



SYSTEM TECHNICAL ASSISTANCE REVIEW REPORT

June 15, 2010

Chattooga County Schools

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Special Education Director

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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).

Chattooga County was originally Focused Monitored November 7, 2005 –November 10, 2005 in the area of mathematics. Chattooga County was selected to participate in the STAR process on April 27, 2010-April 29, 2010. The monitoring team consisted of:

Kimberly Green, Ed.D., Divisions for Special Education Services and Supports, GaDOE
Kimberly Simmons, Divisions for Special Education Services and Supports, GaDOE
Josette Bailey, Ed.D., Special Education Administrator, Cobb County Schools
Cassandra Holifield, Ph.D., GLRS Director
Jean Battle, GLRS Consultant
Jacquette Quashie, 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	29.0	30.0	41.0
	RELA	53.0	51.5	60.9

School Improvement Plan
STAR Self- Assessment
Professional Learning Activities
Supplement Programs
Individual Education Programs (IEPs)
Professional Survey Results
System Data Profiles
Focused Monitoring Report and Corrective Action Plan
Annual Yearly Progress Data
GLRS Initiatives
System GAPSS Review Results 2009-2010

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

Interviewed 34 teachers
Interviewed 6 Central Office Administrators
Interviewed 5 Building Level Administrators
Interviewed 14 parents
Interviewed 3 paraprofessionals
Interviewed 2 academic coaches
Interviewed 1 LRE Coach
Conducted 21 observations

AREA	SUMMARY
INSTRUCTION	<p>An asterisk (*) indicates that the topic was previously discussed as an area of concern/compliance issue in the original Focused Monitoring Report.</p> <p>According to the interviews conducted, teachers have been trained on the Georgia Performance Standards, although during observations, classroom instruction lacked clearly defined goals for the lesson, differentiated instruction, instructional technology integrated into the lesson, student work with supporting standards posted, and the language of standards-based teaching and learning. Teachers have received professional learning to assist with defining, and developing lesson plans with differentiated instruction, however, teachers expressed a concern with implementation of differentiation strategies. *</p> <p>While some co-teaching teams at various schools have been involved in The Co-Teaching Academy, the co-teaching models that were consistently observed included one teacher/one observe and one teach/one circulate. When interviewed, teachers did not share knowledge of other models of co-teaching, (i.e. station teaching, parallel teaching, alternate teaching, team teaching). This is an indication that additional training and classroom coaching of co-teaching models is needed for all teachers. In addition, administrators need to be familiar with the co-teaching models in order to support teachers and provide effective feedback when completing administrative walkthroughs. Professional development on the roles of co-teachers in the lesson planning process is imperative. Common planning is also needed to improve co-teaching in Chattooga County Schools. According to the central office and professional survey results 66.67% of central office staff and 47.98% of professionals believe that co-teaching is only “somewhat effective”. *</p> <p>According to the interviews conducted, the full continuum of services is not available for students with disabilities in one school in the system. It was reported that students are placed in an educational setting based on the availability of services and scheduling preferences rather than based on the individual need of the learner. In addition, student records reviewed for students with disabilities did not contain rationale and information to support placement and delivery model options. *</p> <p>General education teachers expressed a need for math resources which are aligned to Georgia Performance Standards. When interviewed, administrators and teachers alike stated that math resources, including textbooks, math program or other resources are limited for math instruction. Special education small group classes are not teaching Georgia Performance Standards and the curriculum materials used in the classrooms are often inconsistent with the general education curriculum, therefore students enrolled in these small group classes are not provided access to the general education curriculum. *</p> <p>There are low expectations for students with disabilities. According to surveys, 67.63% of building level staff and 66.67% of central office staff believe that the “child’s disability” is a barrier that prevents academic performance. Interviews with professionals suggested a belief that students with disabilities are achieving to their potential and their potential is limited by virtue of their disabilities. Low test scores appear to support this belief. *</p> <p><u>RECOMMENDATIONS</u></p> <p>As evidenced by interviews, general education teachers, administrators and support staff need ongoing training for planning, implementing, and participating in co-teaching and/or additional inclusive practices. Administrator and/or academic coach walk-throughs and observations should incorporate a tool to observe and provide constructive feedback for teachers to include the following; co-teaching strengths and weaknesses, utilization of a variety of co-teaching models, use of differentiated instruction, and GPS implementation (including content specific vocabulary and rigor).</p> <p>A needs assessment should be completed to determine the materials necessary to teach math standards. In addition there is a need for a vertically aligned curriculum and math program throughout grade levels and schools within the system.</p> <p><u>DOCUMENTATION</u></p> <p>Chattooga County will submit sample copies of completed classroom observation/walkthrough forms documenting evidence of the different co-teaching models being implemented with fidelity by the co-teaching teams (documenting feedback to teachers).</p> <p>Chattooga County will submit verification that all students with disabilities have access to the general education curriculum. This documentation will include the schedules of schools indicating the full continuum of services available for students with disabilities. In addition, the system will submit documentation of curriculum materials/resources used for students with disabilities in pull out classes. The materials shall be aligned with GPS and equitable to the materials provided to all students in the particular</p>

	<p>grade and content area.</p> <p>Chattooga County will submit samples of Individualized Education Programs (IEPs) that document a consideration of the full continuum of placement options, and placement decisions based on the individual need of the learners which are supported by the present levels of academic achievement and functional performance, and placement.</p> <p><u>RESOURCES</u></p> <p>GLRS: Online Co-Teaching and Differentiation Course, Coaching Support</p>
PROGRESS MONITORING	<p>Although a plan of action to address progress monitoring through common assessments and benchmarks has been developed and implemented systemically every nine weeks, teachers are not progress monitoring within the instructional setting. According to the interviews, teachers have limited familiarity with progress monitoring. Teachers need professional learning to include the frequency of progress monitoring and utilization of data to adjust instruction. According to the central office survey, 66.67% responded that teachers are expected to progress monitor every nine weeks to adjust instruction.</p> <p><u>RECOMMENDATIONS</u></p> <p>Professional learning is needed on various progress monitoring tools and system expectations related to frequency, record keeping, and data analysis to adjust instruction based on results. In addition, a systematic process needs to be established to compile student level data to monitor progress.</p> <p><u>DOCUMENTATION</u></p> <p>Chattooga County Schools will submit a plan addressing progress monitoring. Professional learning for staff should include formative and summative assessment, progress monitoring tools, as well as, the frequency required of various progress monitoring instruments, and the interventions appropriate for the areas of weakness identified through the data collected in progress monitoring.</p> <p>Chattooga County Schools will submit documentation that professional learning has been provided to staff on the use of progress monitoring and how staff will use the data to drive instructional practices. This should include making the determination of when an intervention is needed for a student who may be struggling in a particular content area.</p> <p><u>RESOURCES</u></p> <p>Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know.</i></p>
PROFESSIONAL LEARNING	<p>A review of the professional learning documentation provided by the system showed professional learning has been provided in the following areas between June 2006 and July 2009:</p> <ul style="list-style-type: none"> • IEP/Assistive Technology • Differentiated Instruction • Co-teaching and Scheduling • Autism • STEEP Assessment • RTI • Pyramid of Interventions <p>According to the professional survey, only 43% responded they receive follow-up support and classroom coaching when implementing new classroom practices (i.e. co-teaching, differentiation, GPS, etc.).</p> <p><u>RECOMMENDATIONS</u></p> <p>Establish an on-going system to provide teachers and administrators with an in-depth understanding of:</p>

	<ul style="list-style-type: none"> • Research-based instructional strategies • Assessment strategies • Standards-based classrooms • Differentiated instruction • Data analysis • Co-teaching <p>Professional learning is a continuous need in the following areas:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Special Education Teachers Providing support in the General Education Classroom • Co-teaching and inclusive practices • Progress Monitoring • Writing Effective IEPs, including but not limited to considering extended school year services, inviting all required participants to the IEP meeting, Present Levels of Academic Achievement and Functional Performance, and Standards Based Goals and/or Objectives <p>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. Use collaborative planning time to examine student work in order to determine students' understanding of standards and how to adjust instruction.</p> <p><u>DOCUMENTATION</u></p> <p>Chattooga County will provide a revised school improvement plan to include the above mentioned professional learning topics.</p> <p><u>RESOURCES</u></p> <p>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 Elluminate Sessions: LRE, Standards Based IEPs, Math Strategies, Math Talks Implementation Manual</p>	
COMPLIANCE/ON-SITE FINDING/S	SUPPORTING EVIDENCE	REQUIRED EVIDENCE OF CORRECTION BY June 15, 2011
<p>Applicable Federal and State Regulations</p> <p>C.F.R. 300.106</p>	<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.” In reviewing the IEP and speaking with professional and central office staff, it was determined that Extended School Year (ESY) is not considered for students with disabilities. Teachers need additional professional learning to understand the full consideration</p>	<p>Chattooga County will submit a list of students who are receiving ESY services to include disability area and the services provided by the specific deficits and the services provided as indicated in the IEP. Chattooga 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.</p>

<p>C.F.R. 300.114</p>	<p>of the need for ESY.</p> <p>Least Restrictive Environment 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, including children in public or private institution or other care facilities, are educated with children who are nondisabled” was not available in Chattooga County. A full continuum should be considered and available for each student.</p> <p>According to the interviews, record reviews, and classroom observations, the full continuum of services is not always considered for students with disabilities in one school in Chattooga County. Several professionals stated that the full continuum of services was not offered although some students with disabilities could benefit from receiving services in the pullout setting at the elementary and middle school levels. Also, it was stated that students were not placed appropriately for math. According to the interviews conducted, small group is not available in their school for students with disabilities to include the full continuum of services. It was reported that students are placed in an educational setting 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>Chattooga County will provide a sample of IEPs that document a consideration of the full continuum of placement options, placement decisions based on the individual needs of the learner, which are supported by the present levels of academic achievement and functional performance.</p> <p>Chattooga County will provide school schedules indicating the model of service delivery provided in each building. Chattooga County will provide a list of students with disabilities who did not meet expectations in math and/or reading from each school, indicating where (general, special, co-taught, etc...) the student receives their primary math and/or reading instruction.</p>
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<p>C.F.R. 300.115</p>	<p>Least Restrictive Environment: Continuum Alternative Placements</p> <p>Supplementary Instruction for special education students as indicated in the Special Education State Rule [C.F.R. 300.115(B)(1)-(2)] "Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement" was not available in Chattooga County. A full continuum should be considered and available for each student.</p> <p>Due to the size of the system, scheduling can be difficult; however, there was significant indication that Chattooga has some students who need instructional support in addition to the general education setting. The IEP team needs to consider the individual needs of each child in order to identify students that need Supplementary Services and document the plan for services in the IEPs.</p>	<p>Chattooga County will submit sample IEPs for students receiving supplementary services documenting the consideration of the full continuum of educational placements and placement decisions that supplementary services are needed.</p> <p>Chattooga County will submit a list of students with disabilities who have been identified as needing additional instruction in conjunction with regular class placement.</p>
<p>Applicable Federal and State Regulations</p> <p>C.F.R. 300.39</p>	<p>Special Education [b](3) (ii) "To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children."</p>	<p>Provide documentation that SWDs enrolled in pull out settings are receiving and have access to the same books and materials as students enrolled in the general education setting for all subject areas.</p> <p>Provide documentation that Chattooga County Schools has consulted with RESA Content Specialist and GaDOE Content Specialist as a resource to ensure that instruction and classes for students with</p>

<p>C.F.R. 300.320</p>	<p>The <i>Voyager</i> Curriculum is used as the primary curriculum materials for students with disabilities in pull out classes in one school. <i>Voyager</i> is skills based and is not aligned to GPS. The curriculum should not be used as a stand alone curriculum to support access to grade level standards.</p> <p>According to interviews and observations students with disabilities enrolled in small group classes at Summerville Middle School are not receiving access to the Georgia Performance Standards in all core curriculum areas.</p> <p>IEP “A statement of any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.”</p> <p>The majority of academic accommodations reviewed in records were identical, generic and not specific to the individual student needs. In many cases, students were over accommodated and based on the present level of performance, had no noted deficit in mathematics.</p>	<p>disabilities is aligned with GPS.</p> <p>Chattooga County will submit sample IEPs documenting the accommodations and evidence that the decision was supported by the specific deficits addressed in the IEP.</p>
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<p>Professional Concerns</p>	<p>Low expectations for students with disabilities are apparent throughout the district as evidenced by surveys, interviews, observations, and record reviews. It is suggested that the program for exceptional students leadership staff in conjunction with general education leadership staff work with teachers to raise the standard of expectation by setting rigorous targets and goals for academic performance. While working to meet targets, data analysis paired with formative assessments are recommended to coordinate instruction in all educational settings for students with disabilities. Once high expectations are in place and all students with disabilities that have been given access to the general curriculum, with needed accommodations, it is felt that the district will see academic gains in achievement for students with disabilities.</p>
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Resources	<p>The following resources are available on the Georgia Department of Education website and Talbot 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• Testing Accommodations Manual• LRE DVD series• Book: Students <i>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
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CORRECTIVE ACTION PLAN FOR STUDENTS WITH DISABILITIES

Chattooga County

Date Due: August 20, 2010

Area of noncompliance #1: C.F.R. 300.106 - Free and Appropriate Public Education: Extended School Year Services (ESY). “(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE.”

The following activities have been planned in a logical order to correct the cited noncompliance and effect continuous improvement:

1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning (Include funding source and cost)	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 is responsible?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
Extended school year considered for Students with Disabilities to include: <ul style="list-style-type: none"> • Developing and Implementing a Decision-making process • Annual Goals extended for ESY • Evidence that supports the decision 	Professional learning for all special education teachers to address ESY options in the IEP related to the areas identified in column 1	NWGLRS IDEA & Title I Handouts Special Education Director Co-Teaching Coach	Special Education Director School Psychologist	November 2, 2010	Special Education Director	IEPs and ESY consideration forms submitted on: 12/17/2010 (5 IEPs) 2/17/2011 (5 IEPs) 4/19/2011 (5 IEPs) Agendas/Sign-In Sheets of Professional Learning submitted by 12/17/2010	Number of students who meet expectations in math increases on state wide assessment CRCT

List of SWD getting
ESY to include:

- Disability Area/s
- ESY correlated
to the specific
deficit/s

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CORRECTIVE ACTION PLAN FOR STUDENTS WITH DISABILITIES

Chattooga County

Date Due: August 20, 2010

Area of noncompliance #2: C.F.R. 300.114 – Least Restrictive Environment. 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, including children in public or private institution or other care facilities, are educated with children who are nondisabled” was not available in Chattooga County.

The following activities have been planned in a logical order to correct the cited noncompliance and effect continuous improvement:

1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning (Include funding source and cost)	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 is responsible)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
<p>The full continuum of services will be considered for all SWDs</p> <p>Placement decisions will be based on information in the PLAAFP</p> <p>School Schedules will include:</p> <ul style="list-style-type: none"> • Service Delivery Model for each classroom • List of SWD not meeting 	<p>Professional Learning that includes all areas in column 1</p>	<p>NW GLRS and Janet Peeler of the GaDOE will review schedules and assist with scheduling</p> <p>State/Federal funds for personnel</p>	<p>Principals</p> <p>Lead special education teachers</p>	<p>11/2/2010</p>	<p>Special Education Director</p>	<p>12/17/2010 (5 IEPs)</p> <p>2/17/2011 (5 IEPs)</p> <p>4/19/2011 (5 IEPs)</p>	<p>Increase in the number of SWD meeting exceeding math targets on statewide assessments</p>

expectations in math that includes the service delivery model where they receive their primary math instruction							
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CORRECTIVE ACTION PLAN FOR STUDENTS WITH DISABILITIES

Chattooga County

Date Due: August 20, 2010

Area of noncompliance #3: C.F.R. 300.115 – Least Restrictive Environment: Continuum Alternative Placements. Supplementary Instruction for special education students as indicated in the Special Education State Rule [C.F.R. 300.115(B)(1)-(2)] “Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement” was not available in Chattooga County.

The following activities have been planned in a logical order to correct the cited noncompliance and effect continuous improvement:

1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning (Include funding source and cost)	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 is responsible?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)

<p>Where appropriate SWD will receive supplemental services in addition to regular class placement.</p> <p>Chattooga County will provide a list of students with disabilities who have been identified as needing additional instruction in conjunction with regular class placement will be provided</p>	<p>PLfor:</p> <ul style="list-style-type: none"> • Administrators scheduling options for LRE • Teachers Criteria for determining placement in: <ul style="list-style-type: none"> ○ Gen Ed Cls ○ Gen Ed Cls with accomm ○ Gen Ed Cls with Part Day Math Pullout ○ Co-T Cls ○ Co-T Cls Part Day Math Pullout ○ Pullout Math Cls 	<p><u>Students with Disabilities Can Make AYP</u></p> <p><u>What every school leader should know</u></p> <p>NW GLRS, LRE Consultant Janet Peeler</p>	<p>Principal/Special Education Director</p> <p>Lead Special Education Teacher</p>	<p>November 2, 2010</p>	<p>Principal</p> <p>Special Education Director</p>	<p>12/17/2010 (5 IEPs)</p> <p>2/17/2011 (5 IEPs)</p> <p>4/19/2011 (5 IEPs)</p>	<p>Increase in the number of SWD who meet and exceed standards on state assessment test</p>
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CORRECTIVE ACTION PLAN FOR STUDENTS WITH DISABILITIES

Chattooga County

Date Due: August 20, 2010

Area of noncompliance #4: C.F.R. 300.39 – Special Education. (b)(3)(ii) “To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children”

The following activities have been planned in a logical order to correct the cited noncompliance and effect continuous improvement:

1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning (Include funding source and cost)	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 is responsible?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)

SWD will have access to the same books and materials as General Education Students	Professional Learning to address items in Column 1 GaDOE Thinkfinity website PD modules and additional resource can be located at: http://www.thinkfinity.org/inthe classroom	RESA staff Chattooga County District Personnel <i>Read with Sarah</i> Volume VII Mathematics Part A and Part B NW GLRS SWD Math Consultant	Special Education Director Principals System Co-Teaching Coach	August 19, 2010-September 16, 2010	Special Education Director Principals	Lesson Plans (LPs) will include books and materials used by general education students 12/17/2010 (5 LPs) 2/17/2011 (5 LPs) 4/19/2011 (5 LPs)	Increase in the number of SWD who meet and exceed standards on state assessment test
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CORRECTIVE ACTION PLAN FOR STUDENTS WITH DISABILITIES

Chattooga County

Date Due: August 20, 2010

Area of noncompliance #5: C.F.R. 300.320 – IEP. “A statement of any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.”

The following activities have been planned in a logical order to correct the cited noncompliance and effect continuous improvement:

1	2	3	4	5	6	7	8
Actions/Strategies/ Interventions or Programs	Professional Learning (Include funding source and cost)	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 is responsible?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)

Students with Disabilities will be given appropriate accommodations based on PLAAFP	Professional learning will be given to regular and special education teachers on appropriate accommodations for students with disabilities	GA Testing and Accommodations Manual	Lead Special Education Teachers Special Education Director System Co-Teacher Coach	October 2010	Special Education Director	12/17/2010 (5 IEPs) 2/17/2011 (5 IEPs) 4/19/2011 (5 IEPs) Sign-In Sheets submitted by 12/17/2010	Increase in the number of SWD who meet and exceed standards on state assessment test
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