

# **At Standard**

## **District Disproportionality Reviews Practices, Policies, and Procedures**

(for the Identification of Students with Disabilities)

2006 – 2007 and 2007 – 2008

## **Focus Area 3 Instructional Services**

The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.

## 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 =  $\geq 3.0$ ) 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 3**

**Options for Interventions Before or In Lieu of Referral**

***The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.***

There is evidence of ALL of the following:

The district:

- provides a list of recommended interventions, with some methods for collecting data about the effectiveness of the interventions.

The district:

- provides a list of intervention options, and instructions as to how to evidence effectiveness,
- analyzes evidence of effectiveness of interventions, and frequency and duration of interventions for issues of equity, and
- general education staff provide written documentation of the interventions and their effectiveness.

The district:

- has developed a comprehensive resource listing intervention options across levels of interventions, utilizing family and community input in the development of these intervention options.

The district:

- offers ongoing professional development and support are offered to school staff to maximize the utilization and effectiveness of the interventions and
- data is collected and analyzed related to the impact of interventions.

# 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)**

**EVIDENCE**

List evidence and documentation on file.

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*Union County Schools has developed and uses a variety of intervention options. Initially, teachers use standards based learning in the general education classroom using research-based practices to implement Tennessee Learning Standards. This becomes the Tier I instruction phase. Teachers also utilize flexible grouping within the general education classroom to facilitate differentiated instruction. Progress monitoring determines students needing more strategic interventions. These students receive additional instruction time on a daily basis. This three tier model of intervention is developing within elementary and secondary levels. This three tier model of intervention is developing within elementary and secondary levels. The three model is more fully developed on the elementary level due to our largest elementary school having the benefit of the Reading First Grant and its recent extension. Family and community input has been sought through Reading First family rights, PTO meetings, and Parent Involvement Advisory Committee bi-monthly meetings. In the school year 06-07, the three tier reading process spread to our other 3 elementary schools and in 2007-08 to our middle school and 1 pilot classroom at the high school. The data on the student progress will be analyzed and adjustments in programming made.*

*If the student does not progress with increased instruction and intervention, the teacher may refer the student to the school support team. The SIPS support team then reviews the previous interventions and suggests further strategies and interventions. A listing of Tier II and III interventions can be located in the evidence section. Progress is monitored more frequently during the SIPS review process. If the student does not respond to this intensive level of intervention, the support team may refer the student for a comprehensive evaluation for special education.*

*The district employs a systematic process of implementing behavioral interventions. If a student experiences behavioral difficulties, the student may be referred to the school counselor/ case manager and the parents are consulted. For persistent behavioral difficulties, the behavioral specialist may be consulted and the student can be referred to the school support team. A Functional Behavior Plan (FBA) can be requested and a Behavior Intervention Plan (BIP) implemented. This is available to Union County students. Union County employs a full time Behavior Specialist to address behavior concerns. In the 2006-2007 academic school*

- 1) *Tennessee State Curriculum Standards*
- 2) *Schoolwide Intervention Program for Students Packet (SIPS)*
- 3) *Reading First Grant and Extension*
- 4) *Reading First in Tennessee Professional Development Plan*
- 5) *Centers for Research and Education Progress (CREP) Data*
- 6) *Functional Behavior Assessment (FBA) Packet Sample*
- 7) *Behavior Intervention Plan (BIP) Sample*
- 8) *Listing of students with BIP by gender and ethnicity*
- 9) *Calendar for SIPS Countywide Committee Meetings*
- 10) *Schoolwide Intervention Program for Students (SIPS) Manual. This manual was compiled after research by countywide leadership committee on support team process and response to intervention (RTI). It contains the theory behind the RTI process, with a PowerPoint presentation for training*

year, approximately 65 BIPs were completed county-wide. In the 2007-2008 school year, approximately 25 BIPs have been completed.

Both academic and behavior interventions are individualized to meet the student's unique needs. Interventions are planned in ways that will be culturally and linguistically responsive. Union County Public Schools has a very small minority population (1.6%). If a non-English language student were referred for in-school interventions, the ESL teacher would be notified of that referral so that a coordinated program could be developed with the ESL teacher.

In 2006-07, after reviewing support team procedures, it was determined that the Support Team referral process needed to be refined and strengthened. A major emphasis was on the use of data collection for the purpose of monitoring student progress and on adjusting instruction and interventions based on that data analysis. The support teams were restructured to become more responsive to student difficulties not only in academic areas, but also in behavior and health and attendance areas. Teachers and support team members received training in the referral and support process. This is the first year of the new referral process, bringing together the three tier model of intervention.

As a result of this restructuring, fewer referrals were made for comprehensive evaluation in 2006-2007. The school system anticipates a continuing decrease in special education referrals as the teacher and school support teams become more comfortable with the tiered intervention model.

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

Union County believes in early intervention, especially in our high poverty area. Statistics from 2006 show a 72.4% poverty rate countywide. We currently have 3 Pre-K classrooms to develop readiness skills for Kindergarten. We propose one at our 4<sup>th</sup> elementary school for the 2008-09 school year. This program gives first preference to students who meet free/reduced lunch guidelines. Our developmental preschool serves students identified as special needs and educates them along with typically developing peers. There are also three Headstart inclusive classrooms in the county.

purposes, and UCPS process for the SIPS.

11) Pre-K Information Packet

12) DIBELS Analysis

13) Results, Analysis, and Periodical benchmarks for Horace Maynard Middle School and Luttrell Elementary school where a collaboration between the county's school counselor and the University of Nebraska pertaining to bullying was completed in the 06-07 SY

14) TCSPP Data Analysis PowerPoint Presentation presented to all staff

15) Intervention Programs:

Tier I

Harcourt Trophies

McGraw Hill Math

Tier II and III as appropriate

Compass (Tier II), Destination Reading K-8<sup>th</sup> (Tier II), Destination Math K-12<sup>th</sup> (Tier II), Language! (Tier II), Wilson Reading (Tier III), PLATO (Tier II), Voyager (Tier II), Read Well (Tier II), Reading and Math Academy Classes at the Middle School Level for students below 30% on TCAP.

Partial Listing of Ongoing Professional Development and Support

At the elementary level, K-3 students have 90 minutes of reading instruction per day. Teachers use flexible grouping; differentiated instruction and progress monitoring within the classroom setting. As of 2007-2008, all elementary schools are participating in Reading First Expansion, with DIBELS testing, to monitor student progress in reading. Those students, who do not meet benchmarks in reading, are placed in a Tier II reading group, with an additional 30 minutes of targeted reading instruction. Students in Tier II who fail to make adequate progress are given an additional 30 minutes of instruction (Tier III). The Literacy Team and the SIPS school support team work with the classroom teachers to help analyze the student performance and to recommend appropriate interventions. Reading interventions for grades Kindergarten through 3<sup>rd</sup> grade include: Voyager, Read-Well, Wilson Reading, Foundations, Destination Reading and Destination Math (computer based), and Compass Learning (computer based). One elementary school is currently piloting Language! In the 4<sup>th</sup> and 5<sup>th</sup> grades.

Language! Is also being implemented in grades 6 through 8, for all students, including culturally diverse students, scoring below grade level on TCAP Reading/Language Arts. There is a pilot program of one class currently receiving Language! at the high school level. In addition to Language!, the middle school is using Destination Reading and Compass Learning programs in its computer labs.

Ongoing professional development and support is offered to staff to enhance the effectiveness of interventions utilized in the classroom and tiered process. A listing of professional development activities used during the 2006-07 school year is provided in the evidence section. This includes teachers and support staff in grades K through 3 receiving on-going training in Reading First interventions. Language! teacher training occurred during a week long training in June 2007. This is the new Tier II intervention in use currently in our middle school. Wilson training for selected staff (Tier III) is anticipated summer 2008.

Data collection and analysis of the impact of the Reading First programs for grades Kindergarten through 3<sup>rd</sup> grade are conducted three times a year. Analysis of the fall DIBELS benchmark testing indicates there is good progress in all schools from kindergarten to first grade. There is less steady progress indicated in grades two and three. The county is currently reviewing these results in order to look at possible adjustments to the programs. Countywide professional development has been given to all certified staff regarding the current data results from state-wide assessments. At each school, data analysis teams review all school data and disaggregate the data according to special education, economically disadvantaged, gender, and ethnicity. Data is then reviewed by grade level and decisions are made on adjustments to the curriculum and adjustments to interventions. A county wide assessment team assesses the progress throughout the system.

## Professional Development – Data

### Ongoing Professional Development and Support

3 Tier Reading TR

08/30/2007

3 Tier Reading 12:30 TR

08/30/2007

Data Team Elem-Mid

07/23/2007

Data Team Presentation

08/02/2007

Destination Math TR

11/05/2007

Destination Math TR

11/06/2007

Destination Reading TR

11/05/2007

Destination Reading-Compass

08/30/2007

Math Strategies TR

08/31/2007

Math Strategies 12:30 TR

08/31/2007

Middle Grade Reading Forum TR

08/31/2007

Oral Reading Fluency TR

08/31/2007

Plato Training

10/05/2007

Reading Destination BRES

08/30/2007

Reading Destination BRES

08/31/2007

Reading First LETRS Spelling TR

08/06/2007

The District has now implemented additional interventions in the area of Mathematics. Teachers at the elementary, middle school and high school level are currently being trained on Destination Math. At the middle school, students who are struggling in mathematics can be placed in an extra mathematics class (Math Academy) which has small numbers of students and targets deficit areas. The middle school also offers an extra reading class (Reading Academy) in which Language! Is used as a reading intervention. The high school has computer based programs which students can utilize for remediation or credit recovery. GEAR UP Tennessee is also working with ninth grade students and their families to increase educational expectations and academic preparation. Interventions are provided to all students, including the culturally diverse and students with disabilities.

There have been several initiatives within the county to address student behavioral and adjustment issues. Maynardville Elementary School (MES), the county's largest elementary school, has developed a school wide positive behavior system (SWPBS) which works with the school support team (SIPS). SWPBS is partially funded by Title IV and has had guidance through EdExcellence. All personnel participate in monitoring and rewarding students under the SWPBS. The monitoring committee advises teachers with students who are not responding to the school-wide behavior system. Individual modifications are made for a student having difficulties. If the student continues to have behavioral difficulties, both the SWPBS and the SIPS teams confer with the teacher of the student to devise further interventions. MES also has a REACHES program run by a parent volunteer. This is a prevention program for behavior issues. The material for the program and the training of the parent volunteer were paid for by REACHES. A part time Violence/Drug Abuse Prevention Specialist is funded through Title IV., this specialist works at Luttrell Elementary School one day a week and at the middle school one day a week.

In the 2006-2007 school year, a benchmark study on bullying was done in conjunction with the University of Nebraska (Lincoln) by one of the county's school counselors. The results of this study were presented to staff during professional development in-service. During the study, the counselor began implementing a mindfulness component, using elements of Tai Kwan Do, culturally adjusted for Union County's Appalachian/American culture.

The middle school has a multiage, self-contained class taught for students who are having behavior or adjustment issues. This class is limited to 15 students. This class is team taught by a general education teacher and a special education teacher. This year the middle school added a sixth grade transitional class. This classroom is limited to twelve students, with one general education teacher. When there are students with disabilities assigned to this class,

Reading First: The Origin to the Future TR  
08/31/2007  
Reading First: Voyager 11:30 TR  
09/10/2007  
Reading Well TR  
10/24/2007  
Reading Well TR  
10/25/2007  
RTI TR  
09/11/2007  
RTI: What is it? How does it affect learning? TR  
08/30/2007  
Differentiated Instruction Mid-High  
10/05/2007  
Using Data to drive instruction  
08/29/2006  
Formative Assessment  
08/29/2006  
Destination Reading A.M.  
08/29/2006  
Using Data to Drive Instruction  
09/29/2006  
Reading First Showcase—Kg.  
09/29/2006  
Paraprofessional and Reading First  
09/29/2006  
Reading First MES  
11/03/2006  
  
Data Collection Analysis Related to Impact:  
  
Professional Development – Data  
Data Team Elem-Mid  
07/23/2007  
Data Team Presentation

*special education personnel joins the general education teacher for inclusion teaching.*

*Union County is continuing to develop and adjust programs for all our students including our culturally diverse and students with disabilities, including this population within the general education classroom as much as appropriate.*

*08/02/2007  
Using Data to Drive Instruction  
08/29/2006  
Formative Assessment  
08/29/2006  
Using Data to Drive Instruction  
09/29/2006  
Data Team Training Day 1  
07/19/2006  
Data Team Training Day 2  
07/20/2006  
Data Team Training Day 3  
08/03/2006  
UCHS Data Team Day 2  
02/16/2007  
I've Dibbled Now What 2-3  
09/29/2006  
I've Dibbled Now What K-1  
09/29/2006  
T.V.A.A.S. Curriculum P.M.  
11/03/2006  
T.V.A.A.S. Curriculum A.M.  
11/03/2006  
Data Team Presentation  
11/17/2006*

**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.

- *FBA and BIP Analysis Evidence Sheets*
- *Documentation of:*
  - Professional Development:
  - Classroom Interventions
  - Differentiated Instruction
  - Classroom Behavior Management plans
  - S-Team referral rate following interventions

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*The Carter County School System has developed and uses a comprehensive resource listing of intervention options across level of interventions. Various interventions are used at different levels within the classroom. Initially, teachers use standards-based classroom learning where all students participate in general education learning that includes the implementation of the Tennessee Learning Standards through research-based practices. Additionally, teachers use flexible groups within the classroom for differentiation of instruction and frequent progress monitoring. Through progress monitoring, teachers determine those students whose needs are not being met through the standards based learning. These targeted students participate in learning that is in addition to the classroom based learning. Formalized intervention strategies and greater frequency of progress monitoring takes place for these students. If a student does not progress using the above methods, the teacher may refer the student to the School Support Team. This team then compiles more intensive intervention strategies that are individualized to the specific student’s needs and progress is monitored on a regular basis. Students requiring these interventions may also receive one-on-one tutoring or small group instruction. If the individualized interventions do not work, the S-Team may make the decision to refer the student for a comprehensive evaluation for special education services*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*The district employs a comprehensive process for implementing behavioral interventions. If a student experiences behavioral difficulties in the school setting, the student is referred to the school guidance counselor for services and the parents are consulted. For persistent behavior difficulties, a behavior intervention plan (BIP) can be written with or without a functional behavior analysis (FBA). The student can receive social skills training and/or counseling services. The behavior specialist monitors the student’s progress and consults with the classroom teacher on a regular basis. Additionally, she meets with the student to reinforce the behavior plan. If behavior problems are severe and the student does not respond to repeated*

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*behavior plans and interventions, the student can be eligible for placement in a behavior management class if that student is also eligible for special education services.*

*This school year, our behavior specialist conducted a total of 17 FBAs and 9 BIPs for students in need of behavioral interventions. Because of these interventions, 15 students did not go to an alternative educational setting. Six students improved both academic and behavior performance. For a complete analysis of these results, see the attached evidence sheet. Of these students, one was Hispanic and the rest of them were white.*

*The district ensures that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive. The counseling services, social skills training, and explanation of the BIP are geared toward the student's ability to understand the information presented. This is done on an individual basis. Carter County does not have a large population of minority students (2.10%). When a non-English speaking student is referred, the ESL teacher works closely with the school psychologist and the behavior specialist to ensure understanding of the program offered and the processes involved. Both academic and behavior interventions are individualized to meet the student's unique needs.*

*Professional development and support regarding classroom interventions are offered to the school staff on a regular basis. S-Team members receive training each school year. They, in turn, provide the information to their respective teachers and assistants. Classroom teachers and assistants attend conferences and workshops pertaining to classroom interventions including differentiated instruction and classroom behavior management plans. (See attached evidence.)*

*Carter County has an extensive preschool program designed to prepare students ages 3-5 for kindergarten. Students in this age range are able to attend head start classes, regular preschool classes, and/or special education preschool classes. Early intervention oftentimes offsets the need for future referral for special education services. Based upon an analysis of system information pertaining to student referrals to S-Team, approximately 30% of those referrals did not need to be referred for a full special education evaluation. Interventions and accommodations within the classroom setting were effective in increasing learning within the regular classroom setting.*

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

**EVIDENCE**

List evidence and documentation on file.

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

Grundy County's classroom teachers use a wide variety of classroom-wide interventions in order to provide appropriate instruction to all children; however, these interventions are not always enough to prevent all children from falling behind. This is when an s- team meeting is held. At this time, the s-team determines which additional interventions may be required. When these additional measures do not help, more drastic steps are taken. Usually, this might involve small group instruction or a more specific type of remediation. Some of the classroom- wide interventions which are widely used are inclusion, research-based, and after school programming. Students in inclusion classes benefit from having two educators in the classroom. The regular education teacher and the special education personnel have occasion to consult and assist the struggling student in the regular education setting. This additional instruction is sometimes enough to prevent an at-risk student from referral. Classroom teachers in our system reading series which includes reading, phonemic awareness skills, decoding, and comprehension strategies. Math instruction is always done using a research-based math curriculum. Many classroom accommodations are recommended in these manuals, such as the use of manipulatives. The Spire Reading Program; the Lexia Reading Program; AMP Reading; Fundamentals; Read, Write, Sing, Spell; Think-Link; Language!; United Streaming Video; and Plato Learning are examples of the instructional programs which have been purchased to address students' learning deficits and thereby reduce special education referrals. After school tutoring, 90-minute reading blocks, and credit recovery are other interventions used at the school-wide level. When the child continues to fall behind, the s-team chooses additional interventions which are tried in the classroom but not with the entire class. Many of these interventions are taken from the Mathematics Instructional Strategies, Adaptive Strategies for General Education Interventions and Organizational Strategies on the state website. If these interventions do not improve the child's needs a small-group or individualized setting and more structured specific instruction. These interventions are more child specific and are often done outside the regular education setting. Should remediation still not be forthcoming, the student is then referred for a full evaluation. Student's report cards, test scores, s-team notes, and referrals that never go to a full evaluation are evidence that these intervention options have been effective. If we get a child who is determined to speak Spanish as his primary language, the ESL teacher is consulted. She investigates how thorough and effective his English comprehensive language instruction. With her input, as well as the

- School-Wide Interventions
- Targeted Interventions
- Intensive Interventions
- Copy of Student's Report Card showing improvement after interventions
- Copy of S-Team Meeting
- Copies of Benchmark Testing
- Copies of Classroom Testing
- Copies of Achievement Testing
- Goal Sheets
- Copy of Pre-K Testing
- Copy of Preschool Screening
- Think-Link Report of Scores
- After-School Tutoring Roll
- Evidence of Credit Recovery
- Attendance Policy
- LEAPS Program Roll

student's and student's parent's input, it is determined whether instruction would best be delivered by her or in the regular classroom with her assistance. The packet on the state web site "ELL Dialect Materials For Assessment" is used as a guide. Since we have no black students, we have not dealt with the African American dialect. Should we acquire a student using this dialect, we would use the same resource packet as a guide and the ESL person as a consultant/instructor.

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

Grundy County School System maintains a list of interventions from which the s-team can pull the appropriate interventions for a student. After this, the classroom teacher documents the use of these interventions. The lead special education teacher consults with the regular education teacher during the intervention phase. Should the classroom teacher not see any improvements, the s-team may reconvene and change or add to the current interventions. If no improvement is seen after interventions are revised, the s-team will likely recommend a full evaluation. Teachers attend in-service at the state, district, and local levels. These in-services educate teachers concerning the most effective and innovative interventions and instructional programs for use in both regular and special education settings. Some of our most informative in-services have been held at the local level. When a teacher finds an instructional program about which he or she is enthusiastic, the teacher is asked to present an overview of the program to other teachers. Teachers who believe in the program that they are using are very convincing when they explain why they like the program have used. Inexperienced teachers are provided with mentors who have successfully implemented interventions in their own classrooms. Assessments are completed continuously so teachers have all the information necessary to make instructional decisions. They also consult with the appropriate learning specialists whenever a child is having learning difficulties. Lead special education teachers maintain data related to the number of students who after interventions did not require a full evaluation. The teachers also collect data concerning which interventions proved most successful. Other examples of useful data collected are individual and group achievement scores. These scores could be from the DAB, the DATA, the WRAT, the Woodcock-Johnson, TCAP testing or the Stanford-Binet. Benchmark assessments such as Think-Link, PLATO, and DIBELS as well as classroom assessments provide very useful information about students' performance and progress. Classroom teacher observations, and other professional observations, also allow insight into the success of a student's educational setting.

- SOAR Program Roll
- End Of Year Report For Gifted-Table 7
- Information concerning instructional programs useful as intervention

# 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)**

**EVIDENCE**

List evidence and documentation on file.

- 1) *TCSPP Instructional Practices*
- 2) *TCSPP Pages 23 and 24*
- 3) *TCSPP Assessment Practices*
- 4) *Dr. Charles Clark’s TVAAS Training*
- 5) *Dr. Clark’s Training Outline*
- 6) *Documentation of “Explore the Data” by Teaching and Learning Director*
- 7) *Think Link Reports*
- 8) *STAR Growth Reports*
- 9) *Success rates for the Learning Center’s Behavioral Intervention Program*

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*Hardeman County Schools provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral for special education services. Prior to referral to SPED, the School Support Team reviews all existing data and develops an intervention plan based on the student’s individual needs.*

*A variety of strategies and interventions are selected to reduce the likelihood that the student will require special education services. In addition to recommended intervention strategies that accompany the adopted core series, supplemental resources include: A+ Learning, Riverdeep, Star Reading, TCAP Coach, LearnStar, Leap Frog, SRA, Hooked on Phonics, and Wilson Reading.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*The Hardeman County School System has agreed to begin piloting RTI in the 2007-2008 school year and will be implementing a three tiered reading model based on Sharon Vaughn’s research and research garnered from the University of Texas at Austin. To address the needs of Tier II and Tier III students, the Voyager Passport system will be used. Universal Screening, Benchmark Testing, and Progress Monitoring will be conducted using AIMSweb.*

*We currently measure the effectiveness of our interventions by assessments such as Think Link and STAR Math and STAR Reading. (See attached samples of growth reports and drilldown reports). This data is collected and analyzed by Instructional Facilitators who confer with educational staff regarding the effectiveness of their interventions. Dr. Charles Clark conducts in-service training with school personnel on how to look at the data to increase maximum effectiveness.*

*Behavioral interventions include referral to counseling staff (school psychologist and social workers) to address behavioral issues. If the need exists, functional behavior assessments are*

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*conducted to help the teacher intervene at the classroom level with positive behavioral supports. Training has been provided in these behavioral strategies to faculty by Project Rise. When interventions are not successful in the school milieu, students may be referred to the Teaching and Learning Center for more intensive intervention. Improvement for these students is documented in lack of recidivism and decrease in office referrals once they return to their home school.*

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

**EVIDENCE**

**List evidence and documentation on file.**

- *All Shelby County Schools use Think Link Learning and/or Study Island to provide systematic assessment and activity-based intervention. Schools also use Accelerated Reader and STAR Reading assessment as monitoring tools. Annual TCAP data is also used as a consideration for instructional programming.*
- *The Lottery Pre-K is used to address the needs of at-risk students in the 4-5 year old range.*
- *The following is a sample list of academic/behavioral intervention programs offered by Shelby County Schools.*
  - *Lottery Pre-K*
  - *Project REACH*
  - *Project C.L.A.S.S.*
  - *Project Gold*
  - *Extended Contract Units*
  - *Start Smart*
  - *Even Start*
  - *Social Workers*
  - *At-Risk Counselors*
  - *Alternative School Review Committee*
- *Project REACH Student Response Team Members maintain current logs documenting the progress of students in response to intervention strategies.*

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*Shelby County uses a variety of on-going assessment tools to gauge student progress and adjust instruction to meet identified needs. Faculties use these tools to identify instructional needs relating to SPIs (State Performance Indicators) in order to tailor instructional interventions.*

*Shelby County Schools is implementing a 3-tiered reading approach. Progress monitoring will be used to provide benchmark assessments and identify students having difficulties. Those students will be exposed to a variety of instructional strategies to improve their performance before a referral to special education is considered. The desired effect of the 3-tiered approach is to individually monitor progress and find an appropriate instructional fit for students experiencing difficulties to reduce referral to and identification in special education.*

*In addition, teachers using differentiated instruction design their instruction to meet the needs of all students in their classrooms. Shelby County Schools also plans to hire an additional Reading Specialist whose sole responsibility will be supporting/developing quality reading instruction in the general education setting. Paraprofessionals and volunteers are used to implement school-based intervention programs such as tutoring and additional instructional programming. Extended Contract Units are also used to provide instructional services beyond required school hours.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Shelby County Schools utilizes a support team (S-Team) approach that serves as an intervention team for students experiencing chronic challenges in the general classroom. The S-team assists in student cases by providing assistance to teachers in identifying resources to improve student success before referral.*

*The district has a department that houses intervention services that address behavioral issues.*

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*This department includes a crisis team as well as many grant projects that address student behavioral needs while collaborating with the school and identified families. The district has provided in-service training on the culture of poverty and cultural responsiveness including speakers Ruby Payne and Larry Bell. Project REACH utilizes a Student Data collection procedure that tracks student responsiveness to intervention procedures in order to monitor progress and adjust strategies when necessary.*

- *Attached - sample Think Link student/class report using in progress monitoring.*
- *Attached - S-Team Process Manual.*

**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.**

*A-1. Memphis City Schools – Renaissance Learning - 6 Week Formative Assessment*

*A-2. Focus on Elementary Literacy*

*A-3. Vision and Hearing Screening*

*A-4. Memphis City Schools Summer Programs 2007*

*A-5. Elementary Literacy Assessment Schedule*

*A-6. Comprehensive Literacy Plan Modules*

*A-7. Memphis City Schools - Secondary Literacy*

*A-8. Smaller Learning Communities*

*A-9. Cross Functional Team*

*A-10. See Counselor Training (Item 1 Evidence*

*A-11. Support Team Packet*

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*The Memphis City Schools provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Elementary Literacy*

- \* District Wide Tier II (Voyager Passport Grades K-5)*
- \* 25 schools Tier III*
  - ERI - K/1*
  - ReadWell - 2/3*
- \* Universal Screening K-1 with DIBELS*
- \* Language Development Screening by Language/Speech Pathologist PK - 1*
- \* Plans for 3 RTI pilot schools for 07-08 years (K-1 Literacy)*
- \* Plans to pilot Headsprout (Tier II, K-1 and Older strugglers)*
- \* Summer School: Promotional and Intervention workshops.*
- \* Formative Assessment (4 times a year, grades 2-8)*
- \* Elementary Math*
- \* Tier II intervention (computerized, part of the basal)*

*Elementary students in grades 1-6 who failed Math are eligible for intervention. Middle School*

- \* Read 180 in all Middle schools*
- \* Formative Assessment (4 times a year, grades 2-8)*

*High School*

- \* Read 180 is in 9 high schools (Criteria for Selection: 1.5 grade level or above on TCAP to qualify)*

- 
- \* *Course Recovery - PLATO*
  - \* *9<sup>th</sup> Grade Academy incorporated in Smaller Learning Communities*
  - \* *Gateway Tutoring*
  - \* *Algebra Camp in the Summer (Math / Science)*
  - \* *Six Trait Writing*
  - \* *Skill Track Software is in all high schools (used to identify deficit areas in all core subjects).*

*Examples of behavioral interventions include, (a) student mentoring program, (b) PBIS school wide activities throughout the district, and (c) individual/group counseling provide by school counselors and mental health professionals.*

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

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*It is the intent of the Jackson Madison County Board of Education to ensure that all students are provided an opportunity to succeed in the regular education program; and all students receive a free and appropriate public education.*

*In compliance with No Child Left Behind and the Federal Government, each teacher in the regular education program will do all that is within his or her professional capability to ensure that all students can learn and are successful in the regular education program.*

*Each teacher, as a part of his or her professional responsibility, will provide a variety of researched based strategic instructional variations within the classroom in order to differentiate instruction to the learning needs of students. The content and the instructional strategies are the vehicle by which the teacher meets the needs of all the students. Based on the knowledge that not all students are alike, teachers will apply an approach to teaching and learning so that students have multiple options for taking in information.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*If, and/or when, the teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through researched-based instruction and evidence of non-mastery through benchmark assessments and/or universal screening, the students in question will receive small group direct instruction intervention that is research-based and is administered with fidelity.*

*If, after no less than 9 weeks of small group direct instruction, students are not responding, the parent and /or teacher and/or Student Achievement Team may request that the principal convene a meeting with the school's Student Achievement Team to discuss the impact and effect of the regular education intervention program.*

**EVIDENCE**

**List evidence and documentation on file.**

*The Jackson Madison County School District he put in place a research and accountability position. This person is in the process of analyzing data, from intervention programs, in order to document the" impact of the intervention on students. At this time, the diagnostic assessments, benchmark assessment. tools and interventions are being researched for validity and effectiveness.*

**PRIMARY LEVEL INTERVENTIONS:**

1. PRIMARY:

- Intervention component from Reading Program Intervention component from Math Program Voyager
- GRADE Intervention Library
- G-MADE Intervention Library
- Orchard
- Study Island
- Think Link

2. TARGETED:

- Reading Mastery
- Road to the Code
- Voyager Passport
- Open Court Phonics
- River Deep
- GRADE Intervention Library
- G-MADE Intervention Library

*The School Board of the Jackson Madison County School District adheres to a policy of non-discrimination in educational programs and activities and strives affirmatively to provide equal educational opportunity for all students as required by Section 504 of the Rehabilitation Act of 1973 which prohibit discrimination based on disability.*

*It is the policy of the School Board of the Jackson Madison County School District that the referral of a student to the IEP TEAM to begin the of State of Tennessee's process for determining eligibility of a student for special services under the provisions of the Individuals with Disabilities Education Act should only be considered:*

- 1. after appropriate instructional interventions and strategies have been implemented in the regular educational setting and the student continues to be at risk; or*
- 2. if the student displays obvious characteristics of a child with a disability.*

*Administrative procedures have been developed to establish Student Achievement Teams in each school in the district. The primary purpose of the SATeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The members of the SATeam will provide instructional support to classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are less successful in learning.*

*Definition: The Student Achievement Team (SAT) is a function of the regular education program of Jackson Madison County Schools.*

*The primary purpose of the SATeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The SATeam provides instructional support to the classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are experiencing insufficient success in learning. The SATeam will review progress monitoring and benchmarks of "at risk" students. Each school's SATeam is a vehicle through which assistance can be requested for any student who is experiencing insufficient success in the regular education program. The SATeam monitors direct instruction interventions to ensure instructional fidelity.*

*The SATeam process requires a broad range of competencies and shared responsibilities for educational planning so that all persons who have an interest in the student's success (teacher, administrator, parent, family, and guardian) can cooperate and coordinate their efforts.*

*The SATeam process increases the clarity of teacher, staff, and home communication. In addition, the SATeam process supports the efforts of teachers to improve the scope and*

### **3. INTENSIVE:**

- *Open Court*
- *Wilson Reading System*
- *Lindamood Bell*
- *Language for Learning*
- *Distar Math*
- *Connecting Math*

### **INTERMEDIATE LEVEL INTERVENTIONS:**

#### **1. PRIMARY:**

- *Reading Program intervention component*
- *Compass*

#### **2. TARGETED:**

- *Compass with more time*
- *Think Link*

#### **3. INTENSIVE:**

- *Corrective Reading*
- *GRADE Intervention*
- *G-MADE Intervention*

### **MIDDLE SCHOOL LEVI. INTERVENTION**

#### **1. PRIMARY:**

- *Reading Program intervention component*

#### **2. TARGETED:**

- *GRADE Intervention*
- *Library*
- *G-MADE Intervention*
- *Library*

#### **3. INTENSIVE:**

- *AMP Reading Program*

effectiveness of instructional interventions and strategies which can benefit all of the students in their classrooms.

Each school will submit to the district as directed, a form indicating membership of the school's SATeam. The purpose and function of the SATeam should be thoroughly explained to staff and parents at the beginning of each school year.

The SATeam process should be utilized throughout the year to resolve issues, problems, or concerns related to the achievement of students identified by formative assessments, teachers, parents, guardians, and/or administrators. The SATeam is led by a chairperson who outlines the team's agenda, supervises the keeping of records and oversees the follow-up process.

At the school level, the principal, instructional leader, or designated person will act as chairman of the team. The team will consist of a least 3 more permanent members; additionally, the regular education teacher of the student being reviewed by the SATeam will join the team as long as his/her student is being reviewed. The school's psychologist should also be an active member of the SATeam.

The primary role of all participants in a SATeam meeting is to:

1. review the student's universal screening results
2. review progress monitoring results and/or benchmarks
3. review the student's current performance
4. determine the student's learning needs
5. design appropriate instructional interventions
6. assign responsibilities for implementation
7. develop a follow-up plan

The SATeam will keep records of team meetings and follow-up activities using the appropriate forms. (attached).

The SATeam is responsible for monitoring the implementation of the small group direct instruction interventions, follow-up procedures, and the review of student records. The SATeam process is to continue until it is either no longer needed by the student or until the student has been referred to the District –SATeam for review to determine referral to IDEA.

If the District Team feels that the intervention(s) are not adequate or appropriate and have not been implemented with fidelity, the district will ask that the school add additional information and intervention for the student.

## **HIGH SCHOOL LEVEL INTERVENTION**

### 1. PRIMARY:

- Plato
- Laura's Lab
- Gateway Online
- Focus Math

### 2. TARGETED:

- More time allowed on the primary interventions a1oj-r4.1
- with tutoring sessions
- Credit Recovery
- 9<sup>th</sup> grade academy (in the planning stages)
- Skills Tutor

### 3. INTENSIVE:READ 180:

#### **EVIDENCE OF THE IMPACT OF INTERVENTIONS:**

See attachment. Standard 3c for the evidence listed below:

- Response to Intervention packet
- Student Achievement Team packet (referral procedures)
- Samples of progress chart compiled for fall, winter and spring tests (GRADE, G-MADE, Think Link, DIBELS) reviewed by District Office three times per year (Interventions are based on formative test, progress monitoring and benchmark assessments)
- Sample of data analysis sheets provided by GRAC and G-MADE
- Sample of Student Achievement Team Folder documentation approved for IDEA testing

**DESCRIPTION OF INTERVENTION OPTIONS:**

The Jackson Madison County Board of Education provides schools with many options for intervention. Students receive effective instruction in the general education setting using validated practices. Progress is monitored and benchmark assessments are implemented for mastery in the core reading and math programs. Interventions in the regular classrooms vary from school to school, according to the school programming. Interventions include: Reading Mastery, Voyager, Compass, RiverDeep, LeapFrog, Orchard, Wilson Reading Systems, GRADE Intervention, G-MADE intervention, Study Island, Think Link, Plato, Laura's Lab, Focus Math, Credit Recovery to name a few. Parent involvement is a key component of all interventions. Parents are contacted and kept abreast of the progress students are making. The following form is recommended for schools to use in order to keep up with progress and document implementation of interventions and progress monitoring. (see attachment for Standard 3)

Each Intervention programs used come with benchmark assessments and/or mastery test. The computerized interventions do not allow students to move forward until students have mastered the objective being taught. Direct Instruction programs are tested for mastery every five lessons. Students do not move forward until mastery has been achieved. Documentation of mastery of skills is kept on record in the schools. The District office receives from the schools three times a year progress charts (attached) for each classroom indicating whether students are progressing or if there is a need to investigate instructional delivery or if there is a need for more intensive intervention. A formative assessment is given three times a year to document student progress.

Data analysis is collected on each student. Data includes the following:

- Group Score Summary
- Group Diagnostic Analysis by Type
- Group Diagnostic Analysis by Item
- Individual Diagnostic Analysis
- Individual Score Summary
- Individual Reading/Math Progress
- Individual Parent Report

Reading First Schools implement DIBELS for benchmarking. Students are given the opportunity to achieve through multiple means of instructional delivery. Through Diagnostic testing, teachers are able to determine the needs of the students and provide specific intervention according to student needs. If the needs cannot be met through primary intervention methods, small group intensive intervention is implemented.

- Referral statistics from 2002 – 2007
- Evidence of Parent involvement

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*The school's Student Achievement Teams meet to discuss the needs of the "at risk" students and conference with the parents to determine the intervention that the student may need. School Teams along with the parent meet to establish the intervention program that will best meet the student's needs. Pre-test, post-test and mastery test are administered to ensure academic progress. The effectiveness of the interventions is determined by student response, benchmark test, mastery test, evidence of student work and diagnostic testing through GRADE, G-MADE and/or DIBELS.*

*Students who are making progress in interventions, however, need to continue intervention over the summer, are provided summer intervention programs.*

*Some of the programs taking place are:*

- *Voyager School*
- *Home to School (for beginning*
- *Kindergarteners)*
- *Crossing Over the Bridge (Moving*
- *from Kindergarten to First)*
- *Credit Recovery*
- *Summer School*

*The district has implemented family engagement by focusing on building trust, collaborative relationships among teachers, families and community members and embraces a philosophy of partnership where power and responsibility are shared. It is believed that effective school-family partnerships are critical to student learning and successes in school. The Jackson Madison County School District understands that family involvement practices are an integral part of school culture.*

*Jackson Madison County Schools communicate regularly and clearly about information that is important to student success. Schools inform families about standards and how they relate to the curriculum, learning objectives, methods of assessment, school programs, discipline codes and student progress. Information shared with parents is accomplished through parent-teacher conferences, newsletters, handbooks, open houses, home visits, homework, e-mail to name a few. Parents help the district in establishing needs by completing surveys and attending district meetings. Parents are provided suggestions for home intervention by visiting educational web sites on their computers and/or students are given "take home" books for parents to help with intervention at home. Workshops are provided to parents on how to help students with their homework and other curriculum-related activities, including information on types of assessments and how the data is utilized. Parents are encouraged to meet with the schools to discuss and have input.*

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*PROFESSIONAL DEVELOPMENT*

*The Jackson Madison County School District provides extensive professional development for school staff and administrators on differentiated instruction and intervention programs. The schools also provide extensive trainings to their staff. All Reading First Schools have additional 90 hours a year of trainings that non-reading first schools may attend as well, (See attachment Standard 3a). The district systematically collects and analyzes data related to the impact of interventions.*

**McMinn County – White (FFY 2006 RRR 4.42)**

**EVIDENCE**

List evidence and documentation on file.

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*Student T-CAP scores and Scantron standards based formative assessments are analyzed to determine those students at-risk for academic failure. Individualized instructional plans are developed from the Scantron assessment and utilized in the general education setting. Teachers differentiate their instruction to meet the individual learning styles of students. Prior to a referral for special education determination, students go through their school support team process to determine intervention strategies that can assist them to be successful in the general education setting. The Wilson Language “foundations” and the Carbo Reading Styles Program are used to supplement regular class instruction in reading. Saxon materials are used to address math deficiencies. Interventionist are used to provide additional instruction in the regular classroom setting. Several students are involved in after school tutoring activities in reading and math throughout the school year and summer. ELL services are available to those students who may be culturally and linguistically at-risk. The ELDA assessment is used to better identify those students with deficits in language proficiency. McMinn County Schools have developed several pre-k classroom settings to meet the needs of at-risk children before entering into their formal schooling. A child find coordinator is utilized to help identify children in the community in need of early intervention services through special education.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Additional personnel to provide interventions in the general education classroom will continue to be provided. Progress monitoring materials will be used to assess on-going progress of students. Continued development and implementation of Reponse to Intervention activities are on-going. Staff are involved in continuous staff development in the areas of differentiated instruction, classroom management, use of varied instructional materials, conducting of Functional Behavior Assessment and Behavior Intervention Plans. Graduation coaches are being placed in the high school setting to work with students in an effort to increase academic success and graduation rates*

- NCLB Report
- McMinn County Schools System Report Card
- McMinn County Schools System-wide Report Card
- McMinn County School System-wide Assessment Data
- Tennessee Comprehensive System-wide Planning Process (TCSPP)
- Individual School Improvement Plans
- Reading Interventionists Primary/Targeted
- Math Interventionists Primary/Targeted
- Wilson Language “Foundations” (Primary/Targeted)
- Carbo Reading Styles (Primary/Targeted)
- Saon Math (Primary/Targeted)
- Data Assessment (Primary)
- Scantron Individualized Instructional

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*Current intervention programs to address student needs have resulted in increased student achievement, attendance, graduation rates and less students requiring special education services. The most recent NCLB report shows McMinn County Schools to be in good standing in all applicable cells, including meeting system-wide targets for graduation rates and attendance. Referrals to special education have been reduced resulting in a reduction in students requiring special education services.*

*Plans (Primary)*

- *Tutoring Activities (Primary/Targeted)*
- *Pre-K Services (Primary)*
- *Graduation Coaches (Primary/Targeted)*

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

**EVIDENCE**

**List evidence and documentation on file.**

*See the attached pages taken from the district's website as well pages from the Agenda---a planner that is given to every student enrolled in the Wilson County Schools.*

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

**DESCRIBE** the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?

*The Wilson County Schools offer a variety of programs and services to our total student population ages 3 - 21 to ensure that every learner is successful. Students already identified as having disabilities participate in these program as well as students who may require specialized interventions to address their learning needs. In doing so, many of these students are able to avoided being inappropriately labeled as having a disability. A myriad exist for the differing ages and diverse backgrounds of our students. Therefore not only are services in place for young learners to prevent failure but also for our adult learners who may have experienced difficulty in earlier schooling and have made a commitment to improve their lives.*

*Beginning in early childhood the Wilson County Schools offer programs and services to guarantee early success. These include*

- 1.) Four PreK programs (with plans to increase this number) for children who may be at-risk due to SES factors;*
- 2.) Annual PreK "round-up" offering health, developmental and language screenings to young children in the community regardless of background;*
- 3.) SPED annual Child Find activities and screenings to ensure that families are aware of the availability of services to children with suspected or confirmed disabilities.*

*Among elementary school-aged children specific services include:*

- 1.) Title One Reading & Math classes in selected schools;*
- 2.) Dibels© an assessment program to identify at-risk readers;*
- 3.) Specialized reading curriculum including the Carbo©, Beacon© and Barton© reading programs;*
- 4.) BRIDGES© a program designed to improve psychomotor skills through movement and music;*
- 5.) "Kid's Club", our district's after-school care program that provide that provides a safe,*

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- nurturing environment for children while parents work;*
- 6.) *Before and/or after- school tutoring at all grade levels;*
  - 7.) *Making Middle Grades Work©, a program to aid the transition from elementary to high school;*
  - 8.) *STARS (Students Taking A Right Stand) which provides group counseling to middle and high school-aged students;*
  - 9.) *EEL in all of our schools/programs to ensure non-English speakers full access to learning and services;*
  - 10.) *In our Alternative program (MAP Academy) for students who present challenging behaviors, the WhyTry@ and 7 Habits of Highly Effective Teens© are offered;*
  - 11.) *Two Family Resource Center exist within the community to serve as a clearinghouse of information as well as helping to link families to services---both centers' have significant input from parents in day-to-day activities.*

*Among our adult learners the Wilson County Schools offer:*

- 1.) *"Youth Links", a program to prepare youth and young adults to work toward a diploma or GED as well as prepare for occupational pursuits;*
- 2.) *Adult Basic Education to ensure literacy to everyone in the community and when possible, achievement of the GED;*
- 3.) *various on-line courses (with the number increasing) being available to meet the needs of students who, because of need or convenience, prefer to study at home.*

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

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*The Lebanon Special School District implements scientific-research based interventions in academic areas. In LSSD kindergarten programs, the Fundation reading curriculum is in place. DIBELS benchmark assessments track and monitor reading development for students in grades K-3, which in turn determines the level of intervention required for the student. Following a three-tiered intervention model, interventions increase as determined by student progress. Data and progress monitoring information is collected and shared within the intervention team meeting at six week intervals to determine the need for conitnued intervention and/or referral for special education testing.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*The Lebanon Special School District has developed a comprehensive resource listing intervention options across levels of interventions. Ongoing professional development and support are offered to school staff to maximize the utilization and effectiveness of the interventions. Data is collected and analyzed which describes the impact of the interventions.*

*Interventions currently in place with supporting data include specific reading and math curricula, differentiated instruction, poverty training, pre and post benchmark assessments, and triennial-online, formative assessments. Refer to data sources for evidence.*

**EVIDENCE**

**List evidence and documentation on file.**

*See attached documents which reflect the following evidence:*

- a) Synopsis of the implementation of Response to Interventions involving Professional Intervention Teams at each LSSD school*
- b) Informal summary data of PIT procedures in LSSD*
- c) LSSD teacher in-service &/or professional development training information*

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

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

*Intervention options are designed on an individual basis through the support team process.*

**DESCRIBE** the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?

*Types of intervention options:*

- *In School*
  1. *Counseling*
  2. *Peer tutoring*
  3. *One-on-one*
    - A. *Teacher*
    - B. *Educational assistant*
    - C. *Computer programs*
  1. *Earobics*
  2. *Lexia*
  3. *Fast Forward*
  4. *Compass Lab*
- *Before/after school programs*
- *Classroom accommodations*
- *Title I*
- *ESL groups*
- *Small group with alternate research based texts/strategies*

*Evidence of Effectiveness:*

- *Only two students in the county referred to support team for possible MR.*
- *Support teams in schools determine culturally and linguistically appropriate course of action to address the academic deficiencies or behavior issues of students referred for assistance.*

**EVIDENCE**

**List evidence and documentation on file.**

A. *Schoolwide intervention options.*

*General education teachers use scientifically research-based reading and mathematics programs in their classroom.*

*Targeted options:*

1. *Small group instruction*
2. *Supplemental software programs*
3. *Support personnel*

*Tertiary options:*

1. *Title I*
2. *30-60 minutes instruction above schoolwide*

B. *Individual schools maintain data regarding intervention results.*

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*Special education has developed a list of research based intervention options and distributed them to each school.*

*\* Professional development and support are provided throughout the school year.*

*\* The support team analyzes on an individual basis the impact of interventions.*

*\* Progress monitoring is Continuous.*

# 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.) ACSS utilizes the Balanced Literacy Program in all elementary schools. At the school wide primary level, the Balanced Literacy Program is used in grades K-5. A Balanced Literacy approach as a primary option is being researched for grades 6-12. At the secondary level, the SST is a primary focus for recommending interventions. These interventions are individualized for presenting academic and behavior issues. At the intensive level, students who have not been successful are targeted for programs that are designed to meet their individual needs.

(b.) The successful development and implementation of Behavior Intervention Plans have decreased the number of students referred to the alternative school program from previous years. The success of these interventions has allowed the students to remain in the general education setting with age appropriate peers.

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

ACSS is continually striving to improve academic and social progress. On-going professional development is designed to increase the ability of our faculty to meet the challenges of our increasingly culturally, socioeconomic and linguistically diverse student population.

ACSS has a developing SST process in order to help ensure the availability of appropriate special education referral, identification and interventions in the regular program for all students.

ACSS is in the process of developing a means of analyzing the effectiveness of interventions and the frequency and duration of interventions for issues of equity. General education staff will be providing periodic written documentation of the interventions and their effectiveness.

**DESCRIBE** the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?

AC Schools has implemented the Balanced Literacy Approach in language arts in ACSS all elementary schools, as well as Head Sprout, Skills Tutor, Wilson Reading, Texas Scottish Rite Reading Program (TSRRP), and Reading Recovery. All elementary schools are tracking K-5 student progress in reading through pre and post-testing. We are researching possible development of a three tier reading intervention model to be used K-12 for all students. This model may meet the needs of several students without the need of special education evaluation and identification. AC Schools continues to research and reform the Balanced Literacy Program through reading coaches and staff development for all elementary school teachers.

AC School System employs a county-wide behavior specialist who is available to all staff. Individual needs are identified through Functional Behavior Assessments (FBA) and plans are written to address each individual's needs. The BIPs and FBAs are monitored on a regular basis by the behavior specialist.

## OTHER HEALTH IMPAIRMENTS

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

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

**DESCRIBE** the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?

*Blount County Schools works to continually improve student academic and social progress. For five years all elementary and middle school teachers, counselors, and administrators have been trained in the Integrated Thematic Instructional (ITI) model and TRIBES behavior management and community-building program. System wide professional development has increased awareness and ability of faculty to meet the challenges of our increasingly culturally, socioeconomic and linguistically diverse student population. Blount County Schools has implemented system wide school /student support teams (SST) which function as multidisciplinary group within each school to provide pre-referral intervention strategies in order to respond to students' academic and behavioral needs. (See Appendix: F F1-9) The school support team gathers and reviews all previous assessment and at times conducts academic and behavioral screening. The school/student support team if necessary develop written Behavioral Intervention Plans in order to modify problematic behavior within the general program. (See Appendix: G) Blount County Schools implemented benchmarking and running records in all elementary schools as well as DIBLES and more recently AIMSWEB. All elementary schools are tracking K-5 student progress in reading three times per year utilizing a Reading – Curriculum Based Measure and Measure of Reading Comprehension (MAZE). (See Appendix: K) in three and soon to be expanded to six elementary schools a multi-tiered response to intervention (RTI) model is being implemented. In this RTI model of reading intervention students below a set level of reading proficiency are given additional differentiated reading instruction concurrent with monthly or weekly progress monitoring. This model has met the needs of several students without the need of special education evaluation and identification. Blount County Schools has worked diligently to reform reading instruction throughout the school system including two full time reading coaches who provide consultation and professional development for all elementary school teachers. Professional development has brought current research in the area instruction of reading to the classroom level.*

### EVIDENCE

List evidence and documentation on file.

- *Blount County Schools has employed DIBLES as a benchmarking tool.*
- *Currently AIMSWEB Benchmarking in conducted in order to monitor the success of our Four Block 90 minute uninterrupted primary reading instruction program.*
- *Targeted (Tier 2) intervention provided additional instruction to students identified through Benchmark assessments in (Tier 1) this instruction is provided in small group instruction by a Title 1 reading coach or teaching assistant under the supervision of a teacher.*
- *The fidelity of interventions is monitored and recorded in an intervention folder for each at-risk student identified though the school, student support team and AIMSWEB Benchmarking.*
- *Some intervention programs, used within Blount County School include: Orchard, Earobics, SRA, EdMark, Scottish Rite, Wilson, and Intervention components of the Basil Readers.*

## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 3

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

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*The Jackson County School District has many interventions that are scientifically based. Plato, Academy of Reading, Academy of Math, Think Link and Dibels that are computer based.*

*At the S-Team level of a referral, the team determines if any interventions and/or modifications need to be attempted prior to evaluation or if different interventions have been attempted with the student for a valid period of time. Dodson Branch Elementary School is a reading first school and follows the tier system, which includes a ninety-minute uninterrupted reading time. The team determines the validity of the material that the student is being present with and determines if the material is appropriate. The system report cards from the state are analysis each year to determine the areas of weaknesses that may need adjustments.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Using the TCSPP process, the Jackson County School System has developed a comprehensive list of intervention options utilizing family and community input in the development of the systems overall plan.*

*Professional development is ongoing and is offered to staff that is relevant in the need for utilization of interventions and Least restrictive environment.*

*Data is reported from the computer intervention programs and the State Report card that assist the teachers in determining appropriate programs for the students. Functional behavior reports are completed on students in Special Education in accordance with federal/state law. Behavior plans are developed to provide support to help the student maintain positive behaviors in the school setting.*

### EVIDENCE

List evidence and documentation on file.

- *Level one interventions are Plato, Academy of Reading, Academy of Math, Think link, Dibels, adopted reading basal series, and Edmark reading. Level two interventions consist of the Steck Vaughn reading series and Eararobics. Step three is 30 minutes more reading time per day in a smaller group using reading first approved material.*
- *Teachers are afforded the opportunity to attend trainings throughout the year to increase their ability to help students that may need additional assistance. Our system's alternative school special education teacher/counselor provides behavior intervention classes to the students that have behavior problems in school.*
- *Reports from the computer-based programs are periodically checked to determine the effectiveness of the current instruction in which the students are involved.*
- *Para professional are positioned throughout the schools to assist the teachers with small group instruction.*

# Specific Learning Disabilities

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

## SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 3

### Union City – Black (FFY 2006 RRR 3.78)

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

*In pre-kindergarten and kindergarten, the speech/language pathologist provides speech/language therapy in the general education setting. During this time, the teachers participate to learn techniques and strategies for those other students who need intervention. The SLP also has small-group sessions with children that teachers think could use more structured attention in the area of language development.*

*In kindergarten, students who 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. At the end of the year, a determination will be made to have students repeat kindergarten or move on to 1<sup>st</sup> grade but continued to be worked with one-on-one and tracked.*

*In 1<sup>st</sup> grade, all students take the Scholastic School Readiness Test (SRT). Results of this screening are given to the SRA Reading Mastery teacher. Reading Mastery is a structured intervention reading program that helps young learners become smarter, learn to read faster and develop effective strategies for understanding. Those who show significant delays on the Reading Mastery pretest are pulled for intervention for the academic year. Currently, there is one student in first grade who is not showing success in this program and is being monitored closely for possible referral.*

*In the 2<sup>nd</sup> and 3<sup>rd</sup> grade, all students take the STAR Reading test that gives a reading level. Results of this reading assessment are given to the SRA Reading Mastery teacher. Those who show significant delays on the Reading Mastery pretest are pulled for intervention for the academic year.*

*In 4<sup>th</sup> and 5<sup>th</sup> grade, results from the previous year's TCAP test are given to the Corrective Reading teachers. SRA Corrective Reading is designed for students in grades 3 through high school who need intensive, structured lessons in decoding and comprehension.*

### EVIDENCE

List evidence and documentation on file.

*Types of intervention options:*

- Counseling with certified LCSW
- Peer tutoring in classroom
- Small-group tutoring after school with transportation to home provided
- One-on-one intervention with teachers and educational assistants
- Computer programs, such as Compass Learning, Earobics, TFAP
- Classroom accommodations
- Reading Mastery
- Corrective Reading
- ELL groups
- After-school tutoring for ELL with transportation to home provided
- Credit recovery at high school
- Grade-level collaboration meetings
- Common planning times for elementary school teachers to discuss students who are having trouble learning and help with possible solutions
- Individual schools maintain data regarding the results of intervention. They also maintain data of those students who are offered free intervention but their parents refuse the help.

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*In the 6<sup>th</sup> – 12<sup>th</sup> grade, students who score Not Proficient on their TCAP and Gateway or whose teachers feel they need reading intervention are recommended for Reading 180.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*In addition to the interventions described in the above question, the Union City Elementary School is trying to implement uninterrupted 90-minute reading blocks, but has not been successful due to the limited number of special-area staff that is shared with other schools in the system. However, teachers are able to implement 90 minutes of reading instruction in increments of 45 minutes. To ensure that the standards are being covered, pacing guides were established at the elementary school in the summer of 2007 for all grades. Literacy centers are being developed for grade levels to facilitate differentiated instruction. All of these interventions have been researched and proven to work with culturally diverse students.*

## SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 3

### Franklin SSD – Black (FFY 2006 RRR 3.38)

### EVIDENCE

List evidence and documentation on file.

*Data is collected using normed referenced, criterion referenced as well as curriculum based standards to analyze the impact of interventions. Data and documentation is on file in Central Office.*

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*FSSD is at standard for this item. Our GEIT (General Education Intervention Team) ensures that researched based interventions have been attempted for an extended period of time before a referral to Special Education. All FSSD professional development meets the National Staff Development Council of Professional Development as adopted by the State.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Interventions at the school wide level include: 1) School wide (primary) interventions: Differentiated Instruction, Compass Odyssey, SMART, Slingerland, Accelerated Reading, and parent tutoring. The balanced-calendar schools provide Intersession for additional reading and math instruction. All FSSD staff, teachers, administrators, bus drivers, janitors, cafeteria workers, etc., are required to participate in Ruby Payne Poverty Training; 2) Targeted (secondary) interventions: GEIT meetings are a multidisciplinary effort to address interventions prior to or in lieu of a referral. Additional targeted interventions include: Reading Recovery, Title I, ELL, reading specialists, after-school tutoring, FLIP (Friends Learning in Pairs pairing elderly volunteers with students), Learning Lab (in-school specialized tutoring) preschools (Title I, state-funded, therapeutic), district-wide Social Worker, two behavioral specialists, counselors through the Safe School Healthy Students Grant; and 3) Intensive (tertiary) interventions: Special Education, Lindamood Bell, Wilson Reading, Reading Recovery, additional small group instruction with teacher assistants.*

*Regular Education Interventions:*

*What FSSD has done:*

- o FSSD offers 7 pre-school classes (non-Special Education) serving 92 children from diverse populations, addressing language, school readiness, and behavior. Three of these started in 2005, after the reporting period under concern.*
- o In 2005, a broad based program was started offering a therapeutic preschool, social worker*

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*K-8, behavior intervention specialist K-8, STARS specialists 5-8, and parent involvement coordinator K-8. Several of the program's administrative personnel are of minority. The Preschool coordinator is bilingual.*

- o A birth-3 program started recently involving child + parent components, including parenting training.*
- o FSSD offers parenting classes yearly.*
- o FSSD held 2 district-wide Professional Development days for all employees, including all non-teaching staff, on the issues of poverty (Ruby Payne), and cultural/minority diversity (nationally recognized speakers).*
- o Beginning January 2004, a tutoring program is in place, offering 1-hour sessions, 3x a week, for the entire school, with snack and free transportation.*

*What FSSD plans for the future:*

- 1. FSSD will continue to offer a variety of research-based general education intervention strategies. Additionally, it will continue to search for strategies found to be effective in reaching minority students.*
- 2. FSSD will continue to refine the GEIT (General Education Intervention Team) process, to ensure that general education teachers understand their responsibility in delivering interventions within the general education classroom thereby decreasing the number of minority referrals.*
- 3. FSSD will investigate Response-to-Intervention as it affects learning in the general classroom, especially with minority children.*

# 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 3

### Cumberland County – White (FFY 2006 RRR 3.55)

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

*Support team meetings are held with the parent, regular education teachers, school psychologists, speech pathologists, and other relevant professionals prior to a student being referred for evaluations. At the support team, interventions for success are identified. The support team then meets again 6-9 weeks after interventions have been tried. If interventions are successful, no evaluation is needed. If the interventions are not successful in meeting the student's needs, an evaluation is then recommended and an IEP-team meeting is scheduled to gain parent permission.*

**DESCRIBE** the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?

*Cumberland County Schools utilize many interventions to attempt to meet student needs prior to referrals for special education services. Four schools in the district now offer transitional first grade (T1). T1 classes are designed for students who have completed kindergarten, but have not yet mastered the skills needed to be successful in first grade.*

*Scientifically based interventions that are available and recommended to teachers in our district include Sing, Spell, Read, and Write; Modern Red Schoolhouse; Wilson Reading; Saxon Phonics; Brain Gym; Zaner-Bloser Writing, Brain Based Learning, Ready Readers, SRA, Plato, Jump Start Phonics.*

*A county behavior specialist ensures that Functional Behavior Assessments are conducted as needed for students with behavior needs. Behavior Specialist also assists the IEP-team in developing behavior improvement plans and adaptive behavior goals and objectives. Behavior Specialist and School Psychologist work with county ESL Coordinator to ensure that academic and behavior interventions are implemented appropriately, and explained to parents and students using interpreter if needed.*

*Two language specialists were hired this school year to provide language interventions and*

### EVIDENCE

List evidence and documentation on file.

- *Teacher Intervention Packets*
- *Support team meeting notes on file with school psychologists and in student sped files.*
- *Teachers are afforded the opportunity to attend trainings throughout the year to increase their ability to help students that may need additional assistance.*
- *Documentation of staff development activities are on file in SPED office, Federal Programs office, and at local school building.*
- *Our system's alternative school special education teacher provides behavior intervention classes to select students.*
- *Our system also offers a Special Day School to provide direct behavior intervention to emotionally disturbed students.*
- *County Behavior Specialist conducts FBAs and assists IEP-teams in developing behavior improvement plans.*
- *County SPED counselor also assists IEP-team in developing behavior plan and teaching positive behaviors.*

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*direct language instruction to at risk students in the lottery pre-kindergarten classes throughout the county. Support teams are also held at local Head Starts to assist in interventions of at risk students. It is felt that Cumberland County Schools are at Standard level in this area.*

- *Paraprofessionals are positioned throughout the schools to assist the teachers with small group and inclusive instruction.*
- *Reports from computer based benchmark testing, Edusoft, are checked periodically to determine effectiveness of the current instruction and student progress in mastering skills.*
- *Federal Consolidated plan documents scientific based interventions available throughout the county and at specific schools.*

**Lake County – White (FFY 2006 RRR 8.34)**

**DESCRIBE what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.**

*Lake County Schools is implementing its own Response To Intervention (RTI) system. In the last two years, our referral process of students with a suspected disability has evolved. Our special education staff changed our referral procedure after the new IDEA 2005. Prior to our implementation of the new referral process, all faculty and staff were provided an explanation of the referral process during a professional development day at the beginning of the 2005-2006 school year. The special education supervisor also shared information and answered questions at faculty meetings at each school campus. Our superintendent also shares his beliefs of teaching ALL students and is very supportive of programs and staff providing interventions to students.*

*The 15% of IDEA funds for Early Intervening Services is being used for salaries for two educational assistants to provide interventions and for scientific research-based supplementary resource materials (STAR Early Literacy, STAR Reading, McGraw-Hill intervention Kits, and Skills Tutor) for at-risk students. Types of intervention options within the district:*

- *Special education inclusion teacher and/or highly qualified education assistant in the general education classrooms*
- *Earobics (computer program that teacher implement to at-risk students)*
- *Meet with parents and discuss interventions and provide educational activities for parents to do at home*
- *One-on-one tutoring*
- *Small group instruction*
- *WINGS (Implemented for students who have been “flagged” as not progressing or scoring low on STAR, WINGS, or other screenings and assessments)*
- *90 minutes of reading instruction*

**EVIDENCE**

**List evidence and documentation on file.**

- *2007-2008 Comprehensive Application*
- *Kindergarten screen (pre & post)*
- *STAR Early Literacy*
- *Teacher informal assessment*
- *McGraw-Hill Intervention Kits*
- *Earobics progress charts*
- *Inclusion Teacher Schedules*
- *WINGS*
- *Documentation of meetings with parents*
- *Referrals for special education for 05-06, 06-07, and 07-08 school years*
- *End of year teacher survey*
- *SWPBS training and implementation*
- *TCAP scores*
- *Falcons READ! Literacy Campaign for School and Community*

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- *Intervention kit with McGraw-Hill reading series is implemented with those “flagged” students*
  - *BDI – available to identify specific skills that need to be addressed on individual students*
  - *Remediation groups*
  - *(Interventions for speech/language will be implemented in January 2008 for all preschool and kindergarten students. See Template 1 for a description of the intervention for speech/language.)*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Our inclusion teachers automatically schedule a time in the kindergarten classes as a method of intervention. Interventions and services are provided prior to a referral for any kindergarten student. We generally do not refer kindergarten students for special education assessment unless the suspected disability is something other than a learning disability. Teachers must have documentation including interventions tried in the classroom, modifications of assignments, differentiated instruction methods used, one-on-one instruction provided, small group instruction provided, and any type of progress report that monitors a student’s progress—either formal or informal. The general education and special education teachers communicate with each other weekly about specific students that may need additional interventions. Any student that does not make progress during the first 9 week grading period is identified informally as “flagged”. The teacher meets with the parents and explains the interventions already implemented and the interventions to be implemented and how progress is being monitored. If a student is identified as “flagged”, the special education supervisor is notified with the student’s name. The special education supervisor meets with the curriculum supervisor about the students that are “flagged” to discuss these students. We discuss the individual teacher’s instruction methods, the actual interventions that have been used, etc. to determine what the focus should be for these “flagged” students to progress. These methods are shared and implemented with the teaching staff as needed.*

*Any grade level teacher with concerns about specific students meet with the inclusion teacher to discuss interventions. All “flagged” students are monitored closely. The teachers and administrators meet periodically to discuss specific “flagged” students prior to any type of*

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*special education referral. If no progress is being made, then a meeting with the parent is conducted to discuss a possible referral for an evaluation. See Template 1 for the evaluation process. Indications that interventions are effective:*

- Our referrals for special education are approximately 80% less than the referrals from two years ago.*
- The general education teachers are beginning to understand the concept of “All Students are Our Students”.*
- All students are being “served” with interventions without the being under the umbrella of special education and are making progress within the general education classroom with their peers.*

*A teacher survey is conducted each year asking teachers about our inclusion program, interventions, suggestions, etc. These surveys are combined and are a focus for the next school year. We have more positive replies from teachers than negative and some teachers actually share success stories of students who have made progress without having to be referred to special education. TCAP results are another indicator of how our students are progressing.*

**Unicoi County – White (FFY 2006 RRR 4.32)**

**EVIDENCE**

List evidence and documentation on file.

- Primary-- Pre-K & Kindergarten speech screenings; whole group reading instruction and formative assessment measures;
- Secondary-- Small group reading instruction-, intervention resource books and lists; after school tutoring; differentiated teaching instruction
- Intensive-- Triumphs reading intervention series; recommended after school tutoring; S-Team specific interventions
- Evidence of success:
  - TCAP benchmark scores
  - Weekly progress monitoring through reading series
- S-Team process will be expanded with more detailed interventions through training in 07-08

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

*The Unicoi County school system has developed and continues to implement a comprehensive intervention support system. Teachers are provided a listing of pre-referral interventions encompassing a wide range of learning difficulties. Each school has been provided a copy of a Pre-Referral Intervention Manual as well as a Behavior Dimensions Intervention Manual (both from Hawthorne Press) for behavioral interventions. Interventions can be used across grade levels and for varying degrees of learning difficulties. The Special Education department is in the process of creating a more refined list of specific interventions to provide to all teachers. These interventions will also be provided via our website for parents and teachers.*

*Teachers begin by using a standards-based curriculum with all students participating in general education classes. Unicoi County teachers use research-based teaching strategies in their classrooms. For the 2007-2008 school year, teachers in grades K-5 have implemented the Treasures (from McGraw-Hill) reading series which emphasizes small group instruction based on skill level. Students are monitored by weekly formative assessments as well as periodic placement tests to determine reading levels. Small groups are formed based on three reading levels: beyond grade level, on grade level, and approaching grade level.*

*An extra component of the reading series is the Triumphs intervention series for students falling more than two grade levels below in reading level. These students are put into a series addressing their specific needs in reading. Teachers are able to differentiate instruction based on ability level of the groups. The goal of each group is to move the students forward to next level up in the program. Professional development was provided on this reading series in Spring'07 and has continued with follow-up training prior to the beginning of this school year. Also, during the week of October 26 teachers met in grade level meetings to discuss successes and struggles with the program.*

*Students whose needs are not being met through the first phase of interventions are targeted for more intense interventions. Secondary reading groups as well as assistance from Title I aides provides extra interventions. These interventions become more intensive as students progress through the school year. Teachers also refer students to after school tutoring available at all our schools or our Leaps & Bounds grant program to receive further intervention through one-on-*

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*one tutoring. If the student does not progress using interventions, the school S-Team then determines individual interventions to be used with the student prior to a final determination for referral. These interventions include one-on-one tutoring and extra pull out time from the regular classroom.*

*In regards to speech and language interventions, our system conducts screenings of preschool and kindergarten children early during their first school year in our system. Our Speech Language Pathologists do general screenings of all children in our schools as well as in the Headstart program and Centenary Private preschool. These screenings allow us to determine if students need extra work in speech language areas or possible testing for services. School SLPs also conduct general speech classes for all pre-K and kindergarten classes on a weekly basis. These classes serve as a general speech therapy intervention.*

**DESCRIBE the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?**

*Students in grades 3-8 participate in the Tennessee Online Formative Assessment Program (TCAP) provided by the Princeton Review. These assessments are done as benchmarks three times a year. These benchmarks then allow teachers to monitor progress during the school year as well as grade levels. Students who are found to fall behind are then scheduled for extra interventions based on current progress levels. TCAP data is also used to determine the effectiveness of interventions through the course of the year. Students targeted for extra interventions are monitored through this assessment to determine if more specific interventions are needed. Teachers also use the STAR reading test to determine reading level and place students in the appropriate reading groups. Through the reading instruction, weekly assessments are given to determine if students are staying on level, advancing or falling behind.*

*During the 2007-2008 school year, School Support Team training is scheduled for January in order to further develop our teams. Training will focus on how to assist regular education classroom teachers with interventions and how to determine effectiveness. Included on these teams will be representatives from regular education, special education as well as ESL and guidance positions. Planning for interventions will take into account the needs of individual students and their cultural and linguistic background. The Special Education Supervisor and Senior Psychological Examiner will review data from intervention assessments in the individual schools twice yearly in order to analyze effectiveness and make adjustments as needed. Professional development activities scheduled for the 2007-2008 school year include an Autism*

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*workshop for all teachers as well as training on the Response to Intervention process (May 08).  
The goal of the Unicoi County School system is to have a full RTI process in place in all  
elementary schools by the start of the 2008-2009 school year.*

## SPEECH AND LANGUAGE IMPAIRMENTS

FOCUS ITEM 3

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

### EVIDENCE

List evidence and documentation on file.

- a) *See guidelines for the three tiered system as recommended by the Tennessee Department of Education*
- b) *See sample of intervention outline for specific school*
- c) *See sample of DIBELS data*

**DESCRIBE** what types of intervention options are available within the district to respond to learning difficulties, before or in lieu of referral, for special education services.

*A systemwide intervention plan is being implemented which incorporates the state recommended three-tiered model.*

*Aggressive intervention strategies are used prior to referral. A three tiered intervention is being implemented in the area of reading.*

**DESCRIBE** the types of intervention that the district can use to reduce the likelihood that students will experience learning difficulties. What evidence is available to indicate these intervention options have been effective? How does the district ensure that academic and behavioral interventions are planned and implemented in ways that are culturally and linguistically responsive?

*Each elementary school in the district has established an intervention plan which outlines specific programs, strategies, and time frames reading tiered three for intervention.*

*Meetings were conducted and various stakeholders were involved in the initial planning of intervention. Training and explanations of the intervention process were provided by supervisors, coaches, and school psychologist.*

*Academic Coaches and school personnel provide DIBELS testing and data evaluation. Additionally, ThinkLink is used as a diagnostic assessment, and this data is also available to school personnel.*