

At Standard

District Disproportionality Reviews Practices, Policies, and Procedures

(for the Identification of Students with Disabilities)

2006 – 2007 and 2007 – 2008

Focus Area 1

Individualized Education

The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.

OVERVIEW

At Standard District Reviews: Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts that are Significantly Disproportionate. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and White) for students receiving services in special education and related services (All Disabilities) and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by the analysis of this data and application of Tennessee's definition for Significant Disproportionality. In addition to the requirement to reserve 15% of the IDEA Part B allocation for Early Intervening Services, each school district that meets the definition for Significant Disproportionality is required to review district practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education and related services. Each district's review is evaluated and rated by a State panel and ratings are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of three levels: Beginning, Developing, and At Standard. The six areas reviewed and evidenced by these districts are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

An "At Standard" rating is given to those districts with reviews that clearly describe and provide evidence of At Standard policies, practices, and procedures; that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified as significantly disproportionate in special education and related services; and that provide sufficient information to ensure significant disproportionality is not the result of inappropriate identification practices. Each document included in this section contains the At Standard reviews for each of the six focus areas listed above. The disability, relative risk ratio, and ethnic group identified as disproportionate are listed with each review. Please note that in several of these districts, the strategies used and revisions implemented in practices, policies, and/or procedures through the process of conducting this review were effective and contributed to the decrease of significant disproportionality within the district. From FFY 2005 to FFY 2006 some districts reduced disproportionality from a level of 'significant disproportionality' (relative risk ratio = ≥ 3.0) to 'no disproportionality' (relative risk ratio = 1.0 to 1.9) as a result of this systematic process of review. Those districts that decreased disproportionality have been indicated with the ↓ on each disability category cover page.

DISTRICT REVIEW ITEM 1

Referral and Eligibility Methods and Decisions: Review, Measures, and Frequency

The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.

There is evidence of ALL of the following:

The district:

- identifies measures used to collect and record data on student referral and eligibility disaggregated by disability, race/ ethnicity, and gender; and
- provides a list of tests used, with some explanation for the choices made.

The district:

- samples school data, disaggregated by race/ethnicity and gender on at least an annual basis to ensure that schools are using appropriate procedures to refer and determine eligibility for special education and
- provides a detailed explanation of the tests used, the reasons for the selection of particular tests, and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students.

The district:

- provides technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students to special education,
- has developed a comprehensive testing process requiring multiple measures, including formal testing, observation, and family/ teacher input, and
- provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English.

All Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Union County	FFY 2005	—
▪ ↓ Carter County	FFY 2005	↓ Speech/Language Impairments
▪ ↓ Grundy County	FFY 2005	Specific Learning Disabilities

Union County – White (FFY 2005 RRR 4.54—FFY 2006 RRR 2.11)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

The eligibility determination process begins at the regular education level with the School wide Intervention Program for Students (SIPS) that can address issues such as learning difficulties, poor attendance, discipline problems, and health related issues. This support team program was re-designed in the school year 2006-2007, after intensive review of the support team process by a county-wide leadership team, in consideration of evolving Response to Intervention (RTI) requirements. Goals emphasized using this program including having the students become independent learners, allowing teachers to teach students with diverse needs within the general education classroom with appropriate accommodations, preventing identification of students with disabilities, expanding the knowledge of research-based intervention strategies, and ensuring data driven process. The student's teacher teaches the general education curriculum with adjustments made that are available for all students. If the adjustments are not effective, the SIPS team discusses the students' needs during formal meetings, acquires necessary data, invites parents to become aware and involved (as appropriate), develops and monitors intervention strategies. The team brainstorms various accommodations, monitors their effectiveness, and further adjusts the intervention process. During this time, the student's records are reviewed, including past academic performance, previous test results (including TCAP test scores and DIBELS reading scores at the elementary level), and input from the student's parents and other support services that may have been used or are presently in place. The process ends when the general education interventions are seen as having successfully targeted the deficit area, or when a special education evaluation is deemed necessary. A formal referral for a psychoeducational evaluation is then made, as appropriate.

When students are referred for evaluations that speak English as a second language or when physical or sensory limitations are evident, an alternative testing procedure is used, such as adding nonverbal tests, making use of a translator, or contracting a licensed evaluator who speaks the same language as the student. Union County is a small, rural county with a current student population of 3,110, with a special education population of 531, and a culturally and linguistically diverse population of 50. The district is 98.4% white, with a 1.6% minority population. Of the 50 culturally and linguistically diverse students currently in Union County, two are students with disabilities: one Hispanic learning disabled and one Hispanic autistic

EVIDENCE

List evidence and documentation on file:

- 1) *Population Data Collected through Student Information System (SIS) and EasyIEP Tables 1 and 3 Report. Tables 1 and 3 totals omit Functional Delay and Intellectually Gifted students, State Report Card Demographic Information 2006-07.*
- 2) *Special Education Manual provided by the Tennessee Department of Education, School wide Intervention Program for Students (SIPS) Manual. This manual was put together after research by countywide leadership committee studying the support team process. The countywide committee consists of District level Curriculum Supervisors, General Education Teachers, Special Education Supervisor, and Special Education Teachers, Attendance Coordinator, Parents, Principals, and Other personnel as needed.*
- 3) **Assessments:**
 - a) **Cognitive:**
 - *Wechsler Intelligence Scale for Children Fourth Edition*
 - *Woodcock-Johnson Tests of Cognitive Abilities: Third Edition*
 - *Differential Ability Scales: Second Edition*
 - *Stanford-Binet Intelligence*

student. Union County Schools follows all federal and state policies for the referral and eligibility of students with disabilities including those that are culturally diverse.

ELL students are targeted immediately with the County Enrollment Form. Students who utilize a language other than English are given the English Language Development Assessment (ELDA). Students who qualify for the English as a Second Language Program (ESL) are served in a specialized program for the first year through Title III. If they have progressed sufficiently, they are placed on consultation (T1) and monitored for two more years. If they have not progressed sufficiently, they remain in the program. If an English language learner were suspected of having a disability and in need of evaluation, the ESL teacher and the special education evaluation team would work in close consultation to insure correct diagnosis and services.

Decisions are carefully made in order to continue to receive valid testing results regardless of the student's background, cultural differences, or physical limitations. Note: Any special testing accommodations that are necessary are made available when needed.

Speech and language referrals are made by classroom teachers directly to the speech and language pathologists (SLP). The SLP discusses the concerns with the classroom teacher and observes the student in the regular classroom setting and/or in an individual setting. After discussion and observation, the SLP reviews all information and determines if a formal speech or language evaluation is warranted and, if so, what evaluations are necessary. If it is determined that a formal assessment is necessary, permission is requested from the parent. Both informal and formal assessments are conducted. The SLP has a variety of formal assessments to draw upon (see evidence list). Careful consideration is given to any linguistic factor that might affect the speech and language screening or referral process. Upon reviewing Speech and Language referral information, this team felt a more comprehensive evaluation is needed. During this school year, the referral process will be reviewed and adapted as needed.

Most referrals for pre-school students to Union County Public Schools are from TEIS. Referrals are also received from parents, local Headstart programs, local pediatricians, the health department, and Child Find. After a transition meeting with the TEIS representative, or after receiving a referral from another source, the Pre-school special education staff review the information available, including medical information, family history, and cultural or linguistic information. The staff then determines what evaluations and information will be needed to evaluate the child for possible qualification in special education under Part B of IDEA. During the 2006-07 school year, 9 children were considered eligible for services from TEIS to Part B. None of these were culturally or linguistically diverse. Pre-school age students are served in a

Scales: Fifth Edition

- Leiter International Performance Scale-Revised
- Wechsler Preschool & Primary Scale of Intelligence Revised
- Wechsler Adult Intelligence Scale: Third Edition
- Wechsler Nonverbal Scale of Ability
- Test of Nonverbal
- Universal Nonverbal Intelligence Test

b) Functional:

- Vineland Adaptive Behavior Scales: Second Edition
- Scales of Independent Behavior: Revised
- Behavior Assessment Scale for Children: Second Edition
- Conners' Parent Rating Scale: Revised

c) Early Childhood Assessments:

- Battelle Developmental Inventory II
- DAY-C (Developmental Assessment of Young Children)
- Vineland Social/Emotional Early Childhood Scales
- Mullen
- DIAL-3
- Brigance Pre-K
- Developmental Checklist

d) Academic Assessments:

- Woodcock Johnson Test of Academic Achievement III

variety of settings, including Pre-K classroom, Special Education Pre-School classroom, daycare centers, home based instruction, and Headstart facilities. While Union County has had culturally diverse students in our Pre-K classrooms, we currently have none.

School wide screening for gifted students is conducted in third grade. All third grade students are rated by classroom teachers for potential for high achievement. The teachers make note of any risk factors that might suppress scores, such as cultural or linguistic diversity, economic, family or health issues or the presence of disabilities. The Support team reviews the teacher rating and academic information and then refers for further screening. After this second screening, the support team determines if a formal, special education evaluation is warranted. Students referred as potentially gifted outside of third grade, go through the SIPS process. During the 2006-07 school year, 16 students were evaluated and 11 found eligible for the Gifted program.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Permission to test is received from the student's parent prior to testing, and a social-developmental history is collected. The psychoeducational evaluation makes use of this information in addition to the information gathered by the School wide Intervention Program for Students (SIPS) team. Appropriate behavioral, vision, hearing, speech, and language assessments are used to help describe areas of concern and are performed by the school's behavioral specialist, vision specialist, hearing specialist, speech and language pathologist, and/or nurse. The school psychologist administers appropriate individualized tests to assess mental ability, current achievement, visual-motor, adaptive, emotional, and social skill levels. Rating scales, structured observations, and parent and teacher reports are included to complete the comprehensive assessment. These testing measures are chosen from a list recommended by the State Department of Education, Special Education Department and are the most current editions available. A complete list of the testing instruments used by Union County Schools is included (see evidence list). These testing materials are considered culturally neutral.

The speech and language pathologist uses assessment tools based on the child's age and the areas of concern. These include assessments for the evaluation of language development, articulation, auditory processing, and oral and written language. Speech and Language testing materials must be culturally neutral. Middle class English language norms must not be imposed

- TCAP
- Thinklink
- DIBELS
- Princeton Review

e) Instruments used for Gifted Screening:

- GRS (Gifted Rating Scales)
- GATES (Gifted and Talented Evaluation Scales)
- Torrance (Thinking Creatively with Pictures)
- CAP (Creativity Assessment Package)

f) Language/Speech

- PLS-4 (Pre-School Language Scale)
- CELF (Clinical Evaluation of Language Fundamentals)
- CELF-4
- Test of Language Developing Primary: Third Edition
- OWLS (Oral and Written Language Scales)
- Stuttering Severity Instrument: Third Edition
- Wilson Voice Evaluation
- Goldman Fristoe Test of Articulation II

g) Auditory Processing:

- TAPS-R (Test of Auditory Perceptual Skills Revised)

h) ELL Assessments:

- ELDA (English Language Development Assessment)

on a culturally diverse student.

For pre-school students, a variety of early childhood measures are used, including the Battelle II, and the Brigance Pre-K Developmental Checklist.

For gifted screening, a variety of measures are available to evaluate student creativity and academics, including the GRS, GATES, Torrance and CAP. A complete list of the testing instruments used by Union County Schools is included on the evidence side of this Review.

The gathered information is combined in report-form and is presented to the student's parents, general education teacher(s), special education teacher(s), and school administrator(s) at an IEP Team Meeting. Additional information that has not been included in the reports are correctness of the presented results. Eligibility for special education services is determined based on criteria as accepted by the Tennessee Department of Education, Special Education Department. The need for placement into a special education support program is discussed and a determination made. The student continues with the current program if a disability is not found. An Individualized Education Program (IEP) is constructed that outlines appropriate goals for that student to progress in the general curriculum. Parental participation is encouraged.

The student's progress toward the outlined IEP goals is reviewed and reported to the parents every 9 weeks. The appropriateness of the student's program is reviewed and adjusted annually through an IEP meeting. A more structured review or re-evaluation meeting is held every 3 years to review and evaluate eligibility for Special Education with the student's parents and school personnel. The need for additional information in the form of individual testing or structured measures for rating the student's progress is discussed and appropriate permission forms are completed. Programming decisions are made when all information is available. Adjustments to the student's education plan are then initiated. During the 2006-007 school year, 63 evaluations were completed and 49 students, or 77.8% found eligible for services. 25 re-evaluations were also completed and 23 students or 92% were found to need continued service.

- *CELLA (Comprehensive English Language Learner Assessment)*

i) Reviewed Materials:

- *Direct/Indirect Observations*
- *Classroom Work*
- *Classroom Assessments*
- *Vision/Hearing Assessments*
- *Permanent Record Review*

4) ELL Policy

a) Sample Enrollment Sheet

b) Federal Programs Documentation

c) Federal Programs Consolidated Application

d) Migrant Educational Program Occupational Survey (English and Spanish Version)

e) Non-English Background Students, Immigrant Students, and Migrant Students Databases updated at least once per month.

f) ELL/SPED WebEx Training on 9/14/07 Participants included Special Education Supervisor, ELL Teacher, and Supervisor of Federal Programs

5) Referral/Re-evaluation Screening Data by school, gender, ethnicity, and qualification determination.

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- 6) *SIPS and RTI Training Calendar – training was given to all SIPS Team Members at each School within the county as well as school faculties. The county leadership team continues to meet to monitor and adjust assessed needs.*
 - 7) *Ongoing Professional Development – Woodcock Johnson Training (8/31/07) annually provided to Special Education Teachers.*
 - 8) *September 24, 2007 – WebEx training for new gifted standards. Participants included: School Psychologists, Special Education Supervisor, Special Education Gifted Teacher, and Special Education Assistive Technology Personnel*
 - 9) *General Ed. And Special Ed. Teachers have participated in the IRIS Center training modules for county ongoing professional development. Attendance logs available for Special Ed. Training for RTI through IRIS modules. General Ed. Teachers and paraprofessionals were able to obtain professional development hours through viewing and reporting on these modules.*

**Carter County – All Disabilities White (FFY 2005 RRR 3.99—FFY 2006 RRR 1.01)
S/L White (FFY 2005 RRR 4.18—FFY 2006 RRR 1.20)**

EVIDENCE

List evidence and documentation on file:

Evidence attached and summarized in descriptions for review.

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

The district annually reviews the process for referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.

During the 2006-2007 school year, the Carter County School System special education personnel reviewed 108 new referrals for special education identification. Most new referrals are submitted to the special education department by the school support teams (SST) at the individual schools. Referrals not submitted by the individual school S-Teams come directly from parental or doctor request. Included with the referral to the office from the individual school is a complete S-Team packet which includes information about the child’s abilities including test scores, grades, observations, parent information, and modifications and interventions used with the student in the regular classroom setting. The special education program coordinator and the school psychologist review all information submitted on each student. Once this is completed, the student is either referred for a complete evaluation, or a refusal to test letter is sent to the parent(s) explaining why the student will not be tested at this time.

One hundred thirty-eight students were referred for special education evaluation during the 2006-2007 school year. Thirty-one out of the 138 new referrals were for speech/language evaluation while the remaining 107 were referred for a full psycho-educational assessment. Out of this number 67 met the eligibility criteria to be eligible for sped services according to evaluation results. The Director of Special Education, the SPED Program Coordinator, or the School Psychologist attends all IEP Team meetings involving initial eligibility. The IEP Team then determines eligibility status.

Three hundred fifty-one students were due for reevaluation during the 2006-2007 school year. Again, the School Psychologist, the SPED Program Coordinator, or the Director of Special Education attended all reevaluation meetings and were involved in the re-evaluation determination meeting. During this meeting, information from the reevaluation packet (recommended by the SDOE) regular classroom teacher(s), the special education teacher(s), the parent(s), any related service provider, and information from any medical provider is

reviewed before a decision is made for comprehensive testing or to determine continued eligibility. During this school year, 92 of students were referred for a comprehensive evaluation to determine continued eligibility and many of these students tested out of special education, no longer meeting eligible criteria.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

The Carter County School System has a comprehensive testing process that requires multiple measures for assessment depending upon the student's unique needs. Assessments are chosen by the school psychologist and are designed to minimize bias for culturally and linguistically diverse students. The school psychologist chooses these assessments from a list of instruments recommended by the State Department of Education, Special Education Department. Students who speak a language other than English are evaluated using a non-verbal test and, whenever possible, are referred to a licensed psychologist who speaks the same language as the student.

A comprehensive evaluation includes the following assessments: WISC-4, WIAT II, Bender Visual Motor Gestalt Test – II Edition, WRAT-4, TCAP Scores, Review of S-Team information including interventions, classroom teacher observations, & parent information.

If the psychologist requests a second measure of achievement, the student is administered either the PIAT-R, or Woodcock Johnson. For suspected attention/hyperactivity problems, the Conner's and/or the ADDES is administered. This information is then given to the child's physician or psychiatrist for further evaluation. The type and amount of testing administered depends upon the student's unique needs. For a complete list of assessments, see the attached page.

During the 2005-2006 school year, a large number of students were referred for speech/language evaluations. This school year, 2006-2007, we started using the School Support Team to recommend interventions and accommodations for students who may be experiencing speech/language difficulties. This school year, 28 students were referred to S-Teams for interventions. Of these 28, 21 students were referred for formal speech evaluations. All of these students qualified for special education services. The total number of referrals for speech/language evaluation decreased this school year as a direct result of the S-Team Intervention Process. East Tennessee is a rural, mountainous area. Our school district does not have a large percentage of minorities. Only 2.10% of the total school population is

considered minorities. In addition, 69.6% of the total population is economically disadvantaged.

Personnel involved in administering assessments to students are provided training and support each year in the use of the tests used in this system. In addition, the school psychologist attends workshops and conferences pertaining to assessment information.

The possibility of over-identifying minority children as mentally retarded may result from 3 areas:

- 1. Child Find may not have adequately discovered preschool children who could benefit from early intervention.*
- 2. Interventions within the regular education and/or preschool programs could be more effective in raising the skills of minority children and lowering the possibility that minority children are referred for Special Education.*
- 3. Assessment may have misdiagnosed minority children as mentally retarded, when the weakness may have been the assessment tools and strategies, rather than skill level of the child.*

**Grundy County – White SLDs (FFY 2005 RRR 3.09—FFY 2006 RRR 3.08)
White All Disabilities (FFY 2006 RRR 4.04)**

EVIDENCE

List evidence and documentation on file:

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made. When a student in the Grundy County School System is referred from an educational assessment, the instruments used to assess the students are chosen based on referral information. During the referral process information is gathered on each student that identifies their weaknesses, strengths, any linguistic or cultural issues that could affect testing, and what information the IEP team needs to determine the students' eligibility for services and to assist in their educational programming regardless of eligibility. A Parent Input Form is obtained for all children referred, and this form identifies the student's primary language and any other languages the student may speak, and any physical, communicative, or other issues that may affect the assessment process.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Based on the referral process and the information gathered, an assessment plan is developed. This plan determines what tests and instruments will be used to assess the individual student with the most appropriate instruments for that specific student. Tests and instruments used include both formal and informal assessment instruments. Formal instruments used are the most current editions available and are standardized. To obtain a student's cognitive ability level the following instruments are considered: Wechsler Intelligence Scale for Children-Fourth Edition, Wechsler Adult Intelligence Scale, Test of Nonverbal Intelligence, Third Edition, Stanford Binet Intelligence Scale-Fifth Edition, Battelle Developmental Inventory, etc. Other standardized instruments that may be used as part of the assessment process include language instruments and academic achievement instruments. The use of these instruments are determined by the student's identified needs and the specific instrument used is chosen based on the student's background information provided by the parent and teachers.

1. *Screening and Interventions in General Education*
2. *Specific Eligibility Standards As Referenced in the Rulemaking Hearing Rules of the State Board of Education*
3. *Determination of Need For Evaluation Worksheet*
4. *Persons Suspected of Being Disabled*
5. *Children With Disabilities To Receive Free Appropriate Public Education Services from the School System*
6. *Number of referrals*
7. *Number of identifications Review*
8. *Process of reviewing eligibility determinations*
9. *Procedure for selecting and administering assessments*

Assessments used to gather relevant:

- Cognitive information*
 - *TONI*
 - *WISC-III*
 - *Stanford-Binet*

Functional Information -Teacher Input

Informal assessment instruments that are used include the following: direct observations of the student by two professionals, indirect teacher observations that document the students strengths, weaknesses, and levels of performance in all academic areas, speech and language samples if appropriate, parent questionnaire, teacher and parent checklists, and an extensive record review of all pertinent educational and health records (e.g. attendance reports, work samples, report cards, behavioral records, medical records, etc.). Current vision and hearing screenings are conducted as well. Informal assessment instruments used to assist the assessment team by providing a complete picture of the student's strength and weaknesses in addition to the formal, standardized instruments. All testing information gathered is reviewed and compiled in a psychological report for the IEP team to use to assist in determining eligibility for special education services and any adverse affects the disability may be having on the student's educational program.

To assist the district in minimizing bias for culturally and linguistically diverse students, the evaluator (school psychologist, speech-language pathologists, etc.) examines the manuals of the test instruments. These manuals provide the examiners information on what populations the test was normed on and the validity of the test on different populations. Tests are chosen to be the least biased based on this information. If a student's primary language is not English, every effort is made to find an assessment that is in their native language (WISC-IV-Spanish Edition and PLS-3-Spanish Edition). The district would then locate an appropriately trained professional that is fluent in the child's language and contract with that professional to ensure a valid, accurate assessment of the child. If despite these measures, during an assessment the evaluator feels that the instrument is not appropriate due to cultural or linguistic bias, the evaluator will report this in the written report provided to the IEP team so that this may be taken into account when determining eligibility and an educational program.

Grundy County Schools provides in-service to all teachers encouraging them to provide appropriate modifications and accommodations in their classrooms before referring a child for special education services. Principals have been versed in the s-team process during principals' meetings. They were also encouraged to be instrumental in these meetings. In some cases, the principal was the S-Team Chairman. Special education teachers have attended in-services at the state level, at the district level, and at the county level. Grundy County Special education teachers have a packet of recommended s-team forms. One form included in the packet is one from the state which assists in determining the need for an evaluation. This form requires some classroom interventions be implemented before testing. We follow the guidelines for screening and interventions as are provided by the state resource packet, "Screening and Interventions in General Education."

Functional Communication

- *Vineland*
- *Parent Input*
- *Connors*
- *Teacher observation*

Developmental Information

- *Battelle Developmental Inventory*
- *LAP-D*
- *Parent Interview*
- *HELP*

List of academic assessments

- *WIAT*
- *DAB*
- *Woodcock-Johnson*
- *DATA*
- *TCAP*
- *WRAT*
- *Brigance*
- *Dibels*
- *Think-Link*
- *Basic Early Literacy Skills*
- *ESL teacher's roll*

Lead teachers annually administer DABs and DATAs to special education students. These students are tested to provide current measures of performance. This ensures students are making progress with their program of instruction and that they still have an educational need for SPED instruction. Regular education students are sometimes tested with these, or some other academic tests, when the team deems it necessary. This helps the team members make a more educated decision concerning the most appropriate program for the student.

Grundy County Schools utilizes a comprehensive testing procedure. We follow the state eligibility standards as outlined on the state web site. This includes at least two teacher observations (one of which is a general education observation). Parent input is also essential to the process. Formal testing and other components are completed as determined necessary by the s-team to meet the criteria of the different disabilities. The required information also varies depending upon each student's needs, such as related service providers' observations. Although we had only five Hispanic students, none whose primary language was Spanish, we have an ESL teacher for the county. Grundy county Schools has the address and phone number for a psychologist qualified to test students whose primary language is Spanish. As necessary, we contract with a regular and special education teacher who majored in Spanish in college and taught English in Colombia. She has helped us in years past to communicate with a couple of Spanish-speaking mothers. Through her expertise, we were able to complete parent interviews and include them in IEP meetings. Due to our limited Hispanic population, we have had very little need for these services but we have them available. The "Determining the Need for an Evaluation" worksheet that we use during the s-team process addresses limited English proficiency and will ensure that no child is given a full evaluation or determined eligible for special education services simply because the student has a language difference.

Mental Retardation

System	Data Date	Other Disproportionate Disabilities
▪ Hardeman County	FFY 2005	—
▪ ↓ Shelby County	FFY 2005	—
▪ Memphis City	FFY 2005	↓ Autism
▪ Madison County	FFY 2005	—
▪ McMinn County	FFY 2006	—
▪ ↓ Wilson County	FFY 2005	—
▪ ↓ Lebanon City	FFY 2005	—
▪ ↓ Lauderdale County	FFY 2005	—

Hardeman County – Black (FFY2005 RRR 3.83—FFY 2006 RRR 4.75)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

The special education office provides professional development opportunities county wide and at the building levels to ensure appropriate identification during the referral process for special education testing. Hardeman County has two school psychologists and, two diagnosticians, and two social workers that assist with staff development and identification of at risk children. Logs maintained at the building level and in the special education office are reviewed annually to determine this need. An S-Team chairperson is in place in each school and in-serviced regarding referral practices.

Hardeman County Schools have reviewed our policies, procedures, and practices for identification of students with disabilities. We have developed strategies and procedures that address the identified areas of disproportionality. We began this process by obtaining a list of all of the students served in special education in Hardeman County with the certification of Mentally Retarded. The files of all of the Black students with the certification of Mentally Retarded are being reviewed closely. A determination will be made if the student requires re-evaluation. Specific evaluation data such as individual subtest scores and factor scores will be examined. Any student without a flat profile or any student having factor scores above 70 or scaled scores above 5 on two or more subtests will be flagged for re-evaluation. Other specific evaluation data that will be examined include adaptive measures and their individual components. Students who have an overall adaptive quotient above 70 or component scores above 70 will also be flagged for reevaluation.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

In order to ensure that eligibility criteria is met through the equitable use of evaluation measures, it has been determined that all students with IQ's below 70 will be administered a second instrument to verify that the level of intellectual functioning is in the MR range. The Cognitive Assessment System (Naglieri) will be used as the second measure. The CAS is an assessment battery designed to evaluate cognitive processing. The CAS was developed to integrate theoretical and applied areas of psychological knowledge using a theory of cognitive

EVIDENCE

List evidence and documentation on file:

1. *Listing of students with Mental Retardation by race/ethnicity and age.*
2. *Data for Mental Retardation eligibility.*
3. *Assessment Documentation of Disability Standards Resource Packet.*
4. *Cognitive Information:*
 - *Wechsler Intelligence Scale for Children-IV*
 - *Comprehensive Test of Nonverbal Intelligence*
 - *Universal Nonverbal Intelligence Test*
 - *Woodcock-Johnson-III: Tests of Cognitive Abilities*
 - *Battelle Developmental Inventory-II*
 - *Developmental Assessment of Young Children*
 - *Differential Ability Scales-II*
 - *Cognitive Assessment System*
 - *Stanford-Binet Intelligence Scale-V*
 - *Kaufman Assessment Battery for Children-II*
5. *Functional Information:*
 - *Vineland Adaptive Behavior Scales-II*
 - *Scales of Independent Behavior-Revised*
 - *Systematic Documented Observations*
 - *Adaptive Behavior Evaluation Scale-Revised*
 - *Adaptive Behavior Assessment System-II*

processing and tests designed to measure those processes. More specifically, the CAS was developed to evaluate Planning, Attention, Simultaneous, and Successive (PASS) cognitive processes of individuals between the ages of 5 and 17 years. Special attention was paid to making the CAS fair for minority groups. Validity evidence reported in the Interpretive Handbook demonstrates the test's value for assessment of diverse groups of children.

It was the determination of the special education staff that two measures of adaptive behavior will be obtained routinely. Both a home and school adaptive measure will be obtained. At re-evaluation time, a Parent Information Form is completed that addresses any significant changes that have occurred during the re-evaluation period. Teachers provide input based on their observations over time.

In compliance with the State Dept. of Education's decision to conduct record reviews in lieu of administration of new tests, we will continue to conduct record reviews for re-evaluation. However, if there have not been two administrations of cognitive measures yielding IQ's below 70, a re-evaluation must include a new measure of cognitive ability. No longer will students continue to be classified as Mentally Retarded based on one administration of a cognitive instrument.

Assessment personnel attends training and continuing education seminars conducted by test publishers, such as The Psychological Corporation, AGS, and Riverside, to ensure the appropriate usage of the tests being administered. The Hardeman County School district employs an ELL instructor who is available for consultation as needed. For those students who speak a language other than English, the school psychologist selects instruments which are not heavily loaded with language. Nonverbal instruments are used to obtain the best measure of functioning.

Process for reviewing eligibility determinations

Assessment personnel follow the standards set forth by the Tennessee Rules, Regulations, and Minimum Standards. Disability Assessment Guidebooks / Assessment Resource Packets provided by the Special Education Division of the State Dept. of Education are used as a guide. The Assessment Documentation Forms Packet has been copied. Each disability documentation sheet is completed at the IEP meeting. Members of the assessment team make sure all standards are met for each disability considered.

Procedure for selecting and administering assessments

In order to conduct an evaluation of any student, we use a variety of assessment tools and strategies to gather relevant functional and developmental information. The procedures are selected by the assessment team and are selected as the most appropriate for the child's

6. Developmental Information:
 - Battelle Developmental Inventory-II
 - Developmental Assessment of Young Children
 - Brigance Inventory of Early Development-Revised
 - Social History form completed by parents
 - Early Childhood Confidential Parent Questionnaire
7. Academic Information:
 - Tennessee Comprehensive Assessment Program
 - Brigance Inventory of Early Development-Revised
 - Wide Range Achievement Test-III
 - Woodcock-Johnson-III: Tests of Achievement
 - Wechsler Individual Achievement Test-II
 - K-SEALS

assessment. No single procedure or test is used in determining the student's eligibility for special education services or in planning an appropriate educational program. Tests and evaluation materials used to assess each student are selected so as not to be discriminatory and are administered by trained and knowledgeable personnel. The selection of specific tests is based on the age and grade of the student as well as the specific concerns identified by school personnel, the parent/guardian., classroom teacher(s), and the student.

Shelby County – Black (FFY 2005 RRR 3.25—FFY 2006 RRR 2.84)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Prior to assessing students, information regarding background, academic history, observations, and previous assessments is gathered. An appropriate assessment is chosen based upon age, cultural and language background, physical and/or sensory conditions, and the nature of any reported cognitive and/or academic deficits.

Please see attached sheets regarding evidence practices summary for further detailed information.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Shelby County Schools maintains a list of state-approved assessments and also continuously evaluates the effectiveness of assessments used. Every eligibility determination which includes mental retardation is reviewed by a committee of school psychologists.

Shelby County provides technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students to special education. The district has developed a comprehensive testing process requiring multiple measures, including formal testing, observation, and family/ teacher input. Shelby County district provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English.

EVIDENCE

List evidence and documentation on file:

Please see attached sheets documenting evidence and practices regarding the referral and eligibility decisions pertaining to students with Mental Retardation:

- *Database printout sheet for referral review*
- *MR Committee Record Review*
- *Background information form*
- *Student Referral Form*
- *Teacher Observation Forms*
- *Medical Form*

**Memphis City – Black MR (FFY 2005 RRR 3.24—FFY 2006 RRR 5.17)
White Autism (FFY 2005 RRR 4.94—FFY 2006 RRR 3.98)**

EVIDENCE

List evidence and documentation on file:

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

- *Referral data related to ethnicity and other variables are reported on Excel spreadsheets to measure referral and eligibility decisions.*
- *Ethnically neutral tests are used to reduce the likelihood of disproportional findings.*
- *Psycho-educational tests are examined to assure equitable ethnic representation in the norming samples.*
- *Quality assurance procedures have been established to assure accurate diagnostic decisions.*
- *Training is offered to teachers and support team facilitators on the student support process including including the need for interventions and use of exclusionary factors in the referral process.*

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

The district gathers and tracks referral data for each school to determine possible over-referring schools. and disproportional referrals. These data are discussed and shared with schools so that referral procedures may be modified as needed. District electronically collects information on ethnicity related to referrals and identification for each disability category. These data are used to guide district practices on reducing disproportionality.

Non-verbal and culturally fair ability tests are used to assess minority students and others for whom language factors appear to limit performance on comprehensive tests of ability. School psychologists routinely examine test profiles to uncover patterns suggesting strengths not evident in the composite scores. Normative data including proportions of minority students included in the test samples are reviewed by doctoral level psychologists when decisions for

1. *MR Data Spread Sheet*
2. *Assessments:*
CTONI
KABC-2
DAS-2
Leiter-R
UNIT
NAAT
3. *Flow Chart for Referral*
4. *Exclusionary Factors*
5. *Counselor Training*

selecting assessment instruments are made.

Supervising psychologists review all psycho-educational reports on students identified as MR to determine appropriateness of the instruments used and interpretations made. During the 2006-07 school year, the district established and implemented a process for reviewing records of identified minority MR students to determine if errors in eligibility determination had been made. Students whose eligibility was in question were referred to IEP teams for follow-up. For quality assurance purposes, school psychologists and special ed supervisors will review records of all middle school minority MR students to determine if errors in eligibility decisions had been made. Students in question will be referred to their IEP teams for follow-up.

The district provides training to school counselors on the referral process. Training includes instructions for gathering pre-referral interventions, applying the exclusionary factors, reviewing curriculum based assessment and progress monitoring data. School counselors organize and facilitate student support team meetings where referrals to special ed are made. School psychologists and counselors provide school-wide training on the referral process and school psychologists and special ed supervisors offer technical assistance to individual teachers and support teams.

Madison County – Black (FFY 2005 RRR 3.40—FFY 2006 RRR 3.63)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Multiple measures are used to evaluate the student. The instruments used are the most recent editions of measures listed by the State Department of Education which includes a description of each instrument and possible uses. Recently developed instruments that have adequate reliability and validity may also be used. An IQ test is chosen based on information provided about the student to minimize the effects of culture and linguistic variables. If the results of this test do not tap the student's strengths, another measure is given. The teacher and parent complete an adaptive measure, and an individual achievement test is administered. Limited English proficiency, cultural differences, medical conditions, SES, and communication, sensory, and motor disorders are ruled out as the primary cause for a disability.

The DSAT provides technical assistance to individual schools that appear to be over-referring or have problems with the referral process. The team meets once a week at targeted schools to review their referrals. Yearly district-wide professional development addresses the special education referral process and appropriate identification of disabilities.

The district has developed a comprehensive testing process requiring multiple measures, including formal testing, observation, and family-teacher input. A School Achievement Team reviews information about the student, such as grades, cumulative records, TCAP scores, GRADE scores, G-MADE scores, DIESELS scores, Form A (detailed review of educational history, home environment, community environment, medical and developmental history, psychological history, behavioral history, and success factors), and Form B (detailed description of how problems were defined, instructional environment, classroom modifications, instructional variations, behavior modifications, involvement of other staff and family). The SAT determines appropriate instructional interventions, the teacher implements these, and documentation including curriculum-based assessment and work samples is included in the SAT file, which is sent to the District School Achievement Team. The DSAT determines whether the student needs to be referred for evaluation for special education.

EVIDENCE

List evidence and documentation on file:

A list of instruments used by this school district is attached. (see attachment, Standard 1).

a) *Data about number of referrals, identifications, reviews:*
 ▪ *The disaggregated MR log for the past 2 years is attached. (see attachment Standard 1a)*

b) *Process for reviewing eligibility determinations,*

Referral procedure and a sample referral log are attached. (see attachment, Standard 1 b)

c) *Procedures for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.*

The National Association of School Psychologists Best Practices in School Psychology is used as a guideline for selecting instrument. A copy is attached administration of tests is addressed in test instrument manuals and training workshops. (see attachment Standard 1c).

d) *Assessments used to gather relevant:*
 ▪ *Cognitive Information*

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

- *Functional Information*
- *Developmental Information*
- *Academic Information*

If the student is referred, the DSAT file, parent interview, factors affecting achievement, 2 direct classroom observations, and an indirect observation are given to the school psychologist. After students are evaluated, those who have significantly low Full Scale IQs are considered for LD, DD, FD, and MR. Only those who are low in all areas of assessment are identified as MR. The district provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English. Disaggregated data on race and gender are run on TCAP results and special education referrals. These are reviewed by the SPED supervisor. Referral and eligibility procedures are routinely evaluated in staff meetings by the school psychologists.

Evaluation instruments are also reviewed to suggest ways to reduce test bias. School psychologists attend all SDE trainings, Tennessee Association of School Psychologists conferences, and numerous other workshops and conferences to stay current on evaluation and eligibility. District in-service on ESL and multicultural differences are held periodically.

Several nonverbal measures are available to use with ESL students. A team of ESL teachers is available for consultation prior to evaluation regarding appropriate measures to use and possible modifications. The National Association of School Psychologists maintains a list of examiners who are qualified to administer tests in other languages. One examiner who resides in Memphis is consulted about students prior to evaluation.

McMinn County – White (FFY 2006 RRR 4.42)

EVIDENCE

List evidence and documentation on file:

- Tennessee Comprehensive System-wide Planning Process (TCSPP)
- Written Special Education Referral Process
- Special Education Staff Meeting Agendas
- List of In-Service Activities
- List of Staff Development Activities
- Principal's Performance Contracts
- Special Education End of year Report
- Referral and Assessment Logs
- Special Education Monitoring Results
- McMinn County Schools Administrative Policies
- Gifted Eligibility Standards Assessment
- Tennessee Approved Disability Eligibility Standards
- Contract with Scanton Corporation
- Scantron Formative Assessment Schedule

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

McMinn County Schools make every effort to engage in referral and assessment practices that ensure access, participation, and progress in the general curriculum. Through State and Local monitoring activities, we regularly review our referral and eligibility practices for special education. All assessment instruments are selected to conform with best practice guidelines to address cultural and linguistic factors. Our referral and assessment procedures are established in accordance to State and Federal guidelines. All of these activities occur on at least a yearly basis, or sooner, dependent on changes in Federal law. Students are assessed several times during the school year through formative testing as well as through State achievement testing each spring. We analyze State achievement data and disaggregate that data to identify those students who are at-risk for academic failure. School personnel are involved in staff development activities focusing on the interpretation of test data. That information is then used to drive instruction in the general curriculum and provide guidance in developing intervention activities or referral for special education.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

McMinn County Schools utilize the Scantron standards-based formative assessment to assess students academic achievement. This assessment is conducted three times a year. Additionally, students participate in State assessments each spring. When referred for a determination of special education eligibility, students are screened by the school support team through observations, parent inventories, developmental histories, record reviews, etc. for deficits in vision and hearing as well as obtaining information which is used to evaluate the impact of environmental factors, (socio-economic, attendance, health, family background, etc.), on their educational performance. When a referral is made students are engaged in a battery of individual assessments which address academic, intellectual, emotional, and behavioral functioning. All individual assessment instruments are selected based on their adherence to best practice guidelines in addressing cultural and linguistic factors. This is accomplished through reviews of research, recommendations from professional journals and publisher information.

Wilson County – Black (FFY 2005 RRR 4.08—FFY 2006 RRR 2.98)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

This district employs best practices in regards to referral and eligibility for special education. The initial referral is given to the guidance counselor who then reviews the appropriateness of the referral and considers all "rule out and exclusionary factors". The guidance counselor also begins a dialog with the parents. After two Support Team meetings, the referral is passed on to the special education teacher and psychologist. Multiple observations are collected and then based on the information gathered through the support-team process, assessment instruments (IQ, Achievement, Adaptive, Emotional, and Developmental) are chosen from the State approved list. In the case of culturally or linguistically diverse students, assessments that are heavily "language loaded" are avoided. A scale is used to determine acculturation and level of English proficiency.

This district provides multiple opportunities for professional development throughout the district and to schools that appear to be over-referring. This process begins with system-wide in-services at the beginning of the school year. Presentations include:

- *The Support Team process,*
- *Appropriate Interventions,*
- *The ADHD Child, and*
- *Behavior Plans.*

Further in- service opportunities are then offered throughout the school year. The psychologist for each school also has the responsibility for providing trainings if one of their school appears to be over-referring. This district employs a comprehensive testing process to determine eligibility. Observations are required from both a classroom teacher and an outside observer. The psychologist also provides an observation. During the assessment, a social history is obtained from the parents. The parents also participate in the in the assessment by completing scales and providing developmental history. After all appropriate information has been collected; the psychologist selects the appropriate tests from the State-approved list. Culture is

EVIDENCE

List evidence and documentation on file.

- A. *List of referrals, identifications, and reviews.*
- B. *State regulations are followed for all assessments. The State documentation forms are completed to ensure compliance in all assessments.*
- C. *See memo from Jill Micco outlining specific guideline for mental retardation assessment. Further information regarding acculturation is gathered through the use of scales (see Assessment Instrument Selection Form, A Guide to Estimating Level of Acculturation).*
- D. *See assessment instrument inventory.*

considered when making that selection, appropriate usage of tests is provided through in-service trainings. Qualified testers for languages other than English are obtained through contracting. In order to determine the need for that contracting, the psychologists employ the use of observation, interviewing, and complete scales (Assessment Instrument Selection Form) (Language Skills Determination, BIC/CALP).

MENTAL RETARDATION

FOCUS ITEM 1

Lebanon SSD – Black (FFY 2005 RRR 4.44 – FFY 2006 RRR 2.17)

EVIDENCE

List evidence and documentation on file:

See attached documents which reflect the following evidence:

- a) *Data review of new referrals for the 2005 -06 school year*
- b) *LSSD process for reviewing eligibility determinations*
- c) *LSSD procedure for selecting & administering assessments*
- d) *Assessments used by LSSD to gather information relevant to eligibility determination*

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

The Lebanon Special School District has implemented a prereferral procedure based on a Response to Intervention Model. This Professional Intervention Team (PIT) meets weekly at each school to discuss the student's academic and behavioral concerns. The PIT team is responsible for recommending interventions, reviewing data collection, and, if necessary, making the final referral for a comprehensive psychoeducational evaluation.

The District seeks out and administers many assessments for students based on their individual needs. Verbal (WISC IV) and non verbal (CTONI) tests of intelligence may be deemed appropriate. The Woodcock Johnson Achievement Test is also administered. Additionally, speech / language, visual-motor, attention deficit scales are used.

All assessments administered by licensed, qualified personnel and have been deemed to be culturally and linguistically free from bias. An interpreter is utilized for students with limited English proficiency.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

The Lebanon Special School District provides technical assistance and professional development to schools that appear to be over-referring students to special education. The District utilizes a comprehensive testing process which requires multiple measures, formal and informal testing, observations, and family / teacher input. LSSD provides training, support and interpretive services for testing students who speak a language other than English.

Lauderdale County – Black (FFY 2005 RRR 4.89—FFY 2006 RRR 3.10)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

The team reviewed the county's process for referrals and eligibility for special education. Types of measures and frequency of identification were reviewed. Mental Retardation evaluations consist of cognitive and adaptive measures that are chosen to minimize bias for culturally and linguistically diverse.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Based on current school data, no schools have inappropriately or over-referred students (Mental Retardation) for special education. The district will continually provide technical assistance and professional development in order to maintain this standard.

A comprehensive testing process is implemented based on the most current guidelines and special education manual.

Psychologists are provided training on current standards and tests. ESL assessments are conducted by qualified personnel who assess in the students language.

EVIDENCE

List evidence and documentation on file.

** Two white males referred for Mental Retardation (MR) support team. After interventions through support' team students referred for comprehensive education arid not identified as Mentally Retarded.*

** Seventeen black MR reviews with 10 remaining eligible as MR.*

** IEP eligibility teams use test data in consideration of current eligibility standards for MR. The team determines if the student has a substantial limitation in present levels of functioning that adversely affects the child's educational performance. MR characterized by significantly impaired intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during developmental period.*

** The district lead psychologist reviews all MR eligibility determinations on a regular basis.*

** To reduce the identification of MR psychological staff use instruments based on research, that are less culturally biases and assess cognitive processing areas on which IVR students typically score higher.*

Other Health Impairments

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Anderson County	FFY 2005	—
▪ ↓ Blount County	FFY 2005	—
▪ Jackson County	FFY 2005	—

Anderson County – White (FFY 2005 RRR 3.01—FFY 2006 RRR .66)

EVIDENCE

List evidence and documentation on file:

- (a) *In 2005, there were a total of 405 children referred for testing, most of these for speech and/or language, SLD, or OHI.*
- (b.) *The process that ACSS uses for determining eligibility for special education is taken from the procedural manual provided by the Tennessee Department of Education. The process begins with screening by the SST; the “Team” is a developing process and is under study for revision and improvement each year. In addressing OHI/ADHD, a new requirement will be a three-tier behavioral intervention program and the development of a Behavioral Intervention Plan before a referral is made. Following referral from the SST, parent information and permission to evaluate are obtained and direct and indirect observations are done for the student. Formal testing is then conducted based on the areas of concern and disability determination is made by the IEP-Team. Assessment documentation is provided in a written report. Following determination that a student meets the state standards for eligibility for special education (for OHI or another area), the IEP-Team addresses the second prong of the eligibility process and decides whether or not the student’s*

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Following a referral from the Student Support Team for special education assessment, the appropriate specialist (speech/language or psychologist) reviews the student’s data and referral information.

DESCRIPTION OF METHODS

Prior to testing, a social-developmental history is obtained from the caregiver and the student’s records are reviewed. These contain needed information to determine a variety of background factors which could lead to determination of the presence of a disability and also to assist in determining what assessment instruments might be appropriate.

DESCRIPTION OF TYPES OF ASSESSMENT INSTUMENTS USED

After permission to test is obtained from the caregiver, the student is tested in the areas of a suspected disability.

If the OHI referral is a child suspected of ADHD, a variety of behavioral tests are administered. Included are the Behavior Assessment System for Children-2 and the Attention Deficit Disorder Evaluation Scale – Revised Edition, Home and School Versions. These tests are selected for the appropriate age and grade level of each student. Further behavioral data is obtained from other sources, such as parent and teacher interviews and classroom observations of the child in the areas of social adaptive and physical adaptive behavior as they relate to the OHI. Information is also obtained from the child’s medical doctor.

Parent interviews are done at a meeting (preferably) or by phone. A classroom observation is always done by one or more of the child’s classroom teachers. In addition, OHI students who are suspected of ADHD are also observed by a member of the assessment team.

Anderson County has a clinical psychologist on staff who is highly trained on neuro-therapy instrumentation that research has shown to be highly effective in reducing ADHD-related problems; this service is available as an intervention for any student in the county who has significant problems with attention, concentration, and impulsivity. ACSSS also has specific computerized testing available for ADHD students for use by school psychologists, which is linguistically and culturally unbiased and which measures distractibility and impulsive

responding.

Prior to eligibility determination each school psychologist completes a written report and ensures that all components of an assessment have been addressed. A medical form from the child's physician documenting the OHI and a Direct Observation of Social Adaptive Behavior and Physical Adaptive Behavior are part of this process. This observation is in the process of being updated to reflect the new definition of OHI.

FOCUS AREA REVIEW

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

To ensure the appropriate usage of tests and to maintain consistent referral practices, the special education department relies on professional development to review current practices and discuss emerging problems. System wide school psychologists meet bi-monthly as a team to review cases and assessment practices, updated assessment tools and eligibility changes provided by the State and Federal DOE.

needs can be met in the regular curriculum. If needs cannot be met in the regular program, an IEP is developed.

(c.) *The procedure for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally is as follows: Consideration is given to information obtained during the SST process, to information provided by the parent, to specific requests of SST members, to clinical experience and professional knowledge of assessment personnel, and to relevant clinical information provided by specific test materials.*

- (d.) *Assessments used to gather relevant information for OHI assessments:*
- 1. Cognitive information: WISC-IV; WJ-III Tests of Cognitive Ability; WPPSI-III, WAIS-III, RAIS*
 - 2. Functional Information: BASC- Self Report, BASC-Teacher Rating Scale, BASC-Parent Rating Scale, ADDES-Revised, Direct Observation of Social Adaptive and Physical Adaptive Behavior, VABS-II, SIB-R. (See Appendix A)*
 - 3. Developmental Information: Parent Input Form, Battelle (preschool). When appropriate, developmental*

and medical history is obtained from the student's physician or outside agencies that have provided services.

4. Academic Information: Review of academic history (grades and group achievement scores), WJ-III Tests of Achievement, WIAT-II, KTEA.

(e) ACSS has a full time ELL teacher to work with student's who are bilingual.

Blount County – White (FFY 2005 RRR 3.00—FFY 2006 RRR 2.29)

EVIDENCE

List evidence and documentation on file:

- a) *In 2005 there were a total of 558 children referred for testing, most of these for speech and language or specific learning disability.*
- b) *The process BCS uses for determining eligibility for special education services can be found in the procedural manual provided us by the Tennessee Department of Education. After a child is screened by the school support team and determined to possibly have a disability, a referral form is completed by the classroom teacher. Permission to test and social history is obtained from the parent. Classroom observations are obtained from the classroom teacher. In addition a specialist, such as the guidance counselor or school psychologist, observes the child directly. Subsequently the child is tested and either found to meet the state criteria for a disability or not. Assessment documentation forms are used for all disabilities along with a written report in most cases. Finally, the eligibility team, which includes the parent and specialist, meets to determine whether the child not only meets the disability criteria but also needs special education to become successful in the regular classroom.*

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

After a student is referred for special education assessment, the appropriate specialist (speech/language or psychologist) reviews the student's data and referral information.

Prior to testing a social-developmental history is obtained from the caregiver. This contains needed information to determine a variety of background factors which could lead to differentiation of whether a child has a true disability or not. Specifically, some OHI diagnoses (ADHD) depend on an age criterion (i.e., onset before age seven years old) the social-developmental history is crucial to appropriate identification.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

After permission to test is obtained from the caregiver, the student is tested in the area of suspected disability. For children suspected of OHI the examiner administers a standardized, norm referenced (weighted appropriately for all ages, all ethnic and gender factors) instrument to determine achievement levels. Some of the instruments the LEA uses are the following: Woodcock Johnson Achievement Test-3, Wechsler Individual Achievement Test-2 and Diagnostic Achievement Battery-3. It should be noted that all these instruments are the latest revisions designed to measure individual achievement.

If the OHI referral is a child suspected of ADHD, a variety of behavioral tests are administered. Some of these include: Behavior Assessment System for Children-2 and Attention Deficit Disorder Evaluation Scale-3, Home and School Versions. These tests are also selected for the appropriate age and grade level of each student. For example, the BASC-2 is divided into three age levels: Preschool (2-5), Child (6-11) and Adolescent (12-18). Further behavioral data is gleaned from other sources such as parent and teacher interviews and classroom observation of the child.

Parent interviews, for example, are done via the phone or if possible, having the parent come into the school. A classroom observation is always done by the classroom teacher. In addition

OHI students, who are suspected of ADHD, are typically observed by the school psychologist to assess the child's functioning in the classroom for such things as on-task performance, fidgetiness, impulsive responding, etc.

Specific computerized testing for ADHD students is also given by some psychologists. The Connors Continuous Performance Test (CCPT), which is a linguistically and culturally unbiased test, measures distractibility and impulsive responding, both of which are symptomatic of attention disordered children.

Prior to eligibility determination each school psychologist completes an Assessment Documentation Form (See Appendix: A) which ensures that all components of an assessment have been addressed. A completed Medical form (See Appendix: B, B1, B2, & B3) from the child's physician documenting the child's health impairment is part of this process.

To ensure the appropriate usage of tests and to maintain consistent referral practices, the special education department relies on in-service training and professional development (PD) days to review current practices and discuss emerging problems. Previous in-service and PD has focused on interpreting test data, support team best practices and ADHD identification. Moreover, we have had at least two in-service collaborations with local physician groups regarding ADHD and it's impact on children in the Blount County schools. These collaborative sessions have allowed both educators and physicians to work closer together. In addition, system wide school psychologists meet monthly to review current assessment practices, updated assessment tools and eligibility changes provided to us by State and Federal DOE.

- c) *Assessments used to gather relevant information:*
- 1) *The Following instruments are selected based on clinical judgment to yield the most useful relevant cognitive processing information: WISC-IV, SB-V, UNIT, TONI, DAS, CTONI, WJIII Tests of Cognitive Ability, WPPSI-III, DAYC, and BD-II, ADDES3).*
 - 2) *Depending on the student's reported functional difficulties an effective assessment plan will be developed which may utilize the following standardized evaluation tools: VABS-II, ABIS-II, BASC-II, DAYC, BD-II, ADDES3).*
 - 3) *Developmental information is gathered through parent interview, developmental questioners, (See Appendix: C--structured developmental interviews such as the BASC, VABS-II, and ABIS-II. In some cases it is necessary through parental release to request developmental and medical history from the student's physician by record request or interview.*
 - 4) *Academic information is selected based on student's age, educational difficulty. This process would include review of standardized group administered achievement testing, benchmark, teacher, running record of students performance, reading curriculum based measures R-CBM such as DIBLES or AIMSWEB and indirect teacher and direct observation of a*

professional school staff member who does not currently provide direct instruction to the student. The Student Support Team may request individually administered academic achievement measures such as: WIAT-II, WJ-III Tests of Achievement, K-TEA-II, MBA, DAB-III, and GORT-II. If reading is the referral academic problem the CTOPP, and WJ-III Tests of cognitive ability may be employed in order to better define the reading difficulty.

- d) *BCS utilizes the current and latest version of all assessment materials in compliance with APA, standards for the assessment material and use.*

Jackson County – White (FFY 2005 RRR 3.16—FFY 2006 RRR 3.50)

EVIDENCE

List evidence and documentation on file.

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Jackson County School System's supervisor weekly checks EASYIEP for compliance with the federal and state laws. A representative from the testing department is involved in the S-team process.

Interventions are discussed and attempted prior to obtaining permission to test from the parent. The S-team decides what interventions are to be attempted and for how long they will be in place before deciding to pursue further testing.

Types of tests used for the student is decided by school psychologist based on the information in the referral and S-team. Contracted services will be utilized for culturally and linguistically diverse students.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Technical and professional development is provided to schools to help prevent over-referring and/ or inappropriately identifying students for special education.

We have an in depth S-team process that is committed to providing interventions in the regular program before the process of evaluation is started. The parent and relevant professionals are included in the process and research based interventions are implemented along with modifications in the classroom.

The school psychologist decides appropriate usage of tests based on the collection of data and if a child that needs further testing in light of a language barrier will notify the Special Education Supervisor who will contract with a qualified professional to proceed with the evaluations.

- *2006-2007 school year 40 students were referred for special education with 17 of the 40 that qualified for services.*
- *We address all the areas using the eligibility report that is available on the State of Tennessee website.*
- *The school psychologist determines what assessments to use by gathering all the data from the referral form, classroom observations, records review, vision/hearing screening, student interview, parent interview, teacher interview, background information form, the information at the S-team and any previous reports from outside agencies or physicians.*
- *A variety of assessments are used to gather cognitive, functional, developmental and academic information such as the WISC-IV, WIAT-II, WPPSI-R, Woodcock Johnson tests of Achievement-III, Hawthorne home and school rating Form, Hawthorne Pre-Referral Intervention Manual, Emotional or Behavior disorder Intervention Manual by Hawthorne, The teacher's guide to Behavioral Interventions: Interventions strategies for behavior problems in the educational environment by Hawthorne Educational Services and the*

Behavior Intervention Manual CD, Draw-A-Person test, Kinetic Family Drawing, BASC Monitor for ADHA, BASC Behavior Assessment System for Children, Vineland Social and Emotional Early childhood Scales, Vineland Adaptive Behavior Scales completed by parent and teacher, Peabody Picture Vocabulary Test and Brigance.

Specific Learning Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ Union City	FFY 2006	—
▪ Franklin SSD	FFY 2006	—

Union City – Black (FFY 2006 RRR 3.78)

EVIDENCE

List evidence and documentation on file:

- *During this school year, 2007-2008, there have been 3 referrals. Two of those were parent written requests and one was teacher-initiated. One did not qualify and the other two are waiting to be tested by the school psychologist. The one teacher-initiated referral occurred during the past two months due to interventions being implemented by general education teacher and the lack of response to the structured SRA Corrective Reading program that the student participates in.*
- *Upon receiving the written report from our school psychologist, an IEP team meeting is planned to discuss the test results with the general education teacher(s), LEA, special education teacher, parents, and student, if applicable. At the IEP meeting the team determines if the student is eligible for special education services. If not, the team makes recommendations for use on the general curriculum.*
- *The following list contains those tests most frequently administered to student with academic/behavior needs. Since the only person on the assessment team who is qualified to administer psychological tests is the school psychologist, the final decision on which test to administer is his. At the time of*

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

In the fall of 2006, the referral process was evaluated when a new special education director was hired. There were too many kindergarten students who were being referred for evaluation the first two weeks of school for language and behavior problems. Interventions were only being done for two weeks prior to testing. In 2005-2006, the number of kindergarten students being served for language impairments in special education was 24 students. In 2006, a change was made to provide pre-referral interventions for a minimum of 9 weeks to allow time for children to be immersed in a language-rich environment and for the speech/language pathologist to work with teachers on appropriate language interventions. The number of kindergarten students who were served in special education was 9. During August of 2007, another review was conducted and it was determined that Union City Schools would move toward a Response to Intervention model. In kindergarten, teachers who think students are having trouble learning are referred and the S-Team meets to determine what interventions need to be implemented. Those students are pulled and worked with by the educational assistant for 30 extra minutes per day. Since every kindergarten classroom has an individual EA, the student receives more than the 30 minutes of individualized instruction, but time is documented for the 30 minutes only. Their progress is tracked over time. Currently, there have been 4 children who are being tracked.

At the first faculty meeting of the year, an annual review of the policy/procedures for referral and eligibility is conducted. The referral and eligibility procedures are reviewed and updated as necessary. It has been explained to teachers in this year's training that better records of pre-referral interventions will need to be kept in order to provide the best data to make a referral decision. A new form for documenting the success of the intervention has been given to the teachers.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

A variety of tests are available to administer to students suspected of being mentally handicapped. Each case is reviewed individually and then the appropriate battery of tests is

administered to the student to determine his/her level of functioning. The tests involve areas of academics, behavior, social adjustment, speech and language, self-help skills, and adaptive behavior. Our school psychologist determines the battery of tests to be administered based on the data from the referral. Also, if after administering the tests he feels it is necessary for further testing, he will consult with the parent and proceed with the testing. Our school psychologist chooses those tests with minimal bias for culturally and linguistically diverse students.

testing, he looks at the referral data and determines what tests would be better suited for the child based on his observations at that time. In August of 2007, a discussion was held with the school psychologist to inquire about his choice of using the WJIII – Cognitive and his defense for using it is because is not so verbally loaded in situations where language has been an issue. He does have the option of administering the UNIT, which is used for linguistically-challenged students.

- *Cognitive - Stanford Binet V, WISC-IV, WJIII - Cognitive, UNIT*
- *Academic - WJ III - Achievement, Gateway, TCAP, Brigance, PIAT*
- *Functional - Adaptive Behavior Scale, Autism Diagnostic Observation, BASC, Childhood Autism Rating Scale, Conner's, Gilliam Autism Rating, Vocational checklist, Reynolds Child Depression Scale, TGMD-2, Test of Visual-Motor Perception, Vineland*
- *Developmental - Battelle Developmental Inventory Scale*
- *Speech/language - CELF-4, CELF-P, EOWPVT-R, Goldman Fristoe Test of Articulation 2PPVT, PLS-3, TOLD, TOWL-2, TOPS*
- *Referral Data from General Education Teachers includes – Teacher observations, parental input, data from*

Scott Foresman Reading Pre/Post test, STAR Reading reports, Otis Lennon IQ scores for grades 3-5, Compass Learning, Brigance Readiness Inventory for kindergarten, Saxon Math Pre/Post test, SRA Pre/Post test for PreK, School Readiness Test for 1st grade, TN Review Formative and Benchmark (TFAP) test results for grades 3 – 5, Classroom Performance System (CPS) reports for grades 3 -5, after-school tutoring, and discipline reports.

Franklin SSD – Black (FFY 2006 RRR 3.38)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

FSSD provides professional development for every school in Differentiated Instruction, Poverty Training, and culturally appropriate Instruction, which should deter unnecessary referrals

The district conducts a GEIT (General Education Intervention Team) meeting for every student targeted. At this meeting, general education interventions are recommended and discussed. Psychologists are available to suggest intervention strategies. These interventions are implemented for an extended period of time. Referral for Special Education is considered only after these interventions have been attempted

The district has developed a comprehensive testing process requiring multiple measures, including formal testing, observation, and family/teacher input

School psychologists attend workshops to enhance their knowledge of appropriate assessments. Translators are available during testing for all students from non-English speaking families

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

What FSSD has done:

- *School Psychologists have used industry standard measures in testing, and have tended to rely more heavily on cognitive scores in making eligibility decisions. This may have overlooked the importance of the child’s language skills and/or impairment on his educational progress. Tests used may not have been sensitive enough to the issues of language and the impact of environment on language.*
- *Interpreters are present during testing of every Hispanic student whose home is non-English speaking.*
- *2004, FSSD began using bilingual and non-verbal cognitive and language measures, in addition to their standard battery of tests.*

EVIDENCE

List evidence and documentation on file:

- a) *July 2006-May 14, 2007 referrals completed (initial and re-evaluations, does not include speech-only): 179 referrals still in process: 86 identifications: 118 qualified Prior to referral, the GEIT (General Education Identification Team) rules out cultural and socio-economic disadvantage as the primary cause.*
- b) *Initial eligibility determination is based on findings of the school psychologist and assessment team. Later review is a multidisciplinary procedure utilizing the Reevaluation Summary Report. Services are determined by the IEP team, consisting of school personnel and parents. All IEP decisions are based on multiple sources, including assessments, parent and teacher input, cumulative file. FSSD employs 4 translators to assist with communication between teachers and parents. For languages other than Spanish, FSSD hires translators from the Nashville Language Institute. All parent forms are available in Spanish. Forms in other languages are obtained through TransACT*
- c) *In order to select and administer appropriate assessments, information is gathered from GEIT (General Education Intervention Team), including psychologist, Special Education teacher,*

What FSSD plans to do:

- FSSD will include language screening more frequently as part of the assessment battery for minority children referred for Special Education.
- FSSD will consider more seriously the component of language in a minority child's abilities.
- FSSD will use best-practice by using 2 cognitive measures, one non-language based, to substantiate cognitive scores in assessing minority children.
- 4. FSSD school psychologists and language therapists will investigate different assessment tools, looking for measures that are culturally bias-free and not verbally loaded.

and parent. The student's primary language, racial and ethnic background are considered prior to assessment selection. Psychologists participate in professional development related to assessments that are culturally and socio-economically sensitive

d) Assessments used:

(1) Cognitive: WISC IV, SB-V, WJ-COG. For those students with limited English proficiency, the following assessments are used: UNIT (Universal Nonverbal Intelligence Test), CTONI (Comprehensive Test of Nonverbal Intelligence), DAS.

(2/3) Functional/Developmental: Parent interview, classroom observation, teacher observation, records review, ABAS, SIB-R, Vineland, BASC-2, Conners Rating Scale, ADDES-3, EBPS-2, DAYC.

(4) Academic: WIAT-II, WJ-ACH, Woodcock Munoz, KeyMath-R, TOWL, Bracken, K-Seals, OWLS, BVAT, Brigance, et al. Translators are present during testing of every child from a non-English-speaking family (including those children who may be fluent in English). This is documented on the psychoeducational report.

Speech/Language Impairments

System	Data Date	Other Disproportionate Disabilities
▪ Cumberland County	FFY 2006	—
▪ Lake County	FFY 2006	—
▪ Unicoi County	FFY 2006	—
▪ ↓ Henderson County	FFY 2005	—

SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 1

Cumberland County – White (FFY 2006 RRR 3.55)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Cumberland County School System's Director of Special Education weekly checks EASY IEP for compliance with the federal and state laws. All IEPs are reviewed at least annually by the IEP team. Local monitoring is conducted annually to ensure records are in compliance

Prior to referrals for evaluations an S-team meeting is held. A representative from the testing department is involved in the S-team process. Interventions are discussed and attempted prior to obtaining permission to test from the parent. The S-team decides what interventions are to be attempted and for how long they will be in place before deciding to pursue further testing. Upon completion of intervention period (preferably 9 weeks) the S-team will meet again to determine the success of the interventions and if the student's needs can be met in the classroom or if the student needs to be referred for an evaluation. We are currently in the process on looking at our intervention procedures and consideration of the RTI process. Assessment personnel, consultant teachers, and Special Education Supervisor have reviewed RTI procedures and are encouraging regular education staff to review RTI. Joint meetings will be held in the future to discuss feasibility, benefits, and implementation of this process

Types of assessments used for the student are decided by an assessment personnel based on the information in the referral and S-team. Contracted services will be utilized for culturally and linguistically diverse students

Upon review, it is felt that Cumberland County Schools are at standard for this area. Technical and professional development is provided to help prevent over-referring and/or inappropriately identifying students for special education.

We have an in-depth S-Team process that is committed to providing interventions in the regular program before the process of evaluation is started. The parent/guardian and relevant professionals are included in the process, and interventions and modifications are implemented in the classroom.

EVIDENCE

List evidence and documentation on file:

- *CPR completed Spring 2006*
- *S-team intervention packets are used to document types and length of time interventions have been tried by regular education teacher before referring for psychological evaluation.*
- *All disability areas are addressed using the eligibility report that is available on the State of Tennessee website.*
- *Assessment personnel determine what assessments to use by gathering data from the referral form, classroom observations, records review, vision/hearing screening, student interview, parent interview, teacher interview, background information, S-team information, and review of any previous reports from outside agencies or physicians. A variety of assessments are used to gather cognitive, functional, developmental, and academic information such as WISC-IV, WIAT-II, WPPSI-R, Woodcock Johnson tests of Achievement-III, Hawthorne home and school rating form, Hawthorne Pre-referral Intervention Manual, Emotional or Behavior disorder Intervention Manual by Hawthorne, The Teacher's Guide to Behavioral Interventions: Intervention strategies for behavior*

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

The school psychologist decides appropriate usage of tests based on the collection of data from the S-team. If a child needs further testing in light of a language barrier, the school psychologist will notify the Special Education Supervisor who will contract with a qualified professional to proceed with the evaluations. If the school psychologist feels a language evaluation is needed, he/she will contact the Speech Pathologist to complete the language assessment, and vice versa if SLT feels there are other evaluations needed, he/she will refer the child to school psychologist for further evaluation.

problems in the educational environment by Hawthorne Educational Services and Behavior Intervention Manual CD, Draw-A-Person test, Kinetic Family Drawing, BASC Monitor for ADHD, BASC Behavior Assessment System for Children, Vineland Social and Emotional Early childhood scales, Vineland Adaptive Behavior Scales completed by parent and teacher, Peabody Picture Vocabulary Test, DIAL tests, Brigance, MAS, and PBQ assessment. Other assessments available are: Dev. Test-VMI, ADDES, Bender, Connors, PHarris, BIERS, ITPA, DP-II, K-ABC II, Unit-II, DAS, SB-IV, Battelle Dev. Inventory, TAPS, CELF-III, CELF-Preschool, Goldman-Fristoe, DIEBELS, WRAT, PIAT-RNU, KTEA-III, PLS 3&4, Comprehensive Evaluation of Language F.

Lake County – White (FFY 2006 RRR 8.34)

EVIDENCE

List evidence and documentation on file:

#1

- *New Teacher Mentor Monthly Meetings (Agenda and handouts pertaining to special education)*
- *School-wide professional development day (agenda, notes, handouts)*
- *Faculty Meetings (agendas and handouts)*
- *Individual Teacher Sessions (documentation)*
- *Walkthroughs*

#2

- *Fluharty*
- *K-Feal*
- *Referral form*
- *Referral checklist for general education teachers*
- *Documentation of interventions and student progress*
- *STAR Literacy tests*
- *STAR Reading*
- *Earobics progress charts*
- *TVAAS predictors*
- *TFAP scores*
- *Intervention kits with McGraw-Hill reading series*
- *Parent Rights (documentation of date given and explained to parents)*
- *Consent for testing*
- *Documentation of parent meetings*
- *Referral form*
- *Teacher observation forms*
- *Prior Written Notices*

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Lake County School System annually examines its procedures and processes for initial referring of students for special education services, for determining eligibility, and for re-evaluation procedures. This review is conducted at the beginning of each school year during a professional development session with the special education staff. Topics discussed during the review include new eligibility standards, state guidelines, monitoring, Program Improvement Plans (PIPs), new referral process for each disability, individual special education programs at each school, placement of specific students, EasyIEP topics, census, special education forms, re-evaluation process, 40 day timeline, eligibility dates for all special education students during that school year, dates for psychologist to evaluate students, materials, program implementation, concerns of staff, scheduling, and other special education issues that might need to be addressed.

After the review, needed changes and updates are completed. Updated referral processes and eligibility requirements are presented to all staff members during professional development sessions at the beginning of the school year, new teacher professional development days, new teacher mentor sessions, faculty meetings, and on an individual basis if needed or requested. All general education teachers also receive a copy of our referral process in a checklist format (See #1 under “Evidence”). After our annual review in fall 07, we decided to implement some changes in our referral and eligibility process in the area of speech/language impairments (See [A] for our current referral processes and see [B] for our new referral processes that our system plans to implement). We currently screen all kindergarten students for speech services, but rely more on teacher referrals for preschoolers. We will be implementing a more inclusive speech program along the lines of RTI for speech/language impairments.

After review and notification of our disproportionate numbers of white students receiving speech/language services, we formed a team to develop a more in-depth and informative referral process and eligibility requirements. The team consists of the special education supervisor, superintendent, speech therapist, curriculum coordinator/supervisor, principal, general education teacher, and special education teacher. Lake County Schools provided 15% of its special education budget to the general education budget for implementation of early intervening services for the 2007-2008 school year.

[A] Past referral process for speech/language: 1) Universal screening (Fluharty, K-Feal) for all kindergarten students, 2) Teacher or parent referral of PreK students, 3) Teacher or parent referral grades kindergarten and up.

Current referral process for SLD: 1) Interventions are implemented to all at-risk students grades k-5, 2) Data of progress for interventions (STAR literacy tests, teacher observations, STAR Reading, Earobics, TVAAS predictors, TFAP scores, McGraw-Hill reading series intervention kits) are gathered, reviewed and shared with parents, 3) Meet with parents of students not progressing and discuss referral for special education services, 4) Referral form is completed along with documentation of interventions and progress reports, 5) Parent rights are explained to the parents, 6) Consent for testing is signed by the parents, 7) LEA administers appropriate assessment (see list of assessments below) according to suspected disability, 8) Psychological is administered by psychologist- additional assessments are administered at request of psychologist if applicable, 9) Meet with parents to discuss psychological report, eligibility, and possible placement, 10) Student is placed on an IEP if team determines student is eligible for services.

Current referral process for disabilities (excluding speech/language and specific learning disability): 1) Interventions are implemented unless there is an obvious impairment that was not identified through child find, 2) Collect data and meet with parents and teacher to discuss additional interventions or referral for testing, 3) Consent for evaluation is obtained and parent rights are discussed, 4) Appropriate assessments are administered depending on the suspected disability (see list of specific assessments according to individual disabilities below), 5) Psychological evaluation administered by psychologist, 6) Meet with parents to discuss psychological report, eligibility, and placement, 7) IEP is put into place if applicable.

[B] Steps to implement new speech referral and eligibility process (fall 07): 1) Review and re-evaluate all students currently (07-08) receiving speech/language services using updated assessments (which may include but is not limited to: CAPPS, CASL, CTOPP, TELD) and current teacher observations, 2) Determine if each individual student in the preschool program currently receiving services still qualifies for speech/language services using additional assessment tools and current teacher observations, 3) Meet with parents of preschool students to review current services and current IEP, 4) Make necessary changes for improvement. The speech therapist and special education supervisor has scheduled a visit to the Tipton County School System to observe its inclusive speech program. Our goal is to observe the program in action and gain knowledge about the materials, scheduling, and tracking documentation of students.

- Psychological reports
- Eligibility Report
- IEPs
- Documentation of review of re-evaluation information
- CAPPs
- CASL
- CTOPP
- TELD
- Schedule of speech therapist
- Speech/Language Activities, skills, materials for speech program
- Kindergarten screenings
- Preschool progress reports
- Kindergarten progress reports
- Notes from visit to Tipton County School System

#3

- Disability checklists (for each individual disability)
- Vision/Hearing Screening
- Copy of TCAP/Competency Scores of individual students
- Copy of grades and attendance records of individual students
- Teacher observations
- Early intervention documentation
- Parental input
- Exclusionary factors sheet
- WJIII
- TOWL
- TOLD
- WRAT
- ADD/ADHD checklist
- Vineland
- GARS
- CARS
- GADS

Steps to implement new speech program (January 08): 1) Create a more inclusive speech program including providing interventions to all preschool and kindergarten students prior to referral for speech services, 2) Speech therapist will go into the preschool and kindergarten classrooms each week implementing speech/language activities and interventions for all students, 3) Speech therapist will monitor, track, and assess all PreK and k students throughout the school year, 4) PreK and K students who do not progress will be formally referred and evaluated for more intensive services (in addition to the intervening services already provided to all PreK and k students), 5) Students on an IEP for speech/language impairments will be re-evaluated annually to determine eligibility for continuation of services, 6) Referrals will be accepted for students with severe speech impairments and/or other severe disabilities from teachers or parents.

(See #2 under “Evidence” for list of forms, assessments, and interventions mentioned above.)

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Lake County Schools has a variety of assessment instruments available to administer to students suspected of having a disability. After a student is referred for testing, the team decides what type of disability is suspected before determining which battery of assessments to administer. Our school psychologist provides us with a checklist of required documentation and assessments for each disability (See [C] for required documentation for any suspected disability and see [D] for required assessments for each individual suspected disability). The assessments may include but is not limited to academics, behavior, speech and language, self-help skills, adaptive behavior, emotional needs, etc. Our school psychologist determines if there are any additional assessments needed for that specific student.

[C] The following documentation is provided during the referral process and is required for all suspected disabilities:

- vision and hearing screening,
- copy of TCAP/Competency Scores,
- copy of grades and attendance records,
- direct observations by a general education teacher and special education teacher or other staff member that works with or has knowledge about the specific student,
- parental input including medical information, early intervening services prior to school, family background, etc.

- BASC
- Discipline records
- Fluharty
- K-Feal
- Preschool Language Scale
- Non-Verbal Speech Assessment
- TOLD
- PPVt
- EOWPVT
- Goldman-Fristoe
- CAPPs
- CASL

-
- *exclusionary factors sheet- which determines that the following factors are not the primary cause of academic difficulty: lack of instruction, limited English proficiency, behavioral/emotional difficulties, vision/hearing/motor impairments, environmental/cultural/economic disadvantages, lack of motivation, situational traumas, and medical conditions*

[D] In addition to the above list, specific assessments are administered according to the disability that is suspected:

- *Learning Disabled: WJ III Achievement, also available is the TOWL, TOLD, WRAT, ADD/ADHD checklists*
- *Mental Retardation: Vineland (parent and teacher interview/survey), WJIII if applicable*
- *Autism: GARS, CARS, GADS, BASC, physical/neurological documentation from licensed physician, Vineland, speech/language evaluation*
- *Emotionally Disturbed: BASC (completed by parent and teacher), data ruling out physical conditions of atypical behaviors, discipline record, data on behavior including teacher notes and interventions*
- *Speech/Language: Fluharty (screen), K-Feal (screen), Preschool Language Scale, Non-Verbal Speech Test, TOLD, PPVT, EOWPVT, Goldman-Fristoe (Lake County Schools is currently in the process of purchasing the CAPPs and CASL for additional speech/language assessment tools- Fall 08)*
- *Other Health Impaired: WJIII, ADD/ADHD checklist filled out by all teachers of that student, Vineland, medical information*

(See #3 under “Evidence” for list of forms, assessments, and interventions mentioned above.)

Unicoi County – White (FFY 2006 RRR 4.32)

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

During the 2006-2007 school year, Unicoi County Special Education personnel reviewed 139 new referrals for special education identification. Referrals were submitted to the Special Education personnel by school support teams in the individual schools. Referrals not from the S-teams came directly from parental requests or a doctor's referral. Contained within the referral packets from the school teams were the following required items:

- *documentation of pre-referral intervention strategies used by classroom teachers*
- *student referral form*
- *standardized test scores*
- *work samples and classroom grades*
- *two classroom observations*
- *parent interview*
- *vision and hearing screening results*

139 students were referred for special education evaluation during the 2006-2007 school year. 66 of the 139 referred were for a full psychological evaluation. Of these 47 were determined to meet the eligibility criteria. 73 of the referrals were for speech/language evaluation. 56 of these referrals qualified for eligibility. The Supervisor of Special Education, Senior Psychological Examiner, and the referring special education teacher at the individual schools attended all IEP meetings involving initial eligibility.

58 students were due for re-evaluation during the 2006-2007 school year. The Special Education Supervisor, Senior Psychological examiner, and the special education teacher designated as case manager for each student attended the re-evaluation meetings. The full IEP team was involved in the re-evaluation process. During the re-evaluation meeting, information from the re-evaluation packet, special education teacher, regular classroom teacher(s), related service provider(s), and parents were reviewed in order to determine if comprehensive testing was needed to determine continued eligibility. In 2006-2007, 46 students were determined to need a comprehensive evaluation. Of these students none tested out of special education.

EVIDENCE

List evidence and documentation on file:

Assessments used for evaluation:

a) Cognitive:

- *Wechsler Intelligence Scale for Children-Fourth ed. (WISC-IV) ages 6-16*
- *Wechsler Adult Intelligence Test-Third ed. (WAIS-III) ages 16-up*
- *Kaufman Assessment Battery for Children-2nd ed. (KABC-II) Preschool & Kindergarten*
- *Test of Nonverbal Intelligence-3rd ed.(TONI-3) ages 5 up*

b) Functional:

- *Vineland Adaptive Behavior Scales 2nd edition*
- *Adaptive Behavior Evaluation Scale*

c) Developmental:

- *Kaufman Assessment Battery for Children-2nd edition*
- *WISC IV if age or above*
- *Vineland Adaptive Behavior Scales, 2nd edition*
- *Battelle Developmental Inventory 2nd (BDI-II)*

d) Academic:

- *Wechsler Individual Achievement Test 2nd ed. (WIAT- II)*
- *Woodcock Johnson III Tests of Achievement - 3rd edition (WJIII ACH)*
- *Peabody Individual Achievement*

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Unicoi County Schools has a comprehensive testing process that requires multiple measures that are selected based on the students individual needs. All assessment materials are selected by the Senior Psychological examiner from State Department of Education recommended lists. The tests are designed and selected to minimize bias for culturally and linguistically diverse students. All assessments are evaluated on the basis of certification of non-biased design. Each vendor provides a statement attesting to the fact that each test has been tested for bias and is culturally neutral. Students who speak a language different than English are evaluated to the fullest extent possible using non-verbal assessments.

A comprehensive evaluation includes the following: WISC-IV, WIAT-II, or WJIII-ACH, Bender Visual Motor Gestalt Test- II (if needed), TCAP scores, star test (elementary grades), review of pre-referral interventions, classroom observations, work samples (if needed), and parent information.

If the psychologist needs a second measure of achievement, the student is administered either the PIAT-R or the Woodcock Johnson. For suspected ADHD problems the Conner's Teacher Rating Scales is administered. This information is then given to the child's physician or psychiatrist for further evaluation and/or incorporated into the comprehensive evaluation. Testing types and amounts are determined by student's individual needs.

Unicoi County is a rural school district without a large minority population. Only 6.3% of all students are considered minority students. Hispanic students comprise our largest minority group at 5.4% of the total population. 55.1% of our student population is considered economically disadvantaged. Due to these factors, our percentage of white students eligible for speech/language services runs higher than the number in the minority categories.

All personnel involved in assessing students for special education are annually trained and provided opportunities for further professional development. Our system psychologist is a Senior Psychological Examiner who provides training annually to our special education teachers. This training takes place at the beginning of each school year during in-service. Our system psychological examiner attends workshops and conferences pertaining to assessment and evaluation as well as state training on eligibility standards.

Test-Revised Normative Update

- e) *Speech/Language:*
- *Goldman-Fristoe Test of Articulation-2*
 - *Oral and Written Language Scales*
 - *Phonemic Awareness Profile*
 - *Phonemic Awareness Inventory Test of Language Development-3*
 - *Pre-school Language Scale for Children 4*
 - *Clinical Evaluation of Language Fundamentals-4*
 - *Comprehensive Assessment of Spoken Language*

Henderson County – White (FFY 2005 RRR 3.09—FFY 2006 RRR 1.90)

EVIDENCE

List evidence and documentation on file:

- a) See Referral packet for Early Childhood Referrals (Developmental, Speech/Language, and Pre-K).
- b) Examples of speech and language assessments are attached.
- c) Mid-South Conference brochure
- d) Preschool Screening Packet

DESCRIBE the methods, types of measures and frequency with which the district reviews referral and eligibility for special education.

Speech pathologists regularly attend the Mid-South Conference on Communication Disorders and other state and regional conferences to stay current with the recommended referral and eligibility standards. State guidelines are followed on each eligibility decision.

The following assessment instruments are used to identify and evaluate students for speech/language services:

- Goldman-Fristoe
- CELF
- PLS-4

Instruments are chosen from the speech/language assessment resource provided on the state website. The CELF-4 is often chosen to minimize culturally and linguistically diverse students.

DESCRIBE the types of tests and instruments used to conduct individual assessments when a student is referred for special education. How are these instruments chosen, and what does the district do to minimize bias for culturally and linguistically diverse students?

Henderson County, through its school psychologist/counselor and speech pathologist, provides ongoing technical and professional assistance to all elementary schools relative to the referral process for special ed. services. Specific information for speech/language referrals is included in this training.

Detailed information is given to each school counselor who is, in turn, responsible for implementing the referral process following state procedures. Screening and assessment instruments are selected based on Tennessee Department of Education recommendations. A variety of evaluative tools are available to meet diverse needs of our system population. Screening for preschool children is conducted yearly and involves speech and language, vision and hearing, and early development. This screening is available to all children in our system.