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

During the Focused Monitoring 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
ECEC .................. Environmental, Cultural, and/or Economic Concerns Checklist
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
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 ................... State Student Services Review
STI ................... Software Technology Incorporated
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.