

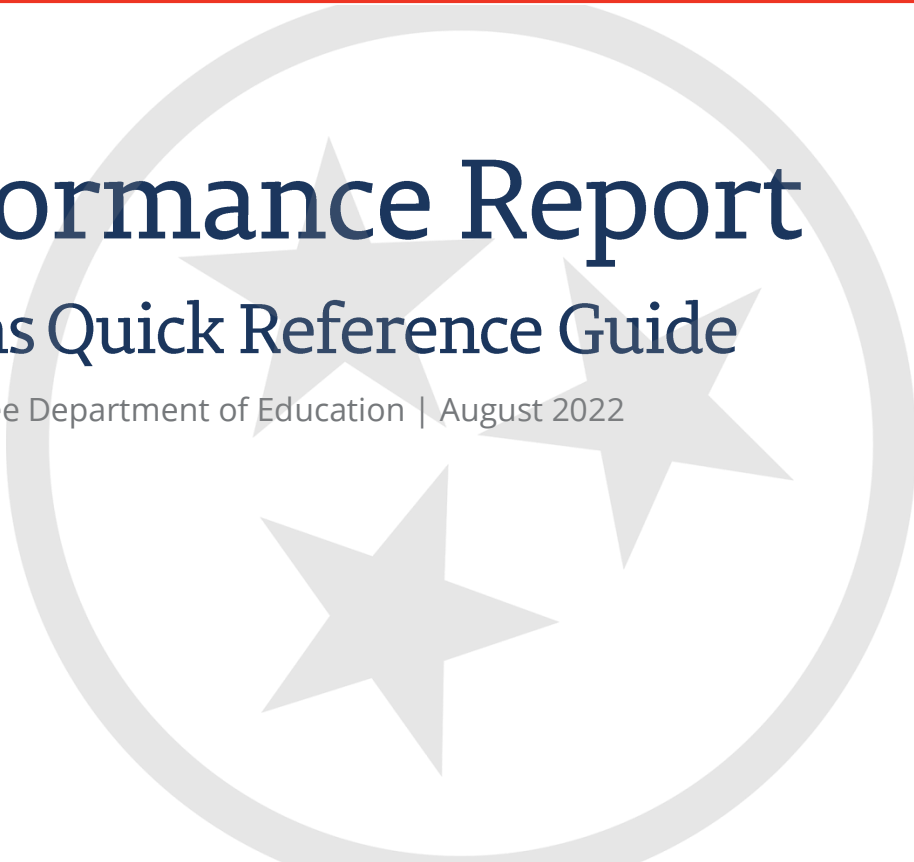


Department of
Education

Annual Performance Report

Local Determinations Quick Reference Guide

Office of Districts and Schools | Tennessee Department of Education | August 2022



ANNUAL PERFORMANCE REPORT (APR) BASICS

SPP	Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to develop a state performance plan (SPP) annually to evaluate the state’s implementation of special education. The SPP describes how the state will improve implementation of special education and contains rigorous targets for 17 compliance-based or results-based indicators of performance. Targets for these indicators are collaboratively set by the department and stakeholder groups, including the Governor’s Advisory Council for the Education of Students with Disabilities.
STATEWIDE APR	The APR is submitted annually by states to the U.S. Department of Education and details progress toward meeting SPP targets for each indicator. It includes state performance data and narrative explanations of data, as needed. The APR is submitted in February and includes data from the previous school year. Tennessee’s SPPs/APRs are available here under the “Statewide Annual Performance Reports” tab.
APR LOCAL DETERMINATIONS	As required by IDEA, 34 C.F.R. § 300.600, states must also monitor the implementation of IDEA in each LEA. Monitoring activities must focus on “improving educational results and functional outcomes for all children with disabilities” and “ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.” Tennessee uses a hybrid results- and compliance-based approach that includes the 14 APR indicators that are applicable at the district level. This holistic method of measuring performance gives the department a complete view of a district’s IDEA Part B implementation.
APR SCORING	<p>Districts receive an APR determination based on their indicator data (i.e., performance and year-to-year improvement, if applicable). Priority areas are established based on state strategies and goals, with a weighting system in place that emphasizes relevant indicators. Weighted points are assigned to all indicators, and districts earn a final performance score (as a percentage) that represents the total weighted points divided by the total possible weighted points. Cut scores are set on the final score to make determinations in one of the following categories:</p> <ul style="list-style-type: none"> • <i>Meets Requirements</i>: at least 70 percent of possible determination points • <i>Needs Assistance</i>: 60-69 percent of possible determination points • <i>Needs Intervention</i>: less than 60 percent of possible determination points or meets the “Needs Assistance” designation for the third consecutive year • <i>Needs Substantial Intervention</i>: meets the “Needs Intervention” designation for the third consecutive year
APR RELEASE	Determinations are provided to districts in the spring and include data from the previous school year. Determinations are uploaded to the state’s ePlan system, and notifications are sent to both directors of schools and special education supervisors.
APR RESOURCES	The Annual Performance Report Local Determinations Process Guide is a comprehensive document that provides districts with information they can use to collect, analyze, and interpret their APR data. This document, the Annual Performance Report Local Determinations Quick Reference Guide , is a companion resource that provides districts with one-page overviews of the 14 APR indicators included as part of the local determinations process. Each of the following pages contains the definition, data source(s), how to review, targets, and additional notes for each APR indicator.

<p>APR INDICATOR</p> <p>1</p>	<h1 style="text-align: center;">GRADUATION RATE</h1>
<p>DEFINITION</p>	<p>Percent of students with disabilities (SWDs) graduating with a <u>regular</u> diploma.</p>
<p>DATA SOURCE</p>	<p>The source is exiting data from EasyIEP (<i>Exited Student Report Table 4</i>) that are pulled to fulfill federal reporting requirements.</p> <p>Districts' <i>FINAL Exited Student Report Table 4 (PDF) New 09</i> is generated in EDPlan/EasyIEP on <u>September 1</u>. These are the FINAL counts used in the APR Indicator 1 Graduation Rate calculation. Any changes made after <u>August 31</u> will not be reflected in districts' <i>FINAL Exited Student Report Table 4 (PDF) New 09</i>.</p>
<p>HOW TO REVIEW</p>	<p>Open the <i>FINAL Exited Student Report Table 4 (PDF) New 09</i> for the applicable school year and find "Section B, All Disabilities" and the column labeled "14-21." Use the counts from that column with the following formula:</p> <p style="text-align: center;"> <u>B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA</u> B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT + H) GRADUATED WITH AN ALTERNATE DIPLOMA </p>
<p>TARGET</p>	<p>FFY 2020 (2020-21 SY): ≥ 78.72 percent FFY 2021 (2021-22 SY): ≥ 79.78 percent FFY 2022 (2022-23 SY): ≥ 80.83 percent FFY 2023 (2023-24 SY): ≥ 81.88 percent FFY 2024 (2024-25 SY): ≥ 82.93 percent FFY 2025 (2025-26 SY): ≥ 83.98 percent</p>
<p>NOTES</p>	<p>Until FFY 2020 (2020-21 SY), data were lagged and reported two years behind. Starting in FFY 2021 (2021-22 SY), data will be reported from the previous school year.</p>

<p>APR INDICATOR</p> <p>2</p>	<h1 style="text-align: center;">DROPOUT RATE</h1>
<p>DEFINITION</p>	<p>Percent of SWDs dropping out of high school.</p>
<p>DATA SOURCE</p>	<p>The source is exiting data from EasyIEP (<i>Exited Student Report Table 4</i>) that are pulled to fulfill federal reporting requirements.</p> <p>Districts' FINAL Exited Student Report Table 4 (PDF) New 09 is generated in EDPlan/EasyIEP on <u>September 1</u>. These are the FINAL counts used in the APR Indicator 1 Graduation Rate calculation. Any changes made after <u>August 31</u> will not be reflected in districts' FINAL Exited Student Report Table 4 (PDF) New 09.</p>
<p>HOW TO REVIEW</p>	<p>Open the <i>FINAL Exited Student Report Table 4 (PDF) New 09</i> for the applicable school year and find "Section B, All Disabilities" and the column labeled "14-21". Use the counts from that column with the following formula:</p> <p style="text-align: center;"> <u>G) DROPPED OUT</u> B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT + H) GRADUATED WITH AN ALTERNATE DIPLOMA </p>
<p>TARGET</p>	<p>FFY 2020 (2020-21 SY): ≤ 7.84 percent FFY 2021 (2021-22 SY): ≤ 7.06 percent FFY 2022 (2022-23 SY): ≤ 6.28 percent FFY 2023 (2023-24 SY): ≤ 5.50 percent FFY 2024 (2024-25 SY): ≤ 4.72 percent FFY 2025 (2025-26 SY): ≤ 3.94 percent</p>
<p>NOTES</p>	<p>Until FFY 2020 (2020-21 SY), data were lagged and reported two years behind. Starting in FFY 2021 (2021-22 SY), data will be reported from the previous school year.</p>

<p>APR INDICATOR</p> <p>3A</p>	<h1 style="text-align: center;">ASSESSMENT PARTICIPATION</h1>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEFINITION</p>	<p>Participation rate for SWDs on statewide assessments, disaggregated by grade level and subject area (ELA grades 4 and 8, math grades 4 and 8, EOC English [English II], EOC math [Algebra I/Integrated Math I]).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DATA SOURCE</p>	<p>Statewide assessment data are compiled and disseminated by the department’s Accountability team and are available once assessment files are finalized. Suppressed district-level data for the last school year in which assessments were administered are available under the “Assessment Files” tab on the TDOE “Data Downloads & Requests” page (filtering for SWDs, grade level, and subject area).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HOW TO REVIEW</p>	<p>Contact the member of your district staff who is responsible for accountability and/or assessment data to retrieve counts or use the publicly available file referenced above. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to filter the assessment files provided by the department. The formula, applied for each grade level and subject area combination, is:</p> $\frac{\text{Count tested SWDs}}{\text{Count enrolled SWDs}}$
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TARGET</p>	<p>Ninety-five (95) percent or more of SWDs participating in statewide assessments.</p>

<p>APR INDICATOR</p> <h1>3B</h1>	<h1>ASSESSMENT PROFICIENCY</h1>
<p>DEFINITION</p>	<p>Proficiency rate for SWDs against grade-level and alternate academic achievement standards, disaggregated by grade level and subject area (ELA grades 4 and 8, math grades 4 and 8, EOC English [English II], EOC math [Algebra I/Integrated Math I]).</p>
<p>DATA SOURCE</p>	<p>Statewide assessment data are compiled and disseminated by the department’s Accountability team and are available once assessment files are finalized. Suppressed district-level data for the last school year in which assessments were administered are available under the “Assessment Files” tab on the TDOE “Data Downloads & Requests” page (filtering for SWDs, grade level, and subject area).</p>
<p>HOW TO REVIEW</p>	<p>Contact the member of your district staff who is responsible for accountability and/or assessment data to retrieve counts or use the publicly available file referenced above. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to filter the assessment files provided by the department. The formula to calculate assessment proficiency rate, applied for each grade level and subject area combination, is:</p> $\frac{\text{Count SWDs Approaching} + \text{Count SWDs Met Expectations} + \text{Count SWDs Exceeded Expectations}}{\text{Count SWDs with Valid Tests}}$ <p>The formula to calculate assessment proficiency rate change, applied for each grade level and subject area combination, is:</p> $\frac{\text{Current Year’s Percent of SWDs Approaching, Met Expectations, or Exceeded Expectations} - \text{Previous Year’s Percent of SWDs Approaching, Met, or Exceeded}}{\text{Previous Year’s Percent of SWDs Approaching, Met, or Exceeded}}$
<p>TARGET</p>	<p>FFY 2021 (2021-22 SY) through FFY 2025 (2025-26 SY): Increase of one percent based on the previous year’s data.</p>
<p>NOTES</p>	<p>If no statewide assessments are available from the previous school year, APR Indicator 3B compares proficiency rates among districts rather than proficiency change. Proficiency change is only used when two consecutive years of assessment data are available.</p>

<p>APR INDICATOR</p> <p>4A</p>	<p>SUSPENSIONS/EXPULSIONS</p>
<p>DEFINITION</p>	<p>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 Individualized Education Programs (IEPs).</p>
<p>DATA SOURCE</p>	<p>Discipline data are entered into a student information system/EIS. Statewide discipline data are compiled and finalized by the department's Data Use team and are available after the Report Card preview window.</p>
<p>HOW TO REVIEW</p>	<p>Contact your district's student information system and/or EIS administrator to obtain a copy of the disciplinary actions entered. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to review your district's discipline data. A separate guidance document that outlines the calculation methodology is available here and in the Annual Performance Report Local Determinations Process Guide.</p>
<p>TARGET</p>	<p>No finding of significant discrepancy (rate ratio <2.0).</p>

APR INDICATOR 4B	<h1 style="text-align: center;">SUSPENSIONS/EXPULSIONS</h1>
DEFINITION	<p>Districts that have 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 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.</p>
DATA SOURCE	<p>Discipline data are entered into a student information system and imported to EIS. Statewide discipline data are compiled and finalized by the department's Data Use team and are available after the Report Card preview window.</p>
HOW TO REVIEW	<p>Contact your district's student information system and/or EIS administrator to obtain a copy of the disciplinary actions that are recorded in EIS. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to review your district's discipline data. A separate guidance document that outlines the calculation methodology is available here and in the Annual Performance Report Local Determinations Process Guide.</p>
TARGET	<p>No finding of significant discrepancy (rate ratio <2.0).</p>

<p>APR INDICATOR</p> <p>5A</p>	<p>EDUCATIONAL ENVIRONMENT (AGES 5 IN KINDERGARTEN THROUGH 21)</p>
<p>DEFINITION</p>	<p>Percent of SWDs served inside the regular class (general education) 80 percent or more of the day.</p>
<p>DATA SOURCE</p>	<p>Data come from the December 1 child count report that is derived from the Table 1 and 3 Report in EasyIEP.</p> <p>Districts' <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> is generated in EDPlan/EasyIEP on <u>December 1</u>. These are the FINAL counts used in the APR Indicator 5A Educational Environment calculation. Any changes made after <u>November 30</u> will not be reflected in districts' <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i>.</p>
<p>HOW TO REVIEW</p>	<p>In EasyIEP, download the <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> for the applicable school year. Percent represents:</p> <p style="text-align: center;">Total number of SWDs served inside the regular class (general education) 80 <u>percent or more of the day</u> Total number of SWDs ages 5(K)-21</p> <p>Please see the Annual Performance Report Local Determinations Process Guide for more information about how to use and interpret this report.</p>
<p>TARGET</p>	<p>FFY 2020 (2020-21 SY): ≥ 72.64 percent FFY 2021 (2021-22 SY): ≥ 73.78 percent FFY 2022 (2022-23 SY): ≥ 74.92 percent FFY 2023 (2023-24 SY): ≥ 76.06 percent FFY 2024 (2024-25 SY): ≥ 77.20 percent FFY 2025 (2025-26 SY): ≥ 78.34 percent</p>
<p>NOTES</p>	<p>The <i>Combined Table 1&3 Dec1 Rpt Details (XLS)</i> can be run at any time. However, the <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> is the report used to calculate Indicator 5A.</p>

<p>APR INDICATOR</p> <p>6A</p>	<p>EDUCATIONAL ENVIRONMENT</p> <p>(AGES 3 THROUGH 5 NOT IN KINDERGARTEN)</p>
<p>DEFINITION</p>	<p>Percent of SWDs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (general education).</p>
<p>DATA SOURCE</p>	<p>Data come from the December 1 child count report that is derived from the Table 1 and 3 Report in EasyIEP.</p> <p>Districts' <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> is generated in EDPlan/EasyIEP on <u>December 1</u>. These are the FINAL counts used in the APR Indicator 5A Educational Environment calculation. Any changes made after <u>November 30</u> will not be reflected in districts' <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i>.</p>
<p>HOW TO REVIEW</p>	<p>In EasyIEP, download the <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> for the applicable school year. Percent represents:</p> <p style="text-align: center;">The sum of SWDs receiving the majority of special education and related services <u>in the regular early childhood program (general education)</u> Total number of SWDs ages 3-5 (Not K)</p> <p>Please see the Annual Performance Report Local Determinations Process Guide for more information about how to use and interpret this report.</p>
<p>TARGET</p>	<p>FFY 2020 (2020-21 SY): ≥ 32.39 percent FFY 2021 (2021-22 SY): ≥ 36.20 percent FFY 2022 (2022-23 SY): ≥ 40.01 percent FFY 2023 (2023-24 SY): ≥ 42.55 percent FFY 2024 (2024-25 SY): ≥ 43.82 percent FFY 2025 (2025-26 SY): ≥ 45.09 percent</p>
<p>NOTES</p>	<p>The <i>Combined Table 1&3 Dec1 Rpt Details (XLS)</i> can be run at any time. However, the <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> is the report used to calculate Indicator 6A.</p>

APR INDICATOR 7A S1	<h1 style="text-align: center;">EARLY CHILDHOOD OUTCOMES</h1>
DEFINITION	<p>Indicator 7A is the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).</p> <p>Summary 1 (S1) is defined as: of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>
DATA SOURCE	<p>The source is entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.</p> <p>The statewide <i>ECO Date Report</i>, which contains ECO data, is pulled on <u>September 1</u>. Any changes made after <u>August 31</u> will not be reflected in the statewide <i>ECO Date Report</i>.</p>
HOW TO REVIEW	<p>Review the <i>ECO Date Report</i> in EasyIEP. More information on the APR Indicator 7A, S1 calculation methodology is available in the Annual Performance Report Local Determinations Process Guide.</p>
TARGET	<p>FFY 2020 (2020-21 SY): ≥ 91.70 percent FFY 2021 (2021-22 SY): ≥ 91.70 percent FFY 2022 (2022-23 SY): ≥ 91.70 percent FFY 2023 (2023-24 SY): ≥ 91.98 percent FFY 2024 (2024-25 SY): ≥ 92.25 percent FFY 2025 (2025-26 SY): ≥ 92.53 percent</p>

<p>APR INDICATOR 7B S1</p>	<h1 style="text-align: center;">EARLY CHILDHOOD OUTCOMES</h1>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEFINITION</p>	<p>Indicator 7B is the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (early language communication and early literacy).</p> <p>Summary 1 (S1) is defined as: of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DATA SOURCE</p>	<p>The source is entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.</p> <p>The statewide <i>ECO Date Report</i>, which contains ECO data, is pulled on <u>September 1</u>. Any changes made after <u>August 31</u> will not be reflected in the statewide <i>ECO Date Report</i>.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HOW TO REVIEW</p>	<p>Review the <i>ECO Date Report</i> in EasyIEP. More information on the APR Indicator 7B, S1 calculation methodology is available in the Annual Performance Report Local Determinations Process Guide.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TARGET</p>	<p>FFY 2020 (2020-21 SY): ≥ 89.74 percent FFY 2021 (2021-22 SY): ≥ 89.98 percent FFY 2022 (2022-23 SY): ≥ 90.22 percent FFY 2023 (2023-24 SY): ≥ 90.46 percent FFY 2024 (2024-25 SY): ≥ 90.70 percent FFY 2025 (2025-26 SY): ≥ 90.94 percent</p>

<p>APR INDICATOR 7C S1</p>	<h1>EARLY CHILDHOOD OUTCOMES</h1>
<p>DEFINITION</p>	<p>Indicator 7C is the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.</p> <p>Summary 1 (S1) is defined as: of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>
<p>DATA SOURCE</p>	<p>The source is entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.</p> <p>The statewide <i>ECO Date Report</i>, which contains ECO data, is pulled on <u>September 1</u>. Any changes made after <u>August 31</u> will not be reflected in the statewide <i>ECO Date Report</i>.</p>
<p>HOW TO REVIEW</p>	<p>Review the <i>ECO Date Report</i> in EasyIEP. More information on the APR Indicator 7C, S1 calculation methodology is available in the Annual Performance Report Local Determinations Process Guide.</p>
<p>TARGET</p>	<p>FFY 2020 (2020-21 SY): ≥ 92.60 percent FFY 2021 (2021-22 SY): ≥ 92.60 percent FFY 2022 (2022-23 SY): ≥ 92.60 percent FFY 2023 (2023-24 SY): ≥ 92.60 percent FFY 2024 (2024-25 SY): ≥ 92.60 percent FFY 2025 (2025-26 SY): ≥ 92.81 percent</p>

APR INDICATOR 8	<h1>PARENT INVOLVEMENT</h1>
DEFINITION	<p>Percent of parents of SWDs who report that schools facilitated parent involvement as a means to improve services and results for SWDs.</p>
DATA SOURCE	<p>Data are gathered from the APR Indicator 8 parent survey administered by the department. The parent survey is administered annually between February 15 and May 15.</p>
HOW TO REVIEW	<p>The department will upload your district’s parent survey results to ePlan with notification of APR local determinations. Percent represents:</p> <p style="text-align: center;"> Total number of parents who responded that <u>they agreed or strongly agreed with Question 1</u> Total number of parents who responded to Question 1 </p>
TARGET	<p>FFY 2020 (2020-21 SY): ≥ 83.35 percent FFY 2021 (2021-22 SY): ≥ 89.30 percent FFY 2022 (2022-23 SY): ≥ 90.04 percent FFY 2023 (2023-24 SY): ≥ 90.78 percent FFY 2024 (2024-25 SY): ≥ 91.52 percent FFY 2025 (2025-26 SY): ≥ 92.26 percent</p>
NOTES	<p>Districts with less than 50,000 total students are required to distribute the parent surveys on a four-year cycle. Districts exceeding 50,000 total students are required to distribute the parent surveys annually. Districts are notified of parent survey participation in December of the school year in which they are required to participate. Parent surveys are sent to districts in January and must be distributed by February 15.</p>

<p>APR INDICATOR</p> <p>9</p>	<h1 style="text-align: center;">DISPROPORTIONATE REPRESENTATION</h1>
<p>DEFINITION</p>	<p>Districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p>
<p>DATA SOURCE</p>	<p>Data come from the December 1 child count report that is derived from Table 1 and 3 Report in EasyIEP and the membership file derived from the October 1 federal student count report. The membership file is available on the TDOE "Data Downloads & Requests" page under the "Membership File" tab (filter for grades K-12).</p> <p>Districts' FINAL Combined Table 1&3 Dec1 Rpt Details (XLS) is generated in EDPlan/EasyIEP on December 1. These are the FINAL counts used in the APR Indicator 9 calculation. Any changes made after November 30 will not be reflected in districts' FINAL Combined Table 1&3 Dec1 Rpt Details (XLS). The October 1 federal student count report is pulled and finalized by the Data Use team and includes data in EIS on October 1.</p>
<p>HOW TO REVIEW</p>	<p>To obtain the total count of SWDs ages 5(K)-21 by race/ethnicity, download the <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> in EasyIEP for the applicable school year. The count of your total student population by race/ethnicity is available from the membership file for the applicable school year. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to use and interpret both reports.</p> <p>A separate guidance document that outlines the calculation methodology is available here and in the Annual Performance Report Local Determinations Process Guide.</p>
<p>TARGET</p>	<p>No finding of disproportionate representation (relative risk ratio <3.0 and weighted risk ratio <3.0).</p>

<p>APR INDICATOR</p> <p>10</p>	<h1 style="text-align: center;">DISPROPORTIONATE REPRESENTATION</h1>
<p>DEFINITION</p>	<p>Districts with disproportionate representation of racial and ethnic groups in specific disability categories (autism, emotional disturbance, intellectual disability, other health impairment, speech or language impairment, and specific learning disability) that is the result of inappropriate identification.</p>
<p>DATA SOURCE</p>	<p>Data come from the December 1 child count report that is derived from the Table 1 and 3 Report in EasyIEP and the membership file derived from the October 1 federal student count report. The membership file is available on the TDOE "Data Downloads & Requests" page under the "Membership File" tab (filter for grades K-12).</p> <p>Districts' <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> is generated in EDPlan/EasyIEP on <u>December 1</u>. These are the FINAL counts used in the APR Indicator 9 calculation. Any changes made after <u>November 30</u> will not be reflected in districts' <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i>. The October 1 federal student count report is pulled and finalized by the Data Use team and includes data in EIS on October 1.</p>
<p>HOW TO REVIEW</p>	<p>To obtain the total count of SWDs ages 5(K)-21 by race/ethnicity and disability category, download the <i>FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)</i> in EasyIEP for the applicable school year. The count of your total student population by race/ethnicity is available from the membership file for the applicable school year. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to use and interpret both reports.</p> <p>A separate guidance document that outlines the calculation methodology is available here and in the Annual Performance Report Local Determinations Process Guide.</p>
<p>TARGET</p>	<p>No finding of disproportionate representation (relative risk ratio <3.0 and weighted risk ratio <3.0).</p>

APR INDICATOR 11	<h1 style="text-align: center;">CHILD FIND</h1>
DEFINITION	<p>Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or within a state established timeframe if the state has one in place.</p>
DATA SOURCE	<p>Data are pulled from the <i>Initial Elig (60 Day) Report (XLS)</i> in EasyIEP.</p> <p>Districts' FINAL Initial Elig (60 Day) Report (XLS) is generated in EDPlan/EasyIEP on September 1. These are the FINAL counts used in the APR Indicator 11 calculation. Any changes made after August 31 will not be reflected in districts' FINAL Initial Elig (60 Day) Report (XLS).</p>
HOW TO REVIEW	<p>Run the <i>Initial Elig (60 Day) Report (XLS)</i> and generate a report with the dates of July 1 to June 30 of the applicable school year. Select the option that says "Only show students with Initial Consent for Eligibility Determination Dates within the above date range". Also, select the box to exclude students with an out-of-state transfer. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to use and interpret the report.</p>
TARGET	<p>One hundred (100) percent compliance.</p>
NOTES	<p>The <i>Initial Elig (60 Day) Report (XLS)</i> can be run at any time. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to identify students who are out of compliance and still have open evaluations.</p>

APR INDICATOR 12	<h1>PART C TO B TRANSITION</h1>
DEFINITION	<p>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.</p>
DATA SOURCE	<p>Data are pulled from the Tennessee Early Intervention Data System (TEIDS) by September 1 and include all students turning three between July 1 and June 30 of the applicable school year. TEIDS data are merged with the statewide <i>Initial Elig (60 Day) Report (XLS)</i> and the <i>FINAL Exited Student Report Table 4 (PDF) New 09</i>. Districts must have data for the eligibility and exit reports updated in EDPlan/EasyIEP by August 31.</p>
HOW TO REVIEW	<p>Keep a spreadsheet of all children coming from the Tennessee Early Intervention System (TEIS) who are turning three between July 1 and June 30 of the applicable school year. Please see the Annual Performance Report Local Determinations Process Guide for more information on how to determine compliance status of these children.</p>
TARGET	<p>One hundred (100) percent compliance.</p>

APR INDICATOR 13	SECONDARY TRANSITION WITH IEP GOALS
DEFINITION	<p>Percent of youth aged 16 and above with IEPs in place that have appropriate, measurable postsecondary goals which are annually updated and based on transition assessment and transition services, including course of study that reasonably enables the student to meet postsecondary and annual IEP goals related to transition services needs, as well as evidence that the student and (if appropriate) a representative of any participating agency were invited to the IEP team meeting where transition was discussed with prior consent of the parent or student who has reached majority age.</p>
DATA SOURCE	<p>Results from the <i>IEP Monitoring Results Report</i> distributed by the Division of Federal Programs and Oversight for SWDs ages 16 or older. The statewide compliance results report is pulled on <u>September 1</u>.</p>
HOW TO REVIEW	<p>Monitor the transition page in EasyIEP to ensure the appropriate information is entered for all SWDs ages 16 or older during the life of the current IEP.</p>
TARGET	<p>One hundred (100) percent compliance.</p>

APR INDICATOR 14A	POST-SCHOOL OUTCOMES
DEFINITION	<p>Percent 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.</p>
DATA SOURCE	<p>Data are gathered from the APR Indicator 14 student surveys completed by districts.</p>
HOW TO REVIEW	<p>The department will upload your district’s post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education divided by the total number of respondents. Please see the Annual Performance Report Local Determinations Process Guide for more information on how students are categorized and how to interpret the results.</p>
TARGET	<p>FFY 2020 (2020-21 SY): ≥ 26.34 percent FFY 2021 (2021-22 SY): ≥ 26.93 percent FFY 2022 (2022-23 SY): ≥ 27.52 percent FFY 2023 (2023-24 SY): ≥ 28.11 percent FFY 2024 (2024-25 SY): ≥ 28.70 percent FFY 2025 (2025-26 SY): ≥ 29.29 percent</p>
NOTES	<p>Districts with less than 50,000 total students are required to conduct the post-school outcomes survey on a four-year cycle. Districts with less than 50,000 total students are required to conduct the post-school outcomes survey annually.</p>

APR INDICATOR 14B	POST-SCHOOL OUTCOMES
DEFINITION	<p>Percent 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.</p>
DATA SOURCE	<p>Data are gathered from the APR Indicator 14 student surveys completed by districts.</p>
HOW TO REVIEW	<p>The department will upload your district’s post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education or competitively employed divided by the total number of respondents. Please see the Annual Performance Report Local Determinations Process Guide for more information on how students are categorized and how to interpret the results.</p>
TARGET	<p>FFY 2020 (2020-21 SY): ≥ 63.12 percent FFY 2021 (2021-22 SY): ≥ 63.69 percent FFY 2022 (2022-23 SY): ≥ 64.26 percent FFY 2023 (2023-24 SY): ≥ 64.83 percent FFY 2024 (2024-25 SY): ≥ 65.40 percent FFY 2025 (2025-26 SY): ≥ 65.97 percent</p>
NOTES	<p>Districts with less than 50,000 total students are required to conduct the post-school outcomes survey on a four-year cycle. Districts with less than 50,000 total students are required to conduct the post-school outcomes survey annually.</p>

APR INDICATOR 14C	POST-SCHOOL OUTCOMES
DEFINITION	<p>Percent 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 within one year of leaving high school.</p>
DATA SOURCE	<p>Data are gathered from the APR Indicator 14 student surveys completed by districts.</p>
HOW TO REVIEW	<p>The department will upload your LEA's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education or in some other postsecondary education or training program; or competitively employed; or in some other employment divided by the total number of respondents. Please see the Annual Performance Report Local Determinations Process Guide for more information on how students are categorized and how to interpret the results.</p>
TARGET	<p>FFY 2020 (2020-21 SY): ≥ 74.78 percent FFY 2021 (2021-22 SY): ≥ 75.31 percent FFY 2022 (2022-23 SY): ≥ 75.84 percent FFY 2023 (2023-24 SY): ≥ 76.37 percent FFY 2024 (2024-25 SY): ≥ 76.90 percent FFY 2025 (2025-26 SY): ≥ 77.43 percent</p>
NOTES	<p>Districts with less than 50,000 total students are required to conduct the post-school outcomes survey on a four-year cycle. Districts with less than 50,000 total students are required to conduct the post-school outcomes survey annually.</p>