



December 1, 2009

SYSYEM TECHNICAL ASSISTANCE REVIEW REPORT

Talbot County

Tannette Saunders
Special Education Director

Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334
404-656-3963

The Georgia Department of Education, Divisions for Special Education Supports and Services continuously reviews the data of all school systems to monitor improved outcomes for students with disabilities. Systems that have been previously focused monitored are closely monitored to ensure that performance outcomes for students with disabilities show improvement. When system data indicates that there has been limited or no improvement in outcomes for students with disabilities, or the data has shown a negative rather than positive trend, the Division has created a process of monitoring to incorporate additional support and technical assistance. This process is known as the System Technical Assistance Review (STAR).

Talbot County was originally Focused Monitored November 28-30, 2006 in the area of mathematics. Talbot County was selected to participate in the STAR process on October 6-7, 2009 due to continued poor performance in mathematics for students with disabilities. The monitoring team consisted of:

Kimberly Green, Divisions for Special Education Services and Supports, GaDOE
Julie Moilanen, Divisions for Special Education Services and Supports, GaDOE
Alice Murphy, Divisions for Special Education Services and Supports, GaDOE
Kachelle White, Divisions for Special Education Services and Supports, GaDOE
Joy Glidden, Special Education Administrator, Douglas County Schools
Cynthia Spaulding, 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	10.3	0.0	20.7
RELA	25.9	30.4	29.3

School Improvement Plan
STAR Self- Assessment
GAPSS Reviews
Professional Learning Activities
Supplement Programs
Individual Education Programs (IEPs)
Professional Survey Results
System Data Profiles
Focused Monitoring Report and Corrective Action Plan
AYP Data
GLRS Initiatives

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

Interviewed 9 teachers
Interviewed 11 administrators/support personnel
Interviewed 3 parents
Interviewed 5 paraprofessionals
Conducted 10 observations

AREA	SUMMARY An asterisk (*) indicates that the topic was previously discussed as an area of concern/compliance issue in the original Focused Monitoring Report.
INSTRUCTION	<p>Talbot County special education and general education teachers need Georgia Performance Standards (GPS) training in the subject areas they are currently teaching. Once the GPS training is received, follow-up coaching and modeling is needed to ensure that teachers are implementing the GPS with fidelity.</p> <p>Differentiated Instruction training is also needed. Teachers are concerned with how to teach a class with students who have varying abilities and they would like to see differentiation in action by someone modeling a lesson. Mathematics should be the area of focus in the training examples. *</p> <p>Classroom observations did not consistently show differentiated instruction, technology integrated into the instruction, student work supporting standards posted, and the language of standards-based teaching and learning. *</p> <p>The co-teaching models that were consistently observed were general education teachers teaching the lesson and the special education teachers either observing or circulating around the room. This is an indication that additional coaching and modeling of the different co-teaching models is needed for all teachers aligned with administrative support and follow-up. In addition, professional development on the roles of co-teachers in the lesson planning process is imperative. According to the professional survey that was completed prior to the onsite visit, 50% responded that co-taught instruction is “somewhat effective” in increasing the performance of students with disabilities. *</p> <p>Talbot County is strongly encouraged to continue analyzing data at the student level and working with all teachers to adjust instruction based on the results of the data.</p> <p><u>RECOMMENDATIONS</u></p> <p>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, use of differentiated instruction, use of technology, and GPS implementation consisting of vocabulary of the standards and rigor.</p> <p>Provide GPS training for all teachers that have not received training in the subject area they are currently teaching. In addition, provide follow-up “re-fresher” training for teachers that have received training in the past.</p> <p>The academic coaches are a valuable resource to the teachers and their role should continue to be strengthened and valued.</p> <p><u>DOCUMENTATION</u></p> <p>Talbot County will submit sample copies and summaries of classroom observation feedback forms documenting access to the curriculum (GPS) for students with disabilities.</p>
PROGRESS MONITORING	<p>At the leadership level, there is a plan of action to address progress monitoring through weekly common assessments and benchmarks. However, it is not clearly practiced and understood by all teachers. Special education and general education teachers have limited familiarity with how to progress monitor on a frequent and consistent basis and to adjust instruction based on the results. Weekly assessments are given by some teachers, but they are not implemented consistently across grade levels and teachers. According to the professional survey, 71% responded that they use progress monitoring to adjust instruction weekly.</p>

	<p>Pyramid of Interventions- Rtl is at the emerging stage and limited information was available. *</p> <p><u>RECOMMENDATIONS</u></p> <p>Professional learning is needed on different progress monitoring tools and system expectations related to frequency, record keeping, and analyzing data to adjust instruction based on results. In addition, a systematic process should be established to compile student level data to monitor progress.</p> <p>A plan should be developed to address the Pyramid of Interventions and an outline of how it will be presented to teachers. All staff should be familiar with the different tiers and what interventions can be provided for students based on their need and subject area.</p> <p><u>DOCUMENTATION</u></p> <p>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>
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 December 2006 and October 2007:</p> <ul style="list-style-type: none"> • GPAT Training • IEP/Eligibility • Differentiated Instruction • Co-teaching and Scheduling • Lesson Plans/Modifications • ESY Training • Accommodations/Strategies for SWD • Math (Navigator Training/America's Choice) • SRA Number Worlds Training • Literacy Assessment and Diagnostic Training <p>According to the professional survey, 47% responded that they receive follow-up support and coaching when implementing new classroom practices (i.e. co-teaching, differentiation, GPS, etc.).</p> <p><u>RECOMMENDATIONS</u></p> <p>Professional learning is a continuous need in the following areas:</p> <ul style="list-style-type: none"> • How to determine the appropriate standardized assessment for special education students • How to differentiate between accommodations and modifications • Determining the Least Restrictive Environment (LRE) for students with disabilities • GPS and differentiated instruction • Co-teaching and inclusive practices • Progress monitoring • Paraprofessionals need additional support to better meet the needs of students with various disabilities, behavior concerns, and identifying the most productive way to utilize them in the classroom setting <p><u>DOCUMENTATION</u></p> <p>Revised school improvement plan imbedded with the above mentioned professional learning topics.</p>

<p>C.F.R. 300.105</p>	<p>For example, Talbot County IEPs indicate CRCT as the assessment and list all accommodation for the assessment including calculator. A calculator will not be used on all subtests, therefore it is unclear as to whether there are additional accommodations that may be used for only one subtest or not. For this reason, each content area should be listed and the appropriate accommodations listed as well.</p> <p>Free and Appropriate Public Education: 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>In reviewing the IEPs, it appears the students have access to multiple assistive technology (AT) devices. The majority of the IEPs listed the same AT tools for all students (i.e. Kurzweil, books on CD, talking dictionaries). It is recommended 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>Talbot County will submit documentation of staff training on AT indicating the consideration process for determining the need for AT.</p> <p>A list of students using AT will be provided, including the student’s disability and the specific tools being used.</p>
<p>C.F.R. 300.106</p>	<p>Free and Appropriate Public Education: Extended School Year Services</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 the IEP and speaking with staff, it was determined that Extended School Year (ESY) is not provided for students with disabilities. Teachers need additional professional learning to understand the full consideration of the need for ESY.</p>	<p>Talbot County will submit documentation of staff training for ESY. Sample IEPs will also be submitted to document the consideration of ESY for all students with disabilities.</p>

RESOURCES

The following resources are available on the Georgia Department of Education website and Talbot County is strongly encouraged to utilize these supports:

- Illuminate Sessions: LRE, Standards Based IEPs, Transition, Math Strategies, Math Talks
- Implementation Manual
- Testing Accommodations Manual
- Transition Manual
- Transition DVD
- LRE DVD series
- Book: *Students With Disabilities Can Make AYP: What Every School Leader Should Know.*
- Thinkfinity
- Learning Village
- GLRS: Online Co-Teaching and Differentiation Course, Coaching Support, AT Support

COMPLIANCE ACTION PLAN FOR STUDENTS WITH DISABILITIES

Talbot County

Date Due: Feb. 1, 2010

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

Actions/Strategies/ Interventions	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 (Person responsible; what is used evaluate the action, strategy, intervention or program?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
<p>The Classroom Observation tool will be revised to include:</p> <ul style="list-style-type: none"> • Co-Teaching • Differentiation • Assistive Tech • GPS Standards <ul style="list-style-type: none"> • Vocabulary • Rigor 	<p>Training on the revised Clsrm Obs Instrument:</p> <ul style="list-style-type: none"> • Co-teaching • Differentiation • Assistive Tech • Class Keys 	<p>Sch Imp Specialist, Special Ed Director, Special Ed Coord Design Team, Principals Coaches</p> <ul style="list-style-type: none"> • Reading • Math <p>Clsrm Obs Instrmt</p> <p>No Cost</p>	<p>SpEd. Director SpEd. Coord Sch Psychologist Sch Improv Dir Coaches Principals Design Team</p>	<p>1/14/10</p>	<p>Principals Sch Improv Director Special Ed. Director</p>	<p>Revised Clsrm Observation Tool :</p> <p>E-mailed to Dr. Habiger on January 6, 2010</p> <p>Agendas Sign-in Logs Clsrm Obs Tool Summaries May 3, 2010 Sept. 1, 2010 Dec. 1, 2010</p>	<p>Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments</p> <p>Pre and Post Benchmark Assessments</p>
<p>IEPs will be written to include :</p> <ul style="list-style-type: none"> • Individual student needs in the PLAAF 	<p>Teachers will be trained to develop appropriate statements regarding individual student deficits</p>	<p>Revised IEP Samples</p> <p>SpEd. Coord.</p> <p>No Cost</p>	<p>SpEd. Director SpEd. Coord</p>	<p>April 1, 2010</p>	<p>Special Ed. Director</p>	<p>Agendas, Training Logs, IEPs</p> <p>May 3, 2010 (5) Sept. 1, 2010 (5) Dec. 1, 2010 (5)</p>	<p>Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments</p>
<ul style="list-style-type: none"> • Continuum Of Placement 	<p>Teachers will be trained to consider</p>	<p>Revised Sample IEPs Flow Chart</p>	<p>SpEd. Coord</p>	<p>Oct. 15, 2009</p>	<p>SpEd Director</p>	<p>May 3, 2010 (5) Sept. 1, 2010 (5)</p>	<p>Increase in the number of students</p>

Options	the full continuum of placements and document the appropriate placement	documenting the Continuum of Placement Options SpEd Coord				Dec. 1, 2010 (5)	meeting or exceeding reading and/or math standards on statewide assessments
Selection of: Test Accommodations and/or modifications in reading and/or math	PL Training: <ul style="list-style-type: none"> • Test Accommodations and Modifications • Correlation to reading and/or math 	Sample revised IEPs GADOE Standard Accommodations No Cost	Special Ed. Dir. SpEd. Coord	Oct. 29, 2009 Oct. 22, 2009	SpEd Director	May 3, 2010 (5) Sept. 1, 2010 (5) Dec. 1, 2010 (5)	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments
Identification of SWD needing assistive technology using the Consideration Process	PL in the area of assistive technology in the classroom <ul style="list-style-type: none"> • Procedures for identification and referral for AT services 	GPAT Manual GPAT Staff Chattahoochee Flint RESA Manual: Procedures for Identification, Evaluation, and Assessment of AT Manual for each teacher No Cost	SpEd Director SpEd Coord Principals Coaches AT Specialist AT Committee with input from GPAT	March 9, 2010	Principal SpEd Director	Agendas Sign-in Logs AT Consideration Checklist <ul style="list-style-type: none"> • List of students using AT: • Student's disability • Specific tool/s used 	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments
Consideration and selection of SWDs for Extended School Year	Teachers will be trained to identify and use appropriate criteria when considering ESY	GaDOE Criteria for ESY	SpEd Director SpEd Coord	Jan. 28, 2010		Sample IEPs List of Students receiving ESY to include: Disability Area Service Location Hours per week Goals May 3, 2010 (5) Sept 1, 2010 (5) Dec. 1, 2010 (5)	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments

Actions/Strategies/ Intervention 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 (Person responsible; what is used evaluate the action, strategy, intervention or program?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact
Intensity of interventions will correlate with Tier Levels in the Pyramid of Interventions	Professional Learning related to the Pyramid of Interventions/RTI Process	504/SST Coord RTI/SST Manual Video/Power Point Presentation POI	504/SST Coord 504/SST Team SpEd Director SpEd. Coord Principals Coaches Sch Impr Special	2/16/10 2/17/10 2/18/10	Principals Academic Coaches Clstrm Obs. Instrmt	Agenda Sign-in Log May 3, 2010 (5) Sept.1, 2010 (5) Dec. 1, 2010 (5)	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments
Supplementary reading and/or math services will be reflected in the Service Delivery Portion of the IEP	PL in analyzing student data and IEP goals and selecting students needing additional instruction in Math & Reading	IEP Team Special Ed. Director Special Ed. Coord Odyssey-Ware Computer-Based academic program Coaches Teachers	SpEd. Director SpEd. Coord Principals GaDOE Sch Impr Specialist	Feb. 1, 2010 On-going	SpEd Director	IEPs documenting reading and/or math supplementary services May 3, 2010 (5) Sept. 1, 2010 (5) Dec. 1, 2010 (5)	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments
Instructional strategies will be driven by progress monitoring data	PL Training: Progress Monitoring Using Data to Drive Instruction GPS & Differentiation of Instruction	Academic Coaches Sch Imprmnt Sp No Cost	Sch Imprmnt Specialist Special Ed. Director/Coor. Academic Coaches Principals	Jan. 11, 2010	Principals SpEd Director Classroom Obs. Instrument	Weekly Content Planning Agendas Obs Instrument Sign-in Logs May 3, 2010 (5) Sept. 1, 2010 (5) Dec. 1, 2010 (5)	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments

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 is responsible and what will be used to evaluate the action, strategy, intervention or program?)	Documentation of CAP activities due to the DES with dates	Evidence of Impact (Student Learning Data)
---	------------------------------	--	---	--	---	--	--

<p>Teachers will use appropriate criteria to select appropriate statewide assessments for SWD:</p> <ul style="list-style-type: none"> Standardized Assessment with and without accommodations Alternate Assessment 	<p>PL Consideration</p> <ul style="list-style-type: none"> Regular Assessment Program with and without accommodations Alternate Assessment 	<p>SpEd Director</p> <p>Worksheet for Assessment Decision Making</p> <p>No Cost</p>	<p>IEP Committee</p> <p>SpEd Director</p> <p>SpEd Coordinator</p>	<p>April 1, 2010</p>	<p>SpEd Director</p> <p>SpEd Coordinator</p>	<p>IEP documenting assessment decisions, and specific testing accommodations</p> <p>May 3, 2010 (5)</p> <p>Sept. 1, 2010 (5)</p> <p>Dec. 1, 2010 (5)</p>	<p>Increase in the number of students meeting/exceeding Math and Reading Standards on all state assessments and IEP goals</p>
<p>Revise School Improvement Plan to Include:</p> <ul style="list-style-type: none"> Appropriate statewide testing for SWD Differentiation between accommodations and modifications LRE Co-Teaching Progress Monitoring Paraprofessionals <ul style="list-style-type: none"> Students with all types of disabilities Behavior Issues Most efficient use of paraprofessionals in the classroom 						<p>Revised School Improvement Plan</p> <p>May 3, 2010</p>	<p>Increase in the number of students meeting/exceeding Math and Reading Standards on all state assessments and IEP goals</p>

The following district stakeholders participated in the development of the CAP and assure that all responsible parties will complete tasks as outlined in order to meet the determined “evidence of impact”

Stakeholder Name	Position
Tannette Saunders	Special Education Director
Joseph Gardner	Special Education Coordinator
Dr. Janet Lee	State School Director
Kenneth Bonaparte	Elementary School Principal
Rodney Hester	Middle School Principal
Edward Tymes	High School Principal
Tomeka Taylor	Academic Coach
Gladys Doctrie	Academic Coach
Sherell Blackwell	Academic Coach
Barbara Dawson	Academic Coach