TN Part B, State Performance Plan

State of Tennessee
Department of Education
Division of Special Education
2005 – 2013

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APPENDIX

Part B State Performance Plan (SPP) for 2005-2013

Overall view of the State Performance Plan Development:

The Part B, IDEA State Performance Plan (SPP) for Tennessee was developed in conjunction with and approved by the State's Advisory Council and the State's Interagency Coordinating Council (for appropriate indicators).

In order to complete this document:

Data was gathered from the Federal Data Reports, state End of Year (EOY) Reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups, local education agencies (LEA) personnel whenever possible. The Office of Data Services reformatted the information into tables that could be used for completion of the indicators.

The SPP Chairperson was asked to be responsible for the overall completion and submission of the document.

Each Cluster was assigned a chairperson for overall management and accountability as well as specific timelines for completion.

Each indicator was assigned a primary person who was responsible for primary communication with the stakeholders of that group and ensuring that all information and suggestions were considered in the development and finalization of that indicator. Division personnel were assigned to various indicators and personnel from other offices within the Department of Education, as well as other departments, were asked to be a part of the various indicator groups.

The DOE SPP Advisory Committee contracted members from the State Advisory Council, the State Interagency Coordinating Council (ICC), the TN TPI, the Developmental Disability Council and other parent groups asking for persons to participate. Indicator Chairpersons were responsible for contacting persons outside of the Division to participate in the SPP for their indicators. Personnel from the Department of Education's Division of Teaching & Learning, Office of Early Childhood, Office of Evaluation & Assessment, and Office of Accountability, the Department of Human Services, Parent and advocacy groups, interest groups, members of both the State Advisory Council and the State Interagency Coordination Council volunteered and provided feedback for indicators that interested them. This is not a total listing of the offices and groups that were involved, some are also listed within the indicators, but it is an overview.

Deadlines for review dates, draft presentations and meetings were established along with determining who should be in attendance at each meeting.

Meetings were held on a weekly basis with the cluster and indicator chairpersons to ask and answer questions, review data and indicator progress of various indicators and clarify any issues.

Once the document was compiled, the "draft" was submitted to the State SPP Advisory Council and all stakeholders for final review prior to finalization.

The document was then presented to the Division of Special Education's State Advisory Council on October 11, 2010, and January 10, 2011 , for approval prior to being submitted to OSEP.

In addition to the regular meetings, some of the indicator groups had additional meetings. That information is included in the Overview of that particular indicator.

This SPP will be disseminated throughout the state via our website, http://www.state.tn.us/education/speced/sereports.

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

A core group consisting of State Department of Education, Division of Special Education and Career Technical Education personnel reviewed previous data on graduation rates and current input from stakeholders. Stakeholder input from nine agencies or organizations and twelve backgrounds or positions such as: including Special Education Supervisors, various Advocacy & Parent Groups, the State Advisory Council and the State Improvement Grant Leadership Committee and others, was gathered through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Overview of Issue/Description of System or Process:

Tennessee's graduates have a choice of three (3) different exit documents. There is the high school diploma, the high school certificate and the special education diploma. The high school diploma is awarded to students who (1) earn the specified 20 units of credit or satisfactorily complete an individualized educational program, (2) meet competency test or gateway examination standards, and (3) have satisfactory records of attendance and conduct.

The high school certificate is awarded to students who have earned the specified 20 units of credit and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The special education diploma is awarded to students who have satisfactorily completed an individualized education program, and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The percent of all students exiting with a regular diploma is defined as the number of all students who graduated with a regular high school diploma divided by the number of students age 14 or older who left school with a regular diploma, with a certificate, or by dropping out. The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular high school diploma divided by the number of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age, or by dropping out. The calculation is the same for both regular and special education students.

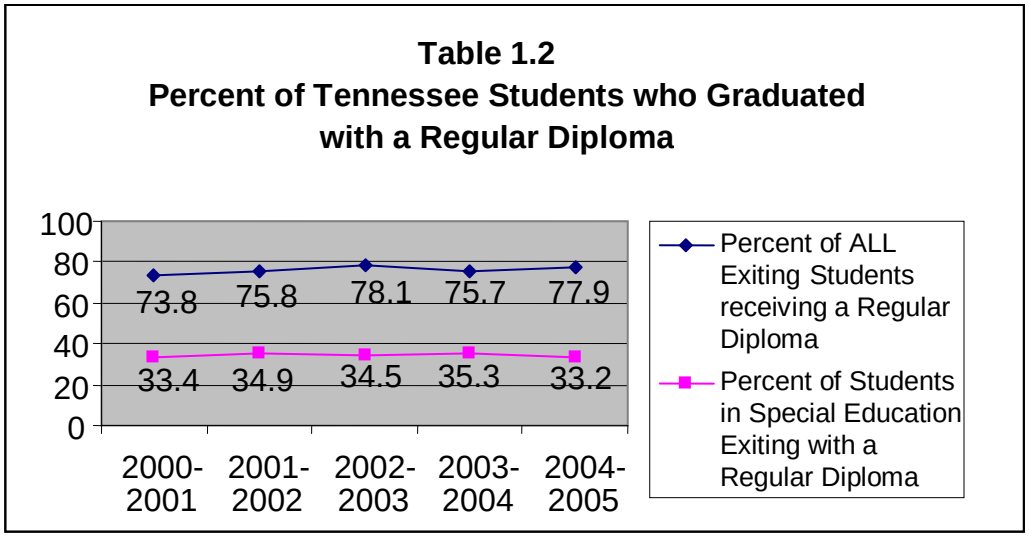
NCLB excludes GED completers from being considered as graduates. In Tennessee, children with disabilities who have satisfactorily completed their Individual Education Program, passed the gateway examination standards (or for students that were freshman prior to 2001, passed the competency tests) and have satisfactory records of attendance and conduct may also receive a regular diploma.

Baseline Data for FFY 2004 (2004-2005):

Table 1.1

Percent of Tennessee Students who Graduated with a Regular Diploma					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percent of Gen. Ed Students Exiting Receiving a Regular Diploma	73.8%	75.8%	78.1%	75.7%	77.9%
Percent of Students in Special Education Exiting with a Regular Diploma	33.4%	34.9%	34.5%	35.3%	33.2%

Data Source: Same as below.



Data sources documents: Tennessee's 2001, 2002, 2003 and 2004 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001, 2002, 2003, and 2004 school years; and Tennessee Department of Education 2004 Report Card and 2005 Report Card.

Discussion of Baseline Data:

As shown in the table above, the percent of general education students who are graduating with a high school diploma decreased by 2.4% from 2002-03 to 2003-04, while the percentage of students in special education exiting with a Regular Diploma increased 0.8%. General education students graduating with a high school diploma increased by 2.2 % from 2003-04 to 2004-05 while the percentage of students in special education exiting with a regular diploma decreased 2.1%.

Since there had been yearly increases in special education students exiting with a regular diploma since the 2000-01 baseline except for the slight (.4%) decrease in 2002-03, the 2.1% decrease in special education students exiting with a regular diploma in 2004-05 may be a result of the new 2004-05 requirement that all students graduating with a regular diploma pass English II, Algebra I and Biology I Gateways. Because this new requirement appears to have such a negative effect on the special education students graduating with a regular diploma, extensive Gateway tutoring for at-risk students will be implemented during the 2005-06 school year.

A 1.5% yearly increase in the percent of students in special education exiting with a Regular Diploma is considered a rigorous target considering that is the largest increase previously obtained prior to the Gateway requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Increase the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2006 (2006-2007)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2007 (2007-2008)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2008 (2008-2009)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2009 (2009-2010)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2010 (2010-2011)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2011 (2011-2012)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.
2012 (2012-2013)	Increase the percent of youth with IEPs graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.

Improvement Activities/Timelines/Resources: (through 2012):

Activities	Timeline	Resources
Beginning with 2005-06 data, compare graduation rates statewide and by LEA to analyze the need for improvement. Identify LEAs with graduation rates lower than the state average for youth with IEPs. Conduct focused monitoring and development of improvement plans where warranted.	Yearly	State Report Card data OSEP data Table 4 Div. of Accountability Roster of Grad. Reports

Provide extensive training for test accommodations for use with state mandated assessments	Yearly	LEA personnel SDOE Consultants
Provide Gateway tutoring for at-risk students	Yearly	LEA personnel SDOE Consultants
Increase student participation in work-based learning	Yearly	LEA personnel SDOE Consultants
Increase reading instruction for all grades	Yearly	LEA personnel SDOE Consultants NCLB
Explore use of credit recovery programs	Yearly	LEA personnel SDOE Consultants
AYP grant targeted towards NCLB scores for High School graduation rate for students with disabilities sub group	Reviewed yearly, grant maximum of 3 years	SDOE Consultants

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Input for completion of this portion of the performance plan included: a stakeholder survey, weekly meetings with TDOE staff, and multiple requests to stakeholders for input and revisions.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

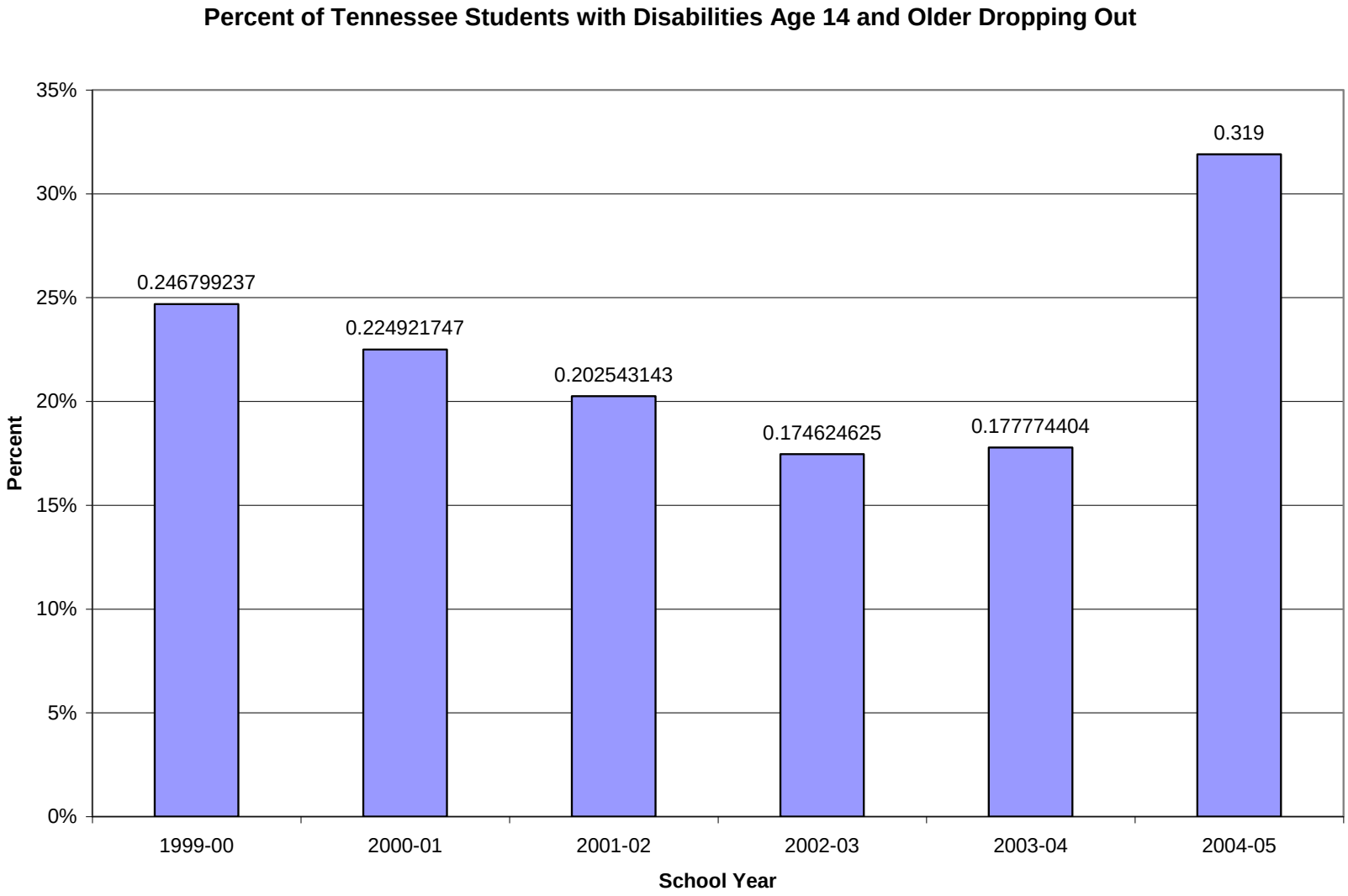
Overview of Issue/Description of System or Process:

Tennessee defines a dropout as an individual who (1) was enrolled in school at some time during the previous school year; (2) was not enrolled at the beginning of the current school year; (3) has not graduated from high school or completed a state or system approved education program; and (4) does not meet any of the following exclusionary conditions: (i) transfer to another public school, school system, private school, or state- or system-approved education program; (ii) temporary absence due to suspension or illness; or (iii) death.

Tennessee calculates drop-out rates by event rate and cohort rate. Tennessee defines the event rate as the number of students in grades nine through twelve who drop out of school during a given year divided by the net enrollment in grades nine through twelve for the same year. The cohort rate is the percentage of an entering ninth grade class that has dropped out by the end of the twelfth grade. It is calculated by dividing the number of students in a graduating class, who dropped out over the four years they were in high school, by the class's ninth grade net enrollment. The cohort rate has been used for the drop-out calculation method for this plan.

Data on drop-outs is collected through the federal data Table 4, *Report of Children with Disabilities Exiting Special Education.*

Baseline Data for FFY 2004 (2004-2005): Data Source: Federal Data Table 4 Exiting



Discussion of Baseline Data:

Percentages of students dropping out were calculated by dividing the number of students with disabilities 14 years and older who dropped out by the number of students with disabilities 14 years and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, or dropped out, then multiplying by 100.

Percentages for each school year were as follows: 24.68 in 99-00, 22.49 in 00-01, 20.25 in 01-02, 17.46 in 2002-03, 17.78 in 03-04, and 31.90 in 04-05. There was a significant increase in the drop out percentage in 2004-05 in comparison to the previous four years. This was primarily due to a change in the definition of drop-outs by OSEP. The category of students "moved, not known to be continuing" were counted as drop-outs beginning in 2004-05 where they had not been in the past. Prior to this there had been a steady decline in drop out rates over the last 4 years.

TN calculates the cohort dropout rate by the same method for all students. For 2004-05 the cohort rate for all students in TN was 10.4%. The State target for all students is 10%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Reduce the drop-out rate for students with disabilities by 1.5%.
2006 (2006-2007)	Reduce the drop-out rate for students with disabilities by 1.5%.
2007 (2007-2008)	Reduce the drop-out rate for students with disabilities by 1.5%.
2008 (2008-2009)	Reduce the drop-out rate for students with disabilities by 1.5%.
2009 (2009-2010)	Reduce the drop-out rate for students with disabilities by 1.5%.
2010 (2010-2011)	Reduce the drop-out rate for students with disabilities by 1.5%.
2011 (2011-2012)	Reduce the drop-out rate for students with disabilities by 1.5%
2012 (2011-2012)	Reduce the drop-out rate for students with disabilities by 1.5%

Improvement Activities/Timelines/Resources (through 2012):

Activities	Timeline	Resources
Develop experiential work activities for grades before graduation.	Annually	LEA Staff TDOE Staff
Pursue development of alternate diplomas or graduation paths.	2006-07 School Year	TDOE Staff Stakeholder Task Force
Increase the availability of vocational programming.	Annually	LEA Staff
Emphasize development of work based learning programs to increase student involvement and the benefits to students.	Annually	LEA Staff TDOE Transition Staff
Promote the inclusion of goals for all students in the areas of: independent living, management of personal finances, completing applications and resumes, employment and post secondary schooling exploration.	Annually	LEA Staff
Provide training to special education and general education teachers on differentiated instruction, and testing accommodations. Provide training on Response to Intervention (RTI).	Annually	TDOE and LEA Staff, State Improvement Grant (SIG)
Conduct review of drop out rates for all LEAs and identify those falling above an established target for focused monitoring and development of improvement planning as warranted.	Annually	TDOE Staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Data gathered for Indicator 3 is based on Tennessee's NCLB report for participation and proficiency rates for the Tennessee Comprehensive Assessment Program (TCAP) in the 2004-2005 school year. The Office of Evaluation and Assessment, Division of Accountability and the Office of Assessment, Division of Special Education in the Department of Education (DOE) conducted five meetings to discuss data collected for statewide general and alternate assessments. The TCAP-Alternate Advisory Committee, comprised of 12 parent and special education stakeholders held four meetings to make revisions in the process of TCAP-Alt Portfolio development and scoring. The TCAP-Alt Alternate Standards Committee, composed of forty-three (43) persons from across the state (including teachers, parents, curriculum specialists, and DOE personnel) held five meetings to develop Alternate Learning Expectations and Alternate Performance Indicators for the TCAP-Alt. Additionally, broad input from parent, advocate, and special education stakeholders from across the state was obtained through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process:

The Tennessee Comprehensive assessment Program (TCAP) consists of the following assessments at the grade levels listed below. These assessments are mandated by the State and administered at specified times throughout the year.

End of Course Assessments are administered to students upon completion of the related course or instruction in the subject area. Each assessment counts 15% towards the student's final course grade as mandated by the Tennessee State Board of Education. Proficient scores on the English II, Biology, and Algebra I end of course tests are required for the receipt of a regular diploma. These three assessments are referred to as Gateway Assessments.

TCAP Assessment	Grade Level(s)	Administration Time Frame
TCAP Achievement Test (Reading/Language Arts, Mathematics, Science, Social Studies)	3,4,5,6,7,8	Late spring
TCAP Writing Assessment	5, 8, 11	February
TCAP Gateway Assessments: Language Arts (English II), Science (Biology), Mathematics (Algebra I) TCAP End of Course Assessments: Math Foundations II, English I, U.S. History, Physical Science	High School – upon completion of corresponding course or, for special education students, instruction in the subject area.	Three times per year – December, May, and summer administration
TCAP-Alt (Reading/Language Arts, Mathematics, Science, Social Studies)	3,4,5,6,7,8	Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window
TCAP-Alt Writing Assessment	5, 8, 11	February
TCAP-Alt: High School Reading/Language Arts	High School – Typically completed during 10th grade	Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window
TCAP-Alt: High School Mathematics	High School – Typically completed during 9th grade	Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window
TCAP-Alt: High School Science	High School – Typically completed during 9th grade	Portfolio Assessment completed throughout school year Out-of-level administered during TCAP Achievement window

In addition to the State-mandated assessments, LEAs may order the Terra Nova Assessments through the State for grades K, 1 and 2 for district-wide assessment. For students with significant cognitive disabilities, portfolio assessments corresponding with the areas assessed may be completed for students at these grade levels.

A variety of TCAP Accommodations are available for student use. Accommodations fall into three main categories: Allowable accommodations, Special Accommodations, and ELL Accommodations. Allowable Accommodations may be used by any student as needed. Special Accommodations may be used only by students with IEPs or 504 Service Plans. ELL Accommodations may be used only by students who score as non-proficient on the Comprehensive English Language Learner Assessment (CELLA). In all cases, the accommodations must be those that are used consistently within the classroom for instruction and similar assessments. The student must be familiar with the accommodation and proficient in its use.

The TCAP Alternate Assessment (TCAP-Alt) consisted for two types of assessments for the 2004-2005 school year: portfolio assessment and Alternate Standards Assessment (TCAP-Alt ASA) which

was out-of-level assessment. In April, 2005, the TCAP Alternate Standards Committee met for the first time for the purpose of developing Alternate Performance Indicators on which TCAP-Alt assessments can be based. The Alternate Standards Committee is made up of approximately 50 education professionals including DOE personnel from the Office of Evaluation, Assessment and Research, the Division of Special Education and the Division of Curriculum and Instruction and LEA special education professionals and administrators. The Alternate Performance Indicators were finalized in September, 2005, and serve as the basis for the newly revised portfolio assessment.

In May, 2005, the TCAP-Alt Advisory Committee – made up of LEA special education practitioners and administrators, higher education professionals, parents, and DOE staff - began working to revise the TCAP-Alt Portfolio Rubric and the TCAP-Alt Participation Guidelines. Efforts were made to focus the rubric more on the academic areas to be assessed rather than the programming opportunities for the student. The Participation Guidelines were revised to incorporate more student safeguards, including a statement that participation in alternate assessment is in the best interest of the student and not a decision based upon potential impact on school/system performance scores.

In August, 2005, non-regulatory guidance regarding alternate assessment was issued from the US Department of Education. As a result, LEAs were informed that while out-of-level assessments may still be used under Tennessee's alternate assessment program for the 2005-2006 school year, student scores on these assessments would not count towards proficiency or participation for AYP calculations. Efforts are being made by the State to develop two additional assessments for the 2006-2007 school year. The first of these assessments will compliment the portfolio assessment and meet the needs of those students with significant cognitive disabilities. The second assessment will meet the needs of students with persistent academic disabilities and will be based on modified achievement standards.

Baseline Data for FFY 2004 (2004-2005):

Measurement:

A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup. Eighty-one, or 59.6%, of 136 districts met the State's AYP objectives for progress (or had n<45) for the disability subgroup (children with IEPs). Included in the 81 districts are districts that met targets through safe harbor.
B. Participation rate =

   a. # of children with IEPs in grades assessed;

Reading

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway English II + Grade 10 TCAP Alt Reading	6675 + 500 = 7175
Total Reading	34006

Math

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers:	5820 + 484 = 6304

Gateway Algebra I + Grade 9 TCAP-Alt Mathematics	
Total Math	33135

Note: For grades 3, 5, and 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2004 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);

Reading

Grade	Number of Students Without Accommodations	Percent
3	2985	35.7%
5	2739	31.4%
8	3546	36.4%
First-Time Test Takers: Gateway English II	3640	50.7%
Total Reading	12910	38.0%

Math

Grade	Number of Students Without Accommodations	Percent
3	3005	35.9%
5	2765	31.7%
8	3559	36.6%
First-Time Test Takers: Gateway Algebra I	3944	62.6%
Total Math	13273	40.1%

c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);

Reading

Grade	Number of Students With Accommodations	Percent
3	4737	56.6%
5	5313	60.9%
8	4511	46.3%
First-Time Test Takers: Gateway English II	3035	42.3%
Total Reading	17596	51.7%

Math

Grade	Number of Students With Accommodations	Percent
3	4799	57.3%
5	5342	61.2%
8	4520	46.4%
First-Time Test Takers: Gateway Algebra I	1876	29.8%
Total Math	16537	50.0%

d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100);

Tennessee does not currently offer alternate assessment against grade level standards.

e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Reading

Grade	Number of Students Alternate Assessment	Percent
3	380	4.5%
5	378	4.3%
8	827	8.5%
First-Time Test Takers: Grade 10	500	2.0%
Total Reading	2085	6.1%

Math

Grade	Number of Students Alternate Assessment	Percent
3	379	4.5%
5	377	4.3%
8	831	8.5%
First-Time Test Takers: Grade 9	160	2.5%
Total Math	1747	5.3%

Tennessee collects data regarding the number of students who were absent for State-mandated assessments as well as those students with medical exemptions. The following tables provide information at the grades/areas specified in this report:

Reading: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	111	2
5	97	1
8	118	8
High School	103	Not Available

Mathematics: Grade	Students with IEPs – Absent(Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	30	2
5	42	1
8	94	8
High School	89	Not Available

Overall Percent Participation =b + c + d + e divided a

Overall Percent Reading Participation

Grade	Number of Students – Without Accommodations	Number of Students – With Accommodations	Number of Students – Alternate	Total Students with IEPs	Total Percent Participation

			Assessment		
3	2985	4737	380	8370	96.8%
5	2739	5313	378	8724	96.6%
8	3546	4511	827	9737	91.2%
First-Time Test Takers: Gateway English/ High School TCAP-Alt	3640 (Gateway Tests Only)	3035	500	7175	100%
Total Reading	12910	17596	2085	34006	95.8%

Overall Percent Mathematics Participation

Grade	Number of Students – Without Accommodations	Number of Students – With Accommodations	Number of Students – Alternate Assessment	Total Students with IEPS	Total Percent Participation
3	3005	4799	379	8370	97.8%
5	2765	5342	377	8724	97.2%
8	3559	4520	831	9737	90.9%
First-Time Test Takers: Gateway Algebra I/ High School Math	3944	1876	160	6304	94.9%
Total Math	13273	16537	1747	33135	95.2%

C. Proficiency rate =

a. # of children with IEPs in grades assessed;

Reading

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway English II	6675
Total Reading	33506

Math

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway Algebra I	5820
Total Math	32651

Note: For grades 3, 5, and 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2004 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);

Reading

Grade	Number of Students – Without Accommodations Proficient or Above	Percent
3	2352	28.1%
5	1960	22.5%
8	2109	21.7%
First-Time Test Takers: Gateway English II	2639	36.8%
Total Reading	9060	26.6%

Math

Grade	Number of Students – Without Accommodations Proficient or Above	Percent
3	2070	24.7%
5	1858	21.3%
8	2073	21.3%
First-Time Test Takers: Gateway Algebra I	1951	30.9%
Total Math	7952	24.0%

c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);

Reading

Grade	Number of Students – With Accommodations Proficient or Above	Percent
3	3649	43.6%
5	3423	39.2%
8	2466	25.3%
First-Time Test Takers: Gateway English II	2080	29.0%
Total Reading	11618	34.1%

Math

Grade	Number of Students – With Accommodations Proficient or Above	Percent
3	2176	26.0%
5	2713	31.1%
8	1794	18.4%
First-Time Test Takers: Gateway Algebra I	759	12.0%
Total Math	7442	22.5%

d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100);

Tennessee does not currently offer alternate assessment against grade level standards.

D. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Reading

Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
3	308	3.7%
5	337	3.9%
8	508	5.2%
First-Time Test Takers: Grade 10	328	4.6%
Total Reading	1481	4.4%

Math

Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
3	298	3.6%
5	322	3.7%
8	705	7.2%
First-Time Test Takers: Gateway 9	423	6.7%
Total Math	1748	5.3%

Overall Percent Proficient= b + c + d + e divided by a.

Overall Percent Proficient in Reading

Grade	Number of Students – Proficient or Above – Without Accommodations	Number of Students – Proficient or Above – With Accommodations	Number of Students – Proficient or Above – Alternate Assessment	Number of Students with IEPs	Total Percent Proficient or Above
3	2352	3649	308	8370	75.3%
5	1960	3423	337	8724	65.6%
8	2109	2466	508	9737	52.2%
First-Time Test Takers: Gateway English/ High School TCAP-Alt	2639	2080	328	5820	86.7%
Total Reading	9060	11618	1481	32651	68.8%

Overall Percent Proficient in Mathematics

Grade	Number of Students – Proficient or Above – Without Accommodations	Number of Students – Proficient or Above – With Accommodations	Number of Students– Proficient or Above – Alternate Assessment	Number of Students with IEPs	Total Percent Proficient or Above
3	2070	2176	298	8370	54.2%
5	1858	2713	322	8724	56.1%
8	2073	1794	705	9737	47.0%
First-Time Test Takers: Gateway Algebra I/ High School Math	1951	759	423	5820	53.8%
Total Math	7952	7442	1748	32651	52.5%

Discussion of Baseline Data:

Eighty-one, or 59.6%, of 136 districts met the State's AYP objectives for progress (or had n<45) for the disability subgroup (children with IEPs). Included in the 81 districts are districts that met targets through safe harbor.

All data regarding student scores and use of accommodations was provided to the Division of Special Education by the Office of Evaluation, Assessment and Research. Scores analyzed for the 2004-2005 school year reflect performance on the TCAP Assessments in grades 3, 5, and 8 and for first-time test takers on Gateway Reading/Language Arts Assessments (English II), Gateway Mathematics Assessments (Algebra I) and high school alternate assessments in reading/language arts and mathematics. All TCAP Assessments are criterion referenced tests (CRTs). For the 2005-2006 school year, performance for grades 3-8 will be measured for AYP. Analysis for the additional grade levels will impact future reports regarding student participation and progress.

Data for the number of students with IEPs in the grades assessed was collected from the December 1, 2004 Census Report. Tennessee currently collects the number of students with disabilities by student

age rather than by grade level. Therefore, for the purposes of this report, the following ages were determined to correspond to the following grade levels:

Age 8 = Grade 3;
Age 10 = Grade 5; and
Age 13 = Grade 8.

In 2005, the State will begin collecting data pertaining to the number of students with IEPs at specified grade levels. This will impact future reporting of student participation and progress.

The Gateway Assessments are given at the end of the corresponding course or after receipt of instruction in the subject area; therefore, participation rates by grade level do not portray a true picture of student achievement. For the purpose of this report, participation and progress rates for the Gateway Assessments are reported by first-time test takers only. Participation rates for the TCAP-Alt reading and mathematics assessments at the high school level are reported by grade level. As the majority of students take the Gateway Mathematics Assessment in grade 9 and the Gateway English II Assessment in grade 10, TCAP-Alt Assessments are administered to students who meet participation guidelines in the corresponding grades.

Note: Tennessee's measurable and rigorous targets for students with disabilities on statewide assessments in attained levels of proficiency for Reading and Mathematics (Adequate Yearly Progress – AYP) are based on the Approved NCLB Accountability Workbook Safe Harbor goal of: **a decrease in "Below Proficient" scores at an annual rate of 10%**. Safe Harbor guidelines are used to report 'expected gains' in performance proficiency scores.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 63.6%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 71.9%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 57.2%.

2006 (2006-2007)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 67.3%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 74.7%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 61.4%.
2007 (2007-2008)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 70.5%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 77.2%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 65.2%.
2008 (2008-2009)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 73.0%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 79.4%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 68.6%.

2009 (2009-2010)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 75.7%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 81.5%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 71.7%.
2010 (2010-2011)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 78.1%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% G participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will be 83.3%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 74.5%.
2011 (2011-2012)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 78.1%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% G participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will be 83.3%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 74.5%.

2012 (2012-2013)	A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 78.1%. B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% G participation in Reading and Mathematics. C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will be 83.3%. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 74.5%.

Improvement Activities/Timelines/Resources (through 2012):

Activity	Timeline	Resources
Compare participation rates of students with IEPs on TCAP Assessments in grades 3 – 8 and in the Gateway areas of Mathematics (Algebra I), Reading/Language Arts (English II) and Science (Biology) at the high school level.	Yearly	SDOE – Evaluation, Assessment and Research, Division of Accountability, State Report Card located at http://www.k-12.state.tn.us/rptcrd04/
TCAP Accommodations Training – specific focus on definitions of accommodations and appropriate use. a. Regional Training b. Posting of Manuals and Training Modules on the Web c. Conference Calls related to SPED and Assessment Issues	Yearly for all a) September/ October b) August/ September c) Quarterly/ as needed	a), b) and c): SDOE LEAs TCAP Accommodations Instructions, TCAP Accommodations Addendum http://www.state.tn.us/education/speced/seassessment.php
Provide Training regarding Differentiated Instruction	Yearly	SDOE LEAs

Provide Training regarding RTI – systematic instruction to determine need for special education services vs. need for better programming.	Begin Spring, 2006	SDOE – Division of Special Education IRIS Center, Vanderbilt University Drs. Doug and Lynn Fuchs LEAs
Provide technical assistance regarding Special Education and Assessment Issues, specifically accountability/graduation issues related to student participating in Gateway (High School English, Math and Science) Assessments	Yearly	SDOE – Division of Special Education; Evaluation, Assessment and Research; Division of Accountability
Increase efforts to share effective programming strategies for increased proficiency rates on TCAP assessments. a. Determine systems with high rates of student achievement among students with IEPs in areas assessed for AYP and research teaching strategies used within these systems. b. Share information gained from research throughout State through regional trainings and training modules posted on Web.	Yearly a) Begin Fall, 2006 b) Spring, 2007	SDOE – Division of Special Education; Evaluation, Assessment and Research; Division of Accountability a) SDOE – Division of Special Education; Evaluation, Assessment and Research; Division of Accountability b) SDOE – Division of Special Education; SDOE website
Alternate Assessment Training including education regarding NCLB and IDEIA testing requirements a. Regional Training b. Update and posting of manuals and training modules on the Web c. TCAP-Alt Conference Calls for LEAs	Yearly a) September/ October b) August/ September c) Quarterly/ as needed	Web address: www.state.tn.us/education/speced/seassessment/ a) SDOE – Division of Special Education TCAP-Alt Advisory Committee b) SDOE – Division of Special Education; Division of Evaluation, Assessment and Research TCAP-Alt Advisory Committee c) SDOE – Division of Special Education TCAP-Alt Advisory Committee
Addition of two new assessments to the TCAP Alternate Assessment Program: a. Development of alternate	a) and b):	a) and b):

assessment based on modified achievement standards for students with persistent academic disabilities. b. Development of alternate assessment based on alternate achievement standards for students with significant cognitive disabilities.	Development of RFP – November through January 2006 Operational assessment – April, 2007	SDOE – Division of Special Education; Division of Curriculum and Instruction, Office of Evaluation, Assessment and Research TCAP-Alt Advisory Committee Alternate Standards Committee USDOE Guidance

Revisions, with justification, to targets/Improvement Activities/Timelines/Resources for (*Insert FFY): [if applicable]*

OSEP Revised measurement criteria for 2005-06 Annual Performance Report

Measurement:

A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

B. Participation rate =

a. # of children with IEPs in assessed grades;
b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

a. # of children with IEPs in assessed grades;
b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.
Overall Percent = [(b + c + d + e) divided by (a)].

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Stakeholder input was obtained through a survey. Meetings, phone calls, and e-mail were utilized to discuss this indicator among the TN DOE staff.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process: (Ind #4A revision for FFY 2010)

A. Beginning with FFY2010, TDOE's "significant discrepancy" definition has been revised and is now defined as follows: An LEA will be considered significantly discrepant if 2.5% or more of its students with disabilities are suspended or expelled for greater than 10 days in a school year. TDOE compares the rates of suspension/expulsion of greater than 10 days in a school year for children with IEPs among LEAs in the State.

After extensive review, TDOE revised its definition of significant discrepancy to 2.5% based on the following justification: Initial data from 2004-2005 reported the state average of 0,37% of students with disabilities suspended or expelled for greater than 10 days. Included in this calculation were a large number (98) of LEAs that reported 0.0%. In that year of districts reporting any percent of students, the average reported was 0.64%. In some cases, a lack of any students being reported was statistically unusual. Over the last few years, TDOE staff have trained the LEAs in the importance of these data and have emphasized the importance of both accurate local level collection, and correct reporting to the TDOE. As a result, more districts now report a percentage of their students with disabilities having been suspended or

expelled for more than 10 days. This number has increased each year. More accurate reporting from more districts accounts for an increase in the overall percentage of students with disabilities reported as having been suspended or expelled for more than 10 days. Additionally, TDOE believed some LEAs were failing to report partial-day suspensions, in-school suspensions, and what can be described as an LEA-assigned 'cool-off' period. In increase in these previously non-reported events has accounted for LEAs reporting more students with disabilities having missed 10 or more school days in a given year due to disciplinary actions.

The state also reviewed the fact that many LEAs reported none or only one student with disabilities suspended for more than 10 days. Since there was no minimum cell size requirement, this resulted in misleading percentage of students suspended. The state has since decided to use a minimum call size of zero or one, resulting in the exclusion of some LEAs from unnecessary annual P, P, and P review.

END OF FFY2010 REVISIONS

In an effort to prevent suspension/expulsion, Tennessee has awarded contracts to several LEAs that deal with treatment and prevention of behavior problems. Five institutes of higher education are also involved in regional projects that together cover the entire state and work to help schools deal in positive ways with students who have challenging behaviors. The projects with the universities are known as the "Make-A- Difference Projects".

B. Data to respond to this indicator will be gathered from federal data Table 5 - *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10 days* received from LEAs. LEAs will be ranked according to the percentage of students who were suspended /expelled and any significant differences among race/ethnicity will be noted. This data will be compared among local education agencies within the state. After reviewing the data, the task force will determine the appropriate criteria to determine "at risk" and "significant discrepancy" among LEAs.

Baseline Data for FFY 2004 (2004-2005):

2004-2005 Suspension or Expulsions > 10 Days

	TOTAL UNDUPLICATED COUNT	DISTRICTS TOTAL DISABILITY	PERCENTAGES
ALCOA CITY	0	183	0.00%
ALAMO CITY	0	76	0.00%
ANDERSON CO.	0	1164	0.00%
ATHENS CITY	0	302	0.00%
BEDFORD COUNTY	0	938	0.00%
BELLS CITY	0	62	0.00%
BENTON COUNTY	0	419	0.00%
BLEDSOE COUNTY	0	428	0.00%
BLOUNT COUNTY	0	1800	0.00%
BRADFORD CO SSD	1	79	1.27%
BRADLEY CO.	1	783	0.13%
BRISTOL CITY	1	523	0.19%
CAMPBELL CO.	0	884	0.00%

CANNON CO.	0	385	0.00%
CARTER CO.	0	951	0.00%
CHEATHAM CO.	0	845	0.00%
CHESTER COUNTY	1	203	0.49%
CLAIBORNE CO.	0	833	0.00%
CLAY COUNTY	1	202	0.50%
CLEVELAND	2	673	0.30%
CLINTON CITY	0	176	0.00%
COCKE CO.	1	902	0.11%
COFFEE COUNTY	2	695	0.29%
CROCKETT CO.	0	217	0.00%
CUMBERLAND CO.	0	1097	0.00%
DAVIDSON COUNTY	18	9592	0.19%
DAYTON CITY	0	97	0.00%
DECATUR CO.	0	375	0.00%
DEKALB CO.	3	462	0.65%
DICKSON CO.	0	1365	0.00%
DYER CO.	0	612	0.00%
DYERSBURG	0	602	0.00%
ELIZABETHTON CITY	0	319	0.00%
ETOWAH CITY	0	91	0.00%
FAYETTE CO.	0	634	0.00%
FENTRESS CO.	0	383	0.00%
FAYETTEVILLE CITY	0	82	0.00%
FRANKLIN CO.	0	950	0.00%
FRANKLIN SPEC SCH DIST	0	520	0.00%
GIBSON COUNTY SSD	0	403	0.00%
GILES CO.	0	708	0.00%
GRAINGER	0	629	0.00%
GREENE CO.	0	1385	0.00%
GREENEVILLE	0	539	0.00%
GRUNDY CO.	1	603	0.17%
HAMBLEN CO.	0	1240	0.00%
HAMILTON CO.	9	6780	0.13%
HANCOCK CO.	0	201	0.00%
HARDEMAN CO.	0	843	0.00%
HARDIN CO.	0	700	0.00%
HAWKINS CO.	0	1336	0.00%
HAYWOOD CO.	0	605	0.00%
HENDERSON CO.	0	536	0.00%
HENRY CO.	0	493	0.00%
HICKMAN CO.	0	753	0.00%
Hollow Rock-Bruceton	0	148	0.00%
HOUSTON COUNTY	4	203	1.97%
HUMBOLDT	0	258	0.00%
HUMPHREYS CO.	0	498	0.00%

HUNTINGDON	0	214	0.00%
JACKSON COUNTY	0	287	0.00%
JACKSON MADISON CONSOLIDATED	44	2729	1.61%
JEFFERSON CO.	2	1100	0.18%
JOHNSON CITY	0	1242	0.00%
JOHNSON COUNTY	0	395	0.00%
KINGSPORT CITY	0	1027	0.00%
KNOX CO.	34	6697	0.51%
LAKE COUNTY	0	178	0.00%
LAUDERDALE	6	933	0.64%
LAWRENCE CO.	0	1258	0.00%
LEBANON SSD	0	473	0.00%
LENOIR CITY	0	268	0.00%
LEWIS CO.	0	274	0.00%
LEXINGTON CITY	0	130	0.00%
LINCOLN CO.	0	497	0.00%
LOUDON CO.	0	574	0.00%
MACON CO.	0	459	0.00%
MANCHESTER	0	280	0.00%
MARION CO.	2	712	0.28%
MARSHALL CO.	0	713	0.00%
MARYVILLE CITY	0	613	0.00%
MAURY CO.	9	1911	0.47%
MCKENZIE	0	201	0.00%
MCMINN CO.	6	1012	0.59%
MCNAIRY CO.	2	525	0.38%
MEIGS CO.	0	306	0.00%
MEMPHIS CITY	85	14013	0.61%
MILAN	0	327	0.00%
MONROE CO.	2	889	0.22%
MONTGOMERY CO.	21	3299	0.64%
MOORE COUNTY	0	152	0.00%
MORGAN COUNTY	0	563	0.00%
MURFREESBORO	0	671	0.00%
NEWPORT CITY	0	108	0.00%
OAK RIDGE	11	997	1.10%
OBION CO.	4	697	0.57%
Oneida SSD	0	108	0.00%
OVERTON CO.	0	664	0.00%
PARIS SSD	0	183	0.00%
PERRY CO.	6	268	2.24%
PICKETT CO.	0	96	0.00%
POLK CO.	0	302	0.00%
PUTNAM CO.	0	1618	0.00%
RHEA CO.	0	425	0.00%
RICHARD CITY SSD	0	49	0.00%
ROANE CO.	11	1476	0.75%
ROBERTSON CO.	5	1678	0.30%

ROGERSVILLE CITY	0	56	0.00%
RUTHERFORD CO.	83	4420	1.88%
S. CARROLL	0	95	0.00%
SCOTT CO.	0	342	0.00%
SEQUATCHIE	7	400	1.75%
SEVIER CO.	0	2166	0.00%
SHELBY CO.	89	8380	1.06%
SMITH CO.	2	495	0.40%
STEWART CO.	0	363	0.00%
SULLIVAN CO.	0	1628	0.00%
SUMNER CO.	0	4023	0.00%
SWEETWATER CITY	0	213	0.00%
TIPTON CO.	0	1810	0.00%
TRENTON SSD	0	157	0.00%
TROUSDALE CO.	0	273	0.00%
TULLAHOMA	0	696	0.00%
UNICOI CO.	0	518	0.00%
UNION CITY	0	167	0.00%
UNION CO.	3	591	0.51%
VAN BUREN CO.	0	88	0.00%
WAYNE COUNTY	0	452	0.00%
W. CARROLL	0	190	0.00%
WARREN CO.	0	1148	0.00%
WASHINGTON CO.	18	1143	1.57%
WEAKLEY CO.	0	758	0.00%
WHITE CO.	0	652	0.00%
WILLIAMSON CO.	2	3075	0.07%
WILSON CO.	16	1617	0.99%
GRAND TOTAL	515	139272	0.37%

Data Source: Federal Data Table 5. *Suspension/Expulsion Report*

B. Since this is a new indicator, baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

Discussion of Baseline Data:

A. Baseline data was attained from the June, 2005 End-of-Year Report, Table 5 *Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for more than 10* Days, which is submitted by all school systems. The data reflects that although only nineteen LEAs had suspension rates of above 0.50%, nine of them had rates above 1%. These nine, which represent 7% of all LEAs, are spread evenly over the state, with no one region having significantly more than another region. Neither was there a discernible pattern in rural versus urban rates. Overall, this data shows an increase over the numbers from 2003-2004 and is thought to be the result of LEAs' more efficient use of the Federal definition of suspension/expulsion in the numbers reported. (LEAs highlighted in gray have not yet submitted their data.)

B. Since this is a new indicator, discussion of baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

FFY	Measurable and Rigorous Target (for indicator 4A)
2005 (using 2004-2005 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 5.5%. B. Since this is a new indicator, measurable and rigorous targets will be provided in the FFY 2005 APR due February 1, 2007.
2006 (using 2005-2006 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 4.5%.
2007 (using 2006-2007 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 3.5%.
2008 (using 2007-2008 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 2.5%.
2009 (using 2008-2009 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1.5%.
2010 (using 2009-2010 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1.0%.
2011 (using 2010-2011 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1.0%.
2012 (using 2011-2012 data)	A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1.0%.

Improvement Activities/Timelines/Resources (through 2013):

Activities	Timeline	Resources
A. Review LEA policies, procedures, and practices to insure compliance with IDEA, including development	Yearly	Management consultants

and implementation of IEPs, use of behavioral interventions, procedural safeguards, and correct use of Federal definition of 'suspension' for data collection.		Compliance consultants
A. Review the distribution of policies and procedures related to discipline to all school-based staff involved in the disciplinary process, including parents.	Yearly	End-of-Year Report TCSPP Management consultants
A. Training in positive behavior supports, Functional Behavior Assessments, and effective use of Behavior Intervention Plans to all staff.	Yearly, and to new employees	End-of-Year Report LRE, MADP staff
A. Improve recording and reporting of suspension data, including the breakout of age levels at which suspension occurs (i.e., Pre-K-K, grades 1-4, 5-8, 9-12).	On-going	End-of-Year Report
A. Increased emphasis on counseling services in schools.	On-going	LEA staff MADP staff TDMHDD's Children's Mental Health Policy Academy initiative
A. In those LEAs with suspension/expulsion percentages above 1%, conduct focus monitoring in order to develop improvement plans and reduce the percentage of suspension/expulsion rates.	Yearly	TDOE Compliance staff
A. Those LEAs whose rate of suspension/expulsion is close to 1% (those 'at risk' of going above 1%) will be asked to explain their rates and present a plan to lower their rates.	Yearly	TDOE Compliance staff

NOTE: SEE APRs FOR UPDATES/COMPLETIONS FOR EACH ACTIVITY ABOVE.

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:
Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Overview of Issue/Description of System or Process: (Ind #4B revision for FFY 2010)

Based on technical assistance provided by OSEP and DAC, TDOE has chosen to apply the *rate ratio* calculation methodology comparing the district-level suspension/expulsion rate to the State-level suspension/expulsion rate for student with disabilities ages 3 through 21 (Comparison 1 Example 4a in the 2011 OSEP Leadership Mega Conference presentation titled "Introduction to the B4 TA Guide for Suspension and Expulsion and a Peek at the National Findings"). The State has defined significant discrepancy on Indicator 4B as LEAs with rate ratios of 2.0 or greater for any racial/ethnic group with two or more students with disabilities experiencing suspension or expulsion of more than ten days in a school year. That is, a district has a significant discrepancy when the ratio comparing its suspension/expulsion rate for students with disabilities from a racial/ethnic group to the State-level suspension/expulsion rate for all students with disabilities is 2.0 or greater.

END OF FFY2010 REVISIONS

Baseline Data for FFY 2009 (using 2008-2009 data):

FFY	Measurable and Rigorous Target
2009 (using 2008-2009 data)	0%
2010 (using 2009-	0%

2010 data)	
2011 (using 2010-2011 data)	**0%**
2012 (using 2011-2012 data)	**0%**

For this indicator, report baseline data for the year before the reporting year (FFY08** data)**.

Based on 2008-2009 data, 27 LEAs were identified with significant discrepancies in rates of suspension/expulsion based on race.

Discussion of Baseline Data:

The procedures used, as identified in the definition above, resulted in the identification of 36 discrepant LEAs. There was no "n" size requirement. The percentage of LEAs within the State identified as discrepant was 26% as calculated below.

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4B(a). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of LEAs (that meet "n" size requirement)	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (using 2008-2009 data)	136	27	19.85%

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs (that meet "n" size requirement)	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2009 (using 2008-2009 data)	136	0	0%

Review of Policies, Procedures, and Practices *(completed in FFY 2009 using 2008-2009 data): If any LEAs are identified with significant discrepancies:*

a. *Describe how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State must complete this review by June 30, 2010. The failure of the State to conduct this review is noncompliance with 34 CFR §300.170(b); and*

TDOE reviews policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA by requiring each LEA identified as significantly discrepant (1% or greater) to provide data and information on their policies, procedures, and practices through a Self Assessment Instrument. The completed self assessments are reviewed by TDOE and decisions rendered as to whether noncompliance with IDEA exists, according to the following criteria:

1) culturally appropriate behavior supports 2) availability of services to students suspended or expelled 3) availability of an alternative school setting and criteria for required attendance 4) available training for personnel in positive behavior interventions and supports including research based practices and a" response to intervention" framework 5) use of data for evaluating student needs for supports 6) appropriateness of discipline referral procedures for all ethnicities 7) assurance that IEP teams consider PBIS and other strategies to address behavior in the IEP process 8) accurate reflection of current IDEA definitions of disciplinary change of placement 9) accurate inclusion of requirements for sped services for students removed in excess of 10 school days in a school year.

b. *In addition to conducting the review required by 34 CFR §170(b), the State must report on the results of its review. The State must complete the review, and identify any noncompliance by June 30, 2010; and*

Based on an ongoing review of 36 significantly discrepant LEAs, utilizing the criteria listed above, there are no findings of noncompliance.

NOTE: The State reports that its review of policies, procedures and practices continues to be ongoing due to the fact that problems with the collection of suspension data delayed its availability until mid-November, 2010. After this time, identified LEAs were provided data and given a prescribed time period to complete and return a self assessment that incorporates a review of policies, procedures and practices. The completion of these assessments was delayed by a holiday period as well as weather delays in some LEAs, finally resulting in a delay in the State's review and issuance of findings. The State expects this process to be complete well in advance of the April clarification period allowed by OSEP and will report these findings at that time if permissible.

Finally, the State has made changes to its data collection and reporting mechanisms for suspension data and no delays are expected for the FFY10 reporting period.

c. *Describe how the State, if appropriate, revised (or required the affected LEA(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA.*

LEAs identified with findings of noncompliance will be required to revise their policies, procedures and practices through staff training and revision of appropriate forms. The training may cover procedural safeguard requirements related to discipline, functional behavioral assessments, behavior intervention planning, the provision of FAPE for children suspended for more than 10 days, school-wide positive behavior support systems, components of the IEP that are related to discipline, and the use of the revised forms. The State will verify correction of noncompliance within one year. The State will report on the verification of correction of this noncompliance (that

each LEA is correctly implementing the specific regulatory requirement(s) for which the noncompliance was identified) in the FFY 2010 APR, due February 1, 2012.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Provide LEAs with "how to" information on the use "differentiated instruction", at any level, by disseminating information on accessing culturally appropriate education for students with IEPs.	Beginning 2011-12 and through 2012-13	TDOE Staff

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

The group dealing with Indicator 5 met on several occasions. They were also involved through e-mails and conference calls. In addition, broad input from stakeholders was also obtained through a stakeholder survey. This included Special Education Supervisors, various Advocacy Groups, State Department personnel and the State Advisory Council.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

In Tennessee each local school system is required to develop procedures for the provision of special education and related services for children eligible for special education in the least restrictive environment. In addition, to the maximum extent appropriate, children eligible for special education, including children in public or private institutions or other care facilities, should be educated with peers who are nondisabled. Special classes, separate schooling, or other removal of children eligible for special education from general education or preschool environment should occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Data from Table 3 of the December 1 Federal Census Report was utilized to assess system's improvement in placing its children in the least restrictive environment (LRE). This report is due each December 1, allowing comparisons from year to year reflecting improvements or setbacks at the local level and the state level. This data will be used for possible focus monitoring.

Tennessee has the following contracts, which will be used in our improvement activities toward LRE:

Established in 1986, the LRE for LIFE Project is a professional development, technical assistance, and school transformation project funded by the Tennessee Department of Education and managed out of the University of Tennessee – Knoxville. "LRE for LIFE" is an acronym for **L**east **R**estrictive **E**nvironment for **L**iving, **I**nclusion, **F**riendships, and **E**mployment, denoting the ultimate task of

schools to prepare its students to be life-long learners who live as valued, productive, democratic citizens with meaningful relationships and satisfying careers.

The RISE Project is a technical assistance and support project sponsored by the Division of Special Education and the Make a Difference Program of the Tennessee Department of Education. They serve a geographical area between the Tennessee and Mississippi Rivers. RISE is an acronym for **R**estructuring for **I**nclusive **S**chool **E**nvironments denoting not only the ultimate responsibility of schools to prepare all their students for life as valued, contributing, democratic citizens, but also the need for schools to institute teaching practices that best permits them to maximize learning for **ALL** students. We believe what the research indicates about best practices: the best schools are those that focus instruction on the individual.

Baseline Data for FFY 2004 (2004-2005):

IA. Percentage of Children Removed From Regular Class Less Than 21%

	Total # of children removed < 21%	Total number of children with disabilities	Percentages
Grand Total	47,546	136,298	34.88%

B. Percentage of Children Removed from Regular Class Greater than 60%

	Total # of Children Removed > 60%	Total Number of Children with Disabilities	Percentages
Grand Total	19,302	136,298	14.16%

C. Percentage of Children Served in Combined Separate Facilities *

	Total # of Children in Combined Separate Facilities	Total # of Children with Disabilities	Percentages
Grand Total	2,004	136,298	1.47%

* Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Data Source: Federal Data Table 3, *Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements*

Discussion of Baseline Data:

This baseline data for the 2004-2005 school year was attained from Table 3 of the December 1, 2004 Federal Census Report which was submitted by all school systems. Data reflects that over one-third (34.88%) of children with IEPs are removed from the regular class less than 21% of the day. The data also reflects that (14.16%) of children with IEPs are removed from the regular class greater than 60% of the day. Finally, children served in combined separate programs, which include children with IEPs served in public or private schools, residential placements or homebound/hospital placements make up only 1.47% of children served. This falls well below the 2003-2004 National Baseline of 4.0%. (The national baseline data for 2004-2005 is not yet available for comparison purposes.)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	(A) Increase to 35.50% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 13.46% the number of eligible students served more than 60% of the school day outside the regular class. (C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.
2006 (2006-2007)	(A) Increase to 36.40% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 12.76% the number of eligible students served more than 60% of the school day outside the regular class. (C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.
2007 (2007-2008)	(A) Increase to 37.30% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 12.06% the number of eligible students served more than 60% of the school day outside the regular class. (C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.
2008 (2008-2009)	(A) Increase to 38.20% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 11.36% the number of eligible students served within the regular class less than 40% of the school day. (C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.
2009 (2009-2010)	(A) Increase to 39.10% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 10.66% the number of eligible students served within the regular class less than 40% of the school day. (C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.

2010 (2010-2011)	(A) Increase to 40% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 10% the number of eligible students served within the regular class less than 40% of the school day. (C) Maintain a rate at or below the National average, as reported by the National Monitoring Center.

Go to Indicator 5 REVISION: LRE PLACEMENT section for extended targets. (page 40)

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
In-Service/Training concerning modifications and accommodations in the general classroom for all teachers.	Yearly	End of Year Reports Review/LEA Documents Management & Compliance Consultants
Award contracts to LEAs for model demonstration sites using inclusionary methods.	Yearly	Review/LEA Documents Management & Compliance Consultants
Publicly recognize LEAs by SDOE who have exemplary inclusion programs.	Yearly	Management & Compliance Consultants recommendations Recognized by Assistant Commissioner at Yearly Conference
Continue to fund LRE for LIFE and RISE to work with school systems, children and parents in the least restrictive environment.	Yearly	Management & Compliance Consultants
Utilize End-of-Year LEA data to determine which systems are supporting inclusionary practices and making improvements.	Yearly	Cyclical Performance Review/LEA Documents Management & Compliance Consultants
Offer contracts to LEAs who did not meet AYP where Special Education was a subgroup to utilize scientifically based research practices in order to improve education for Students with Disabilities (SWD).	Yearly	Management & Compliance Consultants
Aligning with the “Closing the Achievement Gap” Initiative will reinforce this with inclusion.	On-going	SDE Personnel

Staff development on "Response to Intervention" for identifying Students with Specific Learning Disabilities.	Begin Spring 2006 On-going	IRIS Center (Initiated through a SIG Contract) Vanderbilt University - Drs. Doug and Lynn Fuchs
State Mandated use of 15% of IDEIA Funds for Early Intervening Services, K-12, for systems with significant Disproportionality problems.	2005-2006 School Year	Management Consultants Regional Resource Centers
SIG Grant Coordinating with Reading 1st Schools	On-going	Elementary Consultants SIG Grant Coordinator
Voluntary Pre-K Legislation (May, 2005) which provides Pre-K programs for at-risk students focuses on natural environments and prepares LEAs to continue emphasis on LRE at age 6.	On-going	Early Childhood Consultants State Lottery Funds Curriculum & Instruction Consultants Pre-school Consultants
Conduct review of settings rates for all LEAs. Identify those not meeting state targets for focused monitoring and improvement planning as warranted.	Annually	TDOE Staff

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for 2004-05:

INDICATOR 5-REVISION: LRE PLACEMENT

Baseline Data for FFY 2004 (2004-2005):

Data utilized from Table 3 of the December 1, 2004 Federal Census Report included the percent of children with IEPs aged 3 through 21. It also included all disabilities recognized by Tennessee. Indicator #5 asks for the percent of children with IEPs aged 6 through 21. It also asks that only those disabilities recognized by IDEA be included. Students identified as gifted, along with students identified as having a functional delay were included in the original data. This new data is much more consistent when looking at the percent of children removed from the regular class from the previous years. In addition, the "Measurable and Rigorous Targets" had to be modified based on the new data. Improvement Activities / Timelines / Resources remained the same.

A. Percentage of Children Removed From Regular Class Less Than 21%

	Total # of children inside the regular class 80% or more of the day	Total number of children with disabilities	Percentages
Grand Total	**49,386**	**110,930**	**44.52%**

B. Percentage of Children Removed from Regular Class Greater than 60%

	Total # of Children inside the regular class less than	Total Number of Children with Disabilities	Percentages

	40% of the day		
Grand Total	19,924	110,930	17.96%

C. Percentage of Children Served in Combined Separate Facilities *

	Total # of Children in Separate Programs	Total # of Children with Disabilities	Percentages
Grand Total	2,430	110,930	2.20%

*Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Discussion of Baseline Data:

This baseline data for the 2004-2005 school year was attained from Table 3 of the December 1, 2004 Federal Census Report which was submitted by all school systems. Data reflects that 44.52% of children with IEPs are inside the regular class 80% or more of the day. The data also reflects that 17.96% of children with IEPs are inside the regular class less than 40% of the day. Finally, children served in combined separate programs, which include children with IEPs served in public or private schools, residential placements or homebound/hospital placements make up only 2.20% of children served. This falls well below the 2003-2004 National Baseline of 4.0%. The national data for 2004-2005 is not yet available.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	(A) Increase to 53% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 15% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities from the current baseline of 2.20% to 2.18%.
2006 (2006-2007)	(A) Increase to 53.5% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 14.5% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.16%.
2007 (2007-2008)	(A) Increase to 54% the number of eligible students served within the regular class 80% of the school day. (B) Decrease to 14% the number of eligible students served more than 60% of the

	school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.14%.
2008 **(2008-2009)**	(A) Increase to 54.5% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 13.5% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.12%.
2009 **(2009-2010)**	(A) Increase to 55% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 13% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.10%.
2010 **(2010-2011)**	(A) Increase to 55.5% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 12.5% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.08%.
2011 **(2011-2012)**	(A) Increase to 60% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 12% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.06%.
2012 **(2012-2013)**	A) Increase to 60.5% the number of eligible students served within the regular class 80% or more of the school day. (B) Decrease to 11.5% the number of eligible students served more than 60% of the school day outside the regular class. (C) Decrease the number of students served in separate facilities to 2.04%.

NOTE: Only the baseline data and targets were revised from what was originally submitted in the SPP to reflect the correction in baseline data from 2004-05. The Improvement Activities, timelines and resources remained the same.

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

The Part B State Performance Plan (SPP) for Tennessee was developed in conjunction with the State Interagency Coordinating Council as the primary stakeholder group. The Council was augmented to provide broader community representation for preschool. This allowed the state to request information at all statewide, regional, and local Special Education trainings and meetings, including members of the TN SIG. TN DOE Preschool Consultants assumed lead roles for preschool-specific indicators (in this case, the inclusion of preschoolers with an IEP with typically developing peers) and stakeholder group members identified preschool indicators of interest to them. Communication from stakeholders involved weekly face-to-face meetings with TN DOE staff, email with other DOE staff interested in preschool indicators, email with Advisory Council members, and telephone calls among all before-mentioned stakeholders. The TN DOE Preschool Coordinator collected and compiled data related to the indicators and incorporated this information into the SPP targets and improvement activities. The final draft for ***Indicator 6*** was completed by the Preschool Coordinator and the East, Middle, and West regional Preschool Consultants in an all day face-to-face meeting held in Nashville on November 7, 2005.

Our SPP will be disseminated throughout the state via our website, http://www.state.tn.us/education/speced/TEIS/, and will be presented at the annual statewide Special Education Conference and other TN Special Education Conferences, meetings, and trainings. Emphasis on preschool/typically developing peer inclusion improvements will continue on an ongoing basis with stakeholders holding interest and expertise in this area so that TN may continue to serve the best interests of preschoolers.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

Tennessee collects and analyzes educational environment data from the December 618 Annual Report of Children. The inclusion of children receiving special education services with typically developing peers is emphasized by the DOE in trainings, technical assistance, and conferences. Tennessee has shown strength in this area, with many types of integrated settings across the state. It has ranked higher than the national baseline the past five years. The state, however, continues to seek opportunities to promote opportunities for special education students to be educated with

typically developing peers, as with the May 2005 legislation, Voluntary Pre-Kindergarten, which grants monies to LEAs who wish to serve "at risk" preschoolers.

Baseline Data for FFY 2004 (2004-2005):

Refer to Table 6.1 below, Row FFY 2004-2005.

Table 6.1

Comparison of Tennessee Educational Environment Data for Students Ages 3-5 with Disabilities to National Baseline Data for 1999-2000 to 2003-2004

	Early Childhood Setting	Early Childhood Special Education Setting	Home	Part-time Early Childhood Special Ed Setting	Residential Setting	Separate School
TN 1999-00	32%	37%	1%	11%	0%	2%
National Baseline 1999-00	36%	34%	4%	13%	0%	4%
TN 2000-01	36%	36%	1%	10%	0%	2%
National Baseline 2000-01	36%	31%	3%	15%	0%	3%
TN 2001-02	46%	28%	1%	9%	0%	2%
National Baseline 2001-02	37%	31%	3%	14%	0%	3%
TN 2002-03	53%	26%	1%	6%	0%	1%
National Baseline 2002-03	35%	32%	3%	15%	0%	3%
TN 2003-04	43%	29%	1%	8%	0%	1%
National Baseline 2003-04	34%	32%	3%	16%	0%	3%

Data Source: Table 5.7 - Number, Percentage, Difference from National Baseline, and Percent Change of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B1999 Through 2003 ALL DISABILITIES from http://www.monitoringcenter.lsuhsc.edu/Stateranks_B.htm

Please note: There are no National Baseline data available for 0% categories because they are optional and not all states report them.

Discussion of Baseline Data:

The 2004-2005 Educational Environment data from the National Monitoring Center is not available at this time. Therefore, this SPP is based on 618 Annual Report of Children data from 2003-2004. However, when this data is released from OSEP, Tennessee will be able to construct a baseline for 2004-2005 and provide analysis with any necessary modifications. Also, the trend data from 1999 – 2004 allows for a reasonable improvement plan to be provided in this report.

As indicated in Table 6.1 above, Tennessee's percentage of children ages 3-5 being served in LRE, early childhood settings, has steadily increased from 1999-2003. The decrease from 53% to 43% in 2003-2004 is significant but still above the National Baseline of 34%. These factors, as well as the national baseline and broad stakeholder input inform the targeted improvements below.

Note: The above data does not reflect information regarding number of Tennessee special education preschoolers who have opportunities to interact with typically-developing peers through "reverse mainstreaming."

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2006 (2006-2007)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2007 (2007-2008)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2008 (2008-2009)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2009 (2009-2010)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.
2010 (2010-2011)	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will reach 49% (or half of all enrolled preschoolers).
2011 (2011-2012)	Extension not provided at this time as this indicator not required for reporting in FFY09
2012 (2012-2013)	Extension not provided at this time as this indicator not required for reporting in FFY09

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Individual LEA analysis will identify specific LEAs not meeting the state target of FAPE in LRE so that: --- Immediate TA to LEAs may be planned --- In-service/training concerning modifications in the regular classroom for all students will be initiated --- Improvement plans may be written and	First identification by Dec 2005-Ongoing	Statewide electronic Sp Ed PreK Child Count Database SEA Management & Compliance Consultants State Preschool Consultants

monitored --- LEAs meeting the target may be recognized at the annual State Special Education Supervisors' Conference ---East, West, and Middle TN Preschool Consultants will provide training with the Special Education Office of Monitoring and Compliance to explain "federally-defined" settings.		CIMP Monitoring Documents LEA Comprehensive Plan and End of Year Report Logs for LEA in-services and TA
Collaboration with the 2005 Tennessee lottery-funded Voluntary PreK classrooms initiated Fall 05 in order to increase integration of children with disabilities with typically developing peers. ---Request regularly scheduled meetings with the TN DOE Gen Ed Office of Early Learning and the Sp Ed Office of Early Childhood Preschool Department ---TN DOE Gen Ed Office of Early Learning will be invited to all Sp Ed early childhood initiatives and meetings ---TA provided by Sp Ed Preschool Consultants with Gen Ed Early Learning Consultants as needed ----Sp Ed Preschool representative will serve on the Gen Ed Voluntary PreK Advisory Council	Fall 2005-Fall 2006	TN DOE Gen Ed Early Learning and Special Ed Preschool Consultants
Collaboration between TN SIG Early Childhood grantees with TN DOE preschool consultants to encourage integration of children with disabilities with typically developing peers in SIG preschools and "feeder" preschools. ---Face to face meeting during the TN Sp Ed Fall and Spring Staff Retreats ---Joint visits/trainings/TA when appropriate	Fall 2005-Length of TN SIG	Communication between TN SIG Director, DOE's three regional preschool consultants and SIG grantee: ETSU Early Childhood consultants
Collaborate with Head Start, Title I, and other 3 STAR/Nationally accredited community child care centers to increase inclusionary practices. ---Initiate and establish relationships with agencies; document through monthly activity logs ---Provide training/TA as requested and needed.	Fall 2006	TN DOE Preschool Consultants/Early Childhood Community Teachers

Part B State Performance Plan (SPP) for 2005-2013

Overview of State Performance Plan Development:

This version prepared for 2/1/10 baseline submission (SPP 2008)

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to

same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process: (prior to FFY2008)

Tennessee formed an Early Childhood Outcome Committee in the fall of 2004, composed of key stakeholders from the birth to five community around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying Early Childhood Outcomes for Part C and 619 programs and ensuring these outcomes would align with TN Early Learning Developmental Standards (TN-ELDS). The results provided the direction for the Early Childhood Outcome plan that has been put in place in Tennessee.
+
Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource Regional Center, formulated the state's plan for this indicator. Tennessee's Early Childhood Outcomes Plan is a birth through five plan, with the same parameters, process, and forms being used in Part C, and Part B 619. Entrance data was gathered for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15th, 2006, to November 15th, 2006. Once a district begins collecting Early Childhood Outcomes data information, they will continue the process with all entering and exiting children. As the plan is refined and established and the data verified, a collection system will be added directly to the state's data collection system. This will allow more LEA's to be added to the process with the intent of all systems participating as soon as possible. All Tennessee LEAs will be collecting Early Childhood Outcome Data for every child by 2010.

- By July 1st 2008, a minimum of 1/3 of Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process

- By July 1st 2009, a minimum of 2/3 of Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process

- By July 1st 2010, all Tennessee LEA's will be trained and collecting data in the Early Childhood Outcome Process

The initial LEA districts chosen to participate in the Early Childhood Outcomes reporting are representative of the state in the following factors:

- Various sized districts representing large, medium and small districts, including all Tennessee school districts with average daily membership greater than 50,000. These three districts are:
  - Metro Nashville
  - Memphis
  - Knox County
- Percent of disabled population
- Percent of population by race/ethnicity
- Percent of population by gender
- Representative of rural/urban

A table is included referencing distribution variables across the state with the selected systems in the initial collection.

NOTE: TN is not using a sampling plan for this indicator, as the State is going to full census in the next two to three years. We are currently planning on training fifty-four more LEAs who will begin compiling outcomes information in the summer/fall of 2008. These systems, along with the nine currently participating, represent close to half of the State's LEAs. The fifty-four new LEAs interface with three of nine Tennessee Early Intervention (TEIS) districts currently participating. It is anticipated that we will add all remaining LEAs to the process next year.

Tennessee is naturally divided into three distinct geographic regions, east, middle, and west. Each geographic region has one large (over 50,000) LEAs within it. To complement these three large LEA districts the committee added two additional LEAs in each region ensuring all representative factors, for a total of nine LEA districts participating across the state.

Outcomes decisions are made by the IFSP/ISP teams using current assessment/evaluation/eligibility information, including observations and parent information, at the initial IFSP or IEP. All information used to determine outcome ratings is documented on the present levels of performance area of the IFSP/IEP. Signatures of participation on the IFSP/IEP are also document participation in determining child outcomes. Parents are given a copy of the ECO form.

Data is gathered using a slightly modified ECO summary form for all children. The form was modified into a separate entrance and exit document to facilitate ease of administration and reporting. Present levels of performance constitute the documentation of information, and signatures on the IFSP/IEP document those participating in the outcomes determination. The entrance and exit forms contain all of the other information as the sample ECO forms, and are included in this submission. Scores of 6 and 7 represent a child's functioning "comparable to same aged peers".

All EI and LEA districts in the initial collection were trained on policies and procedures related to determining, collecting, and reporting Early Childhood Outcomes (ECO) data. Half day trainings were held for all participating districts, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form. All participants received information about a sample child, and then participated in small group mock IEP meetings where they completed the entrance form, using

ECO materials, including the ECO decision tree. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean.

As entrance and exit data is collected, children who have been in their respective programs for six months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions. Initially all entrance information was sent to a central state location to be entered into an excel format. Populated excel documents were returned to districts for their exit information to be added. This data has been collected and collated. Currently districts are maintaining entrance and exit data in a consistent excel format.

Overview of Issue/Description of System or Process: Updated at FFY2008

Sixty-nine LEAs were collecting entrance and exit data utilizing the Early Childhood Outcomes (ECO) Child Outcomes Summary Form.

There were six of nine TEIS Point of Entry Offices (POEs) collecting entrance and exit data utilizing the Early Childhood Outcomes (ECO) Child Outcomes Summary Form.

Division of Special Education (DSE) personnel delivered four regional ECO trainings. This included the remaining LEAs and three TEIS Point of Entry Offices.

As of June 30, 2009, all LEAs have been trained on the ECO data collection process. Additionally, the Tennessee Part B database (Easy IEP) collects ECO data as well as houses web-based training materials.

DSE Workforce/Development Coordinator and OEC Data Manager provided significant technical assistance to LEAs regarding ECO data collection and process.

FFY	Measurable and Rigorous Target
2009-2010	See Target Tables below.
2010-1011	See Target Tables below.
2011-1012	See Target Tables below.
2012-1013	See Target Tables below.

Measurable and Rigorous Targets

The following table includes baseline data for FFY 2009 instead of Targets for FFY 2009. The state set targets for each reporting category a, b, c, d, and e under each outcome for FFY 2008-09 and did not set targets for the six summary statements. The state revised the measurable and rigorous targets to include targets for the six summary statements to align with the Early Childhood Outcome's suggested format and APR requirements for FFY 2009-10. These revisions are reflected in the Measurable and Rigorous Target Table below.

Summary Statements	Baseline Data FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)				
1. Of those children who entered or exited the program below age-expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	92.6%	91.7%	91.7%	91.7%
2. The percent of children who were functioning within age-expectations in Outcome A by the time they exited the program.	63.4%	57.4%	57.4%	57.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
1. Of those children who entered or exited the program below age-expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	89.6%	89.5%	89.5%	89.5%
2. The percent of children who were functioning within age-expectations in Outcome B by the time they exited the program.	62.2%	55.7%	55.7%	55.7%
Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered or exited the program below age-expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	89.9%	92.6%	92.6%	92.6%
2. The percent of children who were functioning within age-expectations in Outcome C by the time they exited the program.	75.6%	68.0%	68.0%	68.0%

REVISION TO THE ABOVE TARGETS: FOR FFY2010

During the period of clarification in April 2011, OSEP requested the Lead Agency to revise its FFY 2012 target to reflect improvement over baseline data. Upon thorough review of all information, the following revisions have been made to both the baseline and state targets. The state reviewed baseline data from FFY 2008-09 and FFY 2009-10 and revised the baseline according to FFY 2009-10 actual data. In FFY 2008-09, entrance and exit data were collected for 254 children. All LEAs were not collecting data during this fiscal year. In FFY 2009-10 entrance and exit data were collected for 1128 children from all LEAs. The state determined that FFY 2009-10 data represented a complete and accurate baseline. Based on the revised baseline, the state reviewed and revised targets for FFY 2010 through FFY 2012 to reflect improvement over the revised baseline.

Summary Statements	Revised Baseline Data FFY 2009 (% of children)	Revised Targets FFY 2010 (% of children)	Revised Targets FFY 2011 (% of children)	Revised Targets FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)				
3. Of those children who entered or exited the program below age-expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	91.7%	92.2%	92.7%	92.7%
4. The percent of children who were functioning within age-expectations in Outcome A by the time they exited the program.	57.4%	57.9%	58.4%	58.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
3. Of those children who entered or exited the program below age-expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	89.5%	90.0%	90.5%	90.5%
4. The percent of children who were functioning within age-expectations in Outcome B by the time they exited the program.	55.7%	56.2%	56.7%	56.7%
Outcome C: Use of appropriate behaviors to meet their needs				
3. Of those children who entered or exited the program below age-expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	92.6%	93.1%	93.6%	93.6%
4. The percent of children who were functioning within age-expectations in Outcome C by the time they exited the program.	68.0%	68.5%	69.0%	69.0%

End of Revisions for FFY 2010

Progress Data for FFY 2008:

Current progress data reported above for FFY2008 are considered baseline data.

There have been a total of 254 students for whom entrance and exit data now have been collected from LEAs. The tables below report progress data for those students.

A. Positive social-emotional skills (including social	**Number of**	**% of children**

relationships):	children	
a. Percent of preschool children who did not improve functioning	3	1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	12	5%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	78	31%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	110	43%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	51	20%
Total	N= 254	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**
a. Percent of preschool children who did not improve functioning	6	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	15	6%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	75	30%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	106	42%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	52	20%
Total	N= 254	100%

C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of preschool children who did not improve functioning	4	2%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	13	5%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	45	18%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	107	42%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	85	33%

Total	N=254	100%

Discussion of Progress Data for FFY2008

Progress: Trainings and reports are available on the LEA level, child level, and teacher level. By the end of FFY 2008-2009 all districts were trained by the deadline. Future activity – OEC office has ability to review ECO data in Easy IEP, send utilization report on ECO data. Drill down data comparing systems by district, metro, other systems.

TNDOE reports that children in category **a. Percent of preschool children who did not improve functioning** for all three outcomes represent only 1-2% of children measured.

Summary Statement 1:
TNDOE reports preschool children who improved functioning (combined categories of c and d divided by a+b+c+d times 100) at the following percentages by outcome:

A. **Positive social-emotional skills (including social relationships) = 92.6%**

B. **Acquisition and use of knowledge and skills (including early language/communication and early literacy) = 89.6%**

C. **Use of appropriate behaviors to meet their needs = 89.9%**

Summary Statement 2:
TNDOE reports preschool children who were functioning within age expectations (combined categories of d and e divided by a+b+c+d+e times 100) at the following percentages by outcome:

A. **Positive social-emotional skills (including social relationships) = 63.4%**

B. **Acquisition and use of knowledge and skills (including early language/communication and early literacy) = 62.2%**

C. **Use of appropriate behaviors to meet their needs = 75.6%**

During FFY 2009-2010, TNDOE staff will continue to track data for outcome C, specifically focusing on children in category (e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers). This analysis will be done to determine if additional training of local programs is necessary. The percentage of category e. children for this outcome is somewhat higher than Outcome A. and Outcome B.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006-2007:

NOTE: These activities were written before required by the SPP process and have been completed. They are included here as informational only.

All Indicator 7 data, targets, and activities were reviewed with the State of Tennessee Advisory Council for the Education of Students with Disabilities, prior to final submission.

Improvement Activities (for FFY2006)	Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2006
Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource	June 2006 Completed

Regional Center, formulated the new plan for collection of outcomes data.	
Development of outcomes data collection system Development of temporary outcomes data system to collect entrance data using modified ECO collection forms.	Ongoing July 2006 Completed
Training provided to participating LEAs	July/August 2006 First training completed, but retraining will continue
Outcomes Data Collected for Entrance Information by participating LEAs	August/November 2006 Completed

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008:
NOTE: These activities were written before required by the SPP process and have been completed. They are included here as informational only.

Improvement Activities (for FFY2007)	Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2007
Exit data will be gathered from the nine participating LEA's	Completed 2007-2008
Exit data will be analyzed	Completed Fall 2007
Data verification activities will be implemented to determine consistency of data across LEA's and between early intervention exit and preschool entrance data	Completed Fall 2007
Fields will be added to EasyIEP to capture outcomes information	Completed Fall 2007
More systems will be identified and trained to begin implementation	Completed Spring 08
Expand the LEA participants in the Early Childhood Outcomes data gathering to include all LEA's interfacing with the three Early Intervention Districts. This will be an additional 54 LEA's participating, increasing LEA's from 9 to 63.	Training April 08. Data to be collected data 08-09 school year.
Data verification and consistency of data activities between Part C and Part B	Ongoing, & Fall 08 supervisors meetings, Completed

Statewide analysis of data as an ongoing process.	Ongoing
Sharing and training of data analysis and implications	Fall 08 supervisors meetings, Spring conference 09. Completed
The state is exploring the addition of data elements for outcomes being added to Tennessee's data collection systems - TEIDS and EasyIEP.	To be Completed June 2009
Addition of remaining LEA's - training spring 09	To be Completed Spring 2009

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
To improve the quality of the data, all LEAs are required to enter ECO Entrance and Exit data in Easy IEP.	2009-10	LEA Staff
Training provided during Annual Special Education Conference to improve the quality of data.	Spring 2010	TDOE Staff
Periodic review of ECO Report is conducted and feedback provided to LEAs to improve the quality of data	2009-10	TDOE Staff, LEA Staff
To improve the quality of data, the three remaining TEIS POE staffs will be trained and LEAs included in the three regional trainings	2009-10	TDOE Staff, LEA Staff
To improve the quality of data, all TEIS offices are required to gather ECO Entrance and Exit data.	2009-10	TEIS Staff

Future Improvement activities

During FFY 2009-2010, TNDOE staff will continue to track data for outcome c, specifically focusing on children in category (e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers). This analysis will be done to determine if additional training of local programs is necessary.

See the APR for revisions/improvement activities beyond FFY2008.

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Overview of Issue/Description of System or Process:

Through LEA Monitoring a parent survey will be conducted with survey questions selected from those issued by the National Center for Special Education Accountability Monitoring (NCSEAM). This version of a parent survey will be initiated during the 20060-07 school year. It should be noted that TN has been conducting its own parent surveys through LEA compliance monitoring for the last 4 school years and those results included in improvement plans of LEAs as needed.

The sampling method to be used allows for broad stakeholder input (i.e. all parents in the sample are given the opportunity to participate) and will include a “random” sample of enough districts to constitute a representative sample of the entire State
LEAs will conduct this survey at least once in every 4 year cycle without replacement so that there will be results available for APR and SPP reporting purposes. In addition to the LEAs selected to complete the survey, the 3 LEAs in TN with 50,000 or more Average Daily Membership (ADM) will be surveyed annually.

During the 2006-07 school year a Parent Survey was administered to those systems monitored. The groupings of systems for monitoring include a sampling of all demographics features identified across the State. The main demographic features are as follows: seven (7) “local types” of systems are identified across the state which includes large metropolitan, large town, rural, small town, urban large and mid-size cities and mid-size central cities. Each type is represented each monitoring year with an approximate range of 2 large metropolitan, to l large town, to 13 rural, to 8 small town, to 2 urban large city, to 3 urban mid-size, to 4 mid-size central cities per year.

The three geographic regions of the State - East, Middle and West are represented with approximately 12, 10, and 9 systems respectively. The percentage of students with disabilities in each group of systems ranges from 15% to 17 %. There is a poverty level range of 16% to 20 % each year and the ethnic breakdown of total student population for each group of systems is white 85 %, black 11%, and Hispanic 3%. The ranges for the other three minority groups in the State (i.e. Asian, Native American, and Pacific Islander) are not reported here as the numbers for each are insignificant.
NOTE: The State will be looking into the use of a *Sampling Calculator* to select LEAs for surveying after the 2006-07 school year as a means of selecting LEAs rather than using the monitoring schedule of LEAs.

There are three (3) LEAs in the State with an Average Daily Membership (ADM) over 50,000 students. The Parent Survey for these LEAs will be conducted *annually* according to the following procedures:

1) *Knox County Public Schools*: a *stratified random* sampling approach will be used for each disability area. The purpose being is to ascertain satisfaction, or lack thereof, by disability service area. The survey will be through the U.S. mail with a return envelope with prepaid postage back to the LEA. Envelopes are color coded according to disability for ease of sorting upon return. The sample size will be determined using an *alpha of .05* so that there is assurance that the results are not due to random answers but truly represent parental responses. The *return rate is 25% to 26 %,* so about 4 times as many surveys will be sent out as are required statistically to ensure that the return meets requirements set. The sample will be drawn from the student census and the number required for the sample will be a function of the number of students in the LEA with a particular disability.

2. Memphis City Schools: every parent who attended an annual IEP meeting was asked to complete a survey. There was no required response rate however the LEA reports that when completing the survey as a project of their own in 2005-06 they obtained about a 36% response rate which they hope to be an average rate for the future. The system's goal is to obtain respondents which represent all sectors of the community with results compiled and utilized in program planning, professional development planning for staff, and in planning parent trainings. There are also plans to record results by disability group beginning in 2006-07 to allow for a more detailed reporting of findings.

3) Metro Nashville Public Schools: the system will sample 5% of the total SPED population of parents of students with disabilities. The Department of Assessment and Evaluation will identify a random sample of students with disabilities. This will be accomplished by selecting the desired number of students based on their rank after assigning them a randomly generated number. There is no distinction for disability areas and no required response rate is set. The surveys will be mailed out and a three week return period allowed. The responses will be manually computed and results utilized in developing parent trainings and other parent activities and for planning of staff trainings. To facilitate a higher response rate, information about the survey will be distributed via newsletters, letters, and meetings. Members of the system's Parent Advisory Committee will be asked to inform their cluster schools regarding distribution of the survey as well.

Survey questions for 2006-2007 were taken directly from NCSEAM's suggested list of Parental Survey Questions. These 25 questions were designed as an *Efforts* scale whose intent was to obtain parental perspective on school's efforts to partner with parents.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline data will be provided in the FFY 2005 APR due February 1, 2007.

Discussion of Baseline Data:

Since this is a new indicator, discussion of the baseline data will be provided in FFY 2005 APR due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets and improvement activities will be provided in the FFY 2006 APR due February 1, 2008.
2006	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least

(2006-2007)	93%.
2007 (2007-2008)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 94%.
2008 (2008-2009)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 95%.
2009 (2009-2010)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 96%.
2010 (2010-2011)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 97%.
2011 (2011-12)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 98%.
2012 (2012-13)	The percentage of parent reporting that schools facilitated their involvement at a means of improving services and results for children with disabilities will be at least 99%.

Improvement Activities/Timelines/Resources (through 2012):

Since this is a new indicator, improvement activities will be provided in the FFY 2006 APR due February 1, 2008. (SEE APR for all improvement activities beginning with FFY2006)

PARENT SURVEY (to be completed for 2005-2006)
(FLRE #8)

School System _____ Date Completed _____

School _____

PARENTS: This is survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select disagree or agree. You may skip any item that you feel does not apply to you or your child.

School's Efforts to Partner with Parents

Questions	NA	Agree	Disagree
*1. The school system encourages parent involvement as a means of improving services and results for children with disabilities.			
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.			
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.			
4. My Child's evaluation report is written in terms I understand.			
5. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).			
6. The school communicates regularly with me regarding my child's progress on IEP goals.			
7. The school offers parents training about special education issues.			
8. School provides information on agencies that can assist my child in the transition from school.			
9. The school explains what options parents have if they disagree with a decision of the school.			

Quality of Services

Questions			
10. My Child's IEP tells how progress towards goals will be measured.			
11. My child is taught in regular classes, with supports, to the maximum extent appropriate.			
12. Special education teachers make accommodations and modifications are indicated on my child's IEP.			
13. General education teachers' accommodations and modifications are indicated on my child's IEP.			
14. General education teachers' work together to assure that my child's IEP is being implemented.			
15. The principal does everything possible to support appropriate special education services in the school.			

Questions	NA	Agree	Disagree
16. The school provides my child with all the services documented on my child's IEP.			
17. The school offers students without disabilities and their families, opportunities to learn about students with disabilities.			
18. The school ensures that after-school and extracurricular activities are accessible to students with disabilities.			

Impact of Special Education Services on Your Family

Questions	NA	Agree	Disagree
19. Over the past year, special education services have helped me and/or my family to understand how the special education system works.			
20. Over the past year, special education services have helped me and/or my family to understand my child's special needs.			

Parent Participation

Questions	NA	Agree	Disagree
21. I ask my child to talk about what he or she is learning in school.			
22. I communicate to my child that it is important to do well in school.			
23. I meet with my child's teacher(s) to plan my child's program services.			
24. I participate in school sponsored activities.			
25. I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization).			
26. I attend training session's relation to the needs of children with disabilities and their families.			

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Tennessee's Disproportionality Core Work Group (DCWG), comprised of nine DOE Special Education and ESL Staff personnel, met four times during the 2004-2005 school year to review and discuss issues and ideas, establish goals pertaining to disproportionality, and provide a basis for reform. Since December 2004, Tennessee has participated in quarterly meetings provided by the National Center for Culturally Responsive Educational Systems (NCCRESt) for the nine states receiving the NCCRESt Grant. This grant provides a minimum of two years of technical assistance and peer support to reduce disproportionality in special education classrooms across the state

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Begin—Revisions I-9 Disproportionate Representation in FFY 2008

Definition of "Disproportionate Representation"

Tennessee utilized the Westat spreadsheet for calculating both Relative Risk Ratio and Weighted Risk Ratio on district race and ethnicity data. With FFY08 data the following methodology was used to calculate and examine data for disproportionate over- and/or underrepresentation if a district had disproportionate representation in special education and related services that were the result of inappropriate identification.

Overrepresentation in Special Education and Related Services

1. The October 1 Enrollment and December 1 IDEA Child Count data are used in the disproportionate representation calculations for each of Tennessee's 136 school districts.
2. Both Relative Risk Ratios and Weighted Risk Ratios are generated for districts based on the numbers of students receiving special education and related services in each school district for the five federal reporting race/ethnicity categories of: American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district is examined for the five race/ethnicity student sub-groups to determine if the district's identification of students receiving special education and related services meets each of the following three criteria:
   a. Both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of 3.00 or higher;
   b. Student sub-group enrollments by race/ethnicity that are at least 5% of the district's total enrollment; and
   c. A minimum Child Count of 45 students in the district receiving special education and related services. The *n* of 45 is the *n* used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability";
4. Districts that meet the RRR and WRR criteria for overrepresentation (≥ 3.00) where the total N Count for the Target Disability is ≥ 45 and the student sub-group enrollment is ≤ 5% with a N Count for that sub-group of ≥ 50 receive a Compliance Desk Audit and, if warranted, receive a focused monitoring to determine if the disproportionate representation is the result of inappropriate identification.
5. If districts meet the above four criteria they are determined to have an overrepresentation of students receiving special education and related services in the race/ethnicity sub-group examined.

Underrepresentation in Special Education and Related Services

1. The October 1 Enrollment and December 1 IDEA Child Count data are used in the disproportionate representation calculations for each of Tennessee's 136 school districts.
2. Both Relative Risk Ratios and Weighted Risk Ratios are generated for districts based on the numbers of students receiving special education and related services in each school district for the five federal reporting race/ethnicity categories of: American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district is examined for the five race/ethnicity student sub-groups to determine if the district's identification of students receiving special education and related services meets the following three criteria:
   a. Both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of .30 or lower;
   b. Student sub-group enrollments by race/ethnicity that are at least 5% of the district's total enrollment; and
   c. A minimum Child Count of 45 students in the district receiving special education and related services. The *n* of 45 is the *n* used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability";
4. Districts that meet the RRR and WRR criteria for underrepresentation (≤ .30) where the total N Count for the Target Disability is ≥ 45 and the student sub-group enrollment is ≤ 5% with a N Count for that sub-group of ≥ 50 receive a Compliance Desk Audit and, if indicated, receive a focused monitoring to determine if the disproportionate representation is the result of inappropriate identification.
5. If districts meet the above four criteria they are determined to have an underrepresentation of students receiving special education and related services in the race/ethnicity sub-group examined.

All districts identified with statistical Disproportionate Overrepresentation and/or Underrepresentation are required to conduct and submit to the SDE a self-assessment of the district's policies, procedures, and practices for identification of children with disabilities as described in the *Tennessee Rubric for the*

Examination of Practices, Policies and Procedures Self-Assessment (TnREpppSA). This submission is used to determine if the district's disproportionate over- or underrepresentation is the result of inappropriate identification of children in special education and related services. Additionally, if any of these districts are determined to have disproportionate over- or underrepresentation as the result of inappropriate identification, they are required to correct the noncompliance, including revisions of deficient policies, procedures and practices and to report on these revisions publicly by including the requisite *Disproportionality Plan of Improvement (DispPI)* in the school district's *Tennessee Comprehensive School Performance Plan (TCSPP)*. All data examined in this determination, the *Process Description*, the *TnREpppSA* and *TnREpppSA Reviewer Scoring Guidelines* and other documents developed for disproportionality are on the web at http://tennessee.gov/education/speced/seassessment.shtml#disp. All data for the identification of disproportionate representation is posted on the special education assessment web page (http://tennessee.gov/education/speced/seassessment.shtml#disp) in the following documents:

- *Summary Data FFY2008 - Disproportionate Overrepresentation Summary Data*
- *Summary Data FFY2008 - Disproportionate Underrepresentation Summary Data*

In FFY08 the content of the *TnREpppSA* was expanded to include both disproportionate overrepresentation and underrepresentation. All review ratings are based on the *TnREpppSA Reviewer Guidelines.* The *TnREpppSA Reviewer Guidelines* provides ratings of 4.00 (Exemplary), 3.00 (Adequate), 2.00 (Partially Adequate) and 1.00 (Inadequate). Additionally, these guidelines provide guidance for each response item which documents the basis of the item as legal, regulatory and compliance or as "best practices". Any districts with a rating of less than 3.00 (Adequate) is determined to have *disproportionate representation as the result of inappropriate identification*.

End—Revisions I-9 Disproportionate Representation in FFY 2008

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students from racial and ethnic student populations as students with disabilities. Subsequently, focused monitoring resulted in findings of inappropriate identification of students with disabilities, due primarily to the use of inappropriate criteria and guidelines for the assessment and identification of students with disabilities. In the 2000-2001 school year, focused task force groups were assembled with purpose to review and revise, as appropriate, eligibility criteria and procedures that are required for the identification of students with disabilities. Each task force group was comprised of statewide stakeholders including: university instructors; K-12 special education teachers, supervisors, and assessment specialists; general education teachers; advocates; and parents of students with disabilities. Each task force group reviewed current literature and research pertinent to the disability and criteria used in other states with the overarching purpose of assuring that all students with disabilities are identified based on criteria that are research-based and culturally fair. The proposed revisions in disability eligibility criteria were approved by Tennessee's State Board of Education (BOE) in January 2002. In order to provide opportunity for training of revised criteria with assessment team personnel, the BOE made the provision that criteria would become effective on July 1, 2002. In May and June of 2002, statewide training was provided for revisions made for all disability criteria. Additional training was provided for assessment of Mental Retardation, Specific Learning Disabilities, Speech and Language Impairments, and Functionally Delayed (state disability) due to previous inappropriate identification standards / procedures and significant revisions that had been made for identification of students in these disability categories. Disability resource packets, which provided guidance for revised disability evaluation procedures were developed for high incidence disabilities and placed on Tennessee's special education assessment web page in the 2003-2004 school year to assist assessment personnel with changes made in the revised criteria. This information can be viewed at http://www.state.tn.us/education/speced/seassessment/.

Tennessee's definition of "disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification" will be based on analysis of Table 1 of the Annual Report of Children Served from the 2005 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act (Child Count). In May 2004, data for the 2003-2004 school year was reviewed and analyzed by DCWG to determine disproportionate representation of racial and ethnic student populations as students with disabilities, and results were reported to OSEP in the 2004 Annual Performance Report. Statewide comparison of student populations by race/ethnicity was made through use of the relative risk ratio. Based on a Summary for Disproportionality provided through Westat's analysis for Disproportionality, a range of 0.80 – 1.20 was determined by the DCWG as an acceptable amount of variation from the expected relative risk ratio of 1.0. The 2003-2004 school year data was reviewed for disproportionate identification of students who are Black (not Hispanic), White (not Hispanic), and Hispanic which comprise 99.5% of Tennessee's student population. Analysis of statewide data indicated a significant underrepresentation of Hispanic students in all disability categories. Statewide, there was a slight overrepresentation of Black (not Hispanic) students identified with disabilities (1.13). Additionally, statewide data was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and data gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle. The 2004-2005 school year data gathered for identification of children ages 6-21 served under IDEIA by race/ethnicity, and reported in the FFY 2005 APR, will be reviewed by the DCWG for purpose of defining significant disproportionate representation of students with disabilities in school systems. The above-referenced criteria will be the basis for initial statewide analysis of disproportionality.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline data will be provided in FFY 2005 APR due February 1, 2007. Data collected in the December 2005 Census Report in Special Education will provide a basis for Tennessee's definition of "disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification".

Discussion of Baseline Data:

Since this is a new indicator, discussion of the baseline data will be provided in FFY 2005 APR due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets will be provided in the FFY 2005 APR due February 1, 2007, with a target of 0%.
2006 (2006-2007)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2007-2008 school year will be 0%.
2007 (2007-2008)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2007-2008 school year will be 0%.
2008 (2008-2009)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2008-2009 school year will be 0%.
2009	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate

(2009-2010)	identification in the 2009-2010 school year will be 0%.
2010 (2010-2011)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2010-2011 school year will be 0%.
2011 2011-2012	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2011-2012 school year will be 0%.
2012 2012-2013	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2012-2013 school year will be 0%.

Improvement Activities/Timelines/Resources:

Since this is a new indicator, activities, timelines, and resources will be provided in the FFY 2005 APR due February 1, 2007.

Improvement Activities/Timelines/Resources (through 2012): (added to the SPP at Feb 1, 2007)

Improvement Activities	Timelines	Resources
Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in all disability categories as a result of inappropriate identification.	FFY 2005	SDE Disproportionality Core Work Group
Review Unduplicated Census Data for school districts meeting this definition.	FFY 2005—FFY 2013	SDE Division of Special Education
Expand current guidelines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: • child find/screening guidelines, • unbiased and culturally-fair assessment practices, and • guidelines to determine the differentiation of normal second language	FFY 2005—FFY2009	SDE Personnel SDE and LEA ESL Personnel

acquisition and lack of progress due to a disability.		
Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	FFY 2005	SDE Personnel NCCRESt State Liaison
Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI's national city partners.	FFY 2005—2009	Memphis City Schools Disproportionality Work Committee SDE Personnel NIUSI Personnel
Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services. Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.	FFY 2005—2013	IRIS Center, (Initiated through a SIG Contract) Vanderbilt University, Drs. Doug and Lynn Fuchs State Improvement Grant University Contract Partners
Establish statewide stakeholders' committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.	FFY 2005—FFY 2013	SDE Personnel LEA Special Education Personnel SDE and LEA ESL Personnel Parents – students from racial/ethnic diverse backgrounds Advocacy Groups Community Leaders from racial/ethnic diverse backgrounds
Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethic groups of students who have been inappropriately disproportionately identified with disabilities.	FFY 2005—FFY 2013	SDE Personnel NCCRESt Web Site (http://www.nccrest.org/) NIUSI Web Site (http://www.urbanschools.org/)

Provide technical assistance to districts that have been identified with potential and significant disproportionate representation. Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).		

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Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

The Disproportionality Core Work Group (DCWG), comprised of twelve Tennessee Department of Education (DOE) Special Education Staff and ESL Staff, met four times during the 2004-2005 school year to analyze data collected in the December 1, 2004 Special Education Census and establish Tennessee's definition for significant disproportionality. Collaborative meetings with the National Center for Culturally Responsive Education Systems (NCCRESt) State Partners occurred quarterly in the 2004-2005 school year. Additionally, broad input from parents, advocates, and special education stakeholders from across the state was obtained through a stakeholder survey.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Begin—Revisions I-10 Disproportionate Representation in FFY 2008

Definition of "Disproportionate Representation"

Tennessee utilized the Westat spreadsheet for calculating both Relative Risk Ratio and Weighted Risk Ratio on district race and ethnicity data. With FFY08 data the following methodology was used to calculate and examine data for disproportionate over- and/or underrepresentation if a district had of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Overrepresentation in Special Education and Related Services

1. The October 1 Enrollment and December 1 IDEA Child Count data are used in the disproportionate representation calculations for each of Tennessee's 136 school districts.
2. Both Relative Risk Ratios and Weighted Risk Ratios are generated for districts based on the numbers of students receiving special education and related services in each school district for the five federal reporting race/ethnicity categories of: American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district is examined for the five race/ethnicity student sub-groups to determine if the district's identification of students receiving special education and related services meets each of the following three criteria:
   a. Both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of 3.00 or higher;
   b. Student sub-group enrollments by race/ethnicity that are at least 5% of the district's total enrollment; and
   c. A minimum Child Count of 45 students in the district receiving special education and related services. The *n* of 45 is the *n* used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability";
4. Districts that meet the RRR and WRR criteria for overrepresentation (≥ 3.00) where the total N Count for the Target Disability is ≥ 45 and the student sub-group enrollment is ≤ 5% with a N Count for that sub-group of ≥ 50 receive a Compliance Desk Audit and, if warranted, receive a focused monitoring to determine if the disproportionate representation is the result of inappropriate identification.
5. If districts meet the above four criteria they are determined to have an overrepresentation of students receiving special education and related services in the race/ethnicity sub-group examined.

Underrepresentation in Special Education and Related Services

1. The October 1 Enrollment and December 1 IDEA Child Count data are used in the disproportionate representation calculations for each of Tennessee's 136 school districts.
2. Both Relative Risk Ratios and Weighted Risk Ratios are generated for districts based on the numbers of students receiving special education and related services in each school district for the five federal reporting race/ethnicity categories of: American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district is examined for the five race/ethnicity student sub-groups to determine if the district's identification of students receiving special education and related services meets the following three criteria:
   a. Both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of .30 or lower;
   b. Student sub-group enrollments by race/ethnicity that are at least 5% of the district's total enrollment; and
   c. A minimum Child Count of 45 students in the district receiving special education and related services. The *n* of 45 is the *n* used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability";
4. Districts that meet the RRR and WRR criteria for underrepresentation (≤ .30) where the total N Count for the Target Disability is ≥ 45 and the student sub-group enrollment is ≤ 5% with a N Count for that sub-group of ≥ 50 receive a Compliance Desk Audit and, if indicated, receive a focused monitoring to determine if the disproportionate representation is the result of inappropriate identification.
5. If districts meet the above four criteria they are determined to have an underrepresentation of students receiving special education and related services in the race/ethnicity sub-group examined.

All districts identified with statistical Disproportionate Overrepresentation and/or Underrepresentation are required to conduct and submit to the SDE a self-assessment of the district's policies, procedures, and practices for identification of children with disabilities as described in the *Tennessee Rubric for the Examination of Practices, Policies and Procedures Self-Assessment* (TnREpppSA). This submission is used to determine if the district's disproportionate over- or underrepresentation is the result of

inappropriate identification of children in special education and related services. Additionally, if any of these districts are determined to have disproportionate over- or underrepresentation as the result of inappropriate identification, they are required to correct the noncompliance, including revisions of deficient policies, procedures and practices and to report on these revisions publicly by including the requisite *Disproportionality Plan of Improvement (DispPI)* in the school district's *Tennessee Comprehensive School Performance Plan (TCSPP)*. All data examined in this determination, the *Process Description*, the *TnREpppSA* and *TnREpppSA Reviewer Scoring Guidelines* and other documents developed for disproportionality are on the web at http://tennessee.gov/education/speced/seassessment.shtml#disp. All data for the identification of disproportionate representation is posted on the special education assessment web page (http://tennessee.gov/education/speced/seassessment.shtml#disp) in the following documents:

- *Summary Data FFY2008 - Disproportionate Overrepresentation Summary Data*
- *Summary Data FFY2008 - Disproportionate Underrepresentation Summary Data*

In FFY08 the content of the *TnREpppSA* was expanded to include both disproportionate overrepresentation and underrepresentation. All review ratings are based on the *TnREpppSA Reviewer Guidelines.* The *TnREpppSA Reviewer Guidelines* provides ratings of 4.00 (Exemplary), 3.00 (Adequate), 2.00 (Partially Adequate) and 1.00 (Inadequate). Additionally, these guidelines provide guidance for each response item which documents the basis of the item as legal, regulatory and compliance or as "best practices". Any districts with a rating of less than 3.00 (Adequate) is determined to have *disproportionate representation as the result of inappropriate identification*.

End—Revisions I-10 Disproportionate Representation in FFY 2008

Overview of Issue/Description of System or Process:

Tennessee's December 1999 Special Education Census reported an increasing trend of disproportionate representation of students from racial and ethnic student populations as students with disabilities. Focused monitoring resulted in findings of inappropriate identification of students in the disability categories of Mental Retardation; Specific Learning Disabilities; Speech and Language Impairments; and Intellectually Gifted and Functionally Delayed (Tennessee state disabilities) that was primarily due to the use of inappropriate criteria and assessment procedures for identification of these disabilities. Based on data revealing disproportionate identification or inappropriate assessment methods for students with disabilities, Tennessee assembled task force groups for each of the federal and state disability categories with purpose to review and revise all disability category identification criteria and procedures.

The task force group addressing the identification of Mental Retardation specifically revised standards to address inappropriate assessment and identification of black and ELL. A review of existing literature and research provided the basis for Tennessee's initial approach to decreasing the disparity between white and black students who were identified with Mental Retardation. The revised criteria for Mental Retardation (effective July 1, 2002) were strengthened by the incorporation of language requiring the assessment of specific risk factors that result in the overrepresentation of minority populations. These risk factors included – limited English proficiency; cultural background and differences; medical conditions that impact school performance; socioeconomic status; communication disabilities; and sensory or motor disabilities. An assessment resource packet was developed in the fall of 2003 and placed on Tennessee's special education web page (http://www.state.tn.us/education/speced/seassessment/) to assist assessment specialists with changes made in the revised criteria for Mental Retardation.

Since the revision of the criteria for identification of students with Mental Retardation, technical assistance has been provided to school districts during compliance/monitoring visits. School districts have been provided with technical assistance in the process of self-assessment for determining disproportionate representation by calculating the disparity among racial/ethnic populations identified

as having Mental Retardation. In October 2004, Tennessee was chosen as one of nine (9) states to participate in level one activities of technical assistance provided through the National Center for Culturally Responsive Education Systems (NCCRESt), which is funded by the Office of Special Education Programs, U.S. Department of Education. The second year of technical assistance began in September 2005. Collaborative meetings with the NCCRESt State Partners occur quarterly. Tennessee formed a Disproportionality Core Work Group (DCWG) in the 2004-2005 school year to review and discuss issues and ideas, establish goals and provide a basis for disproportionality reform. Based on statewide data review, the DCWG targeted four areas of focus: over-identification of black (not Hispanic) populations with Mental Retardation; under-identification of English Language Learners as students with disabilities; and under-representation of black (not Hispanic) and Hispanic students as Intellectually Gifted. The focus and efforts from this workgroup are ongoing, with plans for the formation of a statewide stakeholders' committee on disproportionality.

Tennessee's definition of "disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification" will be based on analysis of Table 1 of the Annual Report of Children Served from the 2005 Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act (Child Count). In May 2004, data for the 2003-2004 school year was reviewed and analyzed by the DCWG to determine patterns of statewide disproportionate representation of racial and ethnic student populations in the disability categories of Mental Retardation, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism. Statewide comparison of disproportionate identification was made through use of the risk ratios for students with disabilities by race/ethnicity for each of the high incidence disability categories. Based on a Summary for Disproportionality provided through Westat's analysis for Disproportionality, a range of 0.80 – 1.20 was set as an acceptable amount of variation from the expected relative risk ratio of 1.0 for the initial analysis of disproportionate representation by disability. This data was examined for students with disabilities who are Black (not Hispanic), White (not Hispanic), and Hispanic which comprise 99.5% of Tennessee's student population. Statewide, a significant variance from the expected relative risk ratio of 1.0 was found in the category of Mental Retardation, with both overrepresentation of Black (not Hispanic), and underrepresentation of White (not Hispanic) and Hispanic students. Therefore, data was gathered at the LEA level to determine systems with disproportionate identification of students with Mental Retardation. Data from Tennessee school systems was reviewed in conjunction with identification trends (increasing, decreasing, or stable) and information gathered through the monitoring process. Review of policies, practices, and procedures used in the identification of students with disabilities was made in school systems as part of the monitoring cycle.

The 2004-2005 school year data gathered for identification of children ages 6-21 served under IDEIA by race/ethnicity, and reported in the FFY 2005 APR, will be reviewed by the DCWG for purpose of defining significant disproportionate representation of students in all high incidence disability categories. The criteria used to determine overrepresentation and/or underrepresentation of students with disabilities by category will be the basis for Tennessee's initial statewide analysis. After review of the 2004-2005 data reported in the FFY 2005 APR, the DCWG will analyze and define significant disproportionality for each of the high incidence disability categories by application of additional indicators, including system demographics, trend data from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. A discussion of baseline data, definitions, measurable and rigorous targets and activities will be included in the FFY 2005 APR due February 1, 2007.

Baseline Data for FFY 2004 (2004-2005):

Statewide Baseline Data –

Percent of Students Identified with Mental Retardation by Ethnicity

White (not Hispanic)	Black (not Hispanic)	Hispanic
42.45%	55.81%	1.24%

Source: 2004-05 Federal Data Table 1

Discussion of Statewide Baseline Data:

Baseline data (from net enrollment) for the total number of students in Tennessee in grades K-12 is 976,584. Tennessee's students identified with Mental Retardation comprise 11,471 or .012% of the total student population. Although statewide data for students identified with Mental Retardation falls within expected normative frequency limits, analysis of identification rates for the target populations (as stated in Tennessee's disproportionality definition) reveals a disproportionate representation in the area of Mental Retardation.

Baseline data used to determine Tennessee's definition of disproportionate representation was calculated from the December 1, 2004 census information submitted by Tennessee's 136 school districts. Formulas provided by OSEP were then applied to determine a weighted risk ratio for each of the ethnic groups as reported to OSEP (American Indian/Alaska Native. Asian/Pacific Islander, Black [not Hispanic], Hispanic, and White [not Hispanic]). Demographic data specific to each district was factored into the formulas. Based on review of data collected for all disability categories, the DCWG determined the disability category of Mental Retardation as focus for Tennessee's definition of disproportionate representation. White (not Hispanic), black (not Hispanic), and Hispanic students comprise 99.5% of Tennessee's total net enrollment and, therefore, established the rationale for defining significant disproportionate representation.

Relative Risk Ratio Data – Districts Identified with Significant Disproportionate Representation of Students with Mental Retardation

School System	Black	Hispanic	White
Hardeman County	5.19	1.37	0.20
Haywood County	4.64	0.33	0.27
Memphis City	4.38	0.26	0.28
Tipton County	5.15	0.51	0.22

Definition of Disproportionate Representation, Discussion of Baseline Data, and Review of Policies, Practices and Procedures:

Definition of Disproportionate Representation:

1. Weighted relative risk ratio of 2.0 or higher for students who are Black (not Hispanic) coexisting with a weighted relative risk ratio of 0.5 or less for students who are White (not Hispanic) and/or students who are Hispanic
2. Examination of five (5) other factors (indicators of disproportionality):
   - districts with "total disparity" of 8 or more – calculated by adding the difference between the weighted relative risk ratio for students who are Black and those who are White to the

difference between the weighted relative risk ratio for students who are Black and those who are Hispanic
- districts with a total enrollment of 200 or more Black students in the district
- districts with 20 or more students who are Black identified as having Mental Retardation
- districts with 3% or more of their students who are Black identified as having Mental Retardation
- districts with a three-year trend (based on weighted relative risk ratio) of increasing overrepresentation of students who are Black as having Mental Retardation

3. Districts with all 5 of these factors were considered to have significant disproportionality

Discussion of Baseline Data:

The 2004-2005 statewide data for all racial and ethnic groups in the high incidence disability categories was reviewed and analyzed by the DCWG to provide a basis for Tennessee's definition of "significant disproportionate representation". Based on statewide data supporting overrepresentation of black and underrepresentation of white and Hispanic students with Mental Retardation, an initial data analysis was made to determine school districts with potential disproportionate representation by applying a weighted relative risk ratio of 2.0 or higher for students who are black (not Hispanic) with a coexisting weighted relative risk ratio of 0.5 or less for students who are white (not Hispanic) and/or students who are Hispanic. The application of this criterion identified fifty-four (54) or forty percent (40%) of Tennessee's school districts with potential disproportionate representation of students identified with Mental Retardation. After a precursory review of system data by the DCWG and receipt of further guidance from OSEP, five additional indicators of disproportionality were examined to determine districts with significant disproportionality. Additional indicators of significant disproportionality included the system demographics with respect to the target populations, trend data in the identification of Mental Retardation for target populations from the past three years (i.e., has the disproportionality ratio escalated or diminished), and interventions that are currently in place addressing disproportionality issues established through the school system's strategic plan. As a result of the second review with additional criteria listed above, it was concluded that fifty (50) of the fifty-four (54) school systems initially screened with the weighted relative risk ratio criteria did not have a disproportionality problem at a level of significance to require the utilization of 15% of the school district's federal funds for Early Intervening Services.

Review of Policies, Practices and Procedures

Potential Disproportionate Representation:
School systems identified with potential disproportionate representation were required to provide documentation for system-wide review of students identified with Mental Retardation by race and ethnicity and steps taken to ensure the equitable use of evaluations and eligibility determinations. Based on these criteria, each of the 50 districts identified with potential disproportionate representation were required to take the following actions and submit to the TN DOE for review by the DCWG.

1. Review policies, procedures, and practices for identification of students with disabilities to ensure equitable application of eligibility criteria (child find, testing, eligibility determination, etc.), and revise as appropriate.
2. Develop strategies/procedures that address the identified areas of disproportionality.

Significant Disproportionate Representation:
In addition to the required documentation for systems with potential disproportionate representation, the four school systems identified with "significant disproportionate representation" are required to provide comprehensive early intervening strategies for children who are not identified with disabilities, and revise the system's 2005-2006 Comprehensive Plan for Providing Special Education Services to reflect the utilization of 15% of the 2005-2006 federal funds toward Early Intervening Services. Additionally, the system's plan for addressing areas of disproportionality is to be included in the 2005-2006 Comprehensive Plan. Districts identified with significant disproportionality are required to

develop an annual report to be submitted to the Division of Special Education on (a.) the number of students served under Early Intervening services during the 2005-2006 school year; and (b.) the number of students served under Early Intervening services who subsequently received special education and related services during the preceding two (2) year period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2005-2006 school year will be 0%.
2006 (2006-2007)	The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2006-2007 school year will be 0%.
2007 (2007-2008)	The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2007-2008 school year will be 0%.
2008 (2008-2009)	The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2008-2009 school year will be 0%.
2009 (2009-2010)	. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2009-2010 school year will be 0%.
2010 (2010-2011)	The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2010-2011 school year will be 0%.
-2011 (2011-2012)	The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2011-2012 school year will be 0%.
2012 (2012-2013)	. The percent of school districts demonstrating significant overrepresentation of black (not Hispanic) and underrepresentation of white (not Hispanic) and Hispanic students with Mental Retardation in the 2012-2013 school year will be 0%.

Improvement Activities/Timelines/Resources (through 2012):

Activities	Timelines	Resources
The Disproportionality Core Work Group will: • review disproportionality data for all six required disability categories • review/revise state definition of disproportionate representation in	December 2005 – Ongoing	-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors

light of the other categories • review other disproportionality issues and ideas • establish goals pertaining to disproportionality issues, and • provide a basis for reform. •		
A statewide stakeholders' committee on disproportionality will be formed for input and continued guidance on goals established by the Core Work Group.	Fall 2006 – Ongoing	-DOE Special Education support staff; -Statewide special education teachers -DOE ESL Staff – Teaching & Learning; -Statewide ESL teachers -LEA Special Education Supervisors -Statewide assessment personnel -Parents of students from racial/ethnic diverse backgrounds -Advocacy groups -Community leaders from racial/ethnic diverse backgrounds
Expand current guidelines and develop a "best practices" document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: child find/screening guidelines unbiased and culturally-fair assessment practices guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability	December 2005 – Spring 2006	-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors -ESL Teachers
Provide statewide training and continuation of technical assistance to LEAs of best practices in the child find, referral, and assessment of CLD/ELL students to special education	Spring 2006 – Ongoing	-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning; -LEA Special Education Supervisors -ESL Teachers
Develop, provide training, and disseminate best practices guidelines, including specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of black, white, and Hispanic students with Mental Retardation .	December 2005 – Ongoing	-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning;
	December 2005 –	-NCCRESt State Liaison

Continue grant partnership quarterly meetings with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	December 2006 Note: Grant continued for 2nd year (1st year – 12/04 – 09/05)	-DOE Special Education support staff; -DOE ESL Staff – Teaching & Learning
Make available the NCCRESt Rubric for self-assessment (Rubric for Looking at District Practices) to all school districts. Based on self-assessment results from the NCCRESt Rubric, provide technical assistance to districts that have been identified with potential and significant disproportionate representation	Winter 2005 – Ongoing	-DOE Special Education support staff;
Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services. Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities	July 2005 – Ongoing	-SDOE – Division of Special Education; Division of Teaching & Learning -LEAs -IRIS Center, Vanderbilt University -Drs. Doug and Lynn Fuchs -State Improvement Grant University Contract Partners

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Input for completion of this portion of the performance plan included stakeholder input through a survey and email requests, and weekly meetings of task group members.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:
a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Overview of Issue/Description of System or Process:

In order to gather data and determine a percentage of children with parental consent to evaluate, who were evaluated and eligibility determined within a State established timeline (currently 40 school days) the following procedures will be conducted: random student file review, random interview of assessment personnel and review of timeline logs. A random sampling of LEAs across the State representative of all types of LEAs will be included in this review as part of the local monitoring process. All geographic regions and types/sizes of LEAs representative of the State are included. State staff will validate a portion of the records sample, and summarize staff interviews and log contents to determine which LEAs are found noncompliant. All findings n these LEAs will be corrected within one year of identification.

Baseline Data for FFY 2004 (2004-2005):

For the 2004-05 SY, there were no complaints, due process hearings or mediations concerning Child Find. However, since this is a new indicator, additional baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

Discussion of Baseline Data:

Since this is a new indicator, discussion of baseline data will be provided in the FFY 2005 APR, due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets, with a 100% compliance rate, will be provided in the FFY 2005 APR due February 1, 2007.
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Since this is a new indicator, discussion of activities needed to meet the targets will be provided in the FFY 2005 APR, due February 1, 2007.

UPDATED OVERVIEW, BASELINE DATA TARGETS & ACTIVITIES FOR 2005-06:

Overview of Issue/Description of System or Process:
In order to gather data and determine a percentage of children with parental consent to evaluate, who were evaluated and eligibility determined within a State established timeline (currently 40 school days) the following procedures were conducted: random student file review, random interview of assessment personnel and review of timeline logs. A random sampling of LEAs across the State representative of all types of LEAs were included in this review as part of the local monitoring process.

The groupings of systems for monitoring each year include some of all demographics features identified across the State as follows:

There are 7 “local types” of systems which include large metropolitan, large town, rural, small town, urban large and mid-size cities and mid-size central cities. Each type is represented each monitoring year with an approximate range of 2 large metropolitan, to l large town, to 13 rural, to 8 small town, to 2 urban large city, to 3 urban mid-size, to 4 mid-size central cities per year. The three geographic regions of the State - East, Middle and West are represented annually with approximately 12, 10, and 9 systems respectively. The percentage of students with disabilities in each group of systems ranges from 15% to 17 %. There is a poverty level range of 16% to 20 % each year and the ethnic breakdown of total student population for

each group of systems is white 85 %, black 11%, and Hispanic 3%. The ranges for the other three minority groups in the State (i.e. Asian, native American, and Pacific Islander) are not reported here as the numbers for each are insignificant.

State staff will validate a portion of the records sample, and summarize staff interviews and log contents to determine which LEAs are found noncompliant. All findings of non compliance will be corrected within one year of identification.

Baseline Data for FFY 2005 (2005-2006):

42 systems were monitored during the 2005-06 School year for compliance with this requirement. 868 student assessments were reviewed by TDOE staff with 775 (89%) completed within 40 school days (State established timeline). 93 assessments (11%) were not completed in required timelines.

Discussion of Baseline Data:
A variety of disability categories were selected for review and all special education teachers within these 42 LEAs were involved in this phase of the monitoring process.
The 11% of records reviewed not meeting timelines were found in 28 of the 42 LEAs monitored. These LEAs were required to develop Program Improvement Plans (PIPs) to correct and improve their procedures for meeting initial evaluation timelines. These plans usually involved training of staff on the components of the assessment process with emphasis on completing each component within pre-established timelines. The State Website /Special Education/Compliance section provides the list of LEAs requiring improvement in this area. The plans themselves may be obtained upon request.

Note: No data was collected on the number of students assessed and determined NOT ELIGIBLE in 40 days. All above data is based on timelines for students who were determined ELIGIBLE for Special Education. Data on those assessed and determined NOT ELIGIBLE will be collected during the 2006-2007 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2006 (2006-2007)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2007 (2007-2008)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2008 (2008-2009)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2009 (2009-2010)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b,

	and c.
2010 (2010-2011)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2011 (2011-12)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.
2012 (2012-2013)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.

Improvement Activities/Timelines/Resources (through 2012):

Activities	Timelines	Resources
Training of LEAs on components of the evaluation/eligibility process & timelines for completion	Annually And Ongoing	TDOE Special Education Compliance Staff
Conduct monitoring reviews of current timeline tracking systems on LEAs and determined which LEAs require changes to the system or the full implementation of a system in order to attain compliance in this area.	Annually And Ongoing	TDOE Special Education Compliance Staff

Part B State Performance Plan (SPP) for 2005-2013

Revised 2005-06 to 2012-2013 see revised version below this version

Overview of the State Performance Plan Development:

Refer to Indicator 6 under Overview of the State Performance Plan Development

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Overview of Issue/Description of System or Process:

Through Part C/Section 619 Analyses: Past analyses of early childhood preschool data have focused on transition steps and planning from both early intervention and preschool data sources. These analyses point to the need for continued improvement of transition processes from the perspectives of early intervention programs, LEAs, and families. Collaboration of these three groups is often challenging because there are a variety of scenarios that may hinder transition processes when children turn three; however, Tennessee looks forward to the development of improvement activities, through its stakeholders, that will continue to address these challenges.

Through LEA Monitoring: A random group of LEAs is selected each year for monitoring on a cyclical basis. All geographic regions and types/sizes of LEAs, representative of the State, are included in the sample. These LEAs will review data provided to the State through End of Year (EOY) Reports at July 1, 2005 and calculate a percentage of their three year olds who have an IEP developed by their third birthday. The State's target is 100% and LEAs not reaching this target will develop improvement plans designed to correct or increase their percentage within one year of this identification.

Baseline Data for FFY 2004 (2004-2005):

(See * please note section under the discussion of baseline data related to 2004-2005 baseline data)

Through Part C/Section 619 Analyses:

TABLE 12.1
Child Count 618 Exit Data FFY 2003-2004
Total Number of Children Exiting Part C at age 3 that was eligible for services under Part B.

	03-04	02-03	01-02	00-01	99-00
Total # children exiting Part C at age 3	3,923	2,190	3,119	2,595	2,206
Total number of children exiting Part C at age three who are eligible for Part B	1,450	1,508	2,240	1,896	1,676
Percentage of children who exited Part C at Age three who were determined eligible for Part B.	37%	69%	72%	73%	76%

TABLE 12.2
Part B One-Time Event Focused Monitoring

During a focused monitoring FFY 2002-2003 TN reviewed records for children whose IEP was developed after the third birthday to study reasons for the delay.

Category of Delay	% of total IEPs delayed (developed after the child's third birthday)
LEA	19%
Family	22%
Early Intervention	29%
Could Not Be Determined	30%

Through LEA Monitoring:

TABLE 12.3
SEA CIMP Monitoring FFY 2003-04

FY	# LEAs Completing CIMP Monitoring Process	# Program Improvements (PIPs) Related to EC Transition	Verification Findings from Follow-up Spring 2004
2002-03	34	7	7/7 Completed activities specified in Program Improvement Plans (PIP)
2003-04	31	3	3/3 Completed activities specified in Program Improvement Plans (PIP)

Discussion of Baseline Data:

Through Part C/Section 619 Analyses: Tennessee's past analyses on preschool transition have collected data to answer APR questions. The SPP asks new questions about transition. Past collected baseline data does not provide TN the ability to directly answer the new SPP questions. The FFY 2003-2004 baseline data presented here does, however, provide information related to preschool transition.

In Table 12.1 data shows a significant drop from FFY 2002-03 to 2003-04 (69% to 37%) in percentage of children who exited Part C at age three who were determined eligible for Part B. Trend data reveals, however, a steady percentage, averaging 75%.

In Table 12.2 a one-time event data collection revealed percentage of reasons for delay of IEP after child's third birthday attributed to LEAs, Families, Early Intervention Systems, and Other Sources.

In the following "Please note" section, TN describes a process that may be used to answer SPP questions when our electronic data systems and system functions currently being developed become available.

Through LEA Monitoring:

In Table 12.3 all LEA early childhood transition PIPs were completed.

The Early Childhood Transition area has been monitored in past cycles in the areas of parent training for transition from Part C to B, 90 day transition meetings, and community service information provided to families of non-eligible children (see SPP Indicator #15 for more information). However, data collected through the LEA End Of Year (EOY) reporting process will be used for calculating the requested percentages in the future.

*Please note:

Through Part C/Section 619 Analyses: Tennessee has considered ways in which data may be analyzed to answer SPP preschool transition questions when the state electronic database development is complete. One such analysis would involve the identification of children from the Tennessee Early Intervention Data System (TEIDS, ages 0 to 3) who turned three and who will continue to be tracked in the TN EasyIEP (ages 3-21) statewide electronic database, ages 3-21.

At the current time (November, 2005), the TEIDS and EasyIEP databases are under construction, but at their completion, TN will be able to account for:

1. # of Children included in A but not B or C.
2. The range of days beyond the third birthday when eligibility was determined.
3. Reasons for delays.

Through LEA Monitoring: A formal Tennessee Sp Ed Division Committee plans to revise questions on the current LEA End of the Year (EOY) report so that it will be available to LEAs at the end of SY 2005-06. Data from the revised 2005-06 report will be used to calculate percentages required by this indicator and results analyzed for improvement needs as compared to the State target (This report will also be incorporated into the TN EasyIEP electronic database).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2006 (2006-2007)	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. c. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2007 (2007-2008)	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2008 (2008-2009)	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.

	c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2009 (2009-2010)	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.
2010 (2010-2011)	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Ongoing	TN DOE Early Intervention (EI) and Preschool Consultants
Continue to update and provide “Paving the Way for Successful Training” Modules for improved transition processes	Ongoing	TN DOE EI and Preschool Consultants
Identify and log transition issues from phone calls, parents, and compliance consultants.	Ongoing	TN DOE EI and Preschool Consultant
Work with Focus group of TN DOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a local TEIS provider and a LEA representative	Spring 2006	TN DOE Offices of 1) Data Services, 2) Monitoring and Compliance, and 3) Early Childhood; Local EI provider;

to develop a data system for tracking students with IEPs that interfaces "transition components" in Part C with Preschool (619).		LEA rep
Ensure that the Tennessee EasyIEP statewide electronic data system development includes: ---Students served in Part C ---Students referred to Part B ---Students determined not eligible for Part B ---Students determined eligible with development and ---Implementation of IEP date. ---Field indicating range of days beyond third birthday ---Field indicating reasons for delay	FFY 2005-2007	TN DOE Offices of 1) Data Services, 2) Monitoring and Compliance, and 3) Early Childhood; PCG (Consulting Group)
As a result of LEA monitoring: ---Provide technical assistance to LEAs based on information identified through self-assessment or a survey ----Provide training in LEAs where significant discrepancies or noncompliance issues are found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).	Ongoing Annually	TN DOE Staff/ LEA team TN DOE Staff/ LEA team
Provide TA to individual families as needed.	Ongoing	TN DOE Preschool Consultants

REVISISED SPP Indicator # 12: 2005-06 THROUGH 2012-13

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Refer to Indicator 6 under Overview of the State Performance Plan Development

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Changes to Measurement Criteria per OSEP: (beginning 05-06)

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

Overview of Issue/Description of System or Process:

Through Part C/Section 619 Analyses: Past analyses of early childhood preschool data have focused on transition steps and planning from both early intervention and preschool data sources. These analyses point to the need for continued improvement of transition processes from the perspectives of early intervention programs, LEAs, and families. Collaboration of these three groups is often challenging because there are a variety of scenarios that may hinder transition processes when children turn three; however, Tennessee looks forward to the development of improvement activities, through its stakeholders, that will continue to address these challenges.

Through LEA Monitoring: A random group of LEAs is selected each year for monitoring on a cyclical basis. All geographic regions and types/sizes of LEAs, representative of the State, are included in the sample. These LEAs will review data provided to the State through End of Year (EOY) Reports at July 1, 2005 and calculate a percentage of their three year olds who have an IEP developed by their third birthday. The State's target is 100% and LEAs not reaching this target will develop improvement plans designed to correct or increase their percentage within one year of this identification.

In response to the "Issues Identified in the State Performance Plan", Indicator 12, received by TDOE in March, 2006, the following information is provided.

In analyzing this indicator as well as the requirements of the March 20, 2006 SPP response letter from OSERS, the TN Department of Education, Division of Special Education, has deemed it necessary to utilize 2005-06 data for its baseline instead of 2004-05 data. This is due to a lack of complete and consistent data collection to meet measurement criteria for this indicator (i.e. a, b, c, d) for the 2004-05 year.

Through Part B Monitoring

Baseline Data for 2005-06: In the sampling of LEAs monitored across the state*, the total number of students referred prior to age 3 was 468, the total number not eligible was 124, and the number eligible who had an IEP implemented by the third birthday was 341. This represents 99% of the total children referred. The target percentage was 100%.

Discussion of Baseline Data for 2005-06:
Those LEAs not attaining 100% compliance have written program improvement plans (PIPs). These will be followed up on during the 2006-07 school year for compliance/improvement in this area within one year of identification

> *LEA by LEA analysis of the above: Forty two (42) LEAs representative of the state were monitored during the 2005-06 cycle. Of these LEAs, thirty four (34) had 100% compliance with this indicator and eight (8) did not. These LEAs included all demographic characteristics of the State (See indicator # 8-Overview for a detailed description of the demographic characteristics of these systems)

Through Part C Monitoring

Baseline Data for 2005-06
Ninety-nine (99) % of children transitioning from TEIS had IEPs in place by age three, based on monitoring reporting. The required percentage is 100%.

Discussion of Baseline Data for 2005-06:
The Early Childhood Transition area has been monitored in past cycles in the areas of parent training for transition from Part C to B, 90 day transition meetings, and community service information provided to families of non-eligible children (see SPP Indicator #15 for more information).

Through Part C/Section 619 Analyses: Tennessee has considered ways in which data may be analyzed to answer SPP preschool transition questions when the state electronic database development is complete. One such analysis would involve the identification of children from the Tennessee Early Intervention Data System (TEIDS, ages 0 to 3) who turned three and who will continue to be tracked in the TN EasyIEP (ages 3-21) statewide electronic database, ages 3-21.

As of the February 1, 2007 APR status report, TEIDS and EasyIEP database information sharing are still under construction. Once completed TN will be able to account for:

1. # of Children included in A but not B or C.
2. The range of days beyond the third birthday when eligibility was determined.
3. Reasons for delays.

FFY	Measurable and Rigorous Target
2005 (2005-2006) Revised	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
2006 (2006-2007) Revised	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. c. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
2007 (2007-2008) Revised	100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
	100% of children referred by Part C prior to age three, who are found eligible for Part

2008 (2008-2009) Revised	B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
2009 (2009-2010) Revision 2	100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained. e. All children who were referred to Part C less than 90 days before their third birthdays.
2010 (2010-2011) Revision 2	100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained. e. All children who were referred to Part C less than 90 days before their third birthdays.
2011 (2011-2012) Revision 2	100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100.

	a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained. e. All children who were referred to Part C less than 90 days before their third birthdays.
2012 (2012-2013) Revision 2	100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100. a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained. e. All children who were referred to Part C less than 90 days before their third birthdays.

Improvement Activities/Timelines/Resources: (through 2012)

Activities	Timeline	Resources
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Ongoing Through 2012-13	TN DOE Early Intervention (EI) and Preschool Consultants
Continue to update and provide "Paving the Way for Successful Training" Modules for improved transition processes	Ongoing Through 2012-13	TN DOE EI and Preschool Consultants
Identify and log transition issues from phone calls, parents, and compliance consultants.	Ongoing Through 2012-13	TN DOE EI and Preschool Consultant
Work with Focus group of TN DOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a	Spring 2006	TN DOE Offices of 1) Data Services, 2) Monitoring and Compliance, and 3) Early

local TEIS provider and a LEA representative to develop a data system for tracking students with IEPs that interfaces "transition components" in Part C with Preschool (619).		Childhood; Local EI provider; LEA rep
Ensure that the Tennessee EasyIEP statewide electronic data system development includes: ---Students served in Part C ---Students referred to Part B ---Students determined not eligible for Part B ---Students determined eligible with development and ---Implementation of IEP date. ---Field indicating range of days beyond third birthday ---Field indicating reasons for delay	FFY 2005-2007	TN DOE Offices of 1) Data Services, 2) Monitoring and Compliance, and 3) Early Childhood; PCG (Consulting Group)
As a result of LEA monitoring: ---Provide technical assistance to LEAs based on information identified through self-assessment or a survey ----Provide training in LEAs where significant discrepancies or noncompliance issues are found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).	Ongoing Through 2012-13	TN DOE Staff/ LEA team TN DOE Staff/ LEA team
Provide TA to individual families as needed.	Ongoing Through 2012-13	TN DOE Preschool Consultants

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

704 youth with appropriate IEPs / 1407youth with an IEP age 16 and above = 50.03%

Overview of Issue/Description of System or Process:

See "discussion" below

Baseline Data for FFY 2009:
1407 files were reviewed by the 29 LEAs and 704 files met all components of Indicator 13 for a rate of 50.03%. 703 files did not meet requirements.

Tennessee contracted with Dr. Ed O'Leary in school year 2007-08 to begin utilizing the *Cutting EdJ Consulting* web-based Transition Requirement and Indicator 13 Data Entry & Retrieval System in order to provide "real-time" transition IEP review and reporting information. Each LEA in the monitoring rotation reviewed a sampling of their own students' IEPs to check for the seven requirements that make up Indicator 13. The seven requirements include:

- Student invitation documentation
- Measurable Post Secondary Goals (MPSGs)
- Age Appropriate Transition Assessment
- Course of Study
- Transition services in the IEP
- Agency Invitation with parental/student permission

- Annual goals in the IEP

Discussion of Baseline Data for FFY2009

One-fourth of the LEAs were trained each school year and have been monitored utilizing this system since the 2007-08 school years. This system also known as the Transition Outcomes Projects (TOPS) helps states, districts, administrators and teachers meet the demand for a rigorous data collection and reporting system, improve the delivery of transition services, and document Indicator 13 correction of noncompliance. Tennessee viewed this method as a means to help educators utilize current reliable data in a format that guided decision making, allowed the LEA to show improvement and document individual IEP correction of noncompliance. TOPS training was held in Nashville, TN on September 3&4, 2009 and all 29 LEAs who would be monitored in 2009-10 attended.

2009-10 data was collected via the Transition Outcomes Project (TOPS) data collection system with 29 LEAs completing a self-review. After the data was entered by the respective LEAs within the TOPS correction reporting format, compliance monitors were dispatched to the LEAs to review individual student level correction of non-compliance. To insure that the LEAs had become skilled at transition planning, a Prong 2 review was completed. The transition coordinators reviewed a 10% sample (or a minimum of 5 records) of not previously reviewed student records and found no errors.

FFY2008 Findings of Non-Compliance:

Though 2009-10 is a baseline year for Indicator 13, guidance was received that any previous activities related to identifying and resolving instances of non-compliance for this indicator could be reported.

Prong 1 - During 2008-09, TDOE conducted monitoring in 28 LEAs and identified 237 transition plans of 728 reviewed that were non-compliant. 230 of these plans were corrected within one year. 7 plans from one LEA remained non-compliant over one year and were resolved in the following manner. 3 plans belonged to students who graduated with a regular high school diploma prior to correction verification, the other 4 plans were corrected and verified by TDOE staff prior to the beginning of the 2010-11 school year.
Actions taken for noncompliance not corrected within one year were as follows: the LEA, with 7 non-compliant plans over one year, was required to repeat a training provided by the TN Transition Outcomes Projects (TOPs) (a TDOE sponsored technical assistance training provided for LEAs prior to the monitoring of their transition plans) and was also referred to the *TN Center for Employment and Disability* for ongoing consultation for improvement of transition planning.

Prong 2 – in FFY2009 a transition plan review was conducted in all 28 LEAs cited in FFY2008 and results confirmed that all plans reviewed were compliant with requirements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	

2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources: through 2012:

Activities	Timeline	Resources
The TDOE will transition from TOPS compliance reviews to web-based compliance monitoring in 2010-11. The State of TN will continue to use TOPS self-assessment and compliance monitoring to identify training needs and technical assistance: Provide training in LEAs where discrepancies or systemic noncompliance issues are found (these discrepancies and the specific training required will be determined through the TOPS review). Provide technical assistance to LEAs based on needs identified through through compliance monitoring. Provide technical assistance to LEAs on utilizing root cause analysis to determine transition planning needs.	2010-11 SY and ongoing	TDOE Staff including regional Transition Coordinators
The TDE will schedule TOPS training utilizing Dr. Ed O'Leary from Cutting Edj for March/April 2011 so that LEAs will have the benefit of training prior to Spring, 2011 IEP development:		

Regional trainings will be held so that each LEA can send appropriate personnel to the training. Include DCS/Alternative Schools (State-supported) in 2011 TOPS training to insure that all children in TN including those in custody have the same access to appropriate transition planning. Following the above activities, findings from the completion of compliance monitoring will be analyzed to determine if earlier access to TOPS training results in improved transition plans.	March, 2011 – August, 2012	TDOE Staff; Dr. Ed. O'Leary

Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Indicator 14 is considered a new indicator this year. The State developed a new baseline using the language of the revised measurement table, three new measurable and rigorous targets, and improvement activities. The SPP was developed using broad input from stakeholders, including a conference call with the TN Resource Mapping group (state department representatives and higher education spokespersons) and a discussion with the State's Advisory Council. To disseminate the SPP/APR we will post it on the state's website at http://state.tn.us/education/speced. Additionally we encourage individual district reporting of information on the web in the State's District Report Card.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

There were 787 respondents.

1= 177 respondent leavers were enrolled in "higher education".

2 = 273 respondent leavers were engaged in "competitive employment" (and not counted in 1 above)

3 = 31 respondent leavers were enrolled in "some other postsecondary

education or training" (and not counted in 1 or 2 above).

4 = 37 respondent leavers were engaged in "some other employment" (and not counted in 1,2,or 3 above).

Thus A = 177 (#1) divided by 787 (total respondents) = 22%

B = 177 (#1) + 273 (#2) divided by 787 (total respondents) = 57%

C = 177 (#1) + 273 (#2) + 31 (#3) + 37 (#4) divided by 787(total respondents = 65%

Overview of Issue/Description of System or Process:

Definitions:

The following definitions are specific to the State's Part B Indicator 14:

Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Higher Education means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.

Some Other Employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Other postsecondary education or training means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Respondents are youth or their designated family member who answer the survey or interview questions.

Leavers are youth who left school by graduating with a regular or modified diploma, aging out, left school early (i.e., dropped out), or who were expected to return and did not.

Sample Selection

The representative sample was based on the categories of disability, race, age, and gender for students who exited school by (a) graduating with a regular or modified diploma, (b) dropping out, (c) aging out of high school, or (d) who were expected to return and did not.

LEAs that completed the annual survey in the spring of 2010 were randomly selected through the *National Post School Outcomes Center* calculation tool and are on a *four year sampling cycle*. LEAs are randomly assigned by the calculator to one of the 4 year's that they will complete the survey. The three largest LEAs in the State that have a population of >50,000 students complete the survey every year and are not shown on the calculation table for this reason.

During phase I of the process, student data are collected by the LEA to include contact and demographic information. During phase II the survey is completed by LEA staff by telephone. Staff use an online secure website to enter the data collected through the telephone surveys, The web survey data are housed at a state university and data are automatically compiled for analysis and reporting by the university under a TDE contract for services.

The number of student leavers surveyed is by *census*. As the survey is completed by telephone, very few partially completed surveys result from individual respondents. Multiple calls or additional contacts are utilized to ensure an adequate response level. No personally identifiable information is disclosed.

Assurance of participation of all LEAs

All LEAs in the State will have completed a post secondary survey by the time the SPP draws to a close in 2012-13. *The TDOE intentionally omitted the group of LEAs scheduled to participate in the postsecondary survey in FFY08. This omission was made because OSEP did not require Indicator 14 reporting in FFY08. The LEAs omitted in FFY08 will be surveyed in the final year of the SPP cycle.*

LEAs serve a diverse population of students. The sampling of school districts through the use of the National Post School Outcomes Sampling Calculator generates groupings of LEAs in each cohort year so as to provide for adequate state representation on selected attributes for each cohort year. Post-School Outcomes data will be reported by school district and state level. Representative state level data will be used in SPP and APR reporting, and to drive state improvement activities.

Response Rate and Representativeness

As seen in Table 1, Response Rate Calculation, 3154 youth left the state during the 2008-09 school year. Interviews were conducted with 787 youth or their family members. The *response rate* was 787/3154 = 24.95%.

Table 1 Response Rate Calculation

Number of leavers in the state	3187
- subtract the number of youth ineligible (those who had returned to school or were deceased)	33
Number of youth contacted	3154
Number of completed surveys	787
Response rate: (2461/3786)*100	24.95%

We used the NPSO Response Calculator (see Table 2) to calculate *representativeness* of the respondent group on the characteristics of disability type, gender, ethnicity and dropout in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2008-09.

According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group of ±3% may be an area of statistical difference. Negative differences may indicate an under-representativeness of the group and positive differences may indicate over-representativeness.

For FFY 2009, TDE results may have been underrepresented in the categories of: MR, Female, Minority, and Dropout and. overrepresented in the category of LD.

Table 2 - Representativeness

NPSO Response Calculator

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	3187	1765	217	561	644	1054	1579	0	428
Response Totals	787	468	45	95	179	227	200	0	56
Target Leaver Representation	55.38%	6.81%	17.60%	20.21%	33.07%	49.55%	0.00%	13.43%
Respondent Representation	59.47%	5.72%	12.07%	22.74%	28.84%	25.41%	0.00%	7.12%
Difference	4.09%	-1.09%	-5.53%	2.54%	-4.23%	-24.13%	0.00%	-6.31%

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html.

Selection Bias

The under-representativeness of youth in the categories of MR, Female, Minority, and Drop Out could be attributed to these being difficult groups to reach, that these students were the ones with poor contact information, especially drop outs. In case these groups may comprise a pattern across the State, these leavers will be emphasized to staff conducting the survey and requests made for extra effort to be maintained in reaching them or for documenting accurately why these were found to be selection biased.

Missing Data

The overall response rate was 25% which means that out of 3187 leavers from LEAs that we are missing post school outcome information on 75% (n=2400 approx) of former students in the sample. One possible explanation for this could be that contact information was inaccurate for many of these youth. To address this possibility TDOE will send an extra reminder to LEAs who will be administering the survey the next school year to inform/remind anticipated student leavers of the follow up survey and collect contact information at that time. We anticipate this will improve overall contact efficiency and increase response rate.

Baseline Data for FFY 2009 (2009-2010):

Percent enrolled in higher education

Enrolled is 177 of 787 or 22%

Percent enrolled in higher education or competitively employed

Enrolled is 450 of 787 or 57%

Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment

Enrolled is 518 of 787 or 66%

Discussion of Baseline Data:

TDOE recognizes these first year data provide information on only 25% of the population of leavers from districts surveyed in FFY09. As such, TDOE will attempt to increase the overall response rate of future surveys for a more accurate understanding of post school outcomes for these students. Moreover, minority respondents were highly underrepresented in the FFY09 survey (-24.13%). In FFY08 over half of the target leavers were from this group, and if these numbers prove to be a trend, increasing survey participation from students in minority race/ethnicities is critical to get an accurate understanding of postsecondary education and employment for all special education leavers. Our improvement activities will focus on increasing the response rates and specifically the response rates of minorities. Increasing the response rate will provide better information back to TDOE and LEAs for purposes of significantly impacting transition planning at the high school level.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	a. Percent enrolled in Higher Education - 22% b. Percent enrolled in higher education or competitively employed – 57% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 66%
2010 (2010-2011)	a. Percent enrolled in Higher Education – 22.5% b. Percent enrolled in higher education or competitively employed – 57.5% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 66.5%
2011 (2011-2012)	a. Percent enrolled in Higher Education – 23.0% b. Percent enrolled in higher education or competitively employed – 58% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 67%
2012 (2012-2013)	a. Percent enrolled in Higher Education – 23.5% b. Percent enrolled in higher education or competitively employed – 58.5% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 67.5%

Improvement Activities/Timelines/Resources: (through 2012)

Activities	Timeline	Resources
TDOE will participate in intensive technical assistance activities coordinated by the National Post School Outcomes Center through their grant award program: Complete the NPSO Needs Assessment for Developing a Technical Assistance Plan for Intensive States. Define the problems that Tennessee is experiencing in Indicator 14 reporting. Participate with NPSO staff and other intensive technical assistance states to develop a strategic plan for remediating the problems defined. Provide root cause analysis strategies to local LEAs so that they can determine methods to improve the rate of reporting.	Beginning January, 2011 and continuing through December, 2014	TDOE Indicator Chair and selected staff, NPSO staff
To inform and encourage leavers to respond to the post-school interviews, the State will engage in a campaign with the TN Developmental Disabilities Network to connect with families and youth on the importance of participating in the post school interview. Paper and web-based flyers will be distributed to youth/families in areas where data are being collected the following year.	Begin March, 2011 after participating LEAs are announced	TDOE staff and the DD Network
To increase the response rate from minority youth and youth leavers with intellectual disabilities TDOE will engage in a campaign with Disability Pathfinder and STEP (Support and Training for Exceptional Parents) Network to encourage all youth and especially minority youth and those with intellectual disabilities to share their post-school stories and to participate in the annual survey.	Begin March, 2011 after participating LEAs are announced	TDOE staff, Disability Pathfinder and STEP staff

Copy of CTennessee's Parent Survey online response form

Online Campus Collaborative
TENNESSEE BOARD OF REGENTS

TSE Post-Secondary Survey

window.onload = function() { var inputs = document.getElementsByTagName('input'); for (key in inputs) { input = inputs[key]; if (input.name == 'QID[1]') { //--- Yes if (input.value == 1) { input.onchange = function() { var count = 0; var divs = document.getElementsByTagName('div'); for (divKey in divs) { if (divs[divKey].className == 'question border') { if (count > 0) { divs[divKey].style.display = 'none'; } count++; } } count = 0; var h2s = document.getElementsByTagName('h2'); for (h2Key in h2s) { if (count > 1) { if (h2s[h2Key].style != null) { h2s [h2Key].style.display = 'none'; } } count++; } }; //--- No } else { input.onchange = function() { var divs = document.getElementsByTagName('div'); for (divKey in divs) { if (divs[divKey].className == 'question border') { divs[divKey].style.display = ''; } } var h2s = document.getElementsByTagName('h2'); for (h2Key in h2s) { if (h2s [h2Key].style != null) { h2s[h2Key].style.display = ''; } } }; } } } };

Employment

1. Has this student re-enrolled in school?

- Yes
- No

2. We are interested in your work history. At any time since leaving high school, have you been employed in any paid job? (This means a paid job, not including work around the house. If you are in the military please answer yes.)

- Yes
- No

3. What is the one MAIN reason you have not worked since leaving high school?

- Unable to find work
- Disabled, in a mental health program
- Jail, prison
- Full-time homemaker/parent
- Difficulties with transportation
- In school / job training / other education program
- Other

4. Since leaving high school, have you worked at least 90 days or more?

- Yes
- No

5. In your job, did (do) you work an average of 20 or more hours per week? (About "half time")

- Yes
- No

6. In your job, are/were you earning at least minimum wage?

- ○ Yes
- ○ No

7. Where was (is) the job that you've held at least 3 months?

- ○ In a job you had to apply for and receive at least minimum wage, such as those in a company, a business, or being employed by a public agency
- ○ Military
- ○ Family business where no paycheck is provided
- ○ Employed while in jail or in prison
- ○ Sheltered employment where most workers have disabilities
- ○ Supported employment, paid work in community with support services
- ○ Other

8. What are you planning to do to reach your long-term employment goal?

- ○ Look for another job
- ○ Pursue education or training
- ○ Work up to a higher position where currently employed
- ○ No long term employment goal
- ○ Don't know
- ○ Other

Post-secondary Enrollment

9. Do you plan to attend school sometime in the future?

- ○ Yes
- ○ No

10. What is the highest level of education you would like to reach?

- ○ High school diploma or GED
- ○ License, certificate, or diploma from a technical, business or trade school
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Graduate degree (Master's, Dr, Ph.D.)
- ○ Don't know / no preference

11. At any time since leaving high school, have you ever been enrolled in any type of school, training, or education program?

- ○ Yes
- ○ No

12. At any time since leaving high school, have you ever been enrolled in any type of school, training, or education program?

- ○ Short-term education or employment training program (WIA, Job Corps, etc.)
- ○ Vocational Technical School—less than a 2-year degreed program
- ○ Community or Technical College to obtain a 2 year degree
- ○ College/University to earn a 4 or more year degree
- ○ Church mission, VISTA, Peace Corp, AmeriTech, etc.
- ○ Enrolled in studies while incarcerated in jail or prison
- ○ Other
- ○ High school completion document or certificate -- Adult Basic Education -- GED

13. Did you complete at least one term, such as a semester or quarter?

- ○ Yes
- ○ No

Living and Survey End

14. Where did you live during most of the past year?

- ○ In (rented/leased/purchased) apartment/home/etc.
- ○ With family, family member
- ○ In student housing (such as a dormitory or residence hall)
- ○ In apartment or group residence that provides special assistance
- ○ In military housing/barracks
- ○ Other

15. We are done. Thank you very much for your time and input. If you have any comments you want to share about this survey, please share them.

16. Who provided information for this form?

- ○ Student (self-report) who left last year
- ○ Parent
- ○ Friend or family member
- ○ Other

Back

This survey is being administered by the Emerging Technology Center of East Tennessee State University. All submitted data is encrypted and transferred to a secure server and survey participants are anonymous. Course Evaluation survey results are never released until after the current semester has ended.

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Part B State Performance Plan (SPP) for 2005-2013

Overview of the State Performance Plan Development:

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

REVISION IN OSEP MEASUREMENT FOR 2005-06 APR:

Measurement:
A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
a. # of findings of noncompliance
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100

Begin—Revisions Made in the LEA Cyclical Monitoring Fully Implemented in the 2009-2010 School Year (FFY 2009)

(TDOE provides this section to demonstrate the improvements to the compliance monitoring data collection and processes. Throughout the first half of the FFY 2009 school year the new monitoring system has been successfully implemented in 22 districts.)

In response to OSEP's FFY 2007 Table:

"The State must report in the FFY 2008 APR, due Feb. 1, 2010, if any changes have been made to the draft procedures provided In the State's March 15, 2009 letter, and if the draft procedures have been finalized."

The State Advisory Council reviewed and approved the revised Compliance Monitoring Procedures in the June 2009 Advisory Council meeting. The draft Compliance Monitoring Procedures were finalized in the spring and summer of 2009 and implemented beginning in the 2009-2010 school year.

Previously TDOE had a "systemic" method for reporting findings of noncompliance and for reporting on the corrections of those "systemic" findings of noncompliance within one year. TDOE developed and converted to a compliance monitoring method, effective with the 2009-2010 school year that a) requires the reporting of all findings of student level noncompliance found during onsite file reviews, b) requires the ongoing tracking of the noncompliance until corrected, c) requires the tracking of the *verification* of student level noncompliance, and d) flags districts and requires they actively engage in improvement activities associated with the correction of noncompliance when found noncompliance is sufficient enough to suggest there may be issue(s) of understanding, policy, and/or procedures that need to be addressed. TDOE engaged the technical assistance of the Mid-South Regional Resource Center as well as SPEDSIS (a special education data company).

This "conversion" included revision of many elements including:

1. Creation of a multileveled Excel spreadsheet for tracking all instances of student and district noncompliance;
2. Complete revision of the monitoring manual outlining steps in the new process and providing policy, process, and necessary forms;
3. A crosswalk of the onsite instrumentation used for file reviews cross walked against legal authority (IDEA, State regulations);
4. Updated definitions of compliance for new and established protocol review items;
5. State monitor-established criteria for what is and is not noncompliance for any given review item; and
6. Numerous LEA orientations and training to initiate the new procedures.
7. Definition of a finding as related to on-site district file reviews and desk audits.

Due to the nature of the previous "systemic" method (i.e., accurately reporting the number of LEAs with noncompliance items and need for a CAP, but not being able to track the correction and verification of individual student findings of noncompliance), TDOE could not determine if all individual findings were corrected within one year. With the new system, noncompliance is being collected and noncompliance correction tracked and verified by the TDOE. However the noncompliance data collected in FFY 2009 and corrected as soon as possible but no later than one year after identification will not be reported until the FFY 2010 Annual Performance Report. Therefore, the FFY 2008 and the FFY 2009 Annual Performance Reports can only reflect reporting at the district basis of noncompliance.

Definition of "Findings" In reporting the 2009-2010 findings in the APR, Tennessee has grouped individual instances in the local educational agency (LEA) involving the same legal requirement or standard together as one finding for that district. An example of reporting guidelines for findings would be as follows: *Forty (40) student records were examined to determine whether initial evaluations were completed within Tennessee's established timeline. In five (5) of those records it was found that the evaluations were completed beyond Tennessee's established timeline. This would represent one LEA finding of noncompliance under §300.301(c).*

The State completely revised its compliance monitoring process. New file review instruments were developed based on an overview of the related federal requirements and Tennessee's State Regulations. (Refer to *Student Records Review Protocol*—Appendix A, page 29 of TN Compliance Monitoring Procedures Manual to view this instrument.) The data items were revised or newly created to record instances of individual level compliance/noncompliance across numerous compliance areas. The new instrumentation contains criteria defining each item of compliance/ noncompliance. Compliance/ noncompliance criteria was established together by State monitors. Inter-rater reliability was established among all State monitors through practice file review trainings.

Onsite file reviews are conducted by one or more TDOE State monitors. Through the onsite file review process, monitors review IEP files and record all instances of compliance and noncompliance found in each file reviewed. The TDOE then generates a district level summary report with an item-level analysis, reporting both the number of items found to be compliant and noncompliant. Providing a district with their report initiates the timeline for correction of student level noncompliance. It also, where applicable, sets the requirement and timeline for district to engage in improvement activities when found noncompliance suggests there may be issue(s) of understanding, policy, and/or procedures that need to be addressed though specialized trainings, district self assessment of procedures, State review of procedures, etc. The revised compliance monitoring process generates the district level report in a more expedient manner than the previous system (e.g. usually within two weeks). Quicker reports encourage LEAs to expedite the correction of noncompliance; complying with the law and implementing IDEA to students. The verification of correction of student level noncompliance is completed by:

(a) State monitors returning to the districts for an on-site verification of corrections made for all student level noncompliance found, and
(b) State monitors accessing the State special education IEP writing system, when applicable, to confirm the correction of student level noncompliance.

Finally, State monitors record the date they verified the correction of noncompliance at the student level. Only after ALL instances of student level noncompliance are verified corrected does the State issue a closing letter to the district. Where student level noncompliance was found at a level that requires the district to engage in additional actions to address and correct district level issues the State monitors and, where applicable, other TDOE staff, review the district actions. Once adequately addressed (depending on actions) the State issues a letter to confirm the districts' adequate completion of the actions.

The following documents are located on Tennessee's Monitoring and Compliance web page and provide further evidence of these changes (see http://state.tn.us/education/speced/monitor_compl.shtml for all Monitoring and Compliance posts):

- TN Compliance Monitoring Procedures Manual
  http://state.tn.us/education/speced/doc/9109compman.pdf
- Example 09-10 Tennessee District Monitoring Report
  http://state.tn.us/education/speced/doc/121009example.xls
- 4-year Cycle for Compliance & Fiscal Monitoring Schedule
  http://state.tn.us/education/speced/doc/812094yrschedule.pdf
- 2009-2010 Monitoring Orientation
  http://state.tn.us/education/speced/doc/9909monitororien.ppt

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End—Revisions Made in the LEA Cyclical Monitoring Fully Implemented in the 2009-2010 School Year (FFY 2009)

Overview of Issue/Description of System or Process:

Through LEA Monitoring:

In TN Monitoring of Local Education Agencies (LEAs) identifies and corrects noncompliance as soon as possible and in most cases no later than one year from identification. The instruments and procedures that are used to ensure compliance with State and Federal laws are derived from OSEP's monitoring indicators and procedures originally entitled the Continuous Improvement Monitoring Process (CIMP). The monitoring extends across four year's and requires student record reviews, surveys, school visits and staff interviews. The core of the process is a self assessment that incorporates data collection into analysis and results in improvement planning for those areas not meeting established standards or thresholds. The Self Assessment Manual may be found on the Tennessee website at www.state.tn.us/education.

The Self Assessment is completed by each district during the first of their four year cycle with approximately ¼ of the State completing this self assessment and related activities each year. Thirty-six

(36) indicators are answered and are analyzed and validated by TN DOE Compliance Consultants. LEAs must address non-compliant issues through Program Improvement Plans (PIP)

Follow up site visits are conducted by TDOE Consultants within one year of identification of non-compliance/improvement issues to determine their effectiveness. In the majority of cases, all actions of improvement/compliance are in place within one year. If LEAs do not implement actions they have outlined in their Plans or have not implemented them within set timelines, sanctions may be imposed and include one or all of the following: educational funding, school approval for the entire LEA (awarded in TN by meeting established and rigorous criteria of the Department of Education) or removal of student's from the special education census (which has funding effects) until all issues are resolved.

In summary, TN has developed and implemented a comprehensive method to determine whether schools are appropriately implementing Federal and State laws to ensure that student's with IEPs are receiving a Free Appropriate Education in the Least Restrictive Environment (FAPE). This method focuses not only on compliance but also on student outcomes as a measure of the effectiveness of educational supports and services.

Through State Agencies, State Special and Private Schools and State Operated Programs Monitoring:

State Agency, Private School and State Operated Facilities monitoring procedures used during 2003-2004 and which will continue to be used are described as follows: During May of each year, those agencies that will be monitored during the upcoming school year will be notified via letter from the Assistant Commissioner. During the Spring State Special Education Conference there are sessions scheduled for State Agency and Private Schools to receive specific training in assessment procedures and development of IEPs along with other information regarding compliance with state and federal requirements in the delivery of special education services to eligible students.

Technical assistance visits are made during the months of July, August and September to those agencies scheduled to be monitored during the coming year. These visits are utilized to review procedures and collect data such as the agency's Self Evaluation Instrument, inventories purchased with federal funds, surrogate parent information, accessibility of the facility and appropriate licenses, permits or waivers for personnel. Any problem areas identified during the technical assistance visit will be reported back to the agency as a program improvement plan to be addressed before Division of Special Education Consultants return for the formal monitoring visit.

The monitoring cycle begins in late September and continues through May. Problems included in the program improvement plan are re-visited during the formal monitoring visit. The Education Consultants forward the monitoring report to the agency within thirty (30) calendar days from the on-site monitoring visit. The agency is given thirty (30) calendar days to respond to the State with a Corrective Action Plan (CAP), stating how the exception(s) will be corrected along with timelines for completion. If the CAP appears to be appropriate the consultant will acknowledge the plan and inform the agency of the follow-up visit to verify implementation of the CAP. The follow-up visit is usually scheduled within sixty (60) to ninety (90) days from receipt of the agency's CAP. During the follow-up visit the monitoring team will review a new sampling of records in addition to those that were to have been corrected by the agency to insure that the agency did a review for similar exceptions in records which were not reviewed by the monitoring staff.

Based on the above activity, if there are no additional exceptions identified, a letter is sent to the agency stating that their monitoring is closed for that year. Should there be exceptions that the agency has not corrected; a letter is forwarded to the Office of School Approval for appropriate action. The Division of Special Education through the Commissioner's Office has the authority to withhold funds to insure compliance when necessary. The monitoring process ensures that any non-compliance addressed in a CAP is corrected within one year.

Through County Jails/ Juvenile Detention Centers Monitoring

Monitoring of the identified county jails and detention centers are conducted on a three (3) year cycle beginning with the 2002-2003 school year. There are approximately ninety-five (95) county jails and twenty-six (26) juvenile detention centers. Approximately one third (1/3) of the counties are monitored each year.

Those facilities that are to be monitored during the current school year will be notified that they are to be monitored during summer of the previous year. In addition to the initial letter a policy is enclosed regarding the necessity of monitoring, which is to assure that all individuals with disabilities are receiving an appropriate education.

Technical assistance is provided by the Office of Compliance Monitoring. At the beginning of each school year, compliance consultants conduct meetings throughout the state to inform local education agencies (LEAs) of the monitoring procedures that include county-city jails and juvenile detention centers.

The monitoring schedule is planned by the juvenile services consultant, which involves conducting an on-site interview with the county's sheriff or designated person, an on-site interview with the local education agency (LEA), and a random on-site interview with inmates at the local county facility.

Monitoring Reports are to be provided to the local education agency (LEA) within (30) days following the on-site visit. When there are identified exceptions during the monitoring process, the local education agency (LEA) must submit a Corrective Action Plan within thirty (30) days following receipt of the monitoring report. The plan must state how the exceptions are to be corrected, giving timelines for completion. When the follow –up visit to verify implementation of the Corrective Action Plan is made and has not been satisfactorily implemented a letter is sent to the local education agency (LEA) indicating appropriate sanctions will be taken by the Department of Education. If the local education agency (LEA) is contracted with a state agency, that state agency will receive copies of all correspondence and may review their contract for appropriate actions.

Through Dispute Resolution:

The State utilizes three mechanisms to address the resolution of disputes: written administrative complaints, mediation, and due process hearings.

Written administrative complaints may be submitted to the division. Written complaints are investigated by division consultants. Early resolution of administrative complaints is attempted and encouraged by the division through communication with local education agencies and parents. When early resolution is not achieved, compliance consultants investigate the complaint through requests for additional material, telephone discussions and site visits when deemed appropriate. Administrative complaints must be resolved within sixty calendar days of receipt by the division. Complainants and LEAs are advised in writing of the division's findings and what, if any, corrective action must be taken. A monitoring process ensures compliance with any direction for corrective action.

Mediation is encouraged as a method of dispute resolution. The division maintains a roster of qualified mediators who are available to mediate disputes throughout the state in a timely manner. Successful mediations result in written agreements, which are signed by the parties. A monitoring process ensures compliance with any agreements.

Due process hearings are available as a method of dispute resolution. The division maintains a roster of qualified attorneys who serve as hearing officers and are available to conduct hearings throughout the state. Early resolution of due process hearing requests is encouraged through resolution sessions or mediation. Due process hearings are concluded through settlement agreements or final orders issued by hearing officers. A monitoring process ensures compliance with agreements and final orders.

Data on all of the above mechanisms is collected through maintenance of logs of request and outcomes.

Baseline Data for FFY 2004 (2004-2005):

Through LEA Monitoring:

Priority Area - General Supervision
(Results were obtained through data review, survey and on-site visits.)

Indicators:
Child Find – 3 LEAs
Sufficient Qualified Staff - 1 LEA
In-Service Training addresses needs - 25 LEAs

Priority Area – Early Childhood Transition
(Results were obtained through data review and on-site visits.)

Indicators:
Staff /Parent Transition Training by age 3 – 12 LEAs 90 day
Timely Transition meetings - 1 LEA
Community service agency info to families of non-eligibles– 2 LEAs

Priority Area – Parent Involvement
(Results were obtained through a survey.)

Indicators:
Positive Results of Surveys Increase -13 LEAs
Parent involvement in activities that meet needs – 12 LEAs
Parents receive regular Progress Reports – 6 LEAs
Parents are informed of rights – 1 LEA
Parents involved in decision-making – 2 LEAs

Priority Area – FAPE in the LRE
(Results were obtained through data review, student record review, & on-site visits.)

Indicators:
Timely Initial Evaluations – 8 LEAs
Timely Reevaluations – 8 LEAs
High School Completion Rates – 5 LEAs
ESY Services – 1 LEA
Suspension/Expulsion Rates – 2 LEAs
Training in Behavior Interventions – 2 LEAs
Appropriate Functional Behavior Assessments – 6 LEAs
Placement Option Continuum – 1 LEA

Priority Area – Secondary Transition
(Results were obtained through data review, student record review, & on-site visits.)

Indicators:
General Ed Diploma Rates – 2 LEAs
Agency Linkages for Trans. – 6 LEAs
Appropriate Transition Plans at age 14 – 1 LEA
Participation in Planning at age 14 – 1 LEA

Priority Area – Other Requirements
(Results were obtained through data review & on-site visits.)

Indicators:
Disproportionality MR – 1 LEA
Disproportionality – Gifted – 2 LEAs
Facility Accessibility – 8 LEAs

For dispute resolution – Refer to Attachment 1 at the end of this section (Monitoring Priority 15).

Discussion of Baseline Data:

Through LEA Monitoring:

During the 2004-05 School year, twenty-nine (29) LEAs (approximately ¼ of the State's LEAs selected randomly and representative of all types of LEAs) were involved in Self Assessment Monitoring. This monitoring was conducted in 6 Priority Areas, which included 36 Indicators. 28 LEAs or 97% were found to have areas of noncompliance/need for improvement. All 6 Priority Areas and 26 of 36 indicators were included in these results. There were a total of 131 findings of non - compliance (documented by an improvement plan for each) in the LEAs randomly monitored in 2004-05.

Through State Agencies, State Special and Private Schools and State Operated Programs Monitoring

Individual Educational Programs (IEPs)

Four	4	IEPs were not current.
Ten	10	IEPs had Blanks or missing components.
Eight	8	IEPs had no documented Post School Outcomes on Transition Plan.
Four	4	IEPs did not reflect Transition Needs of Students age 14 and older.
Two	2	IEPs did not reflect beginning dates for objectives.

Assessment

Twelve	12	Student Folders contained non-current Eligibility Reports
Six	6	Evaluation Results were not current (within three years)
Four	4	Reevaluation Summaries were not present
Three	3	Doctor's Reports were not present for Health Impaired Students
One	1	Eligibility Report contained insufficient signatures
One	1	Folder lacked a Personality Assessment for an SED Student
One	1	Folder lacked a Social History for an SED Student
Two	2	Folders did not contain Evaluation results

Procedural Safeguards

Six	6	Notices to parents or guardian for IEP Team Meeting did not include discussion of transition services for the student.
Fifteen	15	Student folders did not document that Progress Reports had been sent to Parents or Guardian.
One	1	Program within the Department of Correction was not providing student access to computers due to security reasons.

Through State Agencies, State Special and Private Schools and State Operated Programs Monitoring:

Above is a summary of compliance monitoring during the 2004-2005 school year cycle. Thirty-Nine (39) programs were monitored with twenty-three (23) of the (39) having no identified exceptions. Sixteen (16) programs were found to have exceptions in the following priority areas: Individual Education Programs (IEPs), Assessment, Procedural Safeguards.

County Jails/ Juvenile Detention Centers Monitoring Procedures:

FAPE for Incarcerated Children with Disabilities Monitoring –
Summary Report: 2004-2005

FAPE Incarcerated Children with Disabilities.

Tennessee Regions	Counties Scheduled 2004-2005	Counties Monitored 2004-2005	Individuals Identified 2004-2005
West Tennessee	5	5	2
Middle Tennessee	23	23	7
East Tennessee	13	13	7

County Jails/ Juvenile Detention Centers Monitoring Procedures: FAPE for Incarcerated Children with Disabilities Monitoring - In the 2004-2005 School Year several county-operated detention centers and/or jails have been monitored; West Tennessee five (5) county facilities, Middle Tennessee twenty three (23) county facilities and East Tennessee thirteen (13) county facilities. A total of sixteen (16) incarcerated individuals have been identified and presently receiving services (6) of which have been identified through the inmate interviewing process.

For resolution of disputes – Refer to Discussion of Baseline Data at Indicators 16 through 19.

For All Monitoring Systems: Monitoring of LEAs; State Agencies, State Special and Private Schools and State Operated Programs; County Jails/Juvenile Detention Centers; and Dispute Resolution Process:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of proposed corrective actions to address the findings of non-compliance identified during the 04-05 SY will be initiated or completed by the end of the 2005-06 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.
2006 (2006-2007)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2005-06 SY will be initiated or completed by the end of the 2006-07 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.

2007 (2007-2008)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2006-07 SY will be initiated or completed by the end of the 2007-08 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.
2008 (2008-2009)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2007-08 SY will be initiated or completed by the end of the 2008-09 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.
2009 (2009-2010)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2008-09 SY will be initiated or completed by the end of the 2009-10 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.
2010 (2010-2011)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2009-10 SY will be initiated or completed by the end of the 2010-11 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.

2011 (2011-2012)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2009-10 SY will be initiated or completed by the end of the 2010-11 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.
2012 (2012-2013)	100% of proposed corrective actions to address the findings of non-compliance identified during the 2009-10 SY will be initiated or completed by the end of the 2010-11 school year. Percentages will be reported according to required measurement methods for all areas. Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided. For dispute resolution, the state will meet all mandated requirements within required timelines.

Improvement Activities/Timelines/Resources: (through 2012):

For All Monitoring Systems:

Activity	Timeline	Resources
Provide follow-up technical assistance to programs based on information identified through on-site monitoring visits.	Ongoing through 2012-2013	TDOE Consultants LEA program teams
Continue current monitoring practices to ensure compliance with federal requirements.	Ongoing through 2012-2013	TDOE compliance staff
Provide training in programs where significant discrepancies or noncompliance issues are found. (The discrepancies and the specific training required are documented in the Corrective Action Plans – CAP.)	Ongoing through 2012-2013	TDOE regional consultants LEA personnel
Monitoring reports will be posted on the Web and instructional sessions at the state and regional conferences and annual orientation for new agency/ program staff.	Ongoing through 2012-2013	TDOE Consultants

For dispute resolution:

Activities	Timeline	Resources
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2005-2006 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2006-2007 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2007-2008 School Year	Division Staff
Provide technical assistance and training in LEAs where	2008-2009	Division Staff

discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	School Year	
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2009-2010 School Year	Division Staff
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	2010-2011 School Year	Division Staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2008:

Improvement Activity	Timeline	Resources
Provide technical assistance and training to assure appropriate secondary transition goals. Develop monitoring guidelines and verification of noncompliance for in the area of secondary transition.	FFY 2008	TDOE Personnel
The State is progressing on research, development, and implementation which will result in a secure web-based system for collecting, analyzing, tracking and reporting all noncompliance findings at individual student and district levels expeditiously and with fidelity.	FFY 2008, FFY 2009, FFY 2010	TDOE Personnel and Fiscal Resources

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Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	120
(1.1) Complaints with reports issued	111
(a) Reports with findings	111
(b) Reports within timeline	111
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	6
(1.3) Complaints pending	3
(a) Complaint pending a due process hearing	3
SECTION B: Mediation requests	
(2) Mediation requests total	59
(2.1) Mediations	
(a) Mediations related to due process	19
(i) Mediation agreements	9
(b) Mediations not related to due process	31
(i) Mediation agreements	21
(2.2) Mediations not held (including pending)	9
SECTION C: Hearing requests	
(3) Hearing requests total	70
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	10
(a) Decisions within timeline	1
(b) Decisions within extended timeline	9
(3.3) Resolved without a hearing	45
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Overview of Issue/Description of System or Process:

Written administrative complaints may be submitted to the division. Written complaints are investigated by division staff. Early resolution of administrative complaints is attempted and encouraged by the division through communication with local education agencies and parents. Administrative complaints must be resolved within sixty calendar days of receipt by the division. Sanctions are imposed on local education agencies that fail to respond to written administrative complaints within required timelines. Sanctions remain in place until issues in the complaint are resolved to the satisfaction of the division.

Legal staff will gather information from administrative complaint logs maintained for the time period.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1 located under Monitoring Priority 15.

Discussion of Baseline Data:

Of 119 signed written administrative complaints received by the division (from 16 LEAs), 111 had reported findings and were within timelines. 6 written administrative complaints were withdrawn or dismissed. There are 3 written administrative complaints pending due process hearings. Issues from these administrative complaints centered primarily around IEPs (89) and assessment (16). Remaining complaints were in other areas or were non-IDEA related.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written administrative complaints will be resolved within required timelines.
2006 (2006-2007)	100% of signed written administrative complaints will be resolved within required timelines.

2007 (2007-2008)	100% of signed written administrative complaints will be resolved within required timelines.
2008 (2008-2009)	100% of signed written administrative complaints will be resolved within required timelines.
2009 (2009-2010)	100% of signed written administrative complaints will be resolved within required timelines.
2010 (2010-2011)	100% of signed written administrative complaints will be resolved within required timelines.
2011 (2011-2012)	100% of signed written administrative complaints will be resolved within required timelines.
2012 (2012-2013)	100% of signed written administrative complaints will be resolved within required timelines.

Improvement Activities/Timelines/Resources: (through 2012):

Activities	Timeline	Resources
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2005-2006 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2006-2007 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2007-2008 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2008-2009 School Year	Division Staff
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2009-2010 School Year	Division Staff

Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	2010-2011 School Year	Division Staff

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for 2006-07: *if applicable*

After a review of the process and procedures used during the 2005-06 SY, it was determined that the following Improvement Activity should be added to this Indicator.

Proposed Targets	Improvement Activities	Timeline	Resources
Written Complaints 2006-07 to 2010-11	Increase communication between legal and other Division staff to address and resolve complainant telephone calls before they become formal written complaints. Maintain documentation of calls received and written complaints logged and do a comparison of differences.	Beginning 07 and annually thereafter	Legal and other Division Staff as needed.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process:

Due process hearings are available as a method of dispute resolution. The division maintains a roster of qualified attorneys who serve as hearing officers and are available to conduct hearings throughout the state. Early resolution of due process hearing requests is encouraged through resolution sessions or mediation. Legal staff will gather information from due process hearing logs maintained for the time period.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1 located under Monitoring Priority Indicator 15.

Discussion of Baseline Data:

Of 70 due process hearing requests received by the division 10 were fully adjudicated. Of the 10 that were fully adjudicated 1 was decided within timelines and 9 were decided within extended timelines. 45 due process hearing requests were resolved without a hearing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearings will have written decisions within the required timelines.
2006 (2006-2007)	100% of due process hearings will have written decisions within the required timelines.
2007 (2007-2008)	100% of due process hearings will have written decisions within the required timelines.
2008 (2008-2009)	100% of due process hearings will have written decisions within the required timelines.

2009 (2009-2010)	100% of due process hearings will have written decisions within the required timelines.
2010 (2010-2011)	100% of due process hearings will have written decisions within the required timelines.
2011 (2011-2012)	100% of due process hearings will have written decisions within the required timelines.
2012 (2012-2013)	100% of due process hearings will have written decisions within the required timelines.

Improvement Activities/Timelines/Resources: (through 2012):

Activities	Timeline	Resources
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process	2005-2006 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2006-2007 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2007-2008 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2008-2009 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	2009-2010 School Year	Division Staff, Hearing Officers
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the	2010-2011 School Year	Division Staff, Hearing Officers

hearing process.		

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process:

Early resolution of due process hearing requests is encouraged through resolution sessions, which must occur within fifteen days of receipt of due process hearing requests unless waived by the parties. Legal staff will gather data on early resolution through logs of request and outcomes.

Baseline Data for FFY 2005 (2005-2006):

Refer to TABLE 7 within Indicator 15 of the 2005-06 APR.

Discussion of Baseline Data:

50% of hearing requests that went to resolution meetings were resolved through resolution meeting settlement agreements. Of 26 resolution meetings conducted, 13 resulted in settlements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2006 (2006-2007)	2% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2007 (2007-2008)	3% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2008 (2008-2009)	4% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

2009 (2009-2010)	5% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2010 (2010-2011)	6% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2011 (2011-2012)	7% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2012 (2012-2013)	8% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Improvement Activities/Timelines/Resources: (through 2012):

Activities	Timeline	Resources
Develop appropriate form for collection of data regarding resolution sessions. Collect data regarding resolution sessions. Train division staff for attendance at resolution sessions.	2005-2006 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2006-2007 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2007-2008 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2008-2009 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2009-2010 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2010-2011 School Year	Division Staff
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of	2011-2012 School Year	Division Staff

resolution sessions.		
Division staff will attend resolution sessions. Collect data. Evaluate data to determine effectiveness of resolution sessions.	2012-2013 School Year	Division Staff

REVISIONS, WITH Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (*Insert FFY*): **[If applicable]**

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Completion of this portion of the performance plan included input from Division staff, review of past records and weekly task force meetings.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process:

Mediation is encouraged as a method of dispute resolution. The division maintains a roster of qualified mediators who are available to mediate disputes throughout the state in a timely manner. Successful mediations result in written agreements, which are signed by the parties. Legal staff will gather information from mediation logs maintained for the time period.

Baseline Data for FFY 2004 (2004-2005):

See attachment 1 located under Monitoring Priority Indicator 15.

Discussion of Baseline Data:

Of 50 mediation requests received by the division, 31 were not related to due process hearing requests. Of the 31 that were not related to due process hearing requests, 21 resulted in agreements. Of the 19 mediations that were related to due process hearing requests, 9 resulted in agreements. 9 mediations were either pending or not conducted.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	50% of mediations will reach agreement within any applicable timelines.
2006 (2006-2007)	52.5% of mediations will reach agreement within any applicable timelines.
2007 (2007-2008)	55% of mediations will reach agreement within any applicable timelines.
2008 (2008-2009)	57.5% of mediations will reach agreement within any applicable timelines.

2009 (2009-2010)	60% of mediations will reach agreement within any applicable timelines.
2010 (2010-2011)	62.5% of mediations will reach agreement within any applicable timelines.
2011 (2011-2012)	65% of mediations will reach agreement within any applicable timelines.
2012 (2012-2013)	67.5% of mediations will reach agreement within any applicable timelines.

Improvement Activities/Timelines/Resources: (through 2012):

Activities	Timeline	Resources
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2005-2006 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2006-2007 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2007-2008 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2008-2009 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2009-2010 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2010-2011 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2011-2012 School Year	Division Staff
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	2012-2013 School Year	Division Staff

REVISION, WITH Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for (*Insert FFY*): **[If applicable]**

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

Overview of Issue/Description of System or Process:

During the 2004-2005 school year, the TDOE completed the pilot and partial initial implementation of the new State-wide Student Information Management System (SSMS). SSMS is a student-level data system with two components, a general education enrollment and attendance system and a special education data collection and IEP writing tool, being implemented as a four-year long process. The special education component of SSMS is a web-based application that utilizes an Oracle database structure. The SSMS collection and storage system has several integrated features to ensure that data submitted is as accurate as possible. These integrated features include:

- Business rules ensure that all data collections have definitions, validation tables that contain acceptable values, and missing data reports. Most are sufficiently rigorous and do not allow for "free-form" input of data.
- Automatic data editing is employed by all online data entry systems. This requires that data pass through edit programs that produce lists of error reports.
- The aggregate data system is housed in a high security architecture and allows only limited direct access to selected staff with TDOE.

Much of the data needed to develop state and federal special education reports is processed through this data system. Beginning in December 2005, all students will be assigned a unique student identifier. All data submitted to the TDOE/DSE are reviewed by LEA personnel and signed assurance is provided by LEA leadership that that data are accurate. These processes help to ensure a more accurate and secure process for all student data, including assessment results. Timeliness of data completion and submission from LEAs is ensured by the relating the timing of the allocation of funding to the LEA to the receipt of the LEA data.

Personnel in the Office of Data Services have primary responsibility for handling the student-level special education data from SSMS. Office of Data Services personnel use information from OSEP Part B edit and data cleansing documents and other technical assistance opportunities, including attending Part B and Part C Data Managers' Meetings and networking with other state data managers

through the official listserv and the Part B Communities of Practice as guidance for data handling, analysis, and application in reports.

The SEA has encouraged and participated in cross-department collaboration to ensure that efforts are coordinated for efficiency and effectiveness. The special education, evaluation and assessment, data, and IT staff meet in a variety of groups and settings to improve data accuracy and availability that will meet the needs of all divisions in the Tennessee Department of Education to ensure that all reporting to the US Department of Education is accurate and timely.

The State Performance Plan utilizes state and federal data to complete the indicators within this report. To ensure accuracy of data in the SPP, the Office of Data Services double-checks data entered into the tables used for the SPP. This is to ensure that all information was transferred accurately and that the formulas are calculating accurately. Data Services personnel also assist the indicator chairpersons with the explanation of the data, as well as the comparison to past data to determine if there is a trend.

The FFY'05 SPP will be made available to the pupil by being posted on the SDE Website at http://www.state.tn.us/education/speced/sereports.php. It will also be available as a hardcopy at the State Resource Centers, at our statewide Special Education Supervisors Conference, and hard copies will be available for any verbal requests.

Baseline Data for FFY 2004 (2004-2005):

Report Name	**Status (Submission Date)**
2003-2004 Annual Performance Report	Submitted on time (March 1, 2005)
2004-2005 Table 1 Child Count	Not submitted on time (March 6, 2005)
2004-2005 Table 2 Personnel	Submitted on time (November 1, 2005)
2004-2005 Table 3 Education Environment	Not submitted on time (March 4, 2005)
2004-2005 Table 4 Exiting	Submitted on time (November 1, 2005)
2004-2005 Table 5 Suspension/Expulsion	Submitted on time (November 1, 2005)

Discussion of Baseline Data:

Tennessee has an excellent record of collecting and submitting required data in a timely manner. Data collection procedures undergo constant analysis and revision to improve the accuracy of all data elements at the initial collection level in LEAs, at the importing of data at the SEA level, and in the systems for storage and extraction. Tennessee's State Performance Plan will be submitted on time. All previous APRs have been submitted on time.

Data for the 2004-2005 school year were collected from three separate sources (SSMS and data from the previous computer-based data system and paper reports) that were brought together at the state level to create the state composite reports used for standard reporting to OSEP and in the development of baseline information for Indicators in this 2005-2010 State Performance Plan. Due to complications with student-level data from SSMS, TDOE/DSE requested permission from Judith Holt at OSEP to submit 2004-2005 Table 1 and Table 3 in March, 2005. The data for Tables 1 and 3 were completed and submitted to Westat on March 6, 2005 followed by the hardcopy of the report being signed and submitted to OSEP on March 8, 2005.

Data accuracy and timeliness for future data collection, analysis, and reporting will be ensured through validations of the data entry process at the LEA level, and validations in the reporting process at the SEA level. In SSMS, data entry validation tables ensure that the users are protected from entering data that is inconsistent; for example, SSMS special education component ensures that users cannot enter an IEP date that occurs before the student appeared in the school system. Reporting validations utilize advanced algorithms to ensure counts are unique and that student's moves (within and/or between school systems) do not result in duplicated student counts. Additionally, school system Directors are required to go through a certification process with their data whereby they indicate that they have reviewed and approve the reported counts. A signature is required by the school system Director to validate the accuracy of the 618 data. School systems are provided data instructions for the various collections that are consistent with OSEP's data instructions. All data are examined and compared to past school system collections.

The TDOE/DSE continues efforts to improve statewide data collection systems that will ensure accuracy and timeliness. The continued development and full implementation of SSMS will support these efforts. In addition, refinement of data collection through the compliance monitoring process concerning family involvement, preschool outcomes, secondary transition, evaluation completion timelines, and other data that supplement and support the 618 data will continue.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	State reported data are 100% timely and accurate.
2006 (2006-2007)	State reported data are 100% timely and accurate.
2007 (2007-2008)	State reported data are 100% timely and accurate.
2008 (2008-2009)	State reported data are 100% timely and accurate.
2009 (2009-2010)	State reported data are 100% timely and accurate.
2010 (2010-2011)	State reported data are 100% timely and accurate.
2011 (2011-2012)	State reported data are 100% timely and accurate.
2012 (2012-2013)	State reported data are 100% timely and accurate.

Improvement Activities/Timelines/Resources: (through 2012):

A. To ensure accuracy of data:

Timeline	Action	Person(s) Responsible
Provide TA to LEAs on	September, 2005 – June 2006	Director of Data Services

a. collecting valid & reliable data as well as procedures to verification of data b. maintaining copy of records submitted to State c. How/when to notify State of changes in LEA data d. Year to year comparisons of each table, i.e. child count, disability information, exiting and LRE data e. Definitions for common misinterpretations or new interpretations, such as how to enter "Moved, not known to be continuing", distinguishing long vs. short-term suspensions, etc. f. Use of state-wide assessment data for students with disabilities in state and federal reports (new OSEP Table 6)	and ongoing	Office of Management Services
Work with contractor for state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data	December, 2005 through June 2006 and ongoing	Office of Data Services
Implement unique student identification number to more accurately match, track, and interpret data.	December, 2005 and ongoing	Office of Technology
Communicate and collaborate with other offices within the Tennessee Department of Education to obtain comparison data necessary for compilation of Annual Performance Report indicators	June – November, 2006 and ongoing	Office of Data Services Office of School Approval

Work to receive clearance to submit data previously submitted to OSEP through the DANS system via the Education Data Exchange Network (EDEN).	October, 2006 and ongoing	Office of Data Services Office of Technology

B. To ensure that all federal data tables are submitted on time – **(all are ongoing beyond the original month and year given)**

Activity	Timeline	Resources
Information placed on special education website for LEAs to download and read for December Census Report	November, 2005	Office of Data Services
December Census due to State from LEAs	December 15, 2005	Office of Data Services LEA personnel
Deadline for all verifications and additional data.	January, 2006	LEA personnel
Submit Federal Data Tables 1 & 3 to OSEP	February 1, 2006	Office of Data Services
Information placed on special education website for LEAs to download and read for EOY Reports	April, 2006	Office of Data Services
EOY Federal Tables due to State from LEAs	June 30, 2006	Office of Data Services LEA personnel
Submit Federal Data Tables 2-5 to OSEP	November 1, 2006	Office of Data Services
December Census due to State from LEAs	December 15, 2006	Office of Data Services LEA personnel
Submit Federal Data Tables 1, 3 & 6 to OSEP	February 1, 2007	Office of Data Services

C. To ensure that the FFY'05 APR is submitted by February 1, 2007 -**(all are ongoing beyond the original month and year given)**

Activity	Timeline	Resources
Review/reassign staff assignments	Mid February, 2006	Assistant Commissioner &

to each indicator as well as to each cluster.		SPP/APR Chairperson
Organize federal data tables (due February 1 to OSEP) for next APR in format for indicator chairpersons to use with groups.	Late February, 2006	Office of Data Services
Provide reformatted Federal Data Tables to appropriate indicator chairpersons.	March, 2006	Office of Data Services
Assignments due for indicators who utilized February 1 data.	May, 2006	Cluster Chairpersons Indicator Chairpersons
Review indicators and provide feedback.	June, 2006	SPP/APR Chairperson Cluster & Indicator Chairpersons
Submit completed “draft” indicators to DOE APR Committee for review & revision.	July, 2006	SPP/APR Chairperson Cluster & Indicator Chairpersons
Submit completed “draft” indicators to State Advisory Council/ICC for review & feedback.	July 12, 2006	Assistant Commissioner SPP/APR Chairperson
Consider and incorporate Advisory Council/ICC comments.	July, 2006	Assistant Commissioner SPP/APR Chairperson Cluster/Indicator Chairpersons Office of Data Services
Finalize indicators utilizing February 1 data for next APR.	August, 2006	SPP/APR Chairperson Cluster & Indicator Chairperson
Organize federal data tables (due November 1 to OSEP) for next APR in format for indicator chairpersons to use with groups.	Sept. 1, 2006	Office of Data Services
Provide Federal Data Tables (due to OSEP on Nov. 1) to appropriate indicator chairpersons.	October 1, 2006	Office of Data Services
Assignments due for indicators who utilized data due to OSEP on Nov.	December 1, 2006	Cluster Chairpersons Indicator Chairpersons

1.		
Review indicators and provide feedback to indicator chairpersons.	Dec. 5, 2006	SPP/APR Chairperson Cluster & Indicator Chairperson
Submit completed “draft” indicators to DOE APR Committee for review & final revision.	Dec. 8, 2006	SPP/APR Chairperson Cluster & Indicator Chairperson
Submit “draft” indicators to State Advisory Council for review and comments.	Dec. 12, 2006	SPP/APR Chairperson
Consider and incorporate Advisory Council/ICC comments into APR	December 19, 2006	Assistant Commissioner SPP/APR Chairperson Cluster/Indicator Chairpersons Office of Data Services
Submit completed APR for final approval to State Advisory Council.	January 9, 2006	SPP/APR Chairperson
Submit FYY’05 APR to OSEP & place document on Division website.	February 1, 2007	SPP/APR Chairperson

Part B State Performance Plan (SPP) for 2005-2010

NOTE: After 2004-05 TDOE chose to discontinue reporting on this indicator as it is a "State only" activity for TN.

Overview of the State Performance Plan Development:

Data for the State Indicator of Disproportionate Identification of Minority Students as Intellectually Gifted was collected through system reporting in the 2004-2005 Gifted End-of-Year Report. A task force, comprised of parents, teachers, university educators, advocacy groups and DOE personnel, met seven times during the 2004-2005 school year to review and revise guidelines for screening and assessment of potentially gifted students. Tennessee's Disproportionality Core Work Group (DCWG) comprised of DOE Special Education Staff and ESL Staff, met four times during the 2004-2005 school year and has set a State Goal to decrease the underrepresentation of black (not Hispanic) as well as Hispanic students in the identification of students as gifted.

(The following items are to be completed for each monitoring priority/indicator.)

State Monitoring Priority:

Disproportionate Identification of Minority Students as Intellectually Gifted

State Indicator 21-Gifted: Underrepresentation of black (not Hispanic) and Hispanic ("target") students as Intellectually Gifted:

A. Percent of "target" students identified as potentially gifted through child-find (grade level) and individual screening
B. Percent of "target" students evaluated and identified as gifted
C. Percent of "target" students receiving services as gifted in grades K-12.

Measurement:
A. Percent of "target" students identified as potentially gifted through child-find/grade level screening = number of "target" students individually screened divided by the total number of students screened X 100.
B. Percent of "target" students evaluated and identified as gifted = number of "target" students evaluated and identified as gifted divided by the total number of students evaluated and identified as gifted X 100.
C. Percent of "target" students receiving services as gifted = number of "target" students receiving services as gifted divided by the total number of students receiving services as gifted X 100.

Overview of Issue/Description of System or Process:
Tennessee entered into a Resolution Agreement with the Office for Civil Rights in January of 1999 with specific purpose of decreasing disproportionality (underidentification) of African-American students identified as Intellectually Gifted. The primary commitments of the Agreement pertained to: 1) screening/referral criteria and procedures; 2) evaluation procedures and eligibility criteria; and 3) oversight, reporting, and monitoring responsibilities. Revised child find (including a standard process for grade level screening statewide), revised assessment procedures, and revisions to the identification of gifted students to include a multi-modal, multi-faceted assessment were implemented in the 2000-2001 school year. Additionally, training and a guidelines manual were developed by the State outlining best practices and requirements for utilization of a more culturally-fair and unbiased process for identification of gifted students. In September of 2005, the Office for Civil Rights concluded that Tennessee had fulfilled the commitments of the Agreement. Although significant progress has been made towards this goal, Tennessee's Disproportionality Core Work Group (DCWG – refer to Indicators 9 and 10) has set a State Goal to decrease the underrepresentation of black (not Hispanic) as well as Hispanic students in the area of gifted. The focus of this goal was determined based on the composition of the majority of

Tennessee's population (99.5%) being comprised of students who are white (not Hispanic), black (not Hispanic), or Hispanic.

Data collected in the 2004-2005 school year is indicative of continued disproportionate identification and placement of black (not Hispanic) and Hispanic students as gifted when compared with white (not Hispanic students).

Baseline Data for FFY 2004 (2004-2005):

Based on Tennessee's June 30, 2005 child count, the total number of students in Tennessee for grades K-12 is 920,296. Tennessee's identified gifted students comprise 31,364 or 3.4% of the total school population. A breakdown of the data for students in each of the "target" populations, as compared to white (not Hispanic) students who were screened, evaluated, and identified for services as gifted is as follows:

(State Indicator – Part A):

Percent of students identified as potentially gifted
through child-find (grade level) and individual screening

Total number of White students screened for gifted	Total number of students screened for gifted	Percentages of White students screened for gifted
14,841	19,517	76.04%

Total number of Black students screened for gifted	Total number of Hispanic students screened for gifted	Total number of students screened for gifted	Percentages of "target" students screened for gifted	
			Black	Hispanic
3,856	399	19,517	19.76	2.04

(State Indicator – Part B):

Percent of students evaluated and identified as gifted

Total number of White students evaluated for gifted	Total number of students evaluated for gifted	Percentages of White students evaluated for gifted
5697	8552	66.62

Total number of Black students evaluated for gifted	Total number of Hispanic students evaluated for gifted	Total number of students evaluated for gifted	Percentages of "target" students evaluated for gifted	
			Black	Hispanic
2358	206	8552	27.57	2.40

(State Indicator – Part C):

Percent of students receiving services as gifted (based on total student population)

White (not Hispanic)		
Total # of students	Total # receiving services as gifted	Percent of students receiving services as gifted
654,048	25,052	3.8%

Black (not Hispanic)		
Total # of students	Total # receiving services as gifted	Percent of students receiving services as gifted
235,799	4,413	1.9%

Hispanic		
Total # of students	Total # receiving services as gifted	Percent of students receiving services as gifted
28,102	342	1.2%

Discussion of Baseline Data:

The baseline data for the 2004-2005 school year was acquired from information reported in the June 2005 End-of-Year Report which is submitted by all school systems. Data reflects that 3.4 percent (3.4%) of Tennessee's total student population is identified and receiving services as gifted.

Data comparing students identified as potentially gifted through the statewide grade level and individual screening process (based on the total number of students screened) is as follows: 76.04% – white (not Hispanic); 19.76% – Black (not Hispanic); and 2.04% – Hispanic. Analysis of the data collected in the 2004-2005 school year reveals a significant disproportionate number of "target" students who were identified as potentially gifted through the screening process.

Comparative data for students evaluated and identified as gifted (based on the total number of students evaluated) is as follows: 66.62% – white (not Hispanic); 27.57% – Black (not Hispanic); and 2.40% – Hispanic. Analysis of the data collected in the 2004-2005 school year further supports a significant disproportionate number of "target" student populations who were evaluated and identified as gifted.

Data for students receiving services as gifted (based on the total student population) is as follows: 3.80% – white (not Hispanic); 1.90% – Black (not Hispanic); and 1.20% – Hispanic. Analysis of the data for students receiving services as gifted in the 2004-2005 school year provides conclusive evidence of disproportionate screening and evaluation of students as gifted in both the black (not Hispanic) and Hispanic populations.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .1%. The percent of Hispanic students in grades K-12 identified as gifted will increase by .1%.
2006 (2006-2007)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .1%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .1%.

2007 (2007-2008)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .2%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by. 2%.
2008 (2008-2009)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .3%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .3%.
2009 (2009-2010)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .3%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .3%.
2010 (2010-2011)	Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .3%. Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .3%.

Improvement Activities/Timelines/Resources:

Activities	Timeline	Resources
Develop and pilot revised assessment procedures for potentially gifted students from “target” populations	Fall 2005 – Spring 2006	-DOE Special Education support staff; -Statewide Gifted Task Force; -LEA Special Education Supervisors, -Assessment Personnel, and; -Gifted Coordinators and teachers
Develop Gifted ‘Best Practices Manual’ to include: 1. recommended child find and screening procedures 2. appropriate, culturally-fair procedures of assessing “target” populations for gifted 3. instruction methods for secondary students identified as gifted	Spring 2006 – Fall 2006	-DOE Special Education support staff; -Statewide Gifted Task Force; -LEA Special Education Supervisors, -Assessment Personnel, and; -Gifted Coordinators and teachers
Revise and analyze LEA Gifted End-of-Year (G EOY) Report to reflect revisions made in gifted identification and assessment criteria Analyze data from G EOY Report and provide focus TA and LEA demographic-specific guidelines to LEAs with disproportionate or no child find activities (i.e., grade level and individual screening)	Spring 2006 – Ongoing	-DOE Special Education support staff; -LEA Special Education Supervisors, and -Gifted Coordinators and teachers

Provide technical assistance to LEAs that continue to screen and assess "target" populations for gifted at disproportionate rates.		
Provide training and TA to LEA gifted services personnel, school psychologists, gifted screening team members and teachers of gifted in appropriate, culturally-fair child find, screening, and evaluation procedures of alternative methods "target" populations.	Fall 2006 – Ongoing	-DOE Special Education support staff; -Assessment Personnel; -LEA Special Education Supervisors, and -Gifted Coordinators and teachers

IDEA, Part B – ACRONYMS

ADM		Average Daily Membership
APR		Annual Performance Report
BIP		Behavior Intervention Plan
CADRE		Consortium for Appropriate Dispute Resolution in Special Education
CFR		Code of Federal Regulations
CIMP		Continuous Improvement Monitoring Process
CSPD		Comprehensive System of Personnel Development
DCWG		Disproportionality Core Work Group
DD Council		Developmental Disabilities Council
DOE		Department of Education
DSE		Division of Special Education
ECT		Early Childhood Transition
EOY		End of Year
ESL		English as a Second Language
ESY		Extended School Year
FAPE		Free Appropriate Public Education
FBA		Functional Behavior Assessment
FLRE		Free Appropriate Public Education in the Least Restrictive Environment
FSC		Field Service Centers
GS		General Supervision
GSEG		General Supervision Enhancement Grant
ICC		Interagency Coordinating Council
IDEA /IDEIA		Individual with Disabilities Education Act 2004
IEP		Individual Education Program
IFSP		Individual Family Service Plan
LEA		Local Education Agency (i.e. School System)
LRE		Least Restrictive Environment
NCLB		No Child Left Behind
NCCRESt		National Center for Culturally Responsive Education Systems
OR		Other Requirements
OSEP		Office of Special Education Programs

Part B		The section of the IDEA that pertains to special education services for children from 3 to 22 years
Part C		The section of the IDEA that pertains to Special Services for children from birth through 2 years
PI		Parent Involvement
PIP		Program Improvement Plan
PTI		Parent Training & Information Centers
RTI		Response To Intervention
SEA		State Educational Agency
SIG		State Improvement Grant
SIP		School Improvement Plan
SSMS		State Student Management System
ST		Secondary Transition
TA		Technical Assistance
TCA		Tennessee Code Annotated
TCSPP		TN Comprehensive Systemwide Planning Process
TDOE		Tennessee Department of Education
TEIS		Tennessee Early Intervention System
TBD		To Be Determined
TSB		Tennessee School for the Blind
TSD		Tennessee School for the Deaf
WTSD		West Tennessee School for the Deaf