

# Madison County School District

## 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

TOTAL RATING: 3.83 / 4.00

#### PART RATINGS:

FOCUS AREA 1: 4.00

FOCUS AREA 2: 4.00

FOCUS AREA 3: 3.40

FOCUS AREA 4: 3.60

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Jackson Madison County

1. Disability: Mental Retardation / Ethnic Group: B / Over or Under: Overrepresentation
2. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
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>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/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><b>REFERRAL</b></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. <b><u>School Achievement Team at each school and the District SAT committee utilizes a system-wide check list to ensure all referrals have the required components prior to evaluation. DSAT checklist and time line data are used to check compliance.</u></b></p> <p>1.02 Is the effectiveness of the referral policy reviewed on a consistent basis? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how effectiveness is monitored. <b><u>The District SAT committee reviews the referral information from each school and referral outcomes are logged by the special education assessment office.</u></b></p> <p>1.03 Are general education classroom teachers and administrators trained to recognize the characteristics of the IDEA and State disabilities in their students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this training. <b><u>Inservice, workshops, information provided by the school psychologist and speech/language staff.</u></b></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? <b><u>At the beginning of the school year, Student Assistance Team (SAT) training is held. The SAT members at each school in turn, provide information and training to the teachers in that location. School psychology staff is available to assist and has been involved with the training of teachers in some buildings.</u></b></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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this data collection method. <b><u>A referral log is maintained by school psychology staff for each school which includes race/ethnicity as well as determined eligibility. The log also list the referring person and their race. This information is compared to overall enrollment and proportionality in each respective building. This data is also documented on EasyIEP and reviewed on a regular basis.</u></b></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. <b><u>The DSAT provides technical assistance to individual schools that appear to be over-referring or have problems with the referral process. The DSAT meets as needed at different schools (so the local SAT members can participate in the review of files as part of their training. Yearly district-wide professional development addresses the special education referral process and appropriate identification of disabilities. The school psychology staff also provides technical assistance at</u></b></p>

		<p><b><u>the schools.</u></b></p> <p><b><u>EVALUATION</u></b></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 <u>2008-2009</u> school year. <b><u>Psychologists' monthly staff meetings, TASP workshops, ongoing training of support staff in the administration and scoring of the WJ-III Test of Achievement, quality assurance guidelines in place.</u></b></p> <p>1.11 Are all intelligence 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? <b><u>Cognitive measure is selected based on the referral issue coupled with the specific need of the child, age, and language skills. WISC-IV, WJ-Cognitive, UNIT, KABC, SB-V provide additional information regarding verbal skills, perceptual reasoning, memory, etc.</u></b></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: <b><u>WISC-IV, WJ-Cognitive, WPPSI-III, SB-V, UNIT, TONI-3, C-TONI, Vineland II, ABAS-2, ABAES, WIAT-II, WJ-III Test of Achievement. Each has been validated for the specific purpose for which it is used.</u></b></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. <b><u>Inservice trainings are held by the psychology staff on test interpretation and implications. Support staff is trained by school psychology staff in administration and scoring of WJ-III Test of Achievement. School psychologists attend initial IEP meetings to interpret data and discuss results.</u></b></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 this process: <b><u>Criteria is based on components outlined in the SPED Manual which are documented on the respective disability determination forms. Appropriate tests are selected based on the requirements necessary to meet the standards set forth in the respective eligibility criteria. Tests are used only for the purported use and are administered by trained professionals.</u></b></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, list the training received in the 2008-2009 school year. <b><u>Evaluation practices/procedures are discussed at monthly staff meetings. Some members of the psychology staff attend TASP conferences, TASP Institute, Special Education Conference. LRP Conferences, Identification of Dyslexia training, suicide awareness and prevention. Some members of the Speech/Language staff attend ASHA and the Special Education Conference.</u></b></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> <p>1.17 Does the Comprehensive Evaluation include information from an assortment of sources such as classroom teachers, parents and counselors? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Does it utilize a variety of evaluation techniques such as observations, interviews,</p>
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	<p>informal and formal testing, etc.? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>1.18</b> 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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide specific qualifications for evaluation professionals in your district.  <u><b>Assessment staff includes licensed school psychologists, senior psychological examiner, speech/language pathologists, vision specialist, and special education teachers. Support staff that administer the WJ-III Tests of Achievement have been trained by the psychology staff and quality assurance measures are in place.</b></u></p> <p><b>ELIGIBILITY</b></p> <p><b>1.19</b> 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 and physical conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>1.20</b> 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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>1.21</b> 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 identification of a specific disability(s) and the basis for that determination; and (4) specific recommendations for the instructional and/or behavioral interventions are offered? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____ Do persons who conduct the evaluation participate in the decision-making process? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, explain. _____</p> <p><b>1.22</b> Are all the district personnel who participate in placement decisions knowledgeable about the student, the meaning of the evaluations, placement options and family perspectives? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe assurances and training of assessment team participants. <u><b>The DSAT team trains school personnel in the decision making process for placement of children with possible special needs. The special education teachers also receive training through yearly inservices. Assessment team members which include general ed teacher and parent, must sign their agreement with the decision made by the team.</b></u></p> <p><b>1.23</b> Is all information, regardless of its source, carefully considered and documented? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe this process. <u><b>All of the information and factors relevant to a student's education is considered by the assessment team and is included in a written report.</b></u></p> <p><b>PLACEMENT</b></p> <p><b>1.24</b> What steps does the district take to regularly review the ethnic composition of its special education programs? <u><b>Monthly reports are used to review the ethnic composition of the special population.</b></u></p> <p><b>1.25</b> 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? <u><b>The special education staff determines that students are provided the appropriate programs and services throughout the evaluation process and the student's IEP. The evaluation procedures are reviewed for quality.</b></u></p> <p><b>1.26</b> How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? <u><b>The SAT team interventions are continued; the IEP team determines what modifications and placement are necessary for the student's success. 504 plans are utilized; assessment results/recommendations regarding learning style, etc. are implemented.</b></u></p>
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		<p><b>1.27</b> 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? <b><u>Two cognitive measures are administered and eligibility is reviewed/staffed by three members of the school psychology staff. All must concur that the child meets the assessment standards.</u></b></p> <p><b>1.28</b> 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? <b><u>The department reviews the appropriateness of the students enrolled through the reevaluation process and annual reviews.</u></b></p> <p><b><u>PROCEDURAL SAFEGUARDS</u></b></p> <p><b>1.29</b> 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. <b><u>A copy of the written report and IEP is provided to the parent following the IEP meeting.</u></b></p> <p><b>1.30</b> 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? <b><u>This information is disseminated through the district report card.</u></b></p> <p><b>1.31</b> Are <u>all evaluations</u> 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, please discuss. <b><u>Most evaluations were completed within the forty day time line; some eligibility meetings were delayed due to parental attendance and weather events.</u></b></p> <p><b>1.32</b> 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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(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
4  3  2  1	<p>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>	<p>The <b><u>TnREpppSA</u></b> rating of 4, 3, 2, or 1 can be determined from the <b><u>Level Descriptors</u></b> found in the <b><u>TnREpppSA Reviewer Guidelines/Scoring</u></b>.</p> <p><b>2.01</b> 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. <b><u>This is reviewed by the DSAT team in their weekly review of referrals.</u></b></p> <p><b>2.02</b> 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. <b><u>Tests are used for their purported use and have been normed for the population in question. Evaluation instruments are reviewed to suggest ways to reduce test bias. District inservice on ELL and multicultural differences are held periodically. Several nonverbal measures are available to use with ELL students. A team of ELL teachers are available for consultation prior to evaluation regarding appropriate measures to use and possible modifications. An examiner listed with the National Association of School Psychologists to administer test in other languages is consulted about students prior to evaluation. Interpreters are utilized as needed.</u></b></p> <p><b>2.03</b> 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><b>2.04</b> 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. <b><u>Evaluators have been sensitized to cultural differences through staff meeting and cultural diversity training. The use of the UNIT and KABC are examples of tests used to minimize any bias for culturally and linguistically diverse students.</u></b></p> <p><b>2.05</b> 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><b>2.06</b> 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. <b><u>This is monitored by the Monthly Participation Guide</u></b></p> <p><b>2.07</b> 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><b>2.08</b> Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? If no, please discuss. <b><u>YES</u></b></p> <p><b>2.09</b> 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 checked="" type="checkbox"/> No If no, please discuss. <b><u>All students have an equal opportunity to participate in honors and advanced placement courses.</u></b></p> <p><b>2.10</b> Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure</p>

		<p>increased diversity in participation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. _____</p> <p><b>2.11</b> 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><b>2.12</b> 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? <b><u>Publication of Child Find materials in Spanish, Procedural Safeguards , Prior Written Notice, and Invitaion to meetings are in Spanish. An interperter is used for meetings.</u></b></p> <p><b>2.13</b> 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. <b><u>The Special Education Department conducts child find activities on a regular basis. Families and students are involved in identifying program needs through the IEP proces. There are regularly scheduled parent conference nights in which parents can meet with teachers.</u></b></p>
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**(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 <b><u>TnREpppSA</u></b> rating of 4, 3, 2, or 1 can be determined from the <b><u>Level Descriptors</u></b> found in the <b><u>TnREpppSA Reviewer Guidelines/Scoring</u></b> .
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><b>3.01</b> Does the district use a specific general education intervention program for students experiencing difficulty in the general 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? <b><u>The district utilizes peer tutoring programs, after-school tutoring, benchmark assessments, and interventionist.</u></b> If yes, identify where teachers and others interested in the process can find a written description of the program. <b><u>The description of the programs are provided by the individual schools.</u></b> 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><b>3.02</b> 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. <b><u>Data is obtained from research bases assessments and progress monitoring is provided based on data to at risk students. Utilizing research based data, students are provided intervention options in small group settings, re-teaching, and direct, explicit instruction. Instruction is data driven and monitored weekly through progress monitoring.</u></b></p> <p><b>3.03</b> Are general classroom teachers and administrators 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><b>3.04</b> 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. <b><u>The effectiveness of the interventions is monitored by the Instructional Impact Team and SAT team before a student is referred for services in special education.</u></b></p> <p><b>3.05</b> 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><b>3.06</b> 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. <b><u>The effectiveness is reviewed by the IIT and SAT teams at each school.</u></b></p> <p><b>3.07</b> 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. <b><u>The IIT Team provides a variety of intervention options, as well as maintaining data as to the effectiveness of the interventions.</u></b></p> <p><b>3.08</b> What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <b><u>The Round Table meets three times a year to monitor effectiveness of academic and behavioral interventions. The principals are provided with monthly discipline reports. Using the data from these reports the principals have developed site based plans to defer suspensions.</u></b></p> <p><b>3.09</b> 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. <b><u>The general education staff maintains an intervention</u></b></p>

		<p><b><u>file on each student. The file may contain the student's learning style assessment, appropriate interventions based on benchmark assessments, and the effectiveness of the interventions, and behavior plans. The IIT Teams in each school monitor regular classrooms for teacher effectiveness and fidelity.</u></b></p> <p><b>3.10</b> 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. <b><u>The IIT Team at each school monitors this information.</u></b></p> <p><b>3.11</b> 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe. _____</p> <p><b>3.12</b> 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? _____</p> <p><b>3.13</b> A building-by-building review of data may reveal that some schools' 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? <b><u>The IIT Team collects and reviews this information. It is presented at the Round Table for discussion and improvements.</u></b></p> <p><b>3.14</b> Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? <input type="checkbox"/> Yes <input checked="" 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 4<sup>th</sup> grade Reading/Language in the 2007-2008 school year."). _____</p>
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(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>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <b>Level Descriptors</b> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u> .
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><b>4.01</b> 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><b>4.02</b> 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 2008-2009 and 2009-2010 school years. <b><u>System-Wide and School Based Inservice</u></b></p> <p><b>4.03</b> Do your schools evaluate how materials and instructions are presented to students? <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. <b><u>Instructional coaches and SAT teams at each building monitor and adjust recommendations for teaching approaches.</u></b></p> <p><b>4.04</b> 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><b>4.05</b> 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><b>4.06</b> 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. <b><u>System-Wide and School Based Inservice. All teachers are instructed on how to use the TVAAS website. In addition, all special education teachers are trained on giving the TCAP Assessment accommodations and how to improve student performance on the assessment.</u></b></p> <p><b>4.07</b> Does your district provide on-going, supported professional development and coaching for teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <b><u>JMCSS provides professional development opportunities for teachers throughout the year, Some of these activities include differentiated instruction, curriculum mapping, curriculum standards, response to intervention, classroom assessment techniques and effective instruction, IEP training, and new teacher mentoring. In addition each school has an Instructional Coach who has received specialized training to provide the teachers with the necessary support. The research department also provides training on understanding, interpreting and using data from the test data.</u></b></p> <p><b>4.08</b> 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. <b><u>Teachers include SPI's in daily lesson plans for regular and special education students. General ed teachers are given copies of accommodations and modifications according to each child's IEP. Special education teachers as well as regular education teachers and other district personnel are responsible for the development and implementation of IEP's. The use of the Instructional Coaches to provide strategies and suggest materials and methods of instruction for</u></b></p>

		<p><b><u>grade level content has been widely used. The schools are provided with resources (Coach and Ladders materials) to ensure the implementation of differentiated instruction and alignment of all students with grade level content.</u></b></p> <p><b>4.09</b> 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. <b><u>Student's progress is monitored by data collection through the use of Think Link which is given three times a year. Probes from this instrument are also used for progress monitoring.</u></b></p> <p><b>4.10</b> 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. <b><u>In training for the selection of textbooks, members of the textbook committee are given training in considerations of gender, thnic, and cultrual differences in textbook selections. The system also provides training for all staff.</u></b></p> <p><b>4.11</b> Does the district have 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. <b><u>Through the Research and Accountability office, new assessment instruments and techniques are provided to the principals and staff. There are numerous opportunities for staff to attend workshops and conventions addressing educational practices for disabled students. This information is then shared at the district level through inservice trainings, consulting teachers, speech/language pathologists, gifted teachers and school psychologists.</u></b></p>
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School District: **Jackson Madison County**

1. Disability: Mental Retardation / Ethnic Group: B / Over or Under: Overrepresentation
2. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
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
4 3 2 1	District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i>.</p> <p><b>5.01</b> 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>JMCSS utilizes a variety of advertising methods and screenings to locate students ages 3 through 21 who are suspected of having a disability. Child Find activities are publicized through local newspaper articles, local television/radio channels, Child Find Brochures (placed in local doctors' offices, private and public schools, community centers, and Board of Education), Child Find Fliers are sent to all day care centers, TEIS. Vision and hearing screenings are conducted in the second, fourth, sixth and eighth grades with appropriate referrals made based on the the results. Academic screenings are conducted three times a year to identify students that are at risk. The SAT team reviews data for possible referral to the DSAT. The is also a system wide screening of third graders for the gifted program.</u></p> <p><b>5.02</b> Have educational intervention programs been implemented in <u>all</u> 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>The intervention programs are modeled after the three teired instruction model. The district has provided training on the implementation of interventions in the school. This process is monitored by the IIT team.</u></p> <p><b>5.03</b> 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please describe: _____</p> <p><b>5.04</b> 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><b>5.05</b> Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. <u>TEIS referrals, Child Find, Headstart Pre-School Programs, Project Explore and ACE for gifted students.</u></p> <p><b>5.06</b> 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. <u>ELL referrals are given to the ELL Supervisor who gives the referral to the appropriate personal.</u> Who initiates referrals for ELL students? <u>Teachers, Administrators, ELL teachers</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <u>The SAT team which includes ELL staff determines the how long and what kind of interventions are necessary before referral to the DSAT team for evaluation.</u></p>

		<p><b>5.07</b> 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? _____</p> <p><b>5.08</b> 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. <b><u>Head Start Pre-K programs, TEIS referrals, Child Find posters and flyers at the private schools, pre-school screenings</u></b></p> <p><b>5.09</b> 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. <b><u>The procedures for selecting and administering assessments is based on the student's ability, learning characteristics, cultural background and language needs. Several nonverbal measures are available to use with ELL students. A team of ELL teachers are available for consultation prior to the evaluation regarding appropriate measures to use and possible modifications. An examiner listed with the National Association of School Psychologist to administer tests in other languages is consulted about students prior to evaluation.</u></b></p>
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School District: **Jackson Madison County**

1. Disability: Mental Retardation / Ethnic Group: B / Over or Under: Overrepresentation
2. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
3. Disability: Select One / Ethnic Group: Select One / Over or Under: Select One
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>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the <i>Level Descriptors</i> found in the <i>TnREpppSA Reviewer Guidelines/Scoring</i> .
4  3  2  1	<i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i>	<p><b>6.01</b> 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><b>6.02</b> 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. <b><u>The Office of Research and Accountability monitors program effectiveness, staff behaviors and attitudes, program impact and student progress for all staff. The district has established a collaboration system on a regular basis for general ed and special ed teachers in grade level meetings to determine best practice strategies, differentiating instruction, and how to best meet the needs of all students in each class. Principals are also responsible for evaluations of staff.</u></b></p> <p><b>6.03</b> 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. <b><u>Instructional Coaches at each school provide training in collaboration and co-teaching for both general ed and special ed teachers.</u></b></p> <p><b>6.04</b> 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. <b><u>Members of the IIT include the principal, instructional coach, school counselor, and special education teacher. Special education teachers are on textbook adoption committees.</u></b></p> <p><b>6.05</b> Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe this process. <b><u>At the elementary, intermediate, and middle schools this is accomplished through grade level meetings. At the high school level the collaboration is based on the course of study.</u></b></p> <p><b>6.06</b> 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><b>6.07</b> 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. <b><u>When the student is referred to the SAT team, the team meets to collect information and determine interventions in the general education setting. After appropriate instructional interventions and strategies have been implemented the SAT reconvenes to review the progress of the student. If the student has shown satisfactory progress the SAT team continues to provide instructional support to the teacher in order to support their efforts to effectively improve the achievement of the student. If the instructional supports do not yield the expected results the team would gather materials needed for referral to the DSAT team for evaluation.</u></b></p> <p><b>6.08</b> Do general educators take responsibility for early intervention instruction with struggling learners in their classrooms? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <b><u>Teachers have intervention files on all students based on the areas of need provided by the data from ThinkLink. By collaborating with the instructional coach, the teachers are able</u></b></p>

		<p><b><u>to focus on the interventions needed by the students.</u></b></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. <b><u>The instructional coaches at each building have had extensive training on learning styles, interventions, teaching methods and differentiated instruction. The instructional coaches are in place to provide support for the teachers.</u></b></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. <b><u>The general education teachers and special education teachers collaborate on any student the general ed teacher has in their classroom at the beginning of the year. The special ed teacher then becomes a resource for the general ed teacher on an on going basis.</u></b></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. <b><u>When appropriate the students are reintegrated into general education through the IEP process. The special education teachers monitor the progress of the student to determine if reintegration should be recommended at the review. The team comprised of both general ed and special ed teachers along with the parent and administrator then make the determination. The vocational and transitional need of secondary students are monitored by the lead teacher, consulting teacher, and the transitional coordinator.</u></b></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. <b><u>This is accomplished through the EasyIEP program and referral logs.</u></b></p>
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