



January 6, 2010

**SYSYEM TECHNICAL ASSISATANCE REVIEW REPORT**

**Wayne County Schools**

Vikki Hopps  
Special Education Director

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

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).

**Wayne County** was originally Focused Monitored January 9 -11, 2007 in the area of mathematics. Wayne County was selected to participate in the STAR process on October 20-22, 2009. The monitoring team consisted of:

Kimberly Green, Ed.D, Divisions for Special Education Services and Supports, GaDOE  
Jan Stevenson, Divisions for Special Education Services and Supports, GaDOE  
Kachelle White, Divisions for Special Education Services and Supports, GaDOE  
Paul West, Special Education Administrator, Forsyth County Schools  
Marcia Singson, Parent of a student with a disability  
Jennifer Dickson, 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	35.7	35.5	47.2
	RELA	47.5	52.7	56.1

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

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

Interviewed 32 teachers  
Interviewed 13 administrators/support personnel  
Interviewed 26 parents  
Interviewed 6 paraprofessionals  
Conducted 24 observations

AREA	<b>SUMMARY</b> <b>An asterisk (*) indicates that the topic was previously discussed as an area of concern/compliance issue in the original Focused Monitoring Report.</b>
<b>INSTRUCTION</b>	<p>According to interviews conducted, Wayne County special education teachers need Georgia Performance Standards (GPS) training in the subject areas they are currently teaching. Continued follow-up, coaching, and modeling are needed to ensure that teachers are implementing the GPS with fidelity.</p> <p>Training on Differentiated Instruction is needed. Teachers stated they received professional learning on Differentiated Instruction and developing lesson plans to include Differentiated Instruction; however teachers continue to struggle with implementation. Co-teaching teams need support through coaching and modeling. Modeling allows teachers to observe other co-teaching teams as they instruct students with varying ability levels. Continued follow-up, coaching, and modeling are needed to ensure that teachers are implementing the GPS with fidelity *</p> <p>According to the interviews conducted, 90% of 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. Changing the teachers who are assigned to co-teach each year has a direct impact on developing strategies and effective planning. Common planning is needed to improve co-teaching in Wayne County Schools. The co-teaching models that were consistently observed included one teacher/one observe and one teach/one circulate. When interviewed, teachers did not express knowledge of other models of co-teaching, (i.e. teacher/observer, teacher/teacher circulate, station teaching, parallel teaching, alternate teaching, team teaching). This is an indication that additional training and 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. *</p> <p><b><u>RECOMMENDATIONS</u></b></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, and GPS implementation (including content specific vocabulary and rigor).</p> <p><b><u>DOCUMENTATION</u></b></p> <p>Wayne County will submit sample copies of completed classroom observation/walkthrough forms (documenting feedback to teachers).</p> <p>Wayne 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.</p> <p>Wayne County will provide documentation of 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. Documentation will be submitted to include GPS training schedule, agenda, and sign-in sheets.</p> <p><b><u>RESOURCES</u></b></p> <p>GLRS: Online Co-Teaching and Differentiation Course, Coaching Support</p>
<b>PROGRESS MONITORING</b>	<p>A plan of action to address progress monitoring through common assessments and benchmarks has not been developed and implemented consistently and systemically. The plan for progress monitoring must be communicated clearly for all teachers. Teachers have limited familiarity with progress monitoring. Teachers need professional learning to include the frequency of progress monitoring and how to use the results to adjust instruction. Some teachers give weekly assessments but they are not implemented consistently across grade levels. According to the professional survey, only 66% responded that they use progress monitoring to adjust instruction weekly.</p> <p><b><u>RECOMMENDATIONS</u></b></p> <p>Professional learning is needed on various progress monitoring tools and system expectations related to</p>

	<p>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.</p> <p><b><u>DOCUMENTATION</u></b></p> <p>Wayne 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>Wayne County will submit a copy of a systemic plan addressing progress monitoring. This plan should be evidence that all staff are using formative and summative assessment, progress monitoring tools, as well as the interventions that are being used for the appropriate areas of weakness.</p> <p><b><u>RESOURCES</u></b></p> <p>Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know.</i></p>
<p><b>PROFESSIONAL LEARNING</b></p>	<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"> <li>• GPAT Training</li> <li>• IEP/Eligibility</li> <li>• Differentiated Instruction</li> <li>• Co-teaching and Scheduling</li> <li>• Autism</li> <li>• STEEP Assessment</li> <li>• RTI</li> <li>• Pyramid of Interventions</li> <li>• iLearn</li> <li>• Assistive Technology</li> <li>• Writing Effective Functional Behavior Assessments</li> <li>• Scheduling for LRE</li> </ul> <p>According to the professional survey, 39% responded they receive follow-up support and coaching when implementing new classroom practices (i.e. co-teaching, differentiation, GPS, etc.).</p> <p><b><u>RECOMMENDATIONS</u></b></p> <p>Professional learning is a continuous need in the following areas:</p> <ul style="list-style-type: none"> <li>• GPS</li> <li>• Differentiated Instruction</li> <li>• Special Education Teachers Providing support in the General Education Classroom</li> <li>• Co-teaching and inclusive practices</li> <li>• Progress Monitoring</li> <li>• Paraprofessionals need additional support to meet the needs of students with various disabilities, behavior concerns, and identifying their role in the classroom setting them in the classroom setting</li> <li>• Writing Effective IEPs, including but not limited to Transition Planning, Present Levels of Academic Achievement Functional Performance, Standards Based Goals and Objectives</li> </ul> <p>It is also recommended that in conjunction with the above recommended professional learning that follow-up and support be provided to support teachers in each area.</p> <p><b><u>DOCUMENTATION</u></b></p> <p>Wayne County will provide a revised school improvement plan imbedding the above mentioned professional learning topics.</p>

	Wayne County will provide documentation that follow-up support has been provided for all professional learning areas as mentioned in the above recommended areas of professional learning.  <b><u>RESOURCES</u></b>  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	
COMPLIANCE/ ON-SITE FINDING/S	SUPPORTING EVIDENCE	REQUIRED EVIDENCE OF CORRECTION BY January 6, 2011
<b>APPLICABLE FEDERAL/STATE REGULATIONS</b>		
<b>C.F.R. 300.106</b>	<b>Free and Appropriate Public Education: Extended School Year Services (ESY)</b>  “(a)General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE.”  In reviewing the IEPs 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.	Wayne 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.
<b>C.F.R. 300.320</b>	<b>Individualized Education Programs: Definition of IEP</b>  [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.” In reviewing the IEPs and interviews with staff and parents of middle and high school age students, it was determined that Transition Plans did not have the required component of measurable post secondary goals, and did not have annual goals that will enable the student to meet the post secondary goals.	Wayne County will provide professional development for teachers on writing and planning for appropriate transition plans.  Wayne County will provide a copy of the agendas for the Transition Plan Professional Development, as well as documentation of ongoing monitoring.  Wayne County will also submit sample transition plans for review.

<p><b>APPLICABLE FEDERAL/STATE REGULATIONS</b></p> <p><b>C.F.R. 300.114</b></p>	<p><b>Least Restrictive Environment</b></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, including children in public or private institution or other care facilities, are educated with children who are nondisabled” was not available in Wayne County. A full continuum should be considered and available for each student. According to the professional’s interviewed, record reviews and classroom observations, the full continuum of services is not always considered for students with disabilities in Wayne 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 resource setting at the high school level. Also, when interviewed, professionals stated that students with disabilities were not placed appropriately for math.</p>	<p>Wayne County will provide a sample of IEPs that document a consideration of the full continuum of placement options, placement decisions which are supported by the present levels of academic and functional performance, and placement based on the individual needs of the learner.</p> <p>Wayne County will provide school schedules indicating the models of service delivery provided in each building.</p> <p>Wayne County will provide a list from each school which will show list of students with disabilities who did not meet expectations in math and/or reading. The list should indicate where (general, special, co-taught, etc...) the student with disabilities receives their primary math and/or reading instruction.</p>
---	--	---

<p><b>Resources</b></p>	<p>The following resources are available on the Georgia Department of Education website and Wayne County is strongly encouraged to utilize these supports:</p> <ul style="list-style-type: none"> <li>• Elluminate Sessions: LRE, Standards Based IEPs, Transition, Math Strategies, Math Talks</li> <li>• Implementation Manual for the Special Education State Rules</li> <li>• Testing Accommodations Manual</li> <li>• Transition Manual</li> <li>• Transition DVD</li> <li>• LRE DVD series</li> <li>• Book: <i>Students With Disabilities Can Make AYP: What Every School Leader Should Know.</i></li> <li>• Thinkfinity</li> <li>• Learning Village</li> <li>• GLRS: Online Co-Teaching and Differentiation Course, Coaching Support</li> </ul>
-------------------------	--

# **CORRECTIVE ACTION PLAN (CAP)**

Wayne County Due Date: February 22, 2010

**Area of Improvement/Noncomplicance #1:Some Students with Disabilities (SWD) are not provided a free appropriate public education (FAPE) as related to Extended School Year (ESY)**

<b>Actions/Strategies/ Interventions or Programs</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed</b>  (Include funding source, personnel and cost)	<b>Person or Position Responsible for Supervision of Implementation</b>	<b>Timeline for Implementation</b>  (Specific Dates)	<b>Means of Evaluation</b>  (Who is responsible; what will be used to evaluate the action, strategy, intervention or program?)	<b>Documentation of CAP activities due to the DES with dates</b>	<b>Evidence of Impact</b>  (Student Learning Data)
Wayne county will provide training for special education teachers in documenting the consideration of ESY for SWD.	ESY training conducted by county personnel	ESY training materials	SpEd Director  Sped Facilitator	November 2009  Redelivery August 2010	SpEd Director and Facilitator will review IEPs to monitor appropriate documentation to consider ESY.	Agenda/Sign-in sheets from ESY staff training  Five sample IEPs and ESY consideration forms  August 31, 2010  Sept 30, 2010  October 29, 2010	Increased performance on Reading and Math CRCT Data  Increased performance on EOCT and GHSGT Data

# **CORRECTIVE ACTION PLAN (CAP)**

Wayne County Due Date: February 22, 2010

## **Area of Improvement/Noncompliance #1: Least Restrictive Environment**

<b>Actions/Strategies/ Interventions or Programs</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed</b>  (Include funding source, personnel and cost)	<b>Person or Position Responsible for Supervision of Implementation</b>	<b>Timeline for Implementation</b>  (Specific Dates)	<b>Means of Evaluation</b>  (Who is responsible; what will be used to evaluate the action, strategy, intervention or program?)	<b>Documentation of CAP activities due to the DES with dates</b>	<b>Evidence of Impact</b>  (Student Learning Data)
Wayne County will consider a full continuum of services as it relates to placement options, decisions based on a student's present level of academic and functional performance and individual learning needs.	Professional development in addressing LRE for Students with Disabilities	<p>Illuminate Sessions on LRE</p> <p>Learning Village</p> <p>LRE training by county personnel</p>	<p>SpEd Director</p> <p>SpEd Facilitator</p> <p>Building Administrators</p>	September 2010	Sped Director and Facilitator will review IEPs for full continuum of services consideration	<p>Sample IEPs that document placement options and decisions</p> <p>School schedules that indicate models of service delivery</p> <p>List of SWD in each school which documents: SWD who did not meet state targets in reading/math and Location where SWD receive their primary math or reading instruction</p> <p>Sept 30,2010</p> <p>Nov 30, 2010</p> <p>Dec 17, 2010</p>	<p>Increased performance on Reading/Math CRCT</p> <p>Increased performance on EOCT and GHSGT</p>



# **CORRECTIVE ACTION PLAN (CAP)**

Wayne County Due Date: February 22, 2010

Area of Improvement/Noncomplicance #1: IEPs as related to Transition Plans

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; 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)
Special education teachers will provide appropriate post- secondary goals in SWD IEP transition plans.	Wayne County will provide professional development for sped teachers on writing and planning appropriate transition plans.	GLRS Transition Plans Training  Elluminate on Transition Planning  TP training by Wayne County Transition Specialist	SpEd Director  SpEd Facilitator  Transition Specialist	October 2009  Redelivery October 2010	Sped Director, Facilitator and Transition Specialist will review transition plans for appropriate post- secondary goals.	Copy of agendas/sign-in sheets for Transition Plan professional development  Documentation of ongoing monitoring  Five sample Transition Plans  Oct 29, 2010  Nov 30, 2010  Dec 17, 2010	Post secondary positive outcome survey  Graduation Data  Dropout Data

# CORRECTIVE ACTION PLAN (CAP)

Wayne County Due Date: February 22, 2010

## Area of Improvement/Noncompliance #1: Professional Learning

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; 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>Wayne County will provide continuous professional learning with follow-up and support to each teacher in the following areas:</p> <ul style="list-style-type: none"> <li>GPS</li> <li>Differentiated Instruction (DI)</li> <li>SpEd Teachers Providing Support in the General Education Classroom</li> <li>Co-teaching</li> <li>Progress Monitoring (PM)</li> <li>Paraprofessional Training</li> <li>Writing Effective IEPs</li> </ul>	<p>Wayne County will provide training for regular and sped inclusion teachers to strengthen delivery of instruction related to GPS, DI, Co-teaching, PM and Sped teachers support SWD in the general education classroom.</p> <p>Wayne County will provide training to paraprofessionals in meeting the needs of SWD with varying</p>	<p>GPS training by Instructional Coaches</p> <p>DI, PM, SpEd support, paraprofessional and IEP training by GLRS and county personnel redelivery</p>	<p>SpEd Director</p> <p>Building administrator</p>	<p>August 2010</p> <p>September 2010</p> <p>October 2010</p>	<p>Sign-in rosters and agendas from training collected by Professional Learning and SpEd Director</p>	<p>Copy of Consolidated Application which states the provision of the professional learning topics listed.</p> <p>Agenda/sign-in sheets from collaborative meetings indicating discussion topics of impact of training</p> <p>Aug 31, 2010</p> <p>Sept 30, 2010</p> <p>Nov 30, 2010</p>	<p>Increased performance by SWD on CRCT Reading and Math Data</p> <p>Increased performance on EOCT and GHSGT</p>

	exceptionalities, behavior concerns in the regular class setting.						
--	--	--	--	--	--	--	--

### CORRECTIVE ACTION PLAN (CAP)

Wayne County Due Date: February 22, 2010

Area of Improvement/Noncomplicance #1: Instruction

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; 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)
Wayne County will develop an observation tool documenting: evidence of : <ul style="list-style-type: none"> <li>• Co-teaching strengths and weaknesses</li> <li>• Use of differentiated instruction</li> <li>• And GPS implementation.</li> </ul>	Professional development in co- teaching, differentiated instruction and GPS implementation	GLRS/RESA  PD360  Elluminate sessions   School-based collaborative meetings	Principals  SpEd Director  Instructional Coaches	August 2010	Monitoring  Walkthroughs done by building level administrative teams, SpEd Director and Instructional Coaches	Each school will provide data from walkthroughs  Summary from each school demonstrating impact on student performance  Agendas from meetings/sign-in sheets  Sept 30, 2010  Oct 29, 2010  Nov 30, 2010	Increased performance by SWD on CRCT Reading and Math Data  Increased performance by SWD on EOCT and GHSgt Data

### CORRECTIVE ACTION PLAN (CAP)

Wayne County Due Date: February 22, 2010

#### Area of Improvement/Noncompliance #1: Progress Monitoring

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; 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)
Wayne County will initiate a systematic plan of progress monitoring (PM) through common assessments and benchmarks each nine weeks.	Rtl Coordinators, SpEd Facilitator, and school psychologists will be required to participate in PM training by GLRS.	Train the trainer redelivery will be held at each school site in school-based collaborative meetings for all staff.  Administrators will participate in the book study <i>Students with Disabilities Can Make AYP: What Every School Leader Should Know</i> .	SpEd Director  SpEd Facilitator  Building Level Administration Team (Principal, Assistant Principal and Rtl Coordinator)	October 2010	SpEd Director, SpEd facilitator and Administrative teams will review PM folders to monitor and assess the efficacy of PM data to develop interventions and strategies which improve weaknesses in content areas.	Evidence of training for each school's staff  Copy of systematic plan addressing progress monitoring  Agendas/sign-in sheets  Summative data to include benchmark test data  Oct 29, 2010  Nov 30, 2010  Dec 17, 2010	Reading/Math CRCT data, EOCT and GHSGT Data