

INSTRUCTIONS: TnREpppSA

Tennessee Rubric Evaluation of Policies, Practices, and Procedures Self-Assessment

Purpose: School districts identified with Disproportionate Representation are required to conduct a self-assessment which reviews district practices, policies and procedures in the identification of students with disabilities to determine if such disproportionate representation was the result of inappropriate identification.

Template Use: The *TnREppp Self-Assessment (TnREpppSA)* focuses on six areas which underscore the importance of examining educational policies and practices as they relate to opportunities to learn and the educational outcomes for all students. The TnREpppSA is completed electronically and submitted to the Division of Special Education for review. The overall rating is the result of the six focus items examined by the district.

Based on the district's self-assessment and the *2010 TnREpppSA Reviewer Scoring Guidelines*, the State determines one of the following district ratings: Exemplary, Adequate, Partially Adequate or Inadequate.

If the district's Self-Assessment Rating is either Partially Adequate or Inadequate, the district is required to develop a Disproportionality Plan of Improvement (DispPI) and include this plan in the district's Tennessee Comprehensive School Performance Plan (TCSP).

READ THESE INSTRUCTIONS THOROUGHLY BEFORE BEGINNING THE SELF-ASSESSMENT PROCESS.

INSTRUCTIONS

- 1) Assemble a Disproportionality District Review Panel** which represents multiple perspectives on the effectiveness and processes of district practices. The review panel should include at least three system educators (e.g., director of school system, special education supervisor, general education supervisor, school psychologist or speech/language pathologist, principal, etc.). Be sure to include input from other knowledgeable persons in the school system and community.
- 2) Designate a Team Facilitator** to oversee and coordinate the review process and submit the final report.
- 3) Discuss the purposes for the self-assessment** with the review panel which include:
 - (a)** focus on the district's specific area(s) of overrepresentation or underrepresentation
 - (b)** examination and analysis of district policies, practices and procedures for the appropriate child find, referral, evaluation and identification of students with disabilities; and
 - (c)** identification of specific focus areas to target for comprehensive improvement.
- 4) Review with the panel any TnREppp self-assessments from the previous 2 years** (2009 or 2010) to determine any improvement activities or updates for your district's TnREpppSA. Include these improvement activities and updates in the re-write of the TnREpppSA. [Note: If needed, contact Ann Sanders-Eakes for the electronic copy of your district's previous TnREpppSAs.]
- 5) Review and Discuss** the components of the six focus items included for self-assessment included in the *TnREpppSA*. The *2010 TnREpppSA Reviewer Scoring Guidelines* should be referenced by the district when conducting this self-assessment. These guidelines are used by the DOE for the review and rating of each area of focus and provide scoring criteria for the *TnREpppSA*, which include:

Focus Item Heading	Overarching area of review for each of the six focus items
Column 1	Specific Focus of the Self-Assessment Item
Column 2	Guidelines for each review item in the self-assessment
Column 3	Exemplary (4) Criteria
Column 4	Adequate (3) Criteria
Column 5	Partially Adequate (2) Criteria
Column 6	Inadequate (1) Criteria

Instructions – TnREppp Self-Assessment (2011)

- 6) Begin the TnREpppSA by keying your school district's name at the top of the cover page.
- 7) Print the Panel Cover Sheet and Assurances page and set it aside until the self-assessment is complete.
- 8) Tab forward to each of the Review Item Sections.
- 9) For each Focus Item enter information in the text box and in each of the drop-down boxes for:
 - * School District
 - * Disability (or Disabilities) identified with disproportionate representation
 - * Racial/Ethnic Group(s) identified with disproportionate representation for that disability
 - * Over or Under (whether the disability is overrepresented or underrepresented for the group and disability)

Note: If your district has been identified in four disability areas for either Overrepresentation or Underrepresentation, you will enter this information in all four rows. If your district has been identified in one disability area for either Overrepresentation or Underrepresentation, you will enter this information in the first row only. This disproportionate representation data information is attached to the letter mailed to your district by the Department.
- 10) Begin with Focus Item 1. Tab forward through the Self-Assessment and respond to each of the six focus items as directed.
- 11) Remember to Save your report frequently as it is completed.
- 12) Rename the *TnREpppSA* as directed on the cover page with your district's name (not number) replacing "TN School District" (e.g., TN School District TnREpppSA 2011)
- 13) Obtain signatures from your district's review panel and enter the Dates of Review and Date Submitted to the DOE on the Panel Cover Sheet and Assurances.
- 14) Submit the signed Panel Cover Sheet and Assurances to the Department of Education by U.S. Mail to:

Ann Sanders-Eakes, Executive Director of Compliance Monitoring
Division of Special Education, Department of Education
Andrew Johnson Tower – 7th Floor, 710 James Robertson Parkway
Nashville, TN 37243-0320
- 15) EMAIL the completed TnREppp Self-Assessment to Ann Sanders-Eakes at Ann.Sanders@state.tn.us no later than September 30, 2011. DO NOT SEND A HARD COPY OF THIS REPORT BY MAIL.