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
ECEC ............... 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
STI ............... Software Technology Incorporated
TBI ............... Traumatic Brain Injury
VI ................ Visual Impairment
VRS ............... Vocational Rehabilitation Services
Commendations

Strengths
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>
<th>DOCUMENTATION OF CORRECTIVE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protection In Evaluation Procedures</strong></td>
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<tr>
<td>The education agency did not conduct a full and individual initial evaluation, before the initial provision of special education and related services to a student with a disability. AAC 290-8-9-.02(1)(c); 34 CFR § 300.301(a)</td>
<td>Convene the IEP Team and review the eligibility of the students discussed during the on-site visit. Reevaluate students as determined appropriate by a review of eligibility. Convene the IEP Team/ Eligibility Committee and determine eligibility for the students who were evaluated as determined appropriate by the review. Use the information in the file to correct the eligibility report by documenting the missing information on the appropriate pages of the Notice and Eligibility Decision Regarding Special Education Services form for the students. Indicate corrected copy and date of correction on the Notice and Eligibility Decision Regarding Special Education Services form. Complete the Notice of Proposal or Refusal to take Action form with explanation</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following: The evaluation, eligibility, and reevaluation process/ criteria and requirements for each disability area. The evaluation process, using appropriate assessment data to determine eligibility. On interpreting evaluation data correctly. The required information that must be documented on the eligibility report.</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. The participant sign-in forms should contain columns for the following: name, position, and school/worksite.</td>
</tr>
<tr>
<td>Materials and procedures tailored to assess a child with limited English proficiency were not selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills. AAC 290-8-9-.02(1)(r); 34 CFR § 300.304(c)(3); .29(a)(1)</td>
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<td>The required assessments were not administered to each student before the eligibility determination meeting. AAC 290-8-9-.03; 34 CFR § 300.301(a)</td>
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</table>
### Findings of Noncompliance

<table>
<thead>
<tr>
<th>Individualized Education Program (IEP)</th>
<th>Immediate Correction Strategies (30-Day Items)</th>
<th>Improvement Strategies</th>
<th>Documentation of Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<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>Regarding omission of the documentation on the eligibility report.</td>
<td>Provide to the appropriate teachers and administrators information, training, and/or technical assistance on the following:</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 a statement of the special education and related services and supplementary aids and services or program modifications or supports for school personnel. AAC 290-8-9-.05(6)(c); 34 CFR § 300.320(a)(4)</td>
<td>Send a copy of both forms to the parent and/or student.</td>
<td>The proper completion of the Notice of Proposed Meeting/Consent for</td>
<td>The participant sign-in forms should contain columns for the following:</td>
</tr>
<tr>
<td>Each student's IEP does not include an explanation of the extent, if any, to which the student will not</td>
<td>Document the date sent in the appropriate place on the Notice and Eligibility Decision Regarding Special Education Services form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide to the parent/student the Notice of Proposal or Refusal to Take Action form with explanation regarding corrective action taken.</td>
<td></td>
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<td></td>
<td>Obtain the missing consent form for the students.</td>
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**Individualized Education Program (IEP)**

- 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)
- Each student's IEP does not include a statement of the special education and related services and supplementary aids and services or program modifications or supports for school personnel. AAC 290-8-9-.05(6)(c); 34 CFR § 300.320(a)(4)
- Each student's IEP does not include an explanation of the extent, if any, to which the student will not
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<tr>
<td>participate with nondisabled students in extracurricular and nonacademic activities. AAC 290-8-9-.05(6)(d); 34 CFR § 300.320(a)(5)</td>
<td>Send the Notice of Proposal or Refusal to take Action form to the parent with explanation regarding corrective action taken. Document the date sent in the appropriate place on the IEP form. Convene the IEP team to develop a current IEP for the applicable student(s). Develop a progress report reflecting progress toward IEP goals students. Provide a copy of the progress report to the parent. Review the IEPs and complete the Alabama Student Assessment forms for the students: 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>Agency Participation form. The required IEP Team composition. 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. 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</td>
<td>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)(c); 34 CFR § 300.320(a)(6)(i)</td>
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<tr>
<td>Each student's IEP does not include a projected date for the beginning of services and modifications and the anticipated frequency, location, and duration. AAC 290-8-9-.05(6)(f); 34 CFR § 300.320(a)(7)</td>
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<tr>
<td>Each student's IEP does not include a statement of how the student's progress toward the annual goal will be measured. AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(i)</td>
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<tr>
<td>Each student's IEP does not include a statement of how the student's parents will be regularly informed of the student's progress toward annual goals. AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(ii)</td>
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<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)(b); 34 CFR § 300.320(7)(b)(1)(2)</td>
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3-Month Training | 6-Month Training | 3-Month Training | 6-Month Training
### FINDINGS OF NONCOMPLIANCE

- 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)

- 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)

- The IEP notice does not include the purpose, time, location, anticipated participants, and inform the parents that they may bring other individuals who have special expertise regarding the child.  
  AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(1)

- Children with disabilities are not included in the general state and district-wide assessment programs with appropriate accommodations and modifications in administration, if necessary. 
  AAC 290-8-9-.02(8); 34 CFR § 300.320 (a)(5)(6)(i)(ii)(A)(B).

### IMMEDIATE CORRECTION STRATEGIES (30-Day items)

<table>
<thead>
<tr>
<th>3-Month Training</th>
<th>6-Month Training</th>
<th>3-Month Training</th>
<th>6-Month Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of transition planning as well as the process for developing an IEP based on the individual needs of the student.</td>
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<tr>
<td>The completion of the Alabama Student Assessment forms in the IEP.</td>
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<tr>
<td>Progress reports that reflect progress toward IEP goals and are provided to the parent according to the schedule in the IEP.</td>
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### IMPROVEMENT STRATEGIES

- 3-Month Training
- 6-Month Training

### DOCUMENTATION OF CORRECTIVE ACTION

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.