



BEST FOR
ALL

We will set all students on a path to success.

**Proposed State Performance Plan
(SPP)/Annual Performance Report
(APR) Targets for Indicator 3C:
Alternate Assessment
Proficiency**



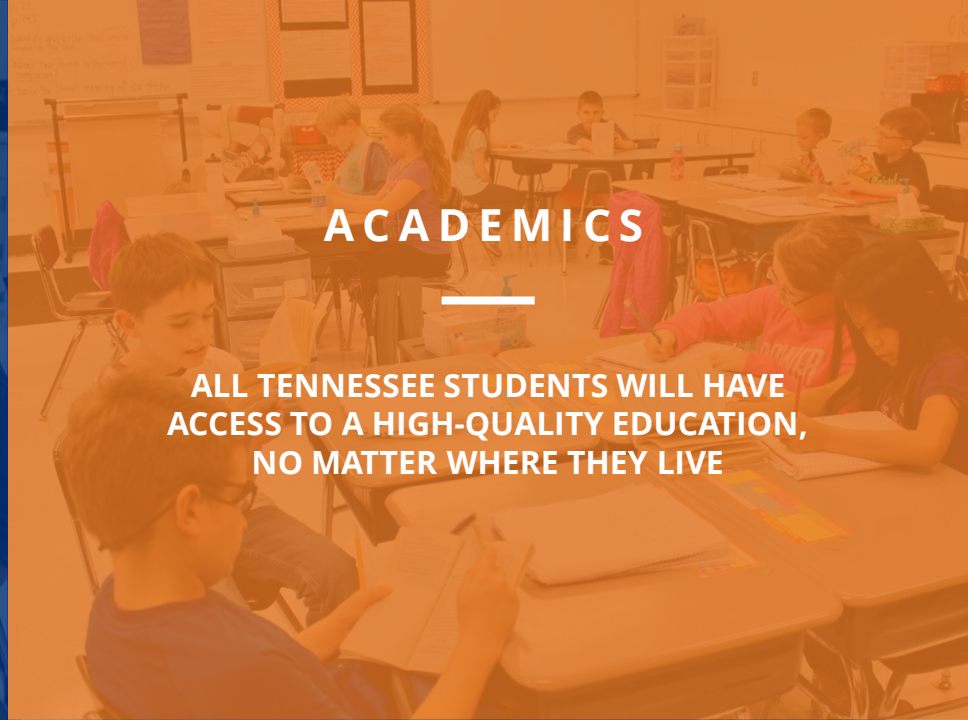
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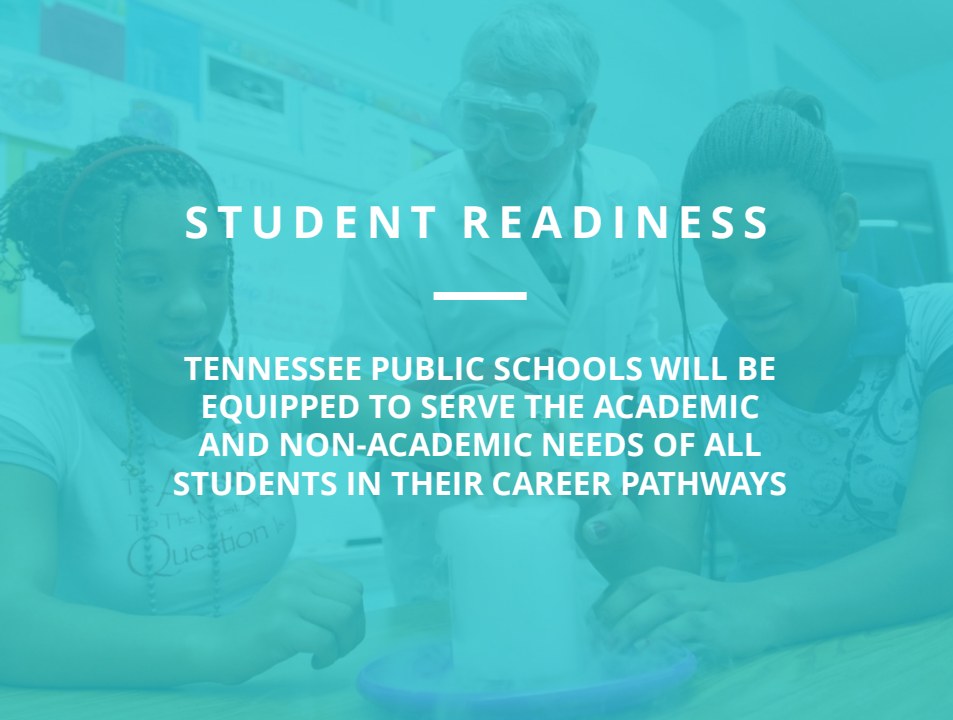
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



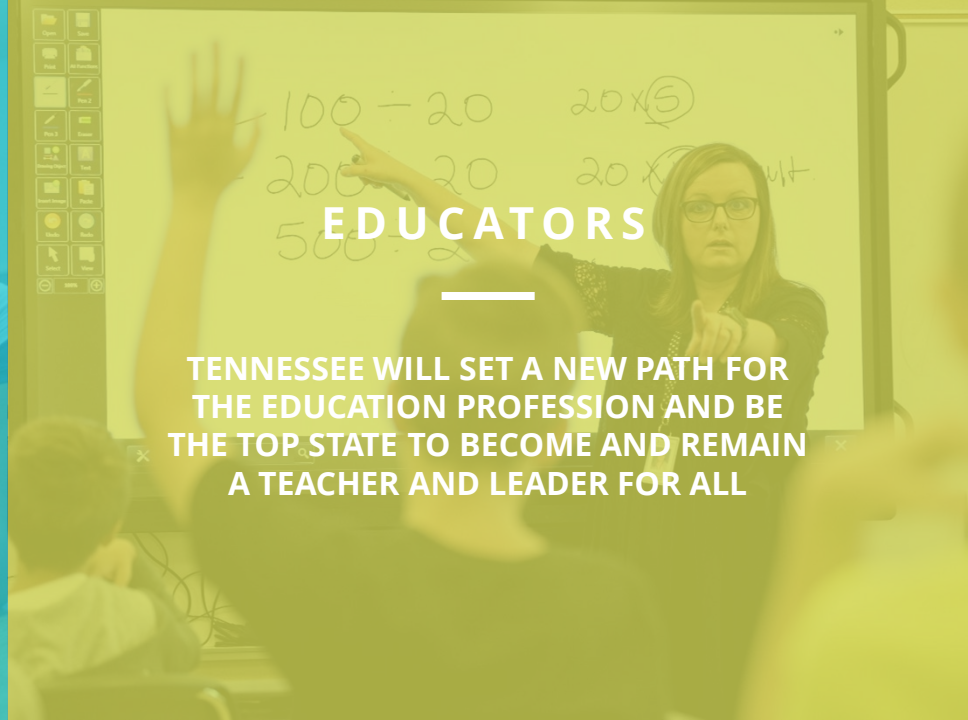
STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

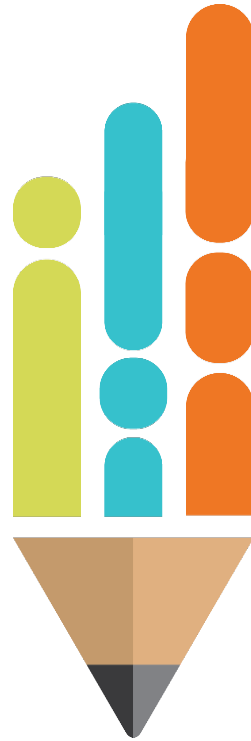


EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda



- SPP/APR Context
- Indicator Summary
- Proposed Targets
- Stakeholder Feedback



State Performance Plan (SPP)



Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to annually develop a performance plan evaluating the state's implementation of special education.

- The SPP describes how the state will improve implementation of special education.
- The SPP contains rigorous targets for 17 compliance-based and results-based indicators of performance.
- Targets for these indicators are collaboratively set by the department and stakeholder groups.

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.

- The APR includes state data and explanations of data, if necessary.
- The federal fiscal year (FFY) 2020 APR (reporting on the 2020-21 school year), will be submitted on February 1, 2022.
- Tennessee’s SPPs/APRs are available [here](#) under the “Statewide Annual Performance Reports” tab.

Indicator 3C: Alternate Assessment Proficiency

- Percentage of children (in grades 4, 8, and high school) with IEPs who are at or above proficiency against alternate academic achievement standards on the statewide assessment in reading or math.
- Data Source: Statewide assessment data compiled and submitted to the United States Department of Education (USDOE) by the Tennessee Department of Education (TDOE) assessment team.

Numerator = Number of students with IEPs who are at or above proficiency on the alternate assessment (by grade and subject area).

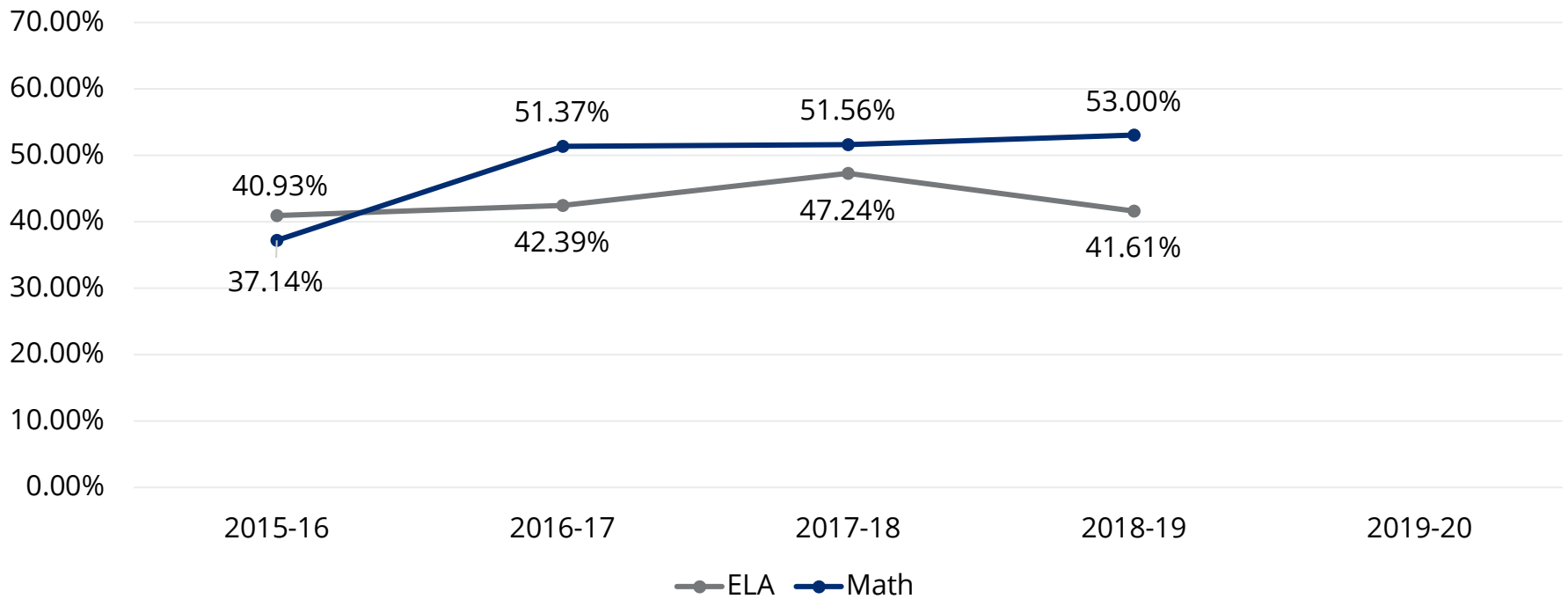
Denominator = Number of students with IEPs who received a valid alternate assessment score.



Five-Year Trend: Grade 4



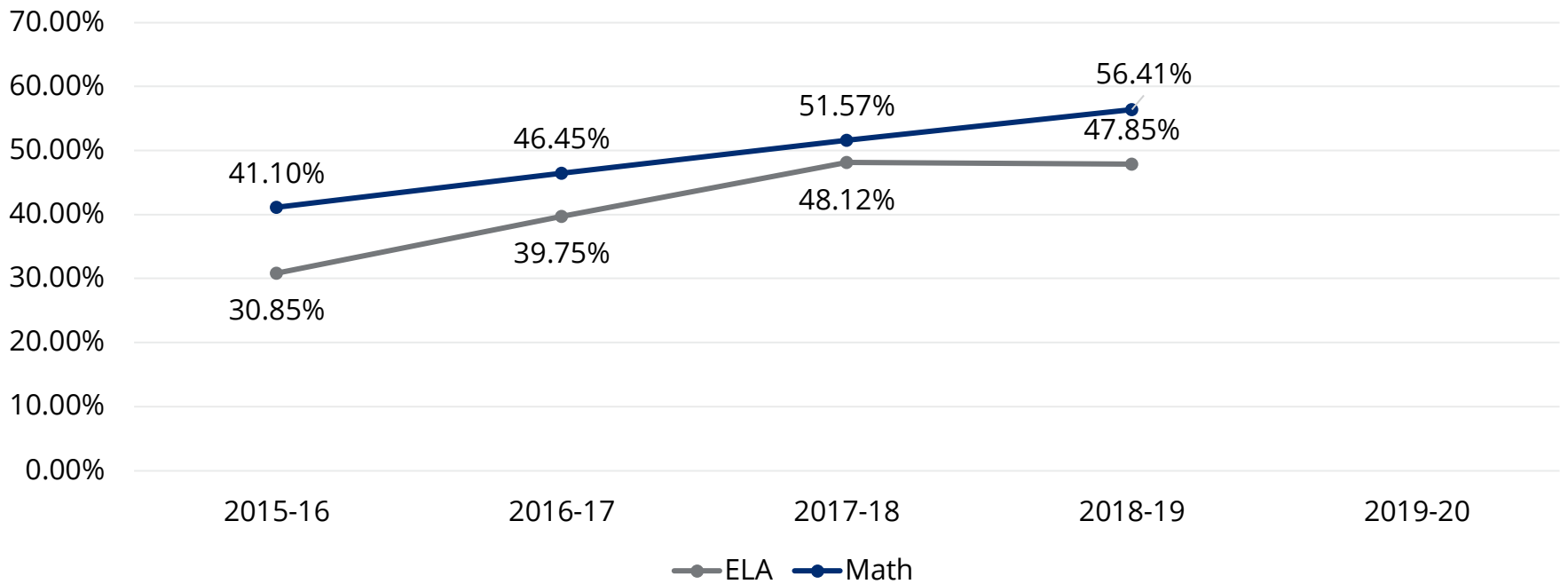
Grade 4 Alternate Assessment Proficiency (by APR Year)



Five-Year Trend: Grade 8



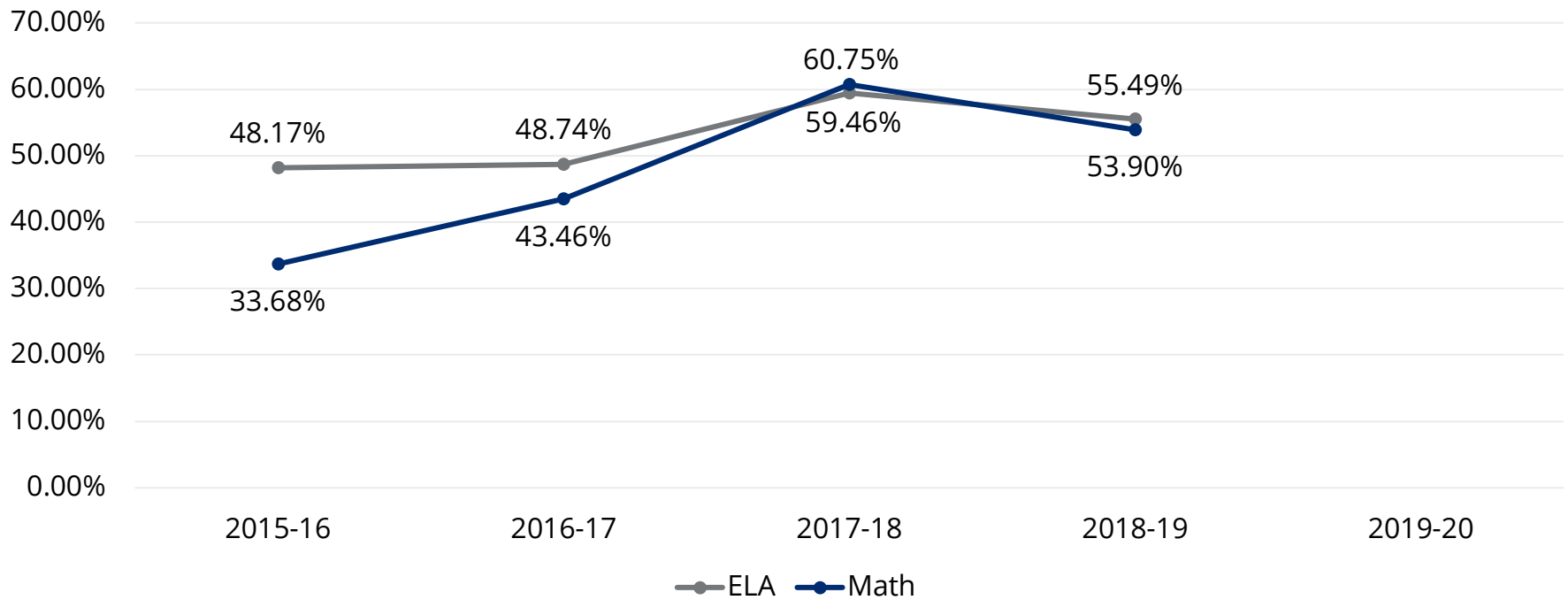
Grade 8 Alternate Assessment Proficiency (by APR Year)



Five-Year Trend: High School



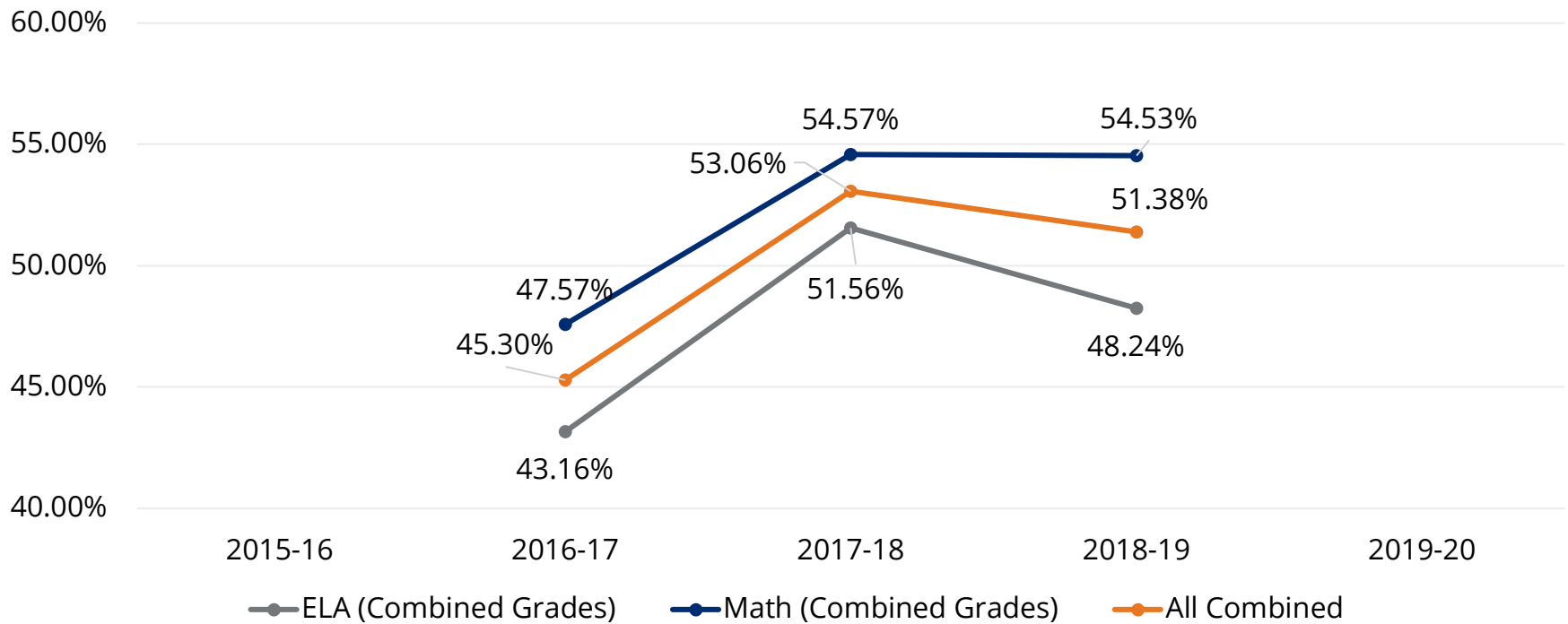
High School Alternate Assessment Proficiency (by APR Year)



Combined Grades



Combined Alternate Assessment Proficiency
(by APR Year)



Proposed Targets



The proposal is to **increase by 4% annually based on the previous year's data**. Below is an example using a preliminary 2020-21 baseline score and hypothetical future scores:

| | Baseline (2020-21) | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---------------------|-----------------------|----------------|----------------|--------------|--------------|----------------|
| Hypothetical Scores | 41.1%* | 43.5% | 46.7% | 51.6% | 55.8% | 54.9% |
| Hypothetical Target | | >=45.1% | >=47.5% | >=50.7% | >=55.6% | >=59.8% |
| Target Status | | <i>Not Met</i> | <i>Not Met</i> | <i>Met</i> | <i>Met</i> | <i>Not Met</i> |

*The baseline calculated here uses preliminary 2020-21 alternate assessment scores for ELA in Grade 4 and is for reference purposes. The proposal to increase by 4% annually applies to each grade and subject area.

Stakeholder Feedback



https://stateoftennessee.formstack.com/forms/indicator_3c_target_setting_feedback

