

**ALABAMA DEPARTMENT OF EDUCATION
LEARNING SUPPORTS – COHORT 1**

INITIAL NOTES FROM POST SURVEY

LEARNING SUPPORTS SYSTEM STATUS TOOL

(Rated on a five point scale from In Place, Approaching Completion, In Development, Initial Steps, Don't Know)

- The majority of Cohort 1 districts reported that readiness for learning supports is in place or approaching completion. They have identified barriers, developed resource lists, provided overviews and selected a champion. Most districts are in development of district policy, and involving community stakeholders in the process.
- The LS Lead is in place in all districts. They appreciated the continued support and professional development and are excited to have support for year two. The LS Lead sits at the school improvement table now in all districts, which was not the case before this work.
- The majority of Cohort 1 districts indicate they have their LS Team in place and the team meets regularly. Several districts see expanded roles for this team next year.
- Cohort 1 teams have completing resource mapping and have reported results to the leadership team. The majority will focus on making clearer recommendations from an updated mapping and want more involvement in vertical alignment for the feeder patterns involved in the work.
- Work has begun in the content areas, with most districts selecting one or two areas for focus.
- Districts plan more work in developing a deeper understanding of the work among staff.
- Districts were assisted in benchmarking their progress throughout the year.

FEEDBACK SURVEY

(Free response)

- The districts report that the focus on LS has allowed them to work in a different organizational pattern (three components.) In doing so, they have seen improved collaboration and communication within and among central office departments.
- The district teams indicate they also have more specific connections with the feeder patterns involved in the LS work. The work has provided more opportunities to help the schools.
- The awareness of resources (district/school) has improved and the result has included more sharing among schools.
- The districts report that viewing their work “from the balcony” has helped them see the role that adults play in providing integrated and comprehensive approaches around barriers for students and families.
- The challenge of providing support to the schools on a consistent schedule was noted by most districts. They see this as a focus for year two.
- Most districts plan to expand to at least one additional feeder pattern for year two.