



SYSTEM TECHNICAL ASSISTANCE REVIEW REPORT

Telfair County

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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).

Telfair County was originally Focused Monitored December 12-14, 2006 in the area of reading. Telfair County was selected to participate in the STAR process on December 1-2, 2009 due to continued poor performance in mathematics for students with disabilities. The monitoring team consisted of:

Kimberly Green, Ed.D., Divisions for Special Education Services and Supports, GaDOE
Toni Bowen, Ed.D., Divisions for Special Education Services and Supports, GaDOE
Frank Williams, Special Education Administrator
Carol Smith, 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	21.1	25.3	31.8
RELA	43.6	43.2	43.6

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 14 teachers
Interviewed 13 administrators/support personnel
Interviewed 2 parents
Interviewed 6 paraprofessionals
Conducted 10 observations

AREA	SUMMARY
INSTRUCTION	<p>Differentiated instruction modeling is needed. Teachers expressed a need for strategies to include differentiation instruction within their lesson plans. Training has been provided on all levels, but teachers continue to have challenges with how to teach a class with students who have varying abilities. Teachers would like to see differentiation in action/modeling lessons. Classroom observations did not consistently show differentiated instruction, instructional technology integrated into the instruction, student work supporting standards posted, and the language of standards-based teaching and learning.</p> <p>According to the interviews conducted, all of the professionals stated that additional training in co-teaching is needed. Teachers also stated that co-teaching teams are not consistently paired from year to year, particularly at the middle school level. Changing the teachers who are assigned to co-teach each year has a direct impact on developing strategies for effective planning. Common planning is also needed to improve co-teaching in Telfair County Middle School. The co-teaching models that were consistently observed included one teacher/one observe and one teach/one circulate. This is an indication that additional training, coaching and modeling of the co-teaching 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.</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><u>DOCUMENTATION</u></p> <p>Telfair County will submit copies and summaries of completed classroom observation feedback form.</p> <p><u>RESOURCES</u></p> <p>GLRS: Online Co-Teaching and Differentiation Course, Coaching Support</p>
PROGRESS MONITORING	<p>Progress monitoring 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 interviews conducted, teachers do not consistently use progress monitoring to adjust instruction weekly.</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 analyzing data 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>A systematic plan addressing progress monitoring is needed. All staff should be familiar with the definition of 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>Telfair County is strongly encouraged to continue working with teachers on analyzing data at the student level in order to adjust instruction based on the results of the data.</p>

	<p><u>DOCUMENTATION</u></p> <p>Telfair 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>
<p>PROFESSIONAL LEARNING</p>	<p>A review of the professional learning documentation provided by the system showed professional learning has been provided in the following areas between July 2008 and August 2008:</p> <ul style="list-style-type: none"> • Blackboard Connect—Leadership • Time Management—Leadership Retreat • Stress and Coping on the Job • Motivation and Classroom Conflict Resolution • Technology • Mentors • New Teacher and TAPP Teacher Resources <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 differentiate between accommodations and modifications • Determining the Least Restrictive Environment (LRE) for students with disabilities • 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 • Teachers need additional support in identifying the most productive way to utilize paraprofessions in the classroom setting to support students with disabilities • Writing Effective IEPs, including but not limited to Transition Plans, Present Levels of Academic Achievement and Functional Performance, and Standards Based Goals and Objectives <p><u>DOCUMENTATION</u></p> <p>Telfair County will provide a revised school improvement plan to include the above mentioned professional learning topics.</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, Transition, Math Strategies, Math Talks Implementation Manual for the Special Education State Rules</p>

<p>C.F.R. 300.320</p>	<p>Individualized Education Programs: Definition of IEP</p> <p>[b](1)-(2)“Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;; and (2) The transition services (including courses of study) needed to assist the child in reaching those goals.”</p> <p>In reviewing the IEP and speaking with staff of middle and high school age students it was determined that Transition Plans did not have the required component of measurable post secondary goals based on the results of a vocational assessment and did not have annual goals that will enable the student to meet the post secondary goals.</p>	<p>Telfair County will provide professional development for teachers on developing appropriate transition plans. Agendas for the training will be submitted, as well as documentation of ongoing monitoring.</p> <p>Telfair County’s IEPs will be randomly reviewed to document the development of transition plans that include the requirements of measurable post secondary goals based on the results of a vocational assessment and annual goals that will enable the student to meet the post secondary goals.</p>
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RESOURCES

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

- Elluminate 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

COMPLAINCE ACTION PLAN (CAP)		TELFAIR COUNTY	
YEAR ONE CLEARANCE DATE: 3/4/11	FINAL CAP: 5/11/10		DRAFT CAP:
Area of Improvement/Noncompliance: ESY C.F.R. 300.106			

Actions/Strategies/ Interventions/ Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who is responsible; 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>- SpEd teachers will document consideration of ESY for SWD in all appropriate areas.</p> <p>- ESY consideration checklist and manual will be developed.</p>	ESY training conducted by county personnel	<p>ESY training materials:</p> <p>-Handouts</p> <p>-ESY Manual</p>	<p>SpEd Director</p> <p>SpEd Facilitator April 2010</p> <p>Redelivery - August 2010</p>	<p>April 2010</p> <p>Redelivery - August 2010</p>	Superintendent	<p>Agenda/Sign In sheets from ESY staff training</p> <p>IEPs and ESY consideration forms: August 31, 2010 (5) September 30, 2010 (5) October 29, 2010 (5)</p>	<p>Increased performance on Reading and Mathematics CRCT data</p> <p>Increased performance on EOCT and GHSGT data</p>

Telfair County

Area of Improvement/Noncompliance: IEP/PLAAFP C.F.R. 300.320

Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who is responsible; 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)
SpEd teachers will document students' individual needs by including areas of difficulty specific to determining goals and accommodations/supports and needs for testing accommodations related to those weaknesses.	PLAAFP training conducted by county personnel	PLAAFP training materials: -IEP manual -Handouts	SpEd Director SpEd Facilitator SpEd Department Heads at each school	April 2010 Redelivery August 2010	Superintendent	Agenda/Sign In sheets from IEP training PLAAFPs August 31, 2010 (5) Sept. 30, 2010 (5) October 29, 2010 (5)	Increased performance on Reading and Mathematics CRCT data Increased performance on EOCT and GHSGT data

Telfair County

Area of Improvement/Noncompliance: Assistive Technology C.F.R. 300.105

Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who is responsible; 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)
SpEd teachers will document consideration of assistive technology for SWD within the IEP	AT training conducted by AT Coordinators	AT training materials -Handouts	AT Coordinators will conduct observations to ensure at devices are being used correctly SpEd Director and Facilitator will review IEPs to monitor appropriate documentation to consider AT	April 2010 Redelivery -August 2010	SpEd Director and Facilitator will review IEPs to monitor appropriate documentation to consider AT	Agenda/Sign In sheets from AT training List of students using AT by disability and tools used August 31, 2010 (5) Sept. 30, 2010 (5) October 29, 2010 (5)	Increased performance on Reading and Mathematics CRCT data Increased performance on EOCT and GHSGT data

Telfair County

Area of Improvement/Noncompliance: IEP-Transition C.F.R 300.320

Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who is responsible; 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)
SpEd teachers will use results of vocational assessment to ensure required components of transition plan are addressed	Transition training conducted by county personnel	Transition training materials: -Handouts	SpEd Director SpEd Facilitator SpEd Director and/or Facilitator will review IEPs to check for required components of transition plan	April 2010 Redelivery -August 2010	Superintendent	Agenda/Sign In sheets from transition training Transition plans: August 31, 2010 (5) Sept. 30, 2010 (5) October 29, 2010 (5)	Increased performance on Reading and Mathematics CRCT data Increased performance on EOCT and GHSGT data Increased post secondary outcomes

Telfair County
Area of Improvement/Instruction

Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementation (Specific Dates)	Means of Evaluation (Who is responsible; 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>The Classroom Observation Instrmt will be revised to include:</p> <ul style="list-style-type: none"> - Co-Teaching - Differentiation 	<p>Training on the Clsrn Obs. Instrmt developed/ selected:</p> <ul style="list-style-type: none"> - Co-Teaching - Differentiation 	<p>Sch Imp Specialist</p> <p>SpEd Director</p> <p>SpEd Coord</p> <p>Principals</p> <p>Assistant Principals</p> <p>Math Coaches</p> <p>Clsrn Obs Instrmt</p> <p>Cost: Printing the Clsrn Obs Instrmt Six B Funds</p>	<p>Sch Imp Specialist</p> <p>SpEd Director</p> <p>SpEd Coord</p> <p>Principals</p> <p>Assistant Principals</p> <p>Math Coaches</p>	<p>July 2010</p>	<p>Superintendent</p>	<p>Clsrn Obs Instrmt</p> <p>Training Agendas</p> <p>Sign-In Logs</p> <p>Clsrn Obs Instrmt</p> <p>Summaries:</p> <p>Aug 31, 2010 (5)</p> <p>Sept 30, 2010 (5)</p> <p>Oct 29, 2010 (5)</p>	<p>Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments.</p>

Telfair County

Area of Improvement/Progress Monitoring

Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementati on (Specific Dates)	Means of Evaluation (Who is responsible; 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)
Develop a system level process for screens, benchmarks, and progress monitoring. Universal Screenings, Benchmark, and Progress Monitoring to support RTI and SpEd.	Training on progress monitoring: . Universal screeners .Benchmark assessments .Progress monitoring instruments	RTI Kits ALS Assessment \$30,000 Title I-A	Sch Imp Specialist SpEd Director SpEd Coord Principals Assistant Principals Math Coaches	2010-2011 School years	Superintendent	Data will feed into District Pulse so Admin can access results. Data from progress monitoring assessments from same five students Aug 31, 2010 (5- universal screeners) Sept 30, 2010 (5- Benchmark assessments) Oct 29, 2010 (5- progress monitoring assessments)	Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments.

Telfair County

Area of Improvement/Professional Learning

Actions/Strategies/ Interventions or Programs	Professional Learning	Resources or Materials Needed (Include personnel, material, cost, and funding source.)	Person or Position Responsible for Supervision of Implementation	Timeline for Implementati on (Specific Dates)	Means of Evaluation (Who is responsible; 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>Professional Learning opportunities to enhance student achievement</p> <p>Develop classroom observation instmt documenting the use of:</p> <p>-Accommodations</p> <p>-modifications</p> <p>-Paraprofessional clsrn support (specifically, behavior)</p>	<p>Training for staff in the following areas:</p> <p>. Accommodations vs modifications</p> <p>. Paraprofessionals</p> <p>-enhancement of support in classroom</p> <p>. Standards Based IEPS</p>	<p>PD 360 on line on demand professional learning</p> <p>Professional Learning District Library of DVDs</p>	<p>-School Improvement Specialist</p> <p>-Principals</p> <p>-Assistant Principals</p>	<p>April 2010</p> <p>2010-2011</p> <p>School year</p>	<p>Superintendent</p>	<p>PLC Sign In</p> <p>Professional Learning evaluation form</p> <p>Sept 30, 2010</p> <p>Stdrrs Based IEPs (5)</p> <p>Classroom ob. form documenting use of:</p> <p>Accommodations (5)</p> <p>Modifications (5)</p> <p>Para Clsrn Support (5)</p> <p>Aug 31, 2010</p> <p>Sep 30, 2010</p> <p>Oct 29, 2010</p>	<p>Increase in the number of students meeting or exceeding reading and/or math standards on statewide assessments.</p>