

# Lincoln 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: 3.97 / 4.00

#### PART RATINGS:

FOCUS AREA 1: 4.00

FOCUS AREA 2: 4.00

FOCUS AREA 3: 3.83

FOCUS AREA 4: 4.00

FOCUS AREA 5: 4.00

FOCUS AREA 6: 4.00

School District: Lincoln County Schools

1. Disability: Speech and Language Impairments / Ethnic Group: B / Over or Under: Underrepresentation
2. Disability: Speech and Language Impairments / Ethnic Group: W / Over or Under: Overrepresentation
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>State guidelines are followed on each referral and eligibility decision. Students being considered for an evaluation participate in a school support team/prereferral meeting to discuss problems that may necessitate an evaluation. All referrals, whether parent, teacher, or outside agency, go through this process. The speech/language pathologists, special education teachers, and school psychologists all provide ongoing professional and technical assistance to all teachers relative to the referral process.</u></b></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. <b><u>Ongoing staff development is presented throughout the year to ensure adherence to the referral policy. School psychologists as well as speech/language pathologists are available for consultation regarding special circumstances as well as to work with new teachers and administrators. The policy itself is reviewed at least annually to ensure its effectiveness.</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>Administrators are frequently trained via administrative meetings. General education teachers and administrators are also encouraged to attend conferences and trainings in order to learn the characteristics of various disabilities, and school psychologists and speech/language pathologists are available for specific consultations.</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>General education teachers and school administrators are trained both annually and with each referral that is made. Responsibilities regarding information gathering of the teacher as well as the need for accommodations and modifications in the general education classroom are emphasized.</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>Data is collected via the EASYIEP reporting system, and this data is reviewed periodically. Tracking with regard to these issues done by a combination of assessment specialists as well as the Special Education Supervisor and Special Education Secretary.</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</p>

assistance and professional development provided in the 2007-2008 school year. **Multiple inservices per year are held which address referral issues. Although this has not found to be a problem within Lincoln County Schools, the importance of holding strong prereferral meetings as well as RTI have been emphasized in both fall and spring staff development.**

**EVALUATION**

- 1.08 Is your district following all requirements for disability determination?  Yes  No
- 1.09 Does your district maintain a list of the tests and instruments used for the assessment of the identified disproportionate disability(ies)?  Yes  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?  Yes  No
- 1.10 Has your district provided ongoing training and professional development to assessment personnel in the appropriate usage of tests?  Yes  No If yes, list or describe the training provided in the 2008-2009 school year. **Lincoln County Schools supports both school psychologists and speech/language pathologists in continuing education efforts. Both regularly attend workshops and conferences regarding appropriate usage of tests.**
- 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?  Yes  No If yes, how are these determinations made? **All intelligence tests used by Lincoln County Schools are multifactored assessments which are included on the Tennessee Department of Education recommended assessment measure list.**
- 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: **All assessments listed have been validated to be appropriate for speech and/or language assessments. Lincoln County Schools base assessment tools on the referral question; however, the following are used throughout Lincoln County Schools: Clinical Evaluation of Language Fundamentals (PS and Intermediate), Tests of Auditory Processing, Rosetti Infant Toddler Assessment, Preschool Language Scale, Goldman Fristoe Tests of Articulation, Fluharty, Arizona Articulation Proficiency Scale, Language Processing Test, Differential Screening Test of Processing, Receptive Expressive Emergent Language Test, and Peabody Picture Vocabulary Test.**
- 1.13 Are the IEP/Assessment Team members knowledgeable about the meaning of evaluation data?  Yes  No Have the person(s) responsible for interpreting assessment data received training concerning the interpretation and use of assessment results?  Yes  No If yes, provide information regarding training. **All assessment personnel have degrees from accredited institutions of higher learning. Interpretation and use of assessment instruments are included in the core curriculum of these programs. In addition, further continuing education is provided regarding new assessments on an as-needed basis. Assessment specialists are generally present to interpret all initial evaluation reports to further make sure that their data is interpreted correctly.**
- 1.14 Does the district have well-written criteria for the identification of special education students in its policy/procedure manual?  Yes  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?  Yes  No If yes, provide explanation of these policies/procedures and this process: **Lincoln County Schools follows the procedures outlined by the Tennessee Department of Education concerning test selection as well as the overall identification of special education students. All tests used have been found to be reliable and valid for the construct that it intends to measure.**
- 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?  Yes  No If yes, list the training received in the 2008-2009 school year. **School Psychologists attended TASP Conferences, TN Special Education Conference, and other state sponsored conference dealing with**

		<p><b><u>evaluation and assessment and eligibility guidelines. Speech/Language Pathologists attended conferences through Summit Education and the Bureau for Education and Research in the areas of stuttering, apraxia, and auditory processing disorders.</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, informal and formal testing, etc.? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide specific qualifications for evaluation professionals in your district. <b><u>Lincoln County Schools only employees evaluation professionals who are appropriately licensed for conducting the required evaluations.</u></b></p> <p><b><u>ELIGIBILITY</u></b></p> <p>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 and physical conditions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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 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>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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe assurances and training of assessment team participants. <b><u>Administrators in Lincoln County Schools are involved early on when interventions for students become necessary. They are involved in the referral process at the onset and participate throughout. The classroom teacher is required to be the regular education teacher of the child. This insures his or her knowledge of the specifics of the situation. In addition, parents are encouraged to be a part of the support team meeting, and many times, meetings are put on hold until the parent can be in attendance. All assessments are explained to the parents prior to them giving informed consent. Finally, the special education teacher and speech/language pathologist are frequently trained and retrained regarding the meaning of the evaluation materials and are continually encouraged to consider family perspectives in all aspects of the students' education.</u></b></p> <p>1.23 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. <b><u>All participants in the support team and evaluation team are encouraged to provide all relevant information regarding a given student. All data is gathered and presented to the IEP team for consideration and program planning. Outside evaluations are also considered as relevant as well and are presented to the IEP team. No single piece of information is used for eligibility or planning determinations.</u></b></p>
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	<p><b><u>PLACEMENT</u></b></p> <p>1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? <b><u>The ethnic composition of our special education program can be disaggregated in reports which are created and reviewed at regular intervals from our EASYIEP data. STAR also provides information in this manner as well.</u></b></p> <p>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? <b><u>Since State Department of Education guidelines are followed for referral as well as eligibility, this ensures that students' needs are being met, regardless of race or ethnicity. Due to the effectiveness of the systems general education interventions, many unique educational needs are met with the general curriculum without the need for special education services. All students with educational needs are eligible for these interventions.</u></b></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? <b><u>If the student continues to struggle, additional RTI intervention is given in an attempt to further remediate academic weaknesses. This, in addition to after school tutoring programs as well as classroom accommodations which may or may not necessitate a 504 accommodation plan, is used to further meet students' needs.</u></b></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? <b><u>Placement decisions are based upon the IEP team decision after determining whether criteria are met for a given disability. Given the issues with speech/language placements, further assessment with regard to reasons why students were referred, specific testing results, etc. will be reviewed by the Special Education Supervisor and assessment specialists.</u></b></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? <b><u>As was stated, issues regarding referral questions, specific testing results, etc. are reviewed in a timely manner, along with questions regarding whether or not the second prong of eligibility was considered in the eligibility determination. It is also very important to consider developmentally appropriate speech/language skills when children are referred, and this is emphasized to assessment specialists.</u></b></p> <p><b><u>PROCEDURAL SAFEGUARDS</u></b></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. <b><u>Pursuant to 34 CFR 300.613, Lincoln County Schools permits parents to inspect and review any educational records relating to their child that are collected, maintained, or used by Lincoln County Schools under Part B of IDEA. Lincoln County Schools complies with parent requests to examine the education record in a timely manner.</u></b></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? <b><u>This information is provided online in the Lincoln County Report Card which is found on the state education website or provided at parent request.</u></b></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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(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	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>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>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. <b><u>Evaluation specialists track referrals. A pattern of one teacher referring a disproportionately large number of students of one race (as compared to the student population) has not been indicated. A complete and comprehensive list of all school programs disaggregates the system population by race/ethnicity, gender, and disability, and this disaggregated data is reviewed.</u></b></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. <b><u>Students with significant language or cultural issues are assessed cognitively with more nonverbal measures. With regard to language assessments, the CELF-4 is often used for students who are deemed to culturally and linguistically diverse. All Pre-K as well as kindergarten children are screened yearly in order to attempt to intervene early with language issues. All children in these grades receive this screening.</u></b></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. <b><u>Speech/language assessment tools are selected from the TDOE's approved list of assessments. When assessing students who are culturally and linguistically diverse, pathologists refer to the "Other Evaluation Considerations: Cultural and Linguistic Diversity" section of the TDOE special education evaluation manual for developmental stages in the acquisition of a second language, background information considerations, language/phonology/fluency and "same voice" considerations, as well as specific characteristics of diverse languages in language skills.</u></b></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. <b><u>EasyIEP reports provide information. Analysis is made by assessment specialists and case managers. The county's data management system, STAR, also tracks participation by race/ethnicity and disability.</u></b></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</p>

		<p>discuss. <b>Yes</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 type="checkbox"/> No If no, please discuss. _____</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 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>A translator is used both in prereferral support team meetings as well as eligibility meetings to discuss the need for assessment, assessment types, assessment results, hierarchy of special education services, as well as the risks and benefits of these services. Rights are available in both English and Spanish as are most special education forms. These forms are explained as well by the translator.</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>Communities, families, and students are involved in each school's planning process. When school improvement meetings are held, these stakeholders are invited to and included in meetings to share ideas for program improvement.</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 <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 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? <u>Peer tutoring, after school programs, intervention programs such as Earobics, Study Island, etc.</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>Each school has its own intervention plan; however, all use scientifically researched based intervention programs.</u> Are the above programs available in all schools within the district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, in which schools are they provided? <u>All K-8 schools in Lincoln County have early intervention services.</u></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. <u>Special education as well as Title I teachers are available to provide information regarding accommodations and modifications in the general education classroom. Accommodations and modifications handouts are available from the school's school psychologist as well.</u></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. <u>Schools each are responsible for developing their own RTI program with multiple research based interventions and weekly progress monitoring.</u></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. <u>Benchmark data via ThinkLink is collected three times per year to gauge the effectiveness of interventions. Other progress monitoring is collected more often with students with more significant academic concerns.</u></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. <u>Many intervention programs are available at multiple schools. However, some individual schools have purchased other specific programs via school money or grants which are research based and found to be effective. At the building level, intervention specialists maintain a list (in conjunction with the principal) of those interventions available to students.</u></p> <p><b>3.08</b> What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>Dibels is used to track reading fluency as well as progress in decoding skills. Other curriculum based measures (STAR</u></p>

		<p><b><u>reading and math, Study Island, etc.) are used with other academic areas. ThinkLink is used across the curriculum. Repeated meetings to address the effectiveness of behavioral interventions via FBAs and plans are held to address the effectiveness of such interventions.</u></b></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. <b><u>Information is summarized on referral forms, collected by those providing interventions in the area of need. Weekly progress monitoring is collected on children with significant deficits who are receiving structured interventions.</u></b></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. <b><u>Curriculum coordinators review achievement scores with the teachers at their schools in the fall of each school year. The curriculum coordinators, with the assistance of the supervisor of special education, train teachers in the identification of students who may be candidates for referrals for special education. This training also looks at the gender and ethnicity of the students and their achievement levels.</u></b></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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe. _____</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? _____</p> <p>3.13 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>Information from TCAP testing as well as ThinkLink assessments are reviewed to determine intervention effectiveness on a building level. Pre and post tests from the various intervention programs are utilized as well. Teachers receive their classroom data, and this data is analyzed to determine skill level of the students and program success.</u></b></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 4<sup>th</sup> grade Reading/Language in the 2007-2008 school year."). <b><u>Curriculum Coordinators, the Supervisor of Special Education, Supervisor of Instruction, and Academic Coach analyze data and the impact of interventions at the system level on a monthly basis. The curriculum coordinators then share the data and analyze classroom performance with their teachers. This data is used to determine what tier level students need as well as whether or not there is a need for special education referral. Student performance in the various intervention programs is used to determine the the effectiveness of the interventions and the need for continuation in the school's program.</u></b></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
4 3 2 1	<p>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>	<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>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 2008-2009 and 2009-2010 school years. <b><u>At the beginning of each school year, a training is held for new teachers in the area student learning styles. The Supervisor of Special Education and Supervisor of Instruction work together on this training. Other training is conducted at the school level based on the need of the faculty and the current student population needs.</u></b></p> <p>4.03 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>Benchmark assessments are conducted triennially, and progress monitoring assists teachers in determining mismatches in students' skills when compared to teaching approaches.</u></b></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. <b><u>Training is held each school year to address the use of accommodations in the classroom and on the TCAP assessment. All students must have access to the general curriculum, however, accommodations are needed at times to assist students with certain disabilities. Curriculum Coordinators and central office supervisors meet monthly to address these issues as well.</u></b></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, briefly describe. <b><u>Teachers and assessment specialists are encouraged to attend significant continuing education activities, many at the expense of Lincoln County Schools. The Special Education Supervisor holds meetings, at least twice per school year, for further information gathering for teachers. In addition, summer inservices are conducted as well.</u></b></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. <b><u>Special education teachers and paraprofessionals assist regular education teachers in the classroom to provide support for our students with disabilities. Our students are included in the regular program as much as possible with the use of support through special education personnel, supplementary materials and resources, and technology provided through the special education department.</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>All special education and regular education student data is tracked at the school and district level. Benchmark assessments are given three times per year and progress monitoring is conducted as well to determine the amount of progress made by the special education students. ThinkLink, Study Island, and DIBELS are some of the assessments used in the schools.</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>Inservice is provided for all teachers multiple times per year. New teachers are required to attend additional training sessions in which teacher expectations for all students are discussed. The State model for teacher evaluation is followed, and observations are conducted in a timely manner. Feedback is provided to teachers on an ongoing basis.</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>The Tennessee Department of Education website is frequently monitored for additional assessment and intervention information. Assessment personnel continue to attend conferences to reinforce knowledge and learn about new instruments and techniques. Professional literature is maintained at a number of levels of the school system. Emails are often used to provide added information to teachers as well as assessment personnel.</u></b></p>
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School District: Lincoln County Schools

1. Disability: Speech and Language Impairments / Ethnic Group: B / Over or Under: Underrepresentation
2. Disability: Speech and Language Impairments / Ethnic Group: W / Over or Under: Overrepresentation
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. <b><u>Special education Central Office staff work with all schools to ensure school level knowledge regarding location, referral, and identification of those who may have a disability. Packets have been compiled to address the required paperwork and process for identification. School interentionists are trained the prereferral requirements including research based intervention as well as weekly progress monitoring. Procedures are outlined in the Comprehensive Application for providing special education services. Students in grade 4 are screened for intellectually gifted.</u></b></p> <p><b>5.02</b> 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. <b><u>Intervention programs have been initiated in all K-8 schools in Lincoln County. Each school is responsible for developing an intervention plan which meets the needs of the individual children. As a result, school use a variety of intervention programs, yet all are scientifically validated and research based. All students are eligible for and placed into these intervention programs based upon benchmark data which indicates a need.</u></b></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. <b><u>All Pre-K and kindergarten children are screened at the beginning of the school year to determine if concerns are evident regarding speech/language skills.</u></b></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. <b><u>Our system ELL teacher is available for school support team meetings and referrals for English Language Learners. We follow state and federal guidelines for referrals. Who initiates referrals for ELL students? Anyone can initiate an ELL referral (e.g. teacher, parent, administrator, physician, etc.). However, it is often initiated by the ELL teacher.</u></b> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. <b><u>The overall process is the same for ELL</u></b></p>

		<p><b><u>students; however, dependence is placed on the ELL teacher and information regarding language proficiency as a part of the overall referral process.</u></b></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? <b><u>Each year we review data at the building level to determine the effectiveness of our intervention programs for all students. We adjust the programs as needed to ensure effectiveness for all populations.</u></b></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. <b><u>All providers, including employed and those hired contractually, follow consistent referral processes established by the LEA and following State guidelines.</u></b></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. <b><u>Depending on the level of English proficiency, the general assessment specialist, in following State of Tennessee special recommendations, may assess the student using the least culturally biased assessment measures. When this is not possible, services are contracted with an assessment specialist who speaks the native language of the child.</u></b></p>
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School District: Lincoln County Schools

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(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
4  3  2  1	The district promotes collaboration among general and special educators at the prevention and intervention levels.	<p>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>.</p> <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>Each school uses the school improvement planning process to gauge the aforementioned issues and each's effectiveness. TSCPP also provides a structure to evaluate effectiveness of various programs. Student progress is systematically evaluated via such assessments as TCAP, ThinkLink as well as various curriculum based measures such as DIBELS.</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>The district provides training for regular education and special education teachers in collaboration and co-teaching strategies. We also send teachers to statewide trainings on these topics.</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>District SACS as well as TCSP teams include representation across departments. Leadership teams as well as School Improvement teams accomplish this purpose as well.</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe this process. <b><u>All teachers have planning periods which can be used for collaboration. Team planning via staff meetings occur on a regular basis and encourage collaboration between general and special education as well. Both types of educators often serve together on planning teams to accomplish various school goals.</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>Student support teams are held at any time a student is referred for an assessment. This is the case regardless of the referral source. The parent is invited, as are the classroom teacher and the school's interventionist. The principal or assistant principal are present as well. During this problem solving meeting, the team solicits information from all parties as well as the data that has been collected regarding the intervention as well as the progress that has been made. Grades, classroom work samples, TCAP, as well as ThinkLink scores are studied as well. All of this data is used to determine the appropriateness of the referral as well as what type of assessment(s) would be most beneficial to assist in determining the needs of a given student. It is of utmost importance that the assessment specialist is present in order to gather information needed to make appropriate determinations about assessment tools.</u></b></p>

	<p><b>6.08</b> 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. <b><u>All K-8 schools have intervention teams which are comprised of general educators. Students are benchmarked, and those found to need intervention receive significant remediation in the area of need. Progress monitoring is conducted, and interventions are changed or modified if found to be unsuccessful.</u></b></p> <p><b>6.09</b> 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>Lincoln County Schools prides itself in providing early intervention services. These services are provided by general educators who are trained in research based methods and with scientifically validated interventions. Programs which are used include Earobics, Study Island, and many of the reading interventions recommended by the MTSU Center for Dyslexic Studies.</u></b></p> <p><b>6.10</b> 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>Many schools in Lincoln County provide services of an inclusive nature. Providing special education services via inclusion allows for additional collaboration between the general education and special education teachers. Special educators are utilized as a resource in a prereferral manner and after a student has been certified for special education as well.</u></b></p> <p><b>6.11</b> 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>All IEPs are completed to include essential components such as vocational and transitional needs for secondary students. Lincoln County Schools makes every attempt to educate students in the regular education classroom via either consultation services or inclusion and most certainly considers this annually at each annual IEP meeting.</u></b></p> <p><b>6.12</b> 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>The special education supervisor monitors data via EASYIEP regarding option changes as well as teacher caseloads.</u></b></p>
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