The Continuous Improvement Process is a blend of compliance monitoring and improving outcomes for students. This report is based on findings from the Special Education Coordinator’s Questionnaire, Student File Review, Student Services Review, and any other information obtained during the on-site visit.

During the Continuous Improvement Process, a designated number of student files were reviewed to verify compliance with state and federal requirements. Also, during the on-site process, a small number of students were selected to determine student status and related system performance results. Each SSR provides information to determine if there is a match between the individual needs of the student and the services being provided to the student by the agency.

The purpose of this report is to provide feedback to the agency in identifying findings of noncompliance that must be corrected as soon as possible, and in no case later than one year from identification of noncompliance. The report also identifies the corrective action that must be taken by the agency as well as the documentation that must be submitted to the Alabama State Department of Education (ALSDE). In addition, the report informs the agency of the steps the ALSDE will take in order to ensure 100% correction of noncompliance with the statutory requirement(s).
The Focused Monitoring Report will include the following:

- SSR RESULTS
- FINDINGS OF NONCOMPLIANCE
- IMMEDIATE CORRECTION STRATEGIES
- IMPROVEMENT STRATEGIES
- DOCUMENTATION OF CORRECTIVE ACTION

GLOSSARY

AAA ................... Alabama Alternate Assessment  
AAC ................... Alabama Administrative Code  
ADRS ................. Alabama Department of Rehabilitation Services  
ALSDE ............... Alabama State Department of Education  
AMSTI ............... Alabama Math, Science and Technology Initiative  
ARI ..................... Alabama Reading Initiative  
AYP.................... Adequate Yearly Progress  
AOD ................... Alabama Occupational Diploma  
CRS .................... Children’s Rehabilitation Services  
CTIP ................... Career Technical Implementation Plan  
DB ...................... Deaf-Blindness  
DD ...................... Developmental Delay  
ECED ................... Environmental, Cultural, and/or Economic Concerns  
ED ...................... Emotional Disability  
EI ........................ Early Intervention  
ESL .................... English as a Second Language  
ESY .................... Extended School Year  
HI ....................... Hearing Impairment  
ID ........................ Intellectual Disability  
IEP .................... Individualized Education Program  
LEA .......................... Local Education Agency (to include State-Operated/State-Supported Agencies)  
LEP .................... Limited English Proficiency  
LRE ..................... Least Restrictive Environment  
MD ....................... Multiple Disabilities  
OHI ...................... Other Health Impairment  
OI ........................ Orthopedic Impairment  
OT ........................ Occupational Therapy  
PST .................... Problem Solving Team  
PT .................... Physical Therapy  
SES .................... Special Education Services  
SETS ................... Special Education Tracking System  
SLD ........................ Specific Learning Disability  
SLI ....................... Speech or Language Impairment  
SPDG ................... State Personnel Development Grant  
SSR .................. Student Services Review  
TBI ................... Traumatic Brain Injury  
VI ........................ Visual Impairment  
VRS ................... Vocational Rehabilitation Services
SSR Results: (Legend—Maintenance Zone=Optimal/Good Conditions; Refinement Zone=Fair/Borderline Conditions; Improvement Zone=Poor/Adverse Conditions)

The graphs depicting the results of the SSR Reviews are based on a selected number of students with disabilities and should not be interpreted to represent the services as a whole for all students with disabilities in the LEA.
<table>
<thead>
<tr>
<th>FINDINGS OF NONCOMPLIANCE</th>
<th>IMMEDIATE CORRECTION STRATEGIES (30-Day items)</th>
<th>IMPROVEMENT STRATEGIES</th>
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</thead>
<tbody>
<tr>
<td><strong>Individualized Education Program (IEP)</strong></td>
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<td>Each student's IEP does not include a statement of measurable annual goals. AAC 290-8-9-.05(6)(b)(o); 34 CFR § 300.320(a)(i)(ii)</td>
<td>Review the IEPs of the students discussed during the on-site visit.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following: The proper completion of the Notice of Proposed Meeting/Consent for Agency Participation form.</td>
<td>Provide to the ALSDE documentation of the information, training, and/or technical assistance provided including, but not limited to, training agenda/outline and participant sign-in forms.</td>
</tr>
<tr>
<td>Each student's IEP does not include an explanation of the extent, if any, to which the student will not participate with nondisabled students in extracurricular and nonacademic activities. AAC 290-8-9-.05(6)(d); 34 CFR § 300.320(a)(5)</td>
<td>Revise IEPs as determined appropriate by the review.</td>
<td>The required IEP Team composition.</td>
<td>The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
</tr>
<tr>
<td>Each student's IEP does not include a statement of any individual modifications in the administration of the state testing program or why that assessment is not appropriate. AAC 290-8-9-.05(6)(e); 34 CFR § 300.320(a)(6)(i)</td>
<td>Address the components that were not completed as required.</td>
<td>IEP development that includes completion of the form as well as the process for developing an IEP based on the individual needs of the student. Begin with the profile and continue through the delivery and evaluation of services. Specifically train on all required IEP components.</td>
<td></td>
</tr>
<tr>
<td>Each student's IEP does not include, beginning with the IEP in effect when the child is 16, and updated annually thereafter, age-appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and the transition services needed to assist the child in reaching those goals. AAC 290-8-9-.05(6)(h); 34 CFR § 300.320(7)(b)(1)(2)</td>
<td>Send a copy of the completed/amended IEP to the parents of the students.</td>
<td>Document the date sent in the appropriate place on the IEP form.</td>
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<tr>
<td>Each student's IEP does not include consideration of special factors. AAC 290-8-9-.05(6)(1); 34 CFR § 300.324(a)(2)(i-v)</td>
<td>Send the Notice of Proposal or Refusal to take Action form to the parent with explanation regarding corrective action taken.</td>
<td>Convene the IEP team to develop a current IEP for the applicable student(s).</td>
<td></td>
</tr>
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<td>The IEP and/or student's file does not document the involvement in each IEP meeting of other individuals or agency representatives, as appropriate. AAC 290-8-9-.05(3)(h)(i); 34 CFR § 300.321(b)(3)</td>
<td>Review the IEPs and complete the Alabama Student Assessment forms for the students.</td>
<td>Review the IEPs and complete the Alabama Student Assessment forms for the students.</td>
<td></td>
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</table>
The parents are not notified of the IEP meeting early enough to ensure participation. AAC 290-8-9-.05(a); 34 CFR § 300.322(a)(1)

For a student with a disability beginning at age 16, or younger, if appropriate, the notice does not include that a purpose of the meeting will be transition and indicate that the student and other agency representatives are invited. AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(2)(i)(A)

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<td>The parents are not notified of the IEP meeting early enough to ensure participation. AAC 290-8-9-.05(a); 34 CFR § 300.322(a)(1)</td>
<td>Send a copy of the revised/amended IEP, including the Alabama Student Assessment forms, to the parent and document the date sent on the signature page of the IEP.</td>
<td>IEP development that includes completion of the form, all required components of the transition page of the IEP including the requirement and selection of the most appropriate pathway, transition assessments, transition goals, transition services, and appropriate implementation of transition planning as well as the process for developing an IEP based on the individual needs of the student. The completion of the Alabama Student Assessment forms in the IEP.</td>
<td>3-Month Training</td>
</tr>
</tbody>
</table>
Steps to be taken by the ALSDE to ensure compliance with the Statutory Requirements

1. For each Immediate Correction Strategy (30-day item), the ALSDE will review corrections on line.

2. Sixty calendar days from the date the LEA received notification of the status of the immediate correction strategies, a random sample of updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 3 will be taken.

3. Twenty calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and Step 4 will be taken.

4. Ten calendar days from the last review of new/updated data, a random sample of new/updated data will be pulled and reviewed. The education agency must show 100% correction of noncompliance before SES is allowed to clear/close out the focused monitoring process. If the same findings are identified during the review of updated data, the education agency will not show 100% correction of noncompliance and the ALSDE will determine what enforcement procedures will be considered.

Enforcement Procedures:
1. The Special Education Coordinator will receive a call from the Program Coordinator of Special Education.
2. A letter will be written to the Superintendent outlining the seriousness of correction of noncompliance.
3. A Compliance agreement will be implemented.
4. The Superintendent will be directed to come to the ALSDE and meet with the Director of the Office of Learning Support, Program Coordinator of Special Education, Focused Monitoring Administrator, and the Focused Monitoring Team Leader.
5. Withholding of funds procedures may be implemented.