

Murfreesboro City 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: 3.77 / 4.00

PART RATINGS:

FOCUS AREA 1: 3.80

FOCUS AREA 2: 4.00

FOCUS AREA 3: 4.00

FOCUS AREA 4: 3.60

FOCUS AREA 5: 3.40

FOCUS AREA 6: 3.80

School District: [Murfreesboro City](#)

1. Disability: Other Health Impairment / Ethnic Group: A/PI / Over or Under: Underrepresentation
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>REFERRAL</p> <p>1.01 Does the district ensure consistent application of the referral criteria? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how referrals are monitored. <u>Yes, referral packet and processes are outlined in a binder which is provided to each school's assistant principal. In addition, before consent for testing is obtained, both the AP and school psychologist reviews the packet and agrees that it is an appropriate referral.</u></p> <p>1.02 Is the effectiveness of the referral policy reviewed on a consistent basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe how effectiveness is monitored. <u>Yes, the referral process (packet) & eligibility requirements have been reviewed and revised by appropriate staff members so that it meets all state guidelines and requirement.</u></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. <u>Yes, however, many trainings centralize around students with learning disabilities, autism (TRIAD), and emotional/behavioral conditions. (CPI Training). Assistant Principals who act as the special education site based liaison are trained in all disability areas. On-going bi-monthly meetings are held to train Assistant Principals by the Supervisor of SPED and its school psychologists.</u></p> <p>1.04 Are general education teachers and school administrators trained in what their responsibilities are prior to referral being made and after a referral has been made? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this done? <u>Yes, Gernal Education teachers are adequately trained in meeting his/her responsibilities in the pre-referral process. Trainings are a collaborate effort between Central Office SPED Staff, school administration, RTI Coordinators and gen. ed. teachers. It is on-going and continues to meet the outline of the district's current RTI Plan.</u></p> <p>1.05 Does your district collect school data, disaggregated by race/ethnicity, on at least an annual basis to ensure schools are using appropriate procedures to refer and determine special education eligibility? <input type="checkbox"/> Yes <input checked="" 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. <u>Yes 1) each school psychologist and assistant principal keep an individual log of each referral received and track the 40 day time line 2) information is obtained through EasyIEP program 3) the 40 day tracking log acts as an official records of whether the student qualifies or not for sped services 4) Yes, we do have an official process of maintaining data on transfer files. However, each school psychologist reviews all out of district file in order to make sure that all components are in the student file to meet eligibility requirements. Once the file is reviewed a transfer form is sent back to the school's assistant principal notifying them that all components are there to meet the current TN standards or a notation is made concerning what is missing in the file for eligibility. On-going training is given to both administration (AP) and sped staff in regards how to handle transfer files.</u></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? Yes No If yes, describe technical assistance and professional development provided in the 2007-2008 school year. **No, we have not in the past, however, we are aware of 2-3 schools which are over-identifying. MCS will be proactive and diligent in its efforts to successfully train administration and school staff in the areas progress monitoring and the pre-referral process.**

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. _____

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? **Yes, the school psychologist determines which assessments would be most appropriate based on the reason for the referral and the areas of need**

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: **A student's primary language, racial, and ethnic background were considered prior to the selection and interpretation of the evaluation procedures and measures. All assessment procedures measure a limited sample of a person's total repertoire. The selected measures are only interpreted within the limits of their measured validity. Evaluation of OHI shall include: a) The Evaluation report used for initial eligibility shall be current within one year and include the following: 1) an evaluation from a licensed health service provider that includes: a) The evaluation report used for initial eligibility shall be current within one year and include the following: 1) an evaluation from a licensed health services provider that includes: a) medical assessment and documentation of the student's health; b) any diagnoses and prognoses of the child's health impairments; c) information, as applicable, regarding medications d) special health care procedures, special diet and/or activity restrictions. TCA and the Board of Examiners in Psychology clearly give health service providers designated psychologists the legal and ethical authority to assess, diagnose, and treat ADHD. A psychological evaluation does not replace the need for a medical evaluations a described in (1) a. 2) A comprehensive psycho-educational assessment which includes measures that document the student's educational performance in the following areas: a) pre-academics or academic skills (WJ-III, WIAT) b) adaptive behavior (ABES, Vineland) c) social/emotional development (BASC, Conners, SSRS) d) Motor skills, VMI e) communication skills (speech language eval, or communication scales on adaptive measure) f) cognitive ability (WISC-IV, KABC-II, SB-5th, WJ-Cog, C-Toni, UNIT 2b) documentation, including observation and or assessment, of how OHI adversely impacts the child's educational performance in his/her learning environment.**

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 MCS School psychologists are certified in interpreting data. 3 of 4 are Nationally Certified School Psychologist and the fourth one is currently working towards National Certification. Their training includes multiple classes interpreting data. Also, all school psychologists are encouraged to participate in professional development activities such as the annual state SPED conference, NASP,, and TAASE. All current SLPs have completed their Certificate of Clinical Competence/Master's**

	<p><u>Level and 8 are ASHA members</u></p> <p>1.14 Does the district have well-written criteria for the identification of special education students in its policy/procedure manual? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have tests been selected to ensure an accurate reflection of the student's aptitude or achievement or whatever factor the test purports to measure? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these policies/procedures and this process: <u>Tests used in their most current editions include: WISC, WPPSI, WJIII Cog and Ach, Unit, TONI, Developmental Profile-3, DAY-C, Batelle, Wechsler Nonverbal, WIAT, VMI, BASC, Conners, ABAS, ABES, Vineland SSRS, CATS, GARS, ADA &, Stanford Binet. The individual student's primary language, racial, and ethnic background are considered prior to the selection and interpretation of evaluation procedures and measures.</u></p> <p>1.15 Do School Psychologists, Psychological and Senior Psychological Examiners and Speech/Language Pathologists who are employed or contracted by the district receive in-service training concerning current best practices in evaluation procedures? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, list the training received in the 2008-2009 school year. <u>MCS is a small district with only 4 school psychologists (3 of 4 are nationally certified) and 9 Speech Pathologists. Each SLP is a member of ASHA and have completed their Certificate of Clinical Competence/Master's Level Degree.</u></p> <p>1.16 Are assessment instruments that evaluate Speech and Language Impairments or Mental Retardation normed for the population for which they are used? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <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. <u>All school psychologists, vision, SLPs, OTRs and PTRs are state certified and follow all state evaluation and eligibility guideline requirements.</u></p> <p><u>ELIGIBILITY</u></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. <u>All IEP Team members are active participants in the decision making process. Team members are licensed by the state department of education (with the exception of parents). Team members include: Assistant Principals (LEA), sped teacher, general education teacher, school psychologist, SLP, OT, PT vision, deaf</u></p>
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	<p><u>education teacher/interprete</u></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. <u>All pertinent information (including behavior, medical, communication, etc) is contained within the comprehensive examination report.</u></p> <p><u>PLACEMENT</u></p> <p>1.24 What steps does the district take to regularly review the ethnic composition of its special education programs? <u>Data is reviewed bi-yearly from the December Census Report and End of Year Report to monitor any significant increases or decreases within any given area of disability or ethnic subgroup.</u></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? <u>School psychologists, SLPs and Assistant Principals, classroom teachers, and special education teachers are a part of every student IEP Team meeting whereby a student's unique needs are being identified. This data is collected & reviewed every 9 weeks to monitor student progress and shared with parents through individual goal sheets and CBMs.</u></p> <p>1.26 How does your district provide accommodations for the student when s/he is not found to be eligible for Special Education Services? <u>Accommodations and modifications are made through differentiated instruction by each classroom teacher to meet the student's individual needs for success. In some cases, this can warrant a Section 504 Accommodations Plan for a student, if the student meets eligibility requirements for a 504 Plan.</u></p> <p>1.27 When disproportionate representation exists among categories in special education, how does the district examine its placement decisions to detect any possible differences by ethnicity/race and placement? <u>Comparisons are made using easyiep data from one year to the next to monitor any significant increases or decreases in a given disability area by one specific ethnic subgroup.</u></p> <p>1.28 When racially disproportionate special education programs are identified, what type of timely action is taken to review the appropriateness of the program for those enrolled? <u>This information would be reviewed by the SPED Dept. and action taken via student assessment review (to make sure that the assessments used were appropriate to the student's primary language, racial and ethnic background. No single assessment instrument is used in determining student eligibility. It is a collection of data following state eligibility criteria, including measures which are nationally normed. If through this process, it is discovered that a student is inappropriately placed in sped, an IEP Team meeting would be held with the parent to review assessment results and interventions attempted.</u></p> <p><u>PROCEDURAL SAFEGUARDS</u></p> <p>1.29 Are all records relevant to the identification, evaluation or educational placement of a disabled student made available to the student's parents? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide evidence. <u>After reviewing the data and explaining its content, parents are provided with a copy of assessment information and a copy of the student IEP.</u></p> <p>1.30 Are district parents, staff and the community provided demographic information about the ethnic/racial make-up of the special education programs in the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how is this information disseminated? <u>This information is available via a TDOE link on the Murfreesboro City Schools website for any parent to review.</u></p> <p>1.31 Are all evaluations conducted in a timely manner in accordance with Tennessee's "Rules of State Board of Education Chapter 0520-1-9 – Special Education Programs and Services" (for children ages 3-21)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>1.32 In initiating the Procedural Safeguards required by the IDEA from referral through developing and implementing IEPs, does the district ensure that all timelines have strictly adhered to these rules? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p>
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(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 <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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe how this is accomplished. _____</p> <p>2.02 Has your district developed specific procedures for use of specific tests to minimize bias for evaluation of culturally and linguistically diverse students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Explain how these procedures are shared with assessment team personnel. <u>A student's primary language, racial and ethnic background were considered by the assessment specialists prior to the selection and interpretation of the evaluation procedures and measure. If questioned by the general education or special education teacher in regards to the type of assessment used, the assessment specialist will explain the instruments and what they measure</u></p> <p>2.03 Does the IEP/Assessment Team consider cultural/ethnic, as well as dialectal variations in selecting assessment procedures and analyzing evaluation data, especially for culturally and linguistically diverse students suspected of having a Speech and Language Impairment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.04 Are those conducting the evaluations sensitive to cultural differences between groups? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide explanation of these procedures and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students. <u>All assessment instruments are nationally normed.</u></p> <p>2.05 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, including those for Intellectually Gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>Bi-yearly review using the End of Year Report and December Census is used for comparison. then comparing to previous years data is a good source indicator of increase or decrease within ethnicity groups</u></p> <p>2.07 Does your district provide systemwide screening for Intellectually Gifted child find which includes follow-up individual screening and comprehensive evaluation on an annual basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. _____</p> <p>2.08 Does your district identify students as Intellectually Gifted from diverse cultural and linguistic race/ethnicities? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, please discuss. <u>Yes, students are diverse. We screen all 4th grade students to determine the need for further evaluation (Comprehensive evaluation for intellectually Gifted) as outlined by the Gifted Plan. Currently MCS has 4 Asian students, 2 Black, and 2 Hispanic students with current IEPs for itnellectually giftednes</u></p> <p>2.09 Are students who are from diverse cultural, linguistic or racial backgrounds equitably represented in advanced placement programs which include Honors and Advanced Placement classes and dual enrollment classes? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, please discuss. <u>Not applicable, MCS is K-6th. No AP programs exist, however, we do have culturally diverse students with IEPs and a school, River Rogers Discovery School for high achieving students representing a wide range of ethnic subgroup</u></p>

		<p>2.10 Has your district noted racial or ethnic disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>More aggressive child find activities such as reaching out to various community agencies such as Head Start, Boys and Girls Club, Murfreesboro Parks and Recreation, Murfreesboro City Housing, Discovery Center, & MTSU</u></p> <p>2.11 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, are there plans for PD to do so – explain? _____</p> <p>2.12 What steps are taken to ensure that parents of culturally and linguistically diverse children understand the special education process and potential benefits of participation in special education services? <u>State sped forms are used in their native language (spanish, if applicable) and an interpreter is made available is this is the case. MCS has also contracted with a SLP who is bi-lingual on an as need be basis</u></p> <p>2.13 Does your district involve and encourage participation of communities, families and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Yes, MCS partners with local agencies such as Murfreesboro Housing Authority, Boys and Girls Club, Rutherford County Health Department, Project HELP and TEIS in the identification of students suspected as having a possible disability</u></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 Level Descriptors 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>3.01 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>Both general education teachers and regular education teachers are trained annually in various differentiated instruction workshops provided by the district and offered by outside venues such as the Council for Exceptional Children National Conference. MCRTI Plan which identifies 1) Tier 1 core instruction though balanced literacy (guided reading, shared reading, interactive reading, and independent reading via a 90-120 daily reading block 2) Tier 2-Supplemental Instruction- adding 30 minutes daily in addition to core instruction (Reading Recovery grade 1, Phonemic Awareness Groups in K/1). Services are provided by classroom teacher, Title 1 Staff, SPED Staff or a trained paraprofessiona. 3) Tier 3 Instruction-Targeted Students who receive 60 minutes in addition to the core classroom instruction through such reading programs like Wilson Reading. On-going progress monitoring is obtained.S SPED sent 10 general education teachers to the National Conference.</u> If yes, identify where teachers and others interested in the process can find a written description of the program. <u>The District RTI Plan is available for review within each school. Staff are trained by 2 RTI Coordinators and Literacy Interventionists within the district.</u> Are the above programs available in all schools within the district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, in which schools are they provided? _____</p> <p>3.02 Does the district have procedures for exploring adjustments in the general education program to meet the student's needs prior to referral for special education? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe these procedures. <u>RTI Plan (Progress monitoring by school staff and administration). Each school psychologist reviews the progress monitoring data whether deciding if appropriate referral or not. This form is then shared with the school's AP with additional suggestions made the school psychologist for further strategies.</u></p> <p>3.03 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>3.04 Before a child is referred for services in special education, do general classroom teachers engage in consistent progress monitoring and documentation of educational interventions and the effects of those intervention(s) for students experiencing academic problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Progress monitoring (weekly/monthly) is ued through Aims Web probe and ThinkLink probe. This progress monitoring information is ALL taken into consideration before formal consent for sped assessment is obtained.</u></p> <p>3.05 Does the district have a systematic program to assist teachers in the development of intervention strategies for students who are experiencing problems? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3.06 Is the effectiveness of the accommodations and interventions used prior to referral to special education reviewed regularly? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe when and how this is accomplished. <u>Yes, the RTI Plan is reviewed annually for success. MCS is in the process of updating and amending its current plan for state approval because the number</u></p>

	<p>3.07 <u>of referrals for sped services have increased, rather than decreased over the 09-10 SY. This has triggered a district-wide need (improvement) of how student monitoring progress is being used and reviewed by staff</u> 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>RTI Plan outlines reading interventions to be implemented and how long to be used and by whom. Each RTI Coordinator, along with the school's assistant principal logs in each child who is in the RTI process and tracks the student's progress. This is documented by school, grade level and ethnicity.</u></p> <p>3.08 What does the district use to progress monitor the effectiveness of academic and behavioral interventions? <u>For behavioral interventions, MCS employees a contract Behavior Support Teacher who trains and models for teachers various behavior strategies for student success. She keeps an on-going log per school of the number of observations made and any follow-up suggestion/strategies to be implemented. She is a critical piece in the FBA process, as well as attends all BIP meetings and follows up for student/teacher progress. BIPS are reviewed annually as student IEPs are updated and any new goals written to ensure student progress. However, BIPS can be reviewed at any time as requested by parent or faculty as long as prior written notice is obtained. The district uses AIMSWeb probes: Strategic Monitor is monthly assessment for students who have been identified as at-risk in the Benchmark process. Increasing assessment frequency provides more opportunity to evaluate the effectiveness of instructional changes, verify struggling student achievement levels, or confirm there is no deterioration in progress for minimally at-risk students. Strategic monitor enables teachers to: Use monthly assessments for more frequent evaluation of struggling learners; Monitor and report current achievement and improvemen. This ensures all students requiring intervention or additional help are identified and served accordingly.</u></p> <p>3.09 Does the district's general education staff provide written documentation of academic and behavioral interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Yes, through the RTI process.</u></p> <p>3.10 Does your district review achievement scores of all students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, are scores reviewed in conjunction with (a) identification of teachers with high referral rates for all ethnicities and gender, (b) population of individual classes by ethnicity and (c) staffing ratios? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe this process. <u>Each school posts a line graph by teacher monitoring individual student achievement in ThinkLink probe. Each student is given an identification number for confidentiality purposes. No name is listed.</u></p> <p>3.11 Has the district developed a comprehensive resource listing of intervention options across levels of interventions (a formal RTI plan with explanation and documentation of parental involvement)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>The current RTI Plan is in the process of being reviewed and an amendment plan for 10-11 SY is forthcoming for state approval.</u></p> <p>3.12 Have educational intervention programs been implemented in all district schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, which district schools have implemented educational intervention programs? _____</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? <u>Comparison data from one year to the next is made through easyiep data to check for any significant increases or decrease in any disability or ethnic sub group.</u></p> <p>3.14 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 4th grade Reading/Language in the 2007-2008 school year."). <u>MCS had 379 students to go through the</u></p>
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		<p><u>RTI process, 60 were referred on for sped eligibility and all 60 qualified. Murfreesboro City Schools is in the process of addressing the intervention process and progress monitoring. We have discovered that some schools are over-referring 3 or 4 more times than others and will be addressing this through additional staff development activities</u></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	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>The <u>TnREpppSA</u> rating of 4, 3, 2, or 1 can be determined from the Level Descriptors found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</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. <u>Words their Way Training, Literacy Collaborative Seminars, Music and ADHD Training, Classroom Mgt. Strategies, 1-2-3 Magic Discipline, Hands on Math Activities, Lexia Reading Training, Orchard Math Training, Hands-on Algebra Training (4-6), Understanding Progress Monitoring, TRIAD/Vanderbilt Autism Training, Compass Learning, ThinkLink Online Assessments, Simple Ways to Incorporate Technology in the Class, Words Their Way for ELL, Running Records Inservice, Inclusion Strategies, Kidspiration & Inspiration Literacy Coach Training ADHD in the Learning Environment, AimsWeb Training for RTI, Developing Book Study Groups and Comprehension, New Math Standards Activities, Connecting Math & Literacy, Conflict Management & Prevention, Practical Strategies for Integrating Comprehension, Wilson Reading Overview, Wilson Foundations Training, Matching Readers to Text, AimsWeb Math Assessment, Hobgood Literacy Night, SMART Readiness Training, Linking Science and Literacy in the Classroom, Promoting Children's Social Skills, Making Gains in Math, Wild About Science, Literature Circles, Hands On Equations, Collaborative Team Leadership, Comprehension Strategies.</u></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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe this process. _____</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe the findings from this analysis. _____</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. <u>Yes, data is reviewed and analyzed at the local school level by all staff. Areas of academic strengths and weaknesses are charted. Interventions and classroom strategies in that specific content area are implemented accordingly. Differentiated instruction is utilized in reaching and accommodating each student.</u></p> <p>4.08 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Literacy Coaches/Interventionists are available in each school, Reading Recovery Teachers (available in each school and a</u></p>

		<p><u>district wide science and math specialist is available for appropriate classroom modeling for teachers.</u></p> <p>4.09 Does your district keep data on the amount of progress by students in special education programs, i.e., pre- and post-evaluation using criterion-referenced instruments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>This information is housed in the student's cumulative folder at the individual school.</u></p> <p>4.10 Does the district provide in-service to review literature and research regarding teacher expectations for all ethnic/cultural differences; observe and provide feedback to those teachers; and monitor teacher behavior on an ongoing basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe. <u>Yes, MCS staff has been trained in the Ruby Payne Framework for Understanding Poverty.</u></p> <p>4.11 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. <u>Yes, MCS CO staff including school psychologists, assessment specialists, behavior support teacher conduct on-going training with staff on appropriate student strategies and interventions based upon the individual student areas on concern. CPI training is conducted yearly to staff. SPED and general education teachers are afforded opportunities and encouraged to attend workshops and conventions such as CEC, RISE and the annual TN SPED conference to gain additional knowledge and expertise. Strategies which are implemented by MCS staff are educationally and scientifically researched based and relevant, such as the Wilson Reading Program (for decoding and encoding reading deficits).</u></p>
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School District: **Murfreesboro City**

1. Disability: **Other Health Impairment** / Ethnic Group: **A/PI** / Over or Under: **Underrepresentation**
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 <u>Level Descriptors</u> found in the <u>TnREpppSA Reviewer Guidelines/Scoring</u>.</p> <p>5.01 Does your district have written documentation of procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Child find efforts in identifying suspected children with any disability are reached through local newspapers, clinics, Headstart, daycare centers, TEIS, Project HELP, Rutherford County Health Departments efforts .For students in school, benchmark assessments/curriculum based measurements are given and tracked on each student.</u></p> <p>5.02 Have educational intervention programs been implemented in <u>all district schools</u>? <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>MCS partners with the local Exchange Club, Housing Authority, Child Abuse Council. and local Juvenile Judges. Child find efforts target all population groups.</u></p> <p>5.03 Are there any cultural differences that may contribute to the under-identification of those students identified with disproportionate underrepresentation in this racial/ethnic group and disability and have they been considered and addressed in child find efforts? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes – please describe: <u>MCS was cited as under-representation in OHI for Asian students. We follow all state and federal guidelines in identifying students with the disability OHI.</u></p> <p>5.04 Is the identified student sub-group(s) either primarily transient or migrant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes – please provide data and documentation and explain how this may contribute to the under-identification of this student sub-group with this disability: <u>Child find efforts targets all populations.</u></p> <p>5.05 Describe child-find activities in your district that are specific to the racial/ethnic sub-group with disproportionate representation. _____</p> <p>5.06 Are there written policies in the district that provide for equitable and non-biased student referrals for English Language Learners (ELL)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe. _____ Who initiates referrals for ELL students? <u>classroom teachers</u> Describe the process to refer ELL students for a Comprehensive Evaluation to determine need for Special Education. _____</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe how the effectiveness of those building interventions is determined? <u>The number is so insignificant that data does not reflect specific schools.</u></p> <p>5.08 Does your district have processes in place to evaluate the degree to which service providers outside the school system and the LEA comply with location, referral and identification established procedures? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, briefly describe.</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. <i>Interpreters are actively involved in the referral process as needed.. We have a contracted bilingual SLP on an as needed bases.</i></p>
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School District: Murfreesboro City

1. Disability: Other Health Impairment / Ethnic Group: A/P/I / Over or Under: Underrepresentation
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
4 3 2 1	<i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i>	<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>6.01 Does your district encourage and support collaboration between general and special education teachers at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.02 Does your district have a systematic method for evaluating program effectiveness, staff behaviors and attitudes, program impact, and student progress for general and special educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>MCS evaluates program effectiveness, staff behaviors, attitudes, program impact, and student progress through a variety of means. General and SPED teachers, school psychologists and any other support service collaborate on what programs have been effective and i the goals and objectives of this collaboration have been successful. In the general education population, assessment via yearly achievement tests is a way to determine student progress. In the sped population, mastery of goals and objectives as well as achievement test scores may be used to monitor student progress.</u></p> <p>6.03 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>MCS offeres a variety of differentiated instruction staff development opportunities in which general, sped and paraprofessionals may participate and collaborate.</u></p> <p>6.04 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each department in individual schools form committees (grade level, special area, etc) to discuss the needs of the school. Central Office staff (school psychologists, behavior intervention specialis</u></p> <p>6.05 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe this process. <u>Each school has its own system of collaboration for regular and sped to discuss how they may work together Intervention meetings are one way teachers can collaborate on how to better serve the needs of the student and monitor student success.</u></p> <p>6.06 Does the district (and each building within the district) have a collaborative team structure in place to engage in problem-solving and data-based decision making for both behavior and academics? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6.07 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>Each school has a Literacy Interventionist and a school psychologist assigned to them. These support teams may consist of these members as well as general education teachers and sometimes, parents. Interventions are discuss, put into place implemented. The support team then meets again to determine what further interventions may be required. This team also determines if a special education referral may be required.</u></p> <p>6.08 Do general educators take responsibility for early intervention instruction with struggling learners in their classrooms? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>General education teachers are responsible for interventions of struggling students. The Lliteracy Interventionist is available at the individual school to help general education teachers with appropriate research based, scientifically proven interventions, as well as data collection (progress</u></p>

		<p><u>monitoring, AIMSweb) to track the success of these interventions.</u></p> <p>6.09 Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Yes, there are a variety of resources available to all teachers at the school level which are designed to assist with interventions for struggline students. The Literacy Interventionists and sped teachers are a invaluable resource in this process.</u></p> <p>6.10 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The SLP and Resource teachers are available within each school to provide answers and possible interventions/accommodations to assist the struggling learner within their Least Restrictive Environment</u></p> <p>6.11 Does your district have systematic methods for monitoring the reintegration of special education students into general education which ensures that: (1) methods are reviewed annually; (2) students are considered for lesser restrictive environment at least annually (i.e., at annual review); and IEPs of secondary students reflect vocational or transition needs. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>MCS reintegrates sped students back into the regular classroom with close monitoring tools such as consultative process from the resource teacher, SLP and related staff personnel (OT, PT). The IEP team members decide the involvement of the sped teacher in the mainstreaming of the student into his/her least restrictive environment. Goas and objectives are still required and annual IEP Team meetings still held to determine if soncsultation has proven effective before the student is exited from SPED.</u></p> <p>6.12 Does your district keep data that reflects the movement of special education students both to a more restrictive environment and to a lesser restrictive environment according to age, gender, grade, race and individual school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe data results. <u>This data to reflect the transition of students from sped back to regular ed is monitored through the EasyIEP program and can be accessed at any time.</u></p>
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