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

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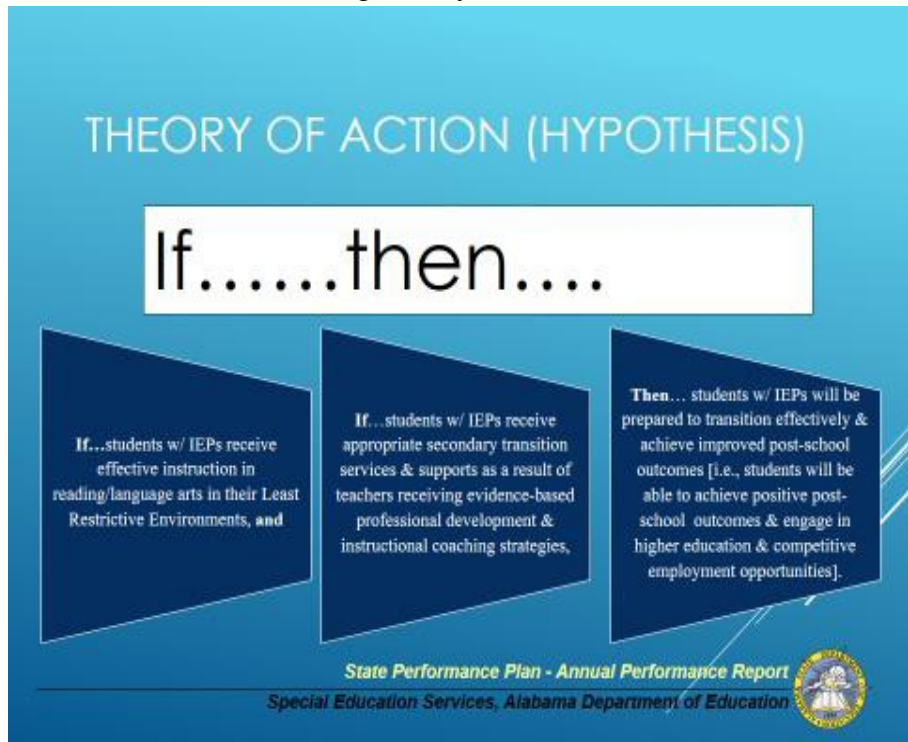
Figure 1. Alabama Theory of Action for the SSIP

Figure 2. Regional Map of SSIP Demonstration Sites

AL SSIP Regional Demonstration Sites
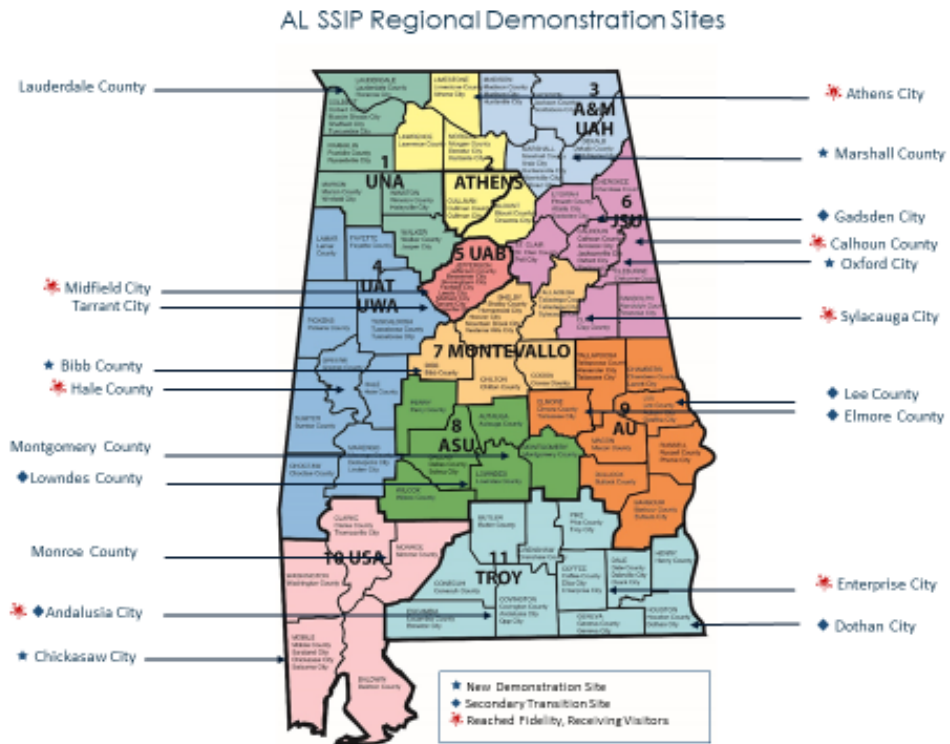
Table 1: Summary of Alabama SSIP Demonstration Sites and Areas of Implementation
Demonstration Sites by LEA – 20
Demonstration Sites by School – 50   ❖ Schools Implementing Co-Teaching/Co-Planning – 17   ❖ Schools Implementing CHAMPS – 40   ❖ Schools Implementing Foundations – 38   ❖ Schools Implementing Transition – 12   ❖ Schools that Reached Fidelity and Receiving Visitors – 15

A complete list of SSIP demonstration sites by school feeder pattern, cohort, and area of implementation is included in Appendix I.

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

The table below illustrates FFY 2017 Coherent Improvement Strategies, Activities and Updates. *Refer to FFY 2016 Phase III Narrative, pp. 9-17 for the complete table of Coherent Improvement Strategies (Implementation of EBPs).*

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

Coherent Improvement Strategies, Activities and Updates
1. Provide high-quality, engaging instruction and co-teaching in the middle school general education classroom.
a) Identify 12 SSIP demonstration sites to address improvement in reading proficiency and secondary transition by utilizing evidence- based professional development (PD), instructional coaching, and linkages with other ALSDE initiatives. b) Provide evidence-based training for middle school staff at identified implementation sites in co-teaching, co-planning, and reading and math interventions PBIS, and instructional coaching. c) Select, interview, hire, and train instructional coaches to assign to each SSIP demonstration site. d) Host visitors from other LEAs to view the implementation of   evidence-based training (*Full Implementation Stage*).
• Identified and added 1 middle school demonstration site (Marshall County) in June 2018, yielding a total of 12 middle school demonstration sites to date. • Expanded implementation within the Cohort I districts by adding five schools. With the addition of the Marshall County site (Asbury High School), there is now a site located within each of the 12 state regions. The emphasis for the SSIP's scale-up in Strategy 1 is to expand co-teaching, co-planning, and specially-designed instruction within Cohort Demonstration Site schools.
2. Offer safe and supportive learning environments to middle schools through the CHAMPS and Foundations Safe & Civil Schools evidence-based programs.
a) Provide evidence-based training for instructional coaches in co- teaching, co- planning, behavior, and instructional coaching by the Alabama State Personnel Development Grant (SPDG). b) In collaboration with AL SPDG, SSIP demonstration sites and their feeder patterns will participate in a three-year Foundations project with *Safe & Civil Schools*.

- The ALSDE and LEA stakeholders participated in training in *Better Conversations* (Corwin Publishing) by a trainer from Jim Knight and Associates in August 2018. The SSIP Instructional Coaches participated in *Impact Cycle* training, as well, from a trainer from Jim Knight and Associates.
- Conducted the third year training. Added feeder pattern cohorts.
- Added training sessions to focus on *Discipline in the Secondary Classroom* (DSC).
- During SY2019-2020, the ALSDE will initiate Foundations Cohort 3. At the time of this writing, multiple districts are expressing interest in being selected for the new cohort. Selection criteria includes the requirement to visit at least one Demonstration site.

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

a) Select regional demonstration site locations for each region consistent with the *Exploration Stage* of the Implementation Science Framework.
b) Convene ongoing evidence-based training for site and district Implementation Teams to support the implementation of EBPs.

- The activities during this reporting period are continued and will be on-going.

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

a) Provide training for high school staff at participating implementation sites in secondary transition best practices.
b) Recruit, select, hire, and train experienced transition coaches to provide ongoing coaching to teachers within the transition demonstration sites.
c) Identify at least three secondary transition demonstration sites to demonstrate best practices in secondary transition services.
d) Increase the number of secondary transition demonstration sites each year to host regional visitors and provide resources to other LEAs regarding secondary transition.

- Identified the three secondary transition demonstration sites to demonstrate best practices in secondary transition services with financial support from AL SPDG to purchase evidence-based resources.

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

a) Revise the Alabama Post-School Outcomes (PSO) Survey administration schedule to ensure that LEAs collect data bi-annually.
b) Disseminate resources and information to teachers and parents highlighting strategies that improve student performance.
c) Collaborate with national TA Centers (e.g., National Center for Systemic Improvement, NCSI; National Technical Assistance Center on Transition, NTACT; IDEA Data Center, IDC).
d) Examine secondary transition policy, practices, and resources to guide the statewide implementation of evidence-based secondary transition services.
e) Link with the Alabama SPDG and Alabama PTI to provide secondary transition resources to parents.
f) 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 during SY 2017-2018 to ensure that students, parents, and teachers were informed about the app and its assistance with effective, student-centered transition planning.

There are now 11 secondary schools identified as transition sites. The ALSDE SPDG/SSIP has begun an expansion into middle school as well as secondary school in order to impact transition services at earlier grades.

- Revised the PSO Survey administration to ensure that LEAs collect data bi-annually.
- Added a PSO verification process to our existing structure of data validation and integrity.
- Conducted a webinar on PSO survey administration and data collection in the spring of 2018.
- On the transition landing page, placed numerous state and national evidence-based transition resources for ready-reference by transition stakeholders. This action reflects a response to stakeholder input resulting from the parent focus group series.
- Staff from NTACT presented evidence-based strategies to teachers and administrators from across the state during the Alabama state-wide MEGA conference in July 2018, especially regarding the effective implementation of community-based work experiences. Multiple existing and newly-identified transition demonstration sites were represented and contributed "real-life" experiences. Training projected for the July 2019 Mega Conference highlights NTACT staff presenting on formal and informal transition assessments and administration of the assessments.
- The AL SPDG worked with thirteen districts to purchase evidence-based transition curricula for the 2018-2019 school year. Additional districts are currently in the application to be funded for the 2019-2020 school year.
- The ALSDE in conjunction with APEC held four regional transition forums to focus upon student self-determination/self-advocacy in the spring of 2018.
- Developed a series of three transition resource manuals: *The Professionals' Handbook for Transition*; *The Parent Manual for Transition*; and the recently released *Student Handbook*
- On the transition landing page, the SES section has placed numerous state and national evidence-based transition resources for ready-reference by transition stakeholders. This action reflects a response to stakeholder input resulting from the parent focus group series.

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

a) Conduct school team interviews to determine implementation readiness and site fit consistent with *Exploration Stage* of the Implementation Science Framework.
b) Begin the *Installation Stage* and Initial *Implementation Stage* with ongoing support from assigned instructional coaches in selected demonstration sites.
c) Conduct coaching sessions and classroom observations with teachers.
d) Develop budgets for resources and evidence-based training for each site and feeder pattern school.
e) Collect, analyze and review progress monitoring data on a regular basis to determine student trajectories and to address performance needs.
f) Lead site and district Implementation Team staff to analyze local infrastructure to determine strengths and weaknesses, including feeder pattern priorities.
g) Establish and utilize a Professional Learning Community to reflect on demonstration site implementation.
h) Convene regular meetings of SSIP Coaches to facilitate shared implementation successes, barriers, and to enable cross-fertilization of effective practices and to conduct ongoing training in Implementation Science.
i) Implement the evidence-based training in co-teaching, co-planning, behavior, and instructional coaching.
j) Present at meetings and/or state conferences on the implementation of EBPs.

- Conducted school team interviews to determine implementation readiness and site fit consistent with *Exploration Stage* of the Implementation Science Framework.
- Conducted coaching sessions and classroom observations with teachers.
- Developed budgets for resources and evidence-based training for each site and feeder pattern school.
- Collected, analyzed and reviewed progress monitoring data on a regular basis to determine student trajectories and to address performance needs.
- Continued to lead site and district Implementation Team staff to analyze local infrastructure to determine strengths and weaknesses including feeder pattern priorities.
- Continued the meetings with instructional coaches as a Professional Learning Community to reflect on demonstration site implementation and progress.
- Implemented the evidence-based training in co-teaching, co-planning, behavior, and instructional coaching.
- Facilitated demonstration sites in hosting visitors from other LEAs to view the areas of implementation of evidence-based training (*Full Implementation Stage*). Note: see Appendix I.
- Convened and participated in state meetings such as NIRN PLC in September 2018; *Better Conversations* and *Impact Cycles* for coaches presented by Ann Hoffman (trainer for Jim Knight and associates); Better Conversations for SEA and LEA staff in August 2018.
- Convened and presented at a broad stakeholders meeting in September 2018.
- Select SSIP sites and consultants presented at the July 2018 Mega Conference.

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

a) The ALSDE will convene multiple stakeholder meetings across groups, including Special Education Advisory Panel (SEAP) members, parent groups, and community and professional settings to elicit contributions and feedback for SSIP program improvement.
b) SES will collaborate with the AL Parent Education Center (APEC) around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services.
c) The AL SPDG and the APEC will convene parent focus groups and/or interviews to elicit feedback and perceptions about progress of the SSIP related to parent concerns, including transition information and resources.

- Conducted on-going Parent Focus Group meeting in diverse parts of the State to update parents regarding transition policies and resources and to elicit stakeholder input for needed transition improvements.
- Conducted a broad stakeholder meeting in September 2018 to inform stakeholders of the ongoing progress and results achieved by the AL SSIP in the areas of co-planning/co-teaching and secondary transition.
- 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.

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

LEA Implementation of EBPs. In the FFY 2017 reporting period, the ALSDE, SES Section identified SSIP Cohort Demonstration Site in Region 3, yielding at least one demonstration site in all regions (refer to Figure 2 and Appendix I). The SSIP/SPDG assessed site selection protocols to add new transition sites for school year 2018-2019. Seven new schools in three new districts were added: Dothan City, Lee County, and Lowndes County, which are implementing evidence-based transition curricula. In addition to these sites, thirteen districts were awarded funds to purchase evidence-based transition curricula. For FFY 2018, another round of funding applications is being sought to increase the number of districts implementing evidence-based transition programming.

A total of 12 sites have also purchased evidence-based reading and math intervention programs; the majority of sites continue to request licenses for use.

Since February 2015, staff from the sites continue to be engaged in ongoing training around EBPs. Moreover, as is consistent with the Implementation Science Framework (Fixsen & Blasé, 2008), trained SSIP Instructional Coaches continue to provide each site assistance with implementation of EBPs, including co-planning and co-teaching, positive behavior interventions and supports, and in some cases, secondary transition. During periodic visits from external consultants to the SSIP project, the fidelity of implementation of co-teaching and co-planning for instruction and behavior are observed and evaluated in order to determine whether a site is "Demonstration Ready" to host visitors to the site. Note: Demonstration Ready means that a demonstration site has reached fidelity and is ready to receive visitors.

The fiscal support for SSIP instructional coaching staff continue to be provided through SES funds. The Alabama SPDG continues to provide training for the SSIP and SPDG Instructional Coaches and training for the demonstration site staff, consistent with the approved grant award goals

and objectives of the SPDG. The budgets were developed by the SSIP district and site implementation teams, under the leadership of the SSIP Instructional Coaches. A Memorandum of Understanding (MOU) was developed for each site to set forth the elements and conditions of the SSIP.

For Phase III implementation during FFY 2017, six additional school sites have been identified and are receiving training and support from SSIP Instructional Coaches. During FFY 2017, SES added three additional SSIP Instructional Coaches; one of whom was a retired special education coordinator and the other two were partially contracted from their respective districts to serve as internal coaches. In addition, the ALSDE has added two transition coaches. At this point, a total of nine Cohort I middle school demonstration sites have been deemed "Demonstration Ready" and have hosted visitors due to the high fidelity of implementation of co-teaching, co- planning, and/or PBIS practice observed by external consultants.

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

In the next reporting period, the ALSDE looks forward to reporting implementation and progress of school sites comprising of Cohort II. For a complete list of those sites in Cohort II, please refer to Appendix I. Moreover, the ALSDE will be reporting on the selection and formation of the Cohort III Foundation school sites to begin their three-year cycle.

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

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

Following PD, the AL SSIP Activity Log and Basecamp were the primary sources of coaching and follow-up activities. Coaching and other activities were summarized and reported to AL SSIP staff monthly to keep staff and consultants aware of the site activities. Recommendations were also shared in the Activity Log and coaching updates based on the current month's report. This practice continued during the 2018-2019 school year and will be ongoing.

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 Surveys were administered in May 2018 and will be administered again in April 2019.

Fidelity data were collected at different intervals during the reporting year:
- For co-teaching and co-planning, fidelity data were collected on a rolling basis, with over 90% collected during the 2018-2019 school year. Co-teaching and co-planning fidelity data consisted of self-assessments and observations by external consultants for over 20% of the co-teaching dyads.
- For CHAMPS/DSC, individuals implementing CHAMPS or DSC completed the STOIC self-assessment in January 2019. External observations were conducted for a random selection of 10% of individuals implementing the classroom behavior system.
- For Foundations, cohort schools completed the Benchmarks of Quality (BoQ) in November 2018 and will complete the assessment again in late-spring 2019. Additionally, Safe and 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 Transition Observation Tool. These observations were conducted in February 2019.

Outcome data, such as the office discipline referral data, attendance data, and progress monitoring data were collected at the end of the 2017-2018 school year and again in February 2019. Final data for the year will be reported again in June 2019.

Qualitative data were collected primarily through the following means: Post-Evaluation surveys following professional development; interviews with teachers and administrators both on-site and on the phone; interviews with teachers and administrators; coaches' sharing during SSIP Coaches' Meetings; Basecamp comments; Activity Log entries; SSIP Implementation Team minutes; Parent Transition Focus Groups; and the SSIP Stakeholder and Coaching 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 SSIP Evaluation Plan was operationalized as an *AL SSIP Data Manual* for AL SSIP Demonstration sites. The Data Manual included the data to be collected, by whom, the deadlines, and the title of the forms to be used. Key performance measures were also included in the Data Manual. The *AL SSIP Data Manual* was updated for the 2018-2019 reporting year.

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

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

During FFY 2017, few substantive changes were made regarding implementation and improvement strategies. Changes that were made include the ongoing training participation and the Installation Phase of Cohort II, which consists of nine LEAs for Foundations, as well as preparations for the selection and installation of Cohort III. A K-12 school site in Region 3, namely Asbury School in Marshall County, was included in the selection of sites for Cohort II.

An implementation change made in FFY 2016 continued with the advent of this new school site, which was the introduction of Foundations as the initial implementation, to be followed by training and implementation in CHAMPS and in school year 2019-2020, co-planning/co-teaching. The sequential implementation of the Foundations EBP beginning with Cohort II was tried as a mid-course correction in order to reduce burden on site staff and to facilitate the acquisition of behavior management skills prior to introducing co-planning/co-teaching.

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 evidence-based practices of co-planning/co-teaching and CHAMPS, in addition to continuing 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 at different times consistent with individual site needs and context to ensure that the new practices will be successful.

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

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

Alabama continues to build upon the foundation as described in the *FFY 2015 Phase III Narrative, pp. 22-28.* Implementation activities have been accomplished within established timelines unless otherwise listed in the AL SSIP Progress on Performance Measures table (Appendix III).

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 2017-18 data and met performance measures in Appendix III.

B.2. Stakeholder involvement in SSIP implementation.

Multiple opportunities have been provided for stakeholder updates throughout the implementation period of FFY 2017 Phase III of the SSIP. These opportunities ranged from state staff providing the majority of information and updates to site staff informing key stakeholder groups about the work of the SSIP and the ongoing result of the implementation of EBPs. Additionally, staff from multiple Demonstration Ready sites presented information and results at the July 2018 Summer Institute (Mega Conference) in individual sessions.

A broad stakeholder meeting was held in September 2018 to inform and update SEAP and ALSDE stakeholders regarding the progress and results of the SSIP. Staff from Andalusia City, Midfield City, Hale County and Gadsden City shared site-specific implementation stories, experiences, and data with the group. The SSIP External Evaluator provided extensive data regarding the project as a whole and the results achieved so far, which are detailed in other sections within this document. Facilitated breakout sessions in the afternoon provided participants an opportunity to provide feedback regarding marketing the programs, the "non-negotiables" about site success, (e.g., administrator buy-in and leadership, district support, and need to implement the practices with fidelity).

An additional stakeholder suggestion 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.

Parent stakeholder groups continue to provide essential feedback and guidance through multiple meetings in winter 2017 and continued in March 2018, 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 ALSDE, in conjunction with the Alabama Parent Education Center (APEC) convened two sessions at the transition conference related to self-determination/self-advocacy in April 2018 for educators, students, and parents, as well as the publication of a new resource for students now available on the Secondary Transition Landing Page. Speakers from the Zarrow Center presented self-determination/self-advocacy information and resources to the audience. In two subsequent meetings held in June 2018, ALSDE and APEC staff presented to parents and educators regarding ways of maximizing student self-determination in the central and southern areas of the state. Additionally, the ALSDE has released an app 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.

During the past several years, multiple leadership changes within the ALSDE have presented unique challenges and barriers as the state team has worked to develop the SSIP's infrastructure. However, it must be noted that the most recent leadership change has brought about new interest in the SSIP Implementation on the part of the ALSDE executive branch. One promising result of this new interest is that the new Assistant Superintendent of the Division of Teaching and Learning has attended the January 2019 Instructional Coaches' meeting and subsequently extended an invitation to the SPDG/SSIP staff to present at four Curriculum and Instruction Boot Camp meetings around the state during late January and February 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 SSIP/SPDG staff are being scheduled for April 2019, as well as at the 2019 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.

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. Institutes of Higher Education (IHE) staff are important voices to include and the ALSDE convened a stakeholder meeting in May 2018 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. An update regarding the SSIP progress was provided to special education administrators and teachers during multiple sessions at the Mega Conference in July 2018 and presentations facilitated by several Demonstration sites. The SSIP updates, including the AL SSIP Logic Model and expanded Theory of Action were shared in September 2018 to elicit feedback for potential improvement recommendations, additional needs and/or mid-course corrections at the broad stakeholder meeting previously described.

To continue dialogue around required components of the SSIP Phase III, the ALSDE, SES Section scheduled a broad stakeholder engagement meeting for January 17, 2018 to update stakeholders on the SSIP implementation process, to orient and update stakeholders on the SSIP evaluation results, and to obtain recommendations and next steps from stakeholders for the ALSDE, SES staff. However, as reported in the FFY 2016 SSIP, due to the inclement weather that closed school systems and state highways for a number of days, the meeting was postponed until summer of 2018. In lieu of the face-to-face meeting, the SES Section elicited feedback through e-mail from stakeholders for potential improvement recommendations, additional needs and/or mid-course corrections. The broad stakeholder meeting was re-scheduled and was convened in September 2018 and was a successful meeting that included parents, SEAP staff, LEA representatives, and multiple professional staff from diverse areas of the SEA. The results of that broad stakeholder meeting are discussed throughout this document. A subsequent broad stakeholder meeting will be convened in September 2019 to continue the dialogue and provide updates regarding the progress and results achieved by the SSIP.

Support for LEA Implementation. As mentioned, feedback was elicited from stakeholders for potential recommendations, additional needs, and/or mid-course corrections. A suggestion from SEAP members was to include school counselors as critical collaborative partners in our key strand of action where we talk about creating a system and culture for supporting students with disabilities, teachers, and administrators through implementation science practices. Therefore, staff from the Guidance and Counseling Section of the ALSDE were invited to the September 2018 Stakeholder Meeting to provide feedback and receive information regarding SSIP LEAs and their progress.

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 [See Appendix V].
2) Theory of Action Tables were developed as an expanded version of the "If-Then" model.

3) The Outcomes by Evaluation Question and Performance Indicators table (Appendix IV) cross-walked the Theory of Action outputs and outcomes with evaluation questions and related performance measures.
4) The measures/methods, persons responsible, and timelines for each evaluation question were included in the Alabama SSIP Evaluation Plan (Appendix II).

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

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

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

For each evaluation question, the ALSDE, SES Section has established performance measures that are tracked according to the timelines specified in the Evaluation Plan. The AL SSIP Outcomes by Evaluation Question and Performance Indicators table, found in Appendix IV, shows the relationship of the performance measures with the strategies, outcomes, and evaluation questions. Performance measure targets were established during Phase II and have been updated in Phase III and the current year. *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 were adjusted in the FFY 2016 Alabama SSIP Phase III report to reflect availability of data, the feasibility of achieving measures, and utility of the measures themselves. While some measures are less relevant now than when the project began, no additional changes were made to the performance measures in the current report.

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

The AL SSIP Evaluation Plan, found in Appendix II, 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 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 III 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 spring 2018, six new SSIP sites in two districts were added to Cohort II, which had begun in December 2017. Five of the schools were in a Cohort I school district, and one was in a new SSIP district. In addition to the Cohort I criteria, these schools met the criteria for Cohort II:
1) Expansion of SSIP practices within Cohort I school districts (n=5 schools), or
2) Districts that had visited Cohort I demonstration sites and wanted to adapt the behavior components of the SSIP model (n=1 school).

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

C.1.f. Planned data comparisons.

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

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

The AL SSIP evaluation for strategies 1-4 (student-based outcomes) utilize a between and within subjects, repeated-measures design. The strategies for strategies 1-4 are measured throughout a year and annually; for school-based transition activities, the students' 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 SSIP Site Data Manual. These data are either submitted directly into a database or submitted by an SSIP Coach.
- Multiple sources of data are collected for guiding improvement, as noted in the Alabama SSIP Evaluation Plan (Appendix II).

The state reviews data on a rolling basis, such as monthly Coaching Summaries, 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 2018 to review year-end data, create a short-term work plan, address barriers, and discuss scaling-up strategies.
- Planning meeting to address SSIP performance measures not met in July 2018.
- Consultant, Coordinator, and Evaluator planning meetings in March, July, and December 2018; and February 2019 (transition).
- Meeting with the AL SSIP Stakeholder Group in September 2018.
- Reviewing progress on SiMR and individual LEA results for SSIP sites in March 2018.
- Sharing the progress of the Alabama SSIP with Institutions of Higher Education in May 2018.
- Coaches' Meetings with the SSIP staff in March, May, August, and October 2018; and February 2019.
- Coaches' and SSIP staff Community of Learning meetings for transition and implementation science during late-summer 2018.

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

The current report represents the third full year of data reporting. While some SSIP sites are in their fourth 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 over 81% of its key targets. All key performance measures are described in Sections E.1. A summary of changes to key targets for 2018-2019 are as follows:

- 39 active Cohort Demonstration Sites for Initiatives 1-3. Currently, most of the Cohort I sites are ready for external visitors (See Appendix I for list of sites).
- 12 demonstration sites for transition, an addition of eight sites compared to the last reporting year (See Appendix I for list of sites).
- 14 new sites received contracts to purchase and implement secondary transition curricula.
- 240 individuals have received training on co-teaching/co-planning, 641 for behavior initiatives, and 483 for transition.
- 92% satisfaction with training and over 86% satisfaction with coaching.
- Over 75% fidelity for all but one of the initiatives: co-teaching, co-planning, CHAMPS/DSC, reading intervention programs, Foundations, and transition.
- 7.49% gain in Indicator 14b (Alabama's SiMR) among SSIP Cohort I districts, representing a 13% change over baseline.

- 71% 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, 136 fewer tardies per month in Cohort I schools compared to baseline.
- 32 fewer chronic absences per site.
- 72% decrease in the number of office discipline referrals for all students, and a 77% decrease for students with disabilities.

For targets not met, Table 3 in C.2.c. describes the changes that have been made or will be made to address the gap in performance.

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

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

In June, the SSIP Team had a conference call to discuss the unmet performance measures from the FFY 2016 SSIP reporting year. The team discussed and brainstormed strategies to address several areas, including the learning measures, fidelity for reading and math interventions, the SiMR, and placement of students in community-based employment.

In July, after reviewing the annual data, the SSIP Team addressed:
- Improving communication;
- Defining project and project management activities;
- Discussing the definition of "Demonstration Ready" and the goals of demonstration sites;
- Reviewing accomplishments; and
- Generating questions for further discussion.

The SSIP Team developed a short-term plan for activities over the next 60 days. The AL SSIP Director, Coordinator, and Evaluator met again in December 2018 to review progress on the preliminary data for the 2018-2019 school year, next steps for training, and personnel for particular activities.

Table 3 outlines themes from the data that indicated a change in implementation was needed and the subsequent change.

Table 3. 2018-2019 Changes in Implementation Made Based on Data

Themes Addressed & Source	Action Taken
Communication needs to be improved ■ (*SSIP Stakeholder Survey*)	Communication regarding training was provided through Participant's Memos; all training dates were provided for the year; more state-level collaboration meetings occurred to share about the SSIP

Satisfaction with co-teaching/co-planning initiatives is lower than the target ▪ (*SSIP Stakeholder Survey; interviews*)	Cohort II sites focused on behavior initiatives and SSIP co-teaching/co-planning was at Cohort I sites.
Transition sites needed coaching ▪ (*SSIP Stakeholder Survey; interviews*)	Additional coaching supports were provided through two new Transition Coaches. The coaches, as well as other new SSIP coaches, participated in a Communities of Learning for both implementation science and additional coaching training.
Transition and planning for post-school outcomes should be addressed more, and at a younger age ▪ (*Transition Parent Focus Groups; Indicator 14 data*)	Middle schools were added in new Transition Demonstration Site districts. The ALSDE-SES provided awards to applying districts to purchase evidence-based transition curricula.
Reading and math programs need more coaching or should be removed from the initiative ▪ (*External fidelity data for reading and math programs*)	The SSIP Team decided to reduce the focus on reading and math program supports. Support was continued by coaches, but to a lesser extent.
Parents reported student safety (physical, social, internet, health) was a theme across parent input ▪ (*Parent Transition Focus Groups, Planning for Life After School Survey*)	The ALSDE-SES and APEC had created a Parent Handbook as part of the Engagement Series on the section's website. The ALSDE-SES is contracting with APEC to develop a similar manual to address student safety.
Streamline data collection process, including updating the SSIP Data Manual ▪ (*SSIP Evaluator*)	Update the SSIP Data Manual to include fewer data requirements and more clarity on the definitions of items measured. Provide written instruction sheets for all data submitted.

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

Following the PEP-PIP cycle, 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*.

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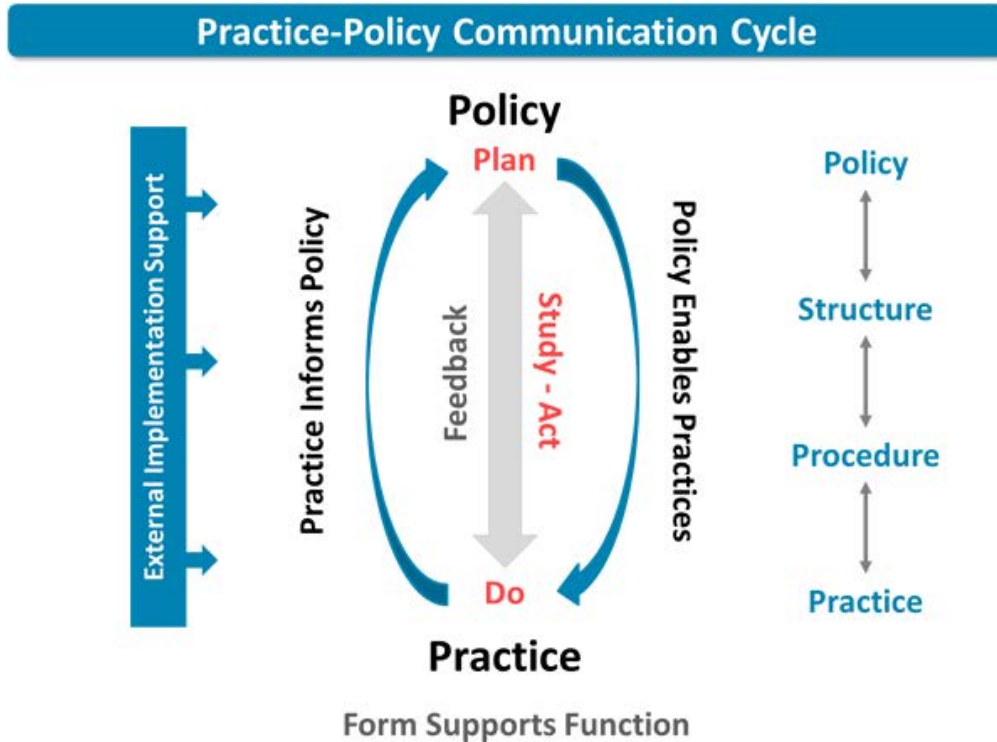
(SISEP, 2016)

The AL SSIP Team has met for formal data review and discussions, and informal reviews and meetings have occurred to keep members apprised of progress and changes. As indicated in Table 3 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 shown to be effective.

There are, however, areas of implementation and strategies that need changes to further improve the SiMR. Performance measure targets indicate areas in need of improvement; additionally, qualitative data, which are not reflected as clearly in the performance measures, have generated information regarding the overall progress of the initiatives. Overarching themes that will need to be addressed before the 2018-2019 school year, which cut across performance measures are outlined in Table 4 below.

While several of the themes in Table 4 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 4: SSIP Performance Measures Not Meeting Targets or Changes to Address Progress

Performance Target	2018-2019 Data	Explanation & Changes to Implementation
Participants score 75% or higher on the Co-Teaching/Co-Planning, CHAMPS, and Foundations post-assessments.	Co-Teaching: 64.73%; CHAMPS: 69.97%; Foundations: 73.43%	None of the content areas met the learning performance measure targets. More questions were added to better gauge learning. Also, HQPD Checklist data were reviewed to ensure the training was high-quality, and satisfaction data exceeded the targets. To address this issue, the SSIP Team and training consultants have discussed: 1) Changing questions with previously lower scores for Cohort II; 2) Continuing to change some surveys to retrospective-post surveys; 3) Ensuring the assessment content is covered in the training; and 4) Ensuring training recipients have access to responses/answer key.
Did sites form an SSIP Implementation Team?	73.68% have an Implementation Team	As part of the SSIP, schools/districts were asked to develop an SSIP Implementation Team. The number of schools with an Implementation Team has decreased over the past two years. The SSIP Team will work with a consultant to develop and deliver training on the development of Implementation Teams for SSIP Coaches and district/school teams.
Did schools and districts review and use data, observation results, and evaluation findings?	(Multiple performance measures)	It was reported that 72% of Implementation Teams reviewed data at least annually, and an average of 71% had fully-developed a plan to address areas of improvement and SSIP priorities. Furthermore, the lowest-rated item on the Foundations fidelity addressed the Team sharing data with staff (62.5%). To address this need, the SSIP Team will ensure using data for planning and addressing changes is part of the professional learning for Implementation Teams and Foundations Teams.
Procedures, resources, and systems are in place for addressing attrition of teachers and administrators.	(Slippage in outcome data)	While the state met its performance measure targets for academics, attendance, and behavior outcomes, slippage was noted in several of the sites. Survey and interview data have found concerns about staff attrition and difficulties with ensuring new staff and administrators have the training, information, and resources in place to fully implement the initiatives. The SSIP Team will review the procedures in place for new staff and administrator, including offering professional learning as needed.
Increase in Indicator 14b between FFY 2013 and FFY 2018	Indicator 14b: 60.02% in FFY 2017	The performance measure is for FFY 2018, however due to the decrease in Indicator 14b in FFY 2017, the AL SSIP Team will take additional steps to improve its SiMR for FFY 2018. First, the ALSDE, SES Section will promote its recorded webinar addressing the steps for conducting the AL Post-School Outcomes Survey. Second, the ALSDE, SES Section is also strongly encouraging districts to select certified, professional staff to complete the Post-School Outcomes Surveys. Third, the SSIP Team will continue to discuss the concern about significantly lower Indicator 14b and 14c results for females with stakeholders.
20 site visits by other schools by 2018 & 3-5 schools adopt SSIP practices by 2018	34 visits, but majority of the visits were from established SSIP sites	The AL SSIP met its performance measure target for 2018-2019, however the AL SSIP Team would like to have additional site visits from schools outside of the project. To increase demonstration site visitors, the SSIP Team will continue its efforts of: 1) Creating state-level marketing materials; 2) Announcing the demonstration sites at state conferences; and 3) Promoting the sites to Special Education Coordinators and regional support specialists.

Focusing on teachers and administrators using classroom, school, and district data.	(Multiple performance measures)	Teachers and administrators report using data for instruction and improvement, although as demonstration sites move to a sustainability phase, the SSIP Team would like to offer training to demonstration sites on data retrieval, data usage, and data quality.

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

Section E.1.c-d. indicate changes in implementation data as well as outcomes, including gap among students with disabilities and students without disabilities on progress monitoring/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 did not meet its target for Indicator 14(b) on its FFY 2017 Annual Performance Report with a rate of **60.02%**. Additional information about the analyses and planned strategies for addressing the SiMR data can be found in Section E.1.c.

Additionally, the state has not yet met its 2020 target for SSIP feeder pattern sites of exceeding the state SiMR target by 4%. Using the FFY 2017 *Alabama Post-School Outcomes Survey* data, the participating feeder pattern SSIP sites averaged 58.99%, or 4.36% lower than the state target of 63.35%. Not all SSIP sites are represented each year, however, and the sample size is small. The state, however, has not met its goal for 2020.

While the SSIP sties did not meet the performance measure target, there was an increase of 7.43% among Cohort I districts compared to their baseline Indicator 14b results. The growth, compared to the state overall, shows very promising results for the SSIP work.

Only 28% of the SSIP demonstration sites for both Cohort and Transition are high schools or combined middle and high schools. Therefore, for the remaining 72% of elementary and middle schools, the changes in post-school outcomes will take time to impact Indicator 14 data.

Additionally, all but one of the SSIP Cohort Demonstration sites are focus schools, and while the feeder pattern schools are below the state average, they have demonstrated a +13% change over baseline.

Lastly, the state is improving its infrastructure in an attempt to reach more transition-age students. The state provided additional training to districts on collecting Indicator 14 data. Additionally, the state is providing targeted activities to focus on students close to graduation. For example, the ALSDE has provided funding to districts to purchase evidence-based transition curricula and teach a transition course.

C.3. Stakeholder involvement in the SSIP evaluation.

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

Alabama implements a transactional model of communication that allows bi-directional sharing and feedback. This model takes into account the expertise and experiences of both the SSIP staff and stakeholders. Due to resources and time, the evaluation management tasks will occur first with

the Evaluation Team, followed by the SSIP Coaches, spiraling to larger stakeholder groups. This process will allow for rapid corrections in activities.

Members of the Evaluation Core Team communicate frequently, typically weekly, regarding the data. Formally, the Evaluation Core Team 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. Between February 15, 2018 and February 14, 2019, the ALSDE, SES Section collaborated with five stakeholder groups regarding the SSIP evaluation: SSIP Stakeholders; SSIP Transition Stakeholder Subgroup; Alabama Special Education Advisory Panel; a 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.

SSIP Stakeholder Group

The Alabama SSIP Team hosted a Stakeholder Meeting in September 2018. Representatives from state organizations, other sections within the ALSDE, school and district leaders, parents, and IHEs attended the meeting.

As part of the Stakeholder Meeting, participants were asked to provide feedback through facilitated small group discussions. All small groups were asked about their thoughts on the presentations, including the evaluation data presented. Participants provided guidance on strategies to address in transition, reading and math instruction, and behavior.

SSIP Transition Stakeholder Subgroup

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

The group met twice in FFY 2017 to discuss transition infrastructure planning and will meet again in spring 2019. The Transition Stakeholder Subgroup has provided feedback on products developed as part of the SSIP transition infrastructure, such as the Transition Landing Page and the Engage Alabama app for transition-age students with disabilities.

Public/State Forums

The SSIP Stakeholders Forum was held in September 2018 and was attended by members of the SEAP, LEAs, and multiple staff from several sections of the ALSDE. SSIP staff presented the SSIP Logic Model and the data history supporting the SSIP development; SSIP Demonstration Sites (Midfield City Schools, Hale County, Andalusia City, and Gadsden City) presented to the stakeholders. Additionally, the SSIP External Evaluator presented current data regarding the SSIP co-taught classes and transition programs. Facilitators in break-out groups led conversations regarding the information presented during the morning sessions.

The SSIP staff and coaches also presented in public forums throughout the year. Sites have presented at the state's MEGA Conference, and to Cohort II sites. The SSIP Team members also presented to staff within the ALSDE to promote/market the project.

The Alabama SPDG Director, who also works on the SSIP, presented on the SSIP Initiatives 1-3 to four regional Curriculum and Instruction meetings. The SSIP staff and Coaches also presented in public forums throughout the year. Sites have presented at the Alabama Council of Administrators of Special Educators (CASE), the state's MEGA Conference, and to Regional In-service Centers.

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

Parent Focus Groups

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

One Transition Parent Focus Group was held in March 2018, in which the SES staff presented SSIP and SES 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 Indicators of Family Engagement Tool, a satisfaction survey regarding transition services, and a Planning for Life After School survey.

Transition Parent Focus Groups were not held during the 2018-2019 school year but are planned for summer 2019.

SSIP Coaches

The ALSDE, SES Section also gathered evaluation feedback from the SSIP site coaches. The 14 coaches are retired educators from the Alabama State Educational System who work part-time with an assigned SSIP site(s). The coaches bring a variety of educational experience and former

roles, including principals, local special education directors, district superintendents, and ALSDE staff.

The coaches met with SSIP staff and consultants over 15 times in the past year.
- Five all-day Coaches' Meetings to hear updates, discuss coaching activities, and work on special topics;
- Three Community of Learning meetings, to have in-depth discussions around implementation science;
- Two transition coaches' meetings (in addition to the Coaches' Meetings);
- The remaining meetings were opportunities for 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. Currently, members of the Evaluation Core Team have frequent, usually weekly, informal conversations and meetings about emerging data, findings, and evaluation planning. These groups will continue to provide their expertise on the SSIP and evaluation throughout the implementation and scaling-up of the initiative.

D. DATA QUALITY ISSUES

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

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

In Phase II, the ALSDE, SES Section developed a thorough evaluation plan that was designed to provide sufficient data to determine progress. Through the process of answering the questions in the evaluation plan, many lessons were learned about the availability of data, accessing data, and the quality of the measures. The Phase III report outlined five lessons learned regarding the data quality and quantity. While some of the concerns have been addressed, some persist, as outlined below.

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

Despite its efforts to clarify the data collection requirements, the AL SSIP Team has found inconsistencies in data reported by the districts. The SSIP Team has found inconsistent data within districts as well as inconsistencies over time. The External Evaluator has worked to develop written instructions for each type of data. While the FFY 2017 data were more consistent than the prior year, more assistance is needed. The data definitions and reporting will be discussed at a Coaches' Meeting to better ensure consistent reporting.

Concern 2: Data are not submitted in a timely manner.

There have been cases of delays in obtaining classroom, school, and district data since the beginning of the SSIP, but the problem was more evident in the FFY 2017 year. With the reduced training and supports for Cohort I schools, more schools were moving toward sustainability. At the same time, there were more instances of delays in obtaining data from these sites. The SSIP Coaches will continue to contact Cohort I sites and ensure they are submitting their data, as well as using the data for their own planning.

Concern 3: Sample sizes are small.

Since many analyses are limited to the SSIP Demonstration Sites, the sample sizes are too small for some analyses. For example, with smaller sample sizes, one school can affect the averages.

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

Concern 4: Not using data to make changes can affect later data.

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 a district/school Implementation Team for reviewing and making decisions about the data is part of the project, not all districts reported having an Implementation Team or having a team that meets regularly.

Although the data-based decision making is not necessarily directly related to the quality or quantity of data, the AL SSIP Team recognizes having an Implementation Team is an important structure for improving data and sustainability. Over the next reporting year, the ALSDE, SES Section will be providing training and technical assistance on the development and functioning of Implementation Teams.

Concern 5: Updated assessments and policies make data comparisons challenging.

The ALSDE changed its state assessment from the ACT ASPIRE to the Scantron during the 2017-2018 school year. Additionally, the state assessment will change again in the 2019-2020 school year. As a result, longitudinal results will need to be interpreted with caution. Furthermore, changes in district policies regarding attendance and suspensions can influence the percentages within a district, thus, potentially affecting the comparisons over time.

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

As noted as a limitation, there were performance measures for which data were not collected, either due to the schedule of the evaluation or the feasibility of some measures. Data for the Average Daily Attendance were analyzed, however, results were not reported due to data quality issues. Furthermore, there were inconsistencies in some sites' data that required clarification. More training is needed on the definitions and formulas for site data.

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

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

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

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

- ➢ **Work to improve data directions regarding data entry.** The AL SSIP External Evaluator provided a data manual to SSIP sites, as well as instruction for each process and outcome measure. Definitions were included in the instructions, but some definitions will be clarified. Further revisions will be made to include a measurement table with formulas and definitions.
- ➢ **Provide clarifying information regarding data collection to sites.** The AL SSIP Team will provide a series of webinars addressing data collection and data quality. First, the AL SSIP Team will offer a webinar to districts across the state regarding the collection of Indicator 14 data (the AL SiMR). Additionally, in August and September 2018 the AL SSIP External Evaluator provided webinars for coaches and then individuals at sites entering SSIP data. The webinars reviewed any changes for the school year as well as what data to enter into the databases.
- ➢ **Update the AL SSIP Data Manual to reflect changes in assessments and key performance measures.** While not all performance measures are collected by the SSIP sites, the ALSDE, SES Section will continue to work toward improving the communication with its sites regarding SSIP activities and requirements. Furthermore, the AL SSIP Team will continue to update AL SSIP sites through Basecamp if other changes are made during the 2018-2019 school year.
- ➢ **Provide site-based technical assistance to SSIP Teams and individuals entering data.** As part of the Alabama SPDG, implementation teams will receive training on how to obtain, analyze, and use their school's data for program implementation. Since many of the same data elements are collected, the AL SSIP may offer a secondary level of technical assistance to individuals regarding how to pull specific data items for the SSIP report, particularly for individuals new to the project.

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

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

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

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

Steps, Efforts, and Tasks to Improve Secondary Transition Services.

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

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

Alabama's Transition Engagement Series 3 Helping Students Lead the Transition Process: A Handbook for Student Engagement has been published and disseminated. It is available on the SES Transition Landing Page that includes Alabama's Transition the Engagement Series handbooks for professionals and parents. The Student Engagement document completes that series. Additionally, conferences focusing on student self-determination/self-advocacy were held for educators, students, and parents in April and June 2018, featuring speakers from the Zarrow Center to present EBPs to encourage students to be their own self-advocates in the April conference. Although the Zarrow Center was not available for subsequent conferences in June, ALSDE staff were able to present to parents and LEAs on methods of encouraging student self-determination/self-advocacy in the central and southern areas of the state.

Engage Alabama Application, which is a transition assessment and goals generator, has been distributed to every middle school and high school transition age students with disabilities in the State. Information was also shared regarding the Engage Alabama Transition App usage at the conferences, as well as at the 2018 Mega Conference and the 2019 Transition Conference.

According to transition stakeholder input, as well as observation from school visits, the lack of an evidence-based transition curriculum was a barrier in many districts across the state. In order to overcome this barrier, the state transition team sent out a survey to determine the need in districts in order to allocate funds to purchase an evidence-based curriculum of the district's choice based on their needs and context. Based on responses to the survey and the submission of a completed and approved application, the SPDG funded evidence-based transition curricula in thirteen districts during Spring-Summer 2018 for implementation during the 2018-2019 school year. Curricula

purchased with SPDG funds includes the James Stanfield Transition Curriculum, Conover Online, the Life-Centered Career Education (LCCE) curriculum, Project Discovery, and the Brigance (for lower functioning students. Data submitted by the funded districts indicated that 227+ students have been taught the curricula, which were designed to intentionally teach transition and student readiness skills in preparation for community-based work experiences. Additional allocations are being made this year for the 2019-2020 school year implementation to LEAs in regions showing the most need of assistance in purchasing the curriculum. Middle school students are being included in transition classes to better prepare them to transition effectively into high school and beyond.

Transition Infrastructure Development: Stakeholder Input and Subsequent Actions.

The ALSDE, SES staff continue to receive technical assistance from NTACT (e.g., presentation to SES staff and the 2019 MEGA conference participants on selection and administration of transition assessments). ALSDE SES staff participated in the 2018 Capacity Building Institute and will participate in 2019 in order to develop and strengthen strategic goals for interagency collaboration. Additionally, the ALSDE administered the Family Engagement Tool to the stakeholder group who met in central Alabama in March of 2018 and will be administered to the stakeholders in 2019.

The following actions and updates in Table 5 to improve the statewide transition infrastructure include the following:

Table 5. Statewide Transition Infrastructure Updates

Actions	FFY 2017 Updates
In order to strengthen communications mechanisms between schools and families, the ALSDE took the following actions:	
The ALSDE has developed a new Secondary Transition landing page to be linked to the SES home page. This site includes evidence-based resources from NTACT, IRIS, and the Transition Coalition for access for families as well as professionals.	Action completed.
The ALSDE is developing a series of handbooks for secondary transition information that is specially-designed for professionals, families, and students. The ALSDE has partnered with Alabama's PTI to develop and disseminate these resources to families and students in hard copy. The resources will also be available for access on the Secondary Transition landing page. Moreover, the landing page will also be a repository for ALSDE PowerPoint presentations, webinars, and other media to provide evidence-based information to professionals and interested families.	Action completed. APEC is in the process of developing a student safety manual as a result of parent feedback in the Transition Family Focus Groups.
Engage Alabama App has been introduced to students, staff, and parents throughout the state. The ALSDE continues to market and provide guidance for using the app during statewide conferences, such as MEGA and the Transition Conference.	Continue to receive input while using the app to depict comprehensiveness of service delivery.
In order to strengthen and improve linkages between and among agencies, the ALSDE took the following actions:	
The ALSDE hired two part-time staff to work as transition coaches with LEAs, both specifically with the SSIP Transition Sites and to provide expert consultation with the state-level staff regarding improved linkages with other agencies.	Two transition coaches have been hired to replace the previous retired coaches.
The ALSDE reorganized the State Interagency Transition Team (SITT) so that the ALSDE	The reorganized SITT is now active with diverse members representing all stakeholder

facilitated quarterly meetings with the SITT rather than continuing to contract with an IHE for SITT facilitation. Moreover, the ALSDE conducted a survey with the SITT members to determine priorities and direction for the team members. As part of the reorganization, the SITT members selected subgroups that would actively work to achieve goals for their assigned areas. groups. The SITT sponsored transition training for parents and educators in April and June 2018. A self-determination conference was planned for March 2019.

As previously mentioned, the multi-year Parent Focus Groups provided ongoing input into the infrastructure development needed to improve statewide secondary transition services and to achieve the ambitious SiMR of the Alabama SSIP.

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

The ALSDE, SES Section used the AL SSIP Theory of Change to develop evaluation questions and performance measures. The AL SSIP Evaluation Plan (Appendix 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). Results for all individual performance measures can be found in the AL SSIP Progress on Performance Measures table (Appendix III).

The reporting period for Section E1(b) is February 15, 2018 - February 14, 2019. Outcome data are the most recent complete data set available. The reporting periods are noted for each measure in Section E1(c).

SELECTION

Were SSIP Sites selected across the state?

2015: 11 schools

2018: 50 schools

Total number of Cohort Schools & Transition Demonstration Sites
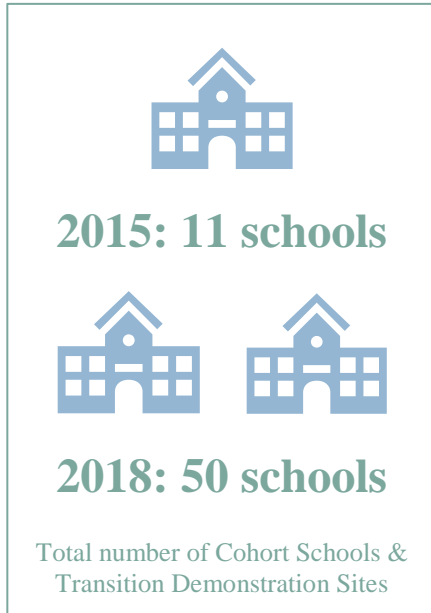
For Initiatives 1-3 (SSIP Cohort Demonstration Sites), Alabama has contracted with 39 schools in 16 school districts. The schools represent all 11 regions in the state. A list of the schools, their cohort, and areas of implementation can be found in Appendix I.

In the beginning of the SSIP (January 2015), eight middle schools were identified as Cohort 1 using the *Selection Criteria for SSIP Sites*. Cohort 2 began training on the behavior initiatives in November 2017.

During the current reporting period (February 15, 2018-February 14, 2019), six new schools were added in spring 2018 to Cohort 2. This growth included one new district and expansion within a Cohort 1 district.

For the transition initiative, there are currently 12 Transition Demonstration Sites in six districts, an increase of seven schools and three districts over the prior reporting year (See Appendix I). Of the seven new transition sites, three are middle schools.

Table 6. Performance Measure: Selection of Demonstration Sites

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
12 middle school demonstration sites by 2016-2017	16 middle school sites (39 active sites total)	⬆	*Yes*
3 transition demonstration sites by 2016-2017 & 6 demonstration sites by 2020	12 high school and middle school transition demonstration sites	⬆	*Yes*

TRAINING

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

From February 15, 2018 - February 14, 2019, there were 734 individuals attending 25 training events [See Figure 4]. Since the beginning of the project, 1,208 individuals have received SSIP training, and participants attended an average of 2.33 training events.

Figure 4: Number of SSIP Training Participants Since Beginning of Project and Current Reporting Period

Since December 2015: Teachers/Administrators 1121, Other Participants 87
Current Reporting Period: Teachers/Administrators 693, Other Participants 41
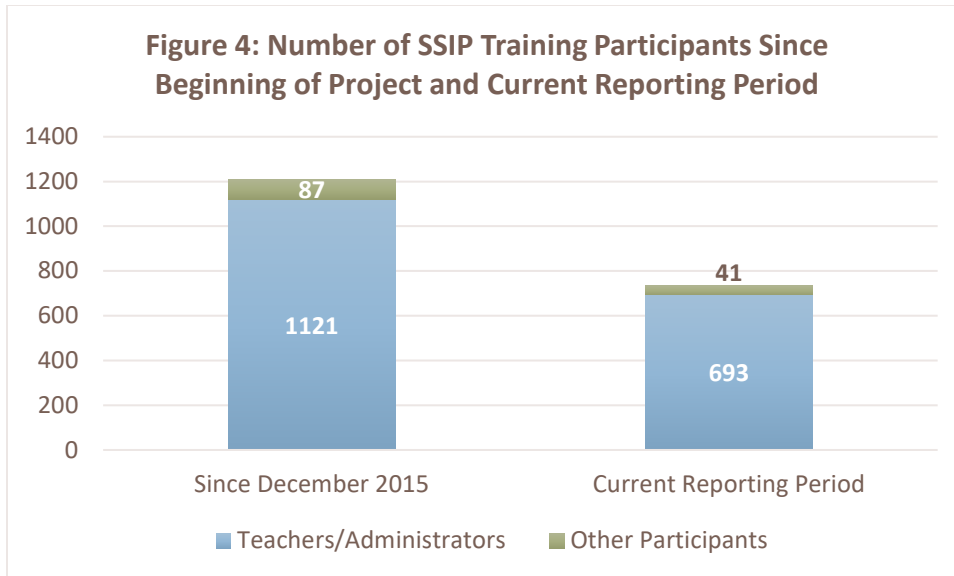
Figures 5 and 6 demonstrate data for AL SSIP training content areas. There were 25 training events during the current reporting period, and 72% of the events were for the behavior initiatives [See Figure 5]. "Other" training consisted of coaching and leadership skills.

Figure 6 shows the percentage of participants attending each training category. The largest percentage of participants (59%) attended CHAMPS/Discipline in the Secondary Classroom (DSC) training. Since Cohort II focuses on the behavior initiatives, fewer participants attended co-teaching/co-planning training during this reporting period.

Figure 5: Percentage of Training Events by Category: 2/18-2/19

- Co-Teaching/Co-Planning: 16.0%
- CHAMPS/DSC: 48.0%
- Foundations: 24.0%
- Other: 12.0%

Figure 6: Percentage of Training Participants by Category: 2/18-2/19

- Co-Teaching/Co-Planning: 4.9%
- CHAMPS/DSC: 58.9%
- Foundations: 27.4%
- Other: 8.7%
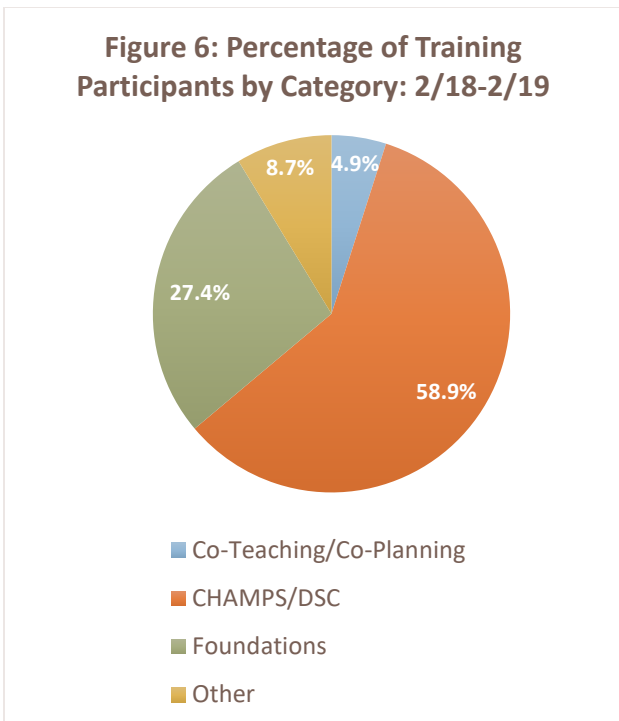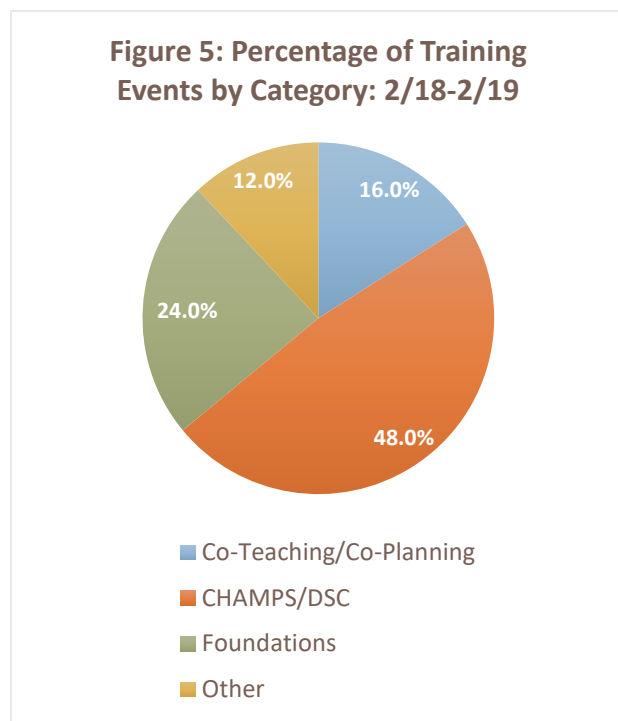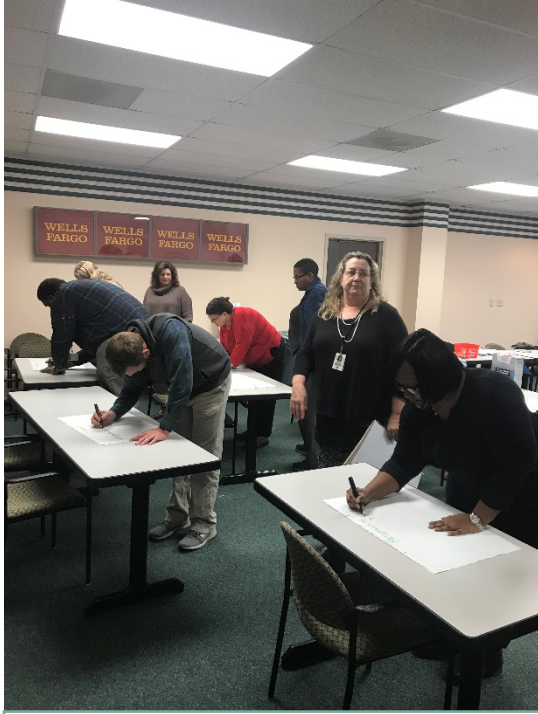
Teachers and administrators participate in transition curriculum training in Dothan City Schools, January 2019.

For the SSIP Transition initiative, 483 teachers, administrators, parents, and others (students, university faculty, agency staff, etc.) have completed transition training since December 2015. Between February 15, 2018 and February 14, 2019, 184 individuals participated training.

Figure 7 shows the number of attendees participating in transition training by topic, with state-level transition training as the most attended training sessions. Alabama partnered with the National Technical Assistance Center on Transition (NTACT) for one training session and the Alabama Parent Training and Information Center (APEC) for two sessions.

Figure 7: Number and Percentage of Attendees Participating in Transition Training by Topic: 2/18-2/19

- 18, 9% — Transition Modules
- 14, 7% — Regional Transition
- 89, 44% — State Level Training
- 10, 5% — Demonstration Site Training
- 69, 35% — Transition Curriculum
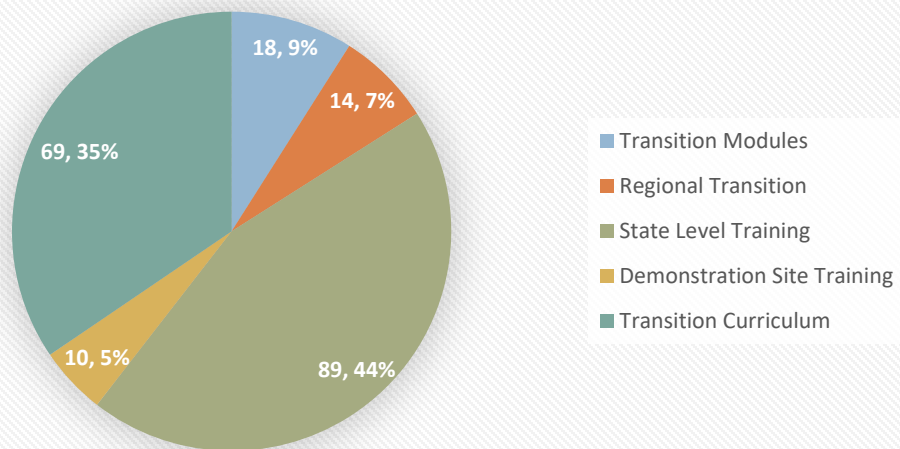
Table 7. Performance Measure: Teachers Receiving Professional Development

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
48 teachers receive training on co-teaching/co-planning by 2016-2017	240 teachers and administrators received training total; 42 teachers and administrators received training from 2/18-2/19	⬆	*Yes*
144 teachers receive training on CHAMPS or Foundations by 2016-2017	922 teachers and administrators received training total; 641 teachers and administrators received training from 2/18-2/19	⬆	*Yes*
50 teachers/administrators receive training on mapping by 2019-2020	69 teachers and administrators received training total; 0 teachers and administrators received training from 2/18-2/19	⬌	*Yes*
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	⬇	*Yes*
12 school participants will have completed transition training by 2016-2017	483 teachers, administrators, other staff, and parents received training total; 184 teachers and administrators received training from 2/18-2/19	⬆	*Yes*

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 evaluations ask the same questions pre/post, or in the case of a few retrospective evaluations, the measure of learning before and after training. Responses with less than 80% correct are flagged for the trainer and SSIP staff.

Figure 8 demonstrates the average pre- and post-test learning measure scores for all training between February 15, 2018 and February 14, 2019. The gain from pre to post averaged just over 15%.

Figure 8: Average Pre/Post Learning Measure Scores and Gain for Training: 2/18-2/19

Pre-Test	Post-Test	Gain
54.7	69.9	15.2
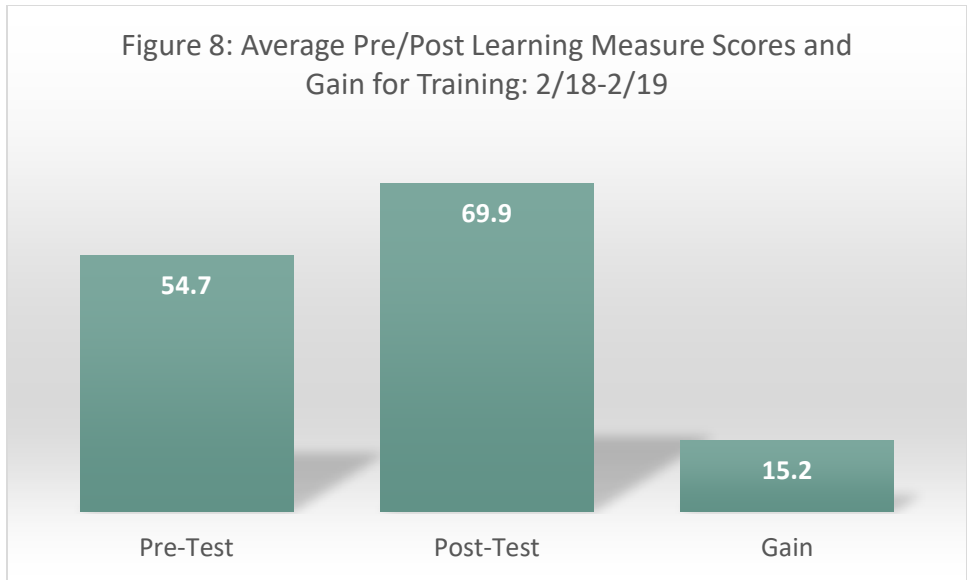
The SSIP performance measures reflect the average post-event evaluation score for co-teaching, CHAMPS, and Foundations. The results shown in Figure 9 demonstrate the low number of PD participants meeting the criterion on the Post-Event Evaluations.

Figure 9. Average Pre/Post Learning Measure Scores for Training by Initiative: 2/18-2/19

	Co-Teaching	CHAMPS	Foundations
Pre-Test	47.32	54.32	60.00
Post-Test	64.73	69.97	73.43
Target	75	75	75
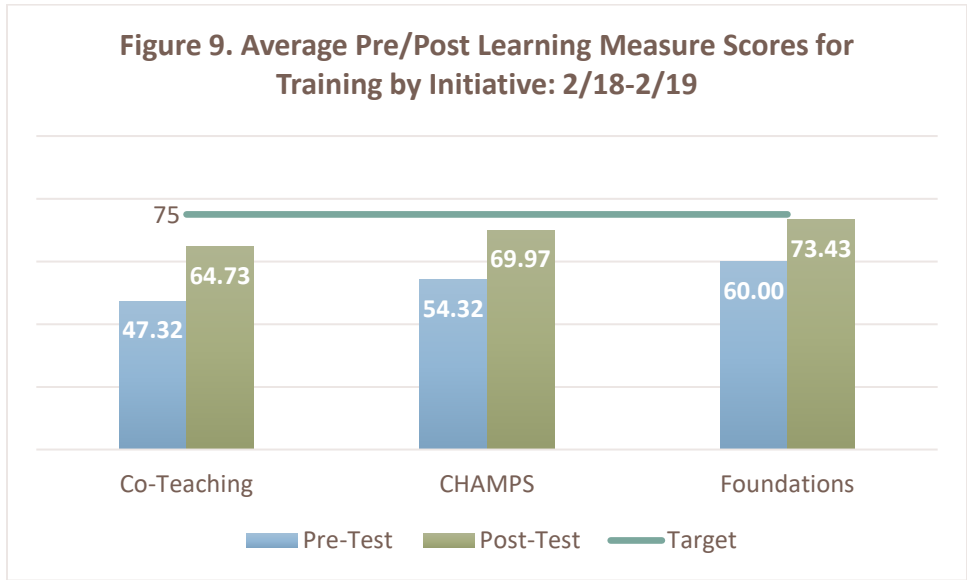
None of the post-training learning score averages for co-teaching/co-planning, CHAMPS, or Foundations training met the performance measure target of 75% or higher. Averages for all three initiatives were within 2% of FFY 2016 results.

The Alabama SSIP did not meet the learning measure for the last two 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.). Further discussions were held in May and July to determine causes of the scores and potential strategies to improve the measure.

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 PD, and gaps in learning can be addressed through coaching. Furthermore, although the state did not meet the learning measures performance measures, the pre/post assessment results demonstrate learning.

Table 8. Performance Measure: Learning Assessment

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
Participants score 75% or higher on the Co-Teaching/Co-Planning post-assessment	Participants scored an average of 64.73% on the Co-Teaching post-assessment.	⬇	*No*
Participants score 75% or higher on the CHAMPS post-assessment	Participants scored an average of 69.97% on the CHAMPS post assessment.	⬇	*No*
Participants score 75% or higher on the Foundations post-assessment	Participants scored an average of 73.43% on the Foundations post assessment.	⬆	*No*

Were teachers satisfied with the SSIP demonstration site training?

The SSIP PD participants received a Post-Event Evaluation following training events and are asked to rate the event on six domains (See Figure 11).

The SSIP Evaluator calculated the average score for each item for events between February 15, 2018 and February 14, 2019. The overall participant satisfaction rating was 91.94%, which is a 2.6% increase over the prior reporting year (See Figure 10). 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-Teaching/Co-Planning, CHAMPS/Foundations, and Other (i.e., coaching and leadership training). All three content areas exceeded the 80% target on the satisfaction ratings.

Figure 10. Average Satisfaction Ratings for SSIP End-of-Training Evaluations: 2/17-2/18

Overall	Co-Teaching	Behavior	Other
91.94	97.2	90.56	98.67
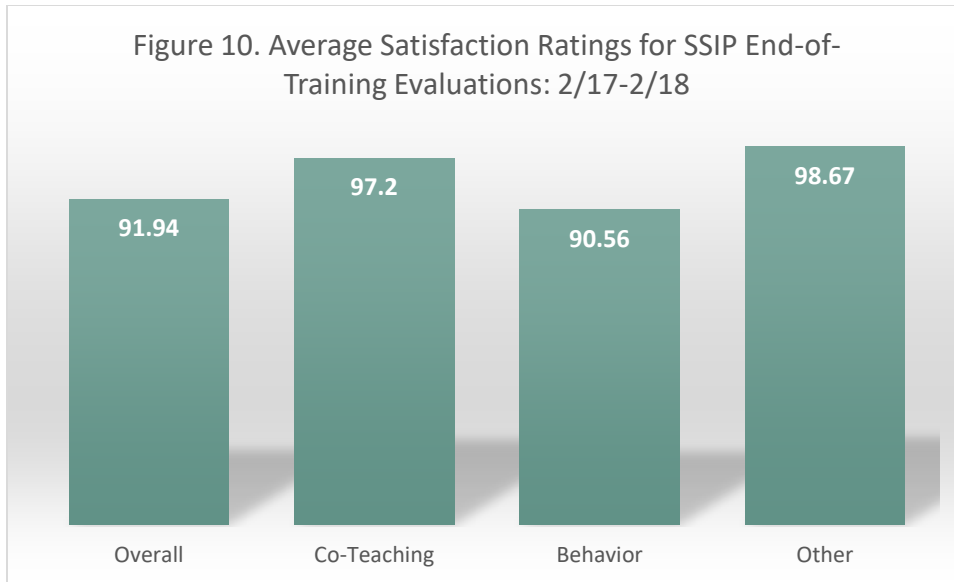
At the end of training events, participants are asked to evaluate the quality of the training, including the utility, relevance, quality, and planning. Figure 11 shows the average ratings for each training quality item among Initiatives 1-3 (SSIP Cohort Demonstration Sites). The results show a consistent rating of items across all seven domains, with the highest ratings pertaining to relevance and usefulness for Alabama students. All items exceeded the 80% target.

Figure 11: Average Training Quality Ratings and Target for End-of-Event Evaluations by Item: 2/18-2/19

Information was presented in an easily understood way.	Information presented is relevant to my work.	Information presented is useful for serving the needs of AL students.	The event was well-planned.	I gained new knowledge as a result of this event.	I was satisfied with the training.
92.7%	95.5%	95.4%	92.4%	92.0%	91.9%

Target: 80%

Ratings — Target

Evaluations for transition training were conducted for the transition curriculum and ENGAGE AL regional training series. Overall, 88% of participants were satisfied with the training, which was

8.2% higher than the prior reporting year (See Figure 12). Participants were also asked to rate the training quality items, and all six items exceeded the 80% target, as seen in the figure below.

Figure 12. Average Ratings and Target for Post-Event Satisfaction Ratings for Transition Training by Question: 2/18-2/19

Question	Rating
Information was presented in an easily understood way.	90.0%
Information presented is relevant to my work.	91.1%
Information presented is useful for serving the needs of AL students.	91.6%
The event was well-planned.	92.0%
I gained new knowledge as a result of this event.	89.7%
I was satisfied with the training.	88.2%

Target: 80%

Table 9. Performance Measure: Satisfaction Ratings for Training

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
80% of participants were satisfied with the PD	91.9% of participants were satisfied with the AL SSIP training.	↑	*Yes*
80% of participants were satisfied with the Co-Teaching/Co-Planning PD	97.2% of participants were satisfied with the Co-Teaching training.	↑	*Yes*
80% of participants were satisfied with the behavior PD	90.6% of participants were satisfied with the CHAMPS/Foundations training.	↑	*Yes*
80% of participants were satisfied with the transition PD	88.2% of participants were satisfied with the transition training.	↑	*Yes*

COACHING

Did teachers and administrators receive coaching?

A total of 1,632 coaching events were reporting in the SSIP Activity Log between February 15, 2018 to February 14, 2019. The coaching was comprised both instructional and systems level coaching. The number of coaching events represents a 102% increase in the number of events compared to the last reporting period.

Overall, there were 522 individuals coached for Cohort Demonstration Site activities and 27 for transition activities during the reporting period. Therefore, each coaching recipient was coached an average of 2.97 times.

Follow-up coaching of SSIP Initiative 1-3 PD participants was divided into one of six categories: 1) Co-Teaching/Co-Planning; 2) CHAMPS; 3) Foundations; 4) Reading/Math Intervention Programs; 5) SSIP Implementation Teams; and 6) Other (e.g., data, mapping the schedule, etc.) Figure 13 demonstrates the relative amount of coaching per person by content area.

Figure 13: Coaching by Topic: The Percentage of Initiatives Addressed During Coaching Feb. 2018-Feb. 2019
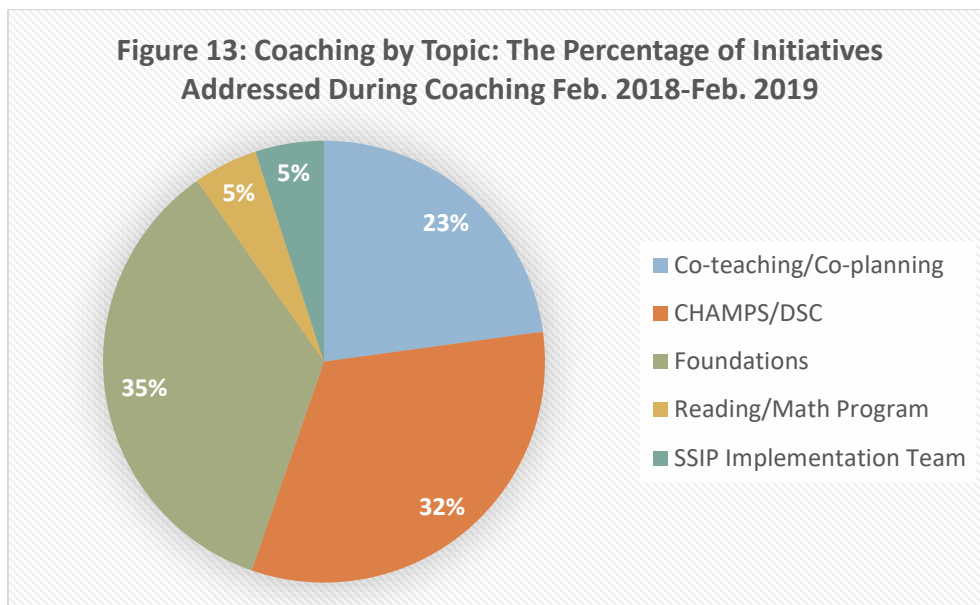
The February 2018-February 2019 data show the highest concentration of coaching was for Foundations, followed by CHAMPS/DSC. Since Cohort II schools focused on the two behavior initiatives (CHAMPS/DSC and Foundations), it is not surprising to have a decrease in co-teaching/co-planning and reading/math intervention program coaching. All but one area, reading/math program coaching, met the target for 5% or more of the coaching (4.72%).

The AL SSIP focuses on providing intensive coaching supports to its sites. On average, the 39 Cohort Demonstration Sites received 61.7 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 2016, the coaching numbers reported were for 19 sites, as Cohort II had begun training just prior to the end of the reporting year. In FFY 2017, the coaching numbers were for 39 sites.

The amount of coaching was higher for Cohort I (68.71 hours) compared to Cohort II (55.37 hours). SSIP staff anticipate Cohort I coaching to significantly decrease for FFY 2018 as Cohort III will begin in late-fall 2019.

Figure 14 shows the average number of coaching hours for each school in SSIP districts; therefore, the coaching hours per district were averaged by the number of participating schools. The coaching averages include data reported on the SSIP Activity Log, and therefore these numbers are conservative and may not reflect all coaching.

Figure 14: Average Number of Coaching Hours per Participating School by SSIP Districts: February 2018-February 2019
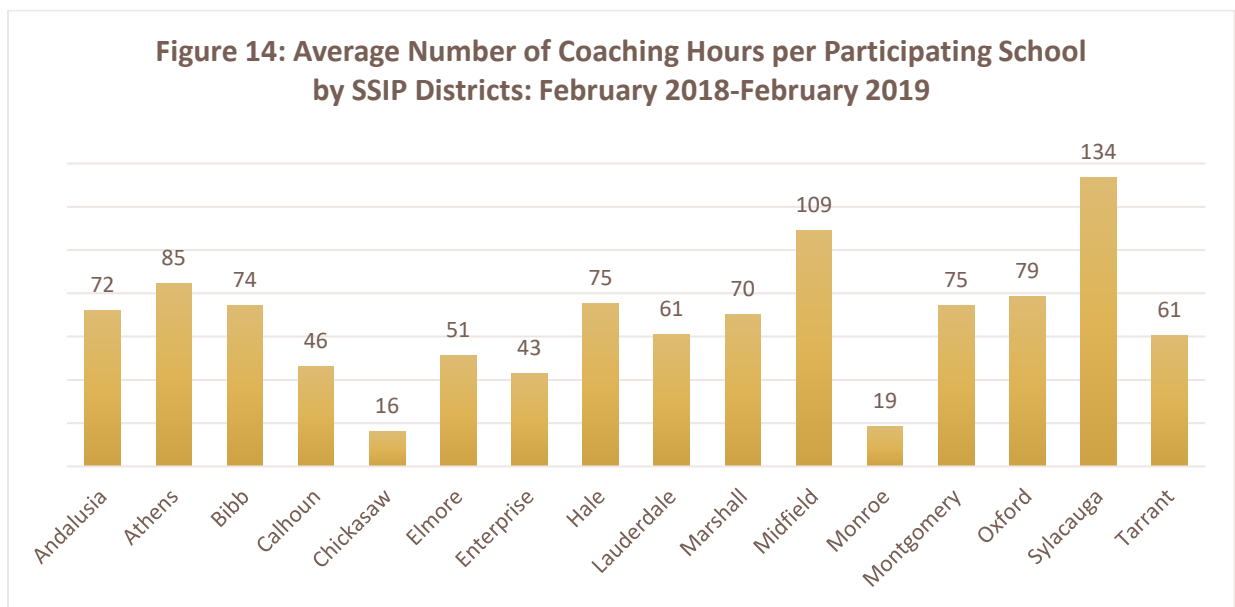
Among the transition PD participants, 57.41% of teachers and administrators in Transition Demonstration Sites who have completed the training received follow-up coaching between February 15, 2018 to February 14, 2019.

This percentage represents a 157% increase compared to the prior reporting period. Alabama did not have site-based transition coaches during FFY 2016, but two coaches were hired early-summer

2018. Although the number of Transition Demonstration Sites has more than doubled since FFY 2016, the coaches have increased the coaching loads to accommodate the new sites.

Table 10. Performance Measure: Coaching Recipients

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
225 teachers and administrators receive coaching annually	Between 2/18-2/19, 549 teachers, administrators, or staff received SSIP coaching.	⬆	*Yes*
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 (22.83%); CHAMPS (32.48%); Foundations (34.94%); Implementation Teams (5.02%). Reading/Math programs did not meet the target (4.72%);	⬇	*No (for one initiative)*
40 or more hours of coaching per SSIP Demonstration Site	100% of sites received coaching, with an average of 61.71 hours/site for all SSIP Cohort Demonstration Sites.	⬇	*Yes*
50% of staff participating in transition PD were coached	57.41% of staff were coached	⬆	*Yes*

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 following performance measures.

86.28%

Percentage of AL SSIP participants satisfied with the AL SSIP coaching

Overall, for 2018-2019, 86.28% of PD recipients reported they were satisfied with the coaching they had received, which is an increase over FFY 2016.

Coaching satisfaction exceeded the 80% target among participants in each initiative: co-teaching (87.41%); CHAMPS (86.28%); and Foundations (86.40%).

Furthermore, each role group exceeded the 80% target (See Figure 15). Administrators were the most satisfied of the participants' roles (91.00%), and teachers (not specifically co-teachers) were the least satisfied (84.94%). While the rating among teachers was the lowest, the percentage was 2.81% higher than the previous reporting period.

Figure 15: Average Percentage of Satisfaction with AL SSIP Coaching by Recipient's Role: 2018-2019

Teachers (General)	Co-Teachers	Administrators	Other Staff	Unspecified
84.94	87.41	91	90	86.67
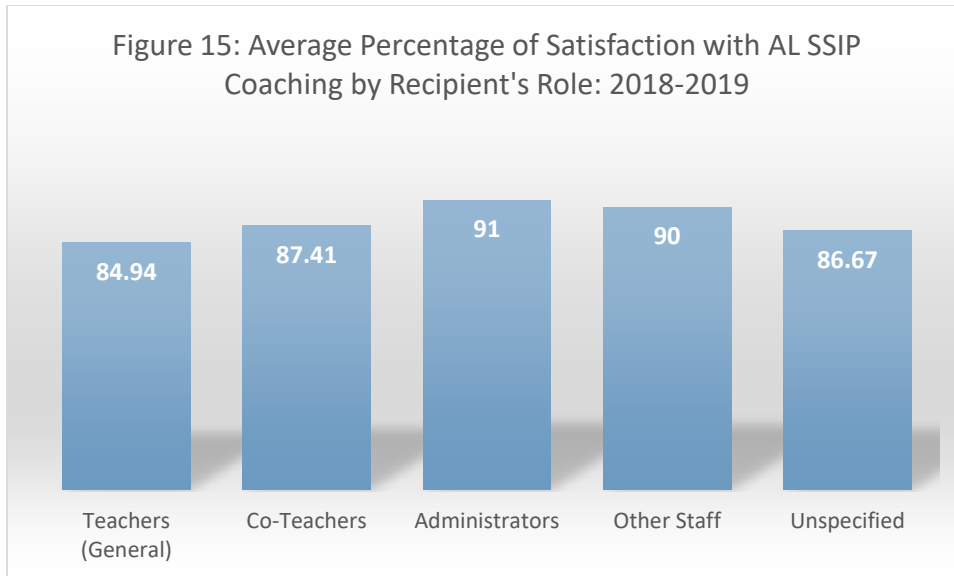
For the transition coaching recipients, the SSIP Evaluator sent the *SSIP Transition Stakeholder* survey to individuals participating in the transition initiative. Individuals at Transition Demonstration Sites responded to a coaching satisfaction item.

Of those completing the survey, 80.00% were satisfied with the SSIP transition coaching they had received. Furthermore, 85% reported they had received enough coaching. As noted in the Coaching section above, the AL SSIP began for the 2018-2019 school year. The SSIP Team expects more coaching and higher satisfaction for the next reporting year.

Table 11. Performance Measure: Respondents Report Satisfaction with AL SSIP Coaching

Performance Measure	2018-2019 Data	Changes for 18-19	Met Target?
80% of coaching recipients are satisfied with the co-teaching coaching	87.41% of teachers were satisfied	⬆	*Yes*
80% of all staff are satisfied with the coaching they have received	86.28% of PD recipients reported they were satisfied	⬆	*Yes*
80% of transition teachers were satisfied with the coaching they have received	80% reported they were satisfied with the coaching	⬌	*Yes*

FIDELITY

Fidelity data were collected for Cohort I for co-teaching and co-planning, and Cohorts I and II for CHAMPS/DSC and Foundations. The data comprised of external observations as self-reported fidelity data between February 2018 and February 2019. Figure 16 demonstrates the results for the co-teaching, co-planning, CHAMPS, and reading/math intervention programs. The target for all initiatives is 70%.

Figure 16: Percentage Achieving Fidelity for AL SSIP Cohort Demonstration Initiatives: 2/18-2/19
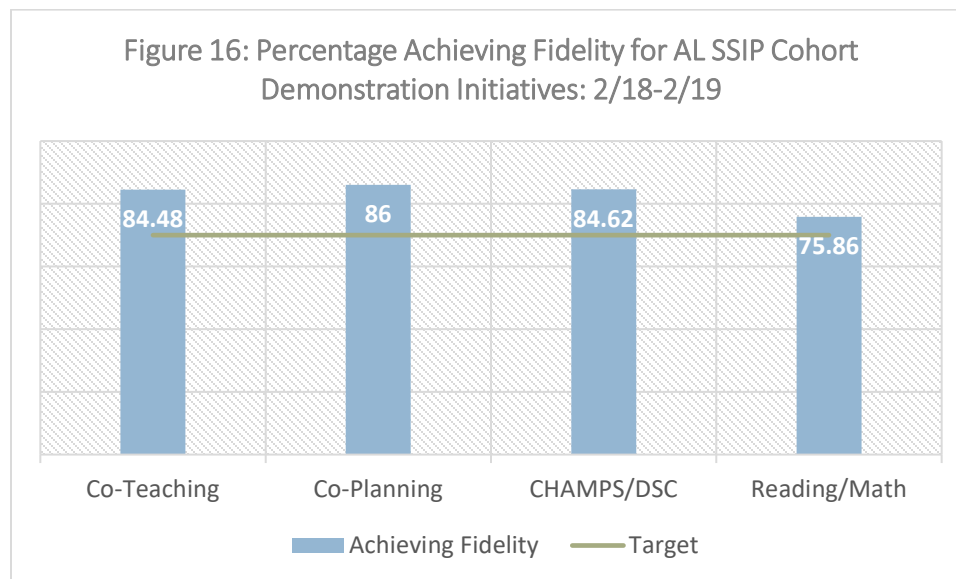
Co-Teaching

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.

Cohort II schools were not participating in co-teaching through the SSIP, and therefore only Cohort I teachers' data were assessed. The results for the co-teaching showed a total of 84.48% of teachers had fidelity with co-teaching, which exceeded the target of 70%. This year's results are only 0.14% lower 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-teaching, co-planning data came from Cohort I teachers only.

The results for 2018-2019 showed 86.00% fidelity to co-planning, which exceeded the 70% target. This year's results are only 0.29% 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 observers conducted fidelity checks for 10% of teachers implementing CHAMPS or DSC. For the CHAMPS observations, the external observers used the Safe and Civil School's *Basic Five* for the fidelity checks.

The results showed 84.62% of teachers implemented CHAMPS with fidelity, which met the target. The average score was 85.38%, and both the external and self-assessed averages were within 1% of the overall average. Additionally, Figure 17 shows the differences by SSIP cohorts. While some Cohort II teachers had previously had CHAMPS training, many had only completed one training at the time of the STOIC assessment. Teachers from both cohorts, however, were able to meet the 75% target.

Figure 17: Percentage of Teachers Implementing CHAMPS/DSC with Fidelity by Cohort
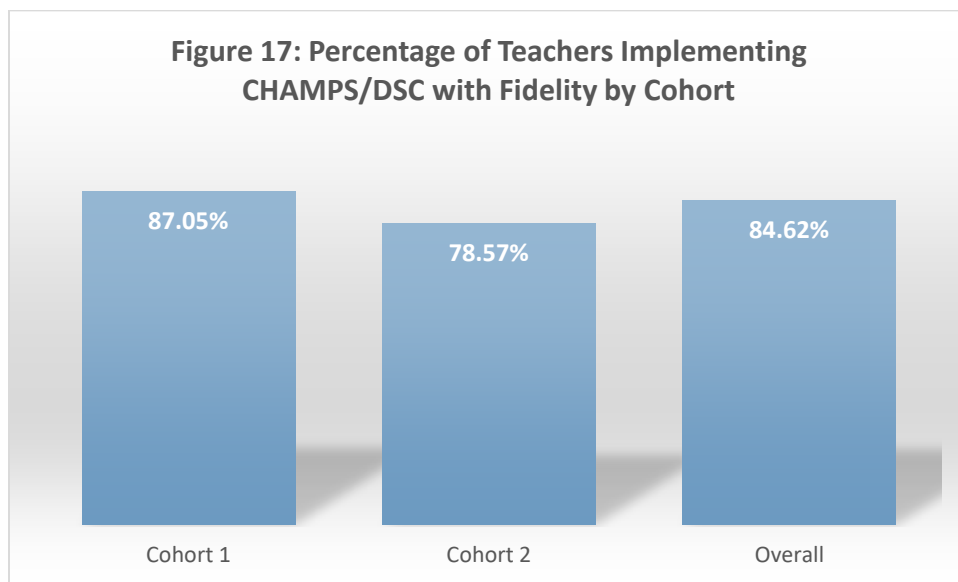
Reading and Math Intervention Programs

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 2017. Additionally, Cohort I sites had been implementing reading and math intervention programs through SSIP for at least three years. Therefore, there were fewer supports (e.g., resources, coaching supports, etc.) for reading and math intervention program. During the 2018-2019 reporting year, less than 5% of the coaching events were for reading and math interventions.

As a result of the reduced focus, the reading and math fidelity results are for Cohort I schools only. Coaches provided ratings on the implementation of the intervention programs. Additionally, an SSIP Systems Coach has been conducting on-site inventory reports to ensure resources purchased with SSIP funds, including reading and math intervention programs, are in use.

Reading and math intervention programs were reviewed for: Read 180, Systems 44, and iReady. 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.

Figure 18: Percentage of Reading and Math Intervention Programs Implemented at Participating SSIP Schools: 2/18-2/19
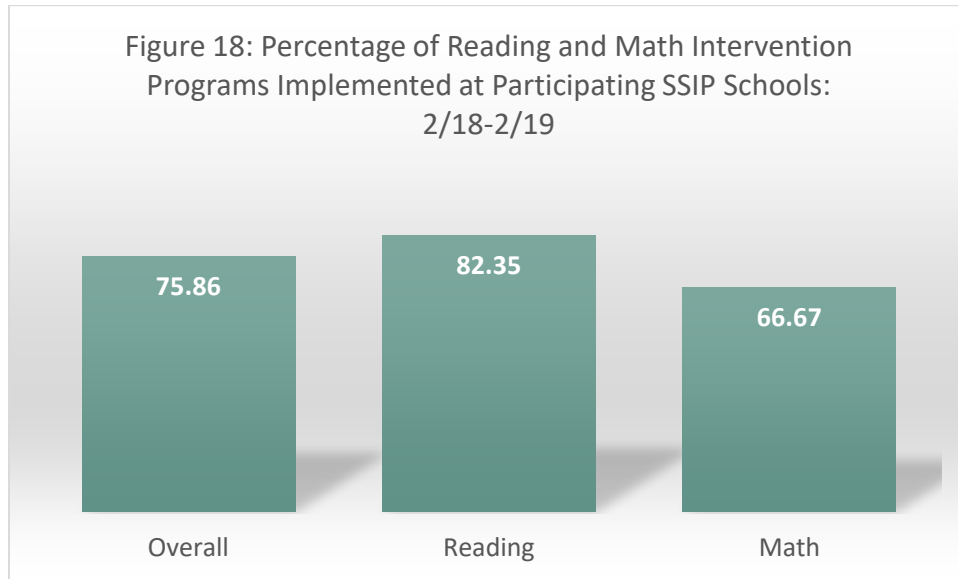
The results in Figure 18 show 75.86% of schools were implementing the reading and/or math intervention materials. Specifically, 82.35% of schools were implementing reading programs and 66.67% of schools were implementing math programs. Therefore, the AL SSIP met its 70% target for reading programs but did not meet its target for math.

Table 12: Performance Measure: Classroom Fidelity

Performance Measure	2018-2019 Data	Changes for 18-19	Met Target?
70% of teachers can implement co-teaching with fidelity	84.48% of the teachers demonstrated co-teaching fidelity in 2018-2019	⬇	*Yes*
70% of teachers can implement co-planning with fidelity	86.00% of the teachers demonstrated co-planning fidelity in 2018-2019	⬆	*Yes*
70% of teachers can implement CHAMPS with fidelity by 2020	84.62% of the teachers demonstrated CHAMPS fidelity in 2018-2019	⬆	*Yes*
70% of teachers can implement reading and math intervention programs with fidelity	82.35% of schools implemented reading intervention programs in 2018-2019; 66.67% of schools implemented math intervention programs in 2018-2019	⬆	*Yes, for Reading, No for Math*

Were SSIP demonstration sites able to implement Foundations with fidelity?

During the 2018-2019 school year, the AL SSIP Team used two measures to determine fidelity. Cohort II schools completed the *Benchmarks of Quality* (BoQ) to self-assess Foundations fidelity. It should be noted that schools had only had one year of a three-year cycle of Foundations training when completing the BoQ.

Safe and Civil School consultants used the *Foundations Implementation Tool* (FIT) for external assessing fidelity. The FIT was adapted by Safe and Civil Schools from the School-wide Evaluation Tool Sites (Sugai, Lewis-Palmer, Todd, and Horner, 2001). The FIT, like the PBIS Center's SET, combines data from observations, data reviews, and interviews with administrators, Foundations Teams, staff, and students to generate implementation scores for several domains.

On-site observations began in September and are continuing during the 2018-2019 school year. While the external fidelity data for the 2018-2019 school year are still in progress, Alabama is sharing preliminary Foundations fidelity data in the current report.

The data showed 88.89% of the reporting Cohort I Demonstration Sites demonstrated fidelity with Foundations. This percentage reflects over a 5% increase over the prior reporting year (See Figure 19). The target was 70%, and therefore the state met its target.

The schools' scores ranged from 70.59% to 96.88%, with an average score of 85.30%. The lowest areas addressed data were *Giving Positive Feedback* and *Monitoring Data for Decision Making*.

Figure 19: Percentage of Cohort I Demonstration Sites Achieving Fidelity in Schoolwide Foundations Implementation: 2017-2018 and 2018-2019
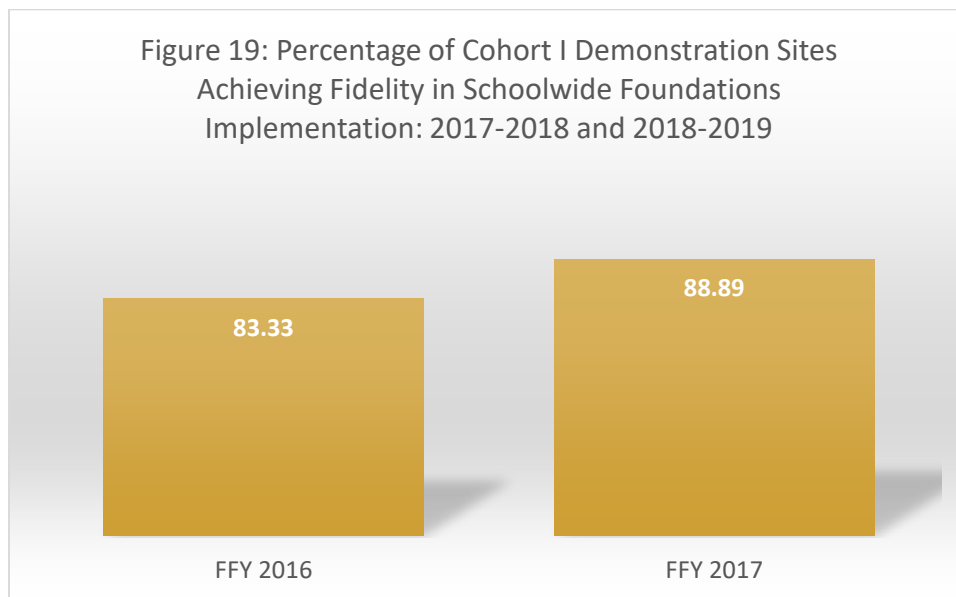
Cohort II schools completed the BoQ in November 2018 as part of the third of a series of nine trainings for Foundations. As the BoQ was not collected prior to beginning Foundations, these data would be considered as baseline. The overall Cohort II average score was 40.27%. While one school in a Cohort I district was close to achieving fidelity, not surprisingly, none of the Cohort II schools had achieved fidelity. Almost every Cohort II school, however, had a score on track with achieving fidelity by the end of the three-year cycle.

Figure 20: Average Foundations Critical Elements Scores on the BoQ for Cohort II Demonstration Sites (First Year's Data/Baseline)

Critical Element	Score
PBS Team	83.3%
Faculty Commitment	42.9%
Procedures for Discipline	56.7%
Data Plan Established	41.1%
Expectations Developed	55.8%
Reward Program Est.	15.2%
Lesson Plans for Expectations	25.4%
Implementation Plan	24.9%
Classroom Systems	38.8%
Evaluation	36.8%

Table 13. Performance Measure: Foundations Sites Demonstrated Fidelity

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
70% of Foundations schools implement Foundations with fidelity	88.89% of the Foundations sites demonstrated fidelity	⬆	*Yes*

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 February 2019, 87.5% of teachers achieved fidelity for Stanfield Transition curriculum. The average score was 86.67%, and even though Cohort 2 teachers had less experience and coaching, the average scores were similar between cohorts (See Figure 21). In follow-up interviews, teachers had a positive attitude regarding the curriculum.

Figure 21: Average Transition Fidelity Score in Transition Demonstration Site Classes by Cohort: 2/18-2/19

89.47	86.67	88.67
Cohort 1	Cohort 2	Overall

Score — Target
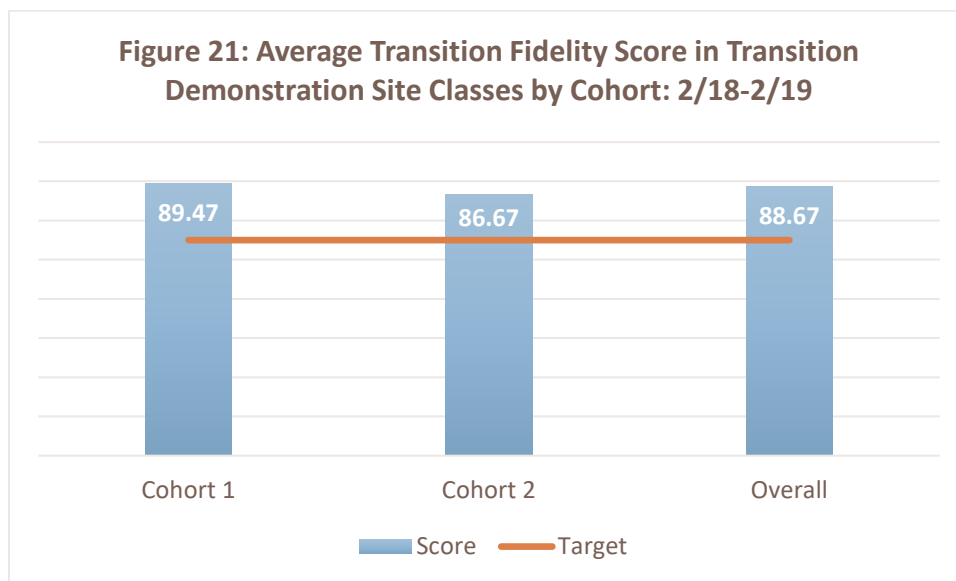
Table 14: Performance Measure: Transition Implementation with Fidelity

Performance Measure	2018-2019 Data	Change for 18-19	Met Target?
75% of teachers can implement the Transitions curriculum with fidelity	87.50% of the teachers demonstrated fidelity	⬇	*Yes*

E.1.c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR.
E.1.d. Measurable improvements in the SiMR in relation to targets.

The ALSDE, SES Section began implementing its SSIP activities in January 2015. 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. For a full review of the progress toward all outcomes, please see the AL SSIP Progress on Performance Measures table in Appendix III.

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 a college or university (Indicator 14b). As Figure 22 demonstrates, **60.02%** of students were enrolled in higher education or competitively employed in the FFY 2017 reporting year.

Figure 22: Percentage of Students with Disabilities Engaged One Year After Leaving School (FFY 2017)
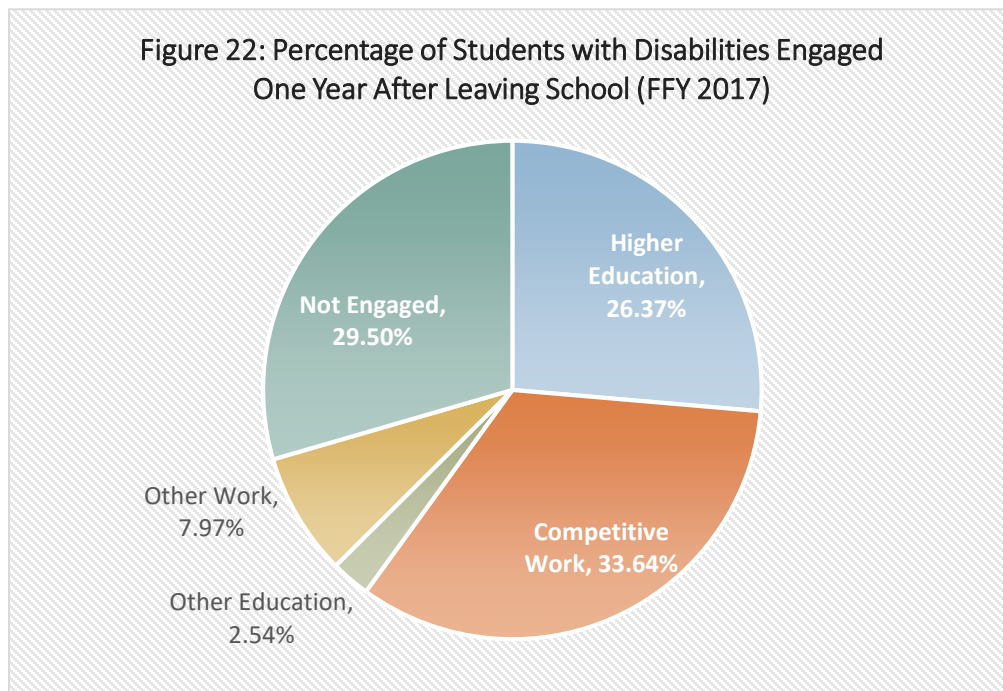
While the higher education enrollment decreased by 1.44% from FFY 2016 to 2017, the percentage of competitive employment increased by 1.25%. Furthermore, the percentage of students not engaged one year out of school decreased by 1.65% from the prior reporting year.

The FFY 2017 data represent a 2.33% decrease from baseline (FFY 2013 reporting year). Longitudinal data in Figure 23 demonstrate while Indicator 14a has increased compared to 2013 (baseline), there has been little change in Indicator 14b statewide (See Figure 23). Despite the slippage for Alabama's SiMR, the longitudinal data show improvements in all Indicator 14 data.

Figure 23: Percentage of Students with Disabilities Engaged One Year After Leaving School Longitudinally
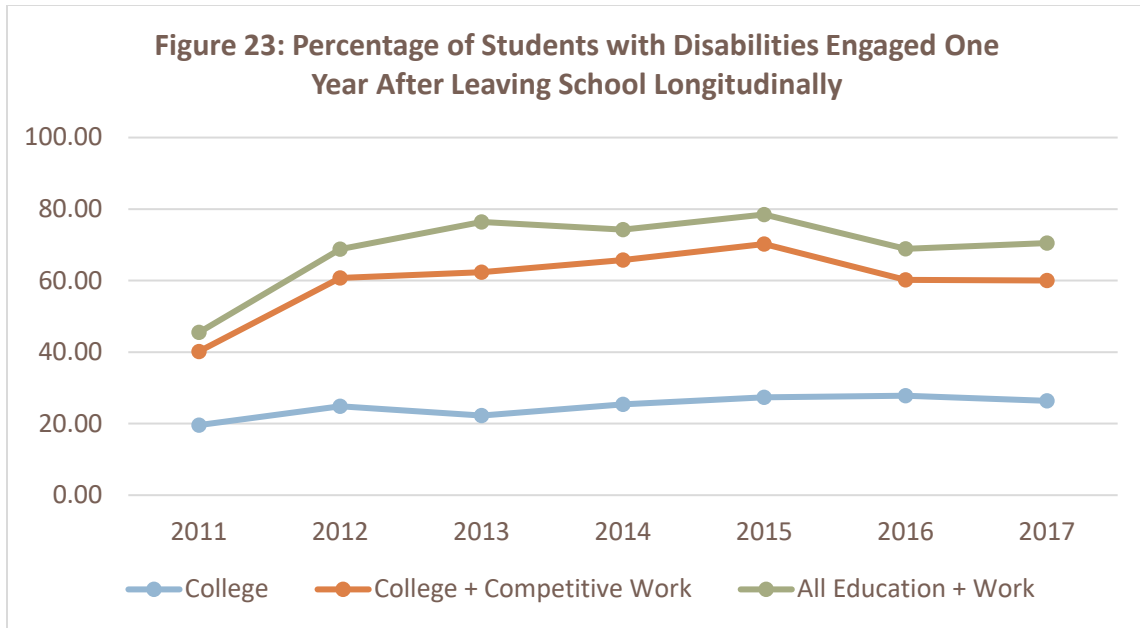
As there were concerns about not meeting the SiMR in the FFY 2016 report, steps were taken to address the validity of the data and improve the response rates. In April 2018, the ALSDE-SES conducted a webinar for individuals within the district who complete the Alabama Post-School Outcomes Survey to stress the importance of obtaining valid data and completing fields. Additionally, the webinar was recorded and made available on the ALSDE website. While the response rate was similar in FFY 2017 to FFY 2016, there were fewer missing values that had affected the categorization of student outcomes in FFY 2016.

Drill-down analyses found significantly lower results for Indicator 14b for the demographics below. Only categories with 10 or more students were included. There were no significant differences for race.

Table 15: Demographic Subgroups with Significantly Lower Indicator 14b Results: FFY 2017	
Gender	**Disability**
Female (53.2%)	Autism (43.2%)
	Emotional Disorder (53.3%)
	Intellectual Disability (15.5%)
	Multiple Disabilities (6.3%)
	Orthopedic Impairment (36.4%)

While these results are recent, the SSIP Team has already had discussions about the findings. Steps to further review and address the data include:

- Expanding the reach of transition training and education through grant programs to assist LEAs to purchase evidence-based transition programs;
- Training at the Transition Parent Focus Groups by the Alabama Parent Education Center;

- Increasing the transition education scope to younger students by expanding demonstration sites and transition curriculum to the middle school level;
- Addressing the data concerns with the Alabama SEAP and SSIP Stakeholder Group.

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 Figure 24). Indicators 14a, 14b, and 14c have shown improvements in FFY 2017 compared to baseline. For Indicator 14b, SSIP school districts had a 7.49% increase compared to baseline.

Figure 24: A Comparison of SSIP District Feeder Pattern High Schools from Pre-Intervention to Most Recent Post-School Outcome Survey Data
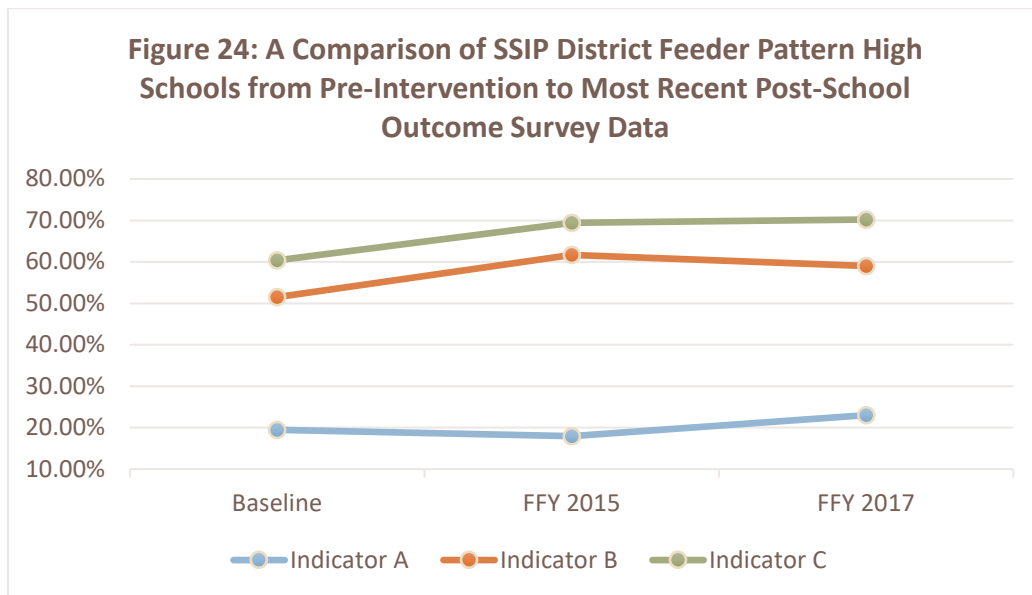
The data for the same SSIP feeder pattern high schools was compared for the prior post-school outcome reporting to the FFY 2017 reporting (i.e., a pre/post comparison). Figure 25 demonstrates the gain scores of SSIP districts compared to all districts participating in the FFY 2017 *Alabama Post-School Outcomes Survey*. While SSIP districts showed slightly fewer gains on Indicator 14a, there was a significant difference between the SSIP districts and all districts for Indicators 14b and 14c.

Figure 25: Difference in Indicator 14 Gains for SSIP Districts Compared to All Alabama Districts: Baseline to FFY 2017
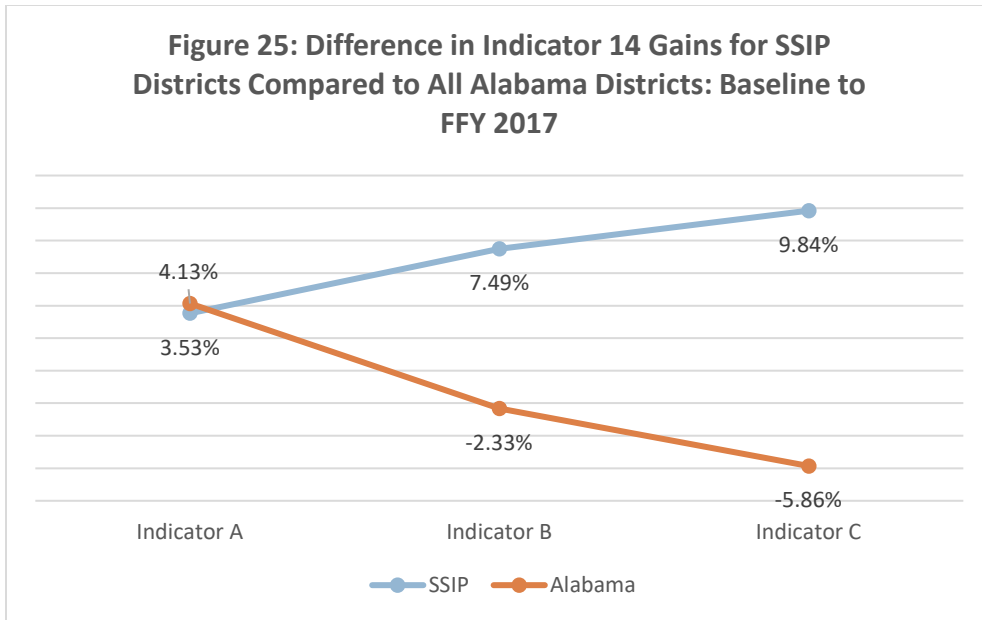
Furthermore, Figure 26 portrays the change in the SiMR among SSIP district and all districts participating in the FFY 2017 *Alabama Post-School Outcomes Survey*. Almost all of the SSIP Cohort Demonstration Sites were focus schools and had room for growth, however the gap between the SSIP districts and all districts suggests the SSIP initiatives are having a positive impact on Indicator 14b.

Figure 26: Difference in Indicator 14b from Baseline to Current for Alabama vs. SSIP Districts
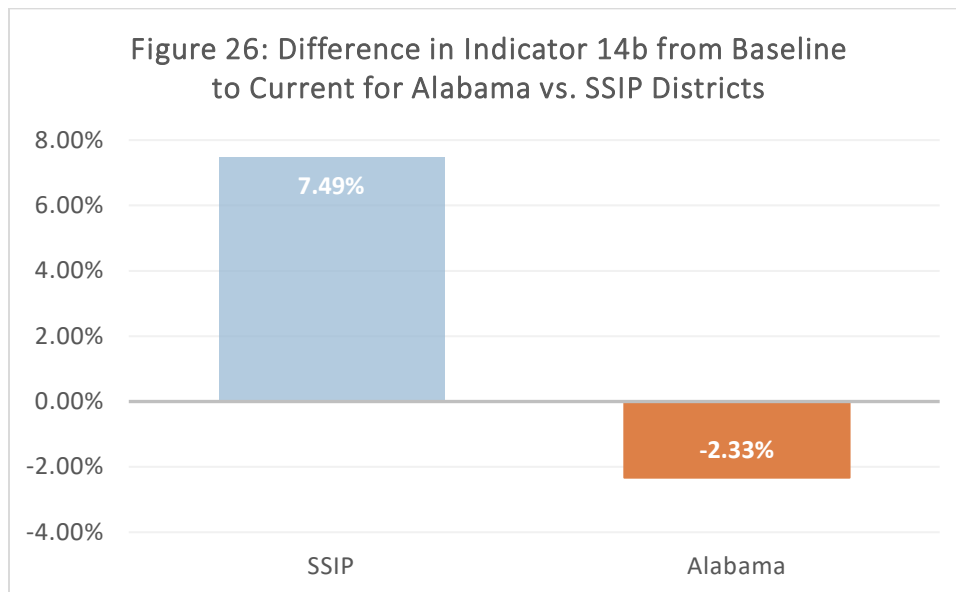
As students in the SSIP Demonstration Sites progress educationally, it is expected the Indicator 14b data for the feeder pattern high schools will continue to increase. Furthermore, the AL SSIP Team expect changes in the transition infrastructure to continue to impact districts over the coming years.

ACADEMIC DATA

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

The ALSDE changed its state assessment in FFY 2016 from the *ACT Aspire* to the *Scantron*. The Scantron assessment was administered at least three times during the school year to use for progress monitoring/screening as well.

The SSIP Cohort Demonstration Sites collected progress monitoring and state assessment (*Scantron*) results for students in the co-taught classrooms and entered the data into the project's data collection sheet. Students with a disability are noted on the data collection sheet, as well as their primary disability.

To calculate the gain scores, the SSIP Evaluator used the "Baseline" data point (August) 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:
o The percentage of all students, students with disabilities, and students without disabilities who demonstrated gain scores;
o The average gain scores for individual students;
o The differences in academic assessment data between Reading/English Language Arts and Math; and
o The differences in academic data for disability subgroups.

Figure 27 demonstrate the percentage of students with disabilities showing growth, pre/post, on the Scantron progress monitoring/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 5.43%.

Figure 27: Percentage of Students Demonstrating Positive Gains on Progress Monitoring During SY 2017-2018

	Students with Disabilities	Students without Disabilities
Gain	71.22	76.65

Legend: Gain (bar), Target (line)
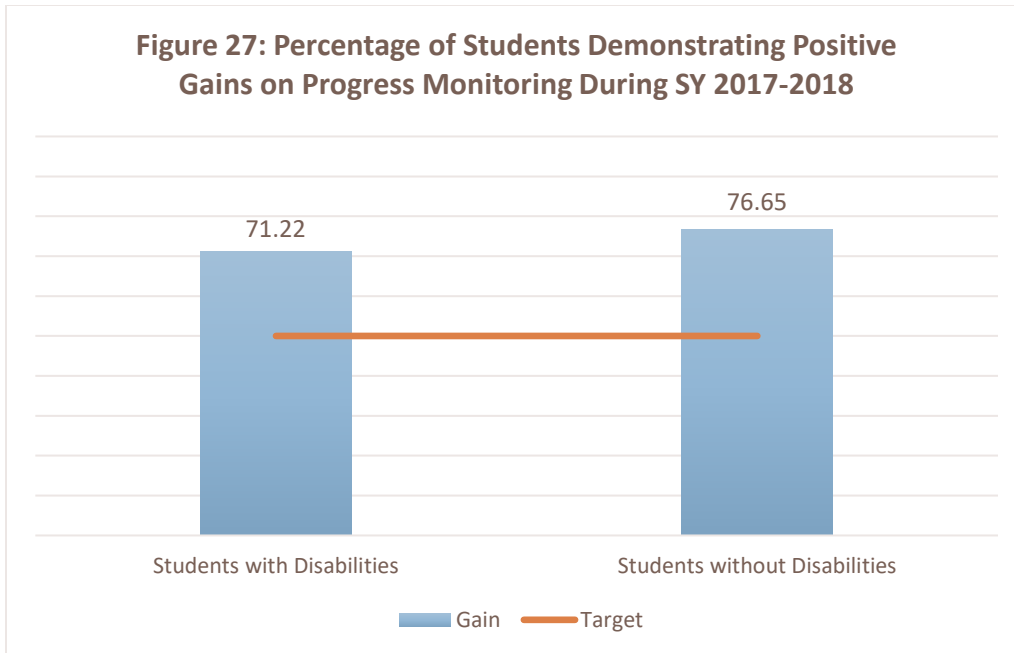
Next, the AL SSIP Team examined the average gain scores on the Scantron assessment for students with and without disabilities between August 2017 and May 2018. The data presented in Figure 28 represent average gains in scaled scores, not percentages. The results show a 5.68-point gap between students with and without disabilities. Therefore, over 71% of students with disabilities are making gains on the assessment, and the gains are similar to their non-disabled peers.

Figure 28: Average Gains on Scantron Assessment in AL SSIP Co-Taught Classrooms for 2017-2018

Students with Disabilities	Students without Disabilities
92.23	97.91
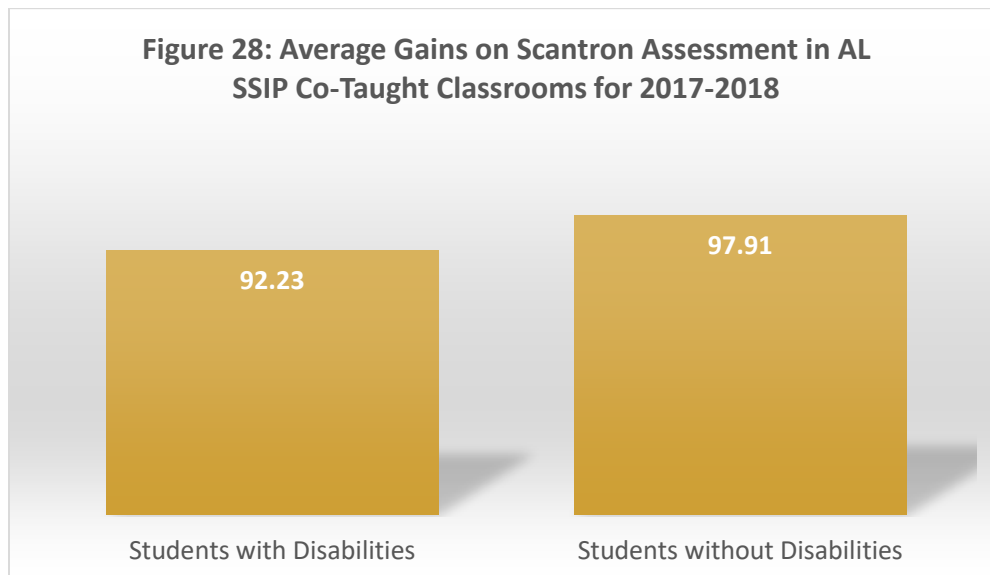
The assessment gains were also examined by content area. Figure 29 shows the percentage of students who showed a positive gain on the Scantron assessment by co-teaching class content.

Students with disabilities were more likely to show growth in math than reading, although the gap between students with and without disabilities was larger for math. Furthermore, the graph shows similar growth among students with and without disabilities, although the percentage of students with disabilities demonstrating a gain was consistently lower.

Figure 29: Percentage of Students with and without Disabilities Demonstrating Gains on Progress Monitoring by Class Subject: 2017-2018

Reading/ELA — Students with Disabilities: 65.42; Students without Disabilities: 71.49
Math — Students with Disabilities: 77.6; Students without Disabilities: 85.71
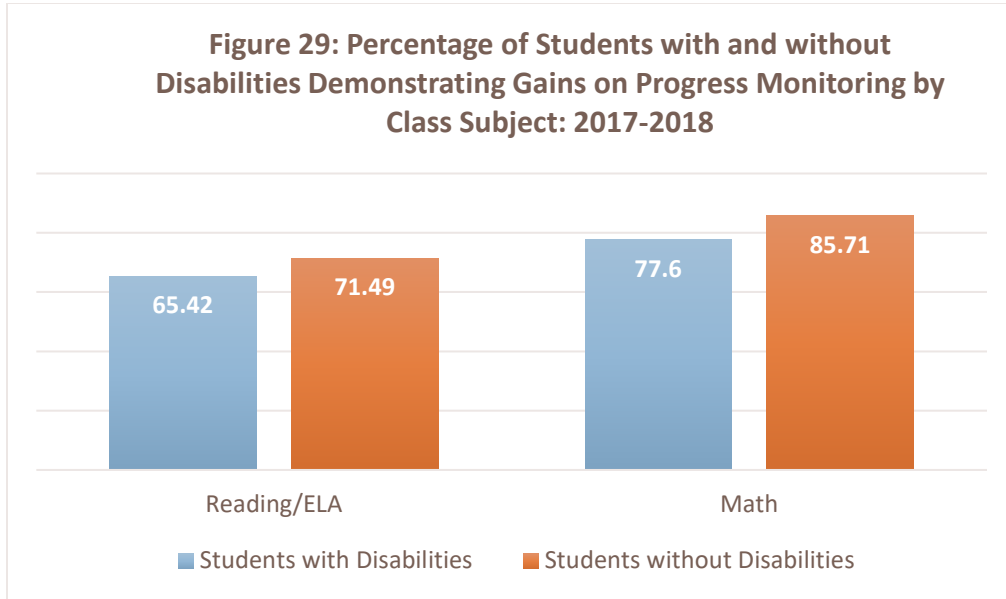
Lastly, growth was compared for different disability subgroups for SSIP co-taught classes. Disability categories with more than eight students were included in the analyses.

As Figure 30 depicts, all disability subgroups met the target of 45% demonstrating growth. Students with an Emotional Disorder, Autism, or an Intellectual Disability showed the highest likelihood to demonstrate growth in the co-taught classroom, exceeding the 76.65% average among students without disabilities.

Figure 30: Percentage of SSIP Students with Disabilities Demonstrating Assessment Gains by Primary Disability: 2017-2018

AUT: 78.79
ED: 81.82
ID: 78.26
OHI: 65.63
SLD: 69.72
SLI: 70
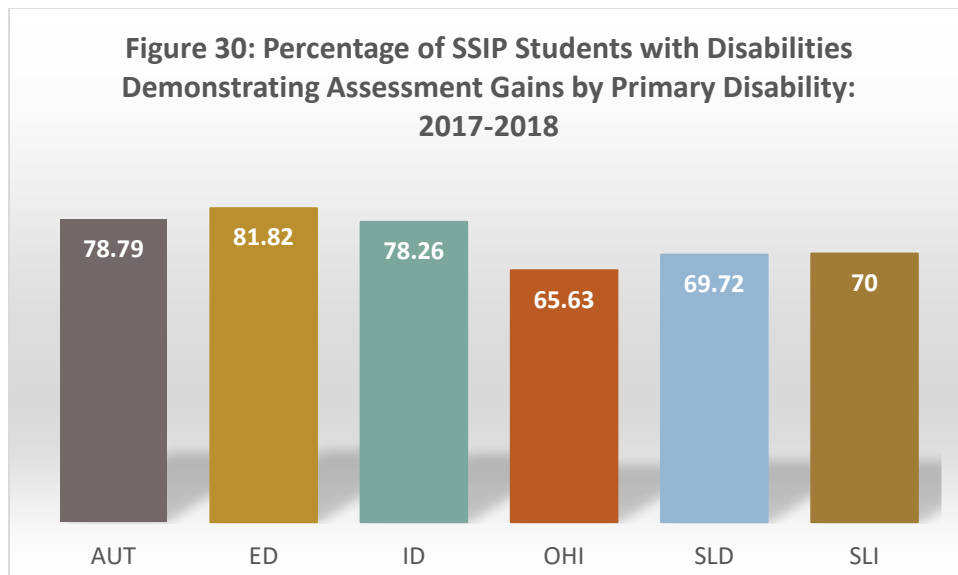
SCHOOL CLIMATE

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

The SSIP Cohort 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. Demonstration sites entered the data longitudinally to capture the changes over time. Since Cohort I schools had completed the CHAMPS/DSC and Foundations training, their data are presented in the current reporting period.

Figure 31 shows the percentage of schools demonstrating a positive change from Spring 2015 (baseline) to Fall 2018. Several Cohort I schools had not submitted their most recent data, and in those cases, the most recent data point was compared to baseline. Figure 31 demonstrates improvements in all four measures of attendance: average daily attendance (ADA), the number of tardies, the number of unexcused absences, and chronic absenteeism.

Figure 31: Percentage of SSIP Sites Showing Improvements in Attendance Measures: Spring 2015 (Baseline) vs. Fall 2018
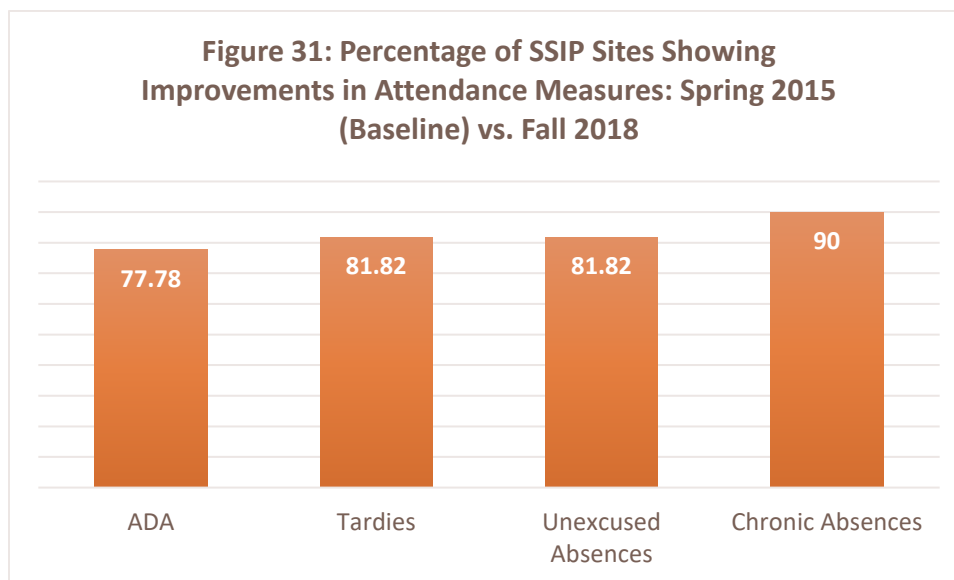
Additionally, Figure 31 demonstrates the dramatic changes in ADA, tardies, unexcused absences, and chronic absences since baseline:
- Data for Average Daily Attendance showed a 1.36% increase since baseline; and
- Data for unexcused absences showed a decrease of 52 absence per month per site since baseline.

While all attendance measures showed improvement, the data for tardies and chronic absenteeism demonstrated the most consistent improvements over time.

Figure 32 shows the median number of tardies across SSIP Demonstration Sites over semesters: Spring 2015 (Baseline) to Fall 2018. The results show a decline of over 136 tardies *per month* per

site. The data show increases during the spring semesters over the past two years, aside from the number of instructional days. The SSIP Team will continue to discuss strategies for reducing the number of tardies during the spring semester.

Figure 32: Median Number of Tardies per Month by Semester for SSIP Sites: Spring 2015 to Fall 2018

Baseline	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
229.5	168.8	144.85	168.375	114	169.5	92.8
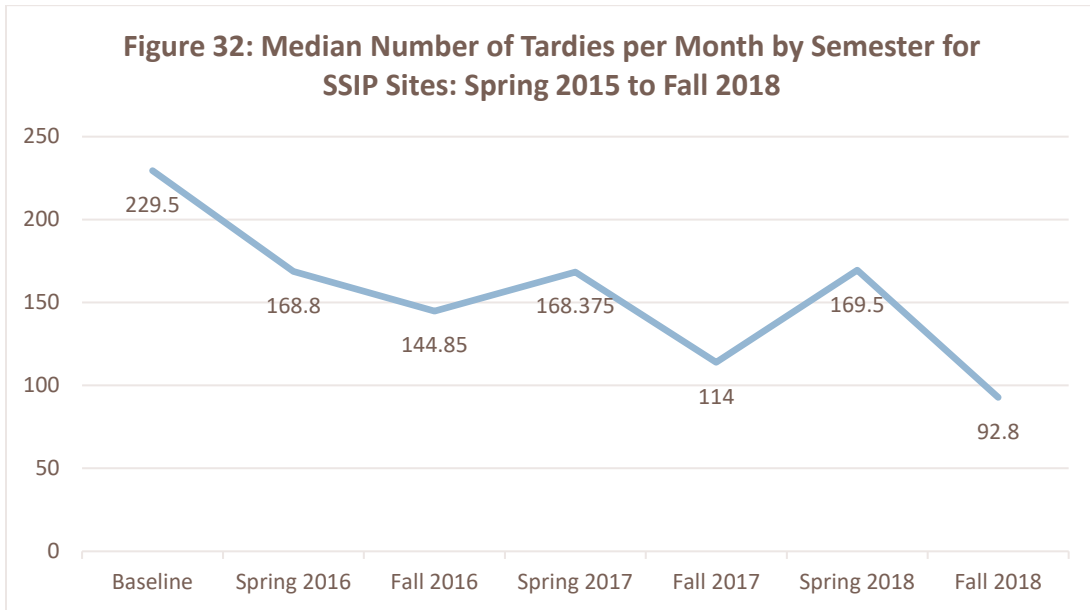
Ninety percent of the sites saw a decline in the number of chronic absences, or a student missing 10% or more of a semester. Figure 33 demonstrates the median number of chronic absences over seven semesters from Spring 2015 (Baseline) to Fall 2018.

The number of chronic absences decreased by 32 from baseline to Fall 2018, although there was a sharp increase in the Spring 2018 semester. These data represent an average of 32 students per SSIP school are attending school more regularly in Fall 2018 compared to baseline.

Figure 33: Median Number of Individuals with Chronic Absences by Semester for SSIP Sites: Spring 2015 to Fall 2018

Baseline	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
51	53.5	19.5	30.5	12	45	19
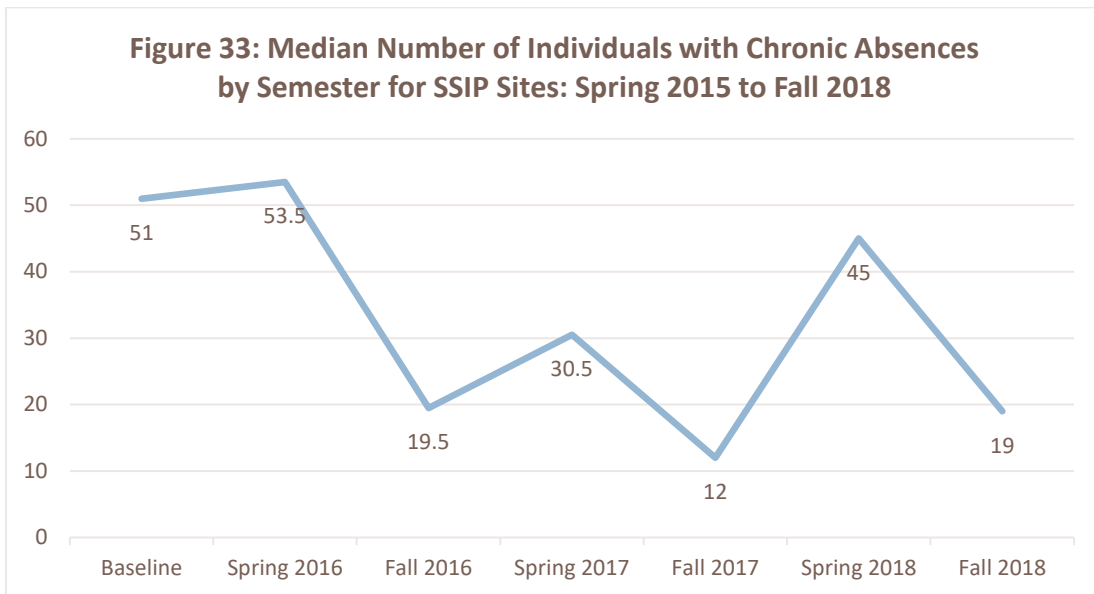
How has the SSIP initiatives impacted behavior data in SSIP sites?

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 and non-specified suspensions. To improve the quality of the data, beginning in 2018-2019, AL SSIP sites were asked to continue to report ODRs, but also the number of in-school and out-of-school suspensions.

The median number of ODRs by site for all students and students with disabilities over time are presented in Figure 34. Data are for Cohort 1 Demonstration Sites only. Since Cohort II sites had only received one year of a three-year training cycle, their data were not included in the analyses.

Figure 34: Median Number of Office Discipline Referrals per Month for SSIP Cohort I Sites: Baseline to Fall 2018
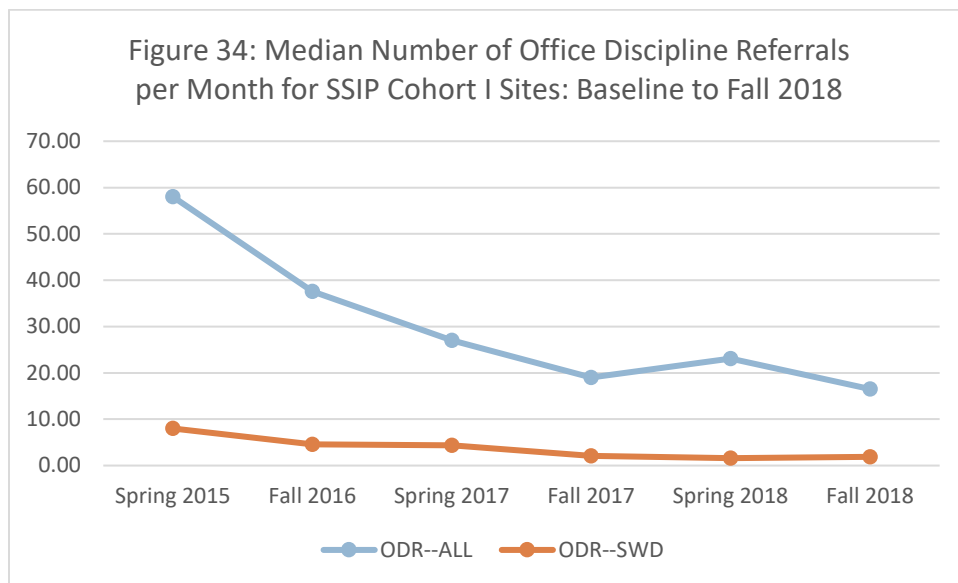
These data show the median number of ODRs per month from baseline to Fall 2018 decreased by 41.48 for all students, a 72% decrease. For students with disabilities, the number of ODRs decreased by and by 6.14, or a 77% decrease.

The total number of suspensions (in-school plus out-of-school) decreased as well (See Figure 35). Data were only examined from Spring 2017 to Fall 2018 since prior to that time, schools were only reporting out-of-school suspensions. As Figure 35 shows, the median number of suspensions decreased by 7.94 (a 72% decrease).

Figure 35: Median Number of Suspensions per Month for SSIP Cohort I Sites: Spring 2017 to Fall 2018

Spring 2017	Fall 2017	Spring 2018	Fall 2018
11	9	6.4	3.06
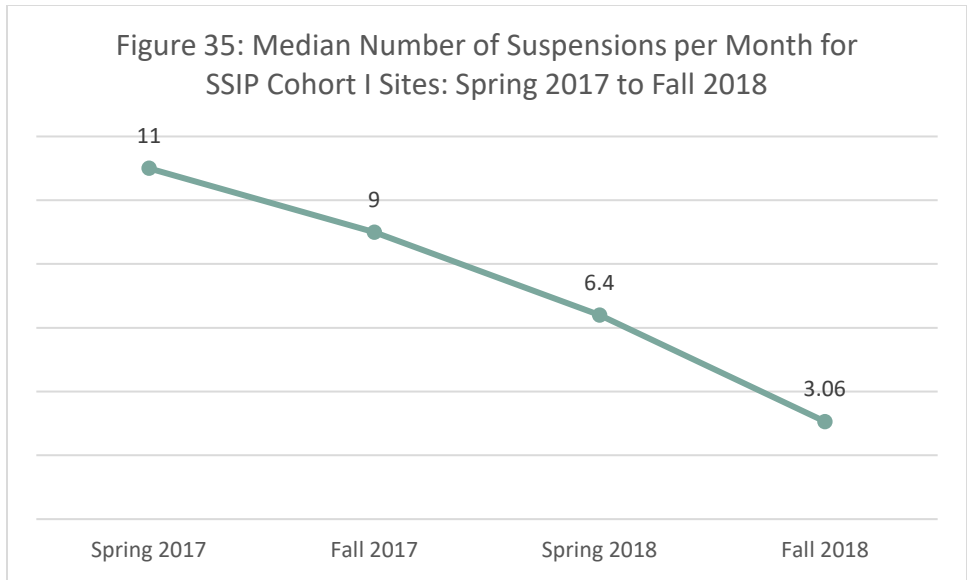
A comparison was made between the ratios of ODRs for students with disabilities and ODRs for all students. Figure 36 below shows the decline in the ratio of ODRs from baseline to fall 2018 among Cohort I schools. These results suggest SWDs are receiving proportionally fewer ODRs than baseline. The ratio of office discipline referrals decreased by almost 5%.

Figure 36. Ratio of Office Referrals: SWD to All Students from Spring 2015 (Baseline) to Fall 2018

Baseline	Fall 2018
17.36	12.46
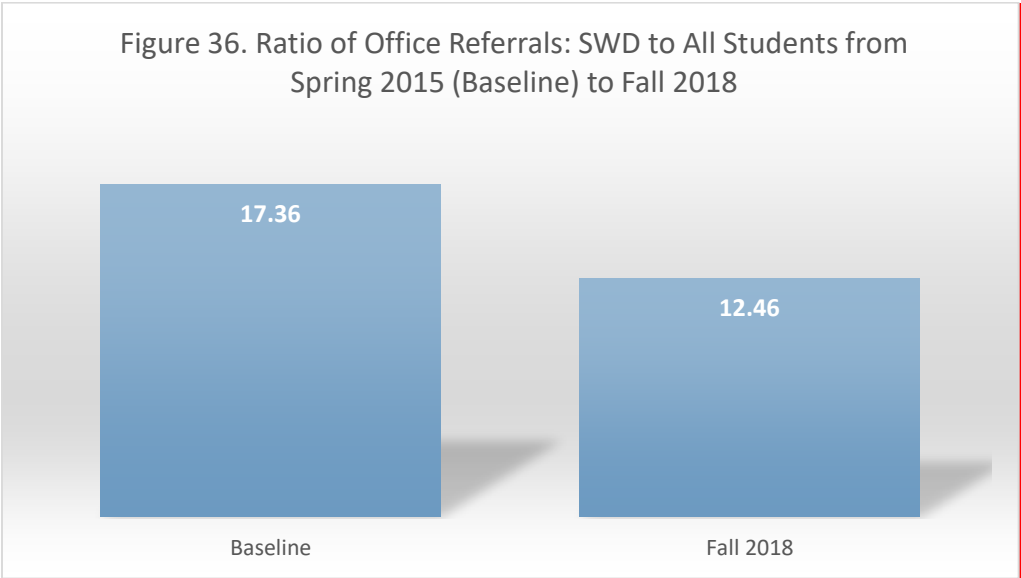
DEMONSTRATION SITE VISITS

How have the SSIP demonstration sites impacted other districts?

Demonstration Site Visits

Between February 15, 2018 and February 14, 2019, 13 schools have visited SSIP sites. Seven of the schools were external sites, and six were current SSIP Cohort Demonstration Sites. The majority of current site visitors were new Cohort Demonstration Sites looking to learn from Cohort I sites. The 13 school visits were an increase over FFY 2016.

> "It can be tough to visualize a program being implemented well, every day. It helps to see so many teachers participating positively."
> -Site visit comment

As part of the project scale up, the SSIP Team, including the coaches, discussed strategies at the end of the 2017-2018 for increasing the number of site visits. One strategy was for SSIP Coaches to present at Regional Education Meetings, and several of the coaches presented to their respective region during the fall of 2018. The presentations sparked interest in the SSIP Cohort Demonstration Sites, and more visits occurred during winter and spring of 2019. Furthermore, in the four weeks following the end of the reporting period, there have been five additional external schools visiting SSIP Cohort Demonstration Sites.

The SSIP Team will continue to market the demonstration sites during FFY 2018. Additionally, as part of the application process for the SSIP Cohort III (beginning in late-fall 2019), schools will be expected to have visited a current SSIP Cohort Demonstration Site.

TRANSITION OUTCOMES

How have the transition classes impacted students?

In April 2018, 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.

Figure 37: Percentage of Students Reporting IEP Meeting Participation Among Students in Transition Classes

I understand WHY I have an IEP.	I attended my last IEP meeting.	During my IEP meeting, I spoke about MY STRENGTHS AND NEEDS.	During my IEP meeting, I spoke about what I WHAT I WANT TO DO AFTER I GRADUATE.
87.27	78.81	72.55	75.51
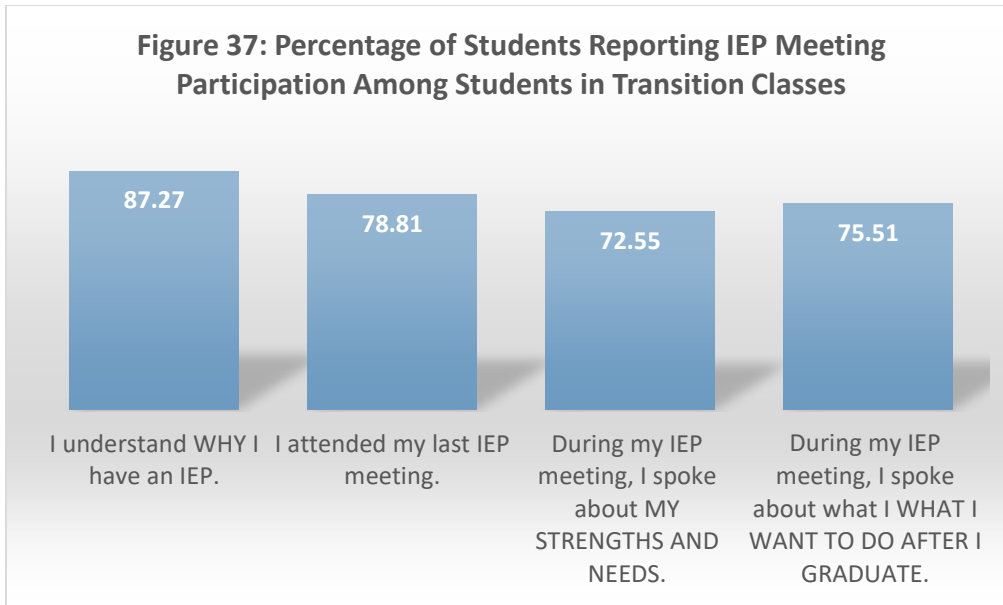
As Figure 37 depicts, 78.81% of students in Transition classes reported attending their last IEP meeting, and 72-75% reported some type of participation in their IEP meetings. As part of the Transition classes, students learn and practice self-advocacy skills.

Figure 38 below shows the reported skills of students in Transition classes for preparing for employment or post-secondary education. While the employment skills, such as looking for jobs, applying, and interviewing rated highly, applying for post-secondary training rated lower.

Figure 38: Percentage of Students Reporting Post-School Skill Readiness Among Students in Transition Classes

I know how to look for available jobs.	I know how to apply to take classes if I want to get more education or training after high school.	I know how to apply for a job.	I know how to interview for a job.
83.33	55.56	75.93	83.33
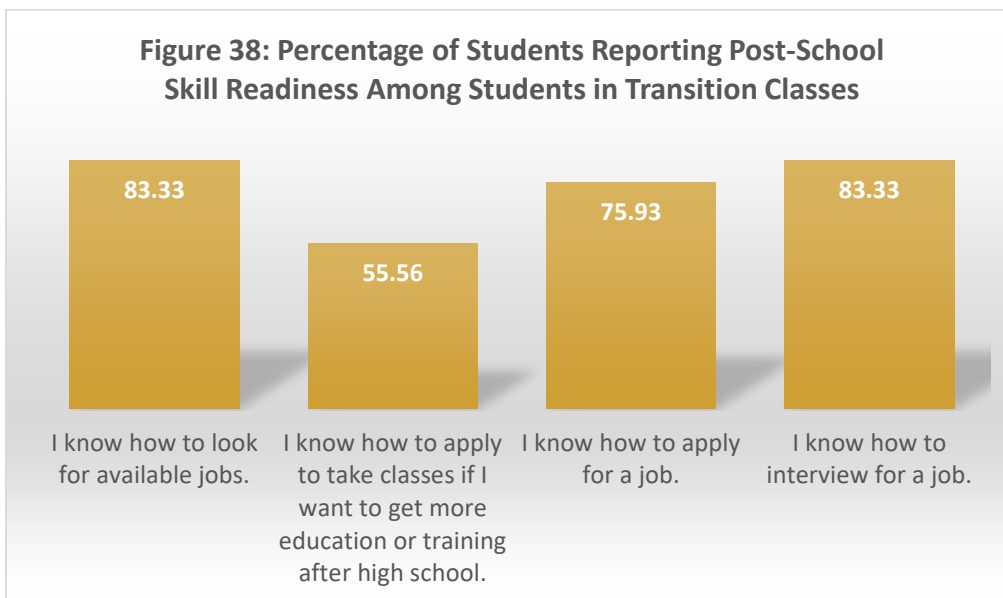
The results of the survey found differences among grade (higher grades in high school had higher averages) and gender (males had significantly higher averages for several items). The strongest

predictor of score was current employment; students who were employed had significantly higher scores than students who were not employed.

Students from both the Transition Demonstration Sites and the transition curriculum sites will complete the survey in late-spring. The preliminary results suggest the transition classes are better preparing students for post-school outcomes
.

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

The AL SSIP Team analyzed Alabama's Indicator 14b post-school outcomes results, for the two school districts implementing a Transition class prior to the 2016-2017 school year (Gadsden City Schools and Elmore County Schools). Like the SSIP district analyses explained in sections E.1.c. and E.1d., the SSIP Team looked at the most recent Indicator 14 data (FFY 2016) compared to the survey administration prior to the SSIP.

When compared to the prior administration, the two Transition Demonstration Sites averaged a 4.77% gain in their Indicator 14b data compared to baseline. Figure 39 shows the gain over baseline for the most recent Alabama Post-School Outcomes Survey administration (FFY 2017) and the prior administration (FFY 2015).

These results suggest the transition programs are having a positive impact on post-school success as more students enrolled in the transition classes have graduated. Since the sample size is small, however, the data should be interpreted with caution.

Figure 39: Differences in Indicator 14 Gains for SSIP Transition Districts Compared to Baseline: FFY 2015 and FFY 2017
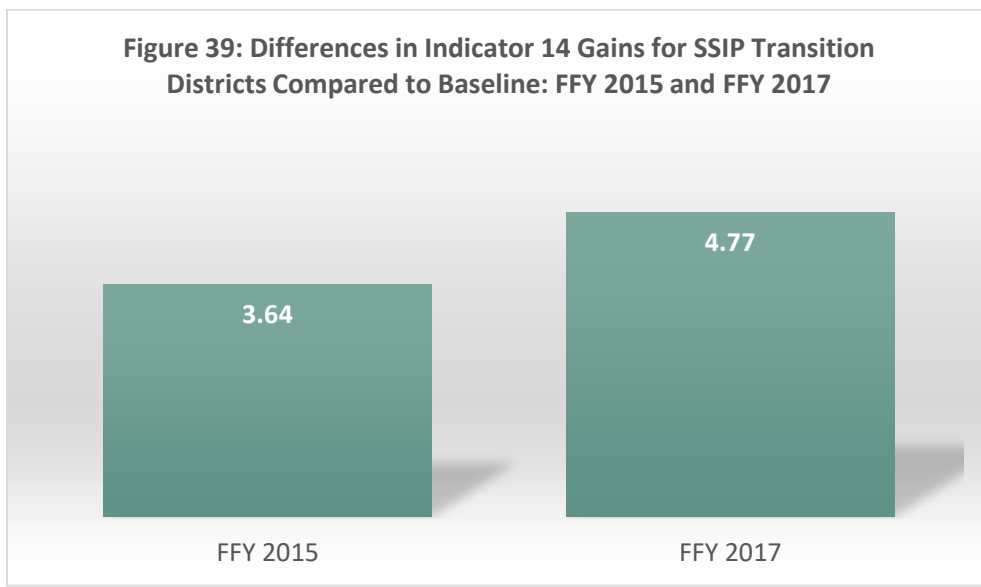
In addition to the Indicator 14 data, the Transition Demonstration Sites have had examples of individual successes.

One of the Transition Demonstration Sites, Gadsden City High School, has established the Beautiful Rainbow Café. The restaurant, run by students with 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 not had any 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.

In 2017, there was one student who had competitive employment—in a casual dining restaurant. By March 2018, the number had increased to four students, and by February 2019, 13 students had become competitively employed in casual and fine dining settings.

The number of students is small, but the increase to 13 students is a significant change for the school district. The Café's lead special education teacher commented without the program, it would have been difficult to employ the students. Furthermore, the state's support has been instrumental for starting and growing the program.

Historical Average:
0 students

2017-2018:
4 students

2018-2019:
13 students

Total number of students on the Essentials or Alternate Achievement Standards Pathways placed in competitive employment

PARENT INVOLVEMENT

How has the SSIP impacted parent communication and parent satisfaction?

For the past three years, Transition Parent Focus Groups participants completed the *Alabama Indicators of Family Engagement Tool*. The survey was administered to parents of transition-aged students with disabilities from around the state. The validated survey consists of four dimensions: *Communication*, *Family Support*, *Decision Making*, and *Partnership*. Respondents are asked to rate their agreement on a four-point scale (Strongly Agree/4=high, Strongly Disagree/1=low). Ratings were converted to percentages for easier interpretation.

Figure 40 shows the average ratings for each of the four dimensions over the prior two years. *Communication* exhibited the largest increase (a 5.0% increase). Increases were seen in all of the dimension except *Partnerships* (a 1.75% decrease).

Figure 40: A Two-Year Comparison of Percentages Among Transition-Aged Parents for Each Section of the AL Indicators of Family Engagement Survey

Category	2016-2017	2017-2018
Communication	62.5	67.5
Family Support	59	60
Decision Making	57.75	58.5
Partnerships	60	58.25

■ 2016-2017   ■ 2017-2018
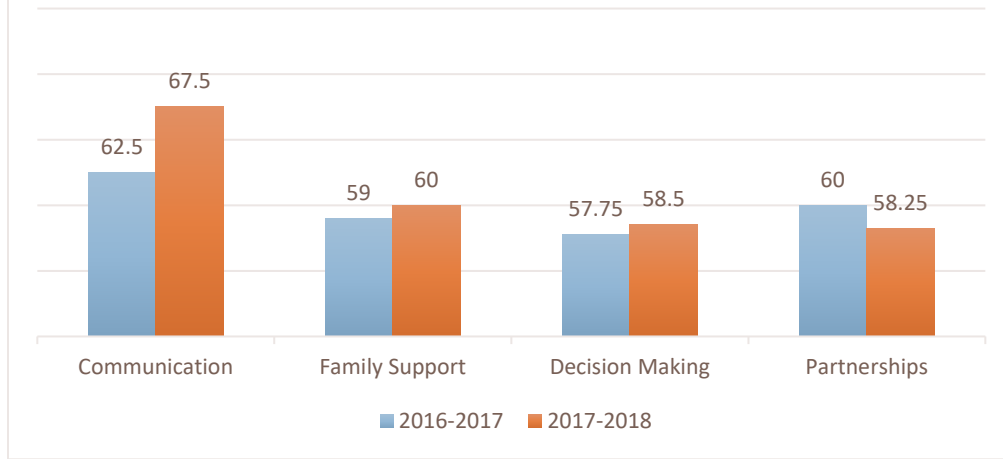
While the Indicators of Family Engagement Tool targeted parents of transition-aged students, Alabama also looked at its data for its SPP/APR Indicator 8: Parent Involvement.

Alabama saw a decrease in its Indicator 8 results, from 80.74% in FFY 2016 to 78.02% in FFY 2017. Despite the 2.72% decrease, the FFY 2017 Indicator 8 results were almost 2% higher than the target.

78.02%

FFY 2017 Indicator 8
Parent Involvement results

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

Parent and Family Stakeholder Decision-Making and Engagement.

During 2017- 2018 Parent Focus Groups, parent participants were asked to suggest strategies and activities for components that support SWDs with transition. Parents suggested several strategies, including concerns related to safety, self-determination, parent and family engagement, other agency supports, and community-based experiences. As a result, the APEC is developing a student safety manual and multiple self-determination conferences have been held as previously described within this SSIP.

Communication. These 2018 sessions in conjunction with APEC were held as planned. A 2019 session focusing upon student self-determination/self-advocacy is planned for March 2019 and will be held in Montgomery for area students and teachers. This session has been planned in collaboration with the State Interagency Transition Team (SITT).

Activity	Timeline	Status
Continue transition focus groups for parents.	SY 2019-2020	Annually
Include parents in SSIP implementation Teams. Include counselors as part of the SSIP Implementation Teams.	SY 2019-2020	Annually
Continue to convene SSIP Instructional Coaches PLC.	SY 2019-2020, Quarterly	Ongoing
Improve parents access to documents related to transition	SY 2019-2020	Continuing
Develop infographic to communicate effectively regarding SSIP Progress.	SY 2019-2020	Ongoing
Extend self-determination/self-advocacy training to improve student engagement.	SY 2019-2020	Ongoing

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

Activity	Timeline	Status
Convene joint training opportunities around transition and self-determination for educators and parents.	March 2019	Ongoing

PD and Training. The SPDG/SSIP Transition Demonstration Sites are including more students at the middle school level and the districts receiving transition curriculum grants are also focusing upon providing transition instruction at younger ages.

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

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

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

Community Based Experiences. Increasing access for community-based experiences remains a priority for the ALSDE and the SSIP implementation team. The AL SPDG continues to work in conjunction with the SSIP to market the Transition Demonstration Site in Gadsden City focusing upon community-based work experiences, especially for students with significant cognitive impairments. Other efforts to improve knowledge and resources related to community-based work experiences include assistance to multiple LEAs regarding purchases of evidence-based transition curricula in order to prepare students through appropriate instruction for successful experiences in the community. Additionally, the AL SPDG has identified three new transition sites that began operating during SY 2018-2019 with a focus upon providing transition instruction and community-based work experiences. Moreover, during Fall of 2018, the AL SPDG/SSIP added two new transition coaches who are retired special education coordinators and are experienced in the areas of curriculum and transition services. These coaches work frequently with their designated sites

and are providing effective coaching and guidance toward more productive and evidence-based practices to improve transition services for students.

Activity	Timeline	Status
Disseminate funding applications to LEAs to purchase evidence-based transition curricula.	SY 2018-2019 SY 2019-2020	Ongoing
Provide training for funded LEAs on scheduling and providing transition instruction.	SY 2018-2019 SY 2019-2020	Ongoing
Identify three additional Transition Demonstration Sites.	SY 2018-2019	Ongoing

Communication for SSIP Project and Site Personnel.

Activities included in the *FFY 2015 Phase III Narrative on p. 87* related to Communication for SSIP staff are continuing throughout the SY 2018-2019 and are ongoing. Effective communication and marketing were two areas cited by stakeholders during the September 2018 Stakeholders Meeting as an area of needed improvement. Communication avenues throughout the ALSDE have improved during the FFY 2017 reporting period as evidenced through the ongoing presentations in the Curriculum and Instruction Boot Camp series in January-February 2019 and the projected second round of presentations during April 2019. The multiple offerings by SSIP Demonstration Sites at the 2019 Mega Conference has been disseminated to staff in areas responsible for providing TA to districts identified as needing targeted support under ESSA so the ALSDE can expect more participants from these districts than in previous years at SSIP presentations this summer.

Coaching. Training continues to be provided for SSIP Coaches. During August 2018, training in *Better Conversations* was provided by a trainer from Jim Knight and Associates to SSIP coaches, ALSDE staff, and district staff. Additionally, SSIP coaches received training in *Impact Cycles* (also from Jim Knight and Associates). The SSIP External Evaluator provided group and individual feedback from coaching evaluation surveys.

During the 2017-2018 school year, the ALSDE underwent an organizational change and, as a result, was unable to hire additional coaches for a period of time due to a hiring freeze. The hiring

freeze was lifted as of March 2018, so additional SSIP and transition coaches were hired by summer/fall 2018.

Professional Development.

Activity	Timeline	Status
Ensure that practitioners and administrators receive on-going PD in Implementation Science.	SY 2018-19	Ongoing
Provide training and support for administrators at SSIP Project Sites.	SY 2018-19	Ongoing
Continue Foundations training and provide co-teaching, and co-planning support.	SY 2018-19	Ongoing
Invest time and effort in "Grow Your Own" strategy to create a cadre of trainers for Foundations and CHAMPS.	SY 2018-19	Ongoing

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

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

In addition to the data collection and evaluation changes, the AL SSIP Evaluator will work with the AL SSIP staff, consultants, and stakeholders to update progress toward planned SSIP strategies. This plan will reflect the items addressed in C.2.d, including: 1) Reviewing assessment processes for learning measures following training; 2) Developing Implementation Teams and Transition Teams through training and coaching; 3) Increasing usage of data among Implementation and Foundations Teams; 4) Establishing procedures, resources, and systems for addressing attrition of teachers and administrators; 5) Providing training and technical assistance to sites participating in the FFY 2018 Alabama Post-School Outcomes Survey; and 6) Developing marketing materials and strategies for increasing the number of demonstration site visits.

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. During the SY 2017-2018, several

key staff from one demonstration site transferred to other jobs, resulting in some degree of 'drift'. Action by state staff and the assigned SSIP coach included conferences with the new district superintendent to inform him of the progress achieved by the SSIP site and to request support in continuing the program to fidelity.

Changes in SDE Governance.   An Interim State Superintendent led the ALSDE during this reporting period until April 20, 2018 when the current State Superintendent was appointed. During the Interim State Superintendent's tenure, a hiring freeze was instituted. However, once the current State Superintendent was in place, the hiring freeze was lifted, permitting additional Instructional and Transition Coaches to be hired to support SSIP sites. The hiring was completed in summer/fall 2018 and new, trained coaches are currently in place to provide coaching to new and existing sites during the next several years. At this time, this barrier has been resolved; however, unforeseen hiring caps may occur in the future that may impact the SSIP's ability to scale up the innovations.

Scaling-up.   The limited number of instructional coaches has impacted the ability to expand the number of SSIP Demonstration Sites. The ALSDE, SES Section expects to hire more instructional coaches in order to expand the number of SSIP demonstration sites during the 2018-2019 school year. With the provision of the 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 inevitable reality of 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.

Regarding the changes in SDE governance, the present administration is supportive and engaged in SSIP activities and spreading awareness of the effectiveness of those activities across the state. A key step to address the barrier regarding the need for more reading and math coaching is having the AL SSIP Team reach out to other sections to discuss strategies to improve reading and math instruction, including improving math intervention program and to increase the collaboration between the Alabama ARI coaches and SSIP Instructional Coaches. Important collaboration has been achieved in this area during FFY 2017 as a direct result of the Alabama state-level ARI staff attending the September 2018 Stakeholders Meeting. Following that meeting, ARI administrators worked with SSIP state team members to provide them with listings of co-teaching dyads in each district so that they can visit each site within their respective regions. The ALSDE looks forward to reporting substantive collaboration with ARI during the FFY 2018 SSIP submission.

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

None at this time.

Appendix I

AL SSIP Demonstration Sites

Appendix I. FFY 2017 (2018-2019) List of AL SSIP Demonstration Sites

Region	LEA	School	Cohort	Co-Teaching/ Co-Planning	CHAMPS	Foundations	Transition	Reached Fidelity; Receiving Visitors
11a	Andalusia City Schools	Andalusia Elementary School	I	X	X	X		X
11a	Andalusia City Schools	Andalusia Junior/Senior High School[1]	I	X	X	X	X	X
2	Athens City School	Athens Middle School	I	X	X	X[2]		X
7	Bibb County Schools	Bibb County High School	II		X	X		
7	Bibb County Schools	Centreville Middle School	II		X	X		
6	Calhoun County Schools	Alexandria Middle School	II	X	X	X		X
6	Calhoun County Schools	Saks Elementary School	I	X	X	X		X
6	Calhoun County Schools	Saks Middle School	I	X	X	X		X
6	Calhoun County Schools	Saks High School	I	X	X	X		
6	Calhoun County Schools	White Plains Middle School	I		X	X		
6	Calhoun County Schools	Weaver Elementary School	II		X	X		
6	Calhoun County Schools	Weaver High School	II		X	X		
6	Calhoun County Schools	Walter Wellborn Elementary School	II		X	X		
6	Calhoun County Schools	Walter Wellborn High School	II		X	X		
10	Chickasaw City Schools	Chickasaw Elementary School	II		X	X		
10	Chickasaw City Schools	Chickasaw High School[1]	II		X	X		
11b	Dothan City Schools	Dothan High School	II				X	
11b	Dothan City Schools	Girard Middle School	II				X	
11b	Dothan City Schools	Honeysuckle Middle School	II				X	
11b	Dothan City Schools	Northview High School	II				X	
9	Elmore County Schools	Stanhope-Elmore High School	I	X	X	X		
9	Elmore County Schools	Wetumpka Elementary School	I		X	X	X	X
9	Elmore County Schools	Wetumpka Middle School	I		X	X		
9	Elmore County Schools	Wetumpka High School	I				X	X
11b	Enterprise City Schools	Coppinville Junior High School	I	X	X			X
11b	Enterprise City Schools	Enterprise High School	II		X	X		

Region	LEA	School	Cohort	Co-Teaching/ Co-Planning	CHAMPS	Foundations	Transition	Reached Fidelity; Receiving Visitors
6	Gadsden City Schools	Gadsden High School	I				X	X
4	Hale County Schools	Greensboro Elementary School	I	X	X	X		
4	Hale County Schools	Greensboro Middle School	I	X	X	X		X
4	Hale County Schools	Greensboro High School	I	X	X	X		
4	Hale County Schools	Hale County Middle School	II		X	X		
1	Lauderdale County Schools	Brooks Elementary School	I	X	X			X
1	Lauderdale County Schools	Brooks High School[1]	I	X	X	X		X
9	Lee County Schools	Beauregard High	II				X	
9	Lee County Schools	Sanford Middle School	II				X	
9	Lowndes County Schools	Central High School	II				X	
9	Lowndes County Schools	The Calhoun School	II				X	
3	Marshall County Schools	Asbury High School	II		X	X		
5	Midfield City Schools	Midfield Elementary School	II	X	X	X		X
5	Midfield City Schools	Midfield High School	II		X	X		
5	Midfield City Schools	Rutledge Middle School	I		X	X		
10	Monroe County Schools	Monroe County High School	II	X	X	X		
10	Monroe County Schools	Monroeville Middle School	I		X	X		
8	Montgomery County Schools	Capitol Heights Middle School	II		X	X		
6	Oxford City Schools	DeArmanville Elementary School	II		X	X		
6	Oxford City Schools	Oxford High School	II		X	X		
7	Sylacauga City Schools	Nichols-Lawson Middle School	I	X	X	X		X
5	Tarrant City Schools	Tarrant Elementary School	II		X	X		
5	Tarrant City Schools	Tarrant High School	II		X	X		
5	Tarrant City Schools	Tarrant Intermediate School	II		X	X		

1 - Middle and high school site.
2 - Site began co-teaching and CHAMPS in Cohort I and Foundations training in Cohort II.

Appendix II

AL SSIP Evaluation Plan

Appendix II: AL SSIP Evaluation Plan

Evaluation Questions	Performance Measure	Data Collection Method	Person(s) Responsible	Timeline
Was at least one middle school demonstration site identified for each region for co-teaching/co-planning?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	Review of list of demonstration sites	T. Farmer	Feb. 2016, annually
How many instructional staff and administrators have completed the co-teaching/co-planning PD?	48 teachers by 2016-2017 and 72 teachers by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	P. Howard, D. Ploessl	Quarterly
Did the teachers/administrators complete at least 8 hours of PD on co-teaching/co-planning?	75% of those trained received at least 8 hours of PD	Review of PD offered and length of PD, obtained through CARS reporting	P. Howard, D. Ploessl	Quarterly
Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction	80% "Agree" or "Strongly Agree' regarding PD satisfaction on Post-Event Survey	External Evaluator	Following PD
Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	70% score 80% or higher on post-assessment	Co-Teaching Post-Event Assessment score for PD attendees	P. Howard, D. Ploessl	Following PD
Did the ALSDE-SES, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Collaboration Survey results show "Communication" level or higher	AL SSIP Collaboration Survey comparison of results for "Communication" item	S. Williamson, External Evaluator	Twice/year
Was PD offered regarding reading and/or math instruction to teachers at SSIP demonstration sites?	50% of co-teachers receive PD through coaches, ARI, or AMSTI	AL SSIP Collaboration Survey comparison of results for "Collaboration" item	S. Williamson, External Evaluator	Twice/year
Were the teachers satisfied with the PD?	80% of those trained report satisfaction	80% "Agree" or "Strongly Agree' regarding PD satisfaction on Post-Event Survey	External Evaluator	Following PD

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

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

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

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

Were the teachers/administrators satisfied with the PD?	80% of those trained reported satisfaction	80% "Agree" or "Strongly Agree' regarding PD satisfaction on Post-Event Survey	External Evaluator	Following PD
Do teachers/administrators demonstrate learning of the CHAMPS/Foundations content following the PD?	70% score 75% or higher on post-assessment	Post-Event Assessment score for PD attendees	L. Hamilton	Following PD
Were Foundations Teams established?	1 team/ Foundations school	List of members of Foundations Teams	SSIP Coaches	Annually
Did Foundations Teams use data to establish expectations for behavior?	List of expectations for each Foundations school	Review of Foundation Team logs	SSIP Coaches, P. Howard, T. Farmer, J. Cooledge	Annually
Have teachers received instructional coaching on CHAMPS and/or Foundations following PD?	At least 125 teachers receive instructional coaching for CHAMPS and/or Foundations by 2016-2017	AL SSIP Coaching Activity Log coaching records by teacher	SSIP Coaches	Monthly
Are teachers satisfied with the instructional coaching they have received?	80% report satisfaction	Coaching participants complete Coaching Evaluation Survey	J. Cooledge	Twice/year
Can 70% of teachers demonstrate CHAMPS with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of teachers can demonstrate 80% of the core components by 2020	Completion of STOIC internally; external fidelity check with CHAMPS Fidelity Form for 20% of teachers	Teachers implementing CHAMPS; P. Howard, L. Hamilton, T. Sanders	Twice/year, Fidelity once/year
Do 70% of Foundations schools demonstrate fidelity using the Foundations Rubric?	70% of Foundations schools can demonstrate 80% of the core components by 2020	Completion of Foundations Rubric internally; external fidelity check with Foundations Rubric for 20% of sites	Foundations Teams; P. Howard, L. Hamilton, T. Sanders, T. Farmer	Twice/year, Fidelity once/year
Do teachers and administrators in Foundations schools report a	75% report greater awareness	SSIP Stakeholder Survey results	J. Cooledge	Annually

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

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

Are there fewer tardies following Foundations implementation?	8% decrease in 2016-2017, and 10% by 2020	Comparison of tardy data in Foundations schools	SSIP Implementation Teams	Twice/year
Do SWD report greater satisfaction with their school and classes on the Safe and Civil Schools Survey?	7% increase in satisfaction by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019
Are students more satisfied with the safety of their schools, as measured on the Safe and Civil Schools Survey?	5% increase in safety scores by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019
Is there a decrease in discrepancy scores between teachers, parents, and students regarding school safety?	5% reduction in discrepancy scores by 2020	Safe and Civil Schools Survey results	Safe & Civil Schools	2016 and 2019
How many instructional staff and administrators have completed the implementation science and instructional coaching PD?	35 teachers and administrators by 2016-2017 and 40 by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	T. Farmer	Quarterly
How many instructional staff and administrators have completed the mapping the schedule PD?	50 teachers and administrators by 2019-2020	Count of participants on sign-in sheets, tracked in PD Database	T. Farmer	Quarterly
Did the ALSDE hire SSIP Coaches for each of the demonstration sites?	1 coach/region	Review of contracts	T. Farmer	Annually
Were the SSIP Coaches trained to provide coaching and information to demonstration sites?	100% of the coaches receive PD	List of PD with sign-in sheets	P. Howard	Twice/year
Were the SSIP Coaches satisfied with the PD?	80% of those trained report satisfaction	80% "Agree" or "Strongly Agree' regarding PD satisfaction on Post-Event Survey	J. Cooledge	Following PD

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

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

6 demonstration sites total by 2020 | Review of list of demonstration sites | C. Gage | Annually |
| How many instructional staff and administrators have completed the transition PD? | 12 teachers by 2016-2017 and 24 teachers by 2019-2020 | List of PD with sign-in sheets | C. Gage | Following PD |

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

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

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

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

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

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

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

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

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

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

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

Appendix III

AL SSIP Progress on Performance Measures

Appendix III: AL SSIP PROGRESS ON PERFORMANCE MEASURES
AL SSIP Updates from February 15, 2018 to February 14, 2019

Selection

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Was at least one middle school demonstration site identified for each region for co-teaching/co-planning and addressing behavior outcomes?	10 demonstration sites by Feb. 2016 12 demonstration sites total in 2016-2017	**16** middle school sites (39 total sites)	Yes
How many teachers are co-teaching/co-planning?	25 classes implementing co-teaching	There are **55** co-taught classes in 2018-2019.	Yes
How many classes and schools are implementing CHAMPS and Foundations?	25 classes implementing CHAMPS 8 sites implementing Foundations	**198** teachers are implementing CHAMPS (49 administrators and non-instructional staff); CHAMPS in all 55 co-taught classrooms **36** sites are implementing Foundations in 2018-2019	Yes
Were at least three transition demonstration sites identified, with an additional site added each year?	3 demonstration sites by 2016-2017 6 demonstration sites total by 2020	**12** demonstration sites in 2018-2019	Yes

Training

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
How many instructional staff and administrators have completed the co-teaching/co-planning PD?	48 teachers by 2016-2017 and 72 teachers by 2019-2020	Since January 2015, **240** staff have participated in co-teaching/co-planning PD. Between Feb. 2018 and Feb. 2019, 42 staff participated in co-teaching/co-planning training.	Yes

Was PD offered regarding reading and/or math instruction to teachers at SSIP demonstration sites?	50% of teachers teaching reading or math programs have received PD through coaches, ARI, or AMSTI	**85.29%** of teachers teaching reading and math intervention programs have received training on the specific intervention.	Yes
How many instructional staff and administrators have completed the CHAMPS and/or Foundations PD?	144 staff by 2016-2017 and 160 teachers by 2019-2020	Since January 2015, **922** staff have participated in behavior PD. Between Feb. 2017 and Feb. 2018, 641 staff participated in the CHAMPS/DSC and/or Foundations training.	Yes
How many instructional staff and administrators have completed the implementation science and instructional coaching PD?	35 teachers and administrators by 2016-2017 and 40 by 2019-2020	A total of: • **74** participants attended training from the Instructional Coaching Group • **24** participants attended Implementation Science PD	Yes
How many instructional staff and administrators have completed the mapping the schedule PD?	50 teachers and administrators by 2019-2020	**69** teachers and administrators completed the Mapping the Schedule PD total.	Yes
Were the SSIP Coaches trained to provide coaching and information to demonstration sites?	100% of the coaches receive PD	**100%** of coaches have received PD on SSIP initiatives	Yes
How many instructional staff, administrators, and parents have completed the transition PD?	40 teachers and parents by 2016-2017 and 75 teachers and 75 parents by 2019-2020	Since January 2015, **483** individuals have participated in transition training. Between Feb. 2018 and Feb. 2019, 184 individuals participated in transition PD.	Yes
How many teachers and parents participated in the transition modules?	30 participants by 2016-2017, 70 by 2020	**68** individuals have completed the transition modules.	Yes

Coaching

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Did the ALSDE hire SSIP Coaches for each of the demonstration sites?	1 coach/demonstration site	**1-2** coaches/per demonstration site (12 coaches for Initiatives 1-3)	Yes

Have teachers received instructional coaching on co-teaching/co-planning following PD?	At least 33 teachers receive instructional coaching for co-teaching/co-planning by 2016-2017	Over **139** staff have received instructional coaching on co-teaching/co-planning. There were 1,249 coaching events for co-teaching/co-planning total. Between Feb. 2018 and Feb. 2019, there were 232 co-teaching coaching events.	Yes
Have teachers received instructional coaching on CHAMPS and/or Foundations following PD?	At least 125 teachers receive instructional coaching for CHAMPS and/or Foundations by 2016-2017	Over **158** staff have received instructional coaching on CHAMPS or Foundations. Between Feb. 2018 and Feb. 2019, there were 685 CHAMPS or Foundations coaching events.	Yes
How much coaching did SSIP sites receive from an SSIP coach?	At least 40 hours of coaching/feeder pattern	The average number of coaching hours for Cohort I and II SSIP Demonstration sites was **61.71** hours. Fourteen out of 16 districts reached the target of 40 hours of coaching.	Yes, partially
Did the Transition class teachers receive coaching following PD?	100% of teachers	**100%** of Transition Demonstration Site Transition teachers had received coaching on transition	Yes
Did the transition PD participants receive coaching following PD?	50% of PD participants were coached	**57.41%** of staff and administrators who have completed transition PD received coaching	Yes

Implementation

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Do co-teaching dyads co-plan together?	90% of co-teaching dyads co-plan at least once/week	**91.18%** of dyads in SSIP co-teaching sites co-plan at least once/week	Yes
Do teachers implementing CHAMPS establish classroom expectations?	75% of teachers set expectations	**78.03%** of teachers implementing CHAMPS reported fully teaching expectations for classroom activities, transitions, routines, and policies.	Yes
Are students in classrooms implementing CHAMPS aware of the classroom expectations?	75% on STOIC	**66.47%** of teachers implementing CHAMPS scored 75% or higher on the question regarding students are taught how to behave responsibly in the classroom.	No

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Did sites offer a Transition class?	One class/site	**83.33%** of transition sites offer Transition classes. Ten of the 12 schools offer a transition class. During the 2018-2019 school year, two of the schools teach the curriculum, but not as a separate class.	Partial
Were students enrolled in transition classes?	20 students	Over **66** students were enrolled in Transition classes in Transition Demonstration Sites. In schools implementing the transition curriculum-only, there were over 322 students participating in the curriculum.	Yes
Were student schedules arranged for students to participate in the Transitions class?	Review of documentation	Yes, per interviews with administrators. Students were placed in Transition classes based on Essentials/Lifeskills graduation pathway and need of the student.	Yes
How many new vocational sites were established?	3/demonstration site	Over **15** sites were established in Elmore County and Gadsden City.	Yes
Were students placed in vocational sites?	2/demonstration site	Students were placed in Cohort 1 schools (Gadsden City and Andalusia City, and Elmore County).	Yes
Did teachers use the materials purchased with SSIP funds?	Observation of sites with reading and math programs	82.35% of schools implemented reading intervention programs, and 66.67% of schools implemented math intervention programs purchased with SSIP funds.	Partial

Project Management

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Were job descriptions drafted for instructional coaching positions?	Job description created	Positions were posted in the ALSDE Retirement System.	Yes
Was a supervisor for the coaches identified?	Supervisor identified	Theresa Farmer is the ALSDE supervisor of the coaches. Pamela Howard was the coach of the coaches.	Yes

Did SSIP demonstration sites receive financial resources from the ALSDE?	1 contract/site for SSIP sites awarded	**20** contracts were awarded (1/site)	Yes
Were stipulations on the fiscal management communicated to the demonstration sites that are aligned with EDGAR and ALSDE regulations?	Review of contracts	Theresa Farmer developed contracts for SSIP sites and Gwen Preston developed contracts for transition demonstration sites. The use of funds is articulated in the contracts. SSIP Coach Marti Rizzuto is currently conducting audits of materials and purchases at sites.	Yes
Did the ALSDE oversee the financial awards?	Annual budget for SSIP expenditures	The Coordinator, Theresa Farmer, oversaw the expenditures for SSIP sites.	Yes
Are evaluation data collected each year as outlined in the evaluation plan?	Evaluation data, as outlined in plan	Evaluation data requirements were outlined in the SSIP Data Manual and the SSIP Coaches' Data Manual.	Yes
Are the evaluation data reviewed at least twice/year?	2 times/year	Evaluation results shared on an on-going basis, and evaluation data are provided and reviewed at least monthly to members of the SSIP Team. The Evaluator also presented data to Coaches five times.	Yes
Was an SSIP Professional Learning Community formed?	PLC formed	**One** PLC was formed among the ALDE, SES Section and SSIP Coaches in Implementation Science.	Yes
Did the SSIP Professional Learning Community meet at least 8 times/year?	8 meetings/year	The Coaches' PLCs met **5** times between Feb. 2018 and Feb. 2019, however coaches and state staff met over 15 times formally and informally.	Yes

Facilitative Administrative—Infrastructure

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Did the ALSDE-SES, AMSTI, and ARI communicate and collaborate regarding the SSIP activities?	Interviews show higher collaboration.	The ALSDE-SES was in contact with ARI regarding the co-teaching dyads. ARI staff attended Stakeholders Meeting.	Yes, partially

		There was no additional contact with AMSTI.	
By 2017, was the Alabama Post-School Outcomes Survey schedule revised to collect data biannually?	Revision of data collection schedule	A new schedule was developed to reflect half of the state each year.	Yes
By 2018, was the Alabama Post-School Outcomes Survey collected biannually?	LEAs administer AL Post-School Outcomes survey every other year	Data collection on the new schedule began in FFY 2015.	Yes
Did the ALSDE-SES and national secondary transition center partners meet?	Meet at least 2 times/year	NTACT staff presented **twice** to teachers and staff at the Alabama Summer Professional Learning Conference.	Yes
Are there any barriers to administering the survey more frequently?	Review of barriers to survey implementation	No data at this time.	N/A
Did state transition partners meet at least twice a year to share activities related secondary transition?	Meetings 2 times/year	There were a total of **8** meetings in 2018-2019. The State Interagency Transition Team met twice. Transition Stakeholder group, a group established by the Alabama Disability Advocacy Program that began partnering with the SSIP, met twice. Student Self Determination Conferences were held twice in spring 2018. ENGAGE AL Conferences were held twice in summer 2018.	Yes
How many times did demonstration site staff present at meetings or conferences?	At least 2 presentations/year, beginning in 2016-2017	There were at least **8** presentations by demonstration sites during 2018-2019. Presentations occurred at the MEGA conference (3) and the Regional Inservice Center meetings.	Yes
Where did staff present, and what types of participants attended the meetings/conferences?	List of meetings/conferences and audience type	Presentations by SSIP staff occurred at the Curriculum and Instruction meetings (4 meetings), SSIP Stakeholder Meeting; one Transition Parent Focus Group; MEGA conference (multiple sessions); ALSDE, SES Section.	N/A

| Were four stakeholder meetings convened each year? | 4 meetings/year | **Six** stakeholder meetings were convened to address SSIP activities: 1) SSIP Stakeholder Meeting; 2) Parent Transition Focus Groups (1 focus group); 3) SSIP Transition Stakeholder group (2 meetings); 4) MEGA Conference; and 5) the 2018 University Forum. | Yes |
| Which type of stakeholders participated in the stakeholder meetings? | Review of meeting attendees, by category | Parents in demonstration sites; parents of students of transition age; local educators; administrators; ALSDE staff; state agency representatives; IHE professors | N/A |

Facilitated Administrative—School and District

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Were Foundations Teams established?	1 team/ Foundations school	**100%** of Foundations schools had a Foundations Team. Some sites combined Foundations and Implementation Teams.	Yes
Did Foundations schools administer the Safe and Civil Schools Foundations Survey annually?	75% of Foundations schools administer the SCS Survey each year, beginning in 2016-2017	**91.89%** of schools had administered the SCS Survey in the prior 12 months.	Yes
What are barriers to implementing the Safe and Civil Schools practices?	Qualitative results of interviews	One of the most frequently mentioned areas of change for the project overall was a lack of buy-in and support, particularly for schoolwide implementation of Foundations. Other barriers included: follow-through among staff and leadership, communication, and commitment of staff.	N/A
Were SSIP Implementation Teams formed for SSIP work?	One team/site	**73.68%** of demonstration sites have fully implemented a designated SSIP Implementation Team.	No

Did the SSIP School Implementation Teams meet at least three times/year?	85% of sites meet at least 3 times/year	**Among sites with** SSIP Implementation Teams, 100% of the teams have met at least 3 times/year	Yes
Were schedules developed for sites who attended the Mapping the Schedule PD?	70% of sites implemented the Mapping the Schedule system by 2017-2018	**37.50%** of sites fully implemented the Mapping the Schedule system for 2018-2019	No
Are there any barriers to implementing the system of scheduling?	Reports of barriers	Barriers include: Lack of staffing, skills of special education teachers, not enough understanding about how to schedule, ensuring credit requirements are met at the secondary level	N/A
Was the Transition Curriculum purchased for demonstration sites?	100% of sites	**100%** of sites purchased Transitions Curriculum.	Yes
Did demonstration sites create budgets for SSIP funds?	1 budget/site	Each site developed a budget for the FY 2017 awards.	Yes
Were data collected by the SSIP sites, as outlined in the evaluation plan?	Evaluation data for each SSIP site	Evaluation data collection was collected according to the SSIP Data Manual. All sites shared at least some SSIP data, although there were missing data.	Yes, partially
Were data, observation results, and evaluation findings reviewed at least annually?	80% of teams review data annually	**72.37%** of Implementation Teams reviewed data and results at least once per year.	No
Did schools develop an improvement plan related to SSIP initiatives?	100% of sites develop a plan	**71.05%** of schools had created a plan to address areas of improvement and priorities for SSIP based on the data and observations.	No

Satisfaction

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Were participants satisfied with the PD?	Average satisfaction rating of 80%	For co-teaching/co-planning, CHAMPS, Foundations, and other (e.g., coaching and leadership) PD, the average satisfaction rating among participants was **91.94%.**	Yes

			For transition PD, the average satisfaction rating among participants was **88.2%**.	
Were the teachers/administrators satisfied with the co-teaching/co-planning PD?	Average satisfaction rating of 80%		For co-teaching/co-planning PD, the average satisfaction rating among participants was **97.2%**.	Yes
Do co-teaching dyads report satisfaction with the co-planning process?	Average satisfaction rating of 75% for co-teaching and co-planning initiative		The average satisfaction rating for co-planning was 78.71% among participants in the co-teaching and co-planning initiative.	Yes
Are staff satisfied with the Safe and Civil Schools practices?	Average satisfaction rating of 75% for CHAMPS		The average satisfaction rating for CHAMPS/DSC by staff responding to the Stakeholder Survey was **84.18%.**	Yes
Are staff satisfied with the Safe and Civil Schools practices?	Average satisfaction rating of 75% for Foundations		The average satisfaction rating for Foundations by staff responding to the Stakeholder Survey was **85.12%.**	Yes
Are teachers and administrators satisfied with the system of scheduling?	Average satisfaction rating of 80%		The average satisfaction rating for the mapping system of scheduling by staff responding to the Stakeholder Survey was **74.26%.**	No
Are more parents satisfied with the transition programs and services from the school, district, and ALSDE-SES over time?	75% of parents reported satisfaction with services at each level per parent focus groups/interviews by 2020		The average satisfaction ratings for transition services at each level were: • School: 53.75% were satisfied • District: 52.94% were satisfied • ALSDE: 78.18% were satisfied	No
Were teachers and administrators satisfied with the coaching they received?	80% report satisfaction		**86.28%** of PD recipients indicated they were satisfied with the coaching they had received. The average satisfaction rating for coaching was 91.00% among *administrators* responding to the Coaching Survey, and the average satisfaction rating for coaching was 84.94% among *teachers*.	Yes
Were recipients satisfied with the coaching they received for each initiative?	80% report satisfaction		Among those staff participating in a particular initiative, the average coaching satisfaction ratings were: • Co-teaching: 87.41% • CHAMPS: 86.28% • Foundations: 86.40%	Yes

Are teachers who attended SSIP PD satisfied with the SSIP project in their schools?	Average satisfaction rating of 75%	The average satisfaction rating from teachers responding to the SSIP Stakeholder Survey for the *four initiatives* of the SSIP project:
		
		• Co-teaching/Co-planning initiative:
		   o Co-teaching: 77.05%
		   o Co-planning: 76.17%
		• CHAMPS initiative: 83.30%
		• Foundations initiative: 82.91%
		• Mapping the schedule: 75.00%
			Yes

Do teachers have buy-in to the new approach to scheduling?	Average satisfaction rating of 70% for the scheduling process in 2017-2018, and 75% by 2020	*Teachers* responding to the Stakeholder Survey gave the mapping initiative an average satisfaction rating of **75.00%.**	Yes
Are SWD who attend their IEP meetings satisfied with their participation?	70% are satisfied with participation by 2020.	No data at this time.	N/A
Were participants satisfied with the transition modules and information?	Average satisfaction rating of 80%	The average satisfaction rating among participants in transition PD was **88.2%**.	Yes
What areas of the AL SSIP were stakeholders and school staff the least satisfied?	AL SSIP Stakeholder Survey results	Of the four key initiatives, respondents to the SSIP Stakeholder Survey were least satisfied with mapping, with an average satisfaction rating of 74.26%.	N/A

Learning Measures

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Do teachers/administrators demonstrate learning of the co-teaching/co-planning content following the PD?	Average score of 75% or higher on the post-assessment or at least a 15% increase from pre- to post-assessment correct scores.	The average post-assessment score among co-teaching/co-planning PD participants was **64.73%.**	No
Do teachers/administrators demonstrate learning of the CHAMPS/Foundations content following the PD?	Average score of 75% or higher on post-assessment	The average post-assessment score among CHAMPS PD participants was **69.97%.** The average post-assessment score among Foundations PD participants was **73.43%.**	No

			Yes
Do teachers and administrators report learning new skills as a result of the coaching?	Average rating of 75% for learning new skills	The average rating for increased skills as a result of *coaching* was **84.67%** among respondents to the SSIP Stakeholder Survey.	Yes
Do teachers and administrators report learning new skills as a result of the SSIP initiatives?	Average rating of 75% for learning new skills	The average rating for gaining new skills as a result of the *SSIP initiatives* was **87.04%** among respondents to the SSIP Stakeholder Survey.	Yes

Using Data

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Do co-teaching dyads assess SWD on a progress monitoring assessment at least three times/year?	80% of sites assess SWD 3x/year	**97.43%** of sites progress monitor at least 3x/year	Yes
Have co-teaching dyads utilized the progress monitoring results for SWD to adapt instruction?	70% of teachers use data	**66.67%** of co-teaching dyads use data to adapt instruction.	No
Did Foundations Teams use data to for designing, implementing, and revising schoolwide positive behavior supports?	70% of Foundations Teams use data to establish supports	**93.06%** of Foundations Teams use data to design, implement, and revise behavior supports	Yes
Do the activities of the transition class reflect the student IEP goals?	Review of goals with Transitions curriculum	The Transitions curriculum was aligned with the state IEP goals in July 2016. **87.5%** of teachers of Transition courses report using the alignment to select which lessons to teach out of the curriculum.	Yes

Fidelity

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Can 70% of teachers demonstrate co-teaching and co-planning with fidelity using the Co-Teaching/Co-Planning Observation Form?	70% of co-teaching teachers can demonstrate 80% of the core components by 2020.	**84.48%** of co-teachers showed fidelity with co-teaching on the AL SSIP Classroom Observation Form. **86.00%** of co-teachers showed fidelity on co-planning on the AL SSIP Co-Planning Observation Form.	Yes
Do general and special education co-teaching dyads demonstrate developing specialized instruction for SWD on the Co-Planning Form?	50% by the end of 2016-2017, with a 10% increase each subsequent year	**100.00%** of the co-teachers demonstrate developing specially designed instruction for SWD on the AL SSIP Co-Planning Observation Form.	Yes
Have general and special education co-teaching dyads offered individualized instruction for SWD?	70% of SSIP classroom observations yield a score of 80% or higher for the "Specialist's Role" fidelity component.	**92.86%** of co-teachers in the SSIP demonstration sites demonstrated fidelity for the Specialist's Role on the external observations of SSIP dyads.	Yes
Can 70% of teachers demonstrate CHAMPS with fidelity using the STOIC/CHAMPS fidelity form?	70% of teachers can demonstrate 75% of the core components by 2020	**84.62%** of teachers demonstrated fidelity in CHAMPS when using the AL SSIP Classroom Observation Form or the STOIC self-assessment.	Yes
Do 70% of Foundations schools demonstrate fidelity using the Foundations fidelity form?	70% of Foundations schools can demonstrate 80% of the core components by 2020	**88.89%** of schools implemented Foundations with fidelity on the Foundations Implementation Tool elements.	Yes
Can 70% of teachers using SSIP-purchased reading and math intervention programs use the interventions with fidelity?	70% of teachers can demonstrate 80% of the core components on the respective reading or math intervention fidelity form.	**82.35%** of schools implemented reading intervention programs in 2018-2019; **66.67%** of schools implemented math intervention programs in 2018-2019	Partial

Resources/Materials

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Did demonstration sites disseminate resources and information to parents and other stakeholders?	Information or resources disseminated to 250 parents/stakeholders	Approximately **3,296** parents/stakeholders received information or resources from demonstration sites. 48.65% of sites had developed materials and resources for parents regarding the SSIP.	Yes
What types of information was disseminated?	Review of materials disseminated	Among responding schools, information was shared about SSIP (general), Foundations (general), Guidelines for Success, CHAMPS, co-teaching, and transition.	N/A
Did the ALSDE and its partners collaborate to provide at least two new transition-specific resources for parents each year?	Two resources/year	**Two** new resources developed and two additional products are in development: • The ALSDE Engage AL app for students to use when planning for transition. • The *Transition Engagement Series 3: Helping Students Lead the Transition Process* document was developed and made available on the ALSDE, SES Section's Transition Landing Page.	Yes

Collaboration

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Do general and special education co-teaching dyads report greater collaboration in a Stakeholder Survey?	60% of teachers report higher levels of collaboration	**80.51%** of participants reported general and special educators collaborate more as a result of the SSIP.	Yes

What percentage of partners reported better communication among each other?	70% report greater communication on Stakeholder Survey by 2020	**80.81%** of participants reported improved collaboration as a result of the SSIP.	Yes
What percentage of teachers, administrators, and parents reported better <u>communication</u> among each other?	70% report greater communication on Collaboration Survey by 2020	On the Indicators of Family Engagement Tool, parents rated the Communication category an average of **67.50%**.	No
What percentage of teachers, administrators, and parents reported more <u>collaboration</u> among each other?	70% report more collaboration on Collaboration Survey by 2020	On the Indicators of Family Engagement Tool, parents rated (school) "Partnerships" an average of **58.25%**.	No
Did the ALSDE, AL PTI, and the AL SPDG collaborate?	Review of documentation	Collaboration through: • One parent focus group; • Co-hosted two regional ENGAGE Alabama trainings with the AL PTI for parents and educators. • Collaborated with AL PTI for two self-determination meetings for parents.	Yes
Do LEAs report better communication regarding secondary transition expectations from the state?	50% of LEAs report better communication by 2017-2018, with an increase to 65% by 2020.	[Baseline during 2017-2018] Average rating on SITT Collaboration Survey is 2.6 out of 5 (**56%**).	Yes

Academic

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
How many students receive individualized instruction in the co-taught classrooms?	223 students by 2018	In 2018-2019, **1091** students were in AL SSIP co-taught classes.	Yes
Are students in the co-taught classroom engaged in the instruction?	85% of students are observed as engaged in instruction	The average engagement of students in co-taught classes observed by external observers was **91.08%**.	Yes
Are SWD in co-taught classrooms demonstrating progress on reading and math progress monitoring assessments over a year?	45% show increases on progress monitoring	**71.22%** of SWD in co-taught classes showed increases in progress monitoring during the 2017-2018 school year. The average gain on progress	Yes

		monitoring assessments was 92.23 points for SWD vs. 97.91 points for SWOD. The following demonstrate the percentage of SWD who showed gains on progress monitoring during the 2017-2018 school year by co-teaching class (reading/math): • Reading SWOD: 71.49% demonstrated progress • Reading SWD: 65.42% demonstrated progress • Math SWOD: 85.71% demonstrated progress • Math SWD: 77.60% demonstrated progress	
Do certain disability subgroups show more growth on the state assessment?	Comparison of subgroups on Scantron Assessment (previously ACT ASPIRE)	The following demonstrate the percentage of SWD by subgroup who showed gains on Scantron during the 2017-2018 school year. Subgroups with less than 8 were not included: • AUT: 78.79% showed progress • ED: 81.82% showed progress • ID: 78.26% showed progress • OHI: 65.63% showed progress • SLD: 69.72% showed progress • SL1: 70.00% showed progress The largest difference was 36.19% between subgroups.	Yes, 16.19% difference
Did the achievement gap on progress monitoring between SWD and SWOD decrease in co-taught classrooms?	SSIP sites show a 15% gap, or less, between students with disabilities and students without disabilities on the Scantron assessment by 2020.	There was a **5.68%** gap in the percentage who demonstrated gains between SWOD and SWD on the Scantron assessment.	Yes

Behavior

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Are more students learning in a safe and civil environment?	At least 2500 students are learning in a safe and civil environment	Over **6,000** students are learning in SSIP schools implementing Safe and Civil Schools practices with fidelity.	Yes
Do schools have fewer office discipline referrals in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease from baseline in 2016-2017, and 4.5% decrease by 2020	There was a **72%** decrease in the number of ODRs from baseline to Fall 2018. For SWD, there was a 77**%** decrease in the number of ODRs from baseline to Fall 2018.	Yes
Do schools have fewer in-school/out-of-school suspensions in demonstration site schools than before the implementation of Safe and Civil Schools programs?	2% decrease in 2016-2017, and 4.5% by 2020	There was a **72%** decline in the number of in-school suspensions from baseline to Fall 2018.	Yes
Are students more satisfied with the safety of their schools, as measured on the Safe and Civil Schools Survey?	Increase in 5% for safety scores by 2020	An average of **0.37%** more students were satisfied with the safety of their schools in 2017-2018 compared to 2016-2017.	No
Is there a decrease in discrepancy scores between teachers, parents, and students regarding school safety?	5% reduction in discrepancy scores by 2020	There was an average **-0.55** decrease in discrepancy scores between the 2016-2017 and 2017-2018 administration of the Safe and Civil Schools Survey. The goal is to decrease the discrepancy scores, and all three areas groups showed a decrease in the discrepancy scores between SY 2016 and SY 2017: • Staff and Parents: -0.13% difference • Staff and Students: -0.70% difference • Parents and Students: -0.83% difference	No

Attendance

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Has average daily attendance (ADA) improved following Foundations implementation?	ADA to 0.5% increase over baseline by 2020.	Average Daily Attendance (ADA): Median of **1.04%** increase from baseline (Spring 2015) to Fall 2018. 77.8% of sites showed gains in ADA.	Yes
Have unexcused absences data improved following Foundations implementation?	Unexcused absences to 12% decrease over baseline by 2020.	Unexcused Absences: Median decrease of **43.53%** in the number of unexcused absences from baseline to Fall 2018. There was a median decrease of 46.8 unexcused absences from baseline to Fall 2018. 81.8% of SSIP Cohort Demonstration Sites showed improvements in unexcused absences.	Yes
Have chronic absence data improved following Foundations implementation?	Chronic absences to 34% decrease over baseline by 2020.	Chronic absences (missing 10% or more of a semester): Median decrease of **62.75%** in the number of chronic absences from baseline to Fall 2018. There was an average decrease of 32 students who were chronically tardy from baseline to Fall 2018. 90% of SSIP middle school demonstration sites showed improvements in chronic absences.	Yes
Are there fewer tardies following Foundations implementation?	The number of tardies show a 40% decrease over baseline by 2020.	Tardies: Median decrease of **59.56%** from baseline (Spring 2015) to Fall 2018. There was a median decrease of 136.7 tardies/month between baseline and Fall 2018. 81.82% of SSIP Cohort Demonstration Sites showed improvements in the number of tardies.	Yes

Changes in Practices and Policies

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
What changes have occurred in staffing, policies, and administration as a result of SSIP participation?	Evidence of changes following participation.	General: When sites present to other districts and site visits, they prompt other sites to reach out for more information. Increase in communications to demonstration sites asking how to participate and implement the SSIP initiatives. Sites who have visited have become Cohort II sites. Also, there have been sites who visited in 2018-2019 who are interested in adopting the SSIP practices. State level changes in staffing: Two transition coaches were hired. Moved toward using internal coaches. Hired a systems coach. Transition: Statewide policies, resources, procedures. Greater parental involvement through meetings around transition. Co-Teaching: Scheduling for co-teaching/co-planning; Staffing changes of special educators in the general education classrooms CHAMPS/Foundations: Development of Foundations and CHAMPS teams at schools. Processes for turn-around training. Changes in policies for drop-off/pick-up, playground, and common areas.	N/A
How have the ALSDE and LEAs used the results of the Alabama Post-School Outcomes Survey to modify programs and practices?	Evidence of using results of PSO data.	The data showed a need to increase competitive employment, and one predictor is to increase community-based work opportunities. In many cases, students do not have sufficient preparation for community-based work. In 2018-2019, the ALSDE provided funding to 14 LEAs to purchase	N/A

		evidence-based transition curriculum in order to better prepare students for work.	
		The PSO data showed a differential in participation rates for female students. The ALSDE is continuing to work with districts to identify barriers for females and the root causes to better identify additional strategies.	
		The SSIP Team developed and delivered a webinar for Alabama Post-School Outcomes Survey administration.	
		The ALSDE-SES and AL PTI develop additional training on student self-advocacy and self-determination at a series of conferences/training events in Spring and Summer 2018.	
		The ALSDE-SES is emphasizing that LEAs select certified, professional staff to administer the Post-School Outcomes Surveys in FFY 2018.	
What changes occurred as a result of transition partner meetings?	Review of meeting minutes	Changes: 1) More communication; 2) Development of new resources (e.g., the Engagement Series); 3) Greater focus on student self-determination and self-advocacy (planning of transition conference on self-determination in March 2019).	Yes

Transition

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Were SWD in demonstration sites placed in community-based vocational settings?	30 students by 2017-2018	At least **28** students have been placed in community-based vocational settings or are working. Gadsden City has a Transition IV class, which is community-based placements.	No

Do students have the knowledge and skills to assist with post-secondary planning?	60% of Transitions class students have 70% or higher on the Student Transition Survey	**83.64%** of students completing the Student Transition Concepts Survey scored 70% or higher. The average score was 76.63% on the survey.	Yes
Are a greater percentage of SWD in the demonstration sites participating in their IEP meetings?	5% increase over baseline by 2020.	78.81% of students indicated they had attended their last IEP meeting, and **75.51%** reported speaking about post-graduation plans. In Gadsden City, all Seniors had self-directed IEP meetings during 2017-2018. The district has begun providing instruction to students beginning in 9th grade to assist them with leading their IEP meetings by 11th and 12th grade.	N/A
How have parents and teachers used the information from the transition modules and information?	60% report using the information, review of usage	Among responding parents and teachers, **82.35%** reported using the information from the transition modules or transition training.	Yes

Parent Collaboration

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
How many parents participated in focus groups/interviews?	25 parents/year	**7** parents participated in one focus group or interview.	No
Were the participating focus group parents representative of Alabama parents of SWD?	List of attendees by region, age of SWD, type of disability	Three regions—rural, urban, and suburban representation. All family members had children of transition age (12-23). Disability types varied, although not all disability categories were represented. Furthermore, there was a high number of parents of students with low-incidence disabilities.	Yes
How many parent and community stakeholders participated in SSIP planning and feedback?	At least 2 parents or stakeholders/ demonstration site	**21.05%** of Implementation Teams reported having a parent member of the team.	No

How were parents and community stakeholders involved in the SSIP demonstration site planning and feedback?	Review of SSIP Implementation Team minutes	Administrators reported administering the Safe and Civil Schools Foundations Survey to parents. 21% of schools have a parent member on their SSIP Implementation Team.	N/A
Did focus group/interview parents offer ideas regarding program improvements, materials developed for parents, and needed resources and training?	Focus group/interview results	Key themes from the focus group included: • Students with disabilities need more access to improving life skills. • Schools and districts need to improve communication with parents. • Parents want to be connected with other agencies that offer resources. • Parent-to-parent learning is an effective tool that should be fostered.	Yes
How did the ALSDE-SES use the information from the focus groups/interviews for program improvement?	Interviews with ALSDE-SES staff	The ALSDE used the information from the parent focus groups to: • Create the *Engage Alabama* app for students of transition age • Develop the *Engagement Series #3—Helping Students Lead the Transition Process* • Revise the Alabama Transition Landing page on the ALSDE website • Develop and lead for a Student Self-Advocacy/Self-Determination conference • Develop and lead two Engage Alabama parent trainings for transition • Provide funding for 14 districts to purchase transition curricula, and to implement a transition curriculum in middle school and/or high school. • Ensure LEAs are selecting certified, professional staff to collect *Post-School Outcome Survey* data. In Summer 2019, the AL PTI will develop a manual for parents addressing safety issues. This resource was directly spurred by the transition parent focus group results in Spring 2018.	N/A

Have more parents reported having increased awareness and skills for helping their child make a successful secondary transition?	75% of parents reported more knowledge per parent focus groups/interviews by 2020	**83.53%** of parents reported they had more knowledge regarding transition in 2018-2019.	Yes
How have parents used the information to help their child make a successful secondary transition?	75% of parents reported confidence in ability to help child per parent focus groups/interviews by 2020	**76.47%** of parents reported they were confident in their ability to help their children make a successful secondary transition.	Yes
Did parents in demonstration sites report greater awareness of SSIP practices and data?	Increase in AL SSIP Stakeholder Survey results	No data at this time.	N/A
Has the state's parent involvement rate increased by 2%?	2% increase by 2020	Indicator 8 data (parent involvement) in FFY 2016 was 78.02%. The Indicator 8 data for FFY 2013 was 75.13%, representing a **2.89%** increase.	Yes

Demonstration Site Visits

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Do SSIP demonstration sites have resources and protocols established for site visitors?	Once determined to be demonstration ready, all sites have evidence of resources and protocols	**66.67%** of sites determined to be demonstration-ready have all protocols and resources for site visitors	No
Do SSIP demonstration sites use the protocols they have established for site visitors?	100% of demonstration sites hosting visitors use established protocols for school visitors.	**100%** of sites hosting visitors use established protocols	Yes
How many schools within a region visit demonstration sites?	20 site visits by other schools by 2018	**34** site visits by other schools	Yes
Do visiting schools adopt SSIP practices following site visits?	3-5 schools adopt practices by 2018; 10 schools by 2020	**11** schools have adopted practices and are Cohort II sites.	N/A

Post-School Outcomes

Evaluation Questions	Performance Measure	2018-2019 Data	Met Performance Measure?
Did Indicator 14b (AL SiMR) increase over baseline?	Increase between FFY 2013 Indicator 14b and FFY 2018	60.02% of students were enrolled in higher education or competitively employed in the 2016 reporting year. The FFY 2017 data represent a **2.33% decrease** from baseline (FFY 2013 reporting year).	No
What percentage of SWD from the SSIP high school feeder patterns were enrolled in post-secondary education by 2020?	Will exceed baseline by 3% for SSIP feeder pattern high schools	23.03% of SWD from SSIP feeder pattern high schools participating in the 2017 AL PSO survey were enrolled in higher education (Indicator 14a). The baseline rate was 19.50%. Therefore, the post-secondary enrollment was **3.53%** higher than baseline.	Yes
What percentage of SWD from the SSIP high school feeder patterns were competitively employed by 2020?	Will exceed baseline by 4% for SSIP feeder pattern high schools	58.99% of SWD from SSIP feeder pattern high schools participating in the 2017 AL PSO survey were competitively employed (Indicator 14b). The baseline rate was 51.50%. Therefore, the post-secondary enrollment was **7.49%** higher than baseline.	Yes

Appendix IV

Outcomes by Evaluation Questions and Performance Measures

Appendix IV: AL SSIP Outcomes by Evaluation Question and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix V

Theory of Action Tables

Appendix V: AL SSIP Theory of Action Tables

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

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

| *Create a system and culture for supporting students with disabilities, teachers, and administrators through implementation science practices.* | …selects schools for each region consistent with the Exploration Stage of implementation to serve as SSIP demonstration sites

…offers professional development on implementation science to middle school and high school demonstration sites

…offers professional development and coaching on instructional coaching to administrators and coaches in middle and high school demonstration sites

…offers professional development on mapping the schedule for SWD for middle school demonstration sites

…provides districts with coaches to work with district and building administrators regarding implementing the SSIP initiatives | …will create school-based Implementation Teams for leadership, professional development, and coaching

…will create a schedule for meeting the needs of SWD based on mapping the schedule, and will implement the schedule in the SSIP sites

…will have greater awareness and skills regarding instructional coaching and implementation science

…will collaborate with SSIP coaches to implement the SSIP initiatives

…will develop protocols and resources for schools within the region who visit the demonstration sites | …will have greater awareness and understanding of how the various SSIP components complement each other to create better outcomes for SWD

…will work with administrators to implement mapping the schedule

…will collect student-level and teacher-level data, and make adjustments based on the results

…will model and share ideas with other teachers within the region regarding SSIP programs and practices | SWD receive comprehensive services to address their academic, behavior, and secondary transition needs.

SWD are placed in the appropriate general education setting, with the supports they need to meet their IEP goals.

Teachers, administrators, district administrators, and parents communicate and collaborate to better serve SWD.

Other schools within the region have the opportunity to see best practices in co-teaching/co-planning, Safe and Civil Schools, and transition implemented in school and classroom settings. |

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

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

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

Engage parents and stakeholders in training, information sharing, and feedback for program improvement.	…convenes multiple stakeholder meetings across groups, including SEAP members, parent groups, and community and professional settings to solicit contributions and feedback for SSIP program improvement

…collaborate with the AL PTI around development and dissemination of relevant resources for parents and other stakeholders related to evidence-based practices, including transition services

…with the AL PTI, convene parent focus groups and/or interviews to solicit feedback and perceptions about progress of the SSIIP related to parent concerns, including transition information and resources | …will have participation among district and community stakeholders in SSIP planning and feedback

…will assist the ALSDE and AL PTI with the dissemination of resources and information for parents and other stakeholders related to evidence-based practices | …will have increased awareness among parents of SWD of SSIP practices, including transition, and evaluation data for those sites

…will offer parent feedback regarding the SSIP implementation

…will participate in AL PTI training and receive resources for parents that will assist parents in helping their children make successful secondary transitions

…will participate in parent focus groups and offer ideas and feedback regarding program improvement at the state and district levels, materials developed for parents of SWD, and needed resources and training related to transition | A higher percentage of parents report having increased awareness and skills related to helping their child make a successful secondary transition.

There is a higher rate of parent involvement.

More parents at SSIP sites are satisfied with the programs and services related to transition at the school, district, and the ALSDE-SES.

There is a greater collaboration among community partners, parents, and the ALSDE-SES.

The ALSDE has the data to guide the implementation of policies and practices of the state related to the SSIP. |