

Tennessee

2016 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
77.08	Needs Assistance

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	17	70.83
Compliance	18	15	83.33

2016 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	91.01	2
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	88.48	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	26	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	84	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	35	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	80	1

Math Assessment Elements

Math Assessment Elements	Performance (%)	Score
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	90.58	2
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	88.2	1
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	53	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	90	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	24	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	88	1

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	10	2
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma ¹	76	1

¹ For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2016: Part B."

2016 Part B Compliance Matrix

Part B Compliance Indicator²	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2013	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	2.76	Yes	2
Indicator 11: Timely initial evaluation	94.81	Yes	2
Indicator 12: IEP developed and implemented by third birthday	97.53	Yes	2
Indicator 13: Secondary transition	73.68	N/A	0
Timely and Accurate State-Reported Data	93.18		1
Timely State Complaint Decisions	100		2
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Special Conditions	None		
Uncorrected identified noncompliance	None		

¹ Graduated with a regular high school diploma as defined under the *IDEA* Section 618 State-reported data: These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR §300.102(a)(3)(iv), “the term regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or general educational development credential (GED).”

² The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at: <https://osep.grads360.org/#communities/pdc/documents/4603>