidelity observations, analyzing data by category, and training and coaching logs.

Prior to training, participants received a participant's memo, outlining the training objectives, the qualification of the trainer, the expectations before and after training, and the schedule. Training events were tracked through the Alabama Professional Development (PD) Database, and sign-in sheets were used to record all participants. Pre- and post-event evaluations were sent to participants electronically through an online survey program.

Following training, the AL SSIP Activity Log and Basecamp were the primary sources for documenting coaching and follow-up activities. Coaching and other activities were summarized

and reported to AL SSIP staff bi-monthly to keep staff and consultants aware of the site activities. Recommendations were also shared with AL SSIP staff based on the current month's report.

Measures of satisfaction and progress were also assessed through the annual SSIP/SPDG Stakeholder Survey, Transition Stakeholder Survey, and training evaluations, and a Transition Parent Focus Group survey. The Stakeholder and Coaching Survey was administered in April/May 2019 and will be administered again in April/May 2020.

Fidelity data were collected at different intervals during the reporting year:

- For co-planning and co-teaching, fidelity data were collected on a rolling basis, although all data were collected during the 2019-2020 school year. Co-planning and co-teaching fidelity data consisted of self-assessments and observations by external consultants for over 10% of the co-teaching dyads.
- For CHAMPS or Discipline in the Secondary Classroom (DSC), individuals implementing CHAMPS or DSC completed the STOIC self-assessment in February 2020. External observations were conducted for a stratified random selection (stratified by school) of 22% of individuals implementing the classroom behavior system using the *Safe & Civil Schools Basic 5 Observation Form*.
- For Foundations, cohort schools completed the *Safe & Civil Schools' Benchmarks of Quality (BoQ)* between June 2019 and February 2020, depending on the cohort. Additionally, *Safe & Civil Schools* consultants conducted the *Foundations Implementation Tool (FIT)* and site summaries during their on-site observations.
- Transition fidelity data were conducted for teachers of transition classes by the external evaluator using the *AL Transition Observation Tool*. These observations were conducted between September 2019 and February 2020.

Other implementation data, such as teaming and structures, were gathered through a Team Functioning Scale Survey, Coaching Checklist completed by coaches, and Foundations and implementation team minutes.

Outcome data, such as the office discipline referral data, attendance data, and academic data were collected for the 2018-2019 school year in summer 2019. Additionally, FFY 2018 SPP/APR Indicators 8 and 14 data were collected before September 2019 and included data from the prior year.

Qualitative data were collected primarily through the following means: post-evaluation surveys following training; interviews with teachers and administrators; coaches' sharing during SSIP Coaches' Meetings; Basecamp comments; Activity Log entries; Parent Transition Focus Groups; and the SSIP Stakeholder and Transition Stakeholder Surveys. These data provided themes pertaining to effective practices and insights on barriers to implementation.

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

During the Phase III cycle, the AL SSIP Evaluation Plan was operationalized through the *AL SSIP Data Manual* for AL SSIP demonstration sites. The data manual included the data to be collected,

by whom, the deadlines, and the title of the forms to be used. Key performance measures were also included in the data manual.

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

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

Few substantive changes were made regarding implementation and improvement strategies. Changes that were made include the ongoing training participation and the selection and installation of Cohort III.

Districts selected to participate in Cohort III will begin the Exploration Phase during spring 2020 when their teams attend PD sessions. As has been previously mentioned in the ongoing SSIP narratives, staff turnover continues to be a reality that impacts SSIP implementation in multiple districts. During FFY 2017, a few Cohort II sites were impacted by transfer/retirements of key administrators and staff who had been involved with Foundations implementation. Therefore, in consultation with the site leadership, the decision was made to include these sites within Cohort III so that their new teams could begin on the ‘same page’ and continue implementation of the evidence-based schoolwide behavioral strategies.

The implementation change made in FFY 2016 continues. The change included the introduction of Foundations as the initial implementation followed by training and implementation of CHAMPS and co-planning/co-teaching. The sequential implementation of Foundations was tried as a mid-course correction in order to reduce burden on site staff and to facilitate the acquisition of behavior management skills prior to introducing co-planning/co-teaching.

With the advent of SY 2019-2020, a shift will occur in which the Foundation cohorts will combine with the 12 regional SSIP Demonstration Sites in order to receive training and on-going coaching in the EBPs of co-planning/co-teaching and CHAMPS. In addition, demonstration sites will continue their progress in Foundations. The sites will be assessed for selection and readiness for the next phases of the SSIP implementation, so they may be brought forward consistent with individual site needs and context.

B. PROGRESS IN IMPLEMENTING THE SSIP

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

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

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

Refer to section E.1.b for updated information on accomplishments by area of implementation. Also, you will find a complete list of Evaluation Questions by 2018-19 data and met performance measures in FFY 2017 SSIP, Appendix III.

B.2. Stakeholder involvement in SSIP implementation.

Multiple opportunities have been provided for stakeholder updates throughout the implementation period of FFY 2018 Phase III of the SSIP. During the July 2019 Mega Conference, administrators and staff from multiple Demonstration Ready sites presented information and results in individual sessions to education stakeholders from all areas of the state.

In August 2019, an important opportunity arose to inform key ALSDE leaders about the work of the SSIP and the ongoing results of the implementation of EBPs as part of a broader effort across the ALSDE sections to align systems in order to improve student results. Additional meetings were held in November and December 2019, as well as a virtual meeting in January 2020. This series of face-to-face and virtual meetings are facilitated by the NCSI staff. Representatives from other divisions and sections from the ALSDE include Special Education Services, Alabama Reading Initiative (ARI), Alabama Math and Science Initiative (AMSTI),

The SSIP External Evaluator provided extensive data regarding the project as a whole and the results achieved so far in data discussions with the ALSDE implementation team (July 2019), September 2019 Parent Focus Groups, and the April and October 2019 Instructional Coaches Meetings.

During the FFY 2018 reporting period, a companion SSIP document containing expanded information and data displays of results achieved via SSIP implementation will be created for marketing purposes. This document will address the stakeholder input provided during a previous (FFY17) Stakeholder Meeting’s facilitated breakout sessions regarding resources for marketing the programs to the public, potential new sites, and to education funders.

A stakeholder suggestion from FFY 2017 stated that co-planning and co-teaching should be implemented at the university level. Such a model collaboration at the pre-service level will be a future consideration with our work with IHEs to intensify the instruction that is presently offered

to pre-service teachers. This co-planning/co-teaching collaboration could be designed so that it will build upon the model initiative that began in FFY 2017 to work with multiple professors/consultants at the University of Montevallo on providing CHAMPS instruction and relevant pre-service internships in classrooms implementing CHAMPS with fidelity.

Beginning in the 2018-2019 school year, the ALSDE, SES Section began working with the University of Montevallo to integrate CHAMPS/DSC into its pre-service learning and with co-planning and co-teaching. Through this collaboration, students at the pre-service level would experience the behavior and co-planning/co-teaching initiatives prior to graduation. Furthermore, to ensure pre-service students learned best practices, the University of Montevallo partnered with select classes that had achieved fidelity with CHAMPS and/or co-planning/co-teaching.

Initial DSC training among University of Montevallo pre-service faculty occurred in January and February 2019 and was followed by CHAMPS training in July 2019. Additionally, three faculty participated in the CHAMPS Training-of-Trainers beginning in December 2019. Pre-service students were introduced to the initiatives in the fall 2019 and spring 2020 semesters. In addition to learning about CHAMPS/DSC and co-planning/co-teaching in their courses, 18 students observed CHAMPS and co-planning/co-teaching at DeArmanville Elementary School, one of the SSIP school demonstration sites, and a second group of pre-service students were scheduled to visit DeArmanville in March 2020. Faculty and site visit evaluations from students have rated the training and visits highly. The University is working toward placements of students with teachers demonstrating fidelity for the 2020-2021 school year.

Parent stakeholder groups continue to provide essential feedback and guidance through multiple meetings during this reporting period, especially with regard to improving secondary transition throughout the state as a means of achieving Alabama's SIMR. Themes emerging from these parent focus groups include concerns regarding student self-determination/self-advocacy and increasing parent information/resources related to secondary transition.

The impact continues stemming from the April 2018 joint transition conference meetings jointly convened by the AL SPDG and APEC. For example, as an outgrowth of the presentations from the Zarrow Center in April 2018 to educators, parents, and students on student self-determination/self-advocacy, the AL SPDG contracted with the Zarrow Center to purchase 20,000 Transition Assessment goal Generators (TAGG) to be used by transition-age students statewide. Additionally, the ALSDE continues to provide training and resources for *Engage Alabama*, an app designed to lead students through a self-assessment for transition and the state staff continue to provide information that assists students with the tools that promote leading their IEP transition meetings.

SPDG/SSIP consultants/staff have presented at Curriculum and Instruction Boot Camp meetings around the state during this reporting period regarding the SSIP site implementation and co-planning/co-teaching principles. Audiences for the meetings consisted of teachers and site and district administrators. Additional meetings to include SPDG/SSIP staff are being scheduled for the 2020 Mega Conference to be held in July. The ALSDE looks forward to updating the results of these opportunities upon the scaling-up and results produced by the SSIP Implementation in the FFY 2019 submission.

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

Alabama continues to convene meetings so that broad stakeholder engagement is elicited and supported around the continuous feedback loops needed to carry on the development and revision of the Alabama SSIP. Institutions of higher education (IHE) staff are important voices to include and the ALSDE convened a stakeholder meeting in May 2019 to draw IHE representatives from universities across the state. These IHE representatives were provided information and resources related to multiple programs implemented by the ALSDE, including presentations regarding the SSIP Demonstration Sites and all components of the SSIP.

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

The August 2019 Alabama Systems Alignment Meeting series (i.e., the MTSS Alignment work facilitated by NCSI) was selected to serve as the ongoing stakeholder group for FFY 2018. SSIP staff provided the ALSDE stakeholder group with the history, design, and outcomes achieved by the AL SSIP in order to elicit constructive feedback from the group over the span of the meeting series, as well as to serve as a model implementation plan for other ALSDE initiatives. Similarly, the ongoing Family Focus Groups facilitated jointly by SSIP staff and APEC provided an opportunity to offer customized information and resources that enabled families to participate in effective decision-making processes and offer constructive input regarding the progress of the SSIP on improving post-secondary outcomes for youth with IEPs.

C. DATA ON IMPLEMENTATION AND OUTCOMES

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

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

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

- 1) A Theory of Action, depicted in an “If-Then” model, was created in Phase I of reporting.
- 2) Theory of Action tables were developed as an expanded version of the “If-Then” model.
- 3) The Outcomes by Evaluation Question and Performance Indicators table cross-walked the Theory of Action outputs and outcomes with evaluation questions and related performance measures.

- 4) The measures/methods, persons responsible, and timelines for each evaluation question were included in the AL SSIP Evaluation Plan.

All of the models, table, and plan aligned with the theory of action can be found in prior reports, including the *FFY 2017 SSIP Report Appendix*.

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

The data sources for each measure can be found in Section E of the current report as well as the “Data Collection Method” column in the AL SSIP Evaluation Plan (see FFY 2017 SSIP, Appendix II)

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

For each evaluation question, the ALSDE, SES Section has established performance measures that are tracked according to the timelines specified in the AL SSIP Evaluation Plan. Performance measure targets were established during Phase II and have been updated throughout Phase III. *For more details on the selection of performance measure targets, please see the FFY 2015 Alabama SSIP Phase III report.*

Despite the consideration taken when developing performance measures, several measures have been adjusted in the Alabama SSIP Phase IIIa-d report to reflect availability of data, the feasibility of achieving measures, and utility of the measures themselves.

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

The AL SSIP Evaluation Plan, found in the *SSIP Phase II and Phase III Report* appendices, outlines the data collection schedule for SSIP data. The assessment tools and protocols used for data collection can also be found in Appendix VII of the FFY 2015 SSIP. The frequency of data collection was determined by the need for data as well as the feasibility and burden of the schedule for the ALSDE, SES Section, and SSIP sites.

The AL SSIP Evaluator created a Data Manual for AL SSIP sites, which includes a description of the data requirements, data submission procedures, timelines, and key performance measures. Additionally, the AL SSIP uses an online project management program, *Basecamp.com*, to share successes, due dates for data, data forms, and examples in one location. Coaches, ALSDE, SES staff, SSIP site administrators, and other staff have access to the Basecamp site. For more details on data collection procedures, please see the Alabama SSIP Phase IIIa report.

C.1.e. Sampling procedures.

The ALSDE, SES Section sampled a selection of sites for both the AL SSIP demonstration sites (Initiatives 1, 2, and 3), and AL SSIP Transition Sites (Initiative 4). For the selection of its Demonstration and Transition sites, the ALSDE applied stratified sampling techniques. *Details about the sampling procedures can be found in the Alabama SSIP Phases II and III reports.*

In summer 2019, 19 new SSIP schools in nine districts were added to Cohort III for Initiatives 1-3. Nine of the schools were in a Cohort I or II school district, and one school moved from Cohort II to Cohort III. Additionally, in fall 2019, 17 schools in nine districts were selected for Cohort III for transition. Six of the schools were in a Cohort I or II transition school district.

These schools were selected through an application process and scored based on a selection rubric. In addition to questions regarding need, significance, and fit, there were non-negotiable items such as sharing data and administrator participation. The SES funding was allocated through an interview and rating using the selection rubric criteria.

C.1.f. Planned data comparisons.

No between-group data comparisons were made except a comparison of school or district data against the state average. Information about longitudinal data comparisons can be found in the information regarding the project design in C.1.g. below.

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

The AL SSIP evaluation for strategies 1-4 (student-based outcomes) utilize a between and within subjects, repeated-measures design. The strategies for strategies 1-4 are measured throughout a year and annually; for school-based transition activities, the students' post-school outcomes are measured biannually.

AL SSIP Strategies 5-7, collaboration on transition infrastructure, project implementation and management, and parent and stakeholder involvement, are primarily assessed through the completion of activities and outcomes on an annual basis. More details of the data collection process can be found in the AL SSIP Evaluation Plan (Appendix II) and the *Alabama SSIP Phases II and III Reports*.

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

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

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

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

- Schools have school implementation teams and Foundations teams to review data, plan for activities, and review barriers to implementation.
- Some of the smaller SSIP districts have district implementation teams to review the data at the sites as well as review and address barriers to implementation.

- District and site representatives provide data, as indicated in the *AL SSIP Site Data Manual*. These data are either submitted directly into a database or submitted by an SSIP Coach.
- Multiple sources of data are collected for guiding improvement, as noted in the AL SSIP Evaluation Plan (see FFY 2017 SSIP, Appendix II).

The state reviews data on a continuous basis, such as Activity Log Summaries of coaching, training data after events, and fidelity data after observations. Additionally, the state has met to review the data:

- Annual meeting of SSIP Evaluation Team in July 2019 to review year-end data, create a short-term work plan, address barriers, and discuss scaling-up strategies.
- Meeting of the SSIP Evaluation Team in December 2019 to discuss the SSIP stakeholder involvement, identification of schools, and progress on Section D items.
- Consultant, Coordinator, and Evaluator planning meetings in March, September, and October 2019; and February 2020.
- Reviewing progress on SiMR and individual LEA results for SSIP sites in May 2019.
- Coaches' Meetings with the SSIP staff in March, April, August, and October 2019; and February 2020.

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

The current report represents the fourth full year of data reporting. While some SSIP sites are in their fifth year of implementation, baseline is typically spring 2015 for Cohort I and spring 2018 for Cohort II.

When reviewing its performance measures, the ALSDE, SES Section met 89% of its key targets, which is an 8% increase over the prior reporting year. All key performance measures are described in Sections E.1. A summary of changes to key targets for 2019-2020 are as follows:

- 57 active Cohort Demonstration Sites for Initiatives 1-3. Currently, almost all of the Cohort I sites are ready for external visitors (see Appendix I for list of sites).
- 27 demonstration sites for transition, an addition of 17 sites compared to the last reporting year (see Appendix II for list of sites).
- 22 new districts received contracts to purchase and implement secondary transition curricula, for a total of 36 districts.
- 585 individuals have received training on co-planning/co-teaching, 1,297 for behavior initiatives, and 514 for transition.
- 91% satisfaction with training and over 86% satisfaction with coaching.
- Over 75% fidelity for all initiatives: co-planning, co-teaching, CHAMPS/DSC, reading intervention programs, Foundations, and transition.
- 64.73% for Indicator 14b (Alabama's SiMR).
- 3.8% gain in Indicator 14b among SSIP Demonstration Sites, and 6.4% gain in Indicator 14b for Transition Demonstration Sites.
- 78% of students with disabilities in co-taught classrooms demonstrate gains in progress monitoring/state assessment. All disability subgroups examined met the 45% target for academic gains.
- On average, 144 fewer tardies per month in Cohort I schools compared to baseline.

- 25 fewer unexcused absences per site per month.
- 31% decrease in the number of office discipline referrals for all students, and a 43% decrease for students with disabilities.

For targets not met, Table 1 in C.2.c. describes the changes that have been made or will be made to address the gap in performance.

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

In July 2019, the SSIP Team discussed unmet performance measures from the FFY 2017 SSIP reporting year. The team discussed and brainstormed strategies to address several areas:

- Addressing logistical issues for training, coaching, and collecting fidelity data;
- Improving transition training and access to training;
- Embedding more specially designed instruction into co-planning/co-teaching;
- Increasing the Indicator 14 results;
- Improving communication at all levels;
- Reviewing accomplishments; and
- Generating questions for further discussion.

The SSIP Team developed a short-term plan for activities through a 30-60-90 day plan. The AL SSIP Director, Coordinator, and Evaluator met again in December 2019 to review progress toward the key strategies in the 30-60-90 day plan and discuss next steps for training.

Table 1 outlines themes from the data that indicated a change in implementation was needed and the subsequent change.

Table 1. 2019-2020 Changes in Implementation Made Based on Data

Themes Addressed & Source	Actions Taken
Initial communication needs to be improved ▪ <i>(SSIP Stakeholder Survey)</i>	Communication regarding training was provided through Participant’s Memos; an initial overview of SSIP and Foundations was provided for Cohort III at the first Foundations training; all training dates were provided for the year and posted on the Basecamp calendar; MOU meetings began in February 2020.
Integrate specially designed instruction (SDI) in co-teaching ▪ <i>(SSIP Stakeholder Survey)</i>	Three co-teaching/co-planning/SDI trainings were held in June, July, and October 2019. Coaching was provided by a consultant on SDI and co-teaching.
Offer more transition training ▪ <i>(FFY 2017 transition training counts)</i>	Transition Demonstration Sites received training on the curriculum from a vendor or a transition consultant. The ALSDE began developing a transition training curriculum in Spring 2020.
Transition and planning for post-school outcomes should be	Additional middle schools were added in new Transition Demonstration Site districts. The ALSDE-SES provided

<p>addressed more, and at a younger age</p> <ul style="list-style-type: none"> ▪ <i>(Transition Parent Focus Groups; Indicator 14 data)</i> 	<p>awards to applying districts to purchase evidence-based transition curricula.</p>
<p>Improve communication with parents</p> <ul style="list-style-type: none"> ▪ <i>(Transition Parent Focus Groups; Coaching Checklist)</i> 	<p>The ALSDE-SES continued to partner with APEC; three regional Transition Parent Focus Groups were held in September 2019; a student safety manual for parents is in development.</p>

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

The ALSDE recognizes the importance of seeking continuous feedback in order to make programmatic and policy changes based on data. The feedback activities included in every objective allows for evaluation data to be formally reviewed by the SSIP Evaluation Team. More explanation on the data review process can be found in the *Alabama SSIP Phases III Report*.

The AL SSIP Team meets regularly for formal data review and discussions, and informal reviews and meetings have occurred to keep members apprised of progress and changes. As indicated in Table 1 in C.2.c, modifications have been made to better improve the SSIP model. Since the AL SSIP has seen significant progress in several outcome measures, the model of strategies and supports have been shown to be effective.

There are, however, areas of implementation and strategies that need changes to further improve the SiMR. Overarching themes that will need to be addressed for the 2019-2020 school year, which cut across performance measures are outlined in Table 2 below. While several of the themes in Table 2 have been addressed in prior years, the data support the need for additional changes. The ALSDE, SES Section will continue to focus on these items in the future.

Table 2: SSIP Performance Measures Not Meeting Targets or Changes to Address Progress

Improvement Areas	2019-2020 Data	Explanation & Changes to Implementation
How does the project ensure participants are learning the needed content at training events?	Average learning measure post-scores: Co-Teaching: 62.22%; CHAMPS: 58.31%	Two content areas did not meet the learning performance measure targets: co-teaching/co-planning and CHAMPS/DSC. The SSIP Team has added learning measure questions; asked trainers to initially develop questions to increase content validity; and reviewed HQPD checklist data to ensure trainings were of high-quality. Moving forward, the SSIP Team and trainers will address the following: 1) Change learning measure items; 2) Review the expectations for learning and learning targets for each training; 3) Adjust the allocation of trainers with lower learning measure results; and 4) Ensure SSIP Coaches review the content at the end of training.
How do the SSIP Team and Coaches meet the increasing demands as the project scales-up?	Average coaching hours/school: 40.59 hours/school (target 40 hours), but 79% of Cohort 3 schools <40 hours. Transition fidelity decreased to 75%.	With the addition of Cohort 3 for both initiatives 1-3 and transition, there are fewer personnel, time, and financial resources to distribute to each school. The number of coaching hours per school for initiatives 1-3 has significantly decreased over the past three years from 151 hours/school in FFY 2015 to 40.6 hours in FFY 2018. Furthermore, with more than double the number of schools for transition in FFY 2018, the percentage of teachers achieving fidelity has decreased (although still meeting the 75% target). The SSIP Team will not expand the number of schools for initiatives 1-3 in FFY 2019 and make a modest increase in the number of transition sites. The project is considering adding a third transition coach in 2020. More specific guidance will be needed on coaching, including expanding coaching in some schools and focusing on building internal capacity in other schools.
Did schools and districts review and use data, observation results, and evaluation findings?	(Multiple performance measures)	It was reported that 81% of Implementation Teams reviewed data at least annually, which was an increase over FFY 2017. On the Foundations fidelity, Data Entry and Evaluation were rated 71% and 69%, respectively. As noted in Section D.I.a. below, data usage has been observed as an area needing improvement. The SSIP Team will work with Foundations, Implementation, and Transition Teams to increase data usage. Professional learning will be offered during the 2020-2021 school year.
How do teachers, schools, and districts sustain activities, despite a reduction in SSIP professional learning and attrition of teachers and administrators?	Slippage in tardies, chronic absences, office discipline referrals, IEP meeting participation	While the state has shown improvements in academics, attendance, and behavior outcomes, slippage was noted in several Cohort I outcomes, particularly attendance and office discipline referrals. Survey results have found concerns about staff attrition and ensuring new staff and administrators have the training and volition to fully implement the initiatives. The SSIP Team will review the procedures in place for new staff and administrator training. Also, SSIP Coaches may be assigned to Cohort I schools who have demonstrated slippage in outcomes.
After meeting the target for the state's SiMR, how do we maintain a high-quality data collection process?	Indicator 14b: 64.73% in FFY 2018	Alabama met its target for Indicator 14b and took numerous steps to promote data collection, ensure a high response rate, and reduce the number of missing responses fields. These steps likely helped to improve the Indicator 14 data collection. Due to COVID-19, data collection will be challenging for FFY 2019. The ALSDE, SES Section can continue to provide guidance on Indicator 14 data collection, and further guidance may be shared during summer 2020. The SSIP Team is examining the disaggregated results from the FFY 2018 data collection and discussing strategies for demographic variables.

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

Section E.1.c-d. indicate changes in implementation data as well as outcomes, including gap among students with disabilities and students without disabilities on screening/state assessment data; student engagement; Average Daily Attendance; unexcused absences; chronic absences; number of tardies; office discipline referrals; suspension data; student knowledge about transition; and job placements. Most of these areas indicate improvement at SSIP sites.

For the SiMR analyses, the ALSDE, SES Section met its target for Indicator 14(b) in its FFY 2018 Annual Performance Report with a rate of **64.73%**. Additional information about the analyses and planned strategies for addressing the SiMR data can be found in Section E.1.c.

FFY 2018 was the first year Alabama has met its target, and the goal was to meet the target by 2020. Since the state's SiMR is post-school outcomes, the school-level effects of the project on leavers one year after school would likely not occur until the school level effects on leavers were predicted to likely lag at least two years post implementation. Furthermore, the Theory of Action focuses not only on transition-aged students, but also middle school students. As a result, the effects of the SSIP initiatives will become more evident in subsequent years.

SSIP feeder pattern districts from Cohort I showed a 3.8% gain compared to baseline for Indicator 14b, compared to 2.38% for all Alabama districts. The gap is larger for Indicator 14c: 6.85% for SSIP Cohort I districts versus -0.78% for all Alabama districts. Therefore, SSIP districts show greater growth on Indicators 14b and 14c than other Alabama districts. The growth shows very promising results for the SSIP work.

C.3. Stakeholder involvement in the SSIP evaluation.

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

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

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

Members of the Evaluation Core Team communicate frequently, typically weekly, regarding the data. Formally, the Evaluation Core Team meet to review updated progress, sharing data, and planning. Reviewing these data allowed the Evaluation Core Team to act on any concerns in a short timeframe.

In addition to the Evaluation Core Team, the AL SSIP has sought feedback from stakeholders and worked with different groups to guide the decision-making process. As well as achieving the goal

of guiding the decision-making, presentation to the upper level and general education management and staff within the context of the Alabama systems alignment project furthers the goal of being able to scale the implementation statewide through data sharing and building greater awareness and capacity for change within the ALSDE. Between February 15, 2019 and February 14, 2020, the ALSDE, SES Section collaborated with four stakeholder groups regarding the SSIP evaluation: SSIP Stakeholders at public/state forums; Alabama Special Education Advisory Panel; Transition Parent Focus Group; and SSIP Instructional Coaches.

These groups include a broad spectrum of expertise and constituencies, including consumers, families of students with disabilities, 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.

Public/State Forums

SSIP staff and coaches presented in public forums throughout the year:

- The Alabama SPDG Director, who also works on the SSIP, presented on the SSIP Initiatives 1-3 to four regional Curriculum and Instruction meetings.
- SSIP Coaches presented at Regional Special Education Coordinator meetings in spring 2019.
- Coaches and SSIP consultants presented SSIP data at the state's MEGA conference, the national Council for Exceptional Children conference, and the University Forum.
- The SSIP Team members also presented to staff within the ALSDE to present findings.

SSIP Demonstration Sites (Monroe County, Hale County, Andalusia City, and Gadsden City), as well as SSIP consultants presented during the July 2019 Mega Conference to teachers and administrators from across the state. Additionally, the SSIP External Evaluator presented current data regarding the SSIP co-taught classes and transition programs during quarterly Coaches' Meetings as well as to the state implementation team members in July 2019 to examine current data progress and areas of needed improvements. The ALSDE staff also presented current data and findings to the Parent Focus Groups on Secondary Transition in September 2019 and to SEAP members in November 2019.

Moreover, at the request of Dr. Jennifer Coffey, the SPDG Project Officer in May 2019, the SSIP Instructional Coaches participated in a video produced by the AL SPDG for the virtual *National Symposium on Retention of Quality Special Education Personnel*. Their topic was coaching as a method of retaining and improving the performance of teachers: *How Instructional Coaching Supports and Sustains Effective Personnel in Alabama* <https://youtu.be/-JLGtOEIRrg>

State Education Advisory Panel

The ALSDE, SES Section worked with the Alabama Special Education Advisory Panel (AL SEAP) to inform the members and to gather feedback on the SSIP updates. The ALSDE, SES Section presented on the SSIP to the SEAP two times in the past year.

Parent Focus Groups

The AL SSIP team and the Alabama Parent Education Center (APEC) has conducted regional longitudinal parent focus groups for the past seven years. The focus groups generate data and feedback from parents of transition-aged students in the three major regions of Alabama. Parents

are invited back annually, providing longitudinal perspectives on the transition process of their children.

Three Transition Parent Focus Group were held in September 2019, in which the SES staff presented SSIP and transition updates to the focus group, and evaluation data were shared with the group. Additionally, the SSIP External Evaluator gathered feedback from the parents regarding transition services and ideas for strategies to improve parent/teacher and parent/school collaboration. Parents also completed the *AL Transition Resources Survey* and the *Planning for Life After School* survey.

SSIP Coaches

The AL SSIP team also gathered evaluation feedback from the SSIP site coaches. The coaches met with SSIP staff and consultants met regularly over the past year:

- Five all-day Coaches' Meetings to hear updates, discuss coaching activities, and work on special topics;
- Two transition coaches' meetings (in addition to the Coaches' Meetings);
- State-coach-consultant discussions regarding what occurred during and following training events.

The ALSDE, SES Section will continue to seek input from these stakeholder groups through face-to-face meetings, WebEx meetings, e-mail, and shared reporting. These groups will continue to provide their expertise on the SSIP and evaluation throughout the implementation and scaling-up of the initiative.

D. DATA QUALITY ISSUES

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

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

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

In Phase II, the ALSDE, SES Section developed a thorough evaluation plan that was designed to provide sufficient data to determine progress. Through the process of answering the questions in the evaluation plan, many lessons were learned about the availability of data, accessing data, and the quality of the measures. The prior year's report outlined five lessons regarding the data quality and quantity. While most of the concerns persist due to the nature of data analysis and educational data, this year, there are three categories of data quality and quantity concerns, as outlined below.

Measurement Concerns

Despite its efforts to clarify the data collection requirements, the AL SSIP Team has found inconsistencies in data reported by the districts. The SSIP Team has found inconsistent data among districts as well as inconsistencies over time. It is clear that how data are pulled from the state's data system has affected the consistency of the data, and in many cases, the data collector within districts has changed.

The External Evaluator has developed written instructions for each type of data, however, the definitions of terms, such as what constitutes a "tardy" is determined by the district. Changes in district policies regarding attendance and suspensions can influence the percentages within a district, thus, potentially affecting the comparisons over time.

To determine the extent of the validity of the initial baseline data, the External Evaluator will work with a subset of schools to go back and analyze the results of key longitudinal outcomes over time.

Data Usage

Through various assessments, observations, and interviews, the SSIP Team has found some districts, schools, and personnel involved in the project may not be using the current and/or prior year's data for making policy and practice changes. As a result, the changes needed to improve the data may not be occurring. For example, although office discipline referrals and attendance measures are outcome data, not all Foundations Teams or SSIP Implementation Teams are examining these measures on a routine basis.

Although the data-based decision making is not necessarily directly related to the quality or quantity of data, the AL SSIP Team recognizes reviewing data is an integral part of the improvement cycle. The SSIP Team has begun providing graphs of longitudinal Foundations fidelity data in a faster turn-around for districts. The Team has also discussed other strategies, such as reviewing results with the ALSDE, SES Technical Assistance Team prior to site visits.

Sustaining Schools

With the expansion of the project, the support to Cohort I schools has significantly decreased, particularly in the 2019-2020 school year. With the reduced supports, more schools have moved toward sustainability. As a result, obtaining data from Cohort I schools, particularly if the district does not have schools in other cohorts, has been more challenging. Additionally, through fidelity checks, there are cases of implementation drift, thus affecting the results.

The AL SSIP Team has discussed providing additional coaching to Cohort I schools who may be sustaining activities, to prevent drift in the implementation of initiatives and promote sustainability. Furthermore, the SSIP Coaches will contact schools regarding the data submission and to encourage reviewing the results. Additionally, the SSIP Team will discuss strategies for using extant data among Cohort I schools to minimize the data requirements.

These three areas of measurement, data usage, and sustaining schools, have implications for assessing progress and outcomes. For example, Spring 2019 unexcused absence data were not available from five Cohort I schools, thus decreasing the already small sample size. In general,

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

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

As noted in D.1.a. and D.1.b., the state has encountered three key areas of data concern. Furthermore, the issues addressed in Section C.2.d. Table 2 are intertwined with data quality concerns, such as improving initial communication, scaling-up, sustaining sites, and data usage. The AL SSIP Team has examined ways to improve the data quality and will use the following strategies:

Communicate with districts regarding fidelity and outcome data.

The SSIP Team provided information at the first Foundations Team training for Cohort III, and the data requirements will be reviewed annually at the first fall training. Furthermore, in August 2019, the External Evaluator created a table with the data and submission dates for each school. This table will be updated annually. All materials and deadlines will continue to be posted on Basecamp.

Clarify data definitions and processes to identify datasets.

The SSIP Team will work toward clarifying the specific fields used for pulling student-level data collection (e.g., attendance, office discipline data). Additionally, the External Evaluator will work with a subset of schools to determine the accuracy of the baseline data. This process will confirm the longitudinal data. Site-based technical assistance will be provided to districts, particularly new staff, as needed, regarding how to locate and submit data.

Work with Cohort I schools to increase data submissions.

To address the issues of sustainability, the SSIP Team will continue to assist Cohort I districts and schools, particularly those with administrative changes. The SSIP Team will ensure MOUs are drafted that outline the required data and dates of submission. Coordinators will meet with district and/or school leaders regarding the MOUs and to work toward building sustainability. Additionally, SSIP Coaches will contact Cohort I schools to assist them with submitting outcome and fidelity data.

Address the data omissions as a result of Spring 2020 school closures.

Along with the rest of the nation, the ALSDE will address the educational implications of COVID-19. The ALSDE, SES Section will assess further actions based on the impact of the disease over the next year and the availability of data. Process data will likely still be available during the 2020-2021 school year, but 2019-2020 outcome data will either be analyzed as partial-year data or omitted for the FFY 2019 report.

Despite these data limitations, overall, the ALSDE, SES Section was able to obtain sufficient data to be able to: 1) determine progress, 2) determine barriers, and 3) determine changes that need to be made to the project.

E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS

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

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

E.1.b. Evidence that SSIP's EBPs are being carried out with fidelity and having the desired effects.

The ALSDE, SES Section used the AL SSIP Theory of Change to develop evaluation questions and performance measures. The AL SSIP Evaluation Plan (see FFY 2017 SSIP, Appendix II) measures progress on the evaluation questions by key component. Due to the scale of the project, however, Alabama chose to not present the results by each key component, but by overarching evaluation questions addressing the Theory of Change for Section E1(b) and E1(c). The reporting period for Section E1(b) is February 15, 2019 - February 14, 2020. Outcome data are the most recent complete data set available and are noted in Section E1(c).

SELECTION

Were SSIP Sites selected across the state?

During the current reporting period (February 15, 2019 to February 14, 2020), 57 schools in 24 school districts were participating in SSIP activities for Initiatives 1-3. The schools represent all 11 regions in the state. In summer 2019, 19 new schools were added as Cohort 3. This growth included nine new districts and expansion within four existing cohort districts. A list of the schools, their cohort, and areas of implementation can be found in Appendix I.

For the transition initiative, 27 SSIP Transition Demonstration Sites in 12 districts participated during the current reporting period. The number represents an increase of 17 schools and nine districts compared to the prior reporting year (see Appendix II). Of the 27 transition sites, nine are middle schools (33%).

One of the districts, Dothan City Schools, restructured during the summer of 2019; therefore, two schools in the prior reporting period were consolidated.

Table 3. Performance Measure: Selection of Demonstration Sites

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
12 middle school demonstration sites by 2016-2017	26 middle school sites (57 active sites total)	Increase	<i>Yes</i>
3 transition demonstration sites by 2016-2017 & 6 demonstration sites by 2020	27 high school and middle school transition demonstration sites	Increase	<i>Yes</i>

TRAINING

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

Since the beginning of the project, 1,741 unique individuals have received SSIP training at 136 training events. Participants attended an average of 2.39 events.

Between February 15, 2019 - February 14, 2020, there were 886 individuals attending training events for Initiatives 1-3. Of the 886 Initiatives 1-3 training participants this reporting year, 65% were teachers, followed by administrators (17%).

Figures 2 and 3 demonstrate data for AL SSIP training content areas. There were 31 training events during the current reporting period, representing 24% increase over the prior reporting period. Among this year’s events, 56% of the events were for the behavior initiatives (see Figure 2). “Other” training consisted of leadership skills, training of trainer, and mapping the schedule.

**Figure 2: Percentage of Training Events by Initiative
(Feb. 2019 - Feb. 2020)**

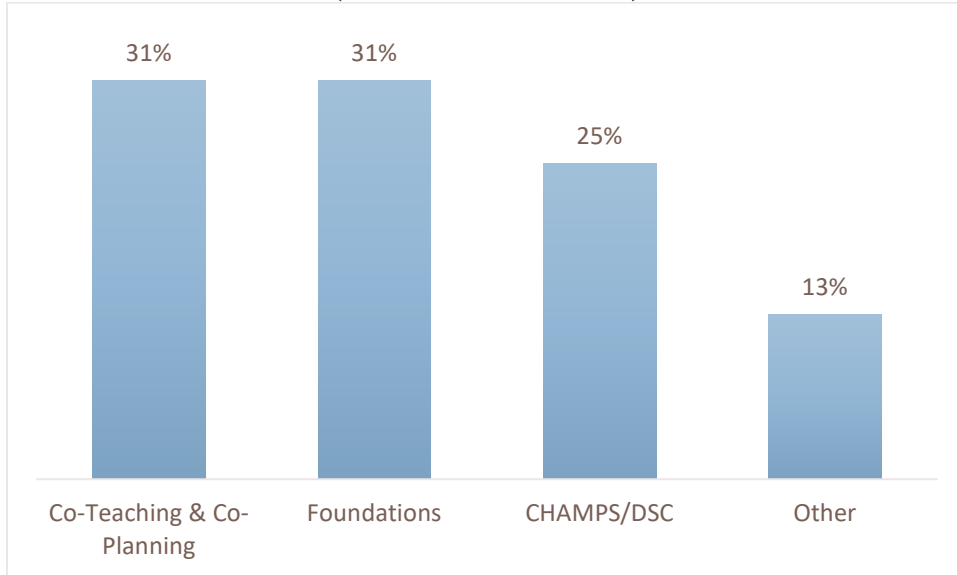
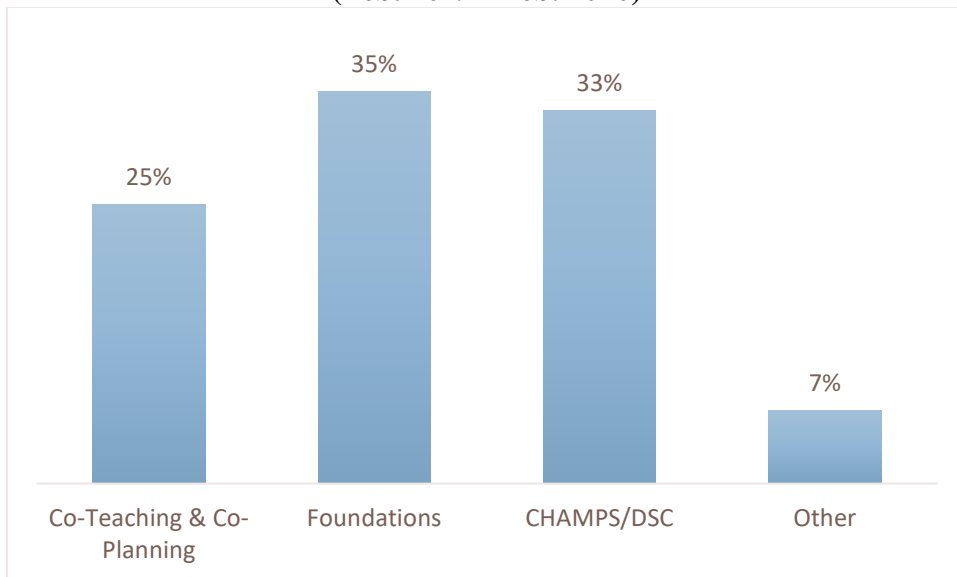


Figure 3 shows the percentage of participants attending each training category. The largest percentage of participants (35%) attended Foundations training, and 68% attended behavior initiatives training. The percentage of participants were more evenly distributed among Foundations, CHAMPS/DSC, and co-planning/co-teaching compared to the prior reporting period.

**Figure 3: Percentage of Training Participants by Category
(Feb. 2019 - Feb. 2020)**



For the SSIP Transition initiative, 514 participants have completed transition training since December 2015. The participants, including teachers, administrators, parents, and others, averaged 1.32 training events per person.

Between February 15, 2019 and February 14, 2020, 43 individuals participated training. Training consisted of parent training at the transition parent focus groups and a state-level training at the Alabama MEGA Conference. Additional teachers received “just-in time” training through their coaches, however these events were categorized as coaching.

Table 4. Performance Measure: Teachers & Administrators Receiving Training

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
48 teachers receive training on co-planning/co-teaching by 2016-2017	585 teachers and administrators received training total; 241 teachers and administrators received training from 2/19-2/20	Increase	<i>Yes</i>
144 teachers receive training on CHAMPS or Foundations by 2016-2017	1297 teachers and administrators received training total; 645 teachers and administrators received training from 2/19-2/20	Increase	<i>Yes</i>
50 teachers/administrators receive training on mapping by 2019-2020	106 teachers and administrators received training total; 39 teachers and administrators received training from 2/19-2/20	Increase	<i>Yes</i>
50% of teachers teaching reading or math programs have received training on the interventions	85.29% of teachers have received training on the specific intervention	No change	<i>Yes</i>
12 school participants will have completed transition training by 2016-2017	514 teachers, administrators, other staff, and parents received training total; 43 teachers and administrators received training from 2/19-2/20	Increase	<i>Yes</i>

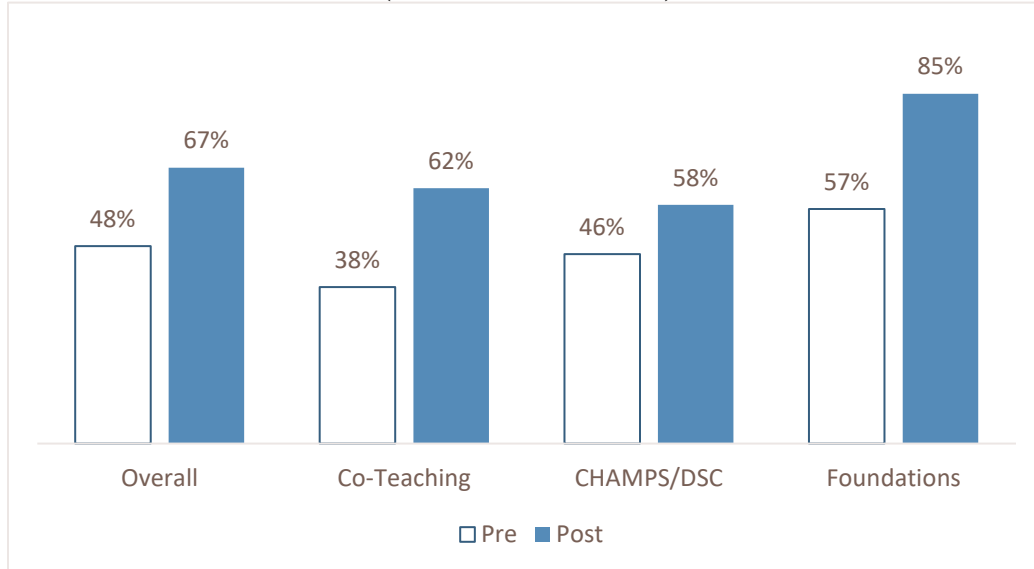
Did teachers demonstrate learning from the training?

An important part of the Theory of Action is evidence of participant learning. Participants in SSIP training are asked to complete a pre- and post-event evaluation of a retrospective-post evaluation.

The average learning measure scores for all training between February 15, 2019 and February 14, 2020 were 48% prior to training and 67% post training. While the average post-scores were nearly 3% lower than the prior reporting period, the overall gain pre-to-post (19%) was higher than the prior year.

The SSIP performance measures reflect the average post-event evaluation score for co-teaching, CHAMPS, and Foundations. The results shown in Figure 4 show only the Foundations training participants scored above the target of 75% on the post-learning measures. The scores for CHAMPS/DSC decreased by 12% since the prior reporting period, although the scores for Foundations increased by 12%.

Figure 4: Average Pre/Post Training Learning Measure Scores by Initiative (Feb. 2019-Feb. 2020)



The overall average, as well as the post-training learning score averages for co-planning/co-teaching and CHAMPS/DSC, did not meet the performance measure target of 75% or higher. Averages for all three initiatives were within 3% of FFY 2017 results.

The Alabama SSIP did not meet the learning measure for the last three years, and despite numerous strategies to improve the averages, the results have remained consistent, albeit below the 75% target. During the current reporting year, the assessments were refined to decrease the likelihood of a measurement issue (e.g., additional questions, scoring changes, etc.).

After further discussions in summer 2019, the state staff determined to increase the number of questions and change the approach to the evaluation to increase content validity. After July 2019, the Director requested trainers to develop questions. In some cases, the questions were refined to ensure there were not ceiling effects for the pre-tests. Additionally, not all trainers provided questions prior to the training. Prior to the changes, however, the average post-test score was 52%, and after the changes, the average post-test score was 75%. As a result, Alabama will continue with this approach.

Given the consistency in scores from year to year despite different questions, it was determined the target is appropriate, but may not be attainable each year. The Alabama SSIP has stressed the importance on follow-up coaching following training, and gaps in learning can be addressed through coaching. Furthermore, although the state did not meet the learning performance measures, the pre/post assessment results demonstrate a 19% increase in learning scores.

Table 5. Performance Measure: Learning Assessment

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
Participants score 75% or higher on the co-planning/co-teaching post-assessment	Participants scored an average of 62.22% on the Co-Teaching post-assessment.	Decrease	<i>No</i>
Participants score 75% or higher on the CHAMPS post-assessment	Participants scored an average of 58.31% on the CHAMPS post assessment.	Decrease	<i>No</i>
Participants score 75% or higher on the Foundations post-assessment	Participants scored an average of 85.42% on the Foundations post assessment.	Increase	<i>Yes</i>

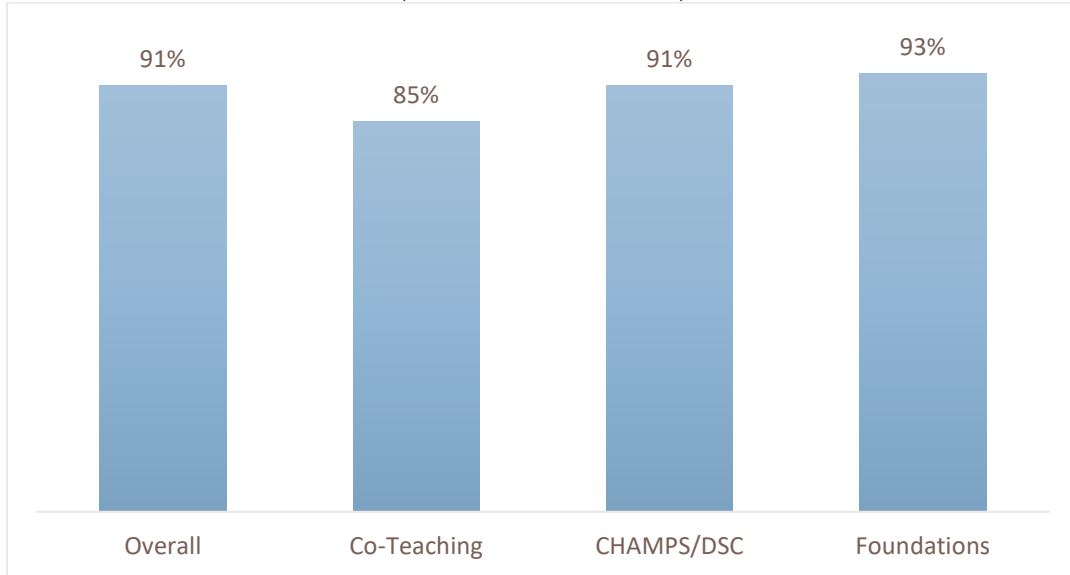
Were teachers satisfied with the SSIP demonstration site training?

The SSIP PD participants received a Post-Event Evaluation following training events and are asked to rate the event on six domains (see Figure 5).

The SSIP Evaluator calculated the average score for each item for events between February 15, 2019 and February 14, 2020. The overall participant satisfaction rating was 90.76%, which is a 1.2% decrease over the prior reporting year. The ALSDE, SES Section set a target of 80% satisfaction for training events, and, therefore, the state exceeded this target.

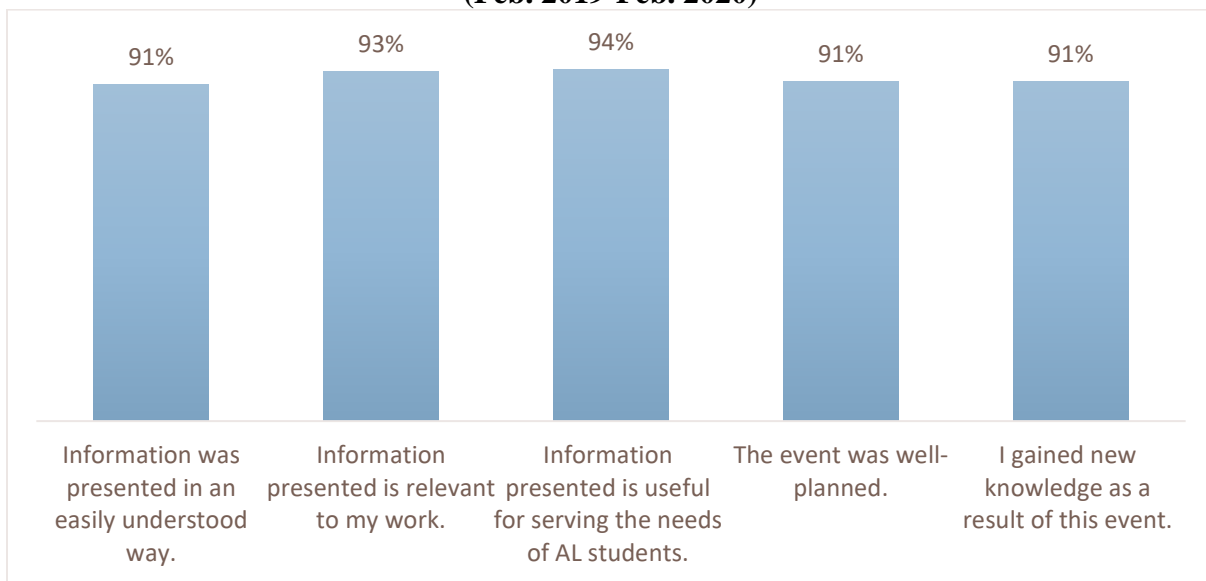
The satisfaction data were disaggregated by training content area: co-planning/co-teaching, CHAMPS/DSC, and Foundations. All three content areas exceeded the 80% target on the satisfaction ratings, although there was a 12% decrease for the co-planning/co-teaching ratings compared to the prior reporting period.

Figure 5: Average Satisfaction Ratings for SSIP End-of-Training Evaluations (Feb. 2019-Feb. 2020)



At the end of training events, participants are asked to evaluate the quality of the training, including the utility, relevance, quality, and planning. Figure 6 shows the average ratings for each training quality item among Initiatives 1-3 (SSIP Demonstration Sites). The results show a consistent rating of items across all five domains, with the highest ratings pertaining to relevance and usefulness for Alabama students. All items exceeded the 80% target.

Figure 6: Average Training Quality Ratings for Initiatives 1-3 (Feb. 2019-Feb. 2020)



Evaluations for transition training found 93% of participants were satisfied with the training, which is a 4.5% increase over the prior reporting year. As seen in Figure 7, participants were highly satisfied with each of the training items, and all six items exceeded the 80% target.

Figure 7: Average Training Quality Ratings for Transition (Feb. 2019-Feb. 2020)

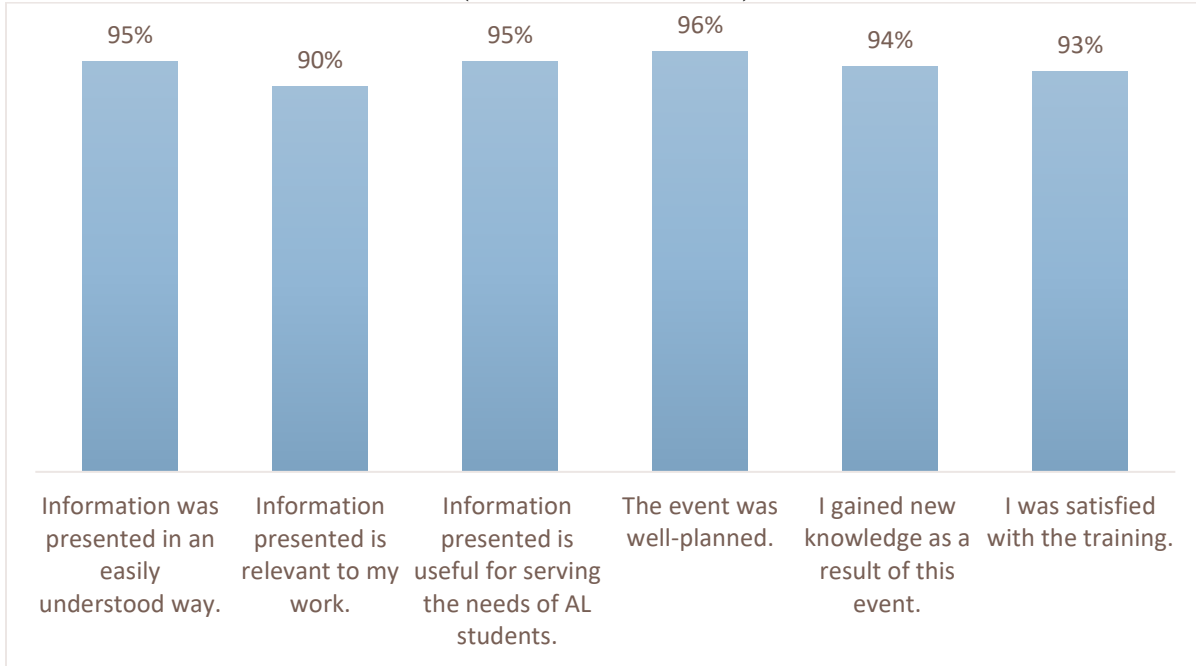


Table 6. Performance Measure: Satisfaction Ratings for Training

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
80% of participants were satisfied with the PD	90.8% of participants were satisfied with the AL SSIP training.	Decrease	Yes
80% of participants were satisfied with the co-planning/co-teaching PD	85.4% of participants were satisfied with the Co-Teaching training.	Decrease	Yes
80% of participants were satisfied with the behavior PD	92.1% of participants were satisfied with the CHAMPS/Foundations training.	Increase	Yes
80% of participants were satisfied with the transition PD	92.7% of participants were satisfied with the transition training.	Increase	Yes

COACHING

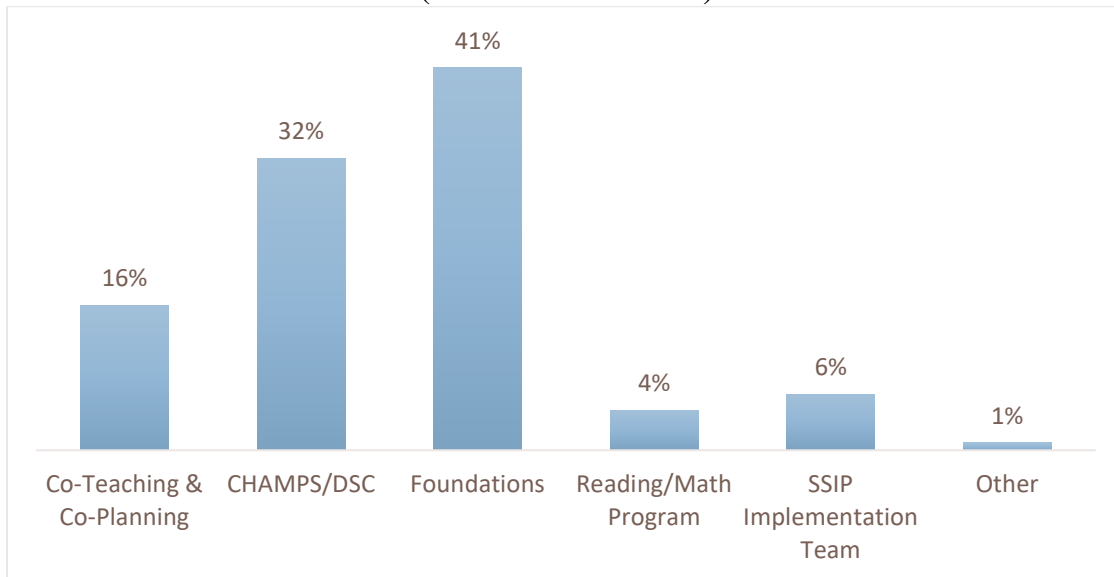
Did teachers and administrators receive coaching?

A total of 2,933 coaching events were reported in the SSIP Activity Log between February 15, 2019 and February 14, 2020. The coaching included both instructional and systems level coaching. The number of coaching events increased 80% compared to the number of coaching events in the last reporting period.

Overall, 713 individuals were coached for Cohort Demonstration Site activities and 38 for transition activities during the reporting period. Each coaching recipient was coached an average of 3.91 times.

Follow-up coaching of SSIP Initiative 1-3 PD participants was divided into six categories: 1) Co-planning/Co-teaching 2) CHAMPS; 3) Foundations; 4) Reading/Math Intervention Programs; 5) SSIP Implementation Teams; and 6) Other (e.g., data, budget, etc.). Figure 8 demonstrates the relative amount of coaching by content area.

Figure 8: Percentage of Coaching Events Addressing AL SSIP Initiatives by Topic (Feb. 2019-Feb. 2020)



The data for the current reporting period show the highest concentration of coaching was for Foundations, followed by CHAMPS/DSC. Since Cohort II and Cohort III schools focus on the two behavior initiatives (CHAMPS/DSC and Foundations), it is not surprising to have a decrease in co-planning/co-teaching and reading/math intervention program coaching. All but one area, reading/math program coaching (4.32%), met the target for 5% or more of the coaching.

The AL SSIP focuses on providing intensive coaching supports to its sites. On average, the 57 Cohort Demonstration Sites received 40.59 hours of coaching supports; the target was an average of 40 hours/site. While not all of the sites met the target, the number of sites receiving coaching increased. In FFY 2017, the coaching numbers were for 39 sites, whereas there were 57 sites in FFY 2018.

The amount of coaching was lower for Cohort I (32.80 hours) and Cohort III (22.49 hours) compared to Cohort II (64.80 hours). SSIP staff had anticipated coaching for Cohort I would decrease when Cohort III began in late fall 2019. Cohort III received the lowest average amount of coaching as Cohort III schools first received training in November 2019.

Tables 7 - 9 show the total number of coaching hours for each SSIP site, grouped by Cohort. Because the coaching totals include data reported in the SSIP Activity Log, the numbers are conservative and may not reflect all coaching.

Table 7. Coaching Hours Per Site for Cohort I (Feb. 2019-Feb. 2020)

District	School	Coaching Hours
Andalusia City Schools	Andalusia Elementary School	6.5
Andalusia City Schools	Andalusia Junior High School	8.5
Athens City Schools	Athens Middle School	73.5
Calhoun County Schools	Saks Elementary School	28.65
Calhoun County Schools	Saks Middle School	55.18
Calhoun County Schools	Saks High School	51.02
Calhoun County Schools	White Plains Middle School	70.01
Elmore County Schools	Wetumpka Elementary School	12.6
Elmore County Schools	Wetumpka Middle School	29.6
Enterprise City Schools	Coppinville Junior High School	19.5
Hale County Schools	Greensboro Elementary School	24.5
Hale County Schools	Greensboro Middle School	42.5
Hale County Schools	Greensboro High School	24.5
Lauderdale County Schools	Brooks Elementary School	10.63
Lauderdale County Schools	Brooks High School	49.38
Midfield City Schools	Rutledge Middle School	60
Monroe County Schools	Monroeville Middle School	3
Sylacauga City Schools	Nichols-Lawson Middle School	20.75

Table 8. Coaching Hours Per Site for Cohort II (Feb. 2019-Feb. 2020)

District	School	Coaching Hours
Bibb County Schools	Bibb County High School	65
Bibb County Schools	Centreville Middle School	71

Calhoun County Schools	Alexandria Middle School	53.19
Calhoun County Schools	Weaver Elementary School	47.4
Calhoun County Schools	Weaver High School	64.18
Calhoun County Schools	Wellborn Elementary School	55.54
Calhoun County Schools	Wellborn High School	42.32
Chickasaw City Schools	Chickasaw Elementary School	32.5
Chickasaw City Schools	Chickasaw High School	20
Enterprise City Schools	Enterprise High School	53
Hale County Schools	Hale County Middle School	73.83
Marshall County Schools	Asbury High School	180.5
Midfield City Schools	Midfield Elementary School	40.25
Midfield City Schools	Midfield High School	43.75
Monroe County Schools	Monroe County High School	38.5
Oxford City Schools	DeArmanville Elementary School	78.98
Oxford City Schools	Oxford High School	105.48
Tarrant City Schools	Tarrant Elementary School	61.08
Tarrant City Schools	Tarrant Intermediate School	62.58
Tarrant City Schools	Tarrant High School	106.83

Table 9. Coaching Hours Per Site for Cohort III (Feb. 2019-Feb. 2020)

District	School	Coaching Hours
Chilton County Schools	Clanton Middle School	25
Decatur City Schools	Decatur Middle School	34.75
Fort Payne City Schools	Fort Payne High School	26
Hale County Schools	Hale County High School	20.83
Hale County Schools	Moundville Elementary School	17.83
Lauderdale County Schools	Lexington High School	11.75
Lowndes County Schools	Hayneville Middle School	3
Marshall County Schools	Asbury Elementary School	12
Montgomery County Schools	Capitol Heights Middle School	52.5
Oxford City Schools	C. E. Hanna Elementary School	35.68
Oxford City Schools	Coldwater Elementary School	39.56
Oxford City Schools	Oxford Elementary School	43.56
Oxford City Schools	Oxford Middle School	45.6
Pike Road Schools	Pike Road Middle School	19
Roanoke City Schools	Handley Middle School	3
Roanoke City Schools	Knight Enloe Elementary School	3.75
Selma City Schools	R. B. Hudson Middle School	6
Tuscaloosa County Schools	Echols Middle School	14.5
Tuscaloosa County Schools	Holt Elementary School	13

Among the transition training participants, 67.02% of teachers and administrators in Transition Demonstration Sites who have completed the training received follow-up coaching between February 15, 2019 to February 14, 2020.

This percentage represents a 16% increase compared to the prior reporting period. The AL SSIP has focused more efforts on transition coaching during the FFY 2018 year, and with the additional Cohort III transition demonstration sites, transition coaching has increased.

Table 10. Performance Measure: Coaching Recipients

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
225 teachers and administrators receive coaching annually	Between 2/18-2/19, 751 teachers, administrators, or staff received SSIP coaching..	Increase	<i>Yes</i>
Coaching will occur for co-teaching, CHAMPS, Foundations, Reading/Math, and SSIP Teams at a rate of at least 5%.	Four of the five areas exceeded 5%: Co-teaching (15.68%); CHAMPS (31.70%); Foundations (41.48%); Implementation Teams (6.02%). Reading/Math programs did not meet the target (4.32%).	N/A	<i>No (for one initiative)</i>
40 or more hours of coaching per SSIP Demonstration Site	100% of sites received coaching, with an average of 40.59 hours/site for all SSIP Demonstration Sites.	Decrease	<i>Yes</i>
50% of staff participating in transition PD were coached	57.41% of staff were coached.	Increase	<i>Yes</i>

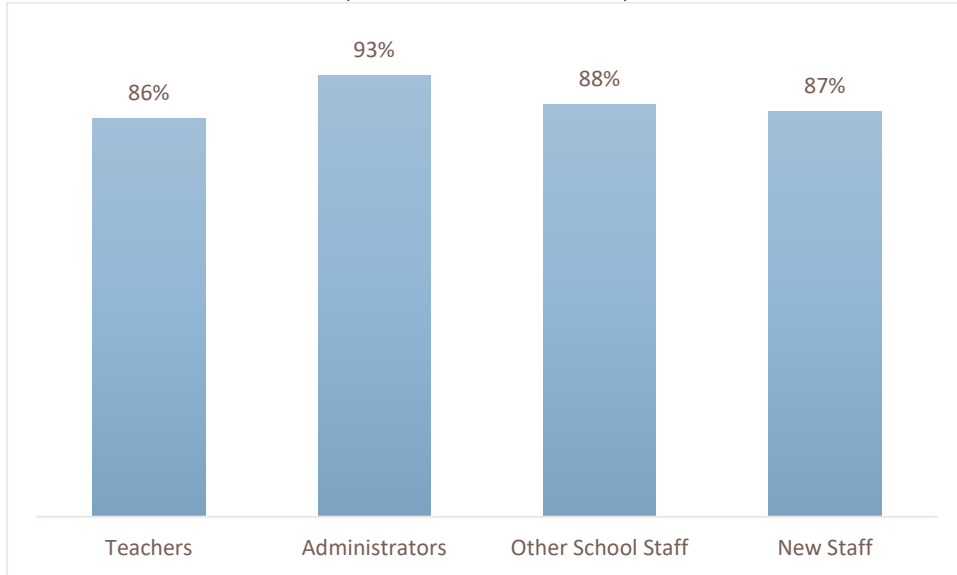
Were teachers and administrators satisfied with the coaching?

Annually, AL SSIP professional development recipients receive a *Stakeholder Survey/Coaching Survey*, and data from this survey are used for the coaching satisfaction performance measures.

Overall, 86.37% of professional development recipients reported they were satisfied with the coaching they had received, which is a slight increase over FFY 2017. Coaching satisfaction exceeded the 80% target among participants in each initiative: co-teaching dyads (91%); CHAMPS (85%); and Foundations Team (92%). There were gains in coaching satisfaction among co-teaching (5%) and Foundations Team (6%) participants compared to the prior reporting period.

Furthermore, each role group exceeded the 80% target (see Figure 9). Administrators were the most satisfied of the participants' roles (93%), and teachers were the least satisfied (86%). While the rating among teachers was the lowest, the percentage was slightly higher than the previous reporting period.

Figure 9: Average Percentage of Satisfaction with AL SSIP Coaching by Recipient's Role (Feb. 2019-Feb. 2020)



For the transition coaching recipients, the SSIP Evaluator sent the *SSIP Transition Stakeholder* survey to individuals at Transition Demonstration Sites.

Among those completing the survey, 97% were satisfied with the SSIP transition coaching they had received, which was a 17% increase over the prior reporting period. The coaching satisfaction exceeded the target of 80%. The AL SSIP had limited coaching prior to the 2018-2019 school year, but with the addition of two new transition coaches in fall 2018, the increased access to coaching parallels the overall satisfaction.

Table 11. Performance Measure: Satisfaction with AL SSIP Coaching

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
80% of coaching recipients are satisfied with the co-teaching coaching	91.20% of teachers were satisfied	Increase	Yes
80% of all staff are satisfied with the coaching they have received	86.37% of PD recipients reported they were satisfied	Increase	Yes
80% of transition teachers were satisfied with the coaching they have received	96.67% reported they were satisfied with the coaching	Increase	Yes

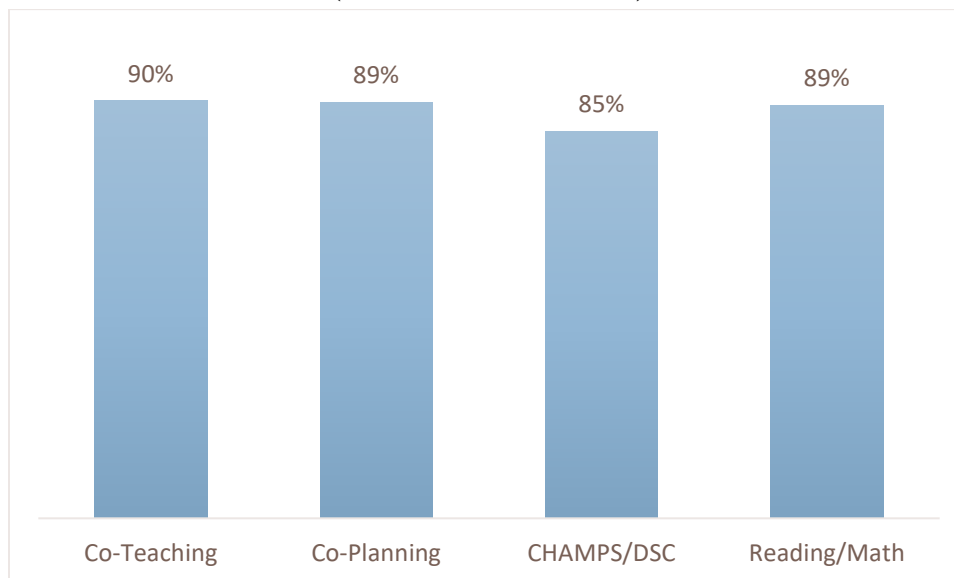
FIDELITY

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

Fidelity data were collected for Cohorts I and II for co-planning and co-teaching, and Cohorts I and II for CHAMPS/DSC and Foundations. The data includes both self-assessed and external ratings for those individuals implementing the initiatives between February 2019 and February 2020. To verify the self-assessed ratings, external verifications were conducted through observing at least a 20% stratified random sample of individuals implementing each initiative.

Figure 10 demonstrates the results for the co-planning, co-teaching, CHAMPS, and reading/math intervention programs. The target for all initiatives is 70% will implement at least 75% of the core components of the initiative with fidelity. For the current reporting period, all of the classroom-level initiatives met the fidelity target. Furthermore, both methods of determining fidelity, self-assessment and external observations, exceeded the 70% target for all initiatives.

Figure 10: Percentage Achieving Fidelity for AL SSIP Cohort Demonstration Initiatives (Feb. 2019 – Feb. 2020)



Co-Teaching

For the co-teaching observations, the external observers and teachers self-assessing used the *Classroom Fidelity Observation Form* for the fidelity checks. This form, using measures taken from Friend & Cook (2013) and Murawski & Lochner (2011), focuses on fidelity to the co-teaching models and parity among teachers. Co-teaching dyads in both Cohorts I and II were evaluated for fidelity.

The results for the co-teaching showed a total of 89.61% of teachers had fidelity with co-teaching, which exceeded the target of 70%. This year's results are over 5% higher than the prior reporting year.

Co-Planning

For the co-planning observations, the external observers used the *Co-Planning Observation Form* (Howard, 2016). Teachers self-assessed using a modified online version of the same fidelity form. Like co-planning, co-teaching data came from both Cohorts I and II.

The results for 2019-2020 showed 89.39% fidelity to co-planning, which exceeded the 70% target. This year's results are over 3% higher than the prior year's results.

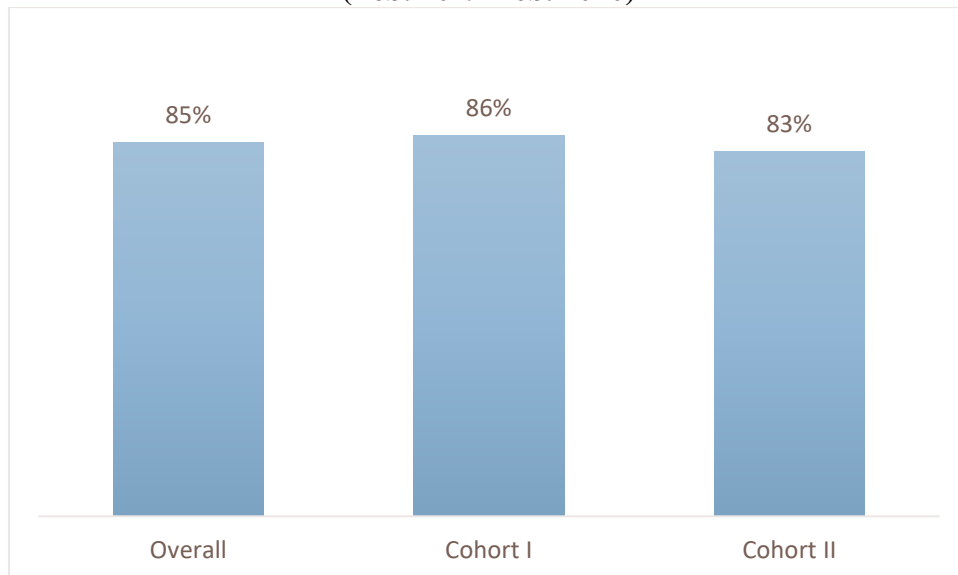
CHAMPS/DSC

For CHAMPS/DSC, teachers completed the *STOIC Checklist*, developed by *Safe & Civil Schools*, as a self-assessed measure of fidelity. Additionally, external verifications were conducted fidelity checks for 22% of teachers implementing CHAMPS or DSC. For the external observations, the external observers used the *Safe & Civil School's Basic Five* for the fidelity checks.

The results showed 84.56% 62% of teachers implemented CHAMPS with fidelity, which met the target, which was a .06% decrease from the prior reporting period. Unlike the prior reporting period, the self-assessed averages were 7% higher than then external ratings, although both methods met the 70% target.

Figure 11 shows the differences by SSIP cohorts. While Cohort I ratings were within 1% of the prior reporting period, Cohort II ratings increased by almost 5%. Teachers from both cohorts met the 70% target.

Figure 11: Percentage of Teachers Implementing CHAMPS/DSC with Fidelity by Cohort (Feb. 2019-Feb. 2020)



Reading and Math Intervention Programs

The focus for Cohort II sites has been on behavior training (Foundations and CHAMPS), and no additional resources were provided for reading and math intervention programs during FFY 2018. Additionally, Cohort I sites had been implementing reading and math intervention programs through SSIP for at least four years. Therefore, there were fewer supports (e.g., resources, coaching supports, etc.) for reading and math intervention program. During the 2019-2020 reporting year, 4% of the coaching events were for reading and math interventions.

The *Coaches' Checklist* data were used to report whether programs were implemented at least biweekly. In prior reporting years, external observers reported data using the vendor's fidelity form. Given the reduced focus on reading and math intervention programs, this year, the AL SSIP Team opted to solely look at implementation. Only programs that purchased a reading/math intervention program as part of the SSIP were included in the analyses.

The results found 88.89% 75.86% of schools were implementing the reading and/or math intervention materials. This percentage represents a 13% increase over the prior reporting period, although fewer schools were included in the analyses. Some low-implementing schools were no longer using the same interventions; therefore, the increased percentage must be interpreted with caution. The AL SSIP met its 70% target for reading/math intervention programs.

Table 12. Performance Measure: Classroom Fidelity

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
70% of teachers can implement co-teaching with fidelity	89.61% of the teachers demonstrated co-teaching fidelity in 2019-2020	Increase	<i>Yes</i>
70% of teachers can implement co-planning with fidelity	89.39% of the teachers demonstrated co-planning fidelity in 2019-2020	Increase	<i>Yes</i>
70% of teachers can implement CHAMPS with fidelity by 2020	84.56% of the teachers demonstrated CHAMPS fidelity in 2019-2020	Decrease	<i>Yes</i>
70% of teachers can implement reading and math intervention programs with fidelity	88.89% of schools implemented reading and math intervention programs in 2019-2020	Increase	<i>Yes</i>

Were SSIP demonstration sites able to implement Foundations with fidelity?

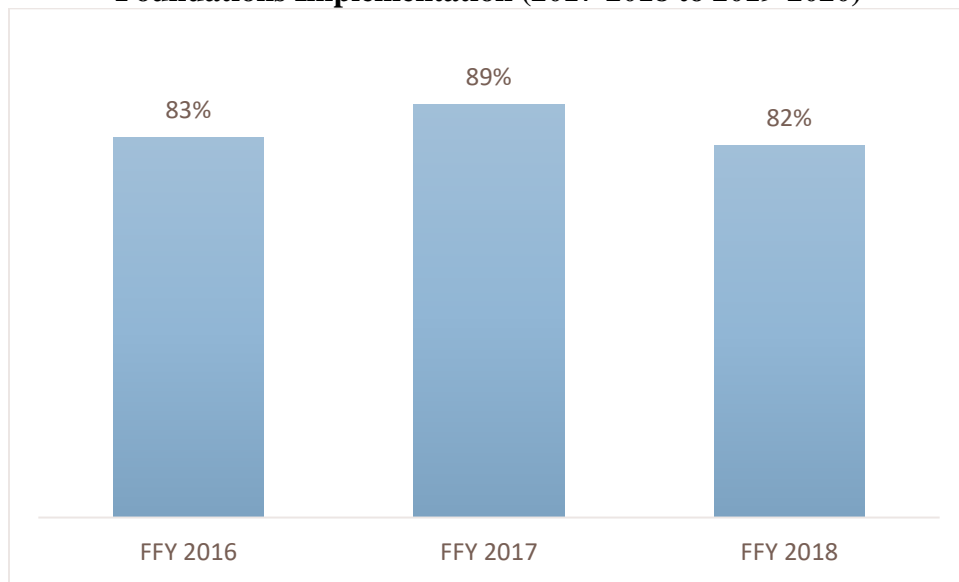
During the 2019-2020 school year, the AL SSIP Team used two measures to determine fidelity. Cohort I and II schools completed the *Benchmarks of Quality* (BoQ) to self-assess Foundations fidelity. While Cohort I schools have completed a three-year cycle of Foundations training, Cohort II schools have only completed two years. Therefore, only Cohort I schools were included in the performance measure results.

Safe & Civil School consultants used the *Foundations Implementation Tool (FIT)* for assessing fidelity. The FIT was adapted by *Safe & Civil Schools* from the School-wide Evaluation Tool Sites (Sugai, Lewis-Palmer, Todd, and Horner, 2001). The FIT, like the PBIS Center’s SET, combines data from observations, data reviews, and interviews with administrators, Foundations Teams, staff, and students to generate implementation scores for several domains. On-site observations were conducted on a rolling schedule between February 2019 and February 2020. Data for the 2019-2020 school year are not complete, however.

The data showed 82% of the reporting Cohort I Demonstration Sites demonstrated fidelity with Foundations. This percentage reflects over a 7% decrease compared to the prior reporting year (see Figure 12). The target was 70%, and therefore the state met its target.

Cohort I schools’ scores ranged from 59% to 99%, with a median score of 84.9%. The lowest areas addressed data were *Implementation Plan* (74%) and *Reward Programs are Established* (69%).

Figure 12: Percentage of Cohort I Demonstration Sites Achieving Fidelity in Schoolwide Foundations Implementation (2017-2018 to 2019-2020)



Cohort I and II schools completed the BoQ between June 2019 and February 2020 (see Figure 13). The overall Cohort II median score was 69%, which was a 29% gain since the last reporting period. Almost every Cohort II school had a score on track with achieving fidelity by the end of the three-year cycle.

Figure 13: Average Foundations Critical Elements Scores on the BoQ for Cohort I and II Demonstration Sites (2019-2020 School Year)

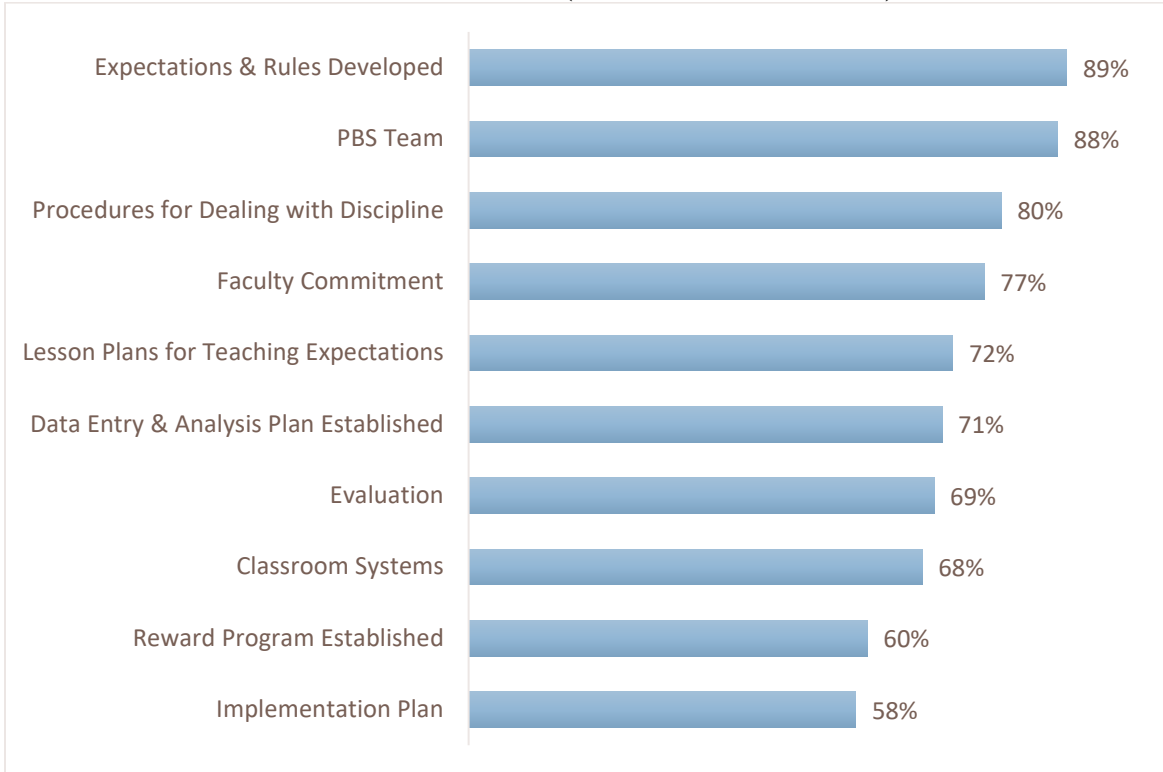


Table 13. Performance Measure: School-Level Foundations Fidelity

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
70% of Foundations schools implement Foundations with fidelity	82.00% of the Foundations sites demonstrated fidelity.	Decrease	<i>Yes</i>

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

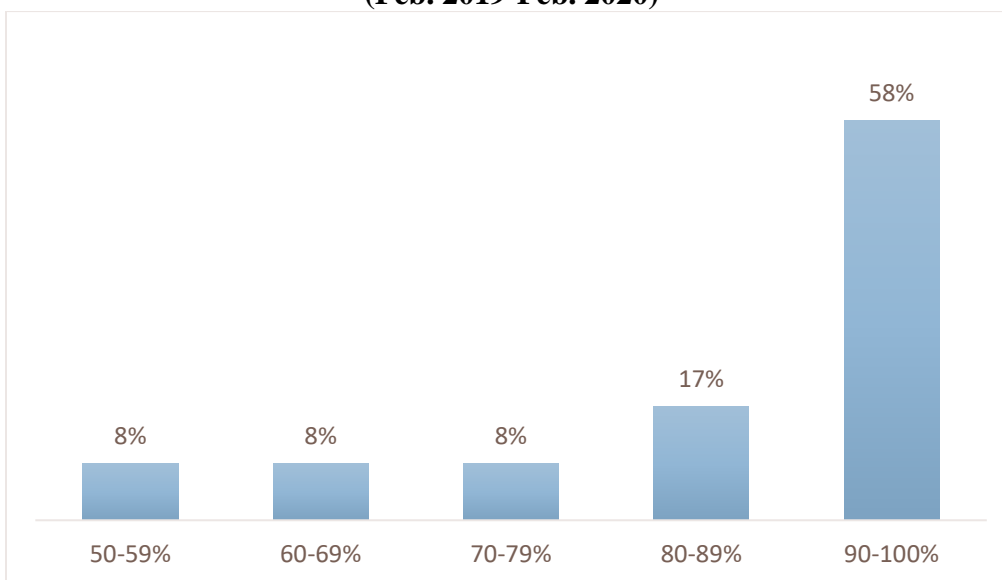
For the transition initiative, the ALSDE, SES measured the fidelity of implementation of the Stanfield Transitions curriculum in Transition classes. The SSIP Evaluator conducted external fidelity checks in SSIP Transition Demonstration Sites.

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

During the observations conducted between March 2019-February 2020, 75.00% of teachers achieved fidelity for Stanfield Transition curriculum. This percentage is over 14% lower than the prior reporting period. There were more teachers implementing the transition curriculum this school year, and several of the teacher were new to the curriculum this year.

The average observation score was 85% As Figure 14 shows, 58% of teachers scored 90% or higher on the transition fidelity observation, and 75% scored 80% or higher. Therefore, while a few individuals will need additional coaching, the majority of teachers show very high levels of intervention fidelity.

Figure 14: Average Transition Fidelity Score in Transition Demonstration Site Classes (Feb. 2019-Feb. 2020)



The average percentage of teachers achieving fidelity were similar across cohorts, with 75% of teachers achieving fidelity from Cohort I, 80% from Cohort II, and 67% from Cohort III. Cohort III teachers, with less experience and coaching, and therefore it is not surprising they had a lower percentage. The number of teachers per cohort is small, however, and the AL SSIP team is focusing more on the overall percentages meeting fidelity.

Table 14. Performance Measure: Transition Implementation Fidelity

Performance Measure	2019-2020 Data	Compared to Prior Year	Met Target?
75% of teachers can implement the Transitions curriculum with fidelity	75.00% of the teachers demonstrated fidelity	Decrease	Yes

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

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

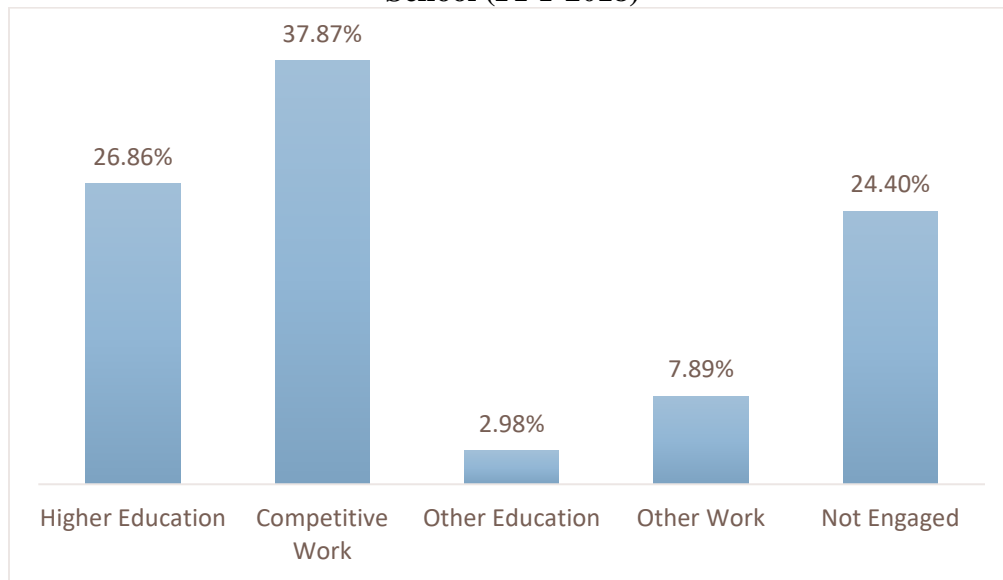
The ALSDE, SES Section began implementing its SSIP activities in January 2015. Approximately half of the SSIP Cohort Demonstration Sites have been implementing SSIP initiatives for 3-4 years. As a result, the ALSDE, SES Section has seen improvement from the implementation of the SSIP activities in these sites. The data below share performance of the SSIP toward its key outcomes and the SiMR.

INDICATOR 14b: ALABAMA SiMR

Has the state demonstrated improvements for post-school outcomes compared to baseline?

The ALSDE, SES Section's SiMR, increasing the number of students competitively employed or enrolled in higher education one year after leaving school (Indicator 14b). As Figure 15 demonstrates, **64.73%** of students were enrolled in higher education or competitively employed in the FFY 2018 reporting year. Therefore, Alabama has met the target for its SiMR for FFY 2018.

Figure 15: Percentage of Students with Disabilities Engaged One Year After Leaving School (FFY 2018)



The results show while there was a slight increase in higher education enrollment (.49%), there was a significant increase in competitive employment (4.23%) between FFY 2017 and FFY 2018. The percentage of students not engaged one year out of school decreased by 5.1% from the prior reporting year.

The FFY 2018 Indicator 14b data represent a 2.38% increase from baseline (FFY 2013 reporting year). Longitudinal data in Table 15 demonstrate while Indicator 14a and 14b have increased compared to 2013 (baseline), there has been a small decrease in Indicator 14c. These data suggest more students are entering competitive employment or higher education instead of other work or training programs.

Table 15. Longitudinal Data for the Percentage of Students with Disabilities Engaged One Year After Leaving School (FFY 2013-2018)

	2013	2014	2015	2016	2017	2018
Indicator 14a	22.24	25.38	27.33	27.81	26.37	26.86
Indicator 14b	62.35	65.71	70.23	60.20	60.02	64.73
Indicator 14c	76.36	74.29	78.49	68.85	70.50	75.60

The ALSDE, SES has taken numerous steps to improve its SiMR, not only through school-based initiatives, but also changes at the state level, such as providing guidance on completing fields and reducing the number of missing values, posting a webinar on completing the *Alabama Post-School Outcomes Survey*, conducting follow-up verification calls, and offering reminders to districts about the importance of collecting the data at meetings and conferences.

Drill-down analyses found several key results. While the response rate was similar in FFY 2018 to FFY 2017, there were fewer missing values that had affected the categorization of students as competitively employed. Further post-hoc analyses can be found in Table 16.

Table 16. Demographic Subgroups with High/Low Indicator 14b Results (FFY 2018)

Demographic Category	High Value	Low Value
Gender	Male (66.33%)	Female (61.45%)
Race/Ethnicity	Hispanic (77.46%)	Native American (50.00%)
Disability Subgroup	Speech or Language Impairment (75.00%)	Multiple Disabilities (19.05%)
Size of District (by Leavers)	Very Large [200+ leavers] (78.28%)	Very Small [1 to 5 leavers] (47.83%)

The post-school outcomes were also compared for the high schools in the feeder patterns of the SSIP Middle School Demonstration and Transition Demonstration Sites (see Table 17). Districts report biannually, and therefore some SSIP districts' data are reported from Indicators 14a, 14b, FFY 2017. As seen in Table 17, Indicators 14a, 14b, and 14c have shown improvements in FFY 2017 and FFY 2018 compared to baseline. For Indicator 14b, SSIP school districts had a 3.80% increase compared to baseline.

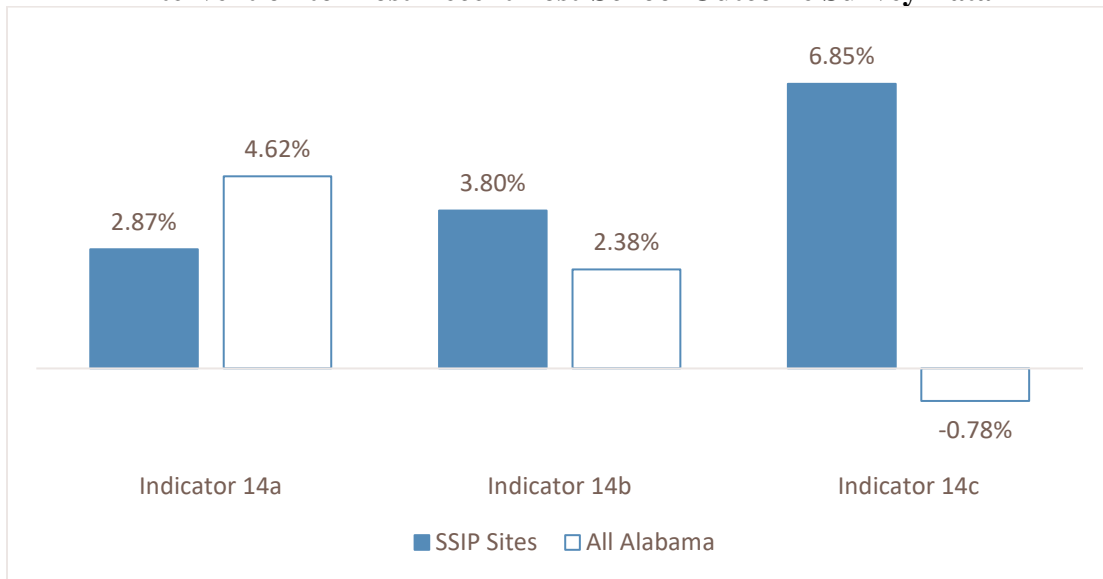
Table 17. A Comparison of SSIP District Feeder Pattern High Schools from Pre-Intervention to Most Recent Post-School Outcome Survey Data

	Baseline	FFY 2017	FFY 2018	Baseline Change
Indicator 14a	18.87%	19.80%	21.74%	+2.87%
Indicator 14b	57.55%	61.42%	61.35%	+3.80%
Indicator 14c	63.68%	69.04%	70.53%	+6.85%

The data for the same SSIP feeder pattern high schools was compared for the prior post-school outcome reporting to the FFY 2018 reporting (i.e., a pre/post comparison). Figure 16 portrays the change in 14a, including the SiMR (Indicator 14b) among SSIP district and all districts participating in the FFY 2018 *Alabama Post-School Outcomes Survey*.

All but one of the SSIP Demonstration Sites were focus schools and had room for growth; however, the gap between the SSIP districts and all districts suggests the SSIP initiatives are having a positive impact on Indicators 14b and 14c. While Alabama as a whole showed greater improvement on college and university enrollment compared to baseline, SSIP districts had a greater impact on Indicators 14b and 14c. In the case of Indicator 14c, SSIP districts saw a 7% gain, whereas Alabama as a whole saw negative growth.

Figure 16. A Comparison of SSIP District Feeder Pattern High Schools from Pre-Intervention to Most Recent Post-School Outcome Survey Data



As students in the SSIP Demonstration Sites progress educationally, it is expected the Indicator 14b data for the feeder pattern high schools will continue to increase. Furthermore, the AL SSIP Team expect changes in the transition infrastructure to continue to impact districts over the coming years.

ACADEMIC DATA

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

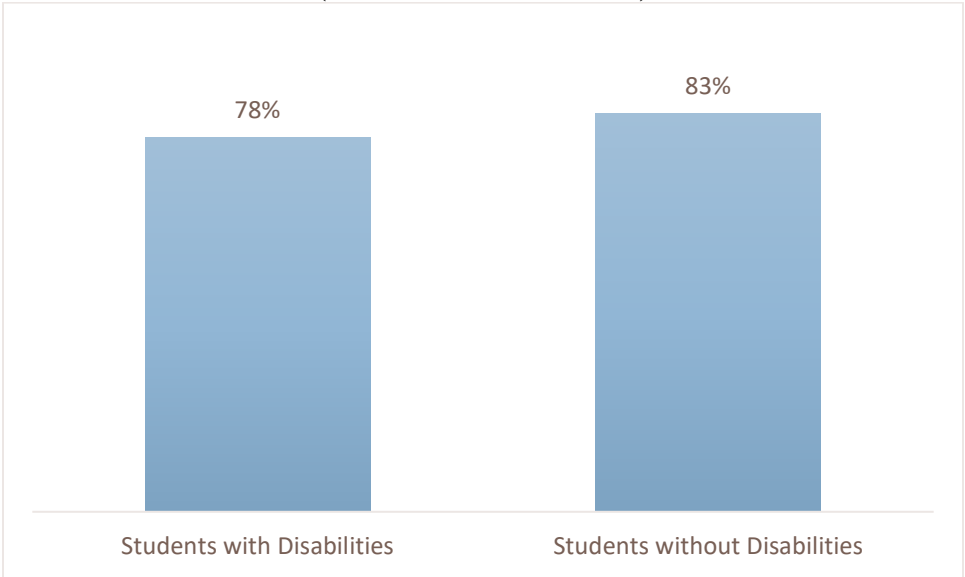
The ALSDE uses the *Scantron* as its state assessment, and districts administer the assessment 2-3 times per school year to use as a screening assessment. SSIP Demonstration Sites collected screening and state assessment (*Scantron*) results for students in the co-taught classrooms for the 2018-2019 school year. Students with a disability are noted on the data collection sheet, as well as their primary disability.

To calculate the gain scores, the SSIP Evaluator used the “Baseline” data point (August) and the April data point. If a student withdrew prior to January, or if the student enrolled late, the student’s score was not included in the gain score analyses. Analyses conducted with the *Scantron* data included:

- The percentage of students with disabilities, and students without disabilities who demonstrated gain scores;
- The average gain scores for individual students;
- The differences in academic assessment data between Reading/English and Math; and
- The differences in academic data for disability subgroups.

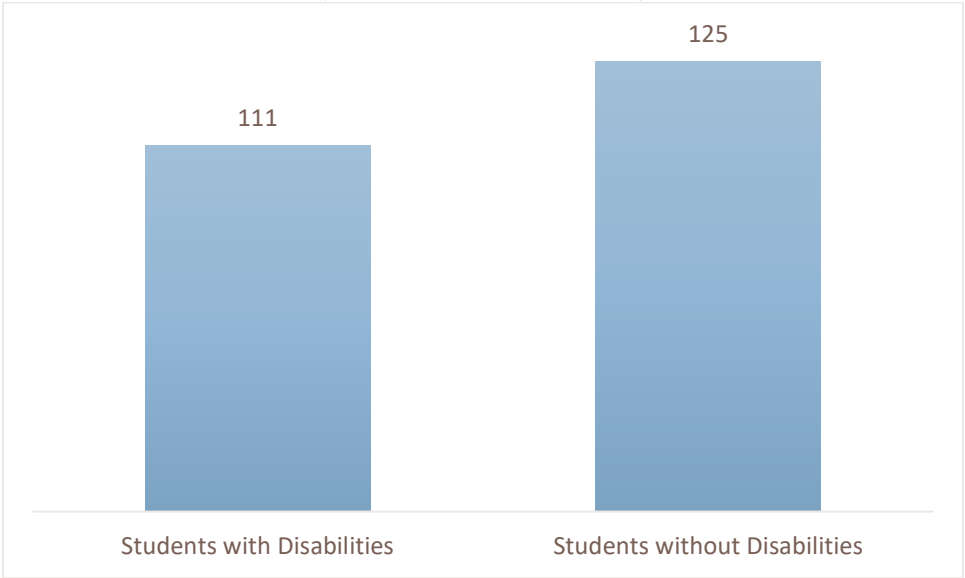
Figure 17 demonstrates the percentage of students with disabilities showing growth, pre/post, on the *Scantron* screening/state assessment. The percentage of students with disabilities demonstrating growth exceeded the established target of 45% for progress monitoring. The gap between students without disabilities and students with disabilities demonstrating growth was 5%, which was the same as the prior reporting period. The percentage of students with disabilities demonstrating growth increased by 7% from the prior reporting period.

Figure 17: Percentage of Students Demonstrating Positive Gains on Scantron Assessment (2018-2019 School Year)



Next, the AL SSIP Team examined the average gain scores on the Scantron assessment for students with and without disabilities between August 2018 and May 2019. The data presented in Figure 18 represent average gains in scaled scores, not percentages. The results show a 14-point gap between students with and without disabilities, which was significantly larger than 6-point gap in the prior reporting period. The average gains for both groups were significantly higher than the 2017-2018 school year, and students with disabilities averaged 19 points more in the 2018-2019 school year.

Figure 18: Average Gains on Scantron Assessment in Co-Taught Classrooms (2018-2019 School Year)



The assessment gains were also examined by content area. Table 18 shows the percentage of students who showed a positive gain on the Scantron assessment and the average gains by class content. The percentage of students with and without disabilities demonstrating gains on the Scantron assessment were similar for both reading and math classes; the gaps were 4% for both content areas. The percentages were higher for both groups in both content areas than the prior reporting period.

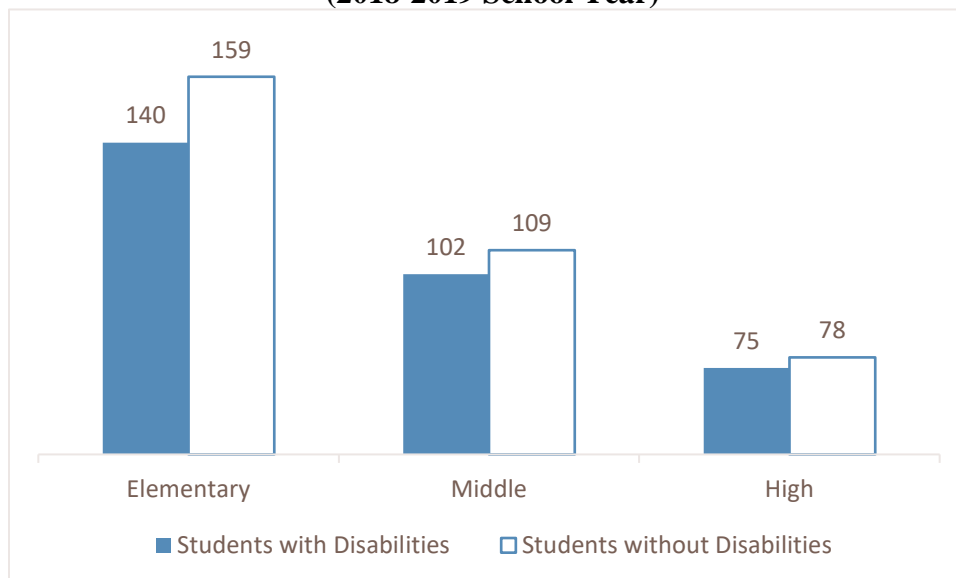
In terms of average gains, students with disabilities showed larger gains in math than reading, and the gap between students with and without disabilities was smaller for math.

Table 18. Average Gains and Percentage of Students Demonstrating Gain on Scantron Assessment by Class Content (2018-2019 School Year)

	Reading % Gain	Reading Ave. Gain	Math % Gain	Math Ave. Gain
Students with Disabilities	75%	107	84%	126
Students without Disabilities	79%	122	88%	127

Next, the SSIP team examined the differences in average Scantron gain scores by grade level (see Figure 19). Co-taught classrooms were grouped by Elementary (3rd-5th grades), Middle (6th-8th grades), and High (9th grade). The average gains on the Scantron assessment decreased by grade level for both groups, which was expected, but the gap between students with disabilities and students without disabilities significantly narrowed with higher grade levels.

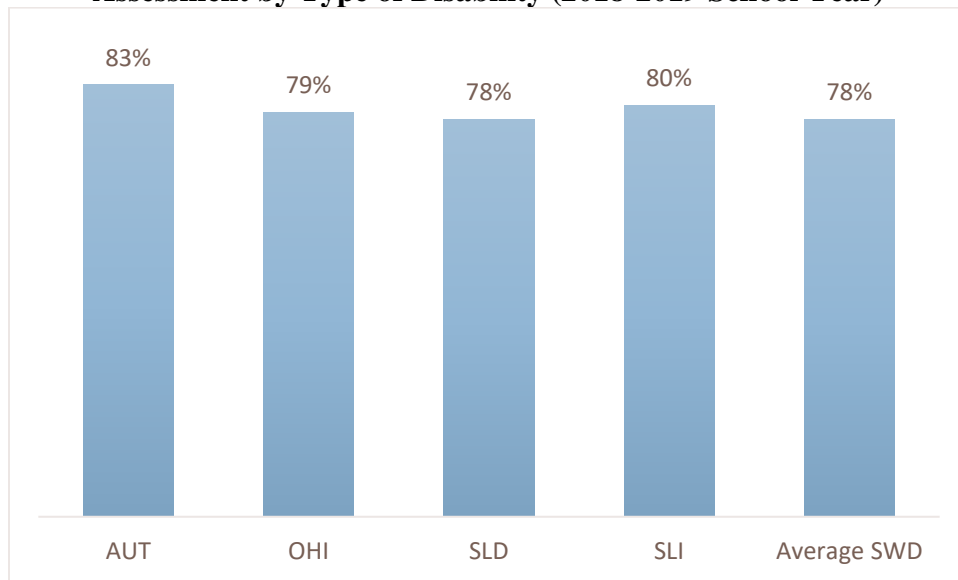
Figure 19: Average Gains for Students on Scantron Assessment by Grade Level (2018-2019 School Year)



Lastly, growth was compared for different disability subgroups for SSIP co-taught classes. Disability categories with more than eight students were included in the analyses. As Figure 20 depicts, all disability subgroups met the target of 45% demonstrating growth.

When examining the average gain scores, while students with Autism (AUT) were the most likely to demonstrate growth, their average gain scores were the lowest (84 points). Students with a speech or language impairment (SLI) demonstrated the largest gains (140 points), followed by students with other health impairments (119 points).

Figure 20: Percentage of Students with Disabilities Demonstrating a Gain on the Scantron Assessment by Type of Disability (2018-2019 School Year)



SCHOOL CLIMATE

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

The SSIP Demonstration Sites collected data on attendance and office discipline referrals (ODRs) to measure the impact of the CHAMPS/DSC and Foundations activities. For both attendance and office discipline data, the results were reported for the entire school. Since Cohort I schools had completed the CHAMPS/DSC and Foundations training, their data are presented in the current reporting period.

Figure 21 shows the percentage of schools demonstrating a positive change from spring 2015 (baseline) to spring 2019. These results demonstrate improvements in all four measures of attendance: average daily attendance (ADA), the number of tardies, the number of unexcused absences, and chronic absenteeism. While improvements were noted, the percentage of schools

demonstrating improvement over baseline decreased for all four measures compared to the prior reporting year.

Figure 21: Percentage of SSIP Sites Showing Improvements in Attendance Measures: (Spring 2015 vs. Spring 2019)

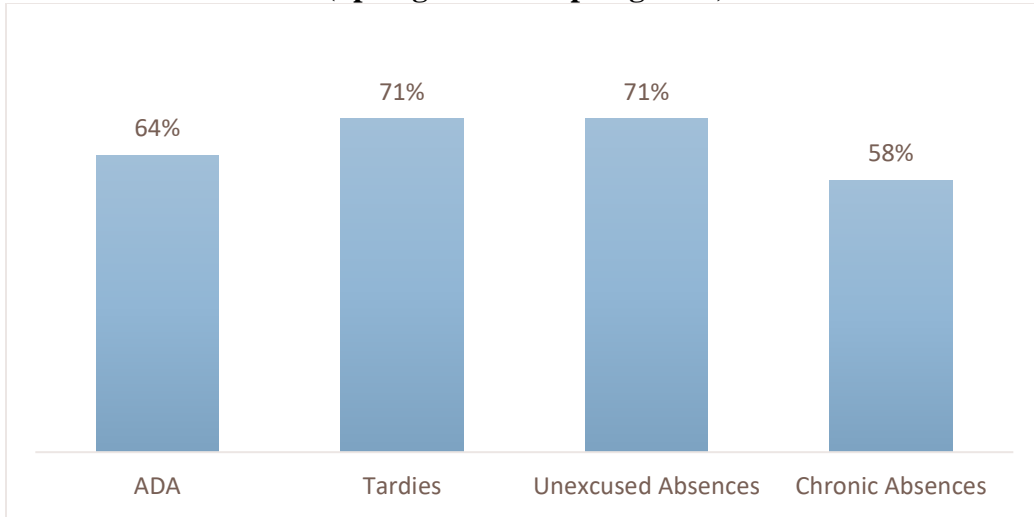
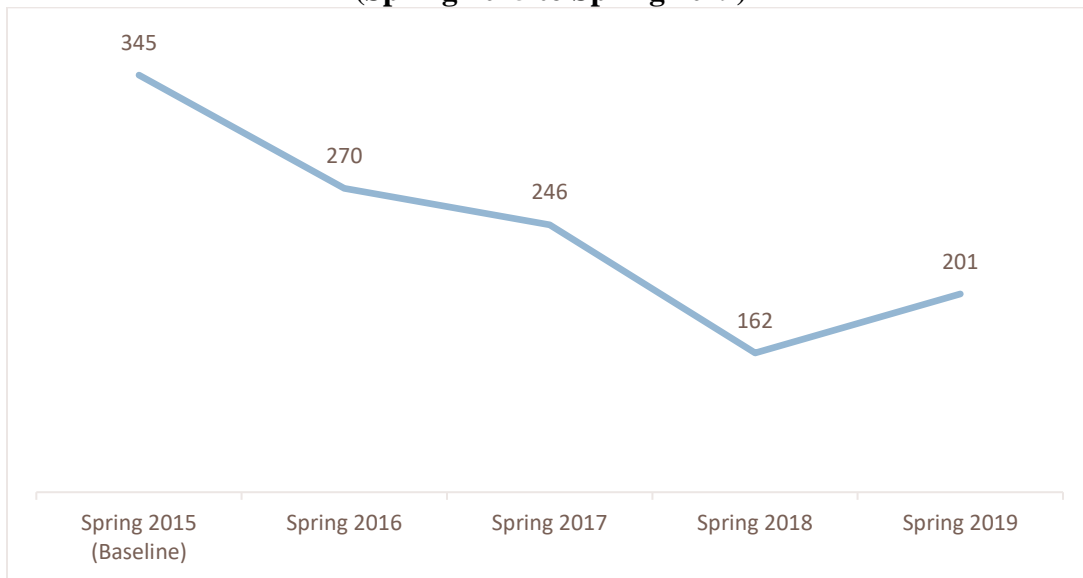


Figure 22 shows the average number of tardies across SSIP Demonstration Sites over semesters: spring 2015 (Baseline) to spring 2019. The results show a decline of 144 tardies *per month* per school. These results represent a 42% decrease in the number of tardies over the past four years. The results do show an increase in the number of tardies between spring 2018 and spring 2019.

Figure 22: Average Number of Tardies per Month by Semester for SSIP Sites (Spring 2015 to Spring 2019)



Over 70% of schools saw a decrease in the number of unexcused absences between baseline and spring 2019. The unexcused absences data showed a decrease of 25 absences per month per school

since baseline (see Figure 23). These results represent a 12% decrease in the number of unexcused absences per month.

Figure 23: Average Number of Unexcused Absences per Month by Semester for SSIP Sites (Spring 2015 to Spring 2019)

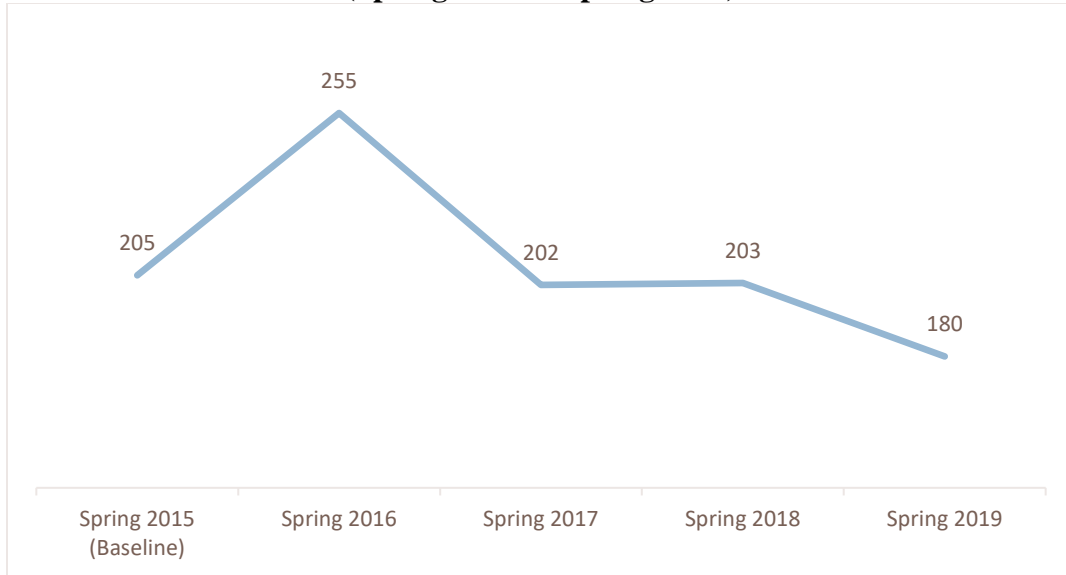
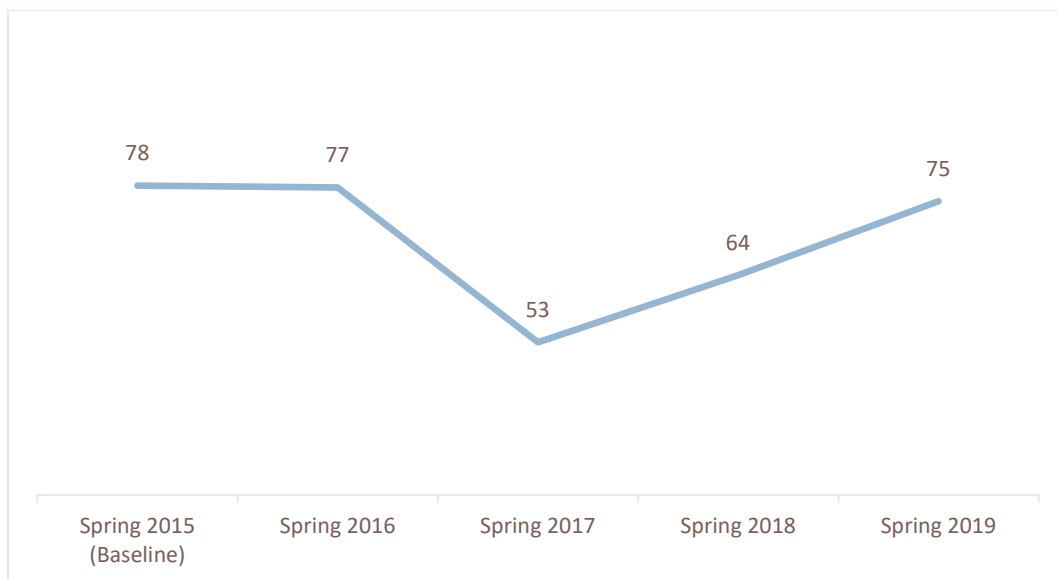


Figure 24 shows the number of chronic absences, or a student missing 10% or more of a semester from baseline to spring 2019. The number of chronic absences decreased by three from baseline to spring 2019, which was a 4% decrease. These data represent an average of three students per SSIP school are attending school more regularly in spring 2019 compared to baseline.

Figure 24: Average Number of Individuals with Chronic Absences by Semester for SSIP Sites: (Spring 2015 to Spring 2019)



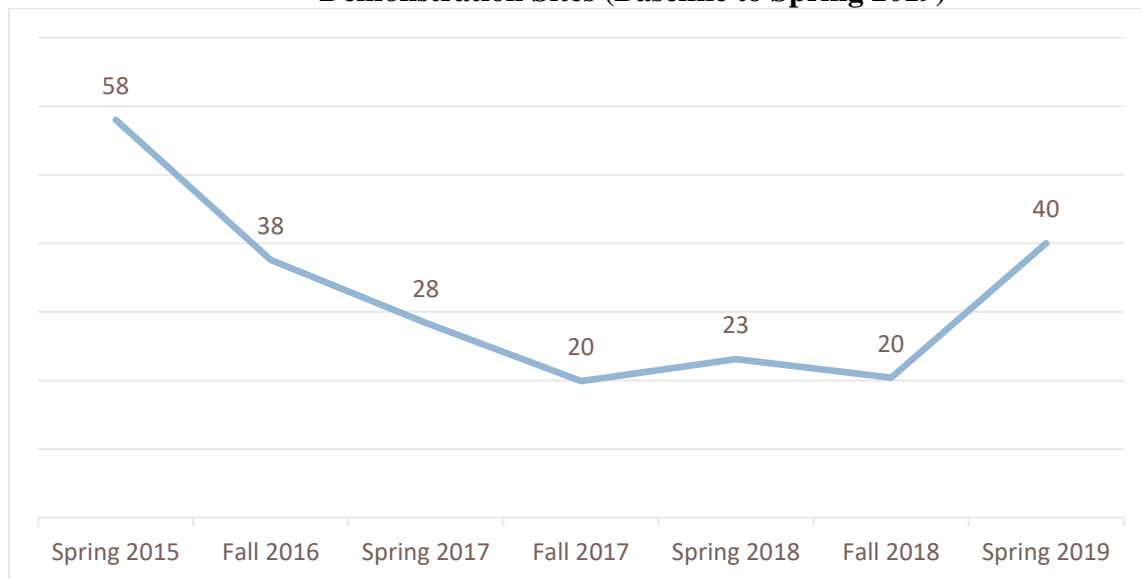
Like the results for tardies, the chronic absences results also show an increase in spring 2019. The SSIP team will review spring 2020 data to determine if the trend is continuing and whether additional supports are needed in the schools to prevent the data from regressing to baseline.

How have the SSIP initiatives impacted behavior data in SSIP sites?

Data were also collected for office discipline referrals (ODRs). For the Phase III report, data collected included the number of ODRs for students with disabilities and all students, as well as the number of school suspensions. While the number of in-school and out-of-school suspensions were reported, we collapse the data into total suspensions for this report.

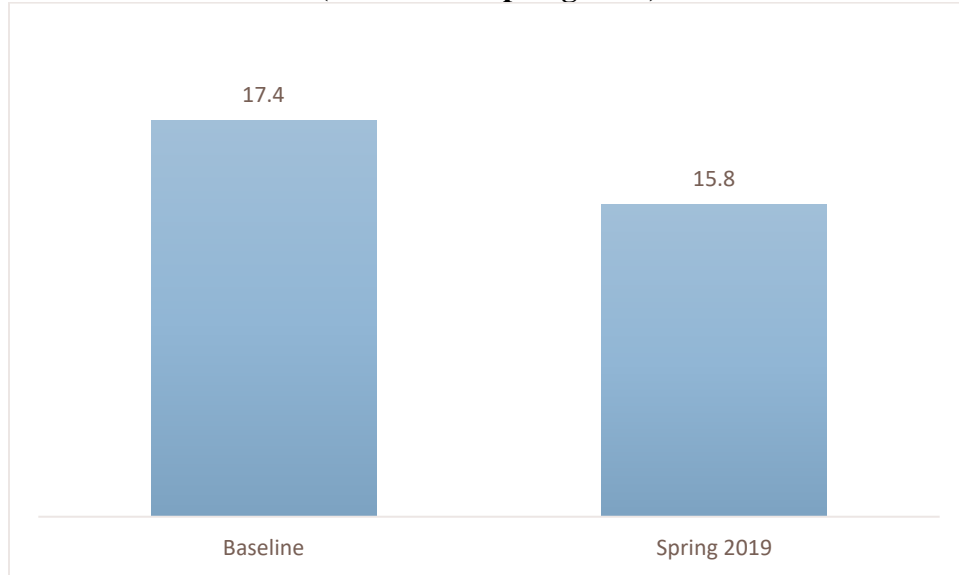
The median number of ODRs by site for all students and students with disabilities over time are presented in Figure 25. These data show the median number of ODRs per month from baseline to spring 2019 decreased by 18, a 31% decrease. For students with disabilities, the number of ODRs decreased from 8.00 to 4.60, or a 43% decrease. Like the attendance data, however, there was an increase in the number of ODRs for all students in spring 2019.

Figure 25: Median Number of Office Discipline Referrals per Month for SSIP Demonstration Sites (Baseline to Spring 2019)



A comparison was made between the ratio of ODRs for students with disabilities and ODRs for all students. Figure 26 below shows the decline in the ratio of ODRs from baseline to spring 2019. These results suggest SWDs are receiving proportionally fewer ODRs than baseline, and the spring 2019 results are closer to the percentage of students with disabilities statewide.

**Figure 26. Ratio of Office Referrals for SWD to All Students
(Baseline to Spring 2019)**



DEMONSTRATION SITE VISITS

How have the SSIP demonstration sites impacted other districts?

Between February 15, 2019 and February 14, 2020, there were 19 SSIP Cohort Demonstration Site visits. During the 2018-2019 school year, SSIP Coaches presented at Regional Education Meetings to increase awareness and interest in the SSIP initiatives. The presentations sparked interest, and 74% of this reporting year's site visits occurred in spring 2019. Therefore, this approach appeared to be successful, and the SSIP staff and coaches will continue to reach out again to the Regional Education Meetings in fall 2020.

Among the current reporting year's site visits, 42% were schools or districts who subsequently joined Cohort III, 32% were from external schools (or potential Cohort IV schools), and 26% were current Cohort II schools looking to learn from other sites. The 19 school visits represent a 46% increase over FFY 2017. Overall, the project has exceeded its target to achieve 20 site visits total by 2020.

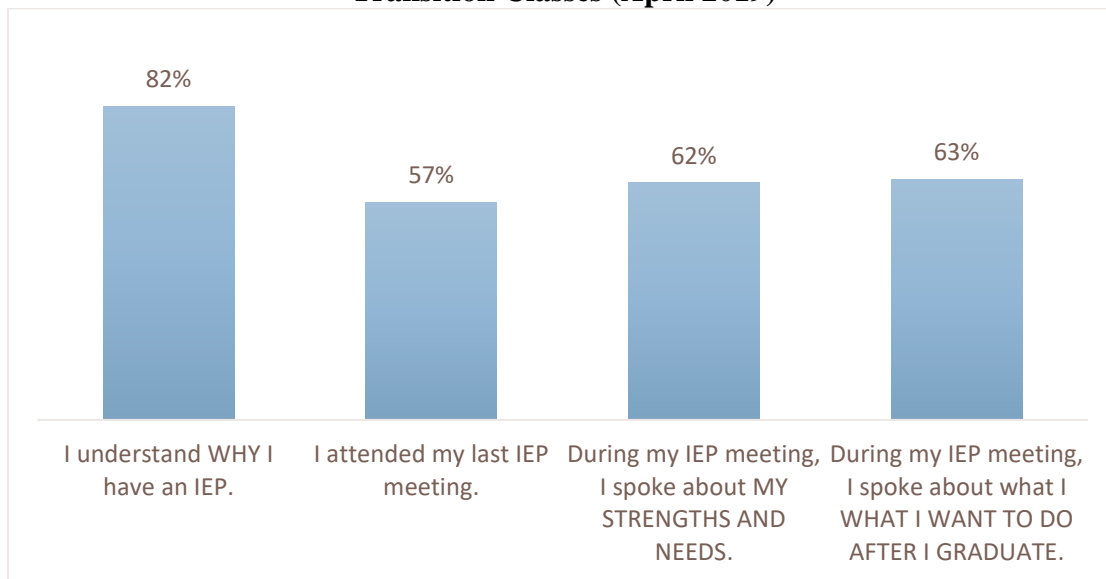
TRANSITION OUTCOMES

How have the transition classes impacted students?

In April 2019, students in the SSIP Demonstration Site Transition classes participated in a *Student Transition Concepts Survey*. As part of the AL SSIP and SPDG, students individually completed the Likert-scale survey, which assesses IEP participation and preparedness, self-determination, and post-secondary preparation skills.

As Figure 27 depicts, 82% of Transition class students understood why they have an IEP. Additionally, 57% of students reported attending their last IEP meeting, and 62-63% reported some type of participation in their IEP meetings. As part of the Transition classes, students learn and practice self-advocacy skills.

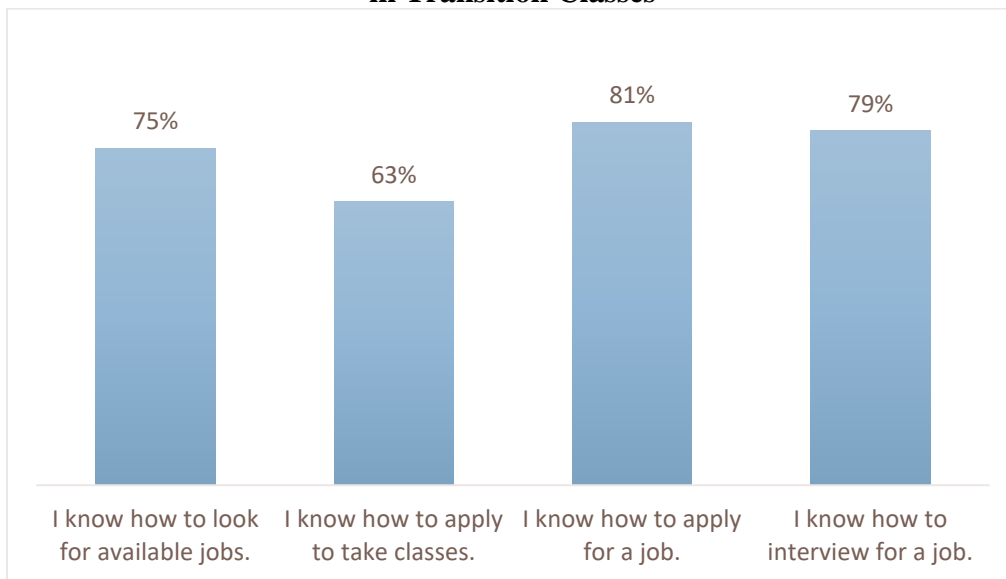
Figure 27: Percentage of Students Reporting IEP Meeting Participation Among Students in Transition Classes (April 2019)



The participation in IEP meeting is a 22% decrease from the prior reporting year. The prior reporting period only included Cohort I; however, the data in Figure 27 includes Cohort I and II. Further examination of the data by cohort showed 83% of Cohort I students had participated in their last IEP meeting, compared to 46% for Cohort II. Cohort II schools were new to offering transition during the 2018-2019 school year, and about 20% of the responding Cohort II sample were middle schoolers. It is expected their IEP participation will increase in the 2019-2020 school year.

The AL SSIP team also examined the reported skills of students in Transition classes for preparing for employment or post-secondary education (see Figure 28). While the employment skills, such as looking for jobs, applying, and interviewing rated highly, applying for post-secondary training rated lower. The ratings for applying for post-secondary training increased by 7% compared to the prior reporting year.

Figure 28: Percentage of Students Reporting Post-School Skill Readiness Among Students in Transition Classes



The results of the survey found differences among grade (higher grades in high school had higher averages), gender (males had higher averages for several items), and cohort (Cohort I was higher than Cohort II). The strongest predictor of score was current employment; students who were employed had significantly higher scores than students who were not employed (84% versus 68%, respectively). Overall, the results suggest the transition classes are better preparing students for post-school outcomes.

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

In fall 2018, the ALSDE-Special Education Section awarded contracts (up to \$8,000) to applying school districts to purchase an evidence-based secondary transition curriculum. All districts completing the application were awarded funds, and awards were given to 13 school districts. Throughout Spring 2019, the ALSDE, SES continued to award funding for districts to purchase an evidence-based transition curriculum.

Districts receiving funding were asked to complete training on the curriculum and consider developing and offering a transition class. For districts purchasing the James Stanfield Transitions curriculum, the ALSDE provided training to districts and schools, and for those districts purchasing other transition curricula, training was provided by the vendor. Through its work with the SPDG, the ALSDE, SES Section aligned the Stanfield Transitions curriculum with the state transition standards to ensure the lessons taught meet students’ transition goals.

In Spring 2019, districts were contacted to see if they had offered a transition class. In the first year of implementation, 82% of the responding transition curriculum sites were offering a transition class. These classes impact approximately 356 middle and high school students.

The Transition Demonstration Sites have had examples of individual successes. One of the Transition Demonstration Sites, Gadsden City High School, has established the Beautiful Rainbow Café. The restaurant, run by students with more moderate to severe disabilities, has become a self-supporting business.

The FFY 2016 SSIP report detailed the development of the Beautiful Rainbow Café. Historically, the school district had no students on the Essentials Pathway or Alternate Achievement Standards (AAS) Pathway who were competitively employed or had been enrolled in a college or university for several years. After creating the Beautiful Rainbow Café, there was one student in 2017 who had competitive employment—in a casual dining restaurant. In 2018, there were four students employed, and by February 2019, 13 students had become competitively employed in casual and fine dining settings. As of February 2020, 23 students had become competitively employed.

The number of students is small, but the increase to 23 students is a significant change for the school district. The ALSDE’s funding and support have been instrumental for starting and growing the program. Additionally, the Beautiful Rainbow Café has been featured in a documentary submitted to short film competitions.

The collective work of the transition infrastructure and Transition Demonstration Sites are expected to improve Alabama’s SiMR. The AL SSIP Team analyzed Alabama’s Indicator 14b results, for Transition Demonstration Site districts implementing a Transition class prior to the 2017-2018 school year. Like the SSIP district analyses explained in section E.1d., the SSIP Team looked at the most recent Indicator 14 data (FFY 2018) compared to the survey administration prior to the SSIP.

When compared to the prior administration, the two Transition Demonstration Sites averaged a 6.43% gain in their Indicator 14b data compared to baseline (see Figure 29).

Figure 29: Indicator 14b Results for SSIP Transition Districts (Baseline vs. FFY 2018)

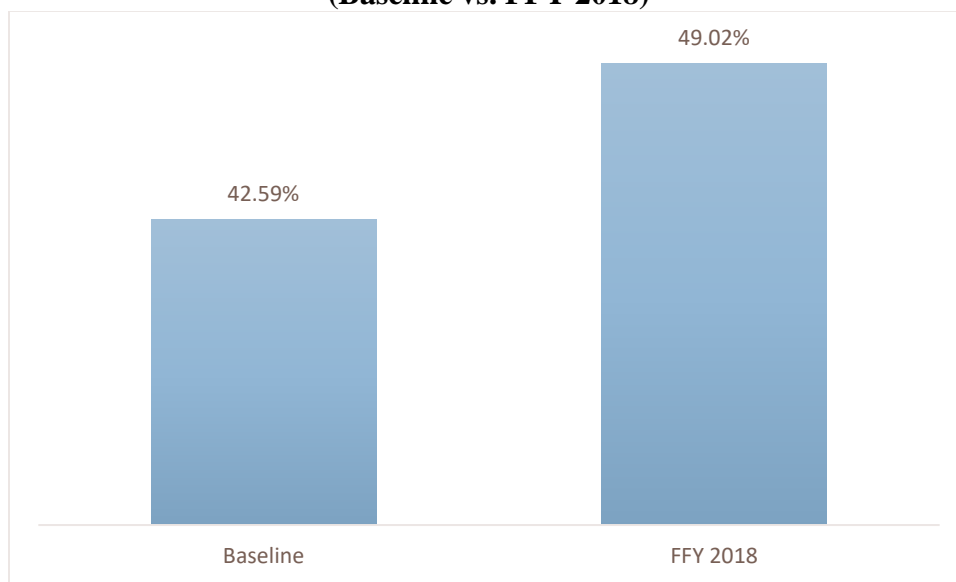
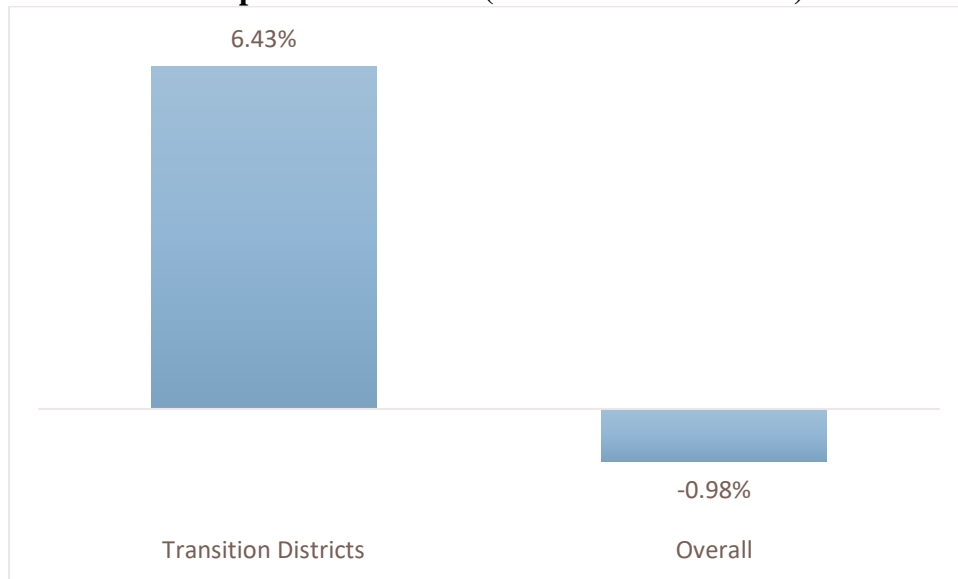


Figure 30 shows the difference between FFY 2014 (baseline) and FFY 2018. The state overall had a -0.98% change for Indicator 14b, however the Transition Demonstration Sites had a 6% gain. Since the sample size is small, however, the data should be interpreted with caution, although both FFY 2016 and 2018 have shown significant improvements over baseline. These results suggest the transition programs are having a positive impact on post-school success.

Figure 30: Difference in Indicator 14b Results for SSIP Transition Districts and Alabama Compared to Baseline (Baseline vs. FFY 2018)



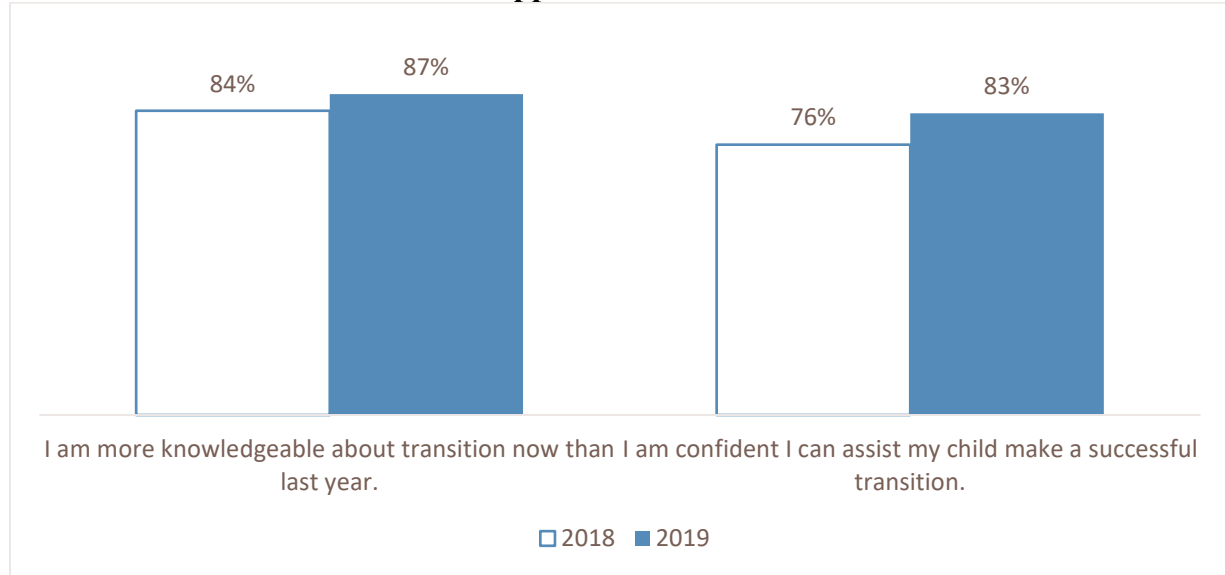
PARENT INVOLVEMENT

How has the SSIP impacted parent communication and parent satisfaction?

Transition parent focus group participants from three regional focus groups completed ratings of knowledge and readiness to assist their children with transition. The *Alabama Transition Resources Survey* was administered to parents of transition-aged students with disabilities from around the state. Respondents were asked to rate their agreement on a five-point scale (Strongly Agree/5=high, Strongly Disagree/1=low).

Figure 31 shows the average ratings for transition knowledge and transition readiness over the prior two years. There was an increase in the percentage of parents reporting an increase in transition knowledge (3.5%), as well as a 6.5% increase in confidence to assist their children with transition.

Figure 31: A Comparison of the Percentages of Transition-Aged Parents' Knowledge and Readiness to Support Transition: 2018 vs. 2019



While the *Alabama Transition Resources Survey* targeted parents of transition-aged students, Alabama also looked at its data for its SPP/APR Indicator 8: Parent Involvement.

Alabama saw a decrease in its Indicator 8 results, from 78.02% in FFY 2017 to 76.38% in FFY 2018. Despite the 1.64% decrease, the FFY 2018 Indicator 8 met its target. Further analyses have found parents of students with a hearing impairment and parents in very small districts had the lowest percentages. The results have been shared to plan for additional technical assistance in the 2020-2021 school year.

F. PLANS FOR NEXT YEAR

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

The information below contains anticipated activities during FFY 2019.

Communication and Team Building.

- Continue opportunities for parent and family stakeholder decision-making and engagement.
- Continue transition focus groups for parents.
- Include parents and counselors in SSIP implementation Teams.
- Continue to convene SSIP Instructional Coaches PLC.
- Improve parents' access to documents related to transition.
- Extend self-determination/self-advocacy training to improve student engagement.
- Convene joint training opportunities around transition and self-determination for educators and parents.

Professional Development, Training and Coaching.

- Convene joint training for parents and educators about IEP development for transition.
- Continue training for SSIP coaches.
- Ensure that practitioners and administrators receive on-going PD in Implementation Science.
- Provide training and support for administrators at SSIP Project Sites.
- Continue Foundations training and provide co-teaching, and co-planning support.
- Invest time and effort in "Grow Your Own" strategy to create a cadre of trainers for CHAMPS.

Community Based Experiences.

- Disseminate funding applications to LEAs to purchase evidence-based transition curricula.
- Provide training for funded LEAs on scheduling and providing transition instruction.

Communication for SSIP Project and Site Personnel.

- Continue communication and marketing efforts between project and site personnel.
- Continue presentations at ALSDE Curriculum and Instruction meetings and MEGA conference.

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

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

In addition to the data collection and evaluation changes, the AL SSIP Evaluator will work with the AL SSIP staff, consultants, and stakeholders to update progress toward planned SSIP strategies. This plan will reflect the items addressed in C.2.d. and D.1.c., including: 1) Assist with developing Implementation Teams, Foundations Teams, and Transition Teams to review and use data; 2) Monitor data submissions from SSIP and Transition Demonstration Site schools, particularly for Cohort I; 3) Continue to have trainers draft learning measure items; 4) Change learning measures and review expectations for learning; 4) Review data expectations with new staff and administrators submitting data; 5) Develop plans based on disaggregated Indicator 14 results; 6) Share expectations for data collection, including dates, requirements by school, etc.; 7) Clarify definitions for data fields; 8) Provide training and technical assistance to sites regarding data usage, as needed.

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

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

Stability of School and District Staff. Staff turnover continues to be an ongoing issue and an effective resolution can be to ensure that the site and district implementation teams operate in such a way as to ensure that the progress of SSIP programs continue. Action by state staff and the assigned SSIP coach included conferences with the new staff to inform them of progress achieved by the SSIP site and to request support in continuing the program to fidelity.

Scaling-up. The limited number of instructional coaches has impacted the ability to expand the number of SSIP demonstration sites. In order to ensure implementation fidelity, the ALSDE, SES Section expects to hire more instructional coaches.

Transition Curricula. An identified barrier is having an EBP transition curricula to operationalize the transition standards that teachers use to guide instructions. With the continued provision of funding to purchase transition curricula in additional districts across the state, the infrastructure development that supports transition instruction is expected to be strengthened.

Steps to Address the Implementation Barriers. In order to address the turnover of key implementation staff, we have previously observed that the site and district implementation teams play a crucial role in maintaining the supportive school culture. Therefore, step one is to ensure that all site and district implementation teams are engaged and active in order to assist the principal to recruit and retain new staff who are either experienced with the interventions or who express willingness to “buy-in” to the SSIP implementation/intervention strategies. Step two is to ensure that the staff and administrators who comprise the implementation teams receive deeper training on Implementation Science. Step three is to ensure that new key district administrators receive

prompt orientation regarding the SSIP implementation, including a review of the *MOU* and all SSIP-related funding and contracts provided to the district.

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

None at this time.