Annual Performance Report

Local Determinations Process Guide

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State Determinations Process

State Performance Plan (SPP)

Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to annually develop a SPP evaluating the state's implementation of special education. *See* 20 U.S.C. § 1416(b). 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 the results-based indicators are collaboratively set by the department and stakeholder groups, including the Governor's Advisory Council for the Education of Students with Disabilities. The targets for the compliance-based indicators are set by the federal government and cannot be adjusted.

Statewide Annual Performance Report (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, if necessary. 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.

The Office of Special Education Programs (OSEP) uses information from the SPP/APR and other sources to annually determine if the state:

- meets requirements and purposes of the IDEA;
- needs assistance in implementing the requirements of Part B of the IDEA;
- needs intervention in implementing the requirements of Part B of the IDEA; or
- needs substantial intervention in implementing the requirements of Part B of the IDEA.

State Indicator List and Descriptions

The SPP/APR includes 17 indicators, which collectively measure child and family results, compliance with the requirements of IDEA, and effective implementation of the State Systemic Improvement Plan (SSIP). The indicators fall into three priority areas:

- Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
- Disproportionate Representation
- Effective General Supervision

The table below defines the 17 indicators that are reviewed by OSEP in making a state-level determination[1]:

FAPE in the LRE
Indicator 1: Graduation Rate
Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma
Indicator 2: Dropout Rate
Percent of youth with IEPs dropping out of high school
Indicator 3: Statewide Assessments
Participation and performance of children with IEPs on statewide assessments: A.   Participation rate for children with IEPs

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[1]The content of this table was adapted from OSEP's *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table* for FFY 2021, available here: https://sites.ed.gov/idea/files/2023_Part-B_SPP-APR_Measurement_Table.pdf

B. Proficiency rate for children with IEPs against grade level academic achievement standards
C. Proficiency rate for children with IEPs against alternate academic achievement standards
D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

Indicator 4: Suspensions/Expulsions

Rates of suspension and expulsion:
A. Percent of local educational agencies (LEAs) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs
B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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

Indicator 5: Educational Environments (Ages 5 in Kindergarten Through 21)

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:
A. Inside the regular class 80% or more of the day
B. Inside the regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements

Indicator 6: Educational Environments (Ages 3 Through 5 Not in Kindergarten)

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
B. Separate special education class, separate school or residential facility
C. Receiving special education and related services in the home

Indicator 7: Early Childhood Outcomes

Percent of preschool children aged 3 through 5 with IEPs who demonstrate:
A. Positive social-emotional skills (including social relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs

Indicator 8: Parent Involvement

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

Disproportionate Representation

Indicator 9: Disproportionate Representation in Special Education

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

Indicator 10: Disproportionate Representation in Specific Disability Categories

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

Effective General Supervision

Indicator 11: Child Find

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

Indicator 12: Part C to B Transition

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

Indicator 13: Secondary Transition with IEP Goals

Percent of youth with IEPs aged 16 and above with an IEP that includes:
- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals
- Annual IEP goals related to the student's transition services needs
- Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed
- Evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority

Indicator 14: Post-school Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
- A. Enrolled in higher education within one year of leaving high school
- B. Enrolled in higher education or competitively employed within one year of leaving high school
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

Indicator 15: Resolution Sessions

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

Indicator 16: Mediation

Percent of mediations held that resulted in mediation agreements

Indicator 17: State Systemic Improvement Plan (SSIP)

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Local Determinations Process

As required by the IDEA, 34 C.F.R. § 300.600, states must also monitor the implementation of the 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 14 of the 17 APR indicators. This holistic method of measuring performance gives the department a complete view of the IDEA Part B implementation for each LEA. The following Indicators are included as part of the local determinations process:

FAPE in the LRE	Disproportionate Representation	General Supervision
• Indicator 1: Graduation Rate • Indicator 2: Dropout Rate • Indicator 3 (A and B): Statewide Assessments • Indicator 4 (A and B): Suspensions/Expulsions • Indicator 5 (A only): Educational Environment (Ages 5 in Kindergarten Through 21)	• Indicator 9: Disproportionate Representation in Special Education • Indicator 10: Disproportionate Representation in Specific Disability Categories	• Indicator 11: Child Find • Indicator 12: Part C to B Transition • Indicator 13: Secondary Transition with IEP Goals • Indicator 14 (A, B, and C): Post-school Outcomes

FAPE in the LRE	Disproportionate Representation	General Supervision
• Indicator 6 (A only): Educational Environment (Ages 3 Through 5 Not in Kindergarten) • Indicators 7 (A,B, and C): Early Childhood Outcomes • Indicator 8: Parent Involvement		

Calculations

Scores that represent LEA performance are assigned to all relevant indicators, typically on a scale of one to five. These raw scores are then converted to weighted scores based on two factors:

1. If a LEA has positive year-to-year change within a specific indicator, those points are incorporated into the weighted score by adding the raw score to the year-to-year change score and dividing the sum by two.

   Example:
   Indicator 1: Graduation Rate performance score=3
   Indicator 1: Graduation Rate year-to-year change score=4

   Indicator 1: Graduation Rate preliminary weighted score=$\frac{3+4}{2}$=3.5

2. Priority areas/indicators have been established based on state strategies and goals, with a weighting system in place that emphasizes relevant indicators. The established weight is the amount of value that is placed on each indicator.

   Example:
   Indicator 1: Graduation Rate has a weight of "times 3" (x 3), meaning it is worth three times its original value once the weight is applied.

   Indicator 1: Graduation Rate preliminary weighted score=3.5
   Indicator 1: Graduation Rate weight=3

   Indicator 1: Graduation Rate preliminary weighted score=3.5x3=10.5

The chart below outlines the subindicator and total indicator weights for each indicator:

Indicator	Subindicator Weight	Total Indicator Weight
Indicator 1: Graduation Rate	N/A	x2
Indicator 2: Dropout Rate	N/A	x2
Indicator 3 (A and B): Statewide Assessments	A: x0.25 B: x0.75	x4
Indicator 4 (A and B): Suspensions/Expulsions	A: x0.5 B: x0.5	x1
Indicator 5 (A only): Educational Environment (Ages 5 in Kindergarten Through 21)	A: x3	x3

Indicator	Subindicator Weight	Total Indicator Weight
Indicator 6 (A only): Educational Environment (Ages 3 Through 5 Not in Kindergarten)	A: x3	x3
Indicators 7 (A,B, and C): Early Childhood Outcomes	A: x0.333 B: x0.333 C: x0.333	x1
Indicator 8: Parent Involvement	N/A	x0.5
Indicator 9: Disproportionate Representation in Special Education	N/A	x0.5
Indicator 10: Disproportionate Representation in Specific Disability Categories	N/A	x0.5
Indicator 11: Child Find	N/A	x1
Indicator 12: Part C to Part B Transition	N/A	X1
Indicator 14 (A, B, and C): Post-school Outcomes	A: x0.5 B: x0.5 C: x1	x2

Districts earn a final score (as a percentage) that represents the total weighted score divided by the total possible weighted points (i.e., total max score). Cut scores are set on the final score to make determinations in one of the following categories:

- **Meets Requirements:** at least 70 percent of possible determination points
- **Needs Assistance:** 60-69 percent of possible determination points
- **Needs Intervention:** less than 60 percent of possible determination points or meets the Needs Assistance designation for the third consecutive year
- **Needs Substantial Intervention:** meets the Needs Intervention designation for the third consecutive year

Targets

Districts are expected to meet targets associated with each APR local determinations indicator. In most cases, these targets align with the OSEP-approved targets included on Tennessee's statewide APR. The local determinations targets for Federal Fiscal Year (FFY) 2020 through FFY 2025 are available in the table below.

Indicator	FFY 2020 (2020-21)	FFY 2021 (2021-22)	FFY 2022 (2022-23)	FFY 2023 (2023-24)	FFY 2024 (2024-25)	FFY 2025 (2025-26)
Indicator 1: Graduation Rate	≥78.72%	≥79.25%	≥79.78%	≥80.83%	≥81.88%	≥82.93%
Indicator 2: Dropout Rate	≤7.84%	≤7.45%	≤7.06%	≤6.28%	≤5.50%	≤4.72%
Indicator 3A: Assessment Participation	≥95.00%	≥95.00%	≥95.00%	≥95.00%	≥95.00%	≥95.00%
Indicator 3B: Assessment Proficiency (Target percentage is based upon LEA's previous data)	+1% annually	+1% annually	+1% annually	+1% annually	+1% annually	+1% annually
Indicator 4A: Suspensions/Expulsions	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)

Indicator	FFY 2020 (2020-21)	FFY 2021 (2021-22)	FFY 2022 (2022-23)	FFY 2023 (2023-24)	FFY 2024 (2024-25)	FFY 2025 (2025-26)
Indicator 4B: Suspensions/Expulsions	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)	No finding (rate ratio <2.0)
Indicator 5A: Educational Environment (Ages 5 in Kindergarten Through 21)	≥72.64%	≥73.78%	≥74.92%	≥76.06%	≥77.20%	≥78.34%
Indicator 6A: Educational Environment (Ages 3 Through 5 Not in Kindergarten)	≥32.39%	≥36.20%	≥40.01%	≥42.55%	≥43.82%	≥45.09%
Indicator 7A, S1: Early Childhood Outcomes	≥91.70%	≥91.70%	≥91.70%	≥91.98%	≥92.25%	≥92.53%
Indicator 7B, S1: Early Childhood Outcomes	≥89.74%	≥89.98%	≥90.22%	≥90.46%	≥90.70%	≥90.94%
Indicator 7C, S1: Early Childhood Outcomes	≥92.60%	≥92.60%	≥92.60%	≥92.60%	≥92.60%	≥92.81%
Indicator 8: Parent Involvement	≥83.35%	≥89.30%	≥90.04%	≥90.78%	≥91.52%	≥92.26%
Indicator 9: Disproportionate Representation in Special Education	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)
Indicator 10: Disproportionate Representation in Specific Disability Categories	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)	No finding (relative and weighted risk ratio <3.0)
Indicator 11: Child Find	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Indicator 12: Part C to B Transition	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Indicator 13: Secondary Transition with IEP Goals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Indicator 14A: Post-School Outcomes	≥26.34%	≥26.93%	≥27.52%	≥28.11%	≥28.70%	≥29.29%
Indicator 14B: Post-School Outcomes	≥63.12%	≥63.69%	≥64.26%	≥64.83%	≥65.40%	≥65.97%
Indicator 14C: Post-School Outcomes	≥74.78%	≥75.31%	≥75.84%	≥76.37%	≥76.90%	≥77.43%

Indicator Descriptions

Indicator 1: Graduation Rate	
Definition	Percent of students with disabilities (SWDs) graduating with a regular diploma.
Data Source	The source is exiting data from EasyIEP (*Exited Student Report Table 4*) that are pulled to fulfill federal reporting requirements. **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.***

How to Review and Calculate	Open the *FINAL Exited Student Report Table 4 (PDF) New 09* 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: $$\frac{\text{B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA}}{\substack{\text{B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION} \\ \text{DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT +} \\ \text{H) GRADUATED WITH AN ALTERNATE DIPLOMA}}}$$
Additional Notes	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.

Indicator 2: Dropout Rate	
Definition	Percent of SWDs dropping out of high school.
Data Source	The source is exiting data from EasyIEP (*Exited Student Report Table 4*) that are pulled to fulfill federal reporting requirements. **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.***
How to Review and Calculate	Open the *FINAL Exited Student Report Table 4 (PDF) New 09* 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: $$\frac{\text{G) DROPPED OUT}}{\substack{\text{B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION} \\ \text{DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT +} \\ \text{H) GRADUATED WITH AN ALTERNATE DIPLOMA}}}$$
Additional Notes	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.

Indicator 3A: Assessment Participation	
Definition	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 I and English II], and EOC math [Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III]).

Data Source	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).
How to Review and Calculate	Contact the member of your LEA staff who is responsible for accountability and/or assessment data or use the publicly available file referenced above. The formula to calculate assessment participation rate, applied for each grade level and subject area combination, is: Count tested SWDs Count enrolled SWDs To retrieve the tested and enrolled counts associated with ELA grades 4 and 8, follow these steps: 1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year. 2. Create filters for each column in the first row of the file. 3. If using the publicly available file, filter for your LEA in the column labeled "system_name." 4. In the column labeled "subject," filter for "ELA." 5. In the column labeled "grade," filter for "4" and "8." 6. In the column labeled "subgroup," filter for "Students with Disabilities." 7. Sum the counts in the column labeled "enrolled." 8. Sum the counts in the column labeled "tested." To retrieve the tested and enrolled counts associated with math grades 4 and 8, follow these steps: 1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year. 2. Create filters for each column in the first row of the file. 3. If using the publicly available file, filter for your LEA in the column labeled "system_name." 4. In the column labeled "subject", filter for "Math." 5. In the column labeled "grade", filter for "4" and "8." 6. In the column labeled "subgroup", filter for "Students with Disabilities." 7. Sum the counts in the column labeled "enrolled." 8. Sum the counts in the column labeled "tested." To retrieve the tested and enrolled counts associated with EOC English (English I and English II), follow these steps: 1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year. 2. Create filters for each column in the first row of the file. 3. If using the publicly available file, filter for your LEA in the column labeled "system_name." 4. In the column labeled "subject", filter for "ELA", "English I", and "English II." 5. In the column labeled "grade", filter for "11" and "All Grades."

6. In the column labeled "student_group", filter for "Students with Disabilities."
7. Sum the counts in the column labeled "enrolled" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."
8. Sum the counts in the column labeled "tested" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."

To retrieve the tested and enrolled counts associated with EOC Math (Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III), follow these steps:

1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year.
2. Create filters for each column in the first row of the file.
3. If using the publicly available file, filter for your LEA in the column labeled "system_name."
4. In the column labeled "subject", filter for "Algebra I", "Algebra II", "Geometry", "Integrated Math I", "Integrated Math II", "Integrated Math III", and "Math."
5. In the column labeled "grade", filter for "11" and "All Grades."
6. In the column labeled "student_group", filter for "Students with Disabilities."
7. Sum the counts in the column labeled "enrolled" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."
8. Sum the counts in the column labeled "tested" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."

Indicator 3B: Assessment Proficiency	
Definition	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 I and English II], and EOC math [Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III]).
Data Source	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).
How to Review and Calculate	Contact the member of your LEA staff who is responsible for accountability and/or assessment data or use the publicly available file referenced above. The formula to calculate assessment proficiency rate, applied for each grade level and subject area combination, is:

$$\frac{\text{Count SWDs Approaching} + \text{Count SWDs Met Expectations} + \text{Count SWDs Exceeded Expectations}}{\text{Count SWDs with Valid Tests}}$$

The formula to calculate assessment proficiency rate change, applied for each grade level and subject area combination, is:

Current Year's Percent of SWDs Approaching, Met Expectations, or Exceeded Expectations
minus (-)
Previous Year's Percent of SWDs Approaching, Met, or Exceeded

To retrieve the proficiency counts associated with ELA grades 4 and 8, follow these steps:

1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year.
2. Create filters for each column in the first row of the file.
3. If using the publicly available file, filter for your LEA in the column labeled "system_name."
4. In the column labeled "subject", filter for "ELA."
5. In the column labeled "grade", filter for "4" and "8."
6. In the column labeled "subgroup", filter for "Students with Disabilities."
7. Sum the counts in the column labeled "valid_tests."
8. Sum the counts in the columns labeled "n_approaching", "n_met_expectations", and "n_exceeded_expectations."

To retrieve the tested and enrolled counts associated with math grades 4 and 8, follow these steps:

1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year.
2. Create filters for each column in the first row of the file.
3. If using the publicly available file, filter for your LEA in the column labeled "system_name."
4. In the column labeled "subject", filter for "Math."
5. In the column labeled "grade", filter for "4" and "8."
6. In the column labeled "subgroup", filter for "Students with Disabilities."
7. Sum the counts in the column labeled "valid_tests."
8. Sum the counts in the columns labeled "n_approaching", "n_met_expectations", and "n_exceeded_expectations."

To retrieve the tested and enrolled counts associated with EOC English (English I and English II), follow these steps:

1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year.
2. Create filters for each column in the first row of the file.
3. If using the publicly available file, filter for your LEA in the column labeled "system_name."
4. In the column labeled "subject", filter for "ELA", "English I" and "English II."
5. In the column labeled "grade", filter for "11" and "All Grades."
6. In the column labeled "student_group", filter for "Students with Disabilities."

7. Sum the counts in the column labeled "valid_tests" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."
8. Sum the counts in the columns labeled "n_approaching", "n_met_expectations", and "n_exceeded_expectations" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."

To retrieve the tested and enrolled counts associated with EOC Math (Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III), follow these steps:

1. Open either the publicly available *district_assessment_file_suppressed* or your district's assessment file for the applicable school year.
2. Create filters for each column in the first row of the file.
3. If using the publicly available file, filter for your LEA in the column labeled "system_name."
4. In the column labeled "subject", filter for "Algebra I", "Algebra II", "Geometry", "Integrated Math I", "Integrated Math II", "Integrated Math III", and "Math."
5. In the column labeled "grade", filter for "11" and "All Grades."
6. In the column labeled "student_group", filter for "Students with Disabilities."
7. Sum the counts in the column labeled "valid_tests" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."
8. Sum the counts in the columns labeled "n_approaching", "n_met_expectations", and "n_exceeded_expectations" for the rows with "EOC" in "All Grades" and "MSAA/Alt-Science/Social Studies" in "11." Exclude the counts for the rows with "EOC" in "11", "TNReady" in "All Grades", and "MSAA/Alt-Science/Social Studies" in "All Grades."

Additional Notes	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.

Indicator 4A: Suspensions/Expulsions	
Definition	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).
Data Source	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.
How to Review and Calculate	Contact your district's student information system (SIS) and/or EIS administrator to obtain a copy of the disciplinary actions entered. Alternatively, to query EIS, access the "Data Reports" application and select "Research Queries." Select the applicable school year from the "School

Year" dropdown menu and "All Schools" from the "School" dropdown menu. Select "View Report" and download a copy of the report by selecting either "CSV" or "comma delimited" from the disk icon dropdown menu. A separate guidance document that outlines the calculation methodology is available here or in Appendix A.

Indicator 4B: Suspensions/Expulsions	
Definition	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.
Data Source	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.
How to Review and Calculate	Contact your district's student information system (SIS) and/or EIS administrator to obtain a copy of the disciplinary actions entered. Alternatively, to query EIS, access the "Data Reports" application and select "Research Queries." Select the applicable school year from the "School Year" dropdown menu and "All Schools" from the "School" dropdown menu. Select "View Report" and download a copy of the report by selecting either "CSV" or "comma delimited" from the disk icon dropdown menu. A separate guidance document that outlines the calculation methodology is available here or in Appendix A.

Indicator 5A: Educational Environment (Ages 5 in Kindergarten Through 21)	
Definition	Percent of SWDs served inside the regular class (general education) 80 percent or more of the day.
Data Source	Data come from the December 1 child count report that is derived from the Table 1 and 3 Report in EasyIEP. **Districts' *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* 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' *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS).***
How to Review and Calculate	In EasyIEP, download the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* for the applicable school year. Percent represents: Total number of SWDs in environment category A (Column I, Row 294) Total number of SWDs ages 5(K)-21 (Column F, Row 97).

	To review a list of individual students and their environment categories, refer to the section of the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* titled "Students included in report" under "Data Output."
Additional Notes	The *Combined Table 1&3 Dec1 Rpt Details (XLS)* can be run at any time. **However, the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* is the report used to calculate Indicator 5A.**

Indicator 6A: Educational Environment (Ages 3 Through 5 Not in Kindergarten)

Definition	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).
Data Source	Data come from the December 1 child count report that is derived from the Table 1 and 3 Report in EasyIEP. **Districts' *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* is generated in EDPlan/EasyIEP on <u>December 1</u>. These are the FINAL counts used in the APR Indicator 6A Educational Environment calculation. Any changes made after <u>November 30</u> will not be reflected in districts' *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS).***
How to Review and Calculate	In EasyIEP, download the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* for the applicable school year. Percent represents: $$\frac{\text{The sum of SWDs in environment categories A1 and B1 (Column F, Rows 129 and 131)}}{\text{Total number of SWDs ages 3-5 (Not K) (Column F, Row 138)}}$$ To review a list of individual students and their environment categories, refer to the section of the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* titled "Students included in report" under "Data Output."
Additional Notes	The *Combined Table 1&3 Dec1 Rpt Details (XLS)* can be run at any time. **However, the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* is the report used to calculate Indicator 6A.**

Indicator 7A, S1: Early Childhood Outcomes

Definition	Indicator 7A is the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships). 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.

Data Source	The source is entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP. **The statewide *ECO Date Report*, 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 *ECO Date Report*.**
How to Review and Calculate	To retrieve ECO data, run the *ECO Date Report (Ages 3-5) (xls)* on the "State" tab in the "Reports" section of EasyIEP. Since this report pulls on the early childhood entry date, enter a date range that encompasses the previous five reporting years (July 1 to June 30). For example, to retrieve data from the 2021-22 school year, enter a "From" date of 7/1/17 and a "To" date of 6/30/22. Once the report has been downloaded, filter for exit dates within the applicable reporting year. For example, to view data from the 2021-22 reporting year, filter for exit dates between 7/1/21 and 6/30/22. After filtering for early childhood exits during the applicable reporting year, enter data into the second tab ("Data") of the following [template](#). The third tab ("OSEP Progress Category Totals") will calculate the progress category total and percentage for each outcome and the summary statement percentage for each outcome. For more information on definitions for outcome ratings, progress categories, and summary statement calculations, please see [Appendix B](#).

Indicator 7B, S1: Early Childhood Outcomes	
Definition	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). 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.
Data Source	The source is entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP. **The statewide *ECO Date Report*, 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 *ECO Date Report*.**
How to Review and Calculate	To retrieve ECO data, run the *ECO Date Report (Ages 3-5) (xls)* on the "State" tab in the "Reports" section of EasyIEP. Since this report pulls on the early childhood entry date, enter a date range that encompasses the previous five reporting years (July 1 to June 30). For example, to retrieve data from the 2021-22 school year, enter a "From" date of 7/1/17 and a "To" date of 6/30/22. Once the report has been downloaded, filter for exit dates within the applicable reporting year. For example, to view data from the 2021-22 reporting year, filter for exit dates between 7/1/21 and 6/30/22.

	After filtering for early childhood exits during the applicable reporting year, enter data into the second tab ("Data") of the following template. The third tab ("OSEP Progress Category Totals") will calculate the progress category total and percentage for each outcome and the summary statement percentage for each outcome. For more information on definitions for outcome ratings, progress categories, and summary statement calculations, please see Appendix B.

Indicator 7C, S1: Early Childhood Outcomes

Definition	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. 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.
Data Source	The source is entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP. **The statewide *ECO Date Report*, 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 *ECO Date Report*.**
How to Review and Calculate	To retrieve ECO data, run the *ECO Date Report (Ages 3-5) (xls)* on the "State" tab in the "Reports" section of EasyIEP. Since this report pulls on the early childhood entry date, enter a date range that encompasses the previous five reporting years (July 1 to June 30). For example, to retrieve data from the 2021-22 school year, enter a "From" date of 7/1/17 and a "To" date of 6/30/22. Once the report has been downloaded, filter for exit dates within the applicable reporting year. For example, to view data from the 2021-22 reporting year, filter for exit dates between 7/1/21 and 6/30/22. After filtering for early childhood exits during the applicable reporting year, enter data into the second tab ("Data") of the following template. The third tab ("OSEP Progress Category Totals") will calculate the progress category total and percentage for each outcome and the summary statement percentage for each outcome. For more information on definitions for outcome ratings, progress categories, and summary statement calculations, please see Appendix B.

Indicator 8: Parent Involvement

Definition	Percent of parents of SWDs who report that schools facilitated parent involvement as a means to improve services and results for SWDs.

Data Source	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.
How to Review and Calculate	The department will upload your district's parent survey results to ePlan with notification of APR local determinations. Percent represents: Total number of parents who responded that they agreed or strongly agreed with Question 1 Total number of parents who responded to Question 1
Additional Notes	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.

Indicator 9: Disproportionate Representation	
Definition	Districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
Data Source	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). **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.**
How to Review and Calculate	To retrieve race/ethnicity data for SWDs, download the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* for the applicable school year in EasyIEP. The total count of SWDs ages 5(K)-21 by race/ethnicity is available in Row 115, Columns B to H. To retrieve race/ethnicity data for the total student population, download the membership file for the applicable school year under the "Membership File" tab on the "Data Downloads & Requests" page. Then, follow these steps: 1. Filter for your LEA in the column labeled "DISTRICT_NAME." 2. In the column labeled "GRADE", filter for grades "KG" through "12." 3. In the column labeled "RACE", filter for the applicable race. 4. In the column labeled "GENDER", filter for "All Genders." 5. Sum the counts in the column labeled "ENROLLMENT." 6. Repeat for each race/ethnicity.

	A separate guidance document that outlines the calculation methodology is available [here](#) or in [Appendix C](#).
Additional Notes	The Combined Table 1&3 Dec1 Rpt Details (XLS) can be run at any time. **However, the FINAL Combined Table 1&3 Dec1 Rpt Details (XLS) is the report used to calculate Indicator 9.**

Indicator 10: Disproportionate Representation	
Definition	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.
Data Source	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). Districts' *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* **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'** *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.**
How to Review and Calculate	To retrieve race/ethnicity data for SWDs, download the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* for the applicable school year in EasyIEP. The total count of SWDs ages 5(K)-21 by race/ethnicity and disability category is available in Columns B to H, rows 112, 106, 102, 108, 104, and 109. To retrieve race/ethnicity data for the total student population, download the membership file for the applicable school year under the "Membership File" tab on the ["Data Downloads & Requests"](#) page. Then, follow these steps: 1. Filter for your LEA in the column labeled "DISTRICT_NAME." 2. In the column labeled "GRADE", filter for grades "KG" through "12." 3. In the column labeled "RACE", filter for the applicable race. 4. In the column labeled "GENDER", filter for "All Genders." 5. Sum the counts in the column labeled "ENROLLMENT." 6. Repeat for each race/ethnicity. A separate guidance document that outlines the calculation methodology is available [here](#) or in [Appendix C](#).
Additional Notes	The *Combined Table 1&3 Dec1 Rpt Details (XLS)* can be run at any time. **However, the *FINAL Combined Table 1&3 Dec1 Rpt Details (XLS)* is the report used to calculate Indicator 10.**

Indicator 11: Child Find	
Definition	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.
Data Source	Data are pulled from the *Initial Elig (60 Day) Report (XLS)* in EasyIEP. **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)*.**
How to Review and Calculate	Run the *Initial Elig (60 Day) Report (XLS)* 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. To identify students who did not meet the 60-day timeline and are out of compliance, download the *Initial Elig (60 Day) Report (XLS)* and follow these steps: 1. Create filters for each column in the header row, starting with "State ID." 2. Filter column N "Days to Eligibility" for counts greater than 60. 3. Filter column X "Approved Date for Timeline Extension" for "Blanks." (Students are not out of compliance if they have an approved timeline extension.) To identify students who did not meet the 60-day timeline and still have open evaluations, download the *Initial Elig (60 Day) Report (XLS)* and follow these steps: 1. Create filters for each column in the header row, starting with "State ID." 2. Filter column M "Days From Initial Consent Elig. Eval. Received Date" for counts greater than 60. 3. Filter column X "Approved Date for Timeline Extension" for "Blanks." (Students are not out of compliance if they have an approved timeline extension.) To identify students who have open evaluations and are still within the 60-day timeline, follow the steps above, but filter column M for counts less than 60.
Additional Notes	The *Initial Elig (60 Day) Report (XLS)* can be run at any time to determine which students still have open evaluations and/or which students had evaluations that did not meet the 60-day timeline.

Indicator 12: Part C to B Transition	
Definition	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.

Data Source	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 *Initial Elig (60 Day) Report (XLS)* and the *FINAL Exited Student Report Table 4 (PDF) New 09*. **Districts must have data for the eligibility and exit reports updated in EDPlan/EasyIEP by August 31.**
How to Review and Calculate	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. Transitioning children are placed into one of the following categories: a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination. b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays. c. Number of those found eligible who have an IEP developed and implemented by their third birthdays. d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. e. Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays. Percent compliant for Indicator 12 is calculated using the following formula: [(c) divided by (a - b - d - e)] times 100.

Indicator 13: Secondary Transition with IEP Goals	
Definition	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.
Data Source	Results from the *IEP Monitoring Results Report* 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>.**
How to Review and Calculate	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.

Indicator 14A: Post-school Outcomes

Definition	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.
Data Source	Data are gathered from the APR Indicator 14 student surveys completed by districts.
How to Review and Calculate	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. The following is a brief description of each of the Indicator 14 categories, as determined by students' survey responses: 1. **Higher education:** Students who enrolled in higher education within one year of leaving high school, enrolled in a 2-year or 4-year school or training program, and completed at least one semester or trimester of school. 2. **Competitively employed:** Students who were employed in a paying job within one year of leaving high school, worked at that job for at least 90 days, and worked over 20 hours a week. Students must have earned at least minimum wage. The employer could be the military, community employment, or other. 3. **Post-secondary education or training:** Students who enrolled in a postsecondary education or training program since leaving high school. These programs include vocational or technical school, a college program for intellectual and developmental disabilities, vocational rehabilitation, GED or high school completion document program, and/or short-term education or employment program. 4. **Other employment:** Students who were employed in a paying job and have worked at least 90 days. 5. **Not engaged:** Students who were not enrolled in an educational/training program or currently not employed. These students do not meet the criteria for other categories. Please see the [Appendix D](#) for more information on how students are categorized.
Additional Notes	Districts with less than 50,000 total students are required to conduct the post-school outcomes survey on a four-year cycle. Districts with more than 50,000 total students are required to conduct the post-school outcomes survey annually.

Indicator 14B: Post-school Outcomes

Definition	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.
Data Source	Data are gathered from the APR Indicator 14 student surveys completed by districts.

	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.
How to Review and Calculate	The following is a brief description of each of the Indicator 14 categories, as determined by students' survey responses: 1. **Higher education:** Students who enrolled in higher education within one year of leaving high school, enrolled in a 2-year or 4-year school or training program, and completed at least one semester or trimester of school. 2. **Competitively employed:** Students who were employed in a paying job within one year of leaving high school, worked at that job for at least 90 days, and worked over 20 hours a week. Students must have earned at least minimum wage. The employer could be the military, community employment, or other. 3. **Post-secondary education or training:** Students who enrolled in a postsecondary education or training program since leaving high school. These programs include vocational or technical school, a college program for intellectual and developmental disabilities, vocational rehabilitation, GED or high school completion document program, and/or short-term education or employment program. 4. **Other employment:** Students who were employed in a paying job and have worked at least 90 days. 5. **Not engaged:** Students who were not enrolled in an educational/training program or currently not employed. These students do not meet the criteria for other categories. Please see the [Appendix D](#) for more information on how students are categorized.
Additional Notes	Districts with less than 50,000 total students are required to conduct the post-school outcomes survey on a four-year cycle. Districts with more than 50,000 total students are required to conduct the post-school outcomes survey annually.

Indicator 14C: Post-school Outcomes	
Definition	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.
Data Source	Data are gathered from the APR Indicator 14 student surveys completed by districts.
How to Review and Calculate	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. The following is a brief description of each of the Indicator 14 categories, as determined by students' survey responses:

	1. **Higher education:** Students who enrolled in higher education within one year of leaving high school, enrolled in a 2-year or 4-year school or training program, and completed at least one semester or trimester of school. 2. **Competitively employed:** Students who were employed in a paying job within one year of leaving high school, worked at that job for at least 90 days, and worked over 20 hours a week. Students must have earned at least minimum wage. The employer could be the military, community employment, or other. 3. **Post-secondary education or training:** Students who enrolled in a postsecondary education or training program since leaving high school. These programs include vocational or technical school, a college program for intellectual and developmental disabilities, vocational rehabilitation, GED or high school completion document program, and/or short-term education or employment program. 4. **Other employment:** Students who were employed in a paying job and have worked at least 90 days. 5. **Not engaged:** Students who were not enrolled in an educational/training program or currently not employed. These students do not meet the criteria for other categories. Please see the Appendix D for more information on how students are categorized.
Additional Notes	Districts with less than 50,000 total students are required to conduct the post-school outcomes survey on a four-year cycle. Districts with more than 50,000 total students are required to conduct the post-school outcomes survey annually.

Appendices

Appendix A: Significant Discrepancy Guidance Document

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Significant Discrepancy

Definitions and Calculation Methodology

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What is significant discrepancy?

Significant discrepancy is part of the state Annual Performance Report (APR) calculations (Indicators 4A and 4B). At its core, significant discrepancy addresses the rate of students with disabilities (SWDs) being suspended and/or expelled for more than 10 days in a given school year, predicated on students' disability status and/or students' race/ethnicity. Being identified with significant discrepancy does not inherently mean that a district is disproportionate or inappropriately disciplining students based on them having a disability and/or their race/ethnicity. Instead, it is used as a flag to further investigate policies and practices within the district to ensure appropriate discipline procedures are in place. Calculations and thresholds for districts to be flagged with significant discrepancy are state-determined.

Indicator 4A looks specifically at the rate of students being suspended/expelled for more than 10 days by virtue of having a disability. States are permitted to choose one of the two comparison groups outlined below to evaluate the rate of SWDs being suspended/expelled for more than 10 days:

- The first option is to compare district-level rates for SWDs suspended/expelled for more than 10 days to statewide rates for SWDs suspended/expelled for more than 10 days.
- The second option is to compare the rate of SWDs suspended/expelled for more than 10 days to the rate of non-SWDs suspended/expelled for more than 10 days.

Indicator 4B looks at the rate of SWDs being suspended/expelled for more than 10 days predicated on race/ethnicity. States are permitted to choose one of the two options for comparison groups outlined above to evaluate the rate of SWDs being suspended/expelled for more than 10 days.

How is significant discrepancy defined in Tennessee?

To better align with some of the metrics in the revised calculations for significant disproportionality, a new methodology will be used to evaluate significant discrepancy starting with the 2016-17 school year discipline data. To qualify for significant discrepancy, the following criteria must be met for Indicators 4A and 4B:
- Indicator 4A
  - Minimum of five SWDs must be suspended/expelled for more than 10 days in the school year.
  - Rate ratio must be 2.0 or greater.
    - Rate ratios are generated by dividing the rate of SWDs in a district being

suspended/expelled for more than 10 days by the rate of SWDs in the state being suspended/expelled for more than 10 days.
- Example: there are 50 SWDs total in District A, and five of these SWDs in District A are suspended/expelled for more than 10 days. There are 10,000 SWDs overall in State X, and 500 of these SWDs in State X are suspended/expelled for more than 10 days. The rate of SWDs being suspended/expelled for more than 10 days in District A is 5/50, or 0.10 (10 percent). The rate of SWDs being suspended/expelled for more than 10 days in State X is 500/10,000, or 0.05 (5 percent). The rate ratio is 2.0.
- Indicator 4B
  - Minimum of five SWDs must be suspended/expelled for more than 10 days in a particular racial/ethnic group during the school year.
  - Rate ratio must be 2.0 or greater for at least one racial/ethnic group.
    - Rate ratios are generated by dividing the rate of SWDs in a district being suspended/expelled for more than 10 days for a particular race/ethnicity by the rate of SWDs in the state being suspended/expelled for more than 10 days.

Is significant discrepancy the same as significant disproportionality?

No. The calculation methodology and areas evaluated for significant disproportionality are different than those employed for identifying significant discrepancy. While some aspects of significant discrepancy are similar to significant disproportionality (both address disciplinary actions and similar data elements), the two are not the same. For more information on significant disproportionality, see the [document](#) outlining calculations and definitions.

Appendix B: Early Childhood Outcomes Guidance Documents

Definitions for Outcome Ratings:
For Use with the Child Outcomes Summary Form (COSF)

Overall Age-Appropriate	**Completely** *means:*	**7**	• Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **appropriate** for his or her age. • No one has any concerns about the child's functioning in this outcome area.
		6	• Child's functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	**Somewhat** *means:*	**5**	• Child shows functioning expected for his or her age **some of the time and/or in some settings and situations.** Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as like that of a **slightly younger child***.
		4	• Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate.
	Nearly *means:*	**3**	• Child does **not yet** show functioning expected of a child of his or her age in any situation. • Child uses **immediate foundational skills,** most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a **younger child***.
		2	• Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational.
	Not yet *means:*	**1**	• Child does **not yet** show functioning expected of a child his or her age in any situation. • Child's functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. • Child's functioning might be described as like that of a **much younger child***.

* The characterization of functioning like a younger child only will apply to some children receiving special services, such as children with developmental delays.

The Early Childhood Outcomes Center   5/21/09

Federal Reporting Categories for Child Outcomes Data

Progress Category	Explanation	COSF Ratings
a. Did not improve functioning	Children who acquired no new skills or regressed during their time in the program.	Rated lower at exit than entry; OR Rated 1 at both entry and exit; AND Scored "No" on the progress question (b)
b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers	Children who acquired new skills but continued to grow at the same rate throughout their time in the program.	Rated 5 or lower at entry; AND Rated the same or lower at exit; AND "Yes" on the progress question (b)
c. Improved functioning to a level nearer to same-aged peers but did not reach it	Children who acquired new skills but accelerated their rate of growth during their time in the program. They were making progress toward catching up with their same aged peers but were still functioning below age expectations when they left the program.	Rated higher at exit than entry; AND Rated 5 or below at exit
d. Improved functioning to reach a level comparable to same-aged peers	Children who were functioning below age expectations when they entered the program but were functioning at age expectations when they left.	Rated 5 or lower at entry; AND Rated 6 or 7 at exit
e. Maintained functioning at a level comparable to same-aged peers	Children who were functioning at age expectations when they entered the program and were functioning at age expectations when they left.	Rated 6 or 7 at entry; AND Rated 6 or 7 at exit

A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Expected calculation: (c+d)/(a+b+c+d)

A2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Expected calculation: (d+e)/(a+b+c+d+e)

Disproportionate Representation
Definitions and Calculation Methodology

What is disproportionate representation?

Disproportionate representation is part of the state Annual Performance Report (APR) calculations (Indicators 9 and 10). At its core, disproportionate representation addresses the risk for students to be identified with disabilities (overall and six high-incidence disability categories) predicated on race/ethnicity. Being identified with disproportionate representation does not inherently mean that a district is inappropriately identifying students with a disability based on their race/ethnicity. Instead, it is used as a flag to further investigate policies and practices within the district to ensure appropriate identification procedures are in place. Calculations and thresholds for districts to be flagged with disproportionate representation are state-determined.

Indicator 9 compares the risk of students in a particular racial/ethnic group being identified with a disability as compared to the risk of all other students in all other racial/ethnic groups being identified with a disability. This comparison is called a risk ratio. Risk ratios are effective ways to determine whether all students of all racial/ethnic groups are experiencing the same outcome at the same rate, or whether there are certain racial/ethnic groups at greater risk to experience a particular outcome. In the case of this indicator, that outcome is having a disability.

Indicator 10 compares the risk of students in a particular racial/ethnic group being identified with a disability as compared to the risk of all other students in all other racial/ethnic groups being identified with one of six high-incidence disabilities: autism, emotional disturbance, intellectual disability, other health impairment, specific learning disability, and speech/language impairment. This comparison generates the same type of risk ratio outlined for Indicator 9.

How is disproportionate representation defined in Tennessee?

To qualify for disproportionate representation, the following criteria must be met for Indicators 9 and 10:

- Indicator 9
    - Minimum of 50 students in a particular racial/ethnic group must be enrolled in the district.
    - Minimum of 45 students with disabilities (SWDs) must be enrolled in the district.
    - Minimum of five SWDs in a particular racial/ethnic group must be enrolled in the district.
    - Relative risk ratio and weighted risk ratio must be 3.0 or greater.
        - Relative risk ratios are generated by dividing the risk of students in a particular racial/ethnic group having a disability by the risk of students in all the other racial/ethnic groups having a disability.
            - Example: there are 200 Hispanic students in District A, and 40 of these students

are identified with a disability. There are 2,500 students in all other six racial/ethnic groups in District A, and 200 of these students are identified with a disability. The risk for a Hispanic student being identified with a disability in District A is 40/200, or 0.20 (20 percent). The risk of all other students in all other racial/ethnic groups being identified with a disability is 200/2,500, or 0.08 (8 percent). The relative risk ratio is 2.5 (0.20/0.08).

- Weighted risk ratios are generated by comparing district-level data to the racial/ethnic compositions of the state to control for statewide race/ethnicity makeups.

   To calculate the weighted risk ratio, the risk for a particular racial/ethnic group in a district is multiplied by that racial/ethnic group's composition in the state (racial/ethnic group divided by total population) subtracted from 1. The calculation would read: [risk for xxx racial/ethnic group multiplied by [1 minus xxx racial/ethnic group state composition). This product is divided by the same calculation completed for every other racial/ethnic group, and the products of these calculations are all added together.

- Indicator 10
   - Minimum of 50 students in a particular racial/ethnic group must be enrolled in the district.
   - Minimum of 20 students in the specified disability category must be enrolled in the district.
   - Minimum of five SWDs in a particular racial/ethnic group within a specified disability category must be enrolled in the district.
   - Relative risk ratio and weighted risk ratio must be 3.0 or greater for the specified disability category.
      - See ratio calculations outlined for Indicator 9. The only difference for Indicator 10 is these calculations will be carried out for specified disability categories, not all students with disabilities.

Is disproportionate representation the same as significant disproportionality?

No. The calculation methodology and areas evaluated for significant disproportionality are different than those employed for identifying disproportionate representation. While some aspects of disproportionate representation are similar to significant disproportionality (both address identification of SWDs actions and similar data elements), the two are not the same. For more information on significant disproportionality, see the [document](#) outlining calculations and definitions.

Appendix D: Postsecondary Category Placement

Enrolled in higher education
Must meet all criteria
1. Since leaving HS, have you ever been enrolled in any type of school, training, educational program? **YES**
2. What type of school/training program did you enroll in? **4-year or 2-year**
3. Did you complete at least one term, such as a semester or trimester? **YES**

Competitively employed
Must meet all criteria
1. Since leaving high school, have you been employed in a paid job? **YES**
2. Have you worked at least 90 days or more? **YES**
3. Question 7 In your job, how many hours per week did you work? (Need 20 or more any one of the following)
    a. **20-29**
    b. **30-39**
    c. **40 or more**
4. In your job, are you earning at least minimum wage? **YES**
5. Where was the job that you've held for at least 90 days? (any one of the following)
    a. **Military**
    b. **Community employment**
    c. **Other**

Enrolled in other post-secondary education or training
Must meet all criteria
1. Since leaving HS, have you ever been enrolled in any type of school, training, educational program? **YES**
2. What type of school/training program did you enroll in? (any one of the following)
    a. **Vocational/Technical—less than a 2-year degree**
    b. **College program for students with intellectual disabilities and developmental disabilities**
    c. **Vocational Rehabilitation**
    d. **High School Completion document or certificate Adult Basic Education/GED**
    e. **Short-term education or employment training program (WIA, Job Corps, etc.)**
    f. **Church mission, VISTA, Peace Corp, AmeriTech**
    g. **Enrolled while incarcerated**
    h. **Other**
3. Did you complete at least one term, such as a semester or trimester? **YES**

Some other employment
Must meet all criteria
1. Have you been employed in a paid job? **YES**
2. Have you worked at least 90 days or more? **YES**

Non engaged or not enrolled and not employed
Anyone not in one of the four groups listed above