



May 5, 2010

SYSTEM TECHNICAL ASSISTANCE REVIEW REPORT

Calhoun County Schools

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SYSTEM TECHNICAL ASSISTANCE REVIEW REPORT

The Division for Special Education Services continuously reviews statewide data for systems that have previously been selected for Focused Monitoring. As a state, there have been some positive changes in performance for students with disabilities, however, if statewide data indicates there are systems that have shown little to no improvement in the performance of students with disabilities in the priority indicator originally selected for monitoring, additional support will be provided. The Division has developed a process of monitoring to incorporate additional support and technical assistance to systems that continue to perform in the lower quartile and continue to show an opportunity for growth. This process is known as the System Technical Assistance Review (STAR).

Calhoun County was originally Focused Monitored December 3, 2004 in the area of mathematics. Calhoun County was selected to participate in the STAR process on January 12, 2010-January 13, 2010. The monitoring team consisted of:

Kimberly Green, Ed.D., Divisions for Special Education Services and Supports, GaDOE

Susan Eckhart, Divisions for Special Education Services and Supports, GaDOE

Dawn Cook, Special Education Administrator

Jennifer Vandiver, Parent of a student with a disability

The following data was reviewed prior to the on-site visit:

CRCT Results	SWD % Meets/Exceeds	FY09	FY08	FY07
	Math	25.0	30.6	34.1
	RELA	42.2	41.7	36.6

School Improvement Plan

STAR Self- Assessment

Professional Learning Activities

Supplement Programs

System Data Profiles

Focused Monitoring Report and Corrective Action Plan

Annual Yearly Progress Data

Georgia Learning Resources System (GLRS) Initiatives

During the on-site visit the following activities took place:

Interviewed 3 teachers

Interviewed 3 administrators/support personnel

Interviewed 5 parents

Interviewed 4 paraprofessionals

Interviewed 1 academic coach

Conducted 6 observations

Reviewed 15 student records

Reviewed the survey results of 32 professionals

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COMPLIANCE/ON-SITE FINDING/S	SUPPORTING EVIDENCE	REQUIRED EVIDENCE OF CORRECTION BY May 5, 2011
APPLICABLE FEDERAL/STATE REGULATIONS C.F.R. 300.105	<p>Assistive Technology</p> <p>“(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both,... are made available to a child with a disability if required...”</p> <p>Teacher interviews indicated confusion about the definition of Assistive Technology (AT) and the consideration process. When asked about the types of AT, most responses indicated the use of instructional technology rather than AT.</p> <p>When interviewed, administrators could not explain how assistive technology was considered and did not know of any student that used assistive technology.</p> <p>Calhoun County needs to provide additional training on the consideration of AT for students with disabilities. Tools that are available to all students may not necessarily need to be documented in the IEP. In addition, observations and interviews did not indicate the use of the AT tools in the classroom. If a device is determined to be needed as a tool to assist a student in accessing the curriculum, it should be used consistently in the classroom setting. Observations should include monitoring AT use in the classroom.</p>	<p>Calhoun County will submit documentation of staff training on AT indicating the consideration process for determining the need for AT.</p> <p>Calhoun County will submit a list of students using AT, including the student’s disability and the specific tools being used.</p> <p>Calhoun County will attend the training sessions provided by GPAT for Assistive Technology.</p>
C.F.R. 300.106	<p>Free and Appropriate Public Education: Extended School Year Services (ESY)</p> <p>“(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE.”</p> <p>In reviewing IEPs and speaking with staff, it was determined that Extended School Year (ESY) is not considered nor is it provided for students with disabilities. Teachers need additional professional learning to understand the full consideration of the need for ESY.</p>	<p>Calhoun County will submit a list of students who are receiving ESY services to include disability area and the services provided as indicated in the IEP.</p> <p>Calhoun County IEPs will be submitted to GaDOE in order to verify the consideration of ESY and evidence of how the decision was supported. If ESY was provided, documentation should include annual goals that will be continued during ESY services and the implementation period of ESY services.</p>
C.F.R. 300.114	<p>Least Restrictive Environment</p> <p>Full Continuum of services for special education students as indicated in the Special Education State Rule [C.F.R. 300.114(2)(i) “To the maximum extent appropriate, children with disabilities,</p>	<p>Calhoun County will provide a sample of IEPs that document a consideration of the full continuum of placement options and placement decisions based on</p>

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C.F.R. 300.320	<p>including children in public or private institution or other care facilities, are educated with children who are nondisabled” was not available in Calhoun County. A full continuum should be considered and available for each student.</p> <p>According to the professionals’ interviewed, record reviews and classroom observations, the full continuum of services is not always considered for students with disabilities in Calhoun County Schools. Several professionals and central office staff stated that the full continuum of services was not offered although some students with disabilities could benefit from receiving services in the co-teaching and/or pullout setting at the elementary school level. Also, it was stated that students were not placed appropriately for instruction in reading and math.</p> <p>According to the interviews conducted, co-teaching is not available in all schools for students with disabilities. It was reported that students are placed based on the availability of services and scheduling preferences rather than based on the individual need of the learner. In addition, student records reviewed of student with disabilities did not contain rationale and information to support placement and delivery model options.</p> <p>Individualized Education Programs: Definition of IEP</p> <p>In a review of the Present Levels of Academic Achievement and Functional Performance, it was determined that the students’ individual needs were not clearly defined. This section of the IEP should be skill specific to address the areas of difficulty for the student and is essential in determining the goals to be addressed later in the IEP.</p> <p>IEP minutes contained generic statements for the rationale for placement decisions. There was little or no change from year to year specific documentation that the decisions were based on the student’s needs. According to interviews with teachers and administrators, as well as a review of records and it appears that some of the final decisions for placement are made by the system special education administrator and did not include input from the IEP Team, specifically parent involvement on the team.</p>	<p>the individual needs of the learner.</p> <p>Calhoun County will provide school schedules indicating the model of service delivery provided in each building.</p> <p>Calhoun County will provide a list of students with disabilities who did not meet expectations in math and/or reading from each school, indicating the setting the student receives their primary math and/or reading instruction.</p> <p>Calhoun County will submit IEPs documenting present levels of academic achievement and functional performance that address the students’ specific deficits in math and/or reading. The IEPs should contain measureable annual goals that are written for the maximum educational benefit of the student, address specific needs and relate to the present levels of academic and functional performance.</p>
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C.F.R. 300.322	<p>Parent Participation</p> <p>“(a) Public agency responsibility-general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate”</p> <p>Calhoun County does not always include the concerns/input of the parent in the Present Level of Academic Achievement and Functional Performance section of the IEP. The IEP team must include the parent’s concerns/input regarding their child. There appears to be an established statement to include in the parent concerns section of the IEP when the parent is not in attendance. This is an indication that parents were rarely consulted. Parent concerns/input should not be gathered only during the annual review process but should be an ongoing system of communication between home and school therefore; teachers should always have information that can be included in this section during the development of the IEP.</p> <p>Calhoun County does not have strong parent participation at IEP meetings. When parents are unable to attend, the system should consider various methods of incorporating parent participation. This may include holding IEP meetings via phone conference or other means. According to interviews conducted, parents report notification of meeting times are not provided in advance and with sufficient time to plan for participation. Scheduling of IEP meetings does not generally occur at a mutually agreeable time and place.</p>	<p>Calhoun County will submit IEPs that document evidence of parent participation, including but not limited to, attempts to invite parent to the meeting, and parent participation in placement decisions.</p> <ul style="list-style-type: none">• When parents are unable to attend, IEPs will include parent input gathered through various sources throughout the year.
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Professional Concerns	<p>According to the interviews conducted, Calhoun County special education teachers need Georgia Performance Standards (GPS) training in the subject areas they are currently teaching. Calhoun County should provide GPS training for all teachers that have not received training in the subject area they are currently teaching. In addition, the system should provide follow-up “refresher” training for teachers that have received training in the past. Continued follow-up, coaching and support is needed to ensure that teachers are implementing the GPS with fidelity. Classroom observations did not consistently show the use of differentiated instruction, the use of technology integrated into the lesson, student work supporting the posted standards, and the language of standards-based teaching and learning. Differentiated Instruction training should be provided. Modeling is needed for co-teaching teams to observe other co teaching teams as they instruct students of varying ability levels. It is recommended that administrators and/or academic coach walk-throughs and observations incorporate a tool to observe and provide constructive feedback for teachers to include the following; co-teaching strengths and weaknesses, use of differentiated instruction, and GPS implementation (including content specific vocabulary, and instructional rigor).</p> <p>Summary of Recommendations include:</p> <ul style="list-style-type: none"> • Provide GPS training for teachers who have not received training in the subject area they currently teach • Provide follow-up training, coaching for teachers previously trained in GPS • Provide training in differentiated instruction for special education teachers • Provide coaching and modeling support for co-teaching teams <p>Calhoun County does not consistently implement progress monitoring through common assessments and benchmarks. A plan for progress monitoring must be communicated clearly for all teachers. Teachers have limited familiarity with progress monitoring. According to the professional survey, only 47% responded that they use progress monitoring to adjust instruction weekly. Teachers should be provided professional learning to include the frequency of progress monitoring and how to use the results to adjust instruction. Professional learning should be provided on various progress monitoring tools and system expectations related to frequency, record keeping, and analyzing data to adjust instruction based on results. In addition, a system plan should be developed and implemented for compiling student level data to monitor progress.</p> <p>Summary of Recommendations include:</p> <ul style="list-style-type: none"> • Provide training for teachers on progress monitoring to include the differences in formative and summative assessment, various tools that can be used for monitoring progress, determining the frequency of progress monitoring, and analyzing the results of progress monitoring data • Use collaborative planning time to examine student work in order to determine students’ understanding of standards and how to adjust instruction <p>Calhoun County provided a list of staff development (professional learning) opportunities provided by the system. The local GLRS offer training; however, very few special education teachers have participated. Interviews indicated that it is difficult to allow teachers release time to attend professional learning off site. According to the professional survey, only 43% responded they receive follow-up support and coaching when implementing new classroom practices (i.e. co-teaching, differentiation, GPS, etc.). The system should provide professional learning opportunities for all teachers to address identified training needs, specifically as they relate to providing appropriate services for students with disabilities. This is essential for ensuring teachers have the knowledge and skills necessary for providing instruction.</p> <p>Summary of Recommendations include:</p> <ul style="list-style-type: none"> • Align professional learning with the school improvement plan by defining specific outcomes for each grade level and content area • Evaluate the impact of professional learning on practices and student learning <p>The following professional learning topics should be ongoing to accommodate the needs of new teachers as well as to provide ongoing feedback and support to teachers throughout their teaching career.</p> <ul style="list-style-type: none"> • Curriculum- content knowledge (GPS) • Writing effective IEPs- including but not limited to present levels of academic achievement and functional performance, measurable goals and objectives, and transition plans • Standards-based classrooms • Differentiated instruction
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	<ul style="list-style-type: none">• Co-teaching• Progress Monitoring/Data analysis• Paraprofessionals need additional support to meet the needs of students with various disabilities, behavior concerns and identifying the most productive way they can be utilized in a supportive role in the general education classroom.
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Resources	<p>The following resources are available on the Georgia Department of Education website and Calhoun County is strongly encouraged to utilize these supports:</p> <ul style="list-style-type: none">• Elluminate Sessions: LRE, Standards Based IEPs, Transition, Math Strategies, Math Talks• Implementation Manual• LRE DVD series• Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know.</i>• Thinkfinity• Learning Village• GLRS: Online Co-Teaching and Differentiation Course, Coaching Support, AT Support• RESA Content Area Specialist• Georgia Department of Education Content Area Specialist• GPAT
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**GEORGIA CONTINUOUS IMPROVEMENT MONITORING (GCIMP)
FOCUS MONITORING**

CORRECTIVE ACTION PLAN (CAP)			Calhoun County				
YEAR ONE CLEARANCE DATE: MAY 5, 2011			FINAL CAP SUBMISSION DATE: JUNE 21, 2010		DRAFT CAP SUBMISSION DATE: JUNE 1, 2010		
1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include funding source, personnel and cost)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who ensures that activities in columns 1-5 are completed?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Assistive Technology devices or services will be considered for all SWD.	PL activities documenting the consideration process for determining the need for AT.	GLRS Staff-no cost SpEd Director- no cost GPAT-2010-2011 consortium-no cost DOE website-no cost	SpEd Director	<i>June 8, 2010</i> <i>August 2010(pre- planning GLRS follow-up)</i> <i>Dates have not been posted for GPAT</i> <i>On-going</i>	SpEd Director GLRS staff	IEPs that document the consideration process of AT: 09/06/2010 (5) 12/10/2010 (5) 03/15/2011(5)	Increase in the performance of SWD on statewide tests
Extended School year will be considered for all	PL activities will be provided to teachers to understand the full consideration of	GLRS Staff-no cost SpEd Director-no cost	SpEd Director	<i>June 8,2010</i> <i>August 2010(pre- planning GLRS</i>	SpEd Director GLRS staff	IEPs that document consideration of ESY:	Increase in the performance of SWD on

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SWD.	ESY.			<i>follow-up)</i>			statewide tests
The full continuum of services will be considered for all SWD.	PL activities documenting consideration of the full continuum of services: <ul style="list-style-type: none"> • GenEd Class with accomm. • Co-T Class • Resource Class • Self Contained 	GLRS Staff-none SpEd Director-no cost Consultant(Janet Peeler)-no cost	SpEd Director	<i>June 8, 2010</i> <i>August 2010(Pre-planning GLRS follow-up)</i>	SpEd Director GLRS staff	09/06/2010 (5) 12/10/2010 (5) 03/15/2011(5) IEPs that document the full continuum of services: 09/06/2010 (5) 12/10/2010 (5) 03/15/2011(5)	Increase in the performance of SWD on statewide tests
IEP's will document present levels of academic achievement and functional performance that addresses students' specific deficits in math.	PL activities documenting measurable annual goals that are written for the maximum educational benefit of the student.	GLRS staff SpEd Director-no cost	SpEd Director	<i>June 8, 2010</i> <i>August 2010(GLRS pre-planning follow-up)</i>	SpEd Director GLRS staff	School schedules with the service delivery model identified: <ul style="list-style-type: none"> • GenEd Class with accomm. • Co-T Class • Resource Class • Self Contained List of SWD: <ul style="list-style-type: none"> • not meeting 	

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IEP's will document evidence of parent participation.	Stakeholder meetings will be scheduled to promote and educate parents on the importance of attending placement decision meetings.	SpEd Director Food/Supplies \$250(IDEA)	SpEd Director	September 2010 March 2011	SpEd Director	<p>targets in math</p> <ul style="list-style-type: none"> Primary service delivery model for math <p>IEPs that document present level of achievement and functional performance:</p> <p>09/06/2010 (5)</p> <p>12/10/2010 (5)</p> <p>03/15/2011(5)</p> <p>Sign-in sheets</p> <p>IEP's</p>	<p>Increase in the performance of SWD on statewide tests</p> <p>Increase in the performance of SWD on statewide tests</p>
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Special Education Teachers will implement progress monitoring through common assessments and benchmarks.	PL activities on progress monitoring to include formative and summative assessments.	Curriculum Director DOE consultant West Ga RESA (GRASP) \$1800 IDEA \$3600 Title I	SpEd Director Curriculum director	May 29, 2010 August 2010 December 2010 April 2011	SpEd Director	PL Sign-In Sheets ____/____/____ Clrm Obs Form for 5 teachers: 09/06/10 (5) 12/10/10 (5) 03/15/11(5) GRASP data Lesson plans	Increase in the performance of SWD on statewide tests

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FOCUS MONITORING

	Collaborative planning to examine student work in order to determine students' understanding of standards and how to adjust instruction.	SpEd director DOE director Curriculum director(no cost)	SpEd Director Curriculum director	On-going(weekly)	SpEd Director Curriculum director	PL Sign-In Sheets ___/___/___ Clrm Obs Form for 5 teachers: 09/06/10(5) 12/10/10(5) 03/15/10 (5) Lesson plans	Increase in the performance of SWD on statewide tests
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Stakeholders: The following district stakeholders participated in the development of the CAP. These stakeholders ensure that all responsible parties will complete tasks as outlined in order to impact student learning, i.e. "Evidence of Impact"

Stakeholder Name	Position
Amye Murdock	Special Education Director
Gene Melvin	Principal
Dorothy Brown	Assistant Principal
Todd West	Graduation Coach
Freida Powell	Math Coach
Sara Causey	Curriculum Director
Deborah Goodsen	High School ELA
Ben Crowdis	Middle School Science
John Williams	High School CTAE
Jan Barron	Librarian
Joy Alford	High School Social Studies
Lynn Malone	DOE State Director
Mary Alice Hilton	Testing Coordinator

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