Back to School Workshop

August 29, 2016

Prattville Marriott Hotel and Conference Center

Alabama State Department of Education

334-242-8114 speced@alsde.edu

Welcome and Hot Topics

Crystal Richardson

Child Count and Disproportionality

Eric Dickson and Kemeche Green

Quick List
Report Submission Timeframe Reminders

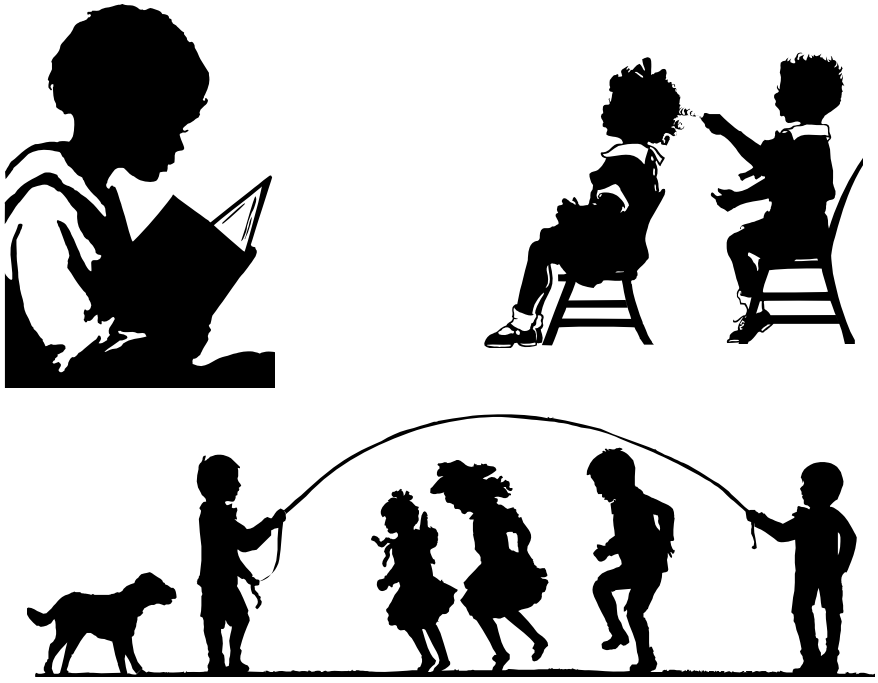
The purpose of this *Quick List* is to provide a one-page reminder for submission timeframes for major IDEA reports. The intent of this report is not to be an exhaustive list but a quick reference of timeframes for most annual reports. The user is strongly encouraged to read the more comprehensive memoranda and other detailed directives issued by the Alabama State Department of Education (ALSDE), Special Education Services (SES) Section prior to the submission periods for specific content and timelines. These memoranda are issued twice per year, generally in April and August.

IMPORTANT: Only submit these reports during the required submission timeframes. Reports submitted earlier than the required submission period will not be considered as timely submissions and will require re-submission during the correct submission timeframe. ***Failure to submit timely reports may impact an LEA's Determination status***.

REPORT NAME	REQUIRED SUBMISSION TIMEFRAME
District-Approved Report Submissions The following reports are to be submitted via the District-Approved Report process each September for the previous reporting period of July 1-June 30. • Students Evaluated within Timeline Report (Indicator 11 Report) • EI to Preschool Tracking Log (Indicator 12 Report) • Transition Verification Report (Indicator 13 Report) • Post-School Outcomes Survey Report (Indicator 14 Report) ***for only selected systems submit each year***	Begins First Tuesday in September ***Data Source: Chalkable SETS***
IDEA Child Count Refer to the Child Count Help Document located on the SES webpage for assistance.	Begins October 1st (Snapshot also taken on October 1st) ***Data Source: Chalkable SETS***
Annual Data Report The Annual Data Report consists of the Student Exiting Information, Personnel Data Report, and Supplemental Data Report. All three reports must be submitted by the due date each year.	Begins Last Wednesday in May ***Data Source: Chalkable SETS***
Early Learning Progress Profile (ELPP) Early Learning Progress Profile (ELPP) is the mechanism for collecting the data for Preschool Outcomes (Indicator 7).	Completed by May, Annually

Note: This Quick List does not represent a complete list of reporting timeframes; please refer to the memoranda and detailed directives issued by the ALSDE/SES.

DISTRICT-APPROVED PROCESS FOR STATE REPORTS



HELP DOCUMENT

Provided by the
Alabama State Department of Education
Office of Learning Supports
Special Education Services

2016

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OVERVIEW

The District-Approved Process for State Reports includes four reports: the *Students Evaluated within Timeline Report* (Indicator 11), the *EI to Preschool Tracking Log* (Indicator 12), the *Transition Verification Report* (Indicator 13), and (for select systems only) the *Post-School Outcomes Survey Report* (Indicator 14). In order to assist local education agency (LEA) and specialized treatment center (STC) personnel as they work to ensure the accuracy of student records for the District-Approved Process for State Reports, the following information is provided.

SUBMISSION INSTRUCTIONS

The *STUDENTS EVALUATED WITHIN TIMELINE REPORT*, the *EI TO PRESCHOOL TRACKING LOG*, the *TRANSITION VERIFICATION REPORT,* and the *POST-SCHOOL OUTCOMES SURVEY REPORT* must be submitted to the Alabama State Department of Education (ALSDE) through the Special Education Tracking System (SETS), Report Desktop, State Reports, District-Approved process. Click in the corresponding box in the District-Approved column. A check mark will appear in the box, and a date and time stamp will appear in the Approval Date column. When the District-Approved box is checked, the current data for the state report selected is locked for replication.

Specific directions for utilizing the District-Approved Process are located on the Chalkable Support Web site, support.sti-k12.com. You will need a login and password to proceed to the Documentation tab. Once there, select Quick Reference Guides, Chalkable SETS, and then choose *STISETS AL – State Reports* from the documents list.

The collection window for the District-Approved Reports begins **September 6, 2016,** and ends **September 16, 2016**. Data submissions received after the collection window will be determined untimely. Failure to submit any one of the District-Approved Reports in a timely manner may negatively impact an LEA's determination status.

CORRECTIONS

If corrections to your submitted data are required during the submission timeframe, you should contact Data Collection through the Help Desk at 1-334-353-1250. When calling, indicate that you need your District-Approved Report file unlocked for resubmission. Be prepared to specify which data file(s) (Indicator 11, Indicator 12, Indicator 13, or Indicator 14) needs to be unlocked.

If corrections to your submitted data are needed after the submission timeframe, contact the Part B Data Manager in Special Education Services (SES) at 1-334-242-8114 for assistance.

***Note*: When submitting data reports using the District-Approved Process in SETS, you are certifying that the data are accurate (i.e., valid and reliable). The LEAs are encouraged to thoroughly review data prior to submission.**

All submitted reports will be reviewed by the ALSDE to determine inaccuracies. Any LEA reporting inaccurate data will be required to have their file unlocked, promptly complete the necessary corrections, and then resubmit through the District-Approved process. **All corrections must be concluded no later than September 30, 2016.**

DIRECTIONS FOR COMPLETING THE DISTRICT-APPROVED REPORT: STUDENTS EVALUATED WITHIN TIMELINE REPORT (INDICATOR 11)

The *STUDENTS EVALUATED WITHIN TIMELINE REPORT* will be submitted to the ALSDE only through the SETS, Report Desktop, State Reports, District-Approved process. Prior to submission, this report may be viewed for corrections by selecting Preview Data in SETS Report Desktop, State Reports. After the report has been district approved, the report can be viewed by selecting *Review Data*. The report in *Review Data* will remain the same until the report is district-approved again.

FEDERAL REQUIREMENT

Indicator 11 measures the percent of children evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within the state-established timeline.

States are required to account for children for whom parental consent was received but who were not evaluated within the timeline. States must also indicate the range of days for which evaluations occurred beyond the timeline, including any reasons for the delays.

Under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability.

The LEA is expected to maintain 100% compliance, as established by the Office of Special Education Programs (OSEP).

SPECIFIC INSTRUCTIONS

Review the accuracy of the information entered into the fields located under *Referral/Evaluation/Eligibility Information* in the SETS Student Folder under the *Basic* tab, as data for the *Students Evaluated Within Timeline Report* are pulled from these fields. All date fields in this section of the folder auto-populate from completed forms. Students display on the report when the date in the *Date Signed Notice and Consent for Evaluation Received in Public Agency* field is within and inclusive of the range to run the report.

Description of codes for *Reasons for Late Evaluation*:

PIA	Parent Illness or Absence
SIA	Student Illness or Absence
PRRPS	Parent Repeatedly Refused to Produce Student
PRC	Parent Revoked Consent
STOLEA	Student Transferred Out of LEA
STILEA	Student Transferred Into LEA
SD	School Delay
COD	Central Office Delay
DDOVHS	Documented Difficulty Obtaining Vision or Hearing Screening

Prior to the data collection window, the state report should be reviewed routinely. All errors documented under *Error Checking* on the state report must be resolved prior to approving the report.
In reviewing the percentage of students, any percentage over 100% indicates an error on the report. To locate the error, refer to *Error Checking*.

NOTE: There should be a *Final Completion Date* entered for all students for whom parental consent was received. This date will auto-populate from the date field on the completed *Notice and Eligibility Decision Regarding Special Education Services* form. Evaluations Completed within 60 Days field is calculated using the *Date Signed Notice and Consent for Evaluation Received in Public Agency* (which starts the timeline) minus the *Final Completion Date.*

Once the report has been verified for accuracy, the LEA must complete the ALSDE District-Approved Process in SETS by checking the **District-Approved** box. Once approved, click on **Review Data** to view the LEA data submitted to the ALSDE. **Data must be submitted to the ALSDE using the District-Approved Process beginning September 6, 2016, but no later than September 16, 2016.**

COMMON ERRORS

ERROR	CORRECTION
Students with an N in the Evaluations Completed Within 60 Days column that are missing Range of Day.	Manually enter the Range of Days into the SETS Student Folder under the *Basic* tab.
Students with an N in the Evaluations Completed Within 60 Days column that are missing Reason for Late Evaluation.	Manually enter the Reasons for Late Evaluation into the SETS Student Folder under the *Basic* tab.
Students with a Y in the Evaluations Completed Within 60 Days column that display a Range of Day and should **not**.	To remove the Range of Days, you will need to manually manipulate the Final Completion Date in the SETS Student Folder under the *Basic* tab. To do so: 1. Double-click in the Final Completion Date field. Remove the date that is entered and remember it. Click in a blank space in the folder. This will open up the Range of Days field. 2. In the Range of Days field, remove the data entered (choose blank space at the top of the drop down menu). 3. In the Final Completion Date field, re-enter the original Final Completion Date (the actual date that all evaluations were completed). Click OK at top right to save the changes.
Students with a Y in the Evaluations Completed Within 60 Days column that display a Reason for Late Evaluation and should **not**.	To remove the Reason for Late Evaluation, you will need to manually manipulate the Final Completion Date in the SETS Student Folder under the *Basic* tab. To do so: 1. Double-click in the Final Completion Date field. Remove the date that is entered and remember it. Click in a blank space in the folder. This will open up the Reason field. 2. In the Reason for Late Evaluation field, remove the data entered (choose blank space at the top of the drop down menu). 3. In the Final Completion Date field, re-enter the original Final Completion Date (the actual date that all evaluations were completed). Click OK at top right to save the changes.

DIRECTIONS FOR COMPLETING THE DISTRICT-APPROVED REPORT: EI TO PRESCHOOL TRACKING LOG (INDICATOR 12)

The *EI TO PRESCHOOL TRACKING LOG* (INDICATOR 12) must be submitted to the ALSDE only through the SETS, Report Desktop, State Reports, District-Approved process. Prior to submission, this report may be viewed for corrections by selecting Preview Data in SETS Report Desktop, State Reports. After the report has been district-approved, the report can be viewed by selecting *Review Data*. The report in *Review Data* will remain the same until the report is district-approved again.

FEDERAL REQUIREMENT

Indicator 12 measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

The LEA is expected to maintain 100% compliance, as established by the Office of Special Education Programs (OSEP).

SPECIFIC INSTRUCTIONS

Prior to submission, the *EI to Preschool Tracking Log* should be viewed for needed corrections. LEAs must:

Review information entered in the *EI to Preschool* tab on the SETS Student Folder to ensure data are accurate. Only data for children transitioning from EI are entered in the *EI to Preschool* tab. Data on the tracking log are pulled from this folder tab.

Review the *EI to Preschool Tracking Log* report to ensure that all children, for whom the LEA received the *Early Intervention Notification to Local Education Agency* **and** are referred for evaluations during the transition meeting, are accounted for during the reporting period in which the child turns three. All children who are on the *EI to Preschool Tracking Log* must have an entry for Date Letter of Notification Received from EI.

Note: Only children that are age 3 within the reporting date range and have a date in the *Date Letter of Notification from EI Received* field will display on the report.

Review the *Early Intervention Notification to Local Education Agency* form to determine how to complete the fields on the EI to Preschool tab in the Student Folder. If early intervention (EI) has checked the first option, the child was referred to EI between 45-89 days prior to his/her third birthday, then select *Y* in the *Referred to EI less than 90 days* field. If EI has checked the second option, that a transition meeting is being scheduled, then select *N* in the *Referred to EI less than 90 days* field. Only children who were referred to EI more than 90 days prior to their third birthday will have a transition meeting.

Review correct coding of reasons 1) why children do not have a transition or eligibility meeting and 2) why children have eligibility and IEP meetings after the third birthday. Enter the range of days past the third birthday if eligibility and IEPs are completed after the third birthday.

In reviewing the percentage of students, any percentage over 100% indicates an error on the report. To locate the error, refer to *Error Checking*.

Descriptions of the codes for Reason for Late (or no) eligibility determination and Reason for Late (or no) IEP development:

AL2NSM	At least two no show meetings
PDS	Parent declined services
PSP	Parent stopped process
RW	Referral withdrawn
UC	Unable to contact
CI	Child illness
FE	Family emergency
CM	Child moved out of state
CTI	Child transferred in LEA
CTO	Child transferred out of LEA
CD	Child deceased
COD	Central Office Delay
RFWL	Referral forwarded – wrong LEA
RFRL	Received forwarded referral for wrong LEA
RDL	Referral declined by LEA (not accepted)

Once the report has been verified for accuracy, the LEA must complete the ALSDE District-Approved Process in SETS by checking the **District-Approved** box. Once approved, click on **Review Data** to view the LEA data submitted to the ALSDE. **Data must be submitted to the ALSDE using the District-Approved Process beginning September 6, 2016, but no later than September 16, 2016.**

COMMON ERRORS

ERROR	CORRECTION
Students with a Y in the Eligibility Determined prior to third birthday column that also have a Late Reason entered.	Compare the child's date of birth to the date eligibility was determined. If eligibility was determined before third birthday, remove the Late Reason entered. If eligibility was not determined before third birthday, change the Y in the Eligibility Determined prior to third birthday field to an N. Then enter Late Range of Days and Late Reason.
Students with a Y in the Eligibility Determined prior to third birthday column that also have a Late Range of Days entered.	Compare the child's date of birth to the date eligibility was determined. If eligibility was determined before third birthday, remove the Late Range of Days entered. If eligibility was not determined before third birthday, change the Y in the Eligibility Determined prior to third birthday field to an N. Then enter Late Range of Days and Late Reason.
Students with a Y in the IEP Determined prior to third birthday column that also have a Late Reason entered.	Compare the child's date of birth to the date IEP Developed and Implemented by third birthday. If IEP was developed and implemented by third birthday, remove the Late Reason entered. If IEP Developed and Implemented was not completed before third birthday, change the Y in the IEP Developed and Implemented by third birthday field to an N. Then enter Late Range of Days and Late Reason.
Students with a Y in the IEP Determined prior to third birthday column that also have a Late Range of Days entered.	Compare the child's date of birth to the date IEP Developed and Implemented by third birthday. If IEP was developed and implemented by third birthday, remove the Late Range of Days entered. If IEP Developed and Implemented was not completed before third birthday, change the Y in the IEP Developed and Implemented by third birthday field to an N. Then enter Late Range of Days and Late Reason.
Students with a Reason for Late in both the Parent Delay and Other Delay columns in the Eligibility section of the report. (Only one should be selected.)	Look at the documentation of why the Eligibility was late, and choose the most appropriate reason either in Parent Delay or Other Delay.
Students with a Reason for Late in both the Parent Delay and Other Delay columns in the IEP section of the report. (Only one should be selected.)	Look at the documentation of why the Eligibility was late, and choose the most appropriate reason either in Parent Delay or Other Delay.
Students with a NO in Eligibility determined by third birthday can't have a YES in IEP developed by third birthday.	Compare the child's date of birth to the date eligibility was determined. If eligibility was not determined before third birthday, then enter the Range of Days late and the Reason for late. Change the Y in the IEP Developed and Implemented by third birthday to an N. Enter the Range of Days late and the Reason for late. If the Eligibility Determination is late the IEP will be late also. If the child is determined NOT eligible then the IEP fields will not be entered.
Parental Delay reason PDS can't be used if the child has not been determined eligible for services.	Parents cannot decline services which have not been determined needed. Change PDS to another code that is more appropriate.
Reason code CTO can't be used if there is no date in the Date Signed Notice and Consent for Evaluation Received in Public Agency column.	Children are not being enrolled in SETS until the parents of the child requests evaluations for possible services from the LEA. Children not enrolled in the LEA cannot transfer out of the LEA.

DIRECTIONS FOR COMPLETING THE DISTRICT-APPROVED REPORT: TRANSITION VERIFICATION REPORT (INDICATOR 13)

The *TRANSITION VERIFICATION REPORT* (INDICATOR 13) must be submitted to the ALSDE only through the SETS, Report Desktop, State Reports, District-Approved process. Prior to submission, this report may be viewed for corrections by selecting Preview Data in SETS Report Desktop, State Reports. After the report has been district-approved, the report can be viewed by selecting *Review Data*. The report in *Review Data* will remain the same until the report is district-approved again.

FEDERAL REQUIREMENT

Indicator 13 measures the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that may be responsible for providing or paying for transition services was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Data are collected using the *Transition Verification Report* (TVR). The LEA is expected to maintain 100% compliance, as established by the Office of Special Education Programs (OSEP).

SPECIFIC INSTRUCTIONS

Transition must be addressed no later than the first IEP to be in effect when a student turns 16 and updated annually thereafter.

- If a student is 15 years old when the IEP is being developed and will turn 16 years old during implementation of the IEP, transition must be addressed.
- *Logic Check* – Be sure to review the date of birth of students who are 15 years old and will turn 16 during the summer months to ensure that transition is being addressed in the IEP.

***NOTE*:** If transition is being addressed before age 16, the same transition requirements that apply for students age 16 and older apply to younger students as well, with the exception of *Program Credits to be Earned* if the student hasn't entered the 9th grade.

For all students entering **ninth grade**, regardless of their age, the IEP Team must address: Age-Appropriate Transition Assessments, Long-Term Postsecondary Education/Training, Employment/ Occupation/ Career, and Community/Independent Living Transition Goals, Anticipated Date of Exit, Pathway to the Alabama High School Diploma, Program Credits to be Earned, Total Number of Electives, Measureable Annual Goals for Postsecondary Education/Training, Employment/Occupation/ Career, and Community/ Independent Living, Transition Services, and Transition Activities for each annual transition goal.

When transition is addressed, the IEP Team must document that the student was invited to the IEP Team meeting.

Prior to the data collection window, the state report should be reviewed routinely. If IEPs are created in the spring, it is recommended that this report be reviewed after those IEPs are created.

Prior to submission, the TVR should be viewed for accuracy. It is recommended that the LEA review information on the Transition Services page and the Annual Transition Goal page of the IEP to ensure accuracy, as data for the TVR are populated from these pages. Also review the duration dates on the Profile Page of the IEP to ensure that dates were entered correctly.

Once the report has been verified for accuracy, the LEA must complete the ALSDE District-Approved Process in SETS by checking the **District-Approved** box. Once approved, click on **Review Data** to view the LEA data submitted to the ALSDE. **Data must be submitted to the ALSDE using the District-Approved Process beginning September 6, 2016, but no later than September 16, 2016.**

DIRECTIONS FOR COMPLETING THE DISTRICT-APPROVED REPORT: POST-SCHOOL OUTCOMES SURVEY (INDICATOR 14)

Select systems only

The *POST-SCHOOL OUTCOMES SURVEY* report (INDICATOR 14) must be submitted to the ALSDE only through the SETS, Report Desktop, State Reports, District-Approved process. Prior to submission, this report may be viewed for corrections by selecting Preview Data in SETS Report Desktop, State Reports. After the report has been district-approved, the report can be viewed by selecting *Review Data*. The report in *Review Data* will remain the same until the report is district-approved again.

FEDERAL REQUIREMENT

Indicator 14 measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Data are collected using the *Post-School Outcomes Survey* (PSO) report.

SPECIFIC INSTRUCTIONS

The PSO survey interviews must be conducted between **May 1, 2016, and September 1, 2016**.

Prior to conducting student interviews, LEAs are encouraged to review the Special Education Exit list, provided by the SDE, to ensure that all students on the list exited in school year **2015**. If a student did not exit during school year 2015 as anticipated, send the student's name and the reason he/she did not exit to Mr. Curtis Gage, cgage@alsde.edu.

A PSO survey must be inserted into each former student's Process Manager in SETS. ***NOTE***: Do not insert a PSO survey in the SETS Process Manager of those students who did not exit as anticipated.

To access the survey in SETS, complete the following steps:

- Students who have exited your school system may have been archived or have an Inactive folder status in SETS. If a student has been archived, you must un-archive the student record to insert the survey.
  - Go to Utilities Desktop. Select Un-archive Students. Search for the student's name and then select the student from the list. Click on the Un-archive button. Students who have been un-archived will have an Inactive status.
  - Students with an Inactive status can be viewed on the User Desktop when the status is selected from the filter list at the bottom of the screen. The default status in the list is Active. Select Inactive or All.
- Select the student from the User Desktop list or go to Select a Student.
- Go to the Student Desktop. Click on Process Manager.
- Click on Insert.
- Select Post-School Transition Survey process. Click to open the survey form.
- Fill out the survey. Save frequently as you enter the survey responses.
- Select File/Complete Form when finished.

It is important that every effort is made to contact all former students on the LEA's Special Education Exit Report. If the LEA is unable to contact a student or a person knowledgeable of his or her post-school status, attempts made must be documented on the PSO survey. The interviewer must make at least three attempts to contact the student.

Once the interviewer completes the survey interview with the student, or if the interviewer was unable to make contact with the student, then he/she must document their name and the date the survey interview was closed and completed. To close and complete the survey, select *File*, *Complete Form*.

To ensure that all student surveys have been completed, view the PSO report in SETS under State Reports. Enter the *Start Date* of May 1, 2016, and the *End Date* of September 1, 2016, and click on **Preview Data. All surveys must have been completed within the above timeframe in order to appear on the report.**

NOTE: All columns on the report should contain information. If no information is in the *Documented Efforts – Interviewer was able to locate* column, ensure that the PSO survey was closed and completed.

Once the report has been verified for accuracy, the LEA must complete the ALSDE District-Approved Process in SETS by checking the **District-Approved** box. Once approved, click on **Review Data** to view the LEA data submitted to the ALSDE. **Data must be submitted to the ALSDE using the District-Approved Process beginning September 6, 2016, but no later than September 16, 2016.**

ASSISTANCE

During the submission timeframe, in order to request a data report be unlocked for resubmission of corrected data, the LEA should contact Data Collection through the Helpdesk at 1-334-353-1250 or datacollection@alsde.edu. If you contact Data Collection, please indicate that your inquiry is related to the District-Approved Process so that the concern(s) may be routed properly.

After the submission timeframe, in order to request a data report be unlocked for resubmission of corrected data, the LEA must contact the Part B Data Manager at 1-334-242-8114.

Questions regarding the data elements outlined in this document should be directed to the SES.

Questions or technical assistance needs relating to the SETS software should be directed to Chalkable Support at 1-800-844-0884.

State Treatment Center Guidance for FY 17

Billie Thompson

LEArn & LEAd Update

Joe Eiland

LEArn and LEAd Training
for
IEP Team Members Serving as LEA Representatives

DATE	TRAINING SITE	CITY
September 6, 2016	Eufaula City Board of Education 333 State Docks Road (334) 687-1100	Eufaula, Alabama
September 7, 2016	Clarion Inn and Suites 1577 South College Street (334) 887-1921	Auburn, Alabama
September 8, 2016	Clarion Inn and Suites 1577 South College Street (334) 887-1921	Auburn, Alabama
October 24, 2016	Thomasville Civic Center 559 West Front Street North (334) 636-9955, Ext. 8606	Thomasville, Alabama
October 26, 2016	Butler County Board of Education 211 School Highlands Road (334) 382-2665	Greenville, Alabama
October 27, 2016	Escambia County High School 1215 South Presley Street (251) 296-0633	Atmore, Alabama
October 28, 2016	Greene County Middle School 623 Mesopotamia Street (205) 372-3161, Ext. 5	Eutaw, Alabama
November 14, 2016	Lawrence County Schools Teacher Training Center 14505 Market Street (256) 905-2400	Moulton, Alabama
November 18, 2016	Madison City Board of Education 211 Celtic Drive (256) 464-8370, Ext. 233	Madison, Alabama
January 18, 2017	Autauga County Chapter One Center 131 Washington Street (334) 322-8375	Prattville, Alabama
February 7, 2017	Mobile County Professional Development Center (Cypress Auditorium) 1 Magnum Pass (251) 221-4218	Mobile, Alabama
February 8, 2017	Mobile County Professional Development Center (Cypress Auditorium) 1 Magnum Pass (251) 221-4218	Mobile, Alabama

For further information, please contact
Mr. Joe Eiland at (334) 242-8114 or e-mail at jeiland@alsde.edu

Fiscal Changes and Updates

Erika Richburg and Celeste Minor

Alabama Alternate Assessment Changes and Updates

Nannette Pence and Cynthia Mayo

Math Course Pathways and Curriculum Guide Updates

Cindy Augustine

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Thomas R. Bice
State Superintendent of Education

Alabama
State Board
of Education

Governor
Robert Bentley
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District V
Vice President

Cynthia McCarty, Ph.D.
District VI

Jeff Newman
District VII
President Pro Tem

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

May 26, 2015

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice TRB
State Superintendent of Education

RE: Mathematics Pathways

The additional substitute courses referenced in the *Approved Courses in Mathematics and Science* (FY15-1013) memorandum dated April 3, 2015, has generated numerous telephone calls and e-mails inquiring about pathways of mathematics using the courses in the mathematics course of study, substitute courses, and special education courses. Inquiries have addressed how these may all fit together in assisting students in becoming prepared for their goals in high school and afterwards.

Students should choose their mathematics courses carefully and with intense counseling. The courses should be selected that would best aid the students in preparing for their college and career plans. Four-year plans may require mathematics course adjustments in the higher grades as the students' focus becomes clearer regarding future post-high school goals and mathematics preparation needed to be successful.

Students need to be familiar with the college or university mathematics admissions requirements of the institutions they plan to attend. Certain scholarships may also have high school mathematics course requirements. Athletes need to know if the National Collegiate Athletic Association (NCAA) approves the selected mathematics course credits for eligibility. One of the most important considerations is whether the mathematics courses selected will prepare the student for his/her future college or career goals. If a local education agency (LEA) is considering using dual enrollment to meet high school mathematics course requirements, the LEA should consider working closely with postsecondary institutions to develop courses that align with high school course standards.

The accompanying document provides possible mathematics pathways for students, parents, and counselors to consider as the student prepares for high school mathematics course credits. Some students begin to earn high school mathematics credits as early as Grade 7 or Grade 8. If high school credits are earned earlier than Grade 9, the students who have been advanced need to know what mathematics courses will be available in Grades 9-12. The purpose for advancing students in mathematics is to ensure that the students may receive

additional mathematics credit in high school. The charts provide possible pathways for those students. The charts also describe pathways for students who are on track for earning their mathematics credits in Grades 9-12. Possible pathways for regular education students with special needs or students with disabilities have also been included.

If you have questions concerning the mathematics pathways, please contact Dr. Susan B. Davis at (334) 353-9151 or by e-mail at sdavis@alsde.edu or Mrs. Alicia Hodge at (334) 242-8114 or by e-mail at ahodge@alsde.edu.

TRB/RAN/LM

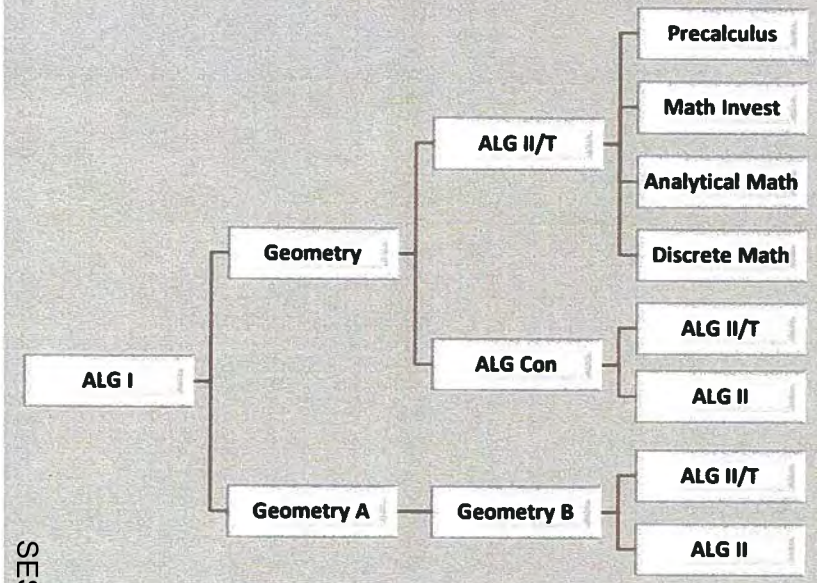
Attachments

cc: LEA Curriculum Directors
LEA Counselors
LEA Technology Coordinators
Principals
Dr. Susan B. Davis
Mrs. Alicia Hodge

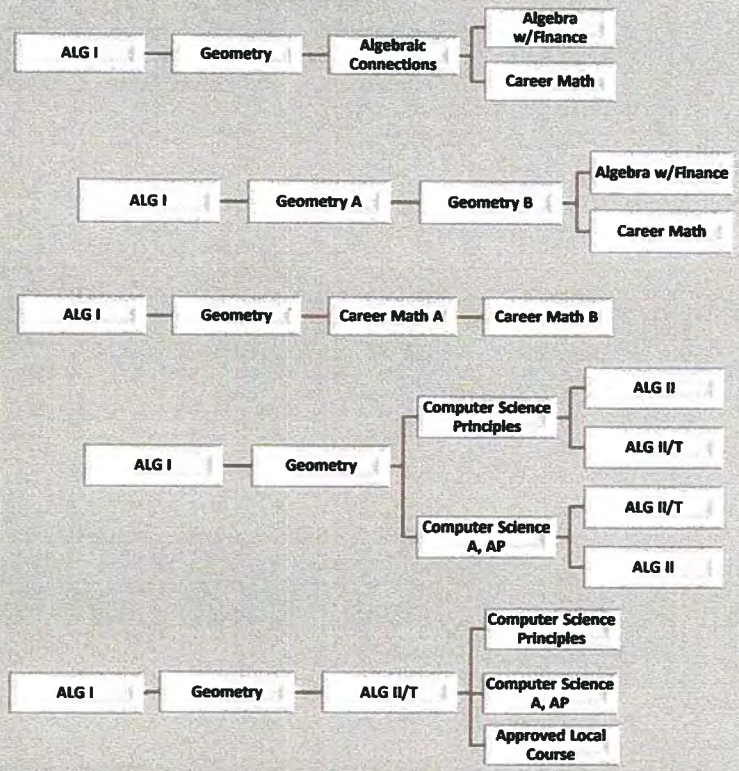
FY15-2072

Math Pathways

Algebra I in Grade 9



Math Substitutes



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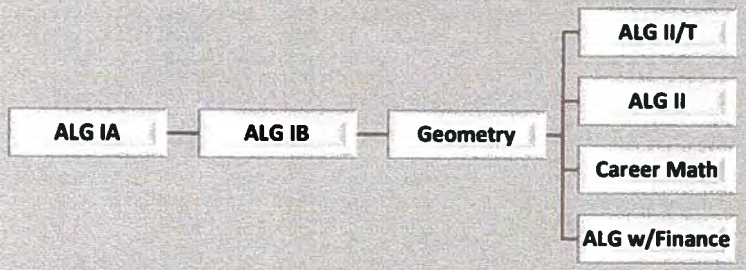
Students must be well counseled before they enroll in any mathematics course, including substitute courses.

Mathematics courses should be carefully chosen for the student's four-year plan and modified as the student narrows his/her focus on post-high school goals.

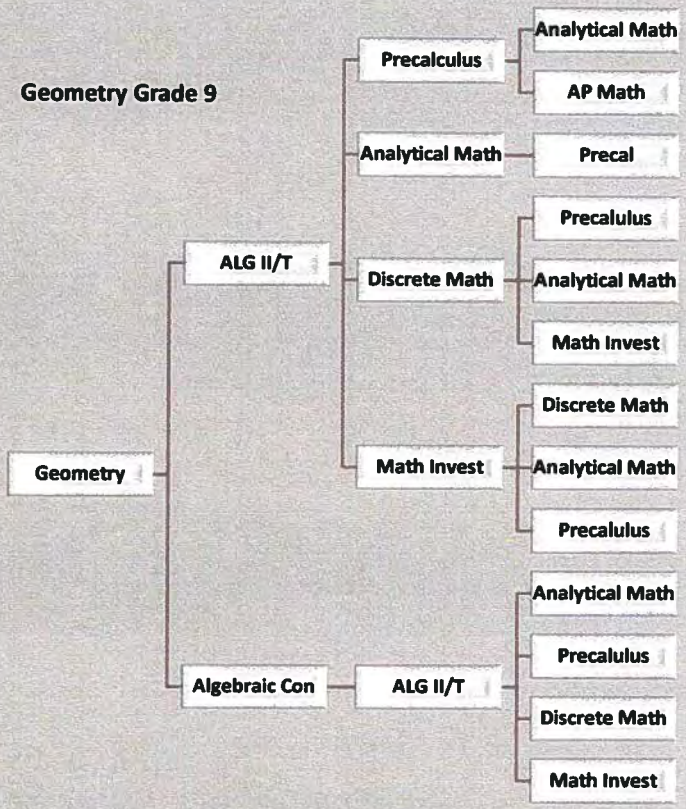
Mathematics courses should be selected by each student, with proper counseling, that will enable him/her to be successfully prepared to reach his/her desired post-high school goal(s).

Math Pathways

Algebra IA in Grade 9



Geometry Grade 9



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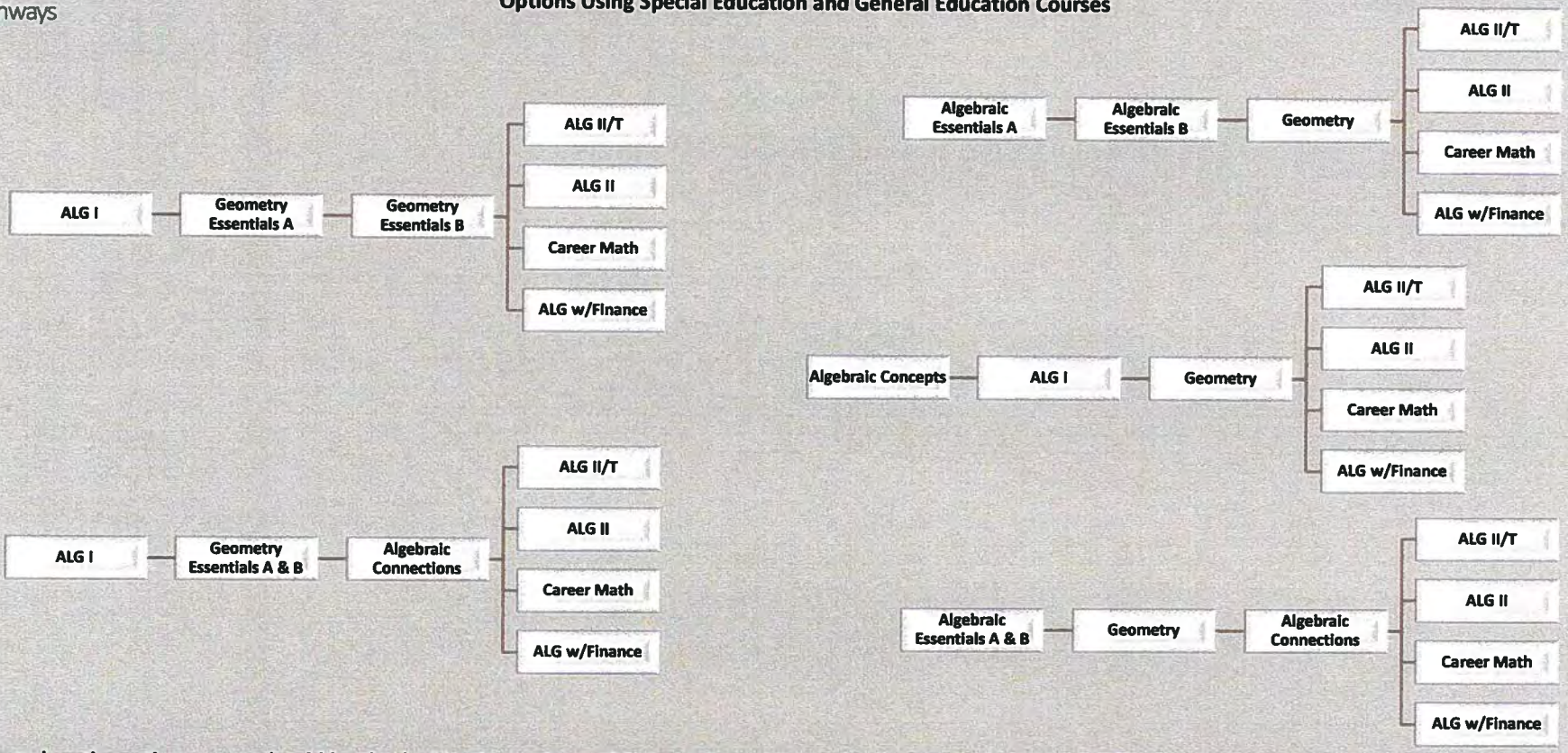
Math Pathways

Options Using Special Education and General Education Courses



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Possible Mathematics Course Pathways

Algebra I in Grade 9

Algebra I	Algebra I
Geometry	Geometry
Algebra II/Trigonometry	Algebraic Connections
Precalculus	Algebra II/Trigonometry
Algebra I	Algebra I
Geometry	Geometry
Algebra II/Trigonometry	Algebraic Connections
Mathematical Investigations	Algebra II
Algebra I	Algebra I
Geometry	Geometry A
Algebra II/Trigonometry	Geometry B
Analytical Mathematics	Algebra II/Trigonometry
Algebra I	Algebra I
Geometry	Geometry A
Algebra II/Trigonometry	Geometry B
Discrete Mathematics	Algebra II

Mathematics Substitutes

Algebra I	Algebra I	Algebra I
Geometry	Geometry	Geometry
Algebraic Connections	Computer Science Principles	Algebra II/Trigonometry
Algebra with Finance	Algebra II/Trigonometry	Computer Science A, AP
Algebra I	Algebra I	Algebra I
Geometry	Geometry	Geometry
Algebraic Connections	Computer Science Principles	Algebra II/Trigonometry
Career Mathematics	Algebra II	Approved Local Course
Algebra I	Algebra I	
Geometry A	Geometry	
Geometry B	Computer Science A, AP	
Algebra with Finance	Algebra II/Trigonometry	
Algebra I	Algebra I	
Geometry A	Geometry	
Geometry B	Computer Science A, AP	
Career Mathematics	Algebra II	
Algebra I	Algebra I	
Geometry	Geometry	
Career Mathematics A	Algebra II/Trigonometry	
Career Mathematics B	Computer Science Principles	

Possible Mathematics Course Pathways

Algebra IA in Grade 9

Algebra IA
Algebra IB
Geometry
Algebra II/Trigonometry

Algebra IA
Algebra IB
Geometry
Algebra II

Algebra IA
Algebra IB
Geometry
Career Mathematics

Algebra IA
Algebra IB
Geometry
Algebra with Finance

Geometry
Algebra II/Trigonometry
Precalculus
Analytical Mathematics

Geometry
Algebra II/Trigonometry
Precalculus
AP Math

Geometry
Algebra II/Trigonometry
Analytical Mathematics
Precalculus

Geometry
Algebra II/Trigonometry
Discrete Mathematics
Precalculus

Geometry in Grade 9

Geometry
Algebra II/Trigonometry
Discrete Mathematics
Analytical Mathematics

Geometry
Algebra II/Trigonometry
Discrete Mathematics
Mathematical Investigations

Geometry
Algebra II/Trigonometry
Mathematical Investigations
Discrete Mathematics

Geometry
Algebra II/Trigonometry
Mathematical Investigations
Analytical Mathematics

Geometry
Algebra II/Trigonometry
Mathematical Investigations
Precalculus

Geometry
Algebraic Connections
Algebra II/Trigonometry
Analytical Mathematics

Geometry
Algebraic Connections
Algebra Ii/Trigonometry
Precalculus

Geometry
Algebraic Connections
Algebra II/Trigonometry
Discrete Mathematics

Geometry
Algebraic Connections
Algebra II/Trigonometry
Mathematical investigations

Possible Mathematics Course Pathways

Options Using Special Education and General Education Courses

Algebra I Geometry Essentials A Geometry Essentials B Algebra II/T	Algebra I Geometry Essentials A & B Algebraic Connections Algebra II/T	Algebraic Essentials A Algebraic Essentials B Geometry Algebra II/T	Algebraic Concepts Algebra I Geometry Algebra II/T	Algebraic Essentials A & B Geometry Algebraic Connections Algebra II/T
Algebra I Geometry Essentials A Geometry Essentials B Algebra II	Algebra I Geometry Essentials A & B Algebraic Connections Algebra II	Algebraic Essentials A Algebraic Essentials B Geometry Algebra II	Algebraic Concepts Algebra I Geometry Algebra II	Algebraic Essentials A & B Geometry Algebraic Connections Algebra II
Algebra I Geometry Essentials A Geometry Essentials B Career Math	Algebra I Geometry Essentials A & B Algebraic Connections Career Math	Algebraic Essentials A Algebraic Essentials B Geometry Career Math	Algebraic Concepts Algebra I Geometry Career Math	Algebraic Essentials A & B Geometry Algebraic Connections Career Math
Algebra I Geometry Essentials A Geometry Essentials B Algebra w/Finance	Algebra I Geometry Essentials A & B Algebraic Connections Algebra w/Finance	Algebraic Essentials A Algebraic Essentials B Geometry Algebra w/Finance	Algebraic Concepts Algebra I Geometry Algebra w/Finance	Algebraic Essentials A & B Geometry Algebraic Connections Algebra w/Finance

Monitoring-Continuous Improvement Process 2016-17 &

System Profile/Fiscal Review

Alicia Hodge and Courtney Utsey

Special Education Services
Continuous Improvement Process 2016-2017

DRAFT

1. On-Site Monitoring

LEAs identified as high risk may be monitored on-site**.** Specialist from Special Education Services will meet with the Special Education Coordinator/Director and staff during the On-Site monitoring visit with the specific intent to determine compliance. LEAs designated for on-site monitoring are provided an official report of the outcome of the review. A combination of ALSDE full-time and Retired State Employees may be utilized for on-site monitoring.

2. Self-Assessment Monitoring

A self-assessment will be completed annually by each LEA. A signed Document of Assurance will be submitted to the ALSDE attesting to local compliance of all state and federal requirements. This document will be due no later than October 15 of each year. In addition, LEAs will have an opportunity to request technical assistance in any program area. *Failure to timely submit the Self-Assessment instrument could result in an on-site monitoring event.*

3. Desk Review Monitoring

Desktop monitoring is a remote review of the LEA that is conducted by telephone and electronic communications between ALSDE and LEA staff. Staff in schools and other facilities are typically not interviewed; however, the ALSDE reserves the right to physically visit an LEA selected for desktop monitoring. LEAs designated for desktop monitoring are provided an official report of the outcome of the review.

4. Technical Assistance

LEAs may be provided official technical assistance (TA) annually either by official request from the LEA or through procedures defined in *Alabama Code §16-6B-3*. The levels of TA are universal, targeted, and intensive.

Levels of TA/PD

Universal • **Low intensity, low frequency, limited duration** • **One-time events with topics of broad interest; includes dissemination of products and resource**	***Examples*** **News You Can Use; Webinar**
Targeted • **Moderate frequency and of relatively short duration.** • **One-time or series of events on a specific topic**	***Example*** **Regional Training**
Intensive • **Intensively focused and planned and highly frequent** • **Includes face-to-face contact and routine distance communications**	***Example*** **Face-to-contact determined by identified area(s) of focus**

5. High-Risk Assessment

SES will utilize a risk-based scoring methodology to identify LEAs that will be monitored during the 2017-2018 school year. The annual high-risk assessment conducted by the ALSDE shall be considered a form of monitoring.

6. Enhanced Self-Monitoring

Enhanced self-monitoring is a designation given to LEAs that received a low Risk Score, but do not require onsite or desktop monitoring. LEAs selected for enhanced self-monitoring will be expected to provide a progress report or additional documentation beyond what is expected of regular self-assessment. Typically, there will not be interviews with LEA staff or a monitoring report.

Process for All LEAs

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Step 1

All local education agencies (LEAs) will submit the Self-Assessment (Part I and Part II Assurances) and System Profile/Fiscal Review in ASSIST.

Step 2

Special Education Services (SES) staff will review Self-Assessment (Part I and Part II Assurances) and System Profile/Fiscal Review.

Step 3

SES will notify each LEA of their compliance status. If there are no findings of noncompliance, the LEA will receive a letter of clearance. If there are findings of noncompliance, the LEA will receive a report with findings of noncompliance and must develop and implement a corrective action plan (CAP).

Step 4

Regional Specialist and/or the Technical Assistance (TA) team may provide TA if requested by the LEA or if SES deems it necessary to complete and implement the CAP.

Step 5

Regional Specialist will progress monitor the LEAs' completion and implementation of the CAP.

Step 6

Once the LEA has corrected all instances of non-compliance (Prong I), the State will review new/updated data (Prong II) to ensure that the LEA is meeting the regulatory requirements. Note: Updated data and requirements may vary across LEAs.

Step 7

Once Prong I and Prong II have been completed the LEA will receive a letter of clearance.

Process for LEAs Identified at High Risk

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Step 1–At least one month prior to monitoring

SES staff will meet to conduct the pre-staffing (LEA AT A GLANCE). After the pre-staffing the Regional Specialist will type probing questions and send the questions, random sample list for Indicator Verification, and directions for uploading documentation into SETS to the LEA.

Step 2-Due two weeks prior to monitoring

LEA will complete the following and upload:

- Part I and Part II Assurances
- System Profile/Fiscal Review documentation
- The answers to the probing questions
- Indicator Verification into SETS

Step 3-Two weeks prior to monitoring

SES staff will review the System Profile/Fiscal Review, Part I and Part II Assurances, and Indicator Verification and probing questions. SES will identify areas of non-compliance.

Step 4-The week of monitoring

The monitoring team will have a guided conversation with the Special Education Coordinator/Director and LEA staff regarding the LEAs' responses to the probing questions, System Profile/Fiscal Review, Part I and Part II Assurances and Indicator Verification. SES will review any findings of noncompliance with the LEA.

Step 5-The week of monitoring

Program Coordinator for Compliance Monitoring (Paul Gay) will submit the monitoring report with the findings of noncompliance to the LEA.

Step 6-After monitoring

LEA will develop the corrective action plan (CAP). The Technical Assistance (TA) team will assist the LEA in developing and implementing the corrective action plan (CAP).

Step 7-After monitoring

LEA will review and submit the CAP and ensure that findings of non-compliance are addressed and corrective actions are documented.

Step 8-After monitoring

Regional Specialist and Data Analyst will progress monitor the LEAs' completion and implementation of the CAP.

Process for Low Performing Student Service Reviews (SSRs)

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When scores from a previous monitoring indicate unacceptable status for the student and the LEA, SES will make recommendations and conduct a follow-up SSR review within one year.

Step 1

Review the previous SSR Roll up sheet.

Step 2

Identify the low performing areas.

Step 3

Develop probing questions related to the low performing areas.

Step 4

Contact the Special Education Coordinator to set up visit, interviews and observations.

Step 5

Conduct the follow-up interviews and observations.

Step 6

Meet with coordinator to discuss the results of the follow-up.

Step 7

If additional follow up is needed:

- Identify what action is required.
- Develop a timeline for documentation to be submitted.