

TnREppp SA

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

REVIEWER SCORING GUIDELINES

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

SDE Rating	Review Item 1	LEVEL DESCRIPTORS			
		4 Exemplary CHECKED ITEMS: Legal, Regulatory and Compliance — UNCHECKED ITEMS: Best Practices	3 Adequate	2 Partially Adequate	1 Inadequate
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>There is credible evidence of all of the following:</u></p> <p><u>REFERRAL</u> <input checked="" type="checkbox"/> (1.01) The district ensures consistent application of the referral criteria. <input type="checkbox"/> (1.02) The effectiveness of the referral policy is reviewed and monitored on a consistent basis. <input checked="" type="checkbox"/> (1.03) General classroom teachers and administrators are trained in the characteristics of various disabling conditions. <input type="checkbox"/> (1.04) General classroom teachers and administrators are trained in their responsibilities prior to and after a referral is made. <input type="checkbox"/> (1.05) The district collects 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 type="checkbox"/> (1.06) The district keeps data that furnishes information related to referrals including number of referrals; number of referrals made according to student age, grade, gender and ethnicity/race; number of referrals made versus number of placements made; and number of students transferring into the district that are receiving special education services. <input type="checkbox"/> (1.07) The district provides technical assistance and professional development to schools that appear to be over-referring, under-referring and/or inappropriately identifying students for special education.</p> <p><u>EVALUATION</u> <input checked="" type="checkbox"/> (1.08) The district follows all requirements for disability determination. <input checked="" type="checkbox"/> (1.09) The district maintains a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies); and, all tests and other educational materials currently used in the evaluation process have been validated for the specific purpose for which they are used. <input checked="" type="checkbox"/> (1.10) The district provides ongoing training and professional development to assessment personnel in the appropriate usage of tests. <input checked="" type="checkbox"/> (1.11) All tests utilized by the district are tailored to assess specific areas of educational need and not merely designed to provide a single, general intelligence quotient. <input checked="" type="checkbox"/> (1.12) The district identifies all tests and other educational materials currently used in the evaluation process for the disability categories found to be either disproportionately overrepresented or underrepresented and each has been validated for the specific purpose for which it is used. <input checked="" type="checkbox"/> (1.13) The IEP/Assessment Team members are knowledgeable about</p>	There is credible evidence for twenty (20) of the <i>Level Descriptors</i> for Review Item 1 (1.01 through 1.32) described as “Exemplary” in <i>Reviewer Scoring Guidelines</i> .	There is credible evidence for twelve (13) of the <i>Level Descriptors</i> for Review Item 1 (1.01 through 1.32) described as “Exemplary” in <i>Reviewer Scoring Guidelines</i> .	The district’s self-assessment does not provide credible evidence to meet a rating of <i>Partially Adequate</i> .

	<p>the meaning of evaluation data and person(s) responsible for interpreting assessment data have received training concerning the interpretation and use of assessment results.</p> <p><input checked="" type="checkbox"/> (1.14) The district has well written criteria for the identification of special education students in its policy/procedure manual and tests are selected to ensure an accurate reflection of the student's aptitude or achievement or whatever factor the test purports to measure.</p> <p><input type="checkbox"/> (1.15) 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.</p> <p><input checked="" type="checkbox"/> (1.16) Assessment instruments that evaluate Speech and Language Impairments or Mental Retardation are normed for the population for which they are used.</p> <p><input checked="" type="checkbox"/> (1.17) The Comprehensive Evaluation includes information from an assortment of sources (classroom teachers, parents, counselors, others) and utilizes a variety of evaluation techniques such as observations, interviews, informal and formal testing.</p> <p><input checked="" type="checkbox"/> (1.18) Evaluations are conducted by a multidisciplinary team of professionals with knowledge in the area of suspected disabilities; and assessment team members have received training that delineates for them each person's specific areas of responsibility.</p> <p><u>ELIGIBILITY</u></p> <p><input checked="" type="checkbox"/> (1.19) In making placement decisions, the district uses a variety of informational sources including: aptitude tests, achievement tests, social or cultural background, adaptive behavior, teacher recommendations, past educational history and physical conditions.</p> <p><input checked="" type="checkbox"/> (1.20) The Written Evaluation Report contains a description of reason for referral; the purpose of assessment and the full names of all procedures used and who administered each test; the student's developmental history; the student's educational history; all relevant and current information about the student's family/home environment and functioning within that environment; and a statement of the student's current level of education functioning.</p> <p><input checked="" type="checkbox"/> (1.21) The assessment results in the Written Evaluation Report include assessment results of standardized tests reported in terms of standard scores for appropriate norm groups; appropriate alternative explanations of performance; the presence of a specific disability(s) and the basis for that determination; and specific recommendations for the instructional and/or behavioral interventions are offered. Persons who conduct the evaluation participate in the decision-making process.</p> <p><input type="checkbox"/> (1.22) All district personnel who participate in placement decisions are knowledgeable about the student, the meaning of the evaluations, placement options, and family perspectives.</p>			
--	---	--	--	--

		<p><input checked="" type="checkbox"/> (1.23) All information, regardless of its source, is carefully considered and documented.</p> <p><u>PLACEMENT</u></p> <p><input type="checkbox"/> (1.24) The district regularly reviews the ethnic composition of its special education programs.</p> <p><input checked="" type="checkbox"/> (1.25) The district determines that students are being provided appropriate programs and services that meet their unique educational needs when racially disproportionate special education programs are identified.</p> <p><input type="checkbox"/> (1.26) The district provides accommodations for the student when s/he is not found to be eligible for Special Education Services.</p> <p><input type="checkbox"/> (1.27) The district examines its placement decisions to detect any possible differences by ethnicity/race and placement when disproportionate representation exists among categories in special education.</p> <p><input type="checkbox"/> (1.28) When racially disproportionate special education programs are identified, the district reviews the appropriateness of the program for those enrolled in a timely manner.</p> <p><u>PROCEDURAL SAFEGUARDS</u></p> <p><input checked="" type="checkbox"/> (1.29) All records relevant to the identification, evaluation or educational placement of a disabled student are made available to the student’s parents.</p> <p><input type="checkbox"/> (1.30) The district’s parents, staff and the community are provided with demographic information about the ethnic/racial make-up of the special education programs in the district.</p> <p><input checked="" type="checkbox"/> (1.31) All evaluations are 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.)</p> <p><input checked="" type="checkbox"/> (1.32) In initiating the Procedural Safeguards required by the IDEA from referral through developing and implementing IEPs, the district ensures that all timelines have strictly adhered to these rules.</p>		
--	--	--	--	--

Equitable Representation in All Programs

SDE Rating	Review Item 2	LEVEL DESCRIPTORS			
		4 Exemplary CHECKED ITEMS: Legal, Regulatory and Compliance — UNCHECKED ITEMS: 'Best Practice'	3 Adequate	2 Partially Adequate	1 Inadequate
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><u>There is credible evidence of all of the following:</u></p> <p><input type="checkbox"/> (2.01) The district randomly reviews 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.</p> <p><input type="checkbox"/> (2.02) The district has developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students.</p> <p><input checked="" type="checkbox"/> (2.03) The IEP/Assessment Team considers 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.</p> <p><input checked="" type="checkbox"/> (2.04) Evaluations are sensitive to cultural differences between groups and tests are developed to minimize bias for culturally and linguistically diverse students.</p> <p><input type="checkbox"/> (2.05) The district maintains a list of programs, with data about student participation disaggregated by race/ethnicity and disability, including those for Intellectually Gifted and rapidly progressing students.</p> <p><input checked="" type="checkbox"/> (2.06) The district analyzes program participation data by race/ethnicity and disability.</p> <p><input checked="" type="checkbox"/> (2.07) The district provides systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis.</p> <p><input checked="" type="checkbox"/> (2.08) The district identifies students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities.</p> <p><input checked="" type="checkbox"/> (2.09) Students from diverse cultural, linguistic or racial backgrounds are equitably represented in advanced placement programs, including Honors and Advanced Placement classes and dual-enrollment classes.</p> <p><input type="checkbox"/> (2.10) The district recognizes racial or ethnic disparities in program participation and as a result has established or implemented plans to ensure increased diversity in participation.</p> <p><input checked="" type="checkbox"/> (2.11) The district sensitizes staff to the importance of ensuring that cultural bias does not impact eligibility.</p> <p><input checked="" type="checkbox"/> (2.12) Steps have been 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.</p> <p><input type="checkbox"/> (2.13) The district involves and encourages participation of communities, families and students in the identification of program needs.</p>	There is credible evidence for eight (8) of the <i>Level Descriptors</i> for Review Item 2 (2.01 through 2.13) described as "Exemplary" in <i>Reviewer Scoring Guidelines</i> .	There is credible evidence for five (5) of the <i>Level Descriptors</i> for Review Item 2 (2.01 through 2.13) described as "Exemplary" in <i>Reviewer Scoring Guidelines</i> .	The district's self-assessment does not provide credible evidence to meet a rating of <i>Partially Adequate</i> .

Options for Interventions Before or In Lieu of Referral

SDE Rating	Review Item 3	LEVEL DESCRIPTORS			
		4 Exemplary <small>CHECKED ITEMS: Legal, Regulatory and Compliance — UNCHECKED ITEMS: 'Best Practice'</small>	3 Adequate	2 Partially Adequate	1 Inadequate
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><u>There is credible evidence of all of the following:</u></p> <p><input type="checkbox"/> (3.01) The district uses a specific general education intervention program for students experiencing difficulty in the regular education classroom such as peer tutoring, learning strategies, after-school remediation program and these programs are available in all schools within the district.</p> <p><input checked="" type="checkbox"/> (3.02) The district has procedures for exploring adjustments in the general education program to meet the student’s needs prior to referral for special education.</p> <p><input checked="" type="checkbox"/> (3.03) 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.</p> <p><input checked="" type="checkbox"/> (3.04) Before a child is referred for services in special education, 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.</p> <p><input type="checkbox"/> (3.05) The district has a systematic program to assist teachers in the development of intervention strategies for students who are experiencing problems.</p> <p><input checked="" type="checkbox"/> (3.06) The effectiveness of the accommodations and interventions used prior to referral to special education are reviewed regularly.</p> <p><input type="checkbox"/> (3.07) The district maintains a list of intervention options and has developed instructions as to how to evidence the effectiveness of those interventions.</p> <p><input checked="" type="checkbox"/> (3.08) The district appropriately provides progress monitoring for the effectiveness of academic and behavioral interventions.</p> <p><input checked="" type="checkbox"/> (3.09) The district’s general education staff provide written documentation of academic and behavioral interventions and their effectiveness.</p> <p><input type="checkbox"/> (3.10) The district reviews achievement scores of all students in conjunction with identification of teachers with high referral rates for all ethnicities and gender, population of individual classes by ethnicity and staffing ratios.</p> <p><input type="checkbox"/> (3.11) The district has developed a comprehensive resource listing of intervention options across levels of interventions (a formal State-Approved RTI plan with explanation and documentation of parental involvement).</p> <p><input type="checkbox"/> (3.12) Educational intervention programs have been implemented in some or all of the district schools.</p> <p><input type="checkbox"/> (3.13) The district reviews data for each school building to determine if</p>	There is credible evidence for eight (8) of the <i>Level Descriptors</i> for Review Item 3 (3.01 through 3.14) described as “Exemplary” in <i>Reviewer Scoring Guidelines</i> .	There is credible evidence for five (5) of the <i>Level Descriptors</i> for Review Item 3 (3.01 through 3.14) described as “Exemplary” in <i>Reviewer Scoring Guidelines</i> .	The district’s self-assessment does not provide credible evidence to meet a rating of <i>Partially Adequate</i> .

Reviewer Guidelines and Scoring – TnREpp – Tennessee Review Evaluation of policies, practices, and procedures (Significant Disproportionality)

		<p>some of the schools' programs are as effective as others and based on the disproportionate numbers of culturally and linguistically diverse students enrolled in its special education program.</p> <p><input type="checkbox"/> (3.14) The district collects monitoring and progress data from interventions and analyzes the impact of these interventions as evidenced in indicators such as grades and progress made on the statewide (TCAP) assessments.</p>			
--	--	---	--	--	--

Differentiated Instruction Aligned to Grade Level Content

SDE Rating	Review Item 4	LEVEL DESCRIPTORS			
		4 Exemplary CHECKED ITEMS: Legal, Regulatory and Compliance — UNCHECKED ITEMS: 'Best Practice'	3 Adequate	2 Partially Adequate	1 Inadequate
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><u>There is credible evidence of all of the following:</u></p> <p><input checked="" type="checkbox"/> (4.01) The district provides training to teachers in the area of differentiated instruction and grade-level content.</p> <p><input checked="" type="checkbox"/> (4.02) The district provides professional development and training for changes in instructional techniques that match students' learning styles.</p> <p><input type="checkbox"/> (4.03) District schools evaluate how materials and instructions are presented to students and check for mismatches of student skills or deficits to teaching approaches.</p> <p><input checked="" type="checkbox"/> (4.04) District teachers use a variety of alternative instructional approaches appropriate to the varied developmental levels, learning styles, and current levels of performance of students.</p> <p><input checked="" type="checkbox"/> (4.05) The district collects and maintains LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations as specified in individual student IEPs.</p> <p><input type="checkbox"/> (4.06) The district conducts trainings for teachers and analyzes data related to LRE, use of TCAP assessment accommodations / performance and uses this analysis to determine further training needs.</p> <p><input checked="" type="checkbox"/> (4.07) The district provides on-going supported professional development and coaching for teachers.</p> <p><input checked="" type="checkbox"/> (4.08) The district provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content.</p> <p><input type="checkbox"/> (4.09) The district keeps data on the amount of progress by students in special education programs such as pre- and post-evaluation using criterion-referenced instruments.</p> <p><input type="checkbox"/> (4.10) The district provides in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observes and provides feedback to those teachers; and monitors teacher behavior on an ongoing basis.</p> <p><input type="checkbox"/> (4.11) The district has effective procedures in place for acquiring and disseminating to teachers and administrators significant information concerning promising educational practices for disabled students including such areas as identifying and evaluating new assessment instruments and techniques; promising educational practices derived from educational research; providing opportunity to attend outside district in-service trainings, workshops and conventions; and professional literature accessible to teachers at a central location.</p>	There is credible evidence for six (6) of the <i>Level Descriptors</i> for Review Item 4 (4.01 through 4.11) described as "Exemplary" in <i>Reviewer Scoring Guidelines</i> .	There is credible evidence for four (4) of the <i>Level Descriptors</i> for Review Item 4 (4.01 through 4.11) described as "Exemplary" in <i>Reviewer Scoring Guidelines</i> .	The district's self-assessment does not provide credible evidence to meet a rating of <i>Partially Adequate</i> .

Child Find: Location, Referral and Identification

SDE Rating	Review Item 5	LEVEL DESCRIPTORS			
		4 Exemplary <small>CHECKED ITEMS: Legal, Regulatory and Compliance — UNCHECKED ITEMS: 'Best Practice'</small>	3 Adequate	2 Partially Adequate	1 Inadequate
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p><u>There is credible evidence of all of the following:</u></p> <p><input checked="" type="checkbox"/> (5.01) The district has written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled.</p> <p><input type="checkbox"/> (5.02) Educational intervention programs have been implemented in all district schools and all student ethnic groups have been adequately included in the district's child find efforts.</p> <p><input type="checkbox"/> (5.03) Cultural differences that may contribute to the under-identification of students identified with disproportionate underrepresentation in a racial/ethnic group and disability have been considered and addressed in child find efforts.</p> <p><input type="checkbox"/> (5.04) The disproportionate student sub-group(s) are primarily transient or migrant. Data, documentation and explanation of how this contributes to the under-identification of the student sub-group in the disability are comprehensive.</p> <p><input type="checkbox"/> (5.05) The district describes child-find activities that specifically address the racial/ethnic sub-group with disproportionate representation.</p> <p><input checked="" type="checkbox"/> (5.06) There are written policies in the district for the referral of English Language Learner (ELL) students to Special Education and the process for referring ELL students for a Comprehensive Evaluation to determine need for Special Education. Written policies are equitable and non-biased.</p> <p><input type="checkbox"/> (5.07) The district has 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.</p> <p><input checked="" type="checkbox"/> (5.08) The district has 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.</p> <p><input checked="" type="checkbox"/> (5.09) There are qualified evaluation specialists for students who speak a language other than English available to the district and the process used to assess a student who is an English language learner (ELL) suspected to have a disability is clear and appropriate.</p>	There is credible evidence for five (5) of the <i>Level Descriptors</i> for Review Item 5 (5.01 through 5.09) described as "Exemplary" in <i>Reviewer Scoring Guidelines</i> .	There is credible evidence for three (3) of the <i>Level Descriptors</i> for Review Item 5 (5.01 through 5.09) described as "Exemplary" in <i>Reviewer Scoring Guidelines</i> .	The district's self-assessment does not provide credible evidence to meet a rating of <i>Partially Adequate</i> .

Collaboration Among General and Special Educators

SDE Rating	Review Item 6	LEVEL DESCRIPTORS			
		4 Exemplary CHECKED ITEMS: Legal, Regulatory and Compliance — UNCHECKED ITEMS: 'Best Practice'	3 Adequate	2 Partially Adequate	1 Inadequate
4 3 2 1	The district promotes collaboration among general and special educators at the prevention and intervention levels.	<p><u>There is credible evidence of all of the following:</u></p> <p><input type="checkbox"/> (6.01) The district encourages and supports collaboration between general and special education teachers at district and school levels.</p> <p><input type="checkbox"/> (6.02) The district has a systematic method for evaluating program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators.</p> <p><input type="checkbox"/> (6.03) The district provides training in collaboration and co-teaching for both general education and special education teachers.</p> <p><input checked="" type="checkbox"/> (6.04) The district includes representation across departments in all working and planning teams.</p> <p><input checked="" type="checkbox"/> (6.05) All schools in the district allocate time for special education and regular education collaboration on a routine basis.</p> <p><input type="checkbox"/> (6.06) The district (and each building within the district) has a collaborative team structure in place to engage in problem-solving and data-based decision making for both behavior and academics.</p> <p><input type="checkbox"/> (6.07) Student support teams in the district include multiple members who are general education personnel.</p> <p><input type="checkbox"/> (6.08) General educators take responsibility for early intervention instruction with struggling learners in their classrooms.</p> <p><input checked="" type="checkbox"/> (6.09) General educators have available and use a variety of tools and resources to provide early intervening services.</p> <p><input type="checkbox"/> (6.10) District schools are 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.</p> <p><input checked="" type="checkbox"/> (6.11) The district has systematic methods for monitoring the reintegration of special education students into general education which ensures that methods are reviewed annually, 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.</p> <p><input checked="" type="checkbox"/> (6.12) The district keeps 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.</p>	There is credible evidence for seven (7) of the <i>Level Descriptors</i> for Review Item 6 (6.01 through 6.12) described as “Exemplary” in <i>Reviewer Scoring Guidelines</i> .	There is credible evidence for four (4) of the <i>Level Descriptors</i> for Review Item 6 (6.01 through 6.12) described as “Exemplary” in <i>Reviewer Scoring Guidelines</i> .	The district’s self-assessment does not provide credible evidence to meet a rating of <i>Partially Adequate</i> .