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EXECUTIVE SUMMARY
ALABAMA STATE PERSONNEL DEVELOPMENT GRANT (SPDG) – YEAR 4

During school years 1997 and 1998, the Alabama State Department of Education (SDE), Special Education Services (SES), conducted a needs assessment to develop the first State Improvement Grant (SIG) plan. The needs assessment found that students with disabilities in Alabama were in need of (1) increased academic performance, (2) a lower dropout rate, (3) lower suspension and expulsion rates, and (4) adequate numbers of fully certified teachers filling critical positions.

With these needs in mind, the first five-year SIG conducted interventions to meet these needs. Following five years of successful implementation, Alabama was granted a second three-year SIG to continue addressing state needs in special education. The third Alabama State Personnel Development Grant (SPDG) continues and expands the initiatives of the first two SIGs.

During the initial two SIG funding periods and the present SPDG funding period, Alabama has worked diligently to improve academic and behavioral outcomes for all students, including students with disabilities. The Alabama SPDG has a history of initiating pilot programs that are then expanded through leveraging of other state and federal program funds [e.g., Gaining Expertise through Mentoring and Support (GEMS) teacher stipends]. Continuation of this pattern of program expansion, however, has been somewhat impacted by succeeding years of reduced revenue in the Education Trust Fund (ETF). This pattern of revenue shortfalls has specifically impacted the Alabama SPDG's performance in Goal 4: Recruitment and Retention of qualified personnel. Alabama, as most other states, has experienced a state revenue shortfall. Accompanying the fiscal shortfalls and proration is a rapid rise in retirement of teachers and restricted hiring of new personnel, as well as possible reductions-in-force policies implemented by local education agencies (LEAs). These events will continue to negatively impact the number of teachers serving Alabama schools.

With these needs in mind, SPDG has worked to develop and expand alternate sources of service delivery in order to provide support to remaining personnel, such as webinars, on-line coaching (Virtual Bug-in-the-Ear), and Wikispaces. During Year 5 of the Alabama SPDG, staff will continue to explore additional avenues to provide support through technology utilization and maximizing linkages with SDE, community, and university partnerships. The SPDG looks forward to providing additional information regarding the results of these efforts during the next reporting period.

Goal 1: Early Literacy and Math

Literacy has been a focus in the first two Alabama SIG/SPDG projects; however, the goals of the new SPDG have broadened to include mathematics literacy in an effort to address substantial challenges in this area. The math achievement gap had shown little improvement over the last several years. Consequently, during the current five-year SPDG, the SDE/SES is implementing special education math programs in elementary and middle schools. The Voyager Math (Vmath) program was implemented within 12 Alabama school systems during Year 1 of the SPDG and four additional districts in Year 2 (16). During Years 3 and 4, 14 of the 16 schools continued to participate in the Vmath program. A total of 166 participants received 15

professional development/trainings in Vmath during Year 4. This Report provides a summary of student progress made in Grades 3-8 in Computational Fluency using the Vmath program.

Additionally, the SPDG and the Alabama Parent Education Center (APEC) provided ongoing training to parents in areas of literacy, numeracy, and behavior during Year 4. About 549 participants received professional development in 23 trainings. Early Literacy/Reading/Intervention and Evaluation trainings were provided to 170 participants in eight trainings. Early math intervention training was provided to 63 participants in one training, and positive behavioral supports trainings were provided to 316 participants in 14 trainings. These trainings were based upon scientific- or evidenced-based instructional practices. Follow-up technical assistance and resources were provided for the training participants.

Reach Out and Read (ROR) sites grew from 41 in 2007 to 60 in 2010. This enables about 700 pediatric healthcare providers throughout the state to participate in the ROR program. At every health supervision visit, children ages six months to five years receive a new developmentally appropriate book. Medical providers encourage parents to use the book to read aloud to their children. In addition, the medical providers offer strategies and guidance to the parents to facilitate early literacy. In addition, parents are encouraged to use the ROR Web site that is designed to assist families and professionals with relevant information and shows how to emphasize family engagement.

Goal 2: *Make Sense Strategies (MSS) and Strategic Instruction Model (SIM) and Implementation of LANGUAGE!* and Transmath

To help students succeed and reduce dropouts, the *Make Sense Strategies (MSS)* program was implemented during the previous SPDG. The Stanford Achievement Test (SAT) and the state graduation testing of students using MSS found substantial improvements in participating students over control students from baseline scores in writing, vocabulary, and social studies.

During Year 1, refinements were made in MSS including streamlining the navigation system, updating all of the graphic organizers and SMARTsheets resources, and improving teacher samples. The MSS program has been combined with the University of Kansas Center for Research on Learning-Strategic Instruction Model (KU-CRL), which is another SBR program intended to offer students a key to unlocking text and nurturing understanding.

MSS and SIM Instructional Enhancements and Learning Strategies were implemented within two middle schools and their feeder high school. Training in MSS was provided throughout Year 1 to 473 participants as well as 287 collaboration/co-teaching participants. During Year 2, nine MSS and SIM trainings were provided for 154 participants. During Year 3, there were four MSS trainings of 42 participants and four SIM trainings of 154 participants. In Year 4, there were 22 MSS trainings (702 participants) and 19 trainings involving SIM and SIS for 186 participants.

Follow-up assistance was provided by the Coordinator of Goal 2 throughout Years 1-3 for school systems in the state that have implemented MSS for more than three years. A foundation of professional development utilizing two Alabama universities, consultants from the University of Kansas Center for Research, and the SDE/SES staff provided substantive professional development. This same level of technical assistance was again

provided during Years 3 and 4. Student progress in the MSS/SIM strategies is being measured by PIRATES Test Taking Strategy and LINCS Strategy. During Years 3 and 4, MSS and SIM began in two new school districts. Fidelity of implementation measures using PIRATES, LINCOS, Sentence Writing, and ThinkLink Learning all show statistically significant gains beyond the .01 level.

Training regarding Collaborative/Education continued during Year 4. There were 15 Seamless Instructional Support trainings with evaluations and all (100 percent) received ratings of 4.0 or above (on a 5-point scale) on increasing knowledge and beneficial to participant work. Also during this year, there were five trainings Collaboration/Co-Teaching that had participant evaluations. All five trainings (100 percent) received average participant ratings of 4.00 or higher in increasing knowledge and beneficial to participant work.

During Year 3, *LANGUAGE!* was implemented in six school improvement sites. Transitional Math was implemented at four school improvement sites. *LANGUAGE!* and Transitional Math both have on-line student progress management systems that are being used to track implementation fidelity.

During Year 4, several LEAs expanded *LANGUAGE!* and Transmath implementation by leveraging other federal funds. During Year 4, there were two *LANGUAGE!* trainings and Transmath trainings, both of which also received ratings of 4.00 or higher in increasing knowledge/beneficial to participant work. Statewide spring testing results will be analyzed for the implementation sites using both reading and math results to determine the impact of the interventions.

Goal 3: Positive Behavioral Supports (PBS)

Initially, several efforts were introduced in an attempt to reduce office discipline referrals, suspensions, and unilateral removals. Of these efforts, the Positive Behavioral Supports (PBS) program offers the potential to reduce unilateral removals, long-term suspensions, short-term suspensions, and office discipline referrals by 30 to 50 percent three years after implementation. PBS is in the process of being expanded statewide, especially in schools that have been in school improvement status [i.e., not passed Adequate Yearly Progress (AYP) for three or more years].

During the current year, SPDG is working with nine new School Improvement Grant Schools. Each of the nine schools received two-day trainings and will continue to receive technical assistance twice per month through September 30, 2011. Training evaluations were available from 16 trainings for these schools. Participants in all 16 trainings provided ratings of 4.0 or above (on a 5-point scale) regarding increased knowledge/beneficial to staff in these School Improvement Grant schools. Office discipline referrals, suspensions, and unilateral removals will be available mid-year and used to evaluate the PBS intervention effectiveness in these schools.

Goal 4: Recruitment and Retention

To employ and maintain fully certified teachers during previous Alabama SPDGs, an Internet service called Teachers-Teachers.com was utilized. A mentoring program Gaining Expertise through Mentoring and Support (GEMS) was also started to increase first-time special education teacher retention during the first Alabama SIG. In the last few years, Teach Alabama has been implemented as a statewide on-line recruitment tool and application process that, in essence, replaced Alabama's use of Teachers-Teachers.com. During Year 4, 138 special education jobs were posted and 43 were filled from the Web site.

The percentage of highly qualified special education teachers has increased from 87.9 percent (10,238.8 of 11,777.2 teachers) to 94.3 percent (5146.6 of 5485.8) for all special education teachers from 2006-2007 through 2009-2010. There continues to be a low retention rate for all special education teachers at 54.3 percent in 2007-2008, 40.7 percent in 2008-2009, 27.4 percent in 2009-2010 and 30.7 percent in 2010-2011. For first year teachers, 47.7 percent in 2007-2008 remained after three years, with only 39.0 percent in 2008-2009, 23.6 percent in 2009-2010 and 17.3 percent during the recent time period (2007-2008 to 2010-2011). As mentioned in the introductory paragraphs above, Alabama faces substantial challenges during the next budget year that may impact personnel recruitment and retention.

As a consequence of the budget shortfall, the new mentoring and teacher stipend programs were not continued during this current Year 4 of the SPDG because they were not funded by the Alabama legislature. During Year 5 of the SPDG, the focus may need to shift to strengthening effective partnerships with other programs to support and retain current teachers, as well as building new linkages with additional university programs whose missions are aimed at preparing future teachers to meet the challenges for Alabama's families and children with disabilities.

**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Goal 1: Through the implementation of scientifically based research (SBR) instructional strategies within the framework, there will be a 20 percent reduction in the achievement gap between students with and without disabilities in the area of math and age appropriate progress in pre-literacy/reading.

Objective 1.1: Approximately two elementary and middle schools from a pool of schools with the largest achievement gaps between students with and without disabilities will be selected annually to implement SBR math instructional programs with sustained fidelity.

Objective 1.2: The pre-literacy training skills of at least 500 early intervention (EI) personnel will be improved.

1a. Performance Measure	Measure Type	Quantitative Data					
The percentage of personnel receiving math, behavior, and early literacy professional development through the SPDG based on scientific-or evidence-based instructional practices (Federal Measure 1.1).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					100		715/715

1b. Performance Measure	Measure Type	Quantitative Data					
The percentage of personnel receiving math, behavior and early literacy professional development/training activities provided through the SPDG based on scientific-or evidence-based instructional/behavioral practices (Federal Performance Measure 2.1).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/	100		715/715

1c. Performance Measure	Measure Type	Quantitative Data					
The percentage of personnel receiving math, behavior, and early literacy professional development /training activities that	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

are aligned with improvement strategies identified in their State Performance Plan (SPP) (Federal Performance Measure 1.2).			/	100		38/38	100
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1d. Performance Measure	Measure Type	Quantitative Data					
The percentage of early math and literacy professional development/training activities based on scientific-or evidence-based instructional/behavioral practices, provided through the SPDG, that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry) (Federal Performance Measure 2.2).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	60.0		15/38	39.5

1e. Performance Measure	Measure Type	Quantitative Data					
Average participant ratings for Vmath trainings rated as 4.0 or above (on a 5-point scale) in increasing knowledge/ beneficial to participant work.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100	1	1/1	100

1f. Performance Measure	Measure Type	Quantitative Data					
Average percentile point increase in computational fluency scores by third grade students in special education. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						12/37	25

1g. Performance Measure	Measure Type	Quantitative Data					
Average percentile point increase in computational fluency scores by fourth grade students in special education. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						29.4/43.9	14.5

1h. Performance Measure	Measure Type	Quantitative Data					
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Average percentile point increase in computational fluency scores by fifth grade students in special education. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						31.1/36.3	5.2

ii. Performance Measure	Measure Type	Quantitative Data					
Average percentile point increase in computational fluency scores by sixth grade students in special education. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						37.7/44.9	7.2

1j. Performance Measure	Measure Type	Quantitative Data					
Average percentile point increase in computational fluency scores by seventh grade students in special education. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						24.5/44.4	19.9

1k. Performance Measure	Measure Type	Quantitative Data					
Average percentile point increase in computational fluency scores by eighth grade students in special education. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						19.5/20.1	.6

1l. Performance Measure	Measure Type	Quantitative Data					
The percentage of students being served in the Vmath Program moving from below standard to standard in math achievement. See "Explanation of Progress" below for Pre/Post data for this indicator.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			72.0/91.3	19.3

1m. Performance Measure	Measure Type	Quantitative Data					
The average participant ratings for early intervention trainings of 4.0 or higher (on a 5-point scale) for increasing knowledge/beneficial to participant early intervention work.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100	5	5/5	100

1n. Performance Measure	Measure Type	Quantitative Data					
The percentage of SPDG projects that successfully replicate the use of scientifically based or evidence-based math and early literacy (Objective 1.2) practices in schools. (Long Term) (Federal Performance Measure 4.1).	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		NA	NA	NA

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. Personnel Receiving Scientific- or Evidence-Based Professional Development

1b. Scientific- or Evidence-Based Professional Development

Rationale for Scientific- or Evidence-based Instructional/Behavioral Practices

1. Early Literacy Training

During Year 4, 549 participants received professional development in 23 trainings in early literacy/language/math/behavior (Table 1 in the Attachment provides details). These trainings were carried out in close coordination with Reading First and, thus, are based on the scientific- or evidenced-based instructional practices of Reading First and the recommendations of the National Reading Panel. The Panel conducted the largest, most comprehensive evidenced-based review ever of research on how children learn reading. For its review, the Panel selected research from approximately 100,000 reading research studies published since 1966, and another 15,000 that had been published before that time. Because of the large volume of studies, the Panel selected only experimental and quasi-experimental studies, and among those they considered only studies meeting rigorous scientific standards. The Panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what has been learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.

The Congressionally mandated independent Panel concluded that the most effective way to teach children to read is through instruction that includes a combination of methods. Consistent with this research, the Alabama SPDG and Reading First have focused on five essential components of

effective reading instruction: alphabets (phonemic awareness and phonics instruction), reading fluency, reading comprehension, teacher education, as well as, computer technology.

Research has clearly shown the importance that early language and literacy plays in the later achievement of children (Wilcox, 1999; VanKleek, Gillam & McFadden, 1998; and Dickinson & Smith, 1994). Burns, Griffin, and Snow (1999) identified the following key aspects of language and literacy skill development of Grades preschool to K-3 children: extended vocabulary, language development, phonological awareness, speech discrimination, knowledge of narrative, book and print awareness, functions and concepts of print, letters, early word recognition, and comprehension. The early literacy and language content of the SPDG training also incorporates the following five components identified by the National Reading Panel as essential components of an effective reading instruction program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. In addition to connecting all instructional materials and reading activities to these essential components, the following are also validated instructional practices.

- Address students' various needs as identified by ongoing assessment.
- Follow coordinated instructional sequences.
- Allow ample practice opportunities and provide aligned student materials.
- Use targeted, evidence-based instructional strategies, as appropriate.
- Allow an uninterrupted block of time daily for reading (at least 90 minutes daily).

Goal 1 professional development activities in mathematics are also based on scientifically based or evidence-based instructional practices. Despite the fact that there is not a lot of scientific research in math, the number of research studies conducted in mathematics education over the past three decades has increased resulting in some promising directions. In reviewing studies with more rigorous criteria, Baker, et al., (2002) found that fairly good studies showed when students, their teachers, and parents get ongoing information (usually on the computer), about every two weeks, as to where they are in math relative to state standards or some framework, student performance is invariably enhanced. The following are other promising directions for effective math instruction, identified by Grouws and Ceulla (2000) that can increase student learning and have a positive effect on student achievement:

- Increasing the extent of the students' opportunity to learn (OTL) mathematics content.
- Focusing instruction on the meaningful development of important mathematical ideas.
- Providing learning opportunities for both concepts and skills by solving problems.
- Giving students both an opportunity to discover and invent new knowledge and an opportunity to practice what they have learned.
- Incorporating intuitive solution methods, especially when combined with opportunities for student interaction and discussion.
- Using small groups of students to work on activities, problems, and assignments (e.g., small groups, Davidson, 1985; cooperative learning, Slavin, 1990; peer assisted learning and tutoring, Baker, et al., 2002).
- Whole-class discussion following individual and group work.
- Teaching math with a focus on number sense that encourages students to become problem solvers in a wide variety of situations and to view math as important for thinking.

- Use of concrete materials on a long-term basis to increase achievement and improve attitudes toward math.
- Using calculators in the learning of math.

Other promising practices supported by research include well-designed tutoring programs with intensive and ongoing training for the tutors, well-structured tutoring sessions in which both the content and delivery of instruction is carefully scripted, careful progress monitoring and reinforcement of programs, frequent and regular tutoring systems with each session between 10 and 70 minutes daily, the use of technology, curriculum-based interventions, and differentiated instruction.

2. Vmath

During Years 3 and 4, 14 of the 16 original participating LEAs continued to participate in the Vmath program. A total of 166 participants received 15 professional development/trainings in Vmath during Year 4. Table 2 in the Attachment, provides a listing of these trainings.

Vmath is essentially a direct, systematic instructional approach that focuses on explicit, highly-structured lesson delivery. This form of explicit, highly structured lesson delivery uses a direct instruction model based on research by Stein, Silbert, and Carnine (1997). Rosenshine (1983), in a review of research on teacher effectiveness, concluded that instruction that is highly interactive, briskly paced, and clearly presented is followed by high rates of student success. He referred to this type of teaching as direct instruction (explicit, teacher-directed practices): however, the term *direct instruction* is generally used to refer to the instructional theory work of Engelmann and Carnine (1991). Research provides consistent support for using an explicit approach to teaching mathematics. Adams and Engelmann (1996) analyzed 34 intervention studies and found this approach to be more successful in 32 of the 34 studies they reviewed. Bottge (2001) asserted that teachers should continue to foster competence in basic skills by providing students explicit instruction. In a study of 58 research reports, Kroesbergen and Van Luit (2003) reported that direct instruction was found to be more effective than mediated instruction. All of these studies provide convincing evidence that such pedagogy facilitates the learning process. Vmath instruction is characterized by a clear four-step lesson format consistent with the tenets of direct instruction: Getting Started; Guided Practice; Independent Practice; and Test Prep and Error Analysis.

Vmath students are guided by the teacher through the lesson with effective use of prompts and questions that ensure proper student responses (Good, Grouws, and Ebmeier, 1983; Cybriwsky and Schuster, 1990). In Guided Practice, the teacher-directed dialogue is used to scaffold instruction while supporting the student during completion of the problems. Scaffolding provides students with temporary support by structuring the task into manageable chunks. Teachers then assist students in thinking about the chunks. Teachers are guided in the lesson dialogue in the gradual and purposeful removal of the scaffolds (Hall, 2002). The teacher monitors and checks each student's work daily. This teaching technique is supported by Smith and Geller (2004), who indicate that feedback is important in effective math instruction for all learners, including learners with disabilities and those at risk of school failure. Students keep a personal graph of their Independent Practice achievement and progress in the back of their student book. This practice of self-monitoring has been shown by researchers to enhance academic achievement (Lan, Repman, and Chyung, 1998).

After Independent Practice, Vmath offers students a Test Prep and Error Analysis section that allows them to apply what they have learned in a format similar to a high-stakes assessment situation. Three questions that check the learning in the lesson provide the teacher with information so that

effective re-teaching can occur, if necessary. Questions written in multiple-choice and short-answer formats are an effective and efficient way to track daily progress. Some of the distracters presented in the multiple-choice problems represent common errors made by students. When these specific wrong answers are selected, the teacher uses the provided correction procedures to correct the error. Error analysis is another of the common attributes that have been identified as positively affecting student learning (Smith and Geller, 2004). This practice of error analysis with re-teaching is aligned with the research findings of Good and Grouws (1979) related to improving learning through re-teaching.

The scientific-research basis used for developing the Curriculum-Based Measurement System was initiated by a group of educational scientists headed by Dr. Stanley Deno at the University of Minnesota (Deno, 1985). Their research led to a system of measures later called Curriculum-Based Measurement (CBM) that sought to identify reliable and valid ways of assessing students' progress in essential mathematical skills. Research studies have shown that progress monitoring can improve student performance (Baker et al., 2002; Gersten et al., 2009). CBM has been shown to discriminate between students who achieve typically and those in compensatory programs (Deno, Fuchs, Marston, and Shinn, 2001). Furthermore, Marston (1989) and Thurber, Shinn and Smolkowski (2002) have shown that having students write answers to grade-level computational problems for a short interval of time is a reliable and valid outcome measure of general mathematics computation for typically achieving students through Grade 6. Providing information and instructional suggestions to teachers about student performance was found by Fuchs et al. (1994) to positively affect student performance. Vmath provides both types of information to teachers.

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The 1989 National Council of Teachers of Mathematics (NCTM) Standards was instrumental in documenting and supporting an important shift in our thinking about mathematics education in the U.S. Put simply, the NCTM Standards embody a new set of values where equity among students, problem solving, communication, conceptual understanding, and use of technology are critical features of the mathematics classroom. Competence in calculations is important, but many mathematical ideas, such as knowing how to multiply fractions, need to be conceptually guided. Moreover, it is recognized that students need to work effectively with a range of tools and manipulatives in order to demonstrate their understanding.

There is recent evidence that reform-based curricula that were developed in response to the NCTM Standards are positively impacting mathematics achievement in this country (e.g., Senk & Thompson, 2003), but it is less clear that student success is equally distributed. By 2000, 68 percent of fourth graders and 71 percent of eighth graders still failed to achieve proficiency in mathematics (U.S. Department of Education, 2000). A series of research studies (Baxter, Woodward, & Olson, 2001; Baxter, Woodward, Voorhies, & Wong, 2002; King, 1993; Mulryan, 1995; Woodward & Baxter, 1997) indicate that students who tend to score below the 40th percentile on standardized tests are less likely to benefit from reform-based programs. The studies also indicate that these students tend not to participate in class, and are less able to stay on task for extended periods of time. Furthermore, the cognitive load of the curriculum is often too great for these students. Some educators argue that current reform approaches are too difficult to implement successfully with academically low-achieving students (Carnine, Jitendra, & Silbert, 1997).

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Summary of Goal 1 Trainings/Numbers of Participants for Year 4:

Early Literacy/Reading/Intervention and Evaluation	170 Participants	8 Trainings
Vmath and one Math Early Intervention Training	166 Participants	15 Trainings
Behavior	316 Participants	14 Trainings
Earth Childhood Math	63 Participants	1 Training
TOTAL	715 Participants	38 Trainings

Number of Total Persons Trained: 715

Number and Percent of Participants Receiving Scientifically Based Instruction: 715/715 - 100 Percent

Total SPDG Professional Development/Training Activities: 38 Total Trainings

Number and Percentage of Professional Development/Training Activities Based on Scientific or Evidence-Based Practices: 38/38 - 100 Percent

1c. Alignment of Professional Development with State Performance Plan (SPP)

The following State Performance Plan (SPP) Indicators are aligned with Goal 1:

Indicator 1: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma.

Indicator 2: Percent of youth with IEPs dropping out of high school.

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs

C. Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards.

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year; for children with IEPs.
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80 percent or more of the day.
- B. Inside the regular class less than 40 percent of the day.
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Separate special education class, separate school, or residential facility.

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships).
- B. Acquisition in and use of knowledge and skills (including early language/communication and early literacy).
- C. Use of appropriate behaviors to meet their needs.

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 13: Percent of youth aged 16 and above with an IEP that includes documentation of all transition requirements that will reasonably enable the student to meet their postsecondary goal (summary version).

**Total SPDG Professional Development/Training Activities Aligned with SPP: 38
Number and Percentage Aligned with SPP: 38/38 – 100 Percent**

1d. Professional Development Sustained by On-Going and Comprehensive Practices

In Year 3 there were nine Vmath trainings that were systematically followed up with regularly scheduled on-site support, leadership support, and on-line services. In Year 4, there were 15 Vmath trainings, and all were again followed-up with systematic scheduled support as in Year 3.

In Year 3 there were 13 Early Literacy trainings that did not have systematic, ongoing support to training participants. In Year 4 there were 23 Early Childhood Trainings without systematic follow-up. For both Years 3 and 4, informal technical assistance was provided as needed.

Follow-up for Sustainability:

**Total SPDG Professional Development/Training Activities: 38
Number and Percentage With Systematic Follow-up for Sustainability: 15/38 – 39.5 Percent**

1e. Vmath Training

Vmath is designed to complement all major math programs by providing an additional 30-40 minutes of daily, targeted concept, skill, and problem-solving development. The Teach level of Vmath contains ten individual modules covering the basic strands of elementary mathematics. The contents of these modules are aligned with grade-level expectations for the National Council of Teachers of Mathematics (NCTM) Content Standards. Vmath has been designed using widely accepted principles of effective intervention instruction for struggling students. The direct, systematic instruction in Vmath uses a directed instruction model that provides carefully sequenced, specific, and detailed dialogues for each lesson (i.e., explicit, highly-structured lesson delivery).

During Year 3 of the SPDG, 14 school districts participated in the Vmath Initiative. Special and general education teachers within the participating schools received between two and six days of training from Vmath staff.

During Year 4, there were 15 Vmath trainings throughout the state. Of these, eight trainings were refresher trainings with returning teachers, six were trainings for teachers initiating the program, and one was about VPort data management.

Vmath Assessment Results (1.1f – 1.1k)

The following Vmath assessments are provided: Initial assessment prior to instruction at the beginning of the year, Computational Fluency Benchmark Assessments three times per year, Computational Fluency Progress Monitoring Assessments mid-module, pre-tests and post tests at the beginning and end of each module, and final assessment after instruction at the end of the year. Performance measures l.l.g-l.l.l provide a summary of the progress of students in special education in Grades 3-8 in Computational Fluency scores and the percent needing intensive focus on computational fluency, as compared to same grades in general education.

1f. Third Grade Computational Fluency

During Year 3, on average, third grade students in special education increased their computational fluency scores from 21.4 percent to 40.8 percent—compared to 20.0 percent to 50.8 percent for general education third grade students. During Year 4, on average, third grade students in special education increased their computational fluency scores from 12.0 percent to 37.0 percent—compared to 13.0 percent to 38.9 percent for general education third grade students.

1g. Fourth Grade Computational Fluency

During Year 3, on average, fourth grade students in special education increased their computational fluency scores from 42.4 percent to 57.5 percent—compared to 43.8 percent to 62.0 percent for general education fourth grade students. During Year 4, on average, fourth grade students in special education increased their computational fluency scores from 29.4 percent to 43.9 percent—compared to 35.5 percent to 51.7 percent for general education fourth grade students.

1h. Fifth Grade Computational Fluency

During Year 3, on average, fifth grade students in special education decreased their computational fluency scores from 33.8 percent to 32.9 percent—compared to 33.8 percent to 32.5 percent general education fifth grade students. During Year 4, on average, fifth grade students in special education increased their computational fluency scores from 31.1 percent to 36.3 percent—compared to 27.9 percent to 35.2 percent for general education fifth grade students.

1i. Sixth Grade Computational Fluency

During Year 3, on average, sixth grade students in special education increased their computational fluency scores from 43.7 percent to 48.8 percent—compared to 46.6 percent to 48.8 percent for sixth grade students in general education. During Year 4, on average, sixth grade students in special education increased their computational fluency scores from 37.7 percent to 44.9 percent—compared to 41.7 percent to 50.0 percent for general education sixth grade students.

1j. Seventh Grade Computational Fluency

During Year 3, on average, seventh grade students in special education increased their computational fluency scores from 38.5 percent to 46.0 percent —compared to 34.4 percent to 43.0 percent for seventh grade students in general education. During Year 4, on average, seventh grade students in special education increased their computational fluency scores from 24.5 percent to 44.4 percent—compared to 31.1 percent to 50.5 percent for general education seventh grade students.

1k. Eighth Grade Computational Fluency

During Year 3, on average, eighth grade students in special education increased their computational fluency scores from 38.8 percent to 39.4 percent —compared to 27.7 percent to 28.3 percent for eighth grade students in general education. During Year 4, on average, eighth grade students in special education increased their computational fluency scores from 19.5 percent to 20.1 percent—compared to 23.6 percent to 26.6 percent for general education eighth grade students.

1l. Math Proficiency for Students being served in the Vmath Program

During Year 4, progress assessment was measured using a pre-test and post-test instrument developed for measuring Vmath progress. Special education student pre-testing found that 91.3 percent of the Grades 3-8 students were below standard before Vmath efforts were initiated. The post-test showed that 72 percent of the special education students remained below standard. In effect, 19.3 percent raised their achievement from below standard to standard. Thirty-nine percent of third grade students increased to standard on the post-test with only five percent of eighth grade special education students increasing their status to standard. Thirteen school districts in Alabama have implemented Vmath.

1m. Other Early Intervention Trainings

During Year 3, professional development/training was provided for 304 early intervention personnel, and in Year 4, training was provided for 549 early intervention personnel. A listing of Year 4 early intervention trainings is found in Table 1 of the Attachment.

Participant evaluations for Year 4 were available for five of these early childhood trainings for teachers and other early intervention personnel. All (100 percent) of the five trainings had an average participant rating of 4.0 or higher in overall benefit (i.e., assisting the participants professionally).

Evaluations of the Alabama Parent Education Center trainings found that for the Reading sessions 106/139 of the parents responding indicated that they perceived the training to have a “Great” degree of usefulness to improve their children’s reading skills, with 31/139 indicating that the presentations had a “Good” degree of usefulness to improve reading skills. Similarly, 81/104 of the participants rated the Behavior training as having a “Great” degree of usefulness to improve behavior.

The Alabama SPDG and the Alabama Parent Education Center (APEC) have provided ongoing training to parents in areas of literacy, numeracy, and behavior during Year 4. The Alabama SPDG staff and APEC Director discussed ways that APEC could partner more closely with parents to increase parental involvement, as measured by Indicator 8 and increase partnership regarding parent completion of the Alabama Parent Survey. The APEC,

SPDG, and Reach Out and Read (ROR) will increase collaboration during Year 5 to expand into additional rural counties/school districts to partner with pediatrician's offices and local health units to provide training to parents of young children regarding early literacy.

1n. Replication of Scientific- or Evidence-based Instructional/Behavioral Practices

These math, literacy, and behavior programs are early in their development and the decision to replicate will be made once adequate data is available.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

Goal 1: Through the implementation of scientifically based research (SBR) instructional strategies within the framework, there will be a 20 percent reduction in the achievement gap between students with and without disabilities in the area of math and age appropriate progress in pre-literacy/reading.

Objective 1.3: Approximately 1,000 parents and service providers will increase their knowledge, skills, and use of evidenced-based practices in pre-literacy, language, numeracy, and advocacy skills.

2a.. Performance Measure	Measure Type	Quantitative Data					
Number of parents of young children who are high risk or who have disabilities reporting increased knowledge of SBR early literacy and numeracy content as a result of annual training received by trained Parent Training Institute (PTI) staff and attending the Annual Early Intervention (EI) and Preschool Conference.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					23	23/24	95.8

2b. Performance Measure	Measure Type	Quantitative Data					
Scaling up of Reach out and Read (ROR) sites providing age-appropriate books and training on scientifically based early literacy and numeracy developmental skills by physicians and nurses to enhance language development in young children and to promote the love for reading. See "Explanation of Progress" below for Quantitative Data. (Federal Performance Measure 4.1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		No Target					

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a. Parent Training

During Year 3, the Alabama Parent Education Center (APEC), which is the Alabama parent Training Institute (PTI), held regional workshops for families in March and August of 2009. The SDE collaborated with the Alabama Parent Education Center in providing SBR literacy and math training for these staff parent trainers during the spring of 2009. They assisted with training for parents of children in both the Part C and Part B systems in June of 2009. Participant evaluations for this training showed that over 95 percent reported the training as increasing their knowledge and skills.

For all of Year 4, the APEC conducted 23 trainings throughout the state. Content covered early literacy/reading, numeracy, and behavior. The number of attendees is listed below:

Total Participants: Early Literacy/Reading - 39

Total Participants: Early Numeracy - 63

Total Participants: Behavior - 302

During Year 4, SPDG provided \$40,000 for the 2010 Early Intervention and Preschool Conference. It was used for parent/family stipends (\$300 each for 38 families), travel expenses for families, speakers, and facility costs.

2b. Scaling up of Reach out and Read (ROR)

The mission of Reach out and Read (ROR) is to make literacy promotion a standard part of pediatric care so that children grow up with books and a love for reading. Medical providers encourage parents to read aloud to their children and use anticipatory guidance strategies. At every health supervision visit, children aged six months to five years receive a new developmentally appropriate book. Volunteers in the waiting room read aloud to children. There were 36 new ROR practices/clinics implementing ROR by May 3, 2005; 23 in 2006; 41 in 2007; 56 in 2008; 59 in 2009-10; and 60 were active in 2010-11 (Year 4 of the SPDG). Funds from the SPDG are used to purchase books to start and partially sustain new and existing programs. On an annual basis, about 129,000 books are distributed to 79,500 children. A total of 700 pediatric healthcare providers throughout the state are participating in the ROR program. The ROR Web site is designed to assist families and professionals with relevant information and it shows how ROR emphasizes family engagement. The AL SPDG and the APEC currently project activities to increase collaboration and partnerships with ROR during Year 5. We look forward to reporting on the results of these collaborative partnerships during the next SPDG reporting period.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective Check if this is a status update for the previous budget period.

Goal 2: Through implementation of scientifically based research (SBR) instructional strategies delivered by trained personnel within participating schools, there will be a 20 percent reduction in the gap between students with and without disabilities who improve reading and math achievement and graduate with a regular diploma.

Objective 2.1: Two secondary schools per year will be trained by SPDG staff and PD partners. PD partners will utilize and support implementation of SBR Instructional Enhancements (consisting of MSS, Content Enhancement Routines, and the use of collaborative teaching techniques); including *Learning Strategies Curriculum* and other SBR instructional strategies.

Objective 2.2: Scientifically based reading/language and math interventions will be implemented within low performing schools in School Improvement status.

3a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percent of personnel receiving professional development through the SPDG based on scientific-or evidence-based instructional practices (Federal Performance Measure 1.1).	PROGRAM PROJECT			100		1969/1969	100

3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of SPDG projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (Federal Performance Measure 1.2).	PROGRAM PROJECT		/			98/98	100

3c. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities provided through the SPDG based on scientific-or evidence-based instructional/behavioral practices (Federal Performance Measure 2.1).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		100	98/98	100

3d. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities based on scientific-or evidence-based instructional/behavioral practices, provided through the SPDG, that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry). (Federal Performance Measure 2.2).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	100	94/98	95.9	

3e. Performance Measure	Measure Type	Quantitative Data					
The average participant ratings for MSS and Strategic Instruction Model (SIM) trainings rated as 4.0 or above (on a 5-point scale) in increasing knowledge/beneficial to participant work.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					100	22	22/22

3f. Performance Measure	Measure Type	Quantitative Data					
Number and percent of students within the Strategies Labs moving up one or more categories, as measured by ThinkLink, or showing statistically significant gains on pre post testing.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			No Target	No Target	No Target	37	37/187

3g. Performance Measure	Measure Type	Quantitative Data					
Number and percent of students within the Strategies Labs in the Cohort Schools reaching a mastery score of 80 from pre to post in LINCS.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		No Target	No Target	No Target	180	180/195	92.3

3h. Performance Measure	Measure Type	Quantitative Data					
Number and percent of students within the Strategies Lab in the Cohort schools reaching a mastery score of 90+ from pre to post on the PIRATES Testing Taking.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		No Target	No Target	No Target	142	142/182	78.0

3i. Performance Measure	Measure Type	Quantitative Data					
Number and percentage of students within Strategies Labs in the Cohort schools reaching a mastery score of 90+ from pre to post in Sentence Writing.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					40	40/62	64.5

3j. Performance Measure	Measure Type	Quantitative Data					
Number and percentage of children served in the SIM Cohort schools showing pre/post gains in math achievement.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

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3k. Performance Measure	Measure Type	Quantitative Data					
Data for this measure was not available. To be continued.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

3l. Performance Measure	Measure Type	Quantitative Data					
The percentage of <i>LANGUAGE!</i> trainings for which participants provided a rating of 4.0 or above (on a 5-point scale) in increasing knowledge/beneficial to implementing scientifically based literacy interventions.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100	2	2/2	100

3m. Performance Measure	Measure Type	Quantitative Data					
Number and percent of low performing schools successfully implementing <i>LANGUAGE!</i> as measured by the Cambium Learning on-line monitoring implementation fidelity tool.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100	8/9	88.9	

3n. Performance Measure	Measure Type	Quantitative Data					
The number and percent of students increasing their proficiency rate in language for students participating in <i>LANGUAGE!</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

					0	0	0
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3o. Performance Measure	Measure Type	Quantitative Data					
The percentage of children served in Transitional Math (Transmath) programs showing pre/post gains in math achievement.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		NA	NA	NA

3p. Performance Measure	Measure Type	Quantitative Data					
The percent of teachers in Transmath reporting program Implementation with Fidelity.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					8	8/10	80

3q. Performance Measure	Measure Type	Quantitative Data					
The percentage of collaboration/co-teaching trainings for which participants provided a rating of 4.0 or above (on a 5-point scale) in increasing knowledge/ beneficial to participant work.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					5	5/5	100

3r. Performance Measure	Measure Type	Quantitative Data					
The percentage of Seamless Instructional Support trainings for which participants provided a rating of 4.0 or above (on a 5-point scale) in increasing knowledge/ beneficial to participant work.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100	15	15/15	100

3s. Performance Measure	Measure Type	Quantitative Data					
Average percentage of students within MSS and SIM	PROJECT	Target			Actual Performance Data		

participating high schools who graduate with a regular diploma.		Raw Number	Ratio	%	Raw Number	Ratio	%
					25	21/25	84.0

3t Performance Measure	Measure Type	Quantitative Data					
The proficiency rate in reading for students with disabilities in the eleventh grade, as measured by statewide assessments.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
							29.8

3u Performance Measure	Measure Type	Quantitative Data					
The statewide proficiency rate in math for students with disabilities in the eleventh grade, as measured by statewide assessments.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
							34.8

3v Performance Measure	Measure Type	Quantitative Data					
Percentage of training participants reporting use of the Science Curriculum Guide for Higher Functioning Students with disabilities, as well as positive student impact.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		NA	NA	

3w Performance Measure	Measure Type	Quantitative Data					
The average rating of participants in Cohort 1 and Cohort 2 reporting satisfaction with Multisensory Structured Language Education Training for students with dyslexia and other learning disabilities.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					4.88	4.88/5.00	97.6

3x Performance Measure	Measure Type	Quantitative Data					
The percentage of SPDG projects that successfully replicate the use of scientifically based or evidence-based	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

instructional/behavioral practices in schools. (Long Term) (Federal Performance Measure 4.1).			/			See Narrative Below
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Explanation of Progress (Include Qualitative Data and Data Collection Information)

3a. Personnel Receiving Scientific- or Evidence-Based Professional Development

3b. Scientific- or Evidence-Based Professional Development

The MSS model is an approach to teaching based on three fundamental instructional principles:

1. Students learn better when they are actively engaged in processing new information in meaningful ways.
2. Increasing the learn-ability of information or skills is preferable to "dumbing" it down.
3. Students should not waste time learning trivia.

Rationale for Scientific or Evidence-based Instructional/Behavioral Practices

Makes Sense Strategies (MSS)/Strategic Instruction Model (SIM)

The *Makes Sense Strategies (MSS)* software contains a comprehensive set of highly-effective, user-friendly research-based instructional tools and routines. MSS integrates principals of universal design, strategic instruction, differentiated instruction, standard-based instruction, and the use of interactive graphic organizers to form a powerful synergy for teaching vocabulary, reading, writing, content area subjects (i.e., literature, science, math, social studies) and behavior/social literacy to all students. Developed by Edwin Ellis, PhD, University of Alabama, the strategies are designed for use in diverse-ability classrooms and reflect an extensive body evidenced-based scientific research on pedagogy. Alabama teachers using MSS have strongly endorsed these resources, and data from Alabama schools attest to their effectiveness when used to teach high-, typical-, and low-achieving students, as well as those with mild cognitive disabilities.

MSS is designed to facilitate access to the general curriculum by focusing on strategies that make the content more learnable and memorable by enhancing the clarity of the information and skills, providing explicit instruction and authentic learning experiences while facilitating students' use of high-impact information processing strategies and thinking skills.

MSS utilizes three interrelated sets of evidenced-based practices: (1) Differentiating curriculum, (2) Increasing the learnability of content information, (3) use of brain-based instructional procedures. Some of the critical practices include:

- Connecting new ideas to student's background knowledge and experiences.
- Teaching for relationship understanding and generalization.
- Scaffolding assistance and task difficulty.

- Employing examples and non-examples, distinctive features, and contrasting techniques.
- Creating meaningful experiences designed so that students link semantic information to episodic memory.

Research has demonstrated that graphic organizers and think-sheets can be powerful tools to facilitate comprehension of both fiction and non-fiction text. The MSS model provides an array of specialized think-sheets specifically designed to address common areas of reading comprehension (e.g., story grammar, character analysis, problem analysis, story sequence).

In July of 2010, ten copies of the latest MSS software (version of MSS 9.7) were sent to every LEA. A total of 1,320 CD's were posted for distribution. In April 2011 copies of the SMARTsheets for Grades 6-12 core teachers will be made available by posting copies to each LEA and providing a password protected process to download the resources via AL SPDG web server. It is anticipated that about 5,280 CD's (40 per LEA) statewide will be downloaded and used.

Reading:

- GOs accommodate students' need for structure, organization and a clear format, as well, as their need to related information to personal experience.
- Explicitly teaching text structures such as the story map enhances reading comprehension.
- GO reading instruction increases both literal and relational comprehension, recall, and vocabulary learning.
- GO reading instruction, paired with strategy instruction is more effective in improving students' reading comprehension than traditional basal instruction.
- Providing students with GO advance organizers prior to text reading improves comprehension and recall of facts.

Writing:

- Instruction in the use of GOs as planning tools containing prompts for goal setting, brainstorming, and organization of ideas improves writing performance.
- Instruction in GOs for writing that depict various text structures (i.e., hierarchic, compare/contrast, cause/effect, sequence) and prompts to plan, organize, write, edit, and revise written products improves writing performance.
- Instruction in GOs for writing can produce significant changes in adolescents' perception of themselves as empowered writers.
- GOs coupled with writing strategy instruction, can dramatically impact writing fluency.

Content:

- Elementary and secondary students learn significantly more social studies and science concepts and facts when taught using GOs.
- Use software for creating GOs coupled with extensive support from the teacher increases learning of content-area subjects.
- The results of this study demonstrated the efficacy of GOs for student with learning disability (LD) within the context of intensive instruction.

- Use of GOs in content-area classes increases students' attitudes about learning.
- Depicting problem solving processes via GO, coupled with strategy instruction, increases transfer of problem-solving ability.
- GO instruction in content-area vocabulary is considerably more powerful than instruction that emphasizes definitions.
- GOs facilitate students' understanding of the relationship between ideas.

Extensive research references supporting MSS can be found at the Web site www.GraphicOrganizers.com.

Goal 2 professional development is also based on other scientific-interventions to enhance student engagement and learning, specifically, the Strategic Instruction Model (SIM) along with MSS. The SIM is an umbrella term that embraces a model of teacher-focused (Content Enhancement) and student-focused interventions (Learning Strategies), and other support pieces. The SIM is intended to offer students a key to unlock text and nurture understanding. Among the essential components of the SIM is a set of routines called the teacher-focused interventions or Content Enhancement Routines. Content Enhancement Routines contain visual and graphic organizers and other methods to help students extract important information that they need to learn from their content-area texts (Schumaker, et al., 2002). Research, conducted by the Kansas University Center for Research on Learning (KU-CRL), has shown positive effects of the use of several SIM strategies:

- Word Identification Strategy (Lenz and Hughes, 2000; Spargo, et.al., 1980; Woodruff, et all., 2002; and Deshler, et al., 2002).
- Self-questioning Strategy and Paraphrasing Strategy (Beals, 1983; Glaeser, 1998).
- Paraphrasing Strategy (Schumaker and Deshler, 1992).
- Vocabulary Learning Strategy, Word Identification Strategy, and the Self-Questioning Strategy (Seybert, 1998).

Collaboration Education/Co-Teaching Practices

Gerber (2005) and Murawski and Swanson (2001) conducted meta-analyses and reported that students with disabilities are able to benefit from collaboration education (CE). Students with disabilities have shown demonstrable progress academically and behaviorally. Collaboration education classes show academic viability, augmented self-esteem, less social stigma among collaborative students, and general satisfaction with collaboration education model.

LANGUAGE!

The *LANGUAGE!* program is based on research regarding reading/learning disabilities. Reading difficulty undermines students' abilities to succeed in every academic subject. The student who reads poorly avoids reading because reading is taxing, slow, and frustrating (Ackerman & Dykman, 1996; Cunningham & Stanovich, 1997). Older students present unique challenges. They cannot read well, so they do not like to read; reading is labored and unsatisfying, so they have little reading experience. Because they have not read much, these students are not familiar with the vocabulary, sentence structure, text organization, communicative devices, or concepts of "literate" language—the academic language of reading and writing. Over time, the gap widens between their stagnant skills and the growing abilities of students who progress normally (Fletcher & Lyon, 1998;

Stanovich & Siegel, 1994). Consequently, students who get off to a poor start in reading usually fail to develop the full range of language proficiencies that other students learn from reading itself.

Some of the students who experience reading failure beyond elementary school have LDs, including dyslexia (Lyon, 1995), that require expert and individualized instruction. Many more poor readers who have not been classified as having a LD have similar instructional needs (Fletcher & Lyon, 1998). Poor readers at any age respond to intensive teaching of all components of reading, including phonics and word recognition, fluent reading of words in text, comprehension, and vocabulary (National Reading Panel, 2000). In the most expert and closely supervised settings where small groups are taught for two hours daily, poor readers who score in the lowest 20th percentile have improved to the middle of the average range and maintained average scores over the following two years (Torgesen et al., 1997, 2001). This evidence clearly indicates that it is never too late to teach students to read.

LANGUAGE! was developed to impact the struggling reader and this curriculum has been implemented in some schools throughout the nation. The achievement gaps has been successfully narrowed in school districts such as Florida's, Lee County, with middle and high school students, California's Elk Grove Unified School District, with 284 students in Grades 4–12, and Colorado's, Denver Public Schools, students in Grades 6–8 who lacked proficiency in reading.

Transitional Math (Transmath)

To overcome low math achievement, Transitional Math (Transmath) program was developed to ensure that students have relevant background knowledge and a balanced approach to computational practice. This design helps teachers meet the mathematics needs of all students including low achievers. The curriculum is based on a solid foundation of special education and general education research on both traditional and reform-based mathematics instruction. See Goal 1 for rational for scientific-base math.

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During Year 4 of Goal 2, a total of 98 scientifically based trainings (Table 3 in the Attachment) were conducted involving 1,969 participants.

Number of Total Persons Trained: 1,969

Number and Percent of Participants Receiving Scientifically Based Instruction: 1,969/1.969– 100 Percent

Total SPDG Professional Development/Training Activities: 98

Number and Percentage of Professional Development/Training Activities Based on Scientific- or Evidence-Based Practices: 98/98 – 100 Percent

3c. Alignment of Professional Development with State Performance Plan (SPP)

A summary of the State Performance Plan (SPP) Indicators that are aligned with Goal 2 is provided below:

Indicator 1: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma.

Indicator 2: Percent of youth with IEPs dropping out of high school.

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year; for children with IEPs.
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80 percent or more of the day.
- B. Inside the regular class less than 40 percent of the day.
- C. In separate schools, residential facilities, or homebound/hospital placements.

**Total SPDG Professional Development/Training Activities Aligned with the AL SIP: 98
Number and Percentage Aligned with the ALSIP: 98/98 – 100 Percent**

3d. Professional Development Sustained by On-Going and Comprehensive Practices

Follow-up for Sustainability:

Ninety-four of the 98 Goal 2 professional development trainings (95.9 percent) during Year 4 were followed-up with planned activities. Follow-up support included:

- **SIM Training:**

On-going technical assistance.

End of the year evaluation.

Implementation planning.

On-site professional development provided by AL SDE staff.

On-site professional development provided by select Cohort Implementation Team Members.

- **MSS SMARTsheets** - Monitor implementation practices, distributed up-dated versions to LEAs, and on-line training.

- ***LANGUAGE!:***

Monthly/bi-monthly visits by SDE personnel and program consultants.

Use of Survey Monkey for follow-up data/information.

- **Models of Collaboration (MOC)/Co-Teaching trainings:**

Cadre of Trainers available for LEA requests.

Models of Collaboration (MOC) resources designed to provide independent training for individual schools or LEA.

DVD's model best Collaborative Practices provided to LEAS with additional copies available, upon request.

Quick Time streaming on SPDG Web site.

- **SIS – Leadership Team/Implementation Team One-Day Training** - Two-Day Training by KU-CRL, SPDG, & PD Partners-Follow-up assistance with implementation and data gathering plans.

- **Multisensory Structured Language Education (MSLE)** - Ten follow-up training days. Trainees submit five video lessons during the school year to the trainer who critiques and gives feedback.

- **Transmath** - Monthly/bi-monthly site visits by Program Consultant and SDE Personnel.

- **On-line Coaching Training:**

On-line coaching conducted with Lab Teachers.

On-line coaching demonstration conducted with administration, supervisors, and teachers.

- **Differentiated Instruction and Implications for Universal Design for Learning (UDL) Implementation:**

Session on this content offered on March 14, 2011, at the AEA Professional Development Conference.

Session on this content will be offered at the 2011 Mega Conference.

Total SPDG Professional Development/Training Activities: 98
Number and Percentage With Systematic Follow-up for Sustainability: 94/98 – 95.9 Percent

3e. MSS and SIM Training

During Year 4, Goal 2 initiatives continued to build on the successful implementation of MSS in Years 1, 2, and 3. Since its inception, MSS has continuously evolved and is currently in its 9.7 version. The evolution of MSS has been informed by a series of scientific-research validation studies and extensive observations and feedback from practicing teachers and teacher-candidates (pre-service) representing K-12 general and special education, as well as the pre-service teacher education faculty.

In Years 1 through 4, the SPDG, supported professional development within Goal 2 involved the *Strategic Instruction Model* (SIM) in addition to MSS. The SIM is an umbrella term that embraces a model of teacher-focused (Content Enhancement) and student-focused interventions (Learning Strategies), and other support pieces. The SIM is intended to offer students a key to unlock text and nurture understanding. Among the essential components of the SIM is a set of routines called the teacher-focused interventions or Content Enhancement Routines. Recently, the SIM has been paired with some Seamless Instruction Support (SIS) trainings. The SIS trainings emphasized collaborative instruction across special and general educators providing tiered/seamless instructional interventions and supports for all students, including those with disabilities. The MSS and SIS/SIM are being implemented within annual cohorts of two middle and high schools. During the Year 4 SPDG reporting period, 22 MSS trainings (702 participants) and 19 trainings involving SIM and SIS, at times, were provided for 186 participants. Other details are available in Table 3 within the Year 4 Grant Performance Report Attachment. Participant evaluations were available for 26 of these trainings. All 26 trainings with evaluations (100 percent) received an average participant rating of 4.00 or higher in increasing knowledge/beneficial to participant work.

3f. Implementation of MSS and SIM

Each year of the SPDG a new Cohort of schools implementing MSS and SIM/SIS has been started. They are listed below by Cohort:

Cohort 1:

Oxford Middle School (Oxford City Schools) – Eleven Classes, four Strategies Labs Classes (Clinical Labs) and seven Embedded Classes
Oxford High School (Oxford City Schools) – Two Strategies Lab Classes (Clinical Classes)

Cohort 2:

T. R. Miller High School (Brewton City Schools) – Grades 9-10 Language Arts Embedded Classes
Brewton Middle School (Brewton City Schools) – One Strategies Lab Class and Grades 7-8 Language Arts Embedded Classes (Embedded Classes)

Cohort 3:

Tarrant Middle and High School (Tarrant City Schools). Five Strategies Lab Classes (Clinical Classes).

- Two classes of seventh graders
- One class of eighth graders
- One class of ninth graders
- One class of Grades 10-11.

Cohort 4:

Maplesville High School (Chilton County Schools). Three Strategies lab Classes (Clinical Classes):

- One Class of seventh Graders
- One Class of eighth Graders
- One Class of ninth Graders

Implementation of MSS and SIM was carried out within the overall framework of a Seamless Instructional System (SIS) during Year 1 in the Cohort 1 schools. On-going coaching and mentoring (i.e., approximately eight hours of technical assistance a month) was provided to the participating schools during Year 2 of the SPDG. This assistance included walk-throughs, internet video-conferencing, and internet-forum networking. The SDE had two PD partners and institutions of higher education (IHE)/SDE staff provided technical assistance and professional development for the Leadership Team members and staff from the participating universities. A total 46.5 days of on-site technical assistance and 28 days of professional development were provided between April 2008 to March 2009). Each participating Cohort school received seven days of professional development (three days for Leadership Team members and four days for staff members). During Year 4, on-line coaching was demonstrated for beginning level implementation for participating middle and high schools.

During Years 2, 3, and 4 teachers and administrators within the Cohort schools had access to technology-based resources. These resources included three co-teaching DVDs (at the elementary, middle school, and high school level) that were developed during Year 1 of the SPDG. The DVDs include Collaboration/Co-teaching teams working within Alabama elementary, middle, and high schools. The following co-teaching models are included on the DVDs: Supportive and station teaching, dual supportive teaching, alternative teaching, and parallel teaching. In addition to filming of the implementation of these models, the DVDs include conversations with collaborative teachers and interviews with administrators. During Year 3, approximately 838 DVD sets (four per set) were distributed to school systems and AL SDE divisions/entities.

In addition to the distribution of Co-Teaching DVD sets, all LEAs received ten hard copies of MSS V9.8 software with duplication, download, and copyright guidelines. During the Year 4 SPDG performance period, orientation of V9.8 and Training Seminars will be available online for all teachers (i.e., by May 2011). Webinar trainings will also be available to assist teachers who work with high-end gifted learners.

During Years 3 and 4, the PIRATES Test-Taking Strategy continued to be used to track student progress at the Cohort schools. In addition, progress charts were used within the LINCS strategy. The LINCS Strategy is designed to enable students to learn new vocabulary words by using memory-enhancement tactics that cue students to focus on the critical elements of a vocabulary word and then use key word mnemonic devices, mnemonic stories, visual imagery, and associations with prior knowledge of self-evaluation to enhance their memory of the meaning of the word. The LINCS Strategy moves through eight stages beginning with Stage 1: Pre-test to Stage 8: Generalization.

Also used during Years 3 and 4 were the following fidelity measures:

- LINCS data.
- Pre- and post-testing data for all strategies.
- Use of the Quality tool, as measured by a self-assessment that was designed during Year 2.
- Data from walk throughs.

During Years 3 and 4 pre- and post-testing results are available for several participating Cohort schools. The students were ThinkLink Strategies Lab Class participants and each took pre tests in October or November and then took the post tests in February. ThinkLink t-test results are provided in Tables 11 and 12 of the Attachment for the Oxford Middle School.

During Year 4, the Cohort 1 schools (Oxford Middle and HS) conducted extensive testing on participating students. Both high school Strategic Labs used PIRATES, Paraphrasing, and Self-testing all of which showed statistically significant gains from pre to post testing. Oxford Middle School implemented LINCS, PIRATES, ROW, and ThinkLink to assess student progress. All four testing strategies showed statistically significant gains from pre- to post-testing. Oxford Middle School also used Think Link which showed statistically significant gains from pre-to-post testing. In addition, they also offered several class periods in writing. Pre- to post-test differences in sentence construction also proved statistically significant.

Pre-test data is available for Cohort 2 schools. Post-test data will be submitted in May 2011. No data was available from Cohort 2 schools.

Tarrant City Schools, Cohort 3, also worked with sentence construction; however, only seven students had completed pre-post data for the initial component of the strategy. As a consequence, the statistical test is questionable. It did not show any statistically significant differences.

Maplesville High School, Cohort 4, conducted Clinical/Lab classes using both LINCS and PIRATES. Pre-post test comparisons showed statistically significant gains for both measures.

3g. Students Reaching 80 from Pre- to Post-LINCS

Pre-post LINCS vocabulary scores were available for 74 students at T.R. Miller High School during Year 4, of this total, 53 or 71.6 percent reached a score of 80 from the pre-to-post test. During Year 4, both Oxford Middle School Embedded Strategies' Lab Classes and Maplesville High School Lab Classes, used LINCS to assess student progress for 195 students. Of this total, 180 or 92.3 percent reached 80 on the post-test. Both schools had statistically significant gains on the LINCS (Tables 4 and 5). The LINCS data is one measure of implementation fidelity

3h. Students Reaching 100 from Pre- to Post-Test Taking, PIRATES

During Year 3, pre- and post-test PIRATES data were available for 143 students. Of this total, 61 or 42.7 percent reached a score of 90+ on the post-test. This PIRATES pre- and post-test data were available from one middle and two high schools. During Year 4, pre-post PIRATES data were available for 182 students from Maplesville High School Lab Classes (two Classes), Oxford High School, and Oxford Middle School, of this total, 143 or 78.0 percent reached a score of 90+ on the post-test. Data from each school were statistically significant (Tables 6, 7 and 8). The PIRATES Test-Taking data are another measure of implementation fidelity.

3i. Number and percentage of students within Strategies Labs in the Cohort schools reaching a score of 90+ from pre-to-post in Sentence Writing.

During Year 4, each Cohort implemented Sentence Writing. Oxford Middle (Cohort 1) has four Clinical Strategies Lab Classes that were able to provide data for this report. Brewton Middle and T.R. Miller High School (Cohort 2) did not have post-test data available from their sentence writing program. Maplesville High School (Cohort 4) has just started implementing Sentence Writing and, as a consequence, did not have post-test data available for this report. Oxford Middle School had 55 students of whom, 34 reached the goal of 90+ on their post-writing test. Tarrant Middle/High School had six of their seven students (85.7 percent) reach 90+ on the post test. Students at the Oxford Middle School demonstrated statistical significant improvement on their post-test results (Tables 9 and 10). Tarrant school sample was too small to reliably test; however, six of their seven students (85.7percent) reached the goal of 90+ percent.

Maplesville High School (Cohort 4) has just started implementing Sentence Writing and, as a consequence, did not have post test data available for this report. Oxford Middle School had 55 students of whom 34 (61.8 percent) reached the goal of a 90+ score on their post writing test. The Tarrant school sample was too small to reliably test for significance; however, six of their seven students (85.7 percent) reached the goal of 90+ percent. Students at the Oxford Middle School demonstrated statistical significant improvement on their post test results (Table 9 and 10).

3j. Number and percentage of children served in the SIM Cohort schools showing pre-/post- gains in math achievement.

No data available at time of report submission.

3k. Satisfaction Level of Information/skills Gained via Monthly Webinar Meetings

This activity was put on hold during Year 4. Monthly Webinar meetings will be implemented during the 2010-2011 school year and reported on in the Year 5 SPDG Grant Performance Year.

3l. Training in *LANGUAGE!*

During Year 3, three *LANGUAGE!* trainings were provided by program consultants for participants in these schools. Participant evaluation data/information was available from the 3 *LANGUAGE!* trainings involving 53 participants. All three of these trainings received an average participant rating of 4.00 or higher in increasing knowledge/ beneficial to participant work. During Year 4, there were two *LANGUAGE!* trainings, both which also received ratings of 4.00 or higher in increasing knowledge/beneficial to participant work.

3m. Implementation of *LANGUAGE!*

Four high schools, one K-12 school, and one middle school were selected for assistance through the SPDG for implementation of *LANGUAGE!* during Years 1-3..

During Year 4, three additional sites were added that are feeder schools to three of the high schools using *LANGUAGE!*.

During Year 4, eight schools successfully implemented *LANGUAGE!*. One school requires additional assistance and professional development. All of the participating schools utilized the *LANGUAGE!* online management system as an implementation fidelity tool. Several reports can be generated within this on-line system to help place students in the program, track student performance, and share student progress with parents. The reports include:

- Pacing Report – Identifies whether the district, school, and class is on track with data entry and curriculum pacing.
- Placement Recommendations - Is based on three tests that measure students’ literacy skills to determine the appropriate starting point and inform pacing in *LANGUAGE!*.
- Distribution of Student Performance – Provides a snapshot of the percent of students in each performance category for ongoing and summative assessments.
- Frequency Distribution Gains by Class – Allows quick identification of classes that are seeing the greatest gains and those that may need additional supports.

During year 3, four school improvement schools were also selected for assistance through the SPDG for implementation of Transitional Math. The four schools are listed below. No new schools were added during Year 4.

- One high school in Butler County.
- One high school in Elmore County.
- Two high schools in Montgomery County.

During Year 3, the **Transitional Math** program did not have an on-line reporting system; however, walk-throughs and observations were used to measure implementation fidelity in the participating schools. The on-line reporting system was implemented during Year 4 and provided the participating schools with helpful reports.

Transmath systematic monthly classroom observations were made at each of the sites where Transmath was implemented. The trained observer also provided constructive ideas regarding improvements and record test results into the data system. The contents of the observational sheet included four major areas:

- Classroom environment.
- Teacher attributes.
- Daily routines.
- Student behavior.

Transmath implementation observations found that most teachers were following the practices they learned and students were learning in the classroom.

3n. The number and percent of students increasing their proficiency rate in language for students participating in *LANGUAGE!*

Data was not available at time of report submission.

3o. Increased Pre-/Post-Math Achievement Gains by Students Served in Transmath.

Data was not available at time of report submission.

Transmath is being provided to students at higher grade levels who have fallen behind their peers and are in need of increasing their math skills. Students involved are in classes ranging from Grades 6-12. The classes are visited monthly by a Transmath trainer/observer to facilitate the implementation of the Transmath program and insure fidelity of implementation.

Post tests are designed to be administered at the completion of each level. At this point, the teachers have four more units to teach students before they can take the end of year assessment. Consequently, the test instruments will be administered toward the end of May 2011, at which time test results will become available. Observations have found that most Transmath teachers are following the Transmath protocols, and students are learning. Statewide assessment data was not available at time of report submission.

3p. Implementation Progress, Positive Student Outcomes, and Satisfaction of Technical Assistance Provided in Transmath.

A fidelity of implementation survey was conducted 3 to 4 months after the Transmath trainings ended. It solicited implementation information from 12 teachers who had attended the trainings. Ten teachers (83.3 percent) responded to the questionnaire regarding their experience at the training and with implementing Transmath in their classrooms. When asked “The professional development increased my ability to use questions to support a student’s understanding of mathematics”, four respondents (40.0 percent) agreed or strongly agreed.

Another questionnaire asked “To what extent do you believe the math intervention program is being implemented with fidelity?” Eight to the ten teachers (80.0 percent) provided a response indicating that it was being implemented to “some extent” to “a great extent”.

3q. Training in Collaboration Education – Models of Collaboration

During Year 4, five trainings were conducted that had evaluation information, and all of the five (100 percent) had average participant ratings of 4.00 or higher in increasing knowledge/beneficial to participant work.

3r. Training in Seamless Instructional Support (SIS)

During Year 4, there were 15 trainings with evaluations and all (100 percent) received ratings of 4.0 or above (on a 5-point scale) on increasing knowledge/ beneficial to participant work.

3s. Graduation with a Regular Diploma

During 2007-2008, 1,528 students in Alabama out of a total 5,110 eligible students graduated with a regular diploma—or 29.9 percent. Following is comparative data for two high schools implementing MSS/SIM: T.R. Miller High School, Brewton, AL, and Oxford High School, Oxford, AL.

T.R. Miller High School – 51.4 percent graduating with a regular diploma
Oxford High School – 79.7 percent graduating with a regular diploma

During 2008-2009, 42,438 students in Alabama out of a total 65,232 eligible students graduated with a regular diploma—or 65.06 percent who started school in Alabama as ninth grade students. Following is comparative data for three high schools implementing MSS/SIM: T.R. Miller High School, Brewton, AL; Oxford High School, Oxford, AL; and Tarrant Middle and High School, Tarrant, AL.

T.R. Miller High School – 87 percent graduating with a regular diploma
Oxford High School – 93 percent graduating with a regular diploma
Tarrant High School – 80 percent graduating with a regular diploma

The most recent Alabama APR reports that the percent of youth with IEPs graduating from high school with a regular diploma was 61percent (1,963 divided by 3,201 times 100 = 61.32). The following graduation rates occurred at Cohort schools during Year 4:

- Oxford High School – 92 percent of IEP strategies lab class seniors graduating with advanced diplomas or standard diplomas.
- For non-IEP Oxford High School strategies lab class seniors – 62 percent graduated with standard diplomas.
- T.R. Miller of Brewton City Schools did not have any students with IEPs graduating with a regular diploma.
- Tarrant High School – 75 percent of the IEP seniors graduated with regular diplomas.

3t. Reading Achievement

During 2008-2009, 32.6 percent of the eleventh grade students in special education were proficient or better in reading on the statewide assessment compared to 32.5 percent of the eleventh grade students in special education during 2007-2008 and 32.6 percent in the previous year, 2006-2007. The most recent graduation test (2009-2010) found that about 29.8 percent were proficient or better in reading with 89.8 percent of the eligible special education students taking the test.

3u. Statewide Math Achievement

During 2008-2009, 38.8 percent of the eleventh grade students in special education were proficient or better in math on the statewide assessment, compared to 37.8 percent in 2007-2008 and 32.6 percent in the previous year, 2006-2007. The most recent graduation test (2009-2010) found that about 34.8 percent were proficient or better in math with 90.0 percent of the eligible special education students taking the test.

3v. Use of Science Curriculum Guide for Higher Functioning Students With Disabilities

On November 17-18, 2010, a two-day training was held with 15 highly effective teachers from across Alabama. These teachers were working on providing an alternate or tiered lesson for each Course of Study Standard at their grade levels. SDE specialists were working with groups of three teachers to help them adjust the level of challenge and rigor to high levels. Project staff worked with the high school. In addition, the Alabama Math, Science, and Technology Initiative (AMSTI) has partnered with SES and is now editing and reviewing the work for rigor.

Teachers have been using the projects Google Web site, as a wiki, to upload lessons and assist other teachers. From November on, an orientation to the use of this site has been provided; and a review of draft lesson plans was conducted to ensure teachers were on the right track. All lessons were due on January 13, 2011, after which a review and editing was initiated.

Once the guides are completed, each school system will receive two hard copies each with a CD of the student pages. Copies of the Science Curriculum Guides for Higher Functioning Students with Disabilities will then be available on the SPDG, AMSTI, and Special Education Web sites. A series of webinars will be held for all teachers throughout the state to introduce the guides and how to use them. During Mega Conference (Summer 2011), two science sessions, elementary and secondary will be held to introduce the guides and provide hands-on activities for teachers.

During Year 5, a similar curriculum will be developed for mathematics.

3w. Satisfaction with Multisensory Structured Language Education Training for Students with Dyslexia and Other Learning Disabilities.

A follow-up electronic survey was sent via Survey Monkey to 30 Multi-Sensory Structured Language Education Training participants. The course was well received with 84.2 percent of the respondents (67 percent return rate at the time of report submission) indicating that the training materials and information were useful and relevant to their needs. All planned to use the materials and strategies in small tier three settings. Some (26.3 percent) planned to use them in tier two settings, and 15.8 percent were going to use the materials and strategies in the general classroom. When asked, 90 percent indicated that they would recommend the training course to others.

3x. Replication of Scientific- or Evidence-based Instructional/Behavioral Practices

During Year 3, a major curriculum development project, the MSS SMARTsheets Project, was initiated to sustain quality use of MSS in Alabama. The SPDG staff, in collaboration with Dr. Edwin Ellis, teams of outstanding middle and high school English, science, social studies, and math teachers developed examples of how they have used MSS. At the completion of this scaling up project, every learning standard in the secondary core curriculum of the Alabama Course of Study will be accompanied by MSS materials and examples of how to apply them. These MSS instructional tools and routines will be converted to interactive digital files downloadable from the AL SPDG Web site and, thus, available to all public schools teachers in Alabama. The result should be a significant scale-up of the degree to which Alabama teachers implement MSS and improve student outcomes in core academic standards, Grades 6-12. The scale of this project evidences the commitment to enabling all Alabama teachers to apply MSS in their classrooms.

During Year 3, other statewide initiatives have integrated MSS with other professional development activities. For example, the ALSDE/SPDG has infused professional development in use of MSS into the Alabama Reading Initiative, Planning Adolescent Literacy (ARI PAL), Alabama Math, Science, and Technology Initiative (AMSTI), Drop-out Prevention, School Improvement, as well as, other statewide professional development projects.

As discussed in other performance measures within this Annual Report, the SPDG staff, in collaboration with several IHEs and school systems, published a series of DVDs addressing how to implement a decision-making framework that can be used by collaborating teachers for strategically designing and implementing instructional supports for students with disabilities in general education classroom instruction. *Models of Collaboration*, the DVD series, addresses how to implement this framework within the context collaborative teaching in elementary and secondary schools. Like MSS, this approach to collaborative education has been the subject of statewide pre-service and in-service professional development.

MSS, SIM, and collaboration education content continued during **Year 4** with two sessions on Secondary Co-Teaching in Alabama was offered during the 2010 Alabama Transition Conference in March 2010. A poster session highlighting Alabama's Secondary Collaboration Education was held at the National Council for Exceptional Children Conference in April 2010. Sessions on Collaboration Education and Implementation of MSS was offered at the Mega Conference in July 2010, and additional sessions are projected for the July 2011.

Replication of *LANGUAGE!* sites were expanded in some LEAs by leveraging Title 1 funds to all eligible schools for SIG funds (1003g funds). SPDG staff facilitated program development at both sites by providing technical assistance including participating in meetings covering progress data review. DeKalb County has expanded its *LANGUAGE!* program to all schools from one initial K-12 school (Geraldine Elementary). Butler County has added a high school literacy coach.

Visits and consultation with Montgomery and Elmore County schools (two SPDG sites) made by Mobile County and the Autauga school system were followed by the implementation of similar *LANGUAGE!* programs in their schools. It is anticipated that Montgomery and Elmore will further act as a “lighthouse” sites for other systems interested in implementing the *LANGUAGE!* intervention program.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective Check if this is a status update for the previous budget period.

Goal 3: Through implementation of scientifically based *Positive Behavior Supports* (PBS) by trained administrators, teachers, and other school personnel within participating schools, the number of students with disabilities who are suspended or expelled for greater than ten days will decrease by 80 percent and office discipline referrals will be reduced by 50 percent.

Objective 3.1: Building on the success and experience of PBS during the past two SIG/SPDG grant periods and in an effort to replicate to scale the implementation of PBS, approximately 50 percent of the local education agencies (LEAs) in Alabama will implement PBS with an 80 percent fidelity rating on the Benchmarks of Quality (BOQ) within two years.

4a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percent of personnel receiving professional development through the SPDG based on scientific-or evidence-based instructional practices (Federal Performance Measure 1.1).	PROGRAM PROJECT			100		1,128/1,128	100

4b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of professional development/training activities provided through the SPDG based on scientific-or evidence-based instructional/behavioral practices (Federal Performance Measure 2.1).	PROGRAM PROJECT		/	100		16/16	100

4c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The percentage of SPDG projects that have implemented							

personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (Federal Performance Measure 1.2).	PROGRAM PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%
			/			9/9	100
4d. Performance Measure	Measure Type	Quantitative Data					
The percentage of trainings receiving average participant ratings of 4.0 or above (on a 5-point scale) in increasing knowledge/ beneficial to staff in School Improvement schools.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	100		16/16	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4a. Personnel Receiving Scientific- or Evidence-Based Professional Development

4b. Scientific- or Evidence-Based Professional Development

Rationale for Scientific- or Evidence-based Instructional/Behavioral Practices

The goal of PBS is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors, by establishing an effective continuum of PBS systems and practices. Sugai and Horner (2001) reported that schools adopting a school-wide PBS approach consider four distinct and necessary implementation elements: specification of clearly defined and measurable results; use of data for decision making; adoption of evidence-based practices and processes; and, provision of supports for high fidelity implementation. In addition, schools that adopt a school-wide PBS system establish a full continuum of behavior supports characterized by an emphasis on prevention, increasing intensity of interventions for increasing intensities of problem behavior, and a provision of basic proactive programming (primary prevention) for all students by all staff in all settings (Sugai and Horner, 2001).

Within the PBS model, utilized by the SDE, is the emphasis on school-wide systems of support including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in classroom and non-classroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (schoolwide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, and recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. The PBS training is based on all of the levels of evidence provided by the Office of Special Education Programs:

- Meta-analyses of high quality evidence.
- Experiments and well-designed quasi-experiments.
- Correlational and longitudinal data.
- Best practices with matching and correlative analysis.
- Expert opinion supported by conceptual models and generalizations from high quality research on related topics.
- Simple correlational studies, case studies, pre-post studies, and best practices studies without matching.

The scientific-evidence underlying PBS training in Alabama is also based on the data being collected within the SIG/SPDG involving pre-post studies, comparison groups, and expert opinion. The Web site for the National Center for Positive Behavior Intervention and Supports Center provides extensive research studies supporting PBS, including a research synthesis on PBS. The synthesis includes a definition of positive behavior support, analysis of the existing database, delineation of gaps in current knowledge, and suggestions for future directions for research, policy, and practice. http://rrtcpbs.fmhi.usf.edu/rrtcpbsweb/Products/research_synthesis_brief.pdf. In addition, there is an extensive listing by the *Positive Behavior Intervention and Supports* (PBIS) Center of selected PBS studies, which form the basis of the Alabama PBS model.

Research studies have demonstrated that when PBS strategies are implemented schoolwide, children with and without disabilities benefit by having an environment that is conducive to learning (Jolivette, Stichter, Nelson, Scott, and Liupsin, 2000). Comprehensive literature reviews and research syntheses have been conducted (Carr, et al, 1999; Warger, 1999) and concluded that PBS is widely applicable to individuals with serious challenging behaviors and that PBS is effective in reducing problem behavior by 80 percent 2/3 of the time. These same studies have demonstrated that when PBS strategies are implemented schoolwide, children with and without disabilities benefit by having an environment that is conducive to learning.

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Number of Total Persons Trained: 1,128

Number and Percent of Participants Receiving Scientifically Based Instruction: - 1,128/1,128– 100 Percent

Total SPDG Professional Development/Training Activities: 16

Number and Percentage of Professional Development/Training Activities Based on Scientific- or Evidence-Based Practices: 16/16 – 100 Percent

4c. Alignment of Professional Development with State Performance Plan (SPP)

A summary of the State Performance Plan (SPP) Indicators that are aligned with Goal 3 is provided below:

Indicator 1: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma.

Indicator 2: Percent of youth with IEPs dropping out of high school.

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year; for children with IEPs.
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80 percent or more of the day.
- B. Inside the regular class less than 40 percent of the day.
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Separate special education class, separate school or residential facility.

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships).
- B. Acquisition in and use of knowledge and skills (including early language/communication and early literacy).
- C. Use of appropriate behaviors to meet their needs.

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 13: Percent of youth aged 16 and above with an IEP that includes documentation of all transition requirements that will reasonably enable the student to meet their postsecondary goal. (Summary Version)

**Total SPDG Professional Development/Training Activities Aligned with the AL SPP: 16
Number and Percentage Aligned with the Alabama SIP: 16/16 – 100 Percent**

4d. Satisfaction of School Improvement School Participants Receiving PBS Training.

During Year 4, there were nine new School Improvement Grant Schools. Each of the nine schools received two-day trainings and will continue to receive technical assistance twice per month through September 30, 2011. It is planned that these schools will continue to receive funding through September 30, 2012. Training evaluations were available from 16 trainings for these schools. The participants rated the training 4.0 or above (on a 5 point scale) in areas of increased knowledge/beneficial to staff for all 16 trainings. There will be a new cohort of SPDG School Improvement Grant Schools trained in the summer 2011.

During Year 4, it is important to note that the Alabama SDE has continued to reconfigure Building Based Student Support Teams (BBSST) into the Response to Instruction (RtI) framework, which includes behavior in the three-tiered model. The SDE is making progress toward full implementation of RtI to address the academic and behavioral needs of all students, including students with IEPs. Intensive training has been conducted for both SDE and LEA staff regarding data analysis, progress monitoring, and problem-solving approaches to RtI. Consistent with this expansion, the SDE and the Alabama SPDG have collaborated with the SDE, Prevention and Support Section to facilitate full state-wide implementation by moving PBS beyond the Alabama SPDG. Through the provision of interventions based on students' needs, progress monitoring, and goal-setting for improvement, the SDE anticipates that the provision of intensive interventions will result in a reduced rate of suspensions and expulsions for general and special education students in Alabama.

It is further important to note that, as a result of the Goal 3 work on the Alabama SPDG, the Alabama Positive Behavior Supports Center was opened at Auburn University Montgomery's campus during Years 3 and 4 through a collaboration among Auburn University Montgomery, the SDE, and the Southern Poverty Law Center. The objectives of the Alabama PBS Center include training for Alabama LEAs and pre-service training for future general and special education teachers.

The work above is important because of the increased need. Table 14 and Figure 1 in the Attachment provide a time-series of the unilateral removals and suspensions greater than 10 days for Alabama. Unilateral removals (Table 14) have substantially increased from the baseline year of 2001-2002. The increase in suspensions is somewhat more modest for the entire state as shown in Figure 1. Discipline data for the PBS schools in school improvement are being collected in the Alabama Positive Behavior Supports Data Management System. Currently, there are insufficient data to provide any type of outcome analysis using discipline referrals, suspensions or unilateral removals.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective Check if this is a status update for the previous budget period.

Goal 3: Through implementation of scientifically based PBS by trained administrators, teachers, and other school personnel within participating schools, the number of students with disabilities who are suspended or expelled for greater than ten days will decrease by 80 percent and office discipline referrals will be reduced by 50 percent.

Objective 3.2: Approximately 1,500 parents and service providers will increase their knowledge, skills, and use of evidence-based practices in behavior management.

5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The average participant ratings for PTI sessions rated as 4.0 or above (on a 5-point scale) in increasing knowledge/beneficial to participant's work in behavior management (PBS).	PROJECT				249	232/249	93.2

5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of parents from both Part C and Part B as well as service providers of young children reporting increased PBS knowledge, as a result of receiving local and regional training.	PROJECT	300	300/300	100%	93	86/93	92.5

Explanation of Progress (Include Qualitative Data and Data Collection Information)

5a. Training for Parent Trainers

During Year 4, the Alabama Parent Education Center Inc., conducted 13 Behavior trainings for 308 participants. Evaluation data obtained from participants shows that 232 out of 249 (93.2 percent) participants reported that they gained beneficial knowledge.

5.b. Parent Training

During Year 3, the SDE provided a parent training in September of 2009. Approximately 39 parents of children in both the Part C and Part B systems participated. Parents were taught specific behavior management strategies for their use in the home to assist with transition from home to school. Participant evaluation data/information found that 38 of the 39 participants rated the training at a 4 or higher for increasing their knowledge for working with their children. During Year 4, the Alabama Parent Education Center provided two trainings in August 2010 for parents with young children. There were 93 parents participating in the PBS training sessions. Over 92 percent of responding parents reported that the training provided them with increased PBS knowledge.



**U.S. Department of Education
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Project Status Chart**

PR/Award # (1 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6. Project Objective Check if this is a status update for the previous budget period.

Goal 4: At least 98 percent of the special education teacher positions in Alabama will be filled with highly qualified teachers, and 70 percent of first-time special education teachers will remain teaching in special education after three years.

Objective 4.1: New and enhanced recruitment efforts will be successful in obtaining sufficient numbers of highly qualified, ethnically diverse special education teachers reversing the trend (by Year 2) of using more under-certified special education teachers and attaining a 98 percent utilization of highly qualified teachers in 5 years.

6a. Performance Measure	Measure Type	Quantitative Data					
Number of special education teachers recruited through TeachAlabama.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						309	

6b. Performance Measure	Measure Type	Quantitative Data					
Percent of qualified and not qualified special education teachers.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					98	5146.6	5146.6/5458.8

6c. Performance Measure	Measure Type	Quantitative Data					
Number of special education teachers receiving vision certification or taking courses toward certification eligibility, as a result of SPDG support to the University of Alabama at Birmingham (UAB) since 2002.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			133			124	112/123

6d.Performance Measure	Measure Type	Quantitative Data					
Number of additional special education teachers receiving national Orientation & Mobility (O&M) certification or taking courses toward certification eligibility, as a result of SPDG support to the University of Alabama at Birmingham (UAB) since 2002.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		60				42	15/42

6e. Performance Measure	Measure Type	Quantitative Data					
The percentage of Autism trainings for which participants provide a rating of 4.0 or above (on a 5-point scale) in increasing knowledge/beneficial to participant work.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					100%	12	12/12

Explanation of Progress (Include Qualitative Data and Data Collection Information)

6a. New Teachers Recruited

Teach Alabama has been implemented as a statewide on-line recruitment tool and application process that, in essence, replaced Alabama’s use of Teachers-Teachers.com. The new Web site has been designed for recruitment purposes, including a site for special education. The Alabama SPDG partnered with the Governor’s Commission on Quality Teaching to unify all state recruitment efforts, including special education and implementing programs like Future Teachers of Alabama. From the new systems start, a total of 23,326 special education teacher applications have been received. Approximately 4,289 special education teacher applicants have completed applications online and have selected the special education employment preferences on their application in the last 12 months. During this same last 12 months, 138 special education jobs were posted and 43 were filled from the Web site.

6b. Highly Qualified Teachers

The Attachment to this report provides a summary (Figure 2.) of special education Full Time Equivalent (FTE) from 1995-1996 through 2009-2010 who were not fully certified or not highly qualified. As can be seen from the figure, the percentage of highly qualified special education teachers has increased from 87.9 percent (10,238.8 of 11,777.2 teachers) to 94.3 percent (5146.6 of 5485.8) for all special education teachers from 2006-2007 through 2009-2010.

6c. Low Incidence Support

The University of Alabama at Birmingham (UAB) is the only university in Alabama that has a teacher training program in visual impairments. During Year 3(2009-2010), eight teachers were enrolled to apply for certification in visual impairment with support from the SPDG. The SPDG

supported interactive classroom fees, training supplies, and a stipend for in-state travel needed to meet class requirements and observations. The UAB vision teacher training program provided instruction to 124 trainees with 116 certified graduates between 2002-2010 and an impact on 44 counties for students with visual impairments. The 112 (4 have retired) certified graduates have been employed in regular school settings and residential settings at Alabama School for the Blind and the Alabama Helen Keller School. An additional eight students are taking courses toward certification eligibility. The target was 133 school districts - 11 dropped out for various reasons.

The Alabama Consortium awards tuition stipends to teachers working in the area of visual impairment who then attend the University of Alabama at Birmingham. Enrollment in the visual impairment program by those receiving the stipends was eight in 2006-2007, ten in 2007-2008, seven in 2008-2009 and six in 2009-2010.

6d. Orientation and Mobility Specialist Support

The University of Alabama at Birmingham (UAB) is the only university in Alabama that has a training program for O&M specialists. With the SDE continuing support since 2002, fifteen have become nationally certified, twenty-two are taking the test for national certification, and five students are completing their last course to take the test for national certification. The target was 60 —two dropped out of the program. Four O&M students have retired and three are contracting O&M services to public schools. This training program impacts approximately 2,000 students with visual impairments and deaf/blindness who are served in Alabama school districts. The UAB administration continues to work to increase the certification rate for O & M specialists.

6e. Training in Autism (Autism Diagnostic Observation Schedule)

Nineteen autism trainings were conducted across the state during Year 3 for a total of 409 special education teachers and parents. School districts sent two people for the two-day Level I training that included hands-on activities. One workshop was conducted at the University of Alabama Birmingham for physicians, psychologists and other school staff members.

Twelve autism trainings were conducted across the state during Year 4 through January 20, 2011, with a total of 225 special education teachers and parents (Table 15 in the Attachment). Level II and III trainings were provided this year. About 98 people have received Level I training, 26 have received Level I Plus, 45 have received Level II training, 5 have received Level II Plus, and 17 have received Level III training. All of these autism trainings received average participant ratings of at least 4.00 on a 5-point scale—with 5 being the highest rating in increasing knowledge/benefit for participant work.

The training Autism Diagnostic Observation Schedule (ADOS) Levels are as follows:

- Level I is a two-day intensive course to help individuals improve the eligibility decisions and timely assessments for children with autism. Upon completion, participants receive a certificate of completion that is the equivalent to 12 Professional Developments hours towards the participants Continuing Education Units (CEUs).

- Level II is designed to ensure that evaluations are conducted with fidelity, to build capacity for evaluating, programming and providing services for children with autism. This training is designed for those who have completed Level I training and have practiced by administering one ADOS assessment to a typical child and two to a child with autism.
- Level III emphasizes that evaluations are conducted with fidelity. This training is for those who have completed Levels I and II as well as additional ADOS administrations to two typical children and three with autism. The projected extension of this process is that those who have completed Level III will become mentors to others in the state. The more experienced will become trainers at Level I.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7. Project Objective Check if this is a status update for the previous budget period.

Goal 4: At least 98 percent of the special education teacher positions in Alabama will be filled with highly qualified teachers, and 70 percent of first-time special education teachers will remain teaching in special education after three years.

Objective 4.2: The annual attrition level of special education teachers in high need areas will decrease to that of general education teachers within their LEAs. By the end of Year 5 SPDG funding, the 3-year statewide attrition rate of first-time special education teachers will decline from 56 percent to 30 percent.

7a. Performance Measure	Measure Type	Quantitative Data					
Statewide percentage of <u>all</u> highly qualified special education teachers in Alabama who remained teaching for the last three years (Federal Performance Measure 4.1).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					70	1132	1132/3684

7b. Performance Measure	Measure Type	Quantitative Data					
Statewide percentage of <u>new</u> highly qualified special education teachers in Alabama who remain teaching after the first two years of employment (Federal Performance Measure 4.1).	PROGRAM PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					70	37	37/156

7c. Performance Measure	Measure Type	Quantitative Data					
Number or percent of IHEs participating in IHE/LEA collaborative teaching partnerships.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						10	10/10

7d. Performance Measure	Measure Type	Quantitative Data					
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Percentage of scientifically based retention efforts that are successfully replicated.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
					1	0/1	0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

7a. Teacher Retention -3 year

Alabama is able to identify special education teachers who are newly hired each year and can determine if they have returned for their fourth year of teaching. The same information can be obtained for all special education teachers. The information in Table 16, in the Attachment, provides a summary of the percentage of special education teachers who have remained teaching after the three years of employment for seven time periods. As can also be observed from the table, retention for all special education teachers was above 50 percent for the first four time periods and then declined to 27.4 percent in 2009-2010 and showed some improvement in 2010-2011 by turning up to 30.7 percent. Over the same time period, retention for first-time teachers for three years (returning for their fourth year) varied between 51.0 percent and 17.3 percent during the recent time period (2007-2008 to 2009-2010). A time-series for first-time teachers is provided in Figure 3.

7b. Teacher Retention -2 year

Retention of new highly qualified teachers after two years of service is a new criterion. For teachers who first taught in 2007-2008, only 32.8 percent finished their second year and returned to teach in the third year. For those starting to teach in 2008-2009, only 23.7 percent returned to teach in 2010-2011. Thus, for the most recent time period, 23.7 percent returned to teach the third year. These low rates are probably largely due to school system/teacher contracts that specify layoff procedures for non-tenured staff. Alabama continues to be in a fiscal proration, and school districts are reducing costs.

7c. Institutions of High Education (IHE)/Local Education Agencies (LEA) Partnerships

In 2007, the Alabama Legislature funded a new statewide teacher mentoring/induction program to be implemented within each school system. Local school systems are required to implement either an existing locally-developed mentoring program or a new mentoring program to support new teachers. Mentors need to be identified prior to the first day of the school year. The Alabama legislature provided a stipend for each mentor.

It was ultimately decided that because the state legislature has provided support for a statewide mentoring program and it was expected that all school systems implement mentoring for novice teachers, Objective 4.2 was re-focused to supporting collaborative teaching in the schools. Specifically, this objective anticipates that ten institutions of higher education (IHEs) will annually partner with one middle school and one high school in a local school system to support the implementation of collaborative teaching as another strategy to increase special education teacher retention. These IHE school system partnerships involve on-site consultation visits, professional development training by the IHE and on-site technical assistance to the

school system. The IHE partners gather ongoing fidelity data for implementation of local training programs for general and special education teachers and school administrators.

Because of the reduced federal SPDG funding, grants to the IHEs for this partnership initiative were not provided during Year 2. The IHEs, however, were asked to continue providing assistance to their middle and secondary schools and to select new schools to support the implementation of collaborative teaching/co-teaching. All ten of the IHEs communicated with their LEAs. Four IHEs communicated weekly.

With restored SPDG funding, the IHEs received funding again in Years 3 and 4 and re-initiated their collaboration training efforts with the LEAs. During this time, they also made several presentations regarding their efforts. A number of these presentations were made at the summer Mega Conferences (summer 2009 and 2010), the International Mentoring Association Conference (March 2009), and the Alabama Council for Exceptional Children Conference (2009-2010).

The Alabama Consortium awards tuition stipends to teachers working in the area of visual impairment who then attend the University of Alabama at Birmingham. Enrollment in the visual impairment program by those receiving the stipends was eight in 2006-2007, ten in 2007-2008, seven in 2008-2009, and six in 2009-2010.

The Alabama SPDG is presently in the process of exploring an additional partnership with the University of Alabama at Birmingham, which is the recipient of the current 325t Federal grant to prepare teachers of high incidence disabilities. We look forward to reporting additional details of this partnership in our next report for Year 5.

7d. Scaling up of Scientific- or Evidence-Based Practices

An example of scaling up relates to teacher recruitment activities supported by the Alabama SPDG. The visibility of these efforts, in part, resulted in an appropriation of \$2,750,000 in the FY 08 budget for a Teacher Recruitment Incentive Program. This appropriation provided the following:

- Freshman scholarships (100 @ \$20,000; \$5,000 x 4 years).
- Alternative Class A scholarships (68 @ \$6,000; \$2,000 x 3 years).
- Future Teachers of Alabama initiatives.
- For publicizing and processing.

The critical needs area for the Tier I scholarship priority is:

- Mathematics.
- Special Education.
- General Science.
- English Language Arts.

Another example of long-term scaling up is that the Alabama recruitment activities, carried out in Years 1, 2, and 3 and in the first and second Alabama SIG, that involved Teachers.Teachers.com have been infused into the Teach Alabama on-line teacher application system, which was implemented during Year 1. Since July 2008 (Year 2), a total of 4,835 teacher applications were received via TeachAlabama. About 16 percent of the applicant pool expressed interest in special education. Approximately 786 special education teacher applicants have completed applications online and have selected the special education employment preferences on their application.

During the second State Improvement Grant (SIG), the SDE supported a Gaining Expertise through Mentoring and Support (GEMS) mentoring program. Information regarding the outcomes of this program was provided to the Alabama Governor's Commission on Quality Teaching. In 2007, this Commission recommended the immediate implementation of a statewide mentoring program for every new Alabama teacher, and recommended that the Alabama Legislature fund such a program. Based on this recommendation, the Legislature appropriated \$3,950,000 for a new statewide teacher mentoring/induction program to be implemented within each school system. Local school systems were required to implement either an existing locally-developed mentoring program or a new mentoring program to support new teachers. The legislature provided a \$1,000 stipend for each mentor. The SPDG partnered with the Governor's Commission on Quality Teaching to prepare modules for addressing specific needs of special education teachers in the statewide mentoring program. The recent financial downturn; however, has caused the line item for the teacher mentoring program to be zeroed out. It is unlikely that any funds from other sources will be made available; therefore, it is equally unlikely that the program will be funded next year.

Total SPDG Professional Development/Training Activities: 12

Number and Percentage of Professional Development/Training Activities Replicated: State Mentoring Budget Zeroed Out

Alabama Year 4 Annual Performance Report Attachment

Tables and Figures

GOAL 1: Through the implementation of SBR instructional strategies within the framework, there will be a 20 percent reduction in the achievement gap between students with and without disabilities in the area of math and age appropriate progress in pre-literacy/reading.

Table 1. Summary of Year 4 Early Literacy Trainings.

Date	Name of Training	# of Participants
10/11/10	AUM Early Childhood Elementary& Reading Education Intern PBS Training	25
7/21/10	Evaluation Birth to Five AM	25
7/21/10	Evaluation Birth to Five PM	7
4/2/10	Behavior	5
4/15/10	Early Literacy	6
4/15/10	Behavior	6
4/22/10	Early Literacy	11
4/22/10	Behavior	11
5/6/10	Behavior	58
5/25/10	Behavior	3
6/24/10	Behavior	5
7/21/10	What Does Effective Intervention Look Like	38
8/21/10	Infant Development & Behavior	62
8/27/10	Infant & Toddler Development	61
9/30/10	Early Literacy	3
10/11/10	PBS Training	25
10/26/10	Behavior	3
11/6/10	Behavior	24
11/12/10	Math	63
11/13/10	Behavior	44
11/17/10	Behavior	38
12/13/10	Behavior	7
2/10/11	Reading	19
	TOTAL	549

Table 2. Summary of Year 4 Vmath Trainings.

Date	Name of Training	# of Participants
8/2/10	Vmath	NA
8/3/10	Vmath	33
8/3/10	Vmath	18
8/3/10	Vmath	33
8/11/10	Vmath	4
8/12/10	Vmath	15
8/17/10	Vmath	6
9/1/10	Vmath	4
9/3/10	Vmath	2
9/21/10	Vmath	6
9/22/10	Vmath	11
9/23/10	Vmath	2
10/4/10	Vmath	8
11/19/10	Vmath	15
12/1/10	Vmath	9
	TOTAL	166

GOAL 2: Through implementation of SBR instructional strategies delivered by trained personnel within participating schools, there will be a 20 percent reduction in the gap between students with and without disabilities who improve reading and math achievement and graduate with a regular diploma.

Table 3. Summary of Goal 2 Year 4 Trainings.

Date	Name of Training	# of Participants
3/8/10	Secondary Co-Teaching in Alabama	73
3/9/10	Secondary Co-Teaching in Alabama	25
3/27/10	MSS SMARTsheets Project Leadership Team Work Session	4
4/2/10	<i>Makes Sense Strategies</i> Project Task Force Training	56
4/18/10	<i>Makes Sense Strategies</i> (MSS) Project Task Force Training	4
4/19/10	MSS Project Task Force Training	17
4/19/10	<i>Makes Sense Strategies</i> (MSS) Project Task Force Training	22
4/19/10	TransMath Training	24
4/24/10	Trust, Respect, and Mutuality: Collaboration in an Inclusive School Setting (Poster Session)	120
4/29/10	SIS Evaluation Meeting for Lab Teachers& Leadership Team Members Tarrant	7
4/26/10	<i>Makes Sense Strategies</i> (MSS) Project Task Force Training	35
5/3/2010	<i>LANGUAGE!</i>	5
5/10/10	<i>LANGUAGE!</i> Initial Training	19
5/15/10	MSS Project Task Force Training	35
5/15/10	<i>Makes Sense Strategies</i> Project Task Force Training	57
5/20/10	Models of Co-Teaching AM Session	20
5/20/10	Models of Co-Teaching PM Session	36
5/20/10	Models of Co-Teaching AM Session	21
5/20/10	Models of Co-Teaching PM Session	40
5/28/10	<i>Makes Sense Strategies</i> Project Task Force Training	47
5/28/10	<i>Makes Sense Strategies</i> (MSS) Project Task Force Training	56
6/4/10	<i>Makes Sense Strategies</i> (MSS) Project Task Force Training	57
6/14/10	<i>LANGUAGE!</i>	8
6/16/10	<i>LANGUAGE!</i> Initial 4th Edition Training	8
7/2/10	MSS Project Task Force Training	40

Date	Name of Training	# of Participants
7/20/10	Implementing MSS in Elementary Classroom	66
7/21/2010	Evaluation Birth-5	25
7/21/2010	Evaluation Birth-5	7
7-/9/10 to 7/23/10	Multisensory Structured Language Education(MSLE) Initial Training	21
7/26/10 to 7/30/10	Multisensory Structured Language Education Initial Training	11
7/20/10	Implementing MSS in Middle & High School	19
7/20/10	Models of Collaboration Middle School Co-Teaching in Alabama	14
7/20/10	Implementing Makes Sense Strategies (MSS) in Elementary Classrooms	72
7/20/10	Implementing Makes Sense Strategies (MSS) in Middle/High School Science Classrooms in Alabama	19
7/20/10	Models of Collaboration Middle School Co - Teaching in Alabama	15
7/21/10	Models of Collaboration Elementary Co - Teaching in Alabama	16
7/21/10	Models of Collaboration Secondary Co - Teaching in Alabama	11
7/21/10	What Does Effective Reading Intervention Look Like? Phonemic Awareness - AM Session	43
7/21/10	What Does Effective Reading Intervention Look Like? Phonemic Awareness - PM Session	43
7/26/10	SIS/SIM Leadership Team Training	15
7/27/10	SIS/SIM Leadership Team Training	16
7/28/10	SIS/SIM Leadership Team Training	21
7/29/10	SIS/SIM Leadership Team Training	6
7/29/10	<i>LANGUAGE!</i>	8
7/29/10	Transmath	19
8/18/10	SIS Embedded Learning Strategies Training	8
8/19/10	Seamless Instructional Support Proficiency in Sentence Writing Training	6
8/23/10	MSLE Follow-up Training	21
8/23/10	Makes Sense Strategies SMARTsheets Project Training for Core Teachers	14
8/24/10	MSS SMARTsheets Project Training for Core Teachers	7
8/24/10	Multisensory Structured Language Education Administrative	25

Date	Name of Training	# of Participants
	Overview	
8/25/10	Seamless Instructional Support - Strategic Instruction Models of Training for Lab Teachers	3
8/26/10	Multisensory Structured Language Education Administrative Overview	
8/26/10	Seamless Instructional Support - Strategic Instruction Models of Training for Lab Teachers	4
8/27/10	MSLE Follow-up Training	11
8/30/10	Virtual bug-in-ear technology (VBIE) Coaches Training	4
8/31/10	Seamless Instructional Support Strategic Instructional Model Training for Lab Teachers	3
9/1/10	Implementing Makes Sense Strategies Writing SMARTsheets in Core Areas Training	12
9/2/10	Seamless Instructional Support (SIS) Generalization Training	10
9/16/10	MSS SMARTsheets Project Training for Core Teachers	14
9/21/10	MSLE Follow-up Training	9
9/22/10	MSLE Follow-up Training	9
9/23/10	MSLE Follow-up Training	21
9/23/10	MSLE Follow-up Training	21
9/24/10	MSLE Follow-up Training	21
10/8/10	MSS V9.8 & SMARTsheets Project Training	27
11/10/10	<i>LANGUAGE!</i>	6
11/16/10	Makes Sense Strategies SMARTsheets Project Training for Core Teachers	16
11/30/10	MSLE Follow-up Training	10
12/1/10	MSLE Follow-up Training	10
12/2/10	MSLE Follow-up Training	10
12/3/10	MSLE Follow-up Training	10
12/6/10	SIS Model-Implementation Training for Core Teachers	30
12/14/10	Seamless Instructional Support Strategic Instructional Model Training for Implementation Team Members	6
12/15/10	SIS Strategic Instructional Model Training for Implementation Team Members	2
12/15/10	SIS Strategic Instructional Model Training for Implementation Team Members	3
1/3/11	<i>LANGUAGE!</i>	7

Date	Name of Training	# of Participants
1/4/11	SIS Strategic Instructional Model Training for Implementation Team Members	19
1/20/2011	MSLE Follow-up Training	21
1/21/2011	MSLE Follow-up Training	21
1/27/2011	MSLE Follow-up Training	10
1/28/2011	MSLE Follow-up Training	10
2/22/2011	MSLE Follow-up Training	21
2/23/2011	MSLE Follow-up Training	21
2/24/2011	MSLE Follow-up Training	10
2/25/2011	MSLE Follow-up Training	10
4-4-25-11	MSLE Follow-up Training	21
4/26/2011	MSLE Follow-up Training	21
4/27/2011	MSLE Follow-up Training	10
4/28/2011	MSLE Follow-up Training	10
1/21/2011	SIS Model Implementation Training for Language Arts Teachers	14
2/14/2011	Generalization of Sentence Writing	30
3/14/2011	Differentiated Instruction and Implications for Universal Design for Learning (UDL) Implementation	27
April TBA	Strategic Instruction Model Training for Lab Teachers	8
April TBA	Strategic Instruction Model Training for Lab Teachers	6
April TBA	Strategic Instruction Model Training for Lab Teachers	6
April TBA	SMARTsheets for Grades 6-12 Core Teachers	10
	TOTAL	1,969

Table 4. Paired T-Test for 7th, 8th, and 9th Grade LINCS Testing at Maplesville High School.

	N	Mean	StDev	SE Mean
Pre-	40	58.63	29.33	4.64
Post-	40	88.7	12.96	2.05
Difference	40	-30.08	27.82	4.4
95% CI for mean difference: (-38.97, -21.18)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -6.84 P-Value = 0.000				

Table 5. Paired Embedded Classes LINCS T-Test for at Oxford Middle School.

	N	Mean	StDev	SE Mean
LINCS Pre-test	142	34.77	34.45	2.89
LINCS Post-test	142	82.22	18.94	1.59
Difference	142	-47.45	33.53	2.81
95% CI for mean difference: (-53.01, -41.89)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -16.87 P-Value = 0.000				

Table 6. Paired T-Test for 7th, 8th, and 9th Grade PIRATES Testing at Maplesville High School.

	N	Mean	StDev	SE Mean
Pre-Test	18	51.722	3.545	0.836
Post-Test	18	95.389	3.567	0.841
Difference	18	-43.67	4.65	1.1
95% CI for mean difference: (-45.98, -41.35)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -39.82 P-Value = 0.000				

Table 7. Paired Strategies Lab Class T-Test for PIRATES Testing at Oxford High School.

	N	Mean	StDev	SE Mean
Test Taking Pre-	22	53.91	14.67	3.13
Test Taking Post-	22	94.09	4.83	1.03
Difference	22	-40.18	13.63	2.91
95% CI for mean difference: (-46.22, -34.14)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -13.83 P-Value = 0.000				

Table 8. Paired Embedded Lab Class T-Test for PIRATES Testing at Oxford Middle School.

	N	Mean	StDev	SE Mean
Test Taking Pre-	142	16.99	17.32	1.45
Test Taking Post-(90)	142	87.38	16.72	1.4
Difference	142	-70.39	21.43	1.8
95% CI for mean difference: (-73.95, -66.84)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -39.14 P-Value = 0.000				

Table 9. Paired Sentence Writing T-Test for Oxford Middle School.

	N	Mean	StDev	SE Mean
Pre-	55	70.05	28.51	3.84
Post-	55	88.16	17.75	2.39
Difference	55	-18.11	29.6	3.99
95% CI for mean difference: (-26.11, -10.11)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -4.54 P-Value = 0.000				

Table 10. Paired Writing Strategies Lab Class T-Test for Tarrant Middle/High School.

	N	Mean	StDev	SE Mean
Pre-test % of Complete S	7	73.86	24.03	9.08
Simple Sen Quiz (100)	7	85.29	11.03	4.17
Difference	7	-11.4	26.6	10.1
95% CI for mean difference: (-36.0, 13.2)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -1.14 P-Value = 0.299				

Table 11. Oxford Middle School Think Link T-Test for Pre- and Post-Test Comparison.

	N	Mean	StDev	SE Mean
Test 2 Score	135	1613.47	55.9	4.81
Test 3 Score	135	1627.04	60.67	5.22
Difference	135	-13.57	51.39	4.42
95% CI for mean difference: (-22.32, -4.82)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -3.07 P-Value = 0.003				

Table 12. Oxford Middle School Strategies Lab Classes Think Link T-Test for Pre and Post Test Comparison.

	N	Mean	StDev	SE Mean
Test 2 Score	52	1582.21	52.19	7.24
Test 3 Score	52	1608.35	48.43	6.72
Difference	52	-26.13	50.62	7.02
95% CI for mean difference: (-40.23, -12.04)				
T-Test of mean difference = 0 (vs not = 0): T-Value = -3.72 P-Value = 0.000				

GOAL 3: Through implementation of scientifically based PBS by trained administrators, teachers, and other school personnel within participating schools, the number of students with disabilities who are suspended or expelled for greater than ten days will decrease by 80 percent and office discipline referrals will be reduced by 50 percent.

Table 13. Year 4 PBS Goal 3 Trainings.

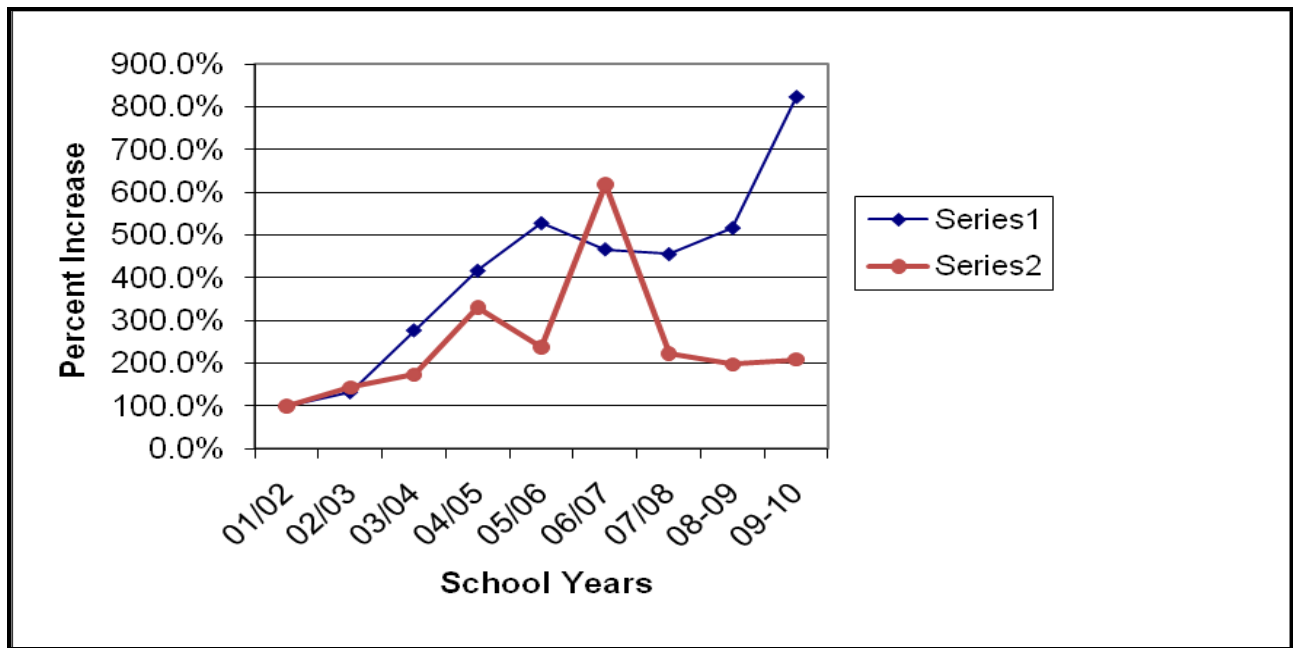
Date	Name of Training	# of Participants
11/16/10	Positive Behavior Support Coaches Training	16
6/1/10	PBS Team Training	35
8/8/10	PBS Training	523
6/22/10	PBS Follow-Up Training	22
6/23/10	PBS Follow-Up Training	45
6/24/10	PBS Follow-Up Training	41
10/28/10	Positive Behavior Support Coaches Training	28
6/28/10	PBS Follow - Up Training - Montgomery County	41
6/29/10	PBS Follow - Up Training - Montgomery County	52
6/30/10	PBS Team Training - Montgomery County	59
7/12/10	PBS Making the Connection Between Home and School	35
7/13/10	PBS Data Based Decisions Making	122
7/14/10	PBS Data-Based Decision Making	49
7/14/10	PBS Making the Connection Between Home and School	14
7/15/10	PBS Data-Based Decision Making	35
10/4/10	Positive Behavior Support Team Training	11
	TOTAL	1,128

Table 14. Statewide Percent Increase in Unilateral Removals and Suspensions Greater Than 10 Days.

School Year	% Increase in Unilateral Removals from 2001-2002 Baseline Year	% Increase in Long Term Suspensions > 10 Days from 2001-2002 Baseline Year
2001-2002	100.0%	100.0%
2002-2003	133.3%	143.5%
2003-2004	277.8%	173.8%
2004-2005	416.7%	330.3%
2005-2006	527.8%	237.5%

School Year	% Increase in Unilateral Removals from 2001-2002 Baseline Year	% Increase in Long Term Suspensions > 10 Days from 2001-2002 Baseline Year
2006-2007	466.7%	618.8%
2007-2008	455.6%	222.4%
2008-2009	511.1%	189.2%
2009-2010	822.2%	208.4%

Figure 1. State Wide Unilateral Removals And Suspensions for the Last Eight School Years.



Series 1: Unilateral Removals Increase
Series 2: Suspension Rate of Increase

GOAL 4: At least 98 percent of the special education teacher positions in Alabama will be filled with highly qualified teachers, and 70 percent of first-time special education teachers will remain teaching in special education after three years.

Figure 2. Percent of Special Education Teachers Not Fully Certified and Not Highly Qualified.

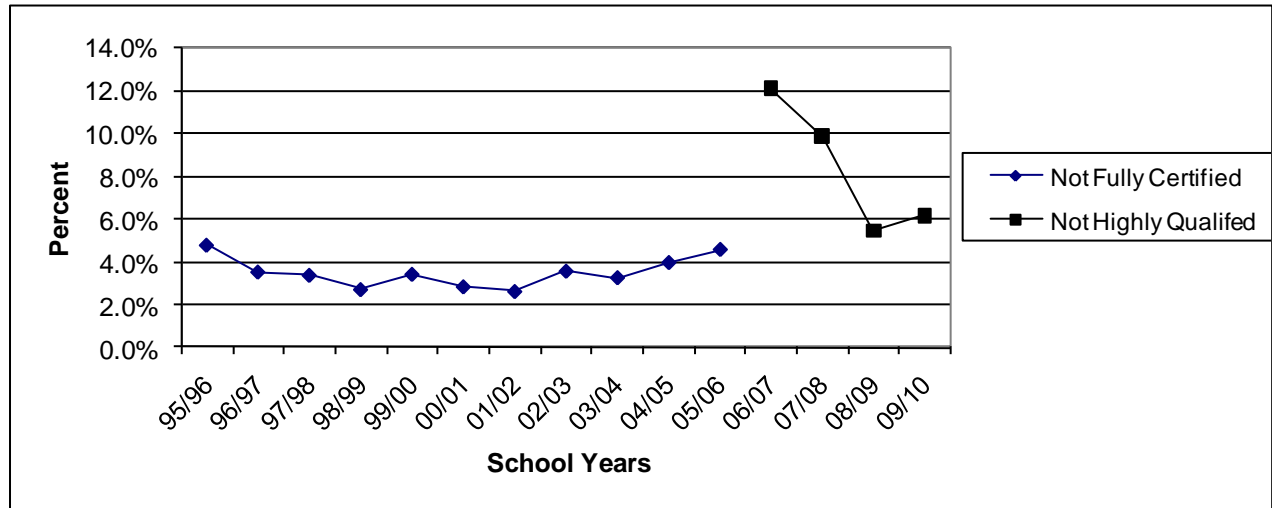


Table 15. Year 3 Autism Training.

Date	Name of Training(s)	# of Participants
5/10/10	Autism Diagnostic Observation Schedule (ADOS) Level II	13
5/13/10	Autism Diagnostic Observation Schedule (ADOS) Level II	9
5/17/10	Autism Diagnostic Observation Schedule (ADOS) Level II	12
5/20/10	Autism Diagnostic Observation Schedule (ADOS) Level II	14
9/13/10	Autism Diagnostic Observation Schedule (ADOS) Level II	13
9/20/10	Autism Diagnostic Observation Schedule (ADOS) Level II	13
9/23/10	Autism Diagnostic Observation Schedule (ADOS) Level II	10
10/25/10	Autism Diagnostic Observation Schedule (ADOS) Level II	9
10/28/10	Autism Diagnostic Observation Schedule (ADOS) Level II	11
11/1/10	Autism Diagnostic Observation Schedule (ADOS) Level II	11
11/4/10	Autism Diagnostic Observation Schedule (ADOS) Level II	9
1/20/11	Autism Diagnostic Interview-Revised (ADI-R)	101
	TOTAL	225

Table 16. Retention of First-Year Special Education Teachers and All Special Education Teachers during Five Recent Time Periods.

	Percent Remaining into the 4 th Year						
	2001-2002 and continued teaching in 2004- 2005	2002-2003 and continued teaching in 2005- 2006	2003-2004 and continued teaching in 2006- 2007	2004-2005 and continued teaching in 2007- 2008	2005-2006 and continued teaching in 2008- 2009	2006-2007 and continued teaching in 2009- 2010	2007-2008 and continued teaching in 2010- 2011
1 st Year Special Education Teachers	50.0%	40.9%	51.0%	47.7%	39.0%	23.6%	17.3%
All Special Education Teachers	57.8%	50.7%	53.8%	54.3%	40.7%	27.4%	30.7%

Figure 3. Percent of New Special Education Teachers Beginning Their 4th Year of Teaching in Alabama.

