

TnREppp SA

Tennessee Review and Examination of policies, practices and procedures
(a Self-Assessment for the Appropriate Identification of Students with Disabilities)

District Self-Assessment Reporting Template

Don't forget to **SAVE** as your team completes the TnREpppSA. Please rename this report by replacing "TN School District" in the example below with your District Name.

TN School District TnREpppSA 2009

Email final copy of the completed TnREpppSA to
Ann.Sanders@state.tn.us no later than May 26, 2009

AND

Return the signed *Panel Cover Sheet and Assurances* on the next page by U.S. Mail to:

Ann Sanders-Eakes, Director of Compliance Monitoring
Division of Special Education, Department of Education
Andrew Johnson Tower-7th Floor, 710 James Robertson Parkway
Nashville, TN 37243-0320

PANEL COVER SHEET AND ASSURANCES 2009 TnREppp Self-Assessment

School System **MEMPHIS CITY SCHOOLS--TOTAL RATING--4.00 / 4.00**
Rater Averages (out of a possible 4.00)---4.00, 4.00, 4.00, 4.00, 4.00

Dates of Review _____

Date Submitted to DOE _____

School system serves students in grades **PK-12**

Disproportionality Review Panel: We, the undersigned, provide assurances that information contained in review of district policies, practices and procedures is accurate and current.

Signature

Position (Team Facilitator)

Signature

Position

Signature

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School District: Memphis City

1. Disability *Autism* / Ethnic Group *W* / Over or Under *Overrepresentation*
2. Disability *Mental Retardation* / Ethnic Group *B* / Over or Under *Overrepresentation*
3. Disability *Emotional Disturbance* / Ethnic Group *H* / Over or Under *Underrepresentation*
4. Disability *Select One* / Ethnic Group *Select One* / Over or Under *Select One*

(1) Referral, Evaluation, Eligibility, Placement and Procedural Safeguards

Do Not Complete DOE Rating	Review Item 1	Please Respond to Each of the Following Review Response Items The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4 3 2 1	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	<p><u>REFERRAL</u></p> <p>1.01 Does the district ensure consistent application of the referral criteria? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how referrals are monitored. <u>1. Completed referral documentation checklist required on all testing cases, 2. Checklists randomly monitored and signed off by supervising psychologist 3. Documentation spot check by program coordinator</u></p> <p>1.02 Is the effectiveness of the referral policy reviewed on a consistent basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how effectiveness is monitored. <u>Special education supervisors, school psychologists, and principals are responsible for monitoring referrals and to assist with problems such as over-referrals, under-referrals, or inappropriate referrals, as needed.</u></p> <p>1.03 Are general classroom teachers and administrators trained in the characteristics of various disabling conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this training. <u>Numerous opportunities are available for general classroom teachers and administrators in characteristics of various disabling conditions. General education teachers are trained in the TRIAD model for working with autistic children on an annual basis. Co-teaching teams consisting of general and special education teachers have had year-long training/work sessions under the leadership of national inclusion consultants. Teams from 59 teachers are being trained to be trainers in the CPI model this summer as a response to the new isolation/restraint law that is specific to autistic classes, as well as other disabilities. The MCS Leadership Academy has offered various classes throughout the year to general education teachers and administrators that have included characteristics of and instructional strategies for working with various disabling conditions. Training for identifying and working with students with ADHD has been conducted at ten schools in the district and will be expanded in the future. The Principals' Academy offers sessions for administrators each summer and includes basic information about various disabilities and special education programs. Each initial eligibility meeting includes a psychologist who explains evaluation results, as well as information about the disability of the child, if any. Special education supervisors provide school site training at the request of the schools.</u></p> <p>1.04 Are general education teachers and school administrators trained in what their responsibilities are prior to referral being made and after a referral has been made? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this done? <u>Teachers and administrators are trained in (1) The student support team referral process and (2) required benchmark testing, progress monitoring, and Tier II, Tier III progress monitoring</u></p> <p>1.05 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.06 Does your district keep data that furnishes the following information related to referrals: (1) number of referrals; (2) number of referrals made according to student age, grade, gender and ethnicity/race; (3) number of referrals made versus number of placements made; and (4) number of students transferring into the district that are receiving special education services?</p>

	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe data collection method. <u>EasyIEP reports are used for collection of data.</u></p> <p>1.07 Does your district provide technical assistance and professional development to schools that appear to be over-referring, under-referring and/or inappropriately identifying students for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe technical assistance and professional development provided in the 2007-2008 school year. <u>1. Use of NIUSI Data Maps, 2) Analyze ratio of referrals to students enrollment at all elementary schools 3) Provide Student Support Team training to schools, 4) Provide progress monitoring training to teachers and principals 5) Principals at high referring schools participate in NIUSI LeadScope Principal Training</u></p> <p>EVALUATION</p> <p>1.08 Is your district following all requirements for disability determination? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.09 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have all tests and other educational materials currently used in the evaluation process been validated for the specific purpose for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>1.10 Has your district provided ongoing training and professional development to assessment personnel in the appropriate usage of tests? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, list or describe the training provided in the 2007-2008 school year. <u>Cecil Reynolds provided full day training on the BASC and Reynolds Intellectual Assessment System, TN Dept. of Ed training on assessment of Gifted, TN Department of Ed webinar in assessment of LD, AIMSWEB training, West Tennessee Special Education Conference (school psychologists attended various sessions on assessment),</u></p> <p>1.11 Are all tests utilized by the district tailored to assess specific areas of educational need and not merely designed to provide a single, general intelligence quotient? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how are these determinations made? <u>Nearly all tests used in the district are multidimensional and designed to measure both broad traits and specific skills and abilities.</u></p> <p>1.12 Identify all tests and other educational materials currently used in the evaluation process for the disability categories found to be either disproportionately overrepresented or underrepresented. Indicate if each has been validated for the specific purpose for which it is used? <u>See attachment.</u></p> <p>1.13 Are the IEP/Assessment Team members knowledgeable about the meaning of evaluation data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have the person(s) responsible for interpreting assessment data received training concerning the interpretation and use of assessment results? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information regarding training. <u>Licensed school psychologists and doctoral psychologists interpret test data in all eligibility/IEP team meetings with the exception if evaluations for the Gifted program. In these cases school psychologists are available as needed.</u></p> <p>1.14 Does the district have well written criteria for the identification of special education students in its policy/procedure manual? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have tests been selected to ensure an accurate reflection of the student's aptitude or achievement or whatever factor the test purports to measure? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these policies/procedures and process <u>The Special Education Manual and resource manuals provided by the TN Dept of Education are used by Memphis City Schools Division of Exceptional Children and Health Services for identification criteria. Local elaboration is available in the MCS Mental Health Center Case Handling Manual. School psychologists and Supervising Psychologists use technical manuals provided by test publishers to determine reliability.</u></p> <p>1.15 Do School Psychologists, Psychological and Senior Psychological Examiners and Speech/Language Pathologists who are employed or contracted by the district receive in-service training concerning current best practices in evaluation procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide training received in the 2007-2008 school year. <u>Positive Behavior Intervention Supports, AIMSWEB, Multicultural Issues In Assessment, Resolving Chronic Misbehavior, Pharmacologic Interventions for Challenging Behavior, RTI Webinars (x3)</u></p> <p>1.16 Are assessment instruments that evaluate Speech and Language Impairments or Mental Retardation normed for the population for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
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- 1.17 Does the Comprehensive Evaluation include information from an assortment of sources such as classroom teachers, parents and counselors? Yes No Does it utilize a variety of evaluation techniques such as observations, interviews, informal and formal testing, etc.? Yes No
- 1.18 Are evaluations conducted by a multidisciplinary team of professionals with knowledge in the area of suspected disabilities and have these assessment team members received training that delineates for them each person's specific areas of responsibility? Yes No If yes, provide specific qualifications for evaluation professionals in your district.
Licensed school psychologists, school social workers, special education teachers, regular education teachers, curriculum specialists, guidance counselors, school/district administrators, school nurses, speech/language diagnosticians, occupational therapists, and physical therapists.
- ELIGIBILITY**
- 1.19 In making placement decisions, does the district use a variety of informational sources including: aptitude tests, achievement tests, social or cultural background, adaptive behavior, teacher recommendations, past educational history, physical conditions? Yes No
- 1.20 Does the Written Evaluation Report contain all of the following: (1) a description of reason for referral; (2) the purpose of assessment and the full names of all procedures used and who administered each test; (3) the student's developmental history; (4) the student's educational history; (5) all relevant and current information about the student's family/home environment and functioning within that environment; and (6) a statement of the student's current level of education functioning? Yes No
- 1.21 Do the assessment results in the Written Evaluation Report include all of the following: (1) assessment results of standardized tests reported in terms of standard scores for appropriate norm groups; (2) appropriate alternative explanations of performance; (3) the presence of a specific disability(s) and the basis for that determination; and (4) specific recommendations for the instructional and/or behavioral interventions are offered? Yes No If no, explain. _____ Do persons who conduct the evaluation participate in the decision-making process? Yes No If no, explain. _____
- 1.22 Are all the district personnel who participate in placement decisions knowledgeable about the student, the meaning of the evaluations, placement options, and family perspectives? Yes No Describe assurances and training of assessment team participants. **District professional development includes training sessions for teachers, evaluators, related service providers, and other team members. Team meetings include explanations of evaluations, placement options, and family perspectives by professional staff such as school psychologists, social workers, special education teachers, special education supervisors, or other professional staff member, as appropriate.**
- 1.23 Is all information, regardless of its source, carefully considered and documented? Yes No If yes, describe this process. **IEP Teams are made up of parents, special education and regular education teachers, LEA Representative, and other professionals as appropriate (such as Special Education Supervisor, Occupational Therapist, Speech Therapist, Nurse, etc.) This multidimensional team considers all relevant information prior to making placement recommendations.**
- PLACEMENT**
- 1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? **Reports, such as Disproportionality Worksheet, Dec. 1 Census, and End of Year Report, are reviewed periodically through the year to determine if changes have occurred in the ethnic composition of its special education programs.**
- 1.25 When racially disproportionate special education programs are identified, how does the district determine that students are being provided appropriate programs and services that meet their unique educational needs? **IEP Teams determine if**

		<p><u>programs and services are appropriate for each student, based on their educational needs. One factor that is considered is ethnicity.</u></p> <p>1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? <u>If a student is referred for Special Education testing and is found to be not eligible, and accommodations are needed, a 504 Team meets to determine if the child qualifies. If so, a 504 Plan is written and disseminated to staff who provide services for the child. Principals monitor implementation of 504 Plans.</u></p> <p>1.27 When disproportionate representation exists among categories in special education, how does the district examine its placement decisions to detect any possible differences by ethnicity/race and placement? <u>Records and placements are reviewed by Supervising Psychologists for those students in the disproportionate categories to determine if there were any decisions made due to the child's ethnicity/race, or if testing bias was evident. If needed, a re-evaluation was conducted to determine if the student continues to meet the existing eligibility category.</u></p> <p>1.28 When racially disproportionate special education programs are identified, what type of timely action is taken to review the appropriateness of the program for those enrolled? <u>Files and placements are reviewed to determine if cultural bias was a part of any decisions.</u></p> <p><u>PROCEDURAL SAFEGUARDS</u></p> <p>1.29 Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide evidence. <u>Parents receive written (psycho-ed reports Eligibility/IEP documents) and verbal interpretation of test results and and eligibility.</u></p> <p>1.30 Are district parents, staff and the community provided demographic information about the ethnic/racial make-up of the special education programs in the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this information disseminated? <u>Memphis City Schools' Report Card, Special Education section, is available online, and includes ethnic/racial make-up information of the special education programs in the district.</u></p> <p>1.31 Are all evaluations conducted in a timely manner in accordance with Tennessee's "Rules of State Board of Education Chapter 0520-1-9 – Special Education Programs and Services" (for children ages 3-21)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>1.32 In initiating the Procedural Safeguards required by the IDEA from referral through developing and implementing IEPs, does the district ensure that all timelines have strictly adhered to these rules? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p>
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School District: **Memphis City**

1. Disability ***Autism / Ethnic Group W / Over or Under Overrepresentation***
2. Disability ***Mental Retardation / Ethnic Group B / Over or Under Overrepresentation***
3. Disability ***Emotional Disturbance / Ethnic Group H / Over or Under Underrepresentation***
4. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***

(2) Cultural and Linguistic Equity and Representation

Do Not Complete DOE Rating	Review Item 2	Please Respond to Each of the Following Review Response Items
		The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4 3 2 1	The District ensures that students who are culturally and linguistically diverse are referred, assessed and represented equitably for Special Education and other school programs, including those for gifted and rapidly progressing students.	<p>2.01 Does the district randomly review referrals to detect any pattern that might indicate a problem with disproportionately large numbers of children of one race referred by a teacher of another race? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how this is accomplished. <u>This is a part of the principals' responsibilities of monitoring and evaluating teacher performance.</u></p> <p>2.02 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Explain how these procedures are shared with assessment team personnel. <u>1. A determination of appropriate tests is made based on the ethnicity, cultura background, and English language proficiency of the student, 2. The assessment is conducted and scores are interpreted with sensitivity to the impact of these three factors on a student's performance, 3. When necessary to further reduce the possibilty of inaccurate interpretations and diagnosis, additional testing may be conducted, 4. Assessment results are discussed with the Eligibility team, explaining the influence of cultural and linguistic factors on the test results and recommendations, 4. The Eligibility team rules out exclusionary factors related to culture and language.</u></p> <p>2.03 Does the IEP/Assessment Team consider cultural/ethnic, as well as dialectal variations in selecting assessment procedures and analyzing evaluation data, especially for culturally and linguistically diverse students suspected of having a Speech and Language Impairment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.04 Are those conducting the evaluations sensitive to cultural differences between groups? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>All school psychologists and school social workers receive cultural diversity training annually. Discussion (evidence) of norming and standardization to minimize bias is documented in test manuals of most tests we use.</u></p> <p>2.05 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, including those for Intellectually Gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>This information is a required component of each school's School Improvement Plan. School staff analyze the data and make decisions based on the data as a part of the School Improvement process.</u></p> <p>2.07 Does your district provide systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.08 Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <u>Yes</u></p> <p>2.09 Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement programs which include Honors and Advanced Placement classes and dual enrollment classes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no,</p>

		<p>please discuss. _____</p> <p>2.10 Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>In order to decrease the overrepresentation of certain ethnicities, the following procedures have been implemented: 1) Supervising psychologists approve and sign all reports with diagnoses of MR and Autism. 2) Monthly program review of all district eligibility and proportionality data. 3) Administration non-verbal IQ tests when cultural or linguistic concerns are indicated. Also, the district has increased its use of alternative assessments both in achievement and cognition in order to identify more intellectually gifted students.</u></p> <p>2.11 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, are there plans for PD to do so – explain? _____</p> <p>2.12 What steps are taken to ensure that parents of culturally and linguistically diverse children understand the special education process and potential benefits of participation in special education services? <u>Procedural Safeguards and other documents are provided in Spanish. Interpreters are provided for all languages for IEP Team meetings, as well as other times as needed. Highly publicized parent meetings were held on Saturdays in each region of the city and all parents were encouraged to attend to learn about various programs, including special education, in the district.</u></p> <p>2.13 Does your district involve and encourage participation of communities, families and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Division of Exceptional Children Advisory Council meets regularly throughout the year for the purpose of advising the MCS Division of Exceptional Children and Health Services on the identification of special education program needs.</u></p>
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School District: **Memphis City**

1. Disability **Autism / Ethnic Group H / Over or Under Overrepresentation**
2. Disability **Mental Retardation / Ethnic Group B / Over or Under Overrepresentation**
3. Disability **Emotional Disturbance / Ethnic Group H / Over or Under Underrepresentation**
4. Disability **Select One / Ethnic Group Select One / Over or Under Select One**

(3) Intervention Options: Before or in Lieu of Referral

Do Not Complete DOE Rating	Review Item 3	Please Respond to Each of the Following Review Response Items
		The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4 3 2 1	The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	<p>3.01 Does the district use a specific general education intervention program for students experiencing difficulty in the regular education classroom? (e.g., peer tutoring, learning strategies, after-school remediation program, etc.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Of the above programs, which programs are available for grades K-12? <u>Peer tutoring, after school instructional programs, specialized coverage for grade programming, computerized remedial instruction, summer literacy instruction, traditional summer school, instructional assistance from inclusion teachers</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>District website, school literacy specialists, school administrators</u> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, in which schools are they provided? _____</p> <p>3.02 Does the district have procedures for exploring adjustments in the general education program to meet the student's needs prior to referral for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe these procedures. <u>Students receive Benchmark testing three times a year to determine if program adjustments are needed. If adjustments are made, progress monitoring is conducted to determine then need for additional adjustments.</u></p> <p>3.03 Are general classroom teachers and administrators are trained in how to make adaptations and accommodations within the general classroom to assist students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.04 Before a child is referred for services in special education, do general classroom teachers engage in consistent progress monitoring and documentation of educational interventions and the effects of those intervention(s) for students experiencing academic problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>See attached Intervention Flow Chart powerpoint.</u></p> <p>3.05 Does the district have a systematic program to assist teachers in the development of intervention strategies for students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.06 Is the effectiveness of the accommodations and interventions used prior to referral to special education reviewed regularly? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe when and how this is accomplished. <u>1. Data graphs reflecting benchmark performance and progress monitoring are reviewed by classroom teacher and literacy specialist.</u></p> <p>3.07 Does your district maintain a list of intervention options and has your district developed instructions as to how to evidence the effectiveness of those interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>1. Yes. See 3.11. 2. Teachers are instructed how to use benchmark testing and weekly or bi-weekly progress monitoring to measure the effectiveness of interventions.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>AimsWeb and District Behavior Tracking database</u></p> <p>3.09 Does the district's general education staff provide written documentation of academic and behavioral interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Support Team process includes use of the STAR report which requires documentation of academic and behavioral interventions by teachers prior to meeting</u></p>

	<p><u>as a team to discuss next steps.</u></p> <p>3.10 Does your district review achievement scores of all students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, are scores reviewed in conjunction with (a) identification of teachers with high referral rates for all ethnicities and gender, (b) population of individual classes by ethnicity and (c) staffing ratios? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <u>Disaggregation of achievement data is an integral part of the data driven measures that principals and other staff members direct at each school. Trends such as (a) and (b) are reviewed and plans are developed based on findings.</u></p> <p>3.11 Has the district developed a comprehensive resource listing of intervention options across levels of interventions (a formal RTI plan with explanation and documentation of parental involvement)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>READING Reading First Schools: Tier II- Voyager Passport grades k-5, Tier III-Scott Foresman ERI grades k-1, Read Well grades 2-3, Voyager Passport plus grades 4-5 Non Reading First Schools: Tier II-Scott Foresman Strategic Intervention grades k-5, Tier III-Scott Foresman My Sidewalks grades k-5. MATH Tier II grades k-9 Stanford Math, Tier III additional 30 minutes of Stanford Math The district does not have a formal written RTI plan.</u></p> <p>3.12 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, which district schools have implemented educational intervention programs? <u>Full Implementation in grades K-8. Partial implementation in grades 9-12.</u></p> <p>3.13 A building-by-building review of data may reveal that some school's programs are not as effective as others as noted by the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program. Has your district conducted this review of data? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is the effectiveness of those building interventions reviewed? <u>The Three-Tiered Intervention Model is used and student progress is monitored by school staff to determine effectiveness of interventions.</u></p> <p>3.14 Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe results of this analysis (example: "The impact of X Reading Program resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year."). <u>The impact of the MCS reading program from August 2008 through April 2009 appears correlated with a 12 % decrease in referrals for special education. Results of district standardized test scores for the 2008-09 school year are not yet available.</u></p>
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School District: **Memphis City**

1. Disability ***Autism*** / Ethnic Group ***W*** / Over or Under ***Overrepresentation***
2. Disability ***Mental Retardation*** / Ethnic Group ***B*** / Over or Under ***Overrepresentation***
3. Disability ***Emotional Disturbance*** / Ethnic Group ***H*** / Over or Under ***Underrepresentation***
4. Disability ***Select One*** / Ethnic Group ***Select One*** / Over or Under ***Select One***

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Do Not Complete DOE Rating	Review Item 4	Please Respond to Each of the Following Review Response Items
		The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4 3 2 1	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	<p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in this training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does the district provide professional development and training for changes in instructional techniques that match students' learning styles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe PD and training provided in the 2007-2008 and 2008-2009 school years. <u>Numerous professional development sessions have been provided in 2007-08 and 2008-09 at the MCS Teaching and Learning Academy, at district-wide inservice events, at monthly special education monthly teachers' meetings, and at school site inservice sessions. Records are on file. Also, the Division of Exceptional Children and Health Services has partnered with NIUSI and with Jodi Kronberg, Inclusion consultant, to offer training for co-teaching teams of general and special education teachers across the district to provide training in best inclusive practices which includes instructional techniques that match students' learning styles.</u></p> <p>4.03 Do your schools evaluate how materials and instructions are presented to student? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Do your schools check for mismatches of student skills/deficits to teaching approaches? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe this process. <u>Instructional skills are monitored and evaluated by principals and other supervisory staff in each school. Also, special education supervisors assist teachers with strategies for matching student skills/deficits to appropriate teaching approaches. Professional development for teachers is based on needs revealed by observation and evaluation.</u></p> <p>4.04 Do district teachers use a variety of alternative instructional approaches appropriate to the varied developmental levels, learning styles, and current levels of performance of students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.05 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.06 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP assessment accommodations and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the findings from this analysis. <u>Analysis of data has revealed that there continues to be a need for training in areas of LRE, TCAP assessment accommodations and performance, and best inclusive practices. Based on identified needs, these areas have been focuses of professional development for 2007-08 and 2008-09, and will continue to be focus areas for the 2009-10 school year.</u></p> <p>4.07 Does your district provide on-going, supported professional development and coaching for teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Division of Exceptional Children and Health Services provides mentors, monthly meetings, and newsletters for new teachers. Special education supervisors are assigned to all schools and make regular visits to schools and individual teachers and provide on-site, in classroom support and training. The BEST Team is a group of teachers who are trained specifically in working with children with difficult behaviors and they work with teachers as requested to assist them in managing those behaviors. Most elementary schools</u></p>

		<p><u>have had training during this school year in Support Team responsibilities. All schools have participated in inclusion training. Schools identified as "striving" schools because of their AYP status have had extra opportunities for professional development and coaching for teachers. A cadre of 21 schools had Positive Behavior Intervention Strategies training and other schools will be added next year.</u></p> <p>4.08 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Elementary schools have DIBELS and/or AimsWeb for use in identifying deficits of students whereby they may be assigned to differentiated interventions based on the Three Tier Model. In addition, all schools participate in formative assessments at six-week intervals which also assists in identifying students in need of interventions. In addition, teachers have received training in implementing differentiated instruction in the classroom. The district has provided numerous resources to assist in meeting needs of students, including, but not limited to, Stanford Math, FASTt Math, Failure Free Reading, instructional technology, and other scientifically research-based materials. Most elementary schools also have a Professional Development Coordinator on staff who assists with analyzing data, making data-based decisions, and using best instructional practices to meet individual needs of students..</u></p> <p>4.09 Does your district keep data on the amount of progress by students in special education programs, i.e., pre- and post-evaluation using criterion-referenced instruments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>AimsWeb, DIBELS, and formative assessments are used at scheduled points during the year to assist in monitoring progress of special education students, as well as general education students.</u></p> <p>4.10 Does the district provide in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observe and provide feedback to those teachers; and monitor teacher behavior on an ongoing basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>Principals and other administrators have had intensive diversity training and have provided school site training to their staff.</u></p> <p>4.11 Does the district has effective procedures in place for acquiring and disseminating to teachers and administrators significant information concerning promising educational practices for disabled students? This may include such areas as: (1) Identifying and evaluating new assessment instruments and techniques; (2) Promising educational practices derived from educational research; (3) Providing opportunity to attend outside district in-service trainings, workshops and conventions; and (4) Professional literature accessible to teachers at a central location? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>The district has developed a sophisticated system of providing professional development training to all district staff. All areas listed are addressed through this system which includes a central online approval of all PD, registry by all participants, as well as use of a district Media Site to provide online training in numerous areas for use by all district staff. Other methods of providing information for teachers and administrators on topics related to promising educational practices for disabled students include monthly teachers' meetings for special education teachers, school site meetings for all teachers, an online "Tip of the Week" initiated by the Div of Exceptional Children, newsletters, access to the University of Memphis Library, access to web sites, a professional library at the Raineswood Residential Center, resource room at the Teaching and Learning Academy, as well as access to LRP's eConnections for special education administrators.</u></p>
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School District: **Memphis City**

1. Disability ***Autism*** / Ethnic Group ***W*** / Over or Under ***Overrepresentation***
2. Disability ***Mental Retardation*** / Ethnic Group ***B*** / Over or Under ***Overrepresentation***
3. Disability ***Emotional Disturbance*** / Ethnic Group ***H*** / Over or Under ***Underrepresentation***
4. Disability ***Select One*** / Ethnic Group ***Select One*** / Over or Under ***Select One***

(5) Child Find: Location, Referral and Identification

Do Not Complete DOE Rating	Review Item 5	Please Respond to Each of the Following Review Response Items The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.</p>	<p>5.01 Does your district have written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Benchmark assessments (DIBELS and AimsWeb) are used as a basis for identifying children who need interventions and to monitor progress of students receiving interventions. Classroom assessments and classroom work are also part of the information used in determining needs of students. Numerous methods of child find are used, such as screening data, documentation of widespread distribution of Child Find brochures in locations such as doctors' offices, homeless shelters, private schools, etc., and ads on TV and radio and in newspapers. Children are also identified and referred by community preschool programs such as HeadStart and private day care programs, as well as Early Childhood programs within the school district.</u></p> <p>5.02 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Provide any additional information that describes activities or procedures in place to ensure that all student ethnic groups have been adequately included in your district's child find efforts. <u>Universal screening addresses all student ethnic groups, as does the use of the Three Tier Intervention Model.</u></p> <p>5.03 Are there any cultural differences that may contribute to the under-identification of those students identified with disproportionate underrepresentation in this racial/ethnic group and disability and have they been considered and addressed in child find efforts? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes – please describe: <u>1) Teachers of core content areas have little background or training in second-language acquisition, English as a second language (ESL) methods, or cross-cultural communication 2) Lack of understanding of English Language Learners' Needs and the Language Acquisition Process, Partnership with The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.</u></p> <p>5.04 Is the identified student sub-group(s) either primarily transient or migrant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please provide data and documentation and explain how this may contribute to the under-identification of this student sub-group with this disability:</p> <p>5.05 Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <u>Comprehensive ESL programs are provided to racial/ethnic sub-groups in the district. Use of the Three Tier Intervention Model and universal screening addresses all groups.</u></p>

		<p>5.06 Are there written policies in the district that provide for equitable and non-biased student referrals for English Language Learners (ELL)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. _____ Who initiates referrals for ELL students? <u>Typically teachers</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>1) The assessment procedures are based on the student's English language proficiency. 2) Trained interpreters are used to assist with the assessment and communication with parents when necessary. 3) The School Support Team process is followed for ELL students. 4) Non-verbal tests are typically used. 5) The ELL teachers help evaluation specialists gather student performance data. 6) Evaluation specialists receive individual supervision on cases involving ELL students. Assessment specialists received training (2007-08 school year) provided by the TDOE on assessment of ELL students.</u></p> <p>5.07 Has your district conducted a building-by-building review of data to determine if child find and intervention programs in schools with disproportionate numbers of culturally and linguistically diverse students are as effective as other schools in the district. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? <u>Review of data is a basic activity of school staff, assisted by psychologists and social workers in every school in the district, as well as Support Teams that review data of children who are showing deficits in the classroom. The Three Tier Intervention Model has formalized the process.</u></p> <p>5.08 Does your district have processes in place to evaluate the degree to which service providers (outside the school system) and the LEA comply with location, referral and identification established procedures? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Special education supervisors and coordinators, school psychologists and supervising psychologists monitor established procedures of location, referral, and identification of students with disabilities by participating in eligibility and placement IEP meetings, by reviewing special education records for compliance, and by providing professional development to school district personnel, as well as outside service providers (such as contract personnel, charter school staff, etc.).</u></p> <p>5.09 Are qualified evaluation specialists for students who speak a language other than English available to the school district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe the process used to assess a student who is an English language learner (ELL) suspected to have a disability. <u>The evaluation is usually conducted with an interpreter and/or by using non-verbal assessment procedures.</u></p>
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School District: **Memphis City**

1. Disability ***Autism / Ethnic Group W / Over or Under Overrepresentation***
2. Disability ***Mental Retardation / Ethnic Group B / Over or Under Overrepresentation***
3. Disability ***Emotional Disturbance / Ethnic Group H / Over or Under Underrepresentation***
4. Disability ***Select One / Ethnic Group Select One / Over or Under Select One***

(6) Collaboration among General and Special Educators

Do Not Complete DOE Rating	Review Item 6	Please Respond to Each of the Following Review Response Items
		The <u>TnREppp</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <i>TnREppp Reviewer Guidelines and Scoring</i> .
4 3 2 1	<i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i>	<p>6.01 Does your district encourage and support collaboration between general and special education teachers at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.02 Does your district have a systematic method for evaluating program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Division of Research and Evaluation administers surveys to teachers, students and principals to measure their perceptions/attitudes and behaviors 2) Data collected EASY IEP showing progress toward LRE goals,3)Professional Development Evaluations</u></p> <p>6.03 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>1) IDEA discretionary funds grant was used to provide professional development training in co-teaching strategies for general and special education teams in all schools in Sept 2008, Nov. 2008 and Feb. 2009 and to be held in June 2009 2) Focused Profesional Development was presented to school leadership teams form Dr. Elizabeth Kozleski, Director NIUSI. 3)District Staff from genral and special education have led initiatives to encaourage and support inclusive practices in all schools</u></p> <p>6.04 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Superintendent's Cabinet, Academics, Operation, Technology and Initiatives Team, Cross Functional Teams</u></p> <p>6.05 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe this process. <u>Most schools have daily times scheduled for planning, while others meet three times a week to once a week with larger blocks of time.</u></p> <p>6.06 Does the district (and each building within the district) have a collaborative team structure in place to engage in problem-solving and data-based decision making for both behavior and academics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.07 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>1. Teacher/parent referral, 2. Team convenes (parent, classroom teacher, school counselor, school psychologist or social worker, others as appropriate,) 3. Team discusses student data including progress monitoring, 4. FBA/BIP conducted if necessary, 5. Intervention plan developed and plan made for follow-up &/or testing conducted</u></p> <p>6.08 Do general educators take responsibility for early intervention instruction with struggling learners in their classrooms? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Low Benchmark scores result in Tier II interventions (typically small group or computer instruction) conducted by general-ed teachers. Low performing students in Tier II receive small group, individual, or computer remediation usually from a general-ed teacher or teacher assistant.</u></p> <p>6.09 Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>READING Reading First Schools: Tier II- Voyager Passport grades</u></p>

		<p><u>k-5, Tier III-Scott Forseman ERI grades k-1, Read Well grades 2-3, Voyager Passport plus grades 4-5 Non Reading First Schools: Tier II-Scott Forseman Strategic Intervention grades k-5, Tier III-Scott Forseman My Sidewalks grades k-5. MATH Tier II grades k-9 Stanford Math, Tier III additional 30 minutes of Stanford Math.</u></p> <p>6.10 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All Secondary Schools are implementing Block Scheduling, Elementary Schools are scheduling to provide time for collaboration.</u></p> <p>6.11 Does your district have systematic methods for monitoring the reintegration of special education students into general education which ensures that: (1) methods are reviewed annually; (2) students are considered for lesser restrictive environment at least annually (i.e., at annual review); and IEPs of secondary students reflect vocational or transition needs. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>1) All students with Mild Retardation are included in general education classes in Middle and High Schools 2) Elementary students in Resource and CDC Mild Classes are included in academic classes with support for sped teachers as appropriate 3) Worked with PCG to add fields for reporting inclusion, which will help with under reporting 4) Inclusion hours reviewed annually 5) LRE considered annually, 5) Transition and vocational needs addressed for secondary students annually.</u></p> <p>6.12 Does your district keep data that reflects the movement of special education students both to a more restrictive environment and to a lesser restrictive environment according to age, gender, grade, race and individual school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe data results. <u>Partially: Data is kept by disability, age, gender, and race, as reported on the Dec. 1st Census. Results indicate that improvements have been made in moving students to a less restrictive environment when comparing the race/ethnic subgroups of Black, White, and Hispanic, as measured by the 80% or more category on the Dec. 1st Census (comparing 2008 to 2007). The totals in the Race/Ethnicity improved by 15% from 2007 to 2008, with subgroup comparisons ranging from 4% improvement for white students to 16% improvement for black students and 18% improvement for Hispanic students. The Male subgroup numbers improved by 16% for the same time period. Female subgroup improved by 13%. In the Dec. 1st category of 40% to 79% in regular classrooms, results indicate that the numbers decreased in the Black and White subgroups, but increased slightly (10%) in the Hispanic subgroup. Numbers of male students in the 40% to 79% category improved by 19% and female students by 16%. In the Less than 40% category of the Dec. 1st Census, data shows small increases in the race/ethnic subgroups of Black (2%) and White (3%), while the Hispanic numbers increased by 18%. Also in the less than 40% category, Male students increased by 2% and female students by 3%. It should be noted that this category (less than 40% in regular classrooms) is less affected by subjective practices and procedures because this group includes students with more severe disabilities.</u></p>
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