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## **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.)*

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.**

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

<p><b>Measurement:</b> States must report using the graduation rate calculation and timeline established by the Department under the ESEA.</p>
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#### 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.

**REVISION FOR FFY10:** The data used to measure indicator 1 are based on data the State is required to report to the Department under Title I of the Elementary and Secondary Education Act (ESEA) as part of its Consolidated State Performance Report (CSPR) Section 1.8.1. Data used to measure this indicator match data submitted in Section 1.8.1 of Part I of Tennessee's 2010-11 CSPR for the subgroup of Children with Disabilities (IDEA) submitted in December, 2011. The graduation rate was calculated using an adjusted cohort method.

NOTE: This data will be used again in FFY11 and until further notice to change.

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.

**REVISION to the SPP for FFY 2011 due to new baseline data: (submitted in the FFY 2012 reporting period)**

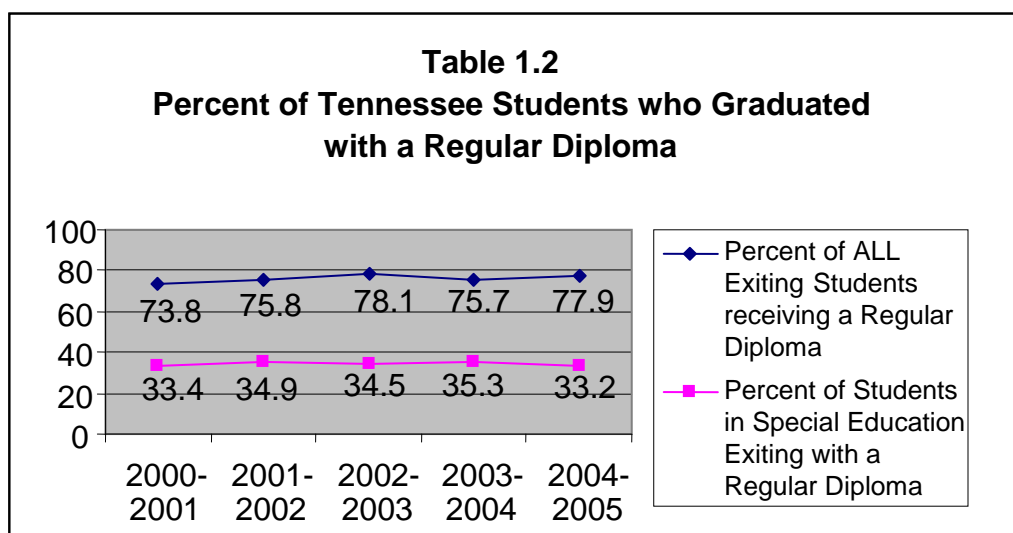
**Data reported for this period are considered baseline date. The ESEA graduation rate target of 90% was not met and TDOE’s target of an increase of 1.5% per year was not achieved. Baseline data for FFY 2011 reveals a 67.4% graduation rate of students with disabilities whereas in FFY 2010, the percentage was 85.2%. This represents slippage of 17.8 percentage points. Slippage is attributed to the use of a National Governor’s Association (NGA) adjusted cohort graduation rate. For FFY 2010, TDOE was granted approval to adjust NCLB Workbook procedures to define the graduation rate as 5 years plus any summer school terms including the summer school term after 12<sup>th</sup> grade for students with disabilities, students with limited English proficiency and students attending middle college high schools. In FFY 2011, the rate was again calculated based on 4 years and a summer resulting in a reduced graduation rate for that reporting period vs. the FFY 2010 reporting period.**

**Baseline Data for FFY 2004 (2004-2005):**

**Table 1.1**

<b>Percent of Tennessee Students who Graduated with a Regular Diploma</b>					
	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.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	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.
<b>2006 (2006-2007)</b>	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.
<b>2007 (2007-2008)</b>	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.
<b>2008 (2008-2009)</b>	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.
<b>2009 (2009-2010)</b>	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.

<b>2010 (2010-2011)</b>	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.
<b>2011 (2011-2012)</b>	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.
<b>2012 (2012-2013)</b>	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:**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
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<p>In an effort to improve graduation rates in the future, TDOE Transition staff will complete a review of the graduation rate/dropout prevention improvement activities chosen by each of the other states and territories in the United States. The most widely used practices will be shared with LEA Special Education Supervisors.</p>	<p>November, 2013</p>	<p>TDOE Transition Staff</p>
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### 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.

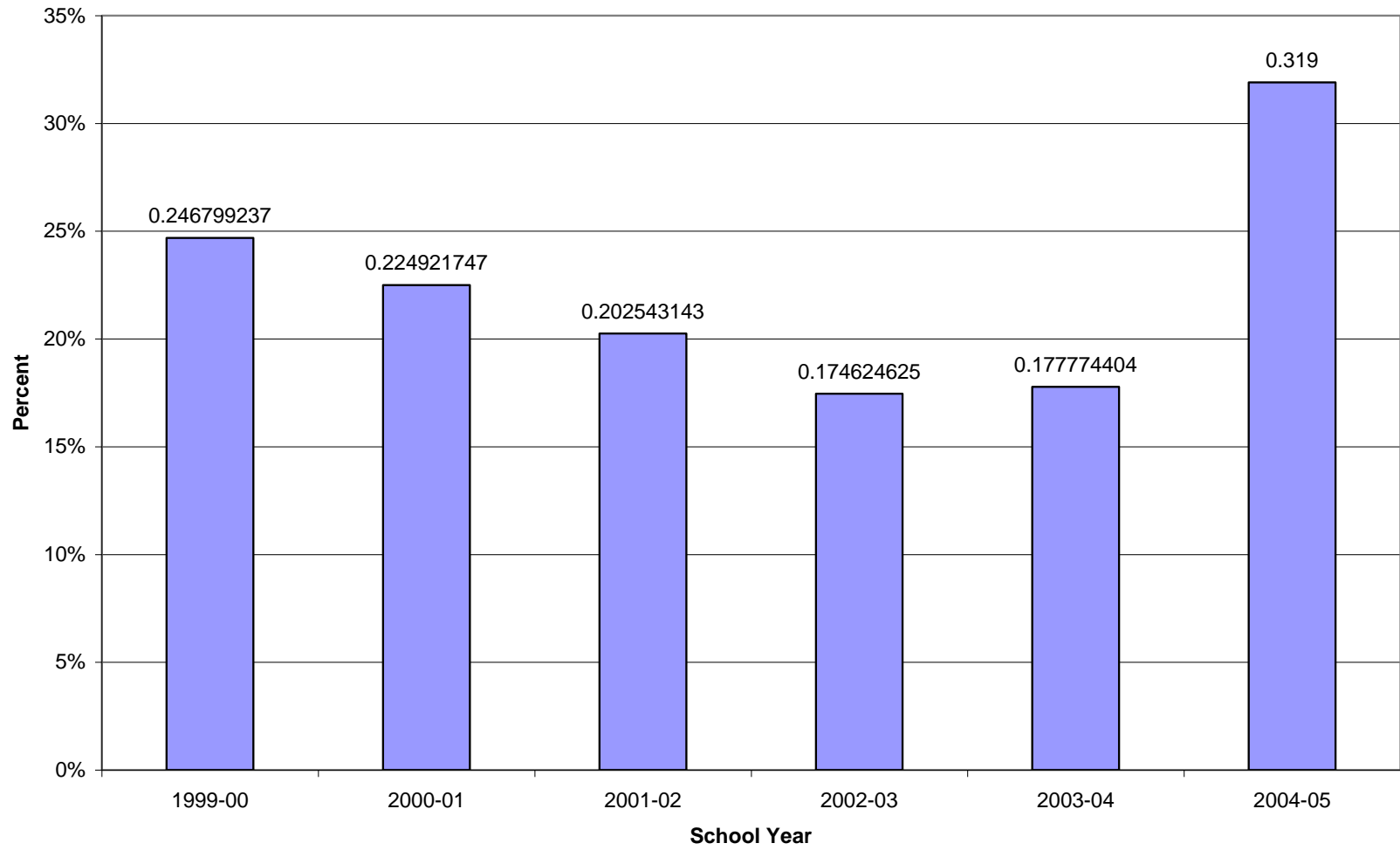
Tennessee calculates drop-out rates by event rate and cohort rate. Tennessee defines the event rate as the number of students in grades nine through twelve who drop out of school during a given year divided by the net enrollment in grades nine through twelve for the same year. The cohort rate is the 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**

**Percent of Tennessee Students with Disabilities Age 14 and Older Dropping Out**



**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
<b>2005</b> (2005-2006)	Reduce the drop-out rate for students with disabilities by 1.5%.
<b>2006</b> (2006-2007)	Reduce the drop-out rate for students with disabilities by 1.5%.
<b>2007</b> (2007-2008)	Reduce the drop-out rate for students with disabilities by 1.5%.
<b>2008</b> (2008-2009)	Reduce the drop-out rate for students with disabilities by 1.5%.
<b>2009</b> (2009-2010)	Reduce the drop-out rate for students with disabilities by 1.5%.
<b>2010</b> (2010-2011)	Reduce the drop-out rate for students with disabilities by 1.5%.
<b>2011</b> (2011-2012)	Reduce the drop-out rate for students with disabilities by 1.5%
<b>2012</b> (2011-2012)	Reduce the drop-out rate for students with disabilities by 1.5%

**Improvement Activities/Timelines/Resources:**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012**

Activities	Timeline	Resources
<p>TDOE will invite each of the 10 LEAs with commendable graduation and dropout rates from FFY 2009-10 to present their practices to their peers at the Annual Special Education Conference.</p>	<p>March, 2013</p>	<p>TDOE Transition Staff LEA Staff</p>
<p>TDOE Transition staff will complete a review of grad rate/dropout prevention improvement activities chosen by each of the states and territories in the United States. A grid will be developed which shows the most widely used practices and will be shared with LEA SPED Supervisors.</p>	<p>November, 2013</p>	<p>TDOE Transition Staff</p>

**Part B State Performance Plan (SPP) for 2005-2013****FFY2011 revisions in red****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.)*

<b>Monitoring Priority: FAPE in the LRE</b>
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**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:****(OSEP measurement criteria detail for FFY2005 Performance Report)**

- A. Percent =  $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$ .
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent =  $[(b) \div (a)] \times 100$ );
  - c. # of children with IEPs in regular assessment with accommodations (percent =  $[(c) \div (a)] \times 100$ );
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $[(d) \div (a)] \times 100$ ); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $[(e) \div (a)] \times 100$ ).

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

Overall Percent =  $[(b + c + d + e) \div (a)]$ .

- 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)].**

**Measurement:**

A. AMO percent = [(# of districts with a disability subgroup that meets the State’s minimum “N” size that meet the State’s AMO 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 scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for full academic year and those not enrolled for a full academic year.

**Overview of Issue/Description of System or Process:**

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.

<b>TCAP Assessment</b>	<b>Grade Level(s)</b>	<b>Administration Time Frame</b>
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
	High School – upon	Three times per year – December,

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	completion of corresponding course or, for special education students, instruction in the subject area.	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	$6675 + 500 = 7175$
<b>Total Reading</b>	<b>34006</b>

##### **Math**

Grade	Number of Students with IEPs
3	8370
5	8724
8	9737
First-Time Test Takers: Gateway Algebra I + Grade 9 TCAP-Alt Mathematics	$5820 + 484 = 6304$
<b>Total Math</b>	<b>33135</b>

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 Assessment	Total Students with IEPs	Total Percent Participation
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%
<b>Total Math</b>	<b>13273</b>	<b>16537</b>	<b>1747</b>	<b>33135</b>	<b>95.2%</b>

## 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
<b>Total Reading</b>	<b>33506</b>

**Math**

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

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
<p align="center"><b>2005 (2005-2006)</b></p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 63.6%.</p> <p>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.</p> <p>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%.</p> <p>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%.</p>
<p align="center"><b>2006 (2006-2007)</b></p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 67.3%.</p> <p>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.</p> <p>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%.</p> <p>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%.</p>
<p align="center"><b>2007 (2007-2008)</b></p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 70.5%.</p> <p>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.</p> <p>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%.</p> <p>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%.</p>

<p><b>2008 (2008-2009)</b></p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 73.0%.</p> <p>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.</p> <p>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%.</p>
<p><b>2009 (2009-2010)</b></p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 75.7%.</p> <p>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.</p> <p>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%.</p> <p>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%.</p>
<p><b>2010 (2010-2011)</b></p>	<p>A. The percent of school districts meeting Tennessee’s objectives for AYP will increase to 78.1%.</p> <p>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.</p> <p>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%.</p> <p>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%.</p>



<p><b>2011 (2011-2012)</b></p>	<p>A. The percent of school districts meeting students with disabilities (SWD) gap closure using Tennessee’s Annual Measurable Objectives (AMO) will increase by 6.25% per year.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; Regular assessment with accommodations; Alternate assessment against alternate achievement standards and Alternate assessments against alternate standards will continue to meet 95% participation in Reading and Mathematics.</p> <p>C. Average growth of at least a 3-5% increase in the percent of children with IEPs scoring “proficient/advanced” against grade level, modified, and alternate achievement standards on statewide reading and mathematics assessments.</p> <p>NOTE: Revisions based on Flexibility Waiver</p>
<p><b>2012 (2012-2013)</b></p>	<p>A. The percent of school districts meeting students with disabilities (SWD) gap closure using Tennessee’s Annual Measurable Objectives (AMO) will increase by 6.25% per year.</p> <p>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.</p> <p>C. Average growth of at least a 3-5% increase in the percent of children with IEPs scoring “proficient/advanced” against grade level, modified, and alternate achievement standards on statewide reading and mathematics assessments</p>

**Improvement Activities/Timelines/Resources:**

Activity	Timeline	Resources
<p>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.</p>	<p>Yearly</p>	<p>SDOE – Evaluation, Assessment and Research, Division of Accountability, State Report Card located at <a href="http://www.k-12.state.tn.us/rptcrd04/">http://www.k-12.state.tn.us/rptcrd04/</a></p>
<p>TCAP Accommodations Training – specific focus on definitions of accommodations and appropriate use.</p> <p>a. Regional Training</p>	<p>Yearly for all</p> <p>a) September/October</p> <p>b) August/</p>	<p>a), b) and c):</p> <p>SDOE</p> <p>LEAs</p>

<p>b. Posting of Manuals and Training Modules on the Web</p> <p>c. Conference Calls related to SPED and Assessment Issues</p>	<p>September</p> <p>c) Quarterly/ as needed</p>	<p>TCAP Accommodations Instructions,</p> <p>TCAP Accommodations Addendum</p> <p><a href="http://www.state.tn.us/education/speced/seassessment.php">http://www.state.tn.us/education/speced/seassessment.php</a></p>
<p>Provide Training regarding Differentiated Instruction</p>	<p>Yearly</p>	<p>SDOE</p> <p>LEAs</p>
<p>Provide Training regarding RTI – systematic instruction to determine need for special education services vs. need for better programming.</p>	<p>Begin Spring, 2006</p>	<p>SDOE – Division of Special Education</p> <p>IRIS Center, Vanderbilt University</p> <p>Drs. Doug and Lynn Fuchs</p> <p>LEAs</p>
<p>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</p>	<p>Yearly</p>	<p>SDOE – Division of Special Education; Evaluation, Assessment and Research; Division of Accountability</p>
<p>Increase efforts to share effective programming strategies for increased proficiency rates on TCAP assessments.</p> <p>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.</p> <p>b. Share information gained from research throughout State through regional trainings and training modules posted on Web.</p>	<p>Yearly</p> <p>a) Begin Fall, 2006</p> <p>b) Spring, 2007</p>	<p>SDOE – Division of Special Education; Evaluation, Assessment and Research; Division of Accountability</p> <p>a) SDOE – Division of Special Education; Evaluation, Assessment and Research; Division of Accountability</p> <p>b) SDOE – Division of Special Education; SDOE website</p>
<p>Alternate Assessment Training including education regarding NCLB and IDEIA testing requirements</p> <p>a. Regional Training</p> <p>b. Update and posting of manuals and training modules on the Web</p>	<p>Yearly</p> <p>a) September/ October</p> <p>b) August/ September</p>	<p>Web address: <a href="http://www.state.tn.us/education/speced/seassessment/">www.state.tn.us/education/speced/seassessment/</a></p> <p>a) SDOE – Division of Special Education</p> <p>TCAP-Alt Advisory Committee</p> <p>b) SDOE – Division of Special Education; Division of Evaluation, Assessment and Research</p>

<p>c. TCAP-Alt Conference Calls for LEAs</p>	<p>c) Quarterly/ as needed</p>	<p>TCAP-Alt Advisory Committee c) SDOE – Division of Special Education TCAP-Alt Advisory Committee</p>
<p>Addition of two new assessments to the TCAP Alternate Assessment Program:</p> <p>a. Development of alternate assessment based on modified achievement standards for students with persistent academic disabilities.</p> <p>b. Development of alternate assessment based on alternate achievement standards for students with significant cognitive disabilities.</p>	<p>a) and b): Development of RFP – November through January 2006  Operational assessment – April, 2007</p>	<p>a) and b): 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</p>

**Revisions, with justification, to Targets/Improvement Activities/Timelines/Resources for FFY2012:**

<b>Activities</b>	<b>Timeline</b>	<b>Resources</b>
<p>TDOE is providing numerous opportunities for LEAs and all students in order to enable students to make achievement gains as indicated below:</p> <p>a. Select core coaches to serve as peer leaders in the implementation of Common Core State Standards (CCSS)</p> <p>b. Pilot implementation of CCSS for English/Language Arts (grades 3-12) in selected districts and Math “focus” standards (grades 3-8) for all districts, in preparation</p> <p>c. for full implementation in ‘13-‘14.</p> <p>d. Provide ongoing online courses, model units, and lesson plan sharing</p>	<p>2012-13</p>	<p>TDOE Staff LEA Staff</p>

### 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. An 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 cell 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%
BLEDSON 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%
HAMBLÉN 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%
<b>GRAND TOTAL</b>	<b>515</b>	<b>139272</b>	<b>0.37%</b>

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