

Local Education Agency (LEA) Annual Performance Report (APR) Indicator Summary

LEA Data for 2018-19 School Year (SY) APR Indicators

The attached Local Determinations Data Matrices are presented in alphabetical order by LEA and provide a summary of LEA performance against the state targets for federal fiscal year (FFY) 2018 (2018-19 SY) APR indicators. Below are definitions of the matrix's column headings:

<u>Total Points Available</u>: LEAs can score 1 to 5 points on each applicable APR indicator. "Total Points Available" represents the total number of points the LEA has available across all APR indicators.

Points Earned: "Points Earned" represents the weighted total of points earned across all APR indicators.

Score (%): "Score (%)" shows "Points Earned" divided by "Total Points Available."

<u>Determination</u>: "Determination" represents the LEA's local determination, which is based on their score. Seventy percent or above is "Meets Requirements," between 60 and 70 percent is "Needs Assistance," and below 60 percent is "Needs Intervention."

Indicator: "Indicator" labels specific APR indicators.

<u>Performance</u>: "Performance" represents the LEA's performance on each APR indicator. Calculations, unless otherwise noted, are aligned with the statewide APR (see the table below for Indicator Definitions and other information about metrics). Districts with "NA" for performance did not have data, did not meet the "n" size requirement, and/or were not surveyed in this APR cycle.

Target: "Target" represents the state target for 2018-19 SY APR indicators. Targets, unless otherwise noted, are aligned with the statewide APR.

Target Met: "Target Met" represents whether the LEA met the state target for 2018-19 SY APR indicators.

Score: "Score" represents the number of points assigned for the indicator. Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Required Actions: "Required Actions" describes the action necessary as a result of meeting or not meeting the state target for a specific indicator.

The table below provides a definition of each indicator and the state target for FFY 2018 (2018-19 SY).

Indicator Definitions	State Target for FFY 2018 (2018-19 SY)
Indicator 1 – Graduation Rate: Percent of students with disabilities (SWDs) graduating with regular diploma.	74.43% or More
Indicator 2 - Dropout Rate: Percent of SWDs dropping out of high school. Data is lagged and reported two years behind. For example, if the APR is addressing the 2018-19 school year, the data for this indicator comes from the 2017-18 school year.	3.20% or Less



Indicator Definitions	State Target for FFY 2018 (2018-19 SY)
Indicator 3B (Participation) - Statewide Assessment: Participation rate for SWDs on the regular assessment (math and reading, by grade band). <i>NOTE:</i> Participation rate for LEA local determinations looks at whether SWDs are participating in the regular assessment, which varies from the statewide APR indicator that looks at participation of SWDs in ALL assessments.	90% or More
Indicator 3C (Growth) - Statewide Assessment: Proficiency rate for SWDs against grade level, modified, and alternate standards (math and reading, by grade band). NOTE: Proficiency rate for LEA local determinations includes all SWDs who obtain the Approaching, On Track, or Mastered performance levels, which is different from the statewide APR indicator that looks at SWDs who obtain On Track or Mastered performance levels.	Increase by 3% annually (based on previous year's data)
Indicator 4A - Suspensions/Expulsions: Significant discrepancy rates for suspensions and expulsions greater than 10 days in a school year for SWDs. An LEA's <u>rate ratio</u> must be 2.0 or greater to qualify for a significant discrepancy.	No Finding (No significant discrepancy)
Indicator 4B - Suspensions/Expulsions: Significant discrepancy rates by race/ethnicity for suspensions and expulsions greater than 10 days in a school year for SWDs that have policy, procedures, or practices that contribute to a significant discrepancy rate and do not comply with requirements related to IEPs, use of PDIS, and procedural safeguards. An LEA's rate ratio must be 2.0 or greater for at least one racial/ethnic group to qualify for a significant discrepancy.	No Finding (No significant discrepancy due to rate ratio and district policies, practices, and procedures)
Indicator 5A - LRE Placement: Inside regular class 80% or more of the day. Indicator 5B* - LRE Placement: Inside regular class less than 40% of the	70% or More
day. Indicator 5C* - LRE Placement: In a separate school, residential facility,	10.85% or Less 1.77% or Less
or homebound/hospital. Indicator 6A - Settings: In a regular early childhood program and receiving the majority of services in regular early childhood program.	38% or More
Indicator 6B* - Settings: In a separate special education class, separate school, or residential facility.	29% or Less
Indicator 7A, S1 – Early Childhood Outcome A1 (Preschool): Positive social-emotional skills (including social relationships). Of those preschool children who entered or exited the preschool program below age expectations in Outcome A1, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.50% or More



Indicator Definitions	State Target for FFY 2018 (2018-19 SY)
Indicator 7A, S2* - Early Childhood Outcome A2 (Preschool): Positive social-emotional skills (including social relationships). The percent of preschool children who were functioning within age expectations in Outcome A2 by the time they turned 6 years of age or exited the program.	60% or More
Indicator 7B, S1 - Early Childhood Outcome B1 (Preschool): Acquisition and use of knowledge and skills (early language communication and early literacy). Of those preschool children who entered or exited the preschool program below age expectations in Outcome B1, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	89.50% or More
Indicator 7B, S2* - Early Childhood Outcome B2 (Preschool): Acquisition and use of knowledge and skills (early language communication and early literacy). The percent of preschool children who were functioning within age expectations in Outcome B2 by the time they turned 6 years of age or exited the program.	57% or More
Indicator 7C, S1 - Early Childhood Outcome C1 (Preschool): Use of appropriate behaviors to meet their needs. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C1, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	91% or More
Indicator 7C, S2* - Early Childhood Outcome C2 (Preschool): Use of appropriate behaviors to meet their needs. The percent of preschool children who were functioning within age expectations in Outcome C2 by the time they turned 6 years of age or exited the program.	69% or More
Indicator 8 - Parent Involvement: Percent of parents of SWDs who report that schools facilitated parent involvement as a means to improve services and results for SWDs.	90% or More
Indicator 9 - Disproportionate Representation in Special Education: Disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification. An LEA's <u>relative risk ratio and weighted risk ratio</u> must be 3.0 or greater to qualify for disproportionate representation.	No Finding (No significant discrepancy)
Indicator 10 - Disproportionate Representation in Specific Disability Categories: Disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification. An LEA's relative risk ratio and weighted risk ratio must be 3.0 or greater for the specified disability category to qualify for disproportionate representation.	No Finding (No significant discrepancy due to rate ratio and district policies, practices, and procedures)



Indicator Definitions	State Target for FFY 2018 (2018-19 SY)
Indicator 11 – Child Find: Percent of children evaluated within 60 days from parent consent for initial evaluation or within a state established	100%
timeframe.	100%
Indicator 12 - Part C to B Transition: Percent of children referred from	
Part C prior to age three who are eligible for Part B and who have an IEP	100%
developed and implemented by their third birthday.	
Indicator 13 - Secondary Transition with IEP Goals: 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	100%
goals related to transition service's needs; and 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.	
Indicator 14A – Post School Outcomes: Enrolled in higher education.	26%
Indicator 14B - Post School Outcomes: Enrolled in higher education or	61%
competitively employed one year after exiting high school.	0190
Indicator 14C - Post School Outcomes: Enrolled in higher education or	
some other postsecondary education or training program or	71%
competitively employed or in some other employment one year after	7 1 70
exiting high school.	

^{*}These indicators are not included in LEA local determinations; therefore, no data related to these indicators appears on the LEA Local Determinations Data Matrices.

Achievement School District Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
95.00	47.16	49.65%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	56.06%	<u>></u> 74.43%	No	1	Address in LEA Plan			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	5.38%	<u><</u> 3.20%	No	1	Address in LEA Plan			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching				_				
RLA 3-8 Assessment Participation Rate	78.83%	<u>></u> 90.00%	No	1	Address in LEA Plan			
RLA 3-8 Assessment Growth	-1.41%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	78.96%	<u>></u> 90.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Growth	3.76%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	68.18%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Growth	13.33%	+3.00%	Yes	4	None			
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	78.57%	<u>≥</u> 90.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-2.09%	+3.00%	No	2	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes		'	'					
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	82.35%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	88.57%	<u>></u> 89.50%	No	3	Address in LEA Plan			
Part C, S1-Appropriate behaviors	86.67%	<u>></u> 91.00%	No	2	Address in LEA Plan			
Indicator 14: Post-School Outcomes		'						
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA			

Achievement School District

<u>Achievement School District</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	Finding	No Finding	No	1	1. Participate in on site visit; 2.
Part B – Subgroup disaggregated by race	Finding	No Finding	No	1	Develop and action plan
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	88.15%	100%	No	1	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	26.92%	100%	No	1	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	0.00%	100%	No	1	Address in LEA Plan

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.09%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	38.03%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Achievement School District

<u>Alamo</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
60.00	39.50	65.83%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

1

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>≥</u> 74.43%	NA	NA	NA
Indicator 2: Dropout Rate	0.00%	≤3.20%	Yes	5	None
(weight x 1; assigned points scale of 1-5)					
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	statewide assessmer	nt; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	82.93%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.59%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	82.93%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	7.94%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)				_	
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

Alamo

<u>Alamo</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	90.00%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.00%	10070	INO	ı	Address III LEA Flair
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	10070	INA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	80.88%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Alamo

<u>Alcoa</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
100.00	66.83	66.83%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	100.000/	> 7.4.420/	Vaa	F	None
(weight x 3; assigned points scale of 1-5)	100.00%	<u>≥</u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate	0.000/	42 200V	V	F	Niana
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per	centage only includes thos	e taking the regular	r statewide assessmer	nt; those taking tl	he alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching	7.				
RLA 3-8 Assessment Participation Rate	90.70%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-13.13%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	90.70%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	0.78%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	80.00%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	9.05%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	02.220/	>00.000/	No	2	Address in LEA Plan
Assessment Participation	83.33%	<u>≥</u> 90.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	26.400/	.2.000/	NI -	4	Andreas in LEA Disc
Assessment Growth	-26.19%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes		·	·		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	88.89%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	87.50%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	87.50%	≥91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes					1
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	45.45%	<u>></u> 26.00%	Yes	5	None
Part B – Enrolled in higher education or	C2 C 40/	> C1 000/	Vos	Г	None
competitively employed	63.64%	<u>></u> 61.00%	Yes	5	None
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	100.00%	<u>></u> 71.00%	Yes	5	None
some other employment					

1 Alcoa

<u>Alcoa</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	59.07%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	16.00%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Alcoa

<u>Alvin C York</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
70.00	57.50	82.14%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	80.00%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.56%	<u>≤</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmen	t; those taking the	alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	NA	<u>></u> 90.00%	NA	NA	NA
RLA 3-8 Assessment Growth	NA	+3.00%	NA	NA	NA
Math 3-8 Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
Math 3-8 Assessment Growth	NA	+3.00%	NA	NA	NA
EOC English (English II) Assessment Participation	94.12%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	-1.68%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	92.86%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	8.93%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)				·	
Part A, S1-Social-emotional skills	NA	<u>></u> 89.50%	NA	NA	NA
Part B, S1-Acquisition of knowledge and skills	NA	<u>></u> 89.50%	NA	NA	NA
Part C, S1-Appropriate behaviors	NA	<u>></u> 91.00%	NA	NA	NA
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	28.57%	<u>></u> 26.00%	Yes	4	None
Part B – Enrolled in higher education or competitively employed	28.57%	<u>></u> 61.00%	No	3	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	100.00%	≥71.00%	Yes	5	None

Alvin C York

<u>Alvin C York</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i mamg	Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	100%	INA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	94.59%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	NA	<u>≥</u> 38.00%	NA	NA	NA
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Alvin C York

<u>Anderson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	66.16	73.52%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	85.39%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.63%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.43%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-3.09%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	91.14%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	5.79%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	86.25%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	1.54%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	84.06%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	1.67%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	'	-			
Part A, S1-Social-emotional skills	91.67%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	88.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	93.48%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Anderson County

<u>Anderson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	162	<u> </u>	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.46%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	97.40%	100%	INO	5	
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	72.05%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	32.04%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Anderson County

Arlington

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	77.50	86.11%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	92.11%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.56%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performer of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	92.75%	<u>≥</u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	2.69%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	92.71%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	10.03%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	85.19%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-21.76%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	85.71%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	10.37%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		-	'		
Part A, S1-Social-emotional skills	88.89%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	86.67%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

<u>Arlington</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	,	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	82.17%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	16.07%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Arlington

Athens

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
60.00	52.00	86.67%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	≥74.43%	NA	NA	NA			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	NA	<u>≤</u> 3.20%	NA	NA	NA			
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Percentage only includes those taking the regular statewide assessment; those taking the alternate assessment are excluded. Growth in percent of subgroup scoring at or above approaching.								
RLA 3-8 Assessment Participation Rate	91.74%	≥90.00%	Yes	5	None			
RLA 3-8 Assessment Growth	5.13%	+3.00%	Yes	5	None			
Math 3-8 Assessment Participation	91.80%	<u>></u> 90.00%	Yes	5	None			
Math 3-8 Assessment Growth	13.13%	+3.00%	Yes	5	None			
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA			
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA			
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA			
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA			

Athens

<u>Athens</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	100.00%	100%	Yes	5	None
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	85.71%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

					1
Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	85.56%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	7.69%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Bartlett</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	62.00	68.89%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	81.67%	>74.420/	Vec	2	None
(weight x 3; assigned points scale of 1-5)	81.67%	≥74.43%	Yes	3	None
Indicator 2: Dropout Rate	0.00%	<2.2004	Voc	5	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	87.07%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.68%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	87.00%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	2.05%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	88.61%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	18.24%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	00.030/	. 00 000/	NI -	2	Address in LEA Disc
Assessment Participation	89.02%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	0.5.40/	. 2. 000/			A
Assessment Growth	0.54%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>≥</u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.000/	NIA	NIA	NIA
competitively employed	IVA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

1 Bartlett

<u>Bartlett</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.42%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	33 . 4270	10070	INO	4	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	79.61%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	4.35%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Bartlett

Bedford County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
95.00	73.16	77.02%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	70.49%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.11%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regulai	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	92.28%	≥90.00%	Yes	5	None
RLA 3-8 Assessment Growth	1.08%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	92.28%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	6.27%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	89.39%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	15.45%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	90.14%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-8.27%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	93.33%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	93.10%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	96.15%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Bedford County

<u>Bedford County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.49%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	55 .4 570	10070	INO	4	Address III LLA Flaii
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		
Indicator 13: Secondary Transition with IEP Goals	66.67%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1 OR 5)	00.07 70	10070	INO	ı	Address III LLA FIGIT

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.40%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	23.53%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Bedford County

<u>Bells</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
65.00	48.16	74.10%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate		74.420/		NIA	
(weight x 3; assigned points scale of 1-5)	NA	<u>≥</u> 74.43%	NA	NA	NA
Indicator 2: Dropout Rate	0.000/	<2.200/	Ves	Г	Nama
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regulai	r statewide assessmer	nt; those taking ti	he alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching				_	
RLA 3-8 Assessment Participation Rate	92.31%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-8.12%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	92.86%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	9.52%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	87.50%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61 0004	NA	NA	NA
competitively employed	INA	<u>></u> 61.00%	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Bells

<u>Bells</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 Filluling	Normanig	163		
ndicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	IVA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.42%	≥70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	69.23%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Bells

<u>Benton County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	68.66	76.30%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions		
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	92.31%	≥74.43%	Yes	4	None		
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.90%	<u><</u> 3.20%	Yes	4	None		
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Percentage only includes those taking the regular statewide assessment; those taking the alternate assessment are excluded. Growth in percent of subgroup scoring at or above approaching.							
RLA 3-8 Assessment Participation Rate	93.98%	≥90.00%	Yes	5	None		
RLA 3-8 Assessment Growth	-2.75%	+3.00%	No	2	Address in LEA Plan		
Math 3-8 Assessment Participation	93.98%	<u>></u> 90.00%	Yes	5	None		
Math 3-8 Assessment Growth	-3.59%	+3.00%	No	1	Address in LEA Plan		
EOC English (English II) Assessment Participation	90.48%	<u>></u> 90.00%	Yes	4	None		
EOC English (English II) Assessment Growth	6.24%	+3.00%	Yes	3	None		
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	90.91%	≥90.00%	Yes	4	None		
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	12.01%	+3.00%	Yes	5	None		
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	1	1				
Part A, S1-Social-emotional skills	95.83%	<u>></u> 89.50%	Yes	4	None		
Part B, S1-Acquisition of knowledge and skills	91.67%	<u>></u> 89.50%	Yes	3	None		
Part C, S1-Appropriate behaviors	95.45%	<u>></u> 91.00%	Yes	4	None		
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)	Indicator 14: Post-School Outcomes						
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA		
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA		
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA		

1 Benton County

Benton County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Nothinding	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.82%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.0270	10070	INO	4	Address III LLA Flati
Indicator 12: Part C to Part B Transition	100.00%	100%	Voc	es 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΛ
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.01%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	8.51%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Benton County

Bledsoe County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
100.00	84.66	84.67%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	97.500/	>74.420/	Ves	4	None			
(weight x 3; assigned points scale of 1-5)	87.50%	<u>></u> 74.43%	Yes	4	None			
Indicator 2: Dropout Rate	1.950/							
(weight x 1; assigned points scale of 1-5)	1.85%	<u><</u> 3.20%	Yes	3	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		se taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		I		_				
RLA 3-8 Assessment Participation Rate	92.22%	<u>≥</u> 90.00%	Yes	5	None			
RLA 3-8 Assessment Growth	-1.12%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	92.26%	<u>></u> 90.00%	Yes	5	None			
Math 3-8 Assessment Growth	5.67%	+3.00%	Yes	4	None			
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None			
EOC English (English II) Assessment Growth	17.83%	+3.00%	Yes	5	None			
EOC Math (Algebra I/Integrated Math 1)	100.00%	≥90.00%	Yes	5	None			
Assessment Participation	100.00%	<u>~</u> 90.00%	res	5	None			
EOC Math (Algebra I/Integrated Math 1)	1.10%	12.00%	No	,	Address in LEA Plan			
Assessment Growth	1.10%	+3.00%	No	3	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	77.78%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	94.44%	<u>></u> 89.50%	Yes	4	None			
Part C, S1-Appropriate behaviors	87.50%	<u>></u> 91.00%	No	2	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	0.00%	<u>></u> 26.00%	No	1	Address in LEA Plan			
Part B – Enrolled in higher education or	0.00%	≥61.00%	No	1	Address in LEA Plan			
competitively employed	0.0070	<u>-</u> 01.0070	140	'	Addiess III ELA I Idii			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	83.33%	<u>≥</u> 71.00%	Yes	4	None			
some other employment								

Bledsoe County

<u>Bledsoe County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	78.53%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	54.41%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Bledsoe County

Blount County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
92.50	63.00	68.11%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	00.000/	74.400/		_	
(weight x 3; assigned points scale of 1-5)	83.33%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate	2.040/	12.200/	V	2	News
(weight x 1; assigned points scale of 1-5)	2.04%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		I			
RLA 3-8 Assessment Participation Rate	83.27%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-3.56%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	83.12%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	4.09%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	85.71%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	8.64%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	00.200/	>00.000/	No	2	Address in LEA Plan
Assessment Participation	86.36%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	0.770/	. 2.000/	NIS	2	Andreas in LEA Dies
Assessment Growth	0.77%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	90.41%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	87.14%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	94.74%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

Blount County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.15%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	16.88%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	93.80%	<u>></u> 90.00%	Yes	5	None

2 Blount County

<u>Bradford</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	83.00	89.73%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	100.00%	<u>≥</u> 74.43%	Yes	5	None			
Indicator 2: Dropout Rate								
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		<u> </u>		_				
RLA 3-8 Assessment Participation Rate	93.55%	<u>></u> 90.00%	Yes	5	None			
RLA 3-8 Assessment Growth	6.55%	+3.00%	Yes	5	None			
Math 3-8 Assessment Participation	93.75%	<u>></u> 90.00%	Yes	5	None			
Math 3-8 Assessment Growth	7.39%	+3.00%	Yes	4	None			
EOC English (English II) Assessment Participation	66.67%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Growth	33.33%	+3.00%	Yes	5	None			
EOC Math (Algebra I/Integrated Math 1)	75.000/	> 00 000/	NIa	4	Address in LEA Plan			
Assessment Participation	75.00%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	22.220/	. 2.000/	V	F	NI			
Assessment Growth	33.33%	+3.00%	Yes	5	None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes			·					
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>≥</u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Bradford

<u>Bradford</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 Filluling	Normanig	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	165	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA		IVA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	84.00%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	86.67%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	100.00%	<u>></u> 90.00%	Yes	5	None

2 Bradford

<u>Bradley County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
95.00	71.33	75.09%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	72.46%	<u>></u> 74.43%	No	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)					
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.34%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	85.74%	≥90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	0.77%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	85.74%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	6.49%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	86.75%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	12.02%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	84.72%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	8.66%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes		1			
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	98.41%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	94.74%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	94.00%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>></u> 71.00%	NA	NA	NA

1 Bradley County

Bradley County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation	rtionate Representation			None	
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.64%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	33.0470	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.0070	100%	162	5	None

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.91%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	20.87%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Bradley County

<u>Bristol</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	63.66	63.67%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	76.74%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	4.88%	<u>≤</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	89.12%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-8.59%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	88.75%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	1.24%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	75.68%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	5.52%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	81.63%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	14.12%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1			
Part A, S1-Social-emotional skills	91.30%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	88.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	95.24%	≥91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	22.22%	<u>></u> 26.00%	No	3	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	38.89%	<u>></u> 61.00%	No	4	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	61.11%	≥71.00%	No	1	Address in LEA Plan

Bristol Bristol

<u>Bristol</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i mamg	Normanig	165		
Indicator 10: Disproportionate Representation	Representation			None	
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.30%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.30%	10070	INO	2	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00% 10	100%	Yes	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070			
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.56%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	14.04%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Bristol

<u>Campbell</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	56.00	62.22%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	71.74%	≥74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.03%	<u>≤</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	93.33%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-0.02%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	93.33%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	2.66%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	94.87%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	2.87%	+3.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	95.00%	≥90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	1.03%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)	I	I	1		
Part A, S1-Social-emotional skills	93.33%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	96.43%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)		T			
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

1 Campbell

<u>Campbell</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	95.63%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	75.00%	100%	No	1	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

		_			
Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	61.90%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	17.11%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Campbell

<u>Cannon</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	62.83	67.93%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	85.71%	<u>></u> 74.43%	Yes	4	None				
(weight x 3; assigned points scale of 1-5)	65.71%	<u>2</u> 74.43%	165	4	None				
Indicator 2: Dropout Rate	3.90%	<u><</u> 3.20%	No	2	Address in LEA Plan				
(weight x 1; assigned points scale of 1-5)	3.90%	<u>~</u> 5.20%	INU		Address III LEA Flaii				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	82.95%	<u>≥</u> 90.00%	No	1	Address in LEA Plan				
RLA 3-8 Assessment Growth	-1.16%	+3.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Participation	83.15%	<u>></u> 90.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Growth	-1.39%	+3.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Participation	94.12%	<u>></u> 90.00%	Yes	4	None				
EOC English (English II) Assessment Growth	-21.93%	+3.00%	No	1	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	95.24%	≥90.00%	Yes	5	None				
Assessment Participation	95.24%	<u>~</u> 90.00%	res	5	None				
EOC Math (Algebra I/Integrated Math 1)	0.220/	12.000/	NIo	1	Address in LEA Dlan				
Assessment Growth	-9.23%	+3.00%	No	ı	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	80.00%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	87.50%	<u>></u> 89.50%	No	2	Address in LEA Plan				
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Cannon

<u>Cannon</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.36%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	11.11%	<u>></u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	92.20%	<u>></u> 90.00%	Yes	3	None

2 Cannon

<u>Carter County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	58.50	63.24%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	78.31%	<u>></u> 74.43%	Yes	3	None				
(weight x 3; assigned points scale of 1-5)	76.31%	<u>2</u> 74.43%	res	3	None				
Indicator 2: Dropout Rate	6.64%	<u><</u> 3.20%	No	1	Address in LEA Plan				
(weight x 1; assigned points scale of 1-5)	0.0470	<u><</u> 3.20%	INO	I	Address III LLA Flaii				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching	1			_					
RLA 3-8 Assessment Participation Rate	86.81%	<u>></u> 90.00%	No	2	Address in LEA Plan				
RLA 3-8 Assessment Growth	-8.09%	+3.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Participation	86.81%	<u>></u> 90.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Growth	8.47%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	88.89%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC English (English II) Assessment Growth	-3.83%	+3.00%	No	2	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	90.57%	>00.000/	Vec	4	None				
Assessment Participation	90.57%	<u>></u> 90.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	2.070/	12.000/	NIa	2	A delegação I EA Diago				
Assessment Growth	-2.97%	+3.00%	No	2	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	98.00%	<u>></u> 89.50%	Yes	4	None				
Part B, S1-Acquisition of knowledge and skills	98.00%	<u>></u> 89.50%	Yes	4	None				
Part C, S1-Appropriate behaviors	97.92%	<u>></u> 91.00%	Yes	4	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA				
competitively employed	INA	<u>></u> 61.00%	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Carter County

<u>Carter County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.33%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.3370	10070	INO	۷	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	3	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	69.26%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	34.62%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	91.20%	<u>></u> 90.00%	Yes	3	None

2 Carter County

<u>Cheatham County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	71.66	79.63%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	75.86%	<u>></u> 74.43%	Yes	3	None			
(weight x 3; assigned points scale of 1-5)	75.86%	<u>2</u> 74.43%	res	3	None			
Indicator 2: Dropout Rate	1.30%	<u><</u> 3.20%	Yes	4	None			
(weight x 1; assigned points scale of 1-5)	1.50%	<u>~</u> 5.20%	res	4	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching								
RLA 3-8 Assessment Participation Rate	89.42%	<u>></u> 90.00%	No	3	Address in LEA Plan			
RLA 3-8 Assessment Growth	0.99%	+3.00%	No	4	Address in LEA Plan			
Math 3-8 Assessment Participation	89.45%	<u>></u> 90.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Growth	6.93%	+3.00%	Yes	4	None			
EOC English (English II) Assessment Participation	89.66%	<u>></u> 90.00%	No	4	Address in LEA Plan			
EOC English (English II) Assessment Growth	0.20%	+3.00%	No	2	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	90.48%	≥90.00%	Yes	4	None			
Assessment Participation	90.46%	<u>~</u> 90.00%	res	4	None			
EOC Math (Algebra I/Integrated Math 1)	1 000/	12.000/	No	2	Address in LEA Dlan			
Assessment Growth	-1.88%	+3.00%	No	2	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	90.63%	<u>></u> 89.50%	Yes	3	None			
Part B, S1-Acquisition of knowledge and skills	85.29%	<u>></u> 89.50%	No	2	Address in LEA Plan			
Part C, S1-Appropriate behaviors	89.66%	<u>></u> 91.00%	No	2	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Cheatham County

<u>Cheatham County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.75%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	97.7370	10070	INO	3	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	85.47%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	33.66%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Cheatham County

<u>Chester County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	72.00	72.00%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	62.50%	>74.43%	No	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	02.3070	<u>2</u> 74.4370	INO	2	Address III LLA Flaii
Indicator 2: Dropout Rate	1.37%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)	1.57 70	<u><</u> 3.20%	162		None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		22.222			
RLA 3-8 Assessment Participation Rate	87.04%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	8.68%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	87.04%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	5.56%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	-3.81%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	100.00%	≥90.00%	Yes	5	None
Assessment Participation	100.00%	<u>~</u> 90.00%	162	<u> </u>	None
EOC Math (Algebra I/Integrated Math 1)	-0.72%	12.000%	No	3	Address in LEA Plan
Assessment Growth	-0.72%	+3.00%	No	3	Address in LEA Plair
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	94.74%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	94.44%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	94.74%	≥91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	27.27%	<u>></u> 26.00%	Yes	4	None
Part B – Enrolled in higher education or	36.36%	<u>></u> 61.00%	No	4	Address in LEA Plan
competitively employed	30.3070	<u>~</u> 01.0070	140		Addiess III LEA FIAII
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	45.45%	<u>></u> 71.00%	No	1	Address in LEA Plan
some other employment					

1 Chester County

<u>Chester County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.72%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	55.32%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Chester County

<u>Claiborne County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
97.50	64.66	66.32%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	71.88%	<u>></u> 74.43%	No	2	Address in LEA Plan			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None			
ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regulai	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
RLA 3-8 Assessment Participation Rate	91.16%	≥90.00%	Yes	4	None			
RLA 3-8 Assessment Growth	-10.09%	+3.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Participation	91.13%	<u>></u> 90.00%	Yes	4	None			
Math 3-8 Assessment Growth	1.90%	+3.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Participation	94.59%	<u>></u> 90.00%	Yes	5	None			
EOC English (English II) Assessment Growth	11.84%	+3.00%	Yes	5	None			
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	94.87%	≥90.00%	Yes	5	None			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	2.88%	+3.00%	No	4	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1							
Part A, S1-Social-emotional skills	96.67%	<u>></u> 89.50%	Yes	4	None			
Part B, S1-Acquisition of knowledge and skills	90.63%	<u>></u> 89.50%	Yes	3	None			
Part C, S1-Appropriate behaviors	96.30%	<u>></u> 91.00%	Yes	4	None			
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA			

<u>Claiborne County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.30%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.5070	100%	INO		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		INOTIE
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.0070	100%	163		INOTIE

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	72.33%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	6.45%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	90.60%	<u>></u> 90.00%	Yes	3	None

2 Claiborne County

<u>Clay County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.00	72.23%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	81.82%	>74.420/	Ves	4	None				
(weight x 3; assigned points scale of 1-5)	01.02%	<u>></u> 74.43%	Yes	4	None				
Indicator 2: Dropout Rate	0.00%	<2.2004	Voc	5	None				
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching		I			I				
RLA 3-8 Assessment Participation Rate	93.85%	<u>></u> 90.00%	Yes	5	None				
RLA 3-8 Assessment Growth	-1.38%	+3.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Participation	93.94%	<u>></u> 90.00%	Yes	5	None				
Math 3-8 Assessment Growth	4.41%	+3.00%	Yes	3	None				
EOC English (English II) Assessment Participation	86.67%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC English (English II) Assessment Growth	12.09%	+3.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	0.4.630/	> 00 000/	NIa	2	Andreas in LEA Disc				
Assessment Participation	84.62%	<u>></u> 90.00%	No	2	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	4.4.000/	. 2 000/	.,	_	N				
Assessment Growth	14.98%	+3.00%	Yes	5	None				
Indicator 7: Early Childhood Outcomes		'							
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	33.33%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part C, S1-Appropriate behaviors	75.00%	<u>></u> 91.00%	No	1	Address in LEA Plan				
Indicator 14: Post-School Outcomes		'							
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA				
competitively employed	INA	<u>></u> 61.00%	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA				
some other employment									

1 Clay County

<u>Clay County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No i mang	Nothinding	163		
Indicator 10: Disproportionate Representation			None		
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	83.45%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Clay County

Cleveland

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	55.00	61.11%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	81.13%	>74.420/	Ves	2	None
(weight x 3; assigned points scale of 1-5)	81.13%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate	1.00%	<2.20%	Voc	4	None
(weight x 1; assigned points scale of 1-5)	1.00%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching	1	I			
RLA 3-8 Assessment Participation Rate	83.76%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.65%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	83.90%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	5.94%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	70.83%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	19.05%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	72.000/	> 00 000/	NIa	1	Andreas in LEA Disc
Assessment Participation	73.08%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	0.000/	. 2.000/	V	4	NI
Assessment Growth	9.80%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	76.19%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	76.74%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	68.57%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes	'	'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.000/	NA	NIA	NIA
competitively employed	INA	<u>></u> 61.00%	INA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

1 Cleveland

<u>Cleveland</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	96.34%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.54%	10070	INO	J	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.00%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.53%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Cleveland

Clinton

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
60.00	50.00	83.33%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 74.43%	NA	NA	NA
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	NA	<u><</u> 3.20%	NA	NA	NA
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regulai	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	89.19%	≥90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	0.00%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	89.33%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	7.92%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		-	'		
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

Clinton

<u>Clinton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163	J	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.35%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.3370	10070	INO	۷	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.82%	≥70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.00%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Clinton

<u>Cocke County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	56.00	62.22%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	71.01%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.17%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewiae assessmer	it; tnose taking tr	ie alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	82.95%	≥90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-13.10%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	83.01%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	-2.86%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	80.85%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	-5.49%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	85.25%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-0.68%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	97.14%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	92.86%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	97.14%	<u>≥</u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)	I	1	1		
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Cocke County

<u>Cocke County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.45%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.43%	10070	INO		Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		ivoite
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	69.18%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	44.32%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Cocke County

<u>Coffee County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	58.50	65.00%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	82.86%	<u>></u> 74.43%	Yes	4	None				
(weight x 3; assigned points scale of 1-5)	02,0070	<u>2</u> 74.45%	res	4	None				
Indicator 2: Dropout Rate	2.22%	<u><</u> 3.20%	Yes	3	None				
(weight x 1; assigned points scale of 1-5)	2,2290	<u>~</u> 5.20%	res	3	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching				_					
RLA 3-8 Assessment Participation Rate	94.22%	<u>></u> 90.00%	Yes	5	None				
RLA 3-8 Assessment Growth	-1.40%	+3.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Participation	94.22%	<u>></u> 90.00%	Yes	5	None				
Math 3-8 Assessment Growth	-3.56%	+3.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Participation	81.67%	<u>></u> 90.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Growth	11.67%	+3.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	83.33%	≥90.00%	No	2	Address in LEA Plan				
Assessment Participation	05.55%	<u>~</u> 90.00%	INO	2	Address III LEA Plait				
EOC Math (Algebra I/Integrated Math 1)	7.87%	12.00%	Voc	4	None				
Assessment Growth	7.87%	+3.00%	Yes	4	None				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	95.65%	<u>></u> 89.50%	Yes	4	None				
Part B, S1-Acquisition of knowledge and skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part C, S1-Appropriate behaviors	85.71%	<u>></u> 91.00%	No	1	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Coffee County

<u>Coffee County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No i mang	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162	5	none
Indicator 12: Part C to Part B Transition	100 00%	0.00% 100% Yes 5	None		
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%		162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	63.90%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	14.58%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Coffee County

<u>Collierville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	62.50	69.44%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	79.03%	>74.420/	Ves	2	None				
(weight x 3; assigned points scale of 1-5)	79.03%	<u>></u> 74.43%	Yes	3	None				
Indicator 2: Dropout Rate	1.05%	<2.2004	Yes	4	None				
(weight x 1; assigned points scale of 1-5)	1.05%	<u><</u> 3.20%	res	4	Notie				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching		I							
RLA 3-8 Assessment Participation Rate	85.14%	<u>></u> 90.00%	No	2	Address in LEA Plan				
RLA 3-8 Assessment Growth	-4.71%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	85.17%	<u>></u> 90.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Growth	1.39%	+3.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Participation	92.68%	<u>></u> 90.00%	Yes	4	None				
EOC English (English II) Assessment Growth	15.65%	+3.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	00.660/	. 00 000/	NI -	2	Address in LEA Disc				
Assessment Participation	89.66%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	6.4207	. 2 000/			A 1.1				
Assessment Growth	-6.12%	+3.00%	No	2	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	88.10%	<u>></u> 89.50%	No	2	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	95.00%	<u>></u> 89.50%	Yes	4	None				
Part C, S1-Appropriate behaviors	92.50%	<u>></u> 91.00%	Yes	3	None				
Indicator 14: Post-School Outcomes		'							
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA				
competitively employed	INA	<u>></u> 61.00%	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA				
some other employment									

1 Collierville

<u>Collierville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.74%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	33.7470	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Voc	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.23%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	21.74%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Crockett County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
95.00	75.33	79.30%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	82.14%	<u>></u> 74.43%	Yes	4	None
(weight x 3; assigned points scale of 1-5)	62.14%	<u>2</u> 74.43%	res	4	None
Indicator 2: Dropout Rate	2.22%	<u><</u> 3.20%	Yes	3	None
(weight x 1; assigned points scale of 1-5)	2,2290	<u>~</u> 3.20%	res	<u> </u>	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	93.42%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	6.18%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	93.59%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	15.54%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	77.78%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	5.56%	+3.00%	Yes	3	None
EOC Math (Algebra I/Integrated Math 1)	81.82%	≥90.00%	No	1	Address in LEA Plan
Assessment Participation	01.0270	<u>~</u> 90.00%	INU	I	Address III LEA Flaii
EOC Math (Algebra I/Integrated Math 1)	0.050/	12.000/	Vac	4	Nego
Assessment Growth	9.85%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	50.00%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Crockett County

<u>Crockett County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		INOTIE
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.0070	100%	163	3	inone

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.28%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	12.50%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Crockett County

<u>Cumberland County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	70.33	78.15%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	79.73%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.95%	<u><</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching				_	
RLA 3-8 Assessment Participation Rate	88.46%	≥90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-6.70%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	88.49%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	2.89%	+3.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Participation	86.67%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	-3.98%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	86.67%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-0.08%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes	I				
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	93.22%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	95.08%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	92.73%	≥91.00%	Yes	3	None
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Cumberland County

<u>Cumberland County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation	ortionate Representation				
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.05%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.0370	10070	INO	4	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	83.75%	≥70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	32.12%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Davidson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
107.50	53.00	49.30%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	F7.7F0/	>74.420/	Nie	1	Address in LEA Dlan
(weight x 3; assigned points scale of 1-5)	57.75%	≥74.43%	No	1	Address in LEA Plan
Indicator 2: Dropout Rate	6.02%	<2.2004	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	6.02%	<u><</u> 3.20%	INO	I	Address III LEA Plait
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	88.14%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.23%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	88.09%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	2.63%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	88.40%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	5.73%	+3.00%	Yes	3	None
EOC Math (Algebra I/Integrated Math 1)	88.84%	>00.000/	No	3	Address in LEA Plan
Assessment Participation	00.04%	<u>≥</u> 90.00%	INO	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	1.000/	. 2.000/	NIa	2	Address in LEA Dlan
Assessment Growth	-1.06%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	75.22%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	72.61%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	75.38%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	8.57%	<u>></u> 26.00%	No	1	Address in LEA Plan
Part B – Enrolled in higher education or	20.00%	>61.0004	No	2	Address in LEA Plan
competitively employed	20,00%	<u>></u> 61.00%	INO	2	Address III LEA Pidil
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	48.57%	<u>≥</u> 71.00%	No	1	Address in LEA Plan
some other employment					

1 Davidson County

<u>Davidson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	Finding	No Finding	No	1	1. Participate in on site visit; 2.
Part B – Subgroup disaggregated by race	Finding	No Finding	No	1	Develop and action plan
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	85.87%	100%	No	1	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	91.06%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	30.00%	100%	No	1	Address in LEA Plan

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	70.74%	≥70.00%	Yes	2	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	44.62%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	90.70%	<u>></u> 90.00%	Yes	3	None

2 Davidson County

Dayton

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
62.50	55.50	88.80%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	NA	>74.43%	NA	NA	NA
(weight x 3; assigned points scale of 1-5)	INA	<u>~</u> /4.43%	INA	INA	INA
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)	INA	<u><</u> 3.20%	INA	INA	INA
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Perc		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		00.000/			
RLA 3-8 Assessment Participation Rate	82.93%	≥90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	3.82%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	81.08%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	19.55%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					1
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>≥</u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					'
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NIA	> C1 000/	NIA	NIA	NIA
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

<u>Dayton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	83.33%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	11.76%	<u>></u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	100.00%	<u>></u> 90.00%	Yes	5	None

<u>Decatur County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	76.16	76.17%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions	
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	68.57%	<u>></u> 74.43%	No	2	Address in LEA Plan	
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.22%	<u>≤</u> 3.20%	Yes	4	None	
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.	
RLA 3-8 Assessment Participation Rate	88.75%	≥90.00%	No	3	Address in LEA Plan	
RLA 3-8 Assessment Growth	2.58%	+3.00%	No	5	Address in LEA Plan	
Math 3-8 Assessment Participation	88.75%	<u>></u> 90.00%	No	3	Address in LEA Plan	
Math 3-8 Assessment Growth	4.71%	+3.00%	Yes	3	None	
EOC English (English II) Assessment Participation	100.00%	>90.00%	Yes	5	None	
EOC English (English II) Assessment Growth	1.70%	+3.00%	No	2	Address in LEA Plan	
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	100.00%	<u>≥</u> 90.00%	Yes	5	None	
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-5.91%	+3.00%	No	2	Address in LEA Plan	
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	'	1			
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None	
Part B, S1-Acquisition of knowledge and skills	93.75%	<u>></u> 89.50%	Yes	4	None	
Part C, S1-Appropriate behaviors	88.89%	<u>></u> 91.00%	No	2	Address in LEA Plan	
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)						
Part A – Enrolled in higher education	25.93%	<u>></u> 26.00%	No	3	Address in LEA Plan	
Part B – Enrolled in higher education or competitively employed	25.93%	<u>></u> 61.00%	No	3	Address in LEA Plan	
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	74.07%	≥71.00%	Yes	3	None	

1 Decatur County

<u>Decatur County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	91.04%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	91.04%	10070	INO	I	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	83.49%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	61.82%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Decatur County

<u>DeKalb County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	63.66	68.83%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	75.86%	<u>></u> 74.43%	Yes	3	None			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.01%	<u><</u> 3.20%	Yes	4	None			
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.			
RLA 3-8 Assessment Participation Rate	87.03%	≥90.00%	No	2	Address in LEA Plan			
RLA 3-8 Assessment Growth	-1.69%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	87.03%	≥90.00%	No	2	Address in LEA Plan			
Math 3-8 Assessment Growth	4.06%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	81.82%	>90.00%	No	<u>J</u> 1	Address in LEA Plan			
EOC English (English II) Assessment Growth	3.03%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	84.62%	<u>≥</u> 90.00%	No	2	Address in LEA Plan			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	6.19%	+3.00%	Yes	4	None			
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	·	-	-					
Part A, S1-Social-emotional skills	92.59%	<u>></u> 89.50%	Yes	3	None			
Part B, S1-Acquisition of knowledge and skills	78.57%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part C, S1-Appropriate behaviors	85.19%	<u>></u> 91.00%	No	1	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA			

<u>DeKalb County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	89.39%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	09.5970	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162	J	INOTIE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	65.40%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	64.00%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	93.40%	<u>></u> 90.00%	Yes	3	None

<u>Dickson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
95.00	66.83	70.35%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	01 250/	>74.420/	Vec	2	None
(weight x 3; assigned points scale of 1-5)	81.25%	<u>≥</u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate	2.240/	<2.200V	Nie	2	Address in LEA Dlan
(weight x 1; assigned points scale of 1-5)	3.24%	<u><</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Perc		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		1			
RLA 3-8 Assessment Participation Rate	89.53%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.56%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	89.32%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-1.70%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	88.57%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	15.28%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	0.4.400/	>00.000/	Nie	2	Address in LEA Plan
Assessment Participation	84.48%	≥90.00%	No		Address III LEA FIAIT
EOC Math (Algebra I/Integrated Math 1)	10.60%	. 2.000/	V	F	Nana
Assessment Growth	18.69%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	84.75%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	86.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	88.24%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes		<u>'</u>			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

<u>Dickson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	16.67%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1 OR 5)	10.07 70	10070	INO	ı	Address III ELA FIGIT

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	82.36%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	13.33%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Dickson County

<u>Dyer County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	63.00	68.11%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	66.67%	≥74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.63%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	85.64%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-5.32%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	85.64%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	7.85%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	90.63%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	3.75%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	88.89%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-13.09%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1			
Part A, S1-Social-emotional skills	95.65%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	95.65%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	95.00%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

1 Dyer County

<u>Dyer County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110111101119	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	51.66%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	53.03%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	94.70%	<u>></u> 90.00%	Yes	5	None

2 Dyer County

<u>Dyersburg</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	54.50	60.55%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	70.37%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.42%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of Subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	85.16%	≥90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-4.87%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	85.33%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	6.39%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	83.33%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	3.00%	+3.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	86.67%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-22.75%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			1		
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

<u>Dyersburg</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	53.62%	≥70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	16.67%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Elizabethton</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	62.00	68.89%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	79.31%	<u>></u> 74.43%	Yes	3	None				
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.70%	<u><</u> 3.20%	Yes	3	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
RLA 3-8 Assessment Participation Rate	90.42%	<u>></u> 90.00%	Yes	4	None				
RLA 3-8 Assessment Growth	-6.12%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	89.94%	<u>></u> 90.00%	No	4	Address in LEA Plan				
Math 3-8 Assessment Growth	2.29%	+3.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Participation	91.18%	<u>></u> 90.00%	Yes	4	None				
EOC English (English II) Assessment Growth	7.73%	+3.00%	Yes	4	None				
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	91.18%	≥90.00%	Yes	4	None				
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-0.80%	+3.00%	No	3	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1							
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None				
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)	Indicator 14: Post-School Outcomes								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA				
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA				

<u>Elizabethton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Nothinding	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.45%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.4370	10070	INO		Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.66%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	2.38%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Etowah</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
62.50	52.66	84.27%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	NA	>74.43%	NA	NA	NA				
(weight x 3; assigned points scale of 1-5)	INA	<u>2</u> 74.4370	INA	INA	NA .				
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA				
(weight x 1; assigned points scale of 1-5)	INA	<u><</u> 5.20%	INA	INA	IVA				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking t	he alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching			1		T				
RLA 3-8 Assessment Participation Rate	97.37%	<u>></u> 90.00%	Yes	5	None				
RLA 3-8 Assessment Growth	0.81%	+3.00%	No	4	Address in LEA Plan				
Math 3-8 Assessment Participation	97.37%	<u>></u> 90.00%	Yes	5	None				
Math 3-8 Assessment Growth	11.27%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA				
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA				
EOC Math (Algebra I/Integrated Math 1)	NIA	> 00 000/	NA	NIA	NIA				
Assessment Participation	NA	<u>></u> 90.00%	INA	NA	NA				
EOC Math (Algebra I/Integrated Math 1)	N.I.A.	. 2.000/	NIA	N I A	NIA				
Assessment Growth	NA	+3.00%	NA	NA	NA				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part C, S1-Appropriate behaviors	83.33%	<u>></u> 91.00%	No	1	Address in LEA Plan				
Indicator 14: Post-School Outcomes	'	'							
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NIA	>61.000/	NIA	NIA	NIA				
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA				
some other employment									

1 Etowah

<u>Etowah</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	88.71%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	11.11%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	83.30%	<u>></u> 90.00%	No	1	Address in LEA Plan

<u>Fayette County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	68.50	76.11%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	88.10%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	83.33%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	2.41%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	83.42%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	8.66%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	87.18%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	20.51%	+3.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	66.67%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	16.39%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	88.24%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	93.75%	≥91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Fayette County

<u>Fayette County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No Finding	NO FINALING	162	<u> </u>	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.24%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	33.2470	10070	INO		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA		INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.38%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	29.55%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Fayette County

<u>Fayetteville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
105.00	69.33	66.03%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	100.00%	<u>></u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching	9	e taking the regula	r statewide assessmen	t; those taking the	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	92.50%	≥90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-4.33%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	92.50%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	4.58%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	1.19%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	100.00%	≥90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-22.22%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1		'	
Part A, S1-Social-emotional skills	83.33%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	83.33%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	80.00%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	33.33%	<u>></u> 26.00%	Yes	5	None
Part B – Enrolled in higher education or competitively employed	33.33%	<u>></u> 61.00%	No	3	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	83.33%	≥71.00%	Yes	4	None

1 Fayetteville

<u>Fayetteville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.74%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.7470	10070	INO	2	Address III LEA FIAIT
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	3	None
Indicator 13: Secondary Transition with IEP Goals	60.00%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1 OR 5)	00.00%	100%	INU	I	Address in LEA Plan

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	74.84%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	12.50%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Fayetteville

<u>Fentress County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.83	73.15%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	100.00%	>74.420/	Ves	Г	None
(weight x 3; assigned points scale of 1-5)	100.00%	<u>></u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate	0.00%	<2.2004	Yes	F	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	res	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		se taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching			1	I	
RLA 3-8 Assessment Participation Rate	89.81%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.00%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	88.18%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-2.85%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	33.64%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	100.000/	> 00 000/	V	F	Nisas
Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	4 440/	12.000/	NIa	2	Andreas in LEA Dies
Assessment Growth	-1.11%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	80.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	82.61%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	78.26%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes			'		
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

Fentress County

<u>Fentress County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	85.71%	100%	No	1	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	90.48%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	80.70%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	14.29%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Fentress County

<u>Franklin County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	53.50	59.44%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	72.070/	74.420/		2	A.I.I
(weight x 3; assigned points scale of 1-5)	72.97%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate	2.070/	42.200/	V	2	Nega
(weight x 1; assigned points scale of 1-5)	2.87%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regulai	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching				_	
RLA 3-8 Assessment Participation Rate	87.10%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	1.03%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	87.10%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	2.99%	+3.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Participation	85.37%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-4.73%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	87.50%	≥90.00%	No	3	Address in LEA Plan
Assessment Participation	67.50%	<u>2</u> 90.00%	INO	3	Address III LEA Plati
EOC Math (Algebra I/Integrated Math 1)	9.46%	12.000%	Voc	4	None
Assessment Growth	9.40%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	88.89%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	90.74%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	88.89%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INC
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Franklin County

<u>Franklin County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110111101119	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.14%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	37.1470	100%	INO	<u> </u>	Address III LEA Flaii
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	<u> </u>	
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NIA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	59.02%	≥70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	23.17%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Franklin County

<u>Franklin SSD</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
60.00	42.83	71.39%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	NIA	>74.420/	NIA	NIA	NIA
(weight x 3; assigned points scale of 1-5)	NA	≥74.43%	NA	NA	NA
Indicator 2: Dropout Rate	NA	<2.20%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)	INA	<u><</u> 3.20%	INA	INA	INA
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmen	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching	1				
RLA 3-8 Assessment Participation Rate	87.55%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-6.25%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	87.55%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-1.84%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1)	NA	> 00 000/	NA	NA	NA
Assessment Participation	INA	<u>></u> 90.00%	INA	INA	INA
EOC Math (Algebra I/Integrated Math 1)	NIA	. 2.000/	N.I.A.	NIA	NIA
Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	95.45%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	95.45%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA
competitively employed	INA	<u>></u> 61.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

1 Franklin SSD

<u>Franklin SSD</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.71%	≥70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	28.07%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Franklin SSD

<u>Germantown</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
95.00	62.00	65.26%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	69.05%	≥74.43%	No	2	Address in LEA Plan			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.63%	<u><</u> 3.20%	Yes	4	None			
ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
RLA 3-8 Assessment Participation Rate	86.36%	<u>></u> 90.00%	No	2	Address in LEA Plan			
RLA 3-8 Assessment Growth	-10.00%	+3.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Participation	86.30%	<u>></u> 90.00%	No	2	Address in LEA Plan			
Math 3-8 Assessment Growth	0.03%	+3.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Participation	80.95%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Growth	-14.71%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	75.76%	≥90.00%	No	1	Address in LEA Plan			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	15.60%	+3.00%	Yes	5	None			
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	1						
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)	Indicator 14: Post-School Outcomes							
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA			

<u>Germantown</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Nothiding	INOTITIONING	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.61%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.0170	10070	INO		Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.0070	10070	163	5	NOTIC

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	72.10%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	3.75%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Gibson SSD</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	66.00	71.35%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	66.67%	<u>></u> 74.43%	No	2	Address in LEA Plan			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.47%	<u>≤</u> 3.20%	Yes	4	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		22.222						
RLA 3-8 Assessment Participation Rate	88.77%	<u>></u> 90.00%	No	3	Address in LEA Plan			
RLA 3-8 Assessment Growth	-1.29%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	88.71%	<u>></u> 90.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Growth	0.65%	+3.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Participation	79.41%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Growth	18.57%	+3.00%	Yes	5	None			
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	65.00%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	25.49%	+3.00%	Yes	5	None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	92.00%	<u>></u> 89.50%	Yes	3	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	95.65%	≥91.00%	Yes	4	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NIA		NIA	NIA	NIA			
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA			

1 Gibson SSD

<u>Gibson SSD</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163	5	
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	78.17%	≥70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	21.31%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	96.80%	<u>></u> 90.00%	Yes	5	None

2 Gibson SSD

<u>Giles County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	70.33	70.33%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	81.82%	>74.43%	Yes	4	None			
(weight x 3; assigned points scale of 1-5)	01.0270	<u>-</u> 74.4570	103	-	None			
Indicator 2: Dropout Rate	2.02%	<3.20%	Yes	3	None			
(weight x 1; assigned points scale of 1-5)	2.0270	<u>-</u> 5.2070	163		None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		. 00 000/	NI-		Address in LEA Disc			
RLA 3-8 Assessment Participation Rate	89.53%	<u>></u> 90.00%	No	3	Address in LEA Plan			
RLA 3-8 Assessment Growth	-2.87%	+3.00%	No	2	Address in LEA Plan			
Math 3-8 Assessment Participation	89.60%	<u>></u> 90.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Growth	4.39%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None			
EOC English (English II) Assessment Growth	4.17%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1)	100.00%	≥90.00%	Yes	5	None			
Assessment Participation	100.0070	<u>-</u> 50.0070	103		TVOTE			
EOC Math (Algebra l/Integrated Math 1)	-9.26%	+3.00%	No	1	Address in LEA Plan			
Assessment Growth	-9.20%	13.0070	INO	1	Address III LLA Flair			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	85.71%	<u>></u> 89.50%	No	2	Address in LEA Plan			
Part C, S1-Appropriate behaviors	93.75%	<u>≥</u> 91.00%	Yes	3	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	40.00%	<u>></u> 26.00%	Yes	5	None			
Part B – Enrolled in higher education or	40.00%	<u>></u> 61.00%	No	4	Address in LEA Plan			
competitively employed	40.0070	<u> </u>	140	-+	Addiess III LLA Flaii			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	80.00%	<u>≥</u> 71.00%	Yes	3	None			
some other employment								

1 Giles County

<u>Giles County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	93.83%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.0370	10070	INO		Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.14%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	19.51%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Giles County

<u>Grainger County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	68.50	68.50%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	02.070/	>74.420/	Ves	4	None
(weight x 3; assigned points scale of 1-5)	83.87%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate	0.00%	<2.2004	Yes	5	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	162	5	Notie
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		1			
RLA 3-8 Assessment Participation Rate	89.88%	<u>></u> 90.00%	No	4	Address in LEA Plan
RLA 3-8 Assessment Growth	-0.62%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	89.43%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	8.02%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	84.62%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-0.58%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	05.740/	> 00 000/	NIa	2	Adduses in LEA Disc
Assessment Participation	85.71%	≥90.00% No	NO	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	20.020/	. 2. 200/		4	A 1.1
Assessment Growth	-20.83%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes		'	'		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	91.43%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	83.33%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	90.00%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	13.04%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or	26.000/	>61.000/	NIO	2	Address in LEA Plan
competitively employed	26.09%	<u>></u> 61.00%	No	3	Address in Lea Plan
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	69.57%	<u>≥</u> 71.00%	No	2	Address in LEA Plan
some other employment					

1 Grainger County

Grainger County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.32%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.3270	10070	INO	4	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	INOTIE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.91%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	22.58%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Grainger County

<u>Greene County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.50	72.78%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	79.27%	>74.420/	Yes	3	None
(weight x 3; assigned points scale of 1-5)	79.27%	<u>></u> 74.43%	res	3	None
Indicator 2: Dropout Rate	1.24%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)	1,2470	<u>~</u> 5.20%	res	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmen	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	86.61%	<u>≥</u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	0.11%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	86.53%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	7.57%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	90.54%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	18.64%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	00.4.40/	. 00 000/	V	4	Niere
Assessment Participation	90.14%	<u>≥</u> 90.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	4.400/	. 2. 200/	.,		.,
Assessment Growth	4.48%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	91.53%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	93.10%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	92.86%	≥91.00%	Yes	3	None
Indicator 14: Post-School Outcomes				'	
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NIA	>61.000/	NIA	NIA	NIA
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

1 Greene County

<u>Greene County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No Finding	NO FINALING	162	<u> </u>	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162	5	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.69%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	42.06%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Greene County

<u>Greeneville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	61.66	66.67%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	80.00%	>74.420/	Yes	3	None
(weight x 3; assigned points scale of 1-5)	80.00%	<u>></u> 74.43%	res	3	None
Indicator 2: Dropout Rate	0.92%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)	0.9270	<u><</u> 3.20%	163	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		I			
RLA 3-8 Assessment Participation Rate	88.38%	<u>≥</u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.00%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	88.27%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	1.88%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	80.00%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	-6.23%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	04.030/	> 00 000/	NIa	1	Address in LEA Plan
Assessment Participation	81.82%	≥90.00%	No	1	Address III LEA Plati
EOC Math (Algebra I/Integrated Math 1)	44.670/	. 2. 000/	NI-	4	Address in LEA Disc
Assessment Growth	-11.67%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes		'	'		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	93.75%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>≥</u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NIA	>61.000/	NIA	NIA	NIA
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Greeneville

<u>Greeneville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.21%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.2170	10070	INO	<u> </u>	Address III LLA FIAIT
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.02%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	55.00%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	98.00%	<u>></u> 90.00%	Yes	5	None

2 Greeneville

<u>Grundy County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	69.00	69.00%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	76.19%	>74.43%	Yes	3	None				
(weight x 3; assigned points scale of 1-5)	70.1970	<u>2</u> 74.4370	163	3	None				
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None				
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	res	<u> </u>	Notie				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	86.84%	<u>></u> 90.00%	No	2	Address in LEA Plan				
RLA 3-8 Assessment Growth	0.88%	+3.00%	No	4	Address in LEA Plan				
Math 3-8 Assessment Participation	86.73%	<u>></u> 90.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Growth	11.44%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	85.29%	<u>></u> 90.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Growth	4.28%	+3.00%	Yes	3	None				
EOC Math (Algebra I/Integrated Math 1)	85.71%	≥90.00%	No	2	Address in LEA Plan				
Assessment Participation	05.71%	<u>~</u> 90.00%	INO	2	Address III LEA Plaii				
EOC Math (Algebra I/Integrated Math 1)	0.450/	12.000/	Nie	2	Address in LEA Dlan				
Assessment Growth	-0.45%	+3.00%	No	3	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	6.25%	<u>></u> 26.00%	No	1	Address in LEA Plan				
Part B – Enrolled in higher education or	50.00%	<u>≥</u> 61.00%	No	5	Address in LEA Plan				
competitively employed	50.00%	<u>~</u> 01.00%	INU	<u> </u>	Address III LEA Plaff				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	62.50%	<u>></u> 71.00%	No	2	Address in LEA Plan				
some other employment									

1 Grundy County

<u>Grundy County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.47%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	34.88%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Grundy County

<u>Hamblen County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	63.33	70.37%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	74.03%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.29%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	he alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	89.79%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	0.43%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	89.49%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	4.64%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	86.15%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	3.02%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	86.76%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	2.16%	+3.00%	No	4	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	97.44%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	97.59%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	93.24%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Hamblen County

<u>Hamblen County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	99.66%	100%	No	4	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	92.59%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.59%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	8.54%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hamblen County

<u>Hamilton County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	57.66	64.07%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	64.71%	<u>></u> 74.43%	No	2	Address in LEA Plan				
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.10%	<u><</u> 3.20%	Yes	3	None				
Indicator 3: Statewide Assessment	· · ·								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	83.56%	<u>></u> 90.00%	No	1	Address in LEA Plan				
RLA 3-8 Assessment Growth	-0.57%	+3.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Participation	83.43%	<u>></u> 90.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Growth	6.83%	+3.00%	Yes	4	None				
EOC English (English II) Assessment Participation	80.74%	<u>></u> 90.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Growth	15.27%	+3.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	83.08%	<u>≥</u> 90.00%	No	2	Address in LEA Plan				
Assessment Participation									
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	1.26%	+3.00%	No	3	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes		1							
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	90.06%	<u>></u> 89.50%	Yes	3	None				
Part B, S1-Acquisition of knowledge and skills	90.15%	<u>></u> 89.50%	Yes	3	None				
Part C, S1-Appropriate behaviors	90.24%	≥91.00%	No	3	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NIA	> C1 000/	NIA	NIA	NIA				
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA				
some other employment									

1 Hamilton County

<u>Hamilton County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	1. Participate in on site visit; 2.
Part B – Subgroup disaggregated by race	Finding	No Finding	No	1	Develop and action plan
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 Finding	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	90.11%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.1170	10070	INO	ı	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΛ
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.33%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	19.57%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hamilton County

<u>Hancock County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	42.83	42.83%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	50.00%	>74.43%	No	1	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	50.00%	<u>2</u> /4.43%	INO	I	Address III LEA Plati
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	0.0070	<u><</u> 3.20%	163	<u> </u>	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		I			
RLA 3-8 Assessment Participation Rate	87.72%	<u>≥</u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-8.18%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	87.72%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	0.24%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	81.82%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	-15.28%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	80.00%	>00.00%	No	1	Address in LEA Plan
Assessment Participation	80.00%	≥90.00% No	INO	ı	Address III LEA Plaii
EOC Math (Algebra I/Integrated Math 1)	7.040/	12.000/	V	4	Nama
Assessment Growth	7.94%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	93.33%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	11.11%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or	22.2204	>61.000/	No	2	Address in LEA Plan
competitively employed	22.22%	<u>></u> 61.00%	No	2	Address III LEA Plati
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	44.44%	<u>≥</u> 71.00%	No	1	Address in LEA Plan
some other employment					

1 Hancock County

<u>Hancock County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	91.80%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	91.0070	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	43.20%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	14.29%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hancock County

<u>Hardeman County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	49.00	54.44%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	66.67%	<u>></u> 74.43%	No	2	Address in LEA Plan				
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	6.02%	<u><</u> 3.20%	No	1	Address in LEA Plan				
Indicator 3: Statewide Assessment									
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	82.95%	<u>></u> 90.00%	No	1	Address in LEA Plan				
RLA 3-8 Assessment Growth	-2.96%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	82.95%	<u>></u> 90.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Growth	2.76%	+3.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Participation	86.96%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC English (English II) Assessment Growth	-1.88%	+3.00%	No	2	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	85.19%	<u>≥</u> 90.00%	No	2	Address in LEA Plan				
Assessment Participation									
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-8.75%	+3.00%	No	2	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes					<u> </u>				
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	97.50%	<u>></u> 89.50%	Yes	4	None				
Part B, S1-Acquisition of knowledge and skills	95.12%	<u>></u> 89.50%	Yes	4	None				
Part C, S1-Appropriate behaviors	97.50%	≥91.00%	Yes	4	None				
Indicator 14: Post-School Outcomes					·				
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NIA	> C1 000/	NIA	NIA	NIA				
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA				
some other employment									

1 Hardeman County

<u>Hardeman County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	95.61%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	25.00%	100%	No	1	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	41.35%	≥70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	62.07%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hardeman County

<u>Hardin County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	59.66	66.30%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	81.08%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.50%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	85.28%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-0.19%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	84.26%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	-0.44%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	87.23%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	-4.49%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	87.23%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-2.98%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	'			
Part A, S1-Social-emotional skills	88.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	88.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	88.00%	≥91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Hardin County

<u>Hardin County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions (weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	News
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	1. Participate in on-site visit; 2.
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	Finding	No Finding	No	1	Corrections of non-compliance; 3. Develop an action plan
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	92.37%	100%	No	1	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	Yes	5	None
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	74.19%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	36.00%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hardin County

<u>Hawkins County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
97.50	70.50	72.31%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	86.08%	>74.43%	Yes	4	None
(weight x 3; assigned points scale of 1-5)	80.0870	<u>2</u> 74.4370	163	4	None
Indicator 2: Dropout Rate	1.13%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)	1.1370		163		TVOTIC
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regulai	r statewide assessmer	it; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching RLA 3-8 Assessment Participation Rate	91.48%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-6.86%	+3.00%	No	1	Address in LEA Plan
			-	<u>'</u>	
Math 3-8 Assessment Participation	91.54%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	2.87%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	88.14%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	2.43%	+3.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	88.06%	<u>≥</u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-6.99%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	89.47%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	88.37%	<u>></u> 89.50%	No	3	Address in LEA Plan
Part C, S1-Appropriate behaviors	93.33%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Hawkins County

<u>Hawkins County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110 1 111 1111 119	103		
Indicator 10: Disproportionate Representation	0: Disproportionate Representation				
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	100%	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		
Indicator 13: Secondary Transition with IEP Goals	42.86%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1 OR 5)	72.0070	10070	INO	1	Address III EEA I Idii

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	77.97%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.00%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	93.50%	<u>></u> 90.00%	Yes	5	None

2 Hawkins County

<u>Haywood County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	72.50	72.50%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	73.08%	>74.43%	No	2	Address in LEA Plan				
(weight x 3; assigned points scale of 1-5)	73.0070	<u>2</u> 74.4370	INO	2	Address III LLA Flair				
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None				
(weight x 1; assigned points scale of 1-5)	0.0070	<u><</u> 3.20%	162		None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	80.84%	<u>></u> 90.00%	No	1	Address in LEA Plan				
RLA 3-8 Assessment Growth	-3.97%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	80.84%	<u>></u> 90.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Growth	-1.19%	+3.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Participation	80.95%	<u>></u> 90.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Growth	28.57%	+3.00%	Yes	5	None				
EOC Math (Algebra I/Integrated Math 1)	81.48%	≥90.00%	No	1	Address in LEA Plan				
Assessment Participation	01.40%	<u>~</u> 90.00%	INO	ı	Address III LEA Flaii				
EOC Math (Algebra I/Integrated Math 1)	2.620/	12.000/	Vac	4	Nana				
Assessment Growth	3.62%	+3.00%	Yes	4	None				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	95.24%	<u>></u> 89.50%	Yes	4	None				
Part B, S1-Acquisition of knowledge and skills	95.83%	<u>></u> 89.50%	Yes	4	None				
Part C, S1-Appropriate behaviors	87.50%	<u>></u> 91.00%	No	2	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	34.78%	<u>></u> 26.00%	Yes	5	None				
Part B – Enrolled in higher education or	39.13%	<u>≥</u> 61.00%	No	4	Address in LEA Plan				
competitively employed	37.1370	<u>~</u> 01.00%	INU	4	Address III LEA FIAIT				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	56.52%	<u>></u> 71.00%	No	1	Address in LEA Plan				
some other employment									

1 Haywood County

<u>Haywood County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	162	<u> </u>	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162	5	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.62%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	72.92%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Haywood County

<u>Henderson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	55.00	61.11%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	07.220/	> 7.4.420/	Vas	4	Nana				
(weight x 3; assigned points scale of 1-5)	87.23%	<u>></u> 74.43%	Yes	4	None				
Indicator 2: Dropout Rate	0.00%	<2.20%	Voc	5	None				
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None				
Indicator 3: Statewide Assessment									
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching		I							
RLA 3-8 Assessment Participation Rate	83.23%	<u>></u> 90.00%	No	1	Address in LEA Plan				
RLA 3-8 Assessment Growth	-4.83%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	83.63%	<u>></u> 90.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Growth	4.71%	+3.00%	Yes	3	None				
EOC English (English II) Assessment Participation	88.57%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC English (English II) Assessment Growth	4.14%	+3.00%	Yes	3	None				
EOC Math (Algebra I/Integrated Math 1)	04.330/	> 00 000/	V	4	Name				
Assessment Participation	91.23%	<u>></u> 90.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	4.4.407	. 2 000/			A 1.1				
Assessment Growth	-4.14%	+3.00%	No	2	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes		'							
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	77.78%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	80.95%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part C, S1-Appropriate behaviors	84.21%	<u>></u> 91.00%	No	1	Address in LEA Plan				
Indicator 14: Post-School Outcomes		'							
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA				
competitively employed	INA	<u>></u> 61.00%	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA				
some other employment									

1 Henderson County

<u>Henderson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	98.23%	100%	No	3	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	78.57%	100%	No	1	Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	77.07%	≥70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.17%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Henderson County

<u>Henry County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	74.50	80.54%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	80.49%	<u>></u> 74.43%	Yes	3	None			
(weight x 3; assigned points scale of 1-5)	80.49%	<u>2</u> 74.43%	res	3	None			
Indicator 2: Dropout Rate	0.65%	<u><</u> 3.20%	Yes	4	None			
(weight x 1; assigned points scale of 1-5)	0.03%	<u>~</u> 5.20%	res	4	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching								
RLA 3-8 Assessment Participation Rate	83.97%	<u>></u> 90.00%	No	2	Address in LEA Plan			
RLA 3-8 Assessment Growth	5.47%	+3.00%	Yes	5	None			
Math 3-8 Assessment Participation	83.20%	<u>></u> 90.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Growth	7.50%	+3.00%	Yes	4	None			
EOC English (English II) Assessment Participation	87.88%	<u>></u> 90.00%	No	3	Address in LEA Plan			
EOC English (English II) Assessment Growth	-13.35%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	85.71%	≥90.00%	No	2	Address in LEA Plan			
Assessment Participation	05.71%	<u>~</u> 90.00%	INO	2	Address III LEA Plail			
EOC Math (Algebra I/Integrated Math 1)	8.78%	12.00%	Voc	4	None			
Assessment Growth	0.70%	+3.00%	Yes	4	None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	94.44%	<u>></u> 89.50%	Yes	4	None			
Part B, S1-Acquisition of knowledge and skills	95.24%	<u>></u> 89.50%	Yes	4	None			
Part C, S1-Appropriate behaviors	94.74%	<u>></u> 91.00%	Yes	4	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Henry County

<u>Henry County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.72%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	70.27%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	91.50%	<u>></u> 90.00%	Yes	3	None

2 Henry County

<u>Hickman County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	71.83	79.82%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	81.48%	≥74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.72%	≤3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		se taking the regular	r statewide assessmer	nt; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.37%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-10.01%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	91.07%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	1.65%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	88.37%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	11.69%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	90.91%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	7.53%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)				1	
Part A, S1-Social-emotional skills	88.89%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	94.12%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	93.33%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)		'	'	'	
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Hickman County

<u>Hickman County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	80.62%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	38.30%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hickman County

<u>Hollow Rock - Bruceton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
83.33	69.33	83.20%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	100.00%	>74.420/	Ves	Г	None
(weight x 3; assigned points scale of 1-5)	100.00%	<u>≥</u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate	0.00%	<2.2004	Yes	F	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	res	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	100.00%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	0.00%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	-4.65%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1)	100.000/	> 00 000/	V	F	Name
Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	20.000/	. 2.000/	NI -	1	Andreas in LEA Disc
Assessment Growth	-20.00%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	NA	<u>></u> 89.50%	NA	NA	NA
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Hollow Rock - Bruceton

<u>Hollow Rock - Bruceton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.71%	≥70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	94.12%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Hollow Rock - Bruceton

<u>Houston County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	66.67	74.08%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	86.67%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.57%	<u><</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	88.31%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.67%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	88.61%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-15.31%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	70.00%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	27.14%	+3.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	62.50%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	23.21%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		'			
Part A, S1-Social-emotional skills	78.57%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	92.31%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	80.00%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Houston County

<u>Houston County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	77.22%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	25.71%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Houston County

<u>Humboldt</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	55.16	55.17%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	C4 F 40/	. 74.420/	NI -	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	61.54%	≥74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate	6.98%	<u><</u> 3.20%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	0.9670	<u><</u> 5.20%	INO	ı	Address III LLA Flaii
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		> 00 000/	NI -	4	Andreas in LEA Dies
RLA 3-8 Assessment Participation Rate	76.60%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-17.98%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	76.60%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	-1.03%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	68.75%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	-66.67%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	64.29%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	15.38%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes				1	1
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	66.67%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes			<u>'</u>		
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	30.00%	<u>></u> 26.00%	Yes	4	None
Part B – Enrolled in higher education or	30.00%	<u>></u> 61.00%	No	3	Address in LEA Plan
competitively employed	30.00%	<u>~</u> 01.00%	INU	5	Audi ess III LEA Fidii
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	80.00%	<u>></u> 71.00%	Yes	3	None
some other employment					

1 Humboldt

<u>Humboldt</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	Finding	No Finding	No	1	1. Participate in on site visit; 2.
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	Develop and action plan
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	83.72%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	03.7270	10070	INO	ı	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.98%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Humboldt

<u>Humphreys County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	55.67	61.85%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	02.220/	> 74 420/	Va.	4	Nama			
(weight x 3; assigned points scale of 1-5)	83.33%	<u>></u> 74.43%	Yes	4	None			
Indicator 2: Dropout Rate	0.75%	<2.2004	Yes	4	None			
(weight x 1; assigned points scale of 1-5)	0.75%	<u><</u> 3.20%	res	4	None			
ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching				_				
RLA 3-8 Assessment Participation Rate	86.46%	≥90.00%	No	2	Address in LEA Plan			
RLA 3-8 Assessment Growth	1.02%	+3.00%	No	4	Address in LEA Plan			
Math 3-8 Assessment Participation	86.09%	<u>></u> 90.00%	No	2	Address in LEA Plan			
Math 3-8 Assessment Growth	-0.55%	+3.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Participation	85.19%	<u>></u> 90.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Growth	4.14%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1)	87.10%	≥90.00%	No	3	Address in LEA Plan			
Assessment Participation	87.1070	<u>~</u> 90.0070	INO		Address III LLA Flair			
EOC Math (Algebra I/Integrated Math 1)	5.02%	+3.00%	Yes	4	None			
Assessment Growth	5.02%	+3.00%	res	4	None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	69.23%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	71.43%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part C, S1-Appropriate behaviors	78.57%	<u>></u> 91.00%	No	1	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA			
some other employment								

Humphreys County

<u>Humphreys County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110111101119	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	85.44%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	03.4470	100%	INO	I	Address III LEA Flaii
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	<u> </u>	
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.61%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	20.51%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Humphreys County

<u>Huntingdon</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	67.66	75.19%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	94.630/	>74.420/	Ves	4	None
(weight x 3; assigned points scale of 1-5)	84.62%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	res	<u> </u>	Notie
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		se taking the regular	statewide assessmer	nt; those taking th	he alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	90.00%	<u>≥</u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	1.79%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	90.00%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	2.88%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	28.89%	+3.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	100.00%	<u>≥</u> 90.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	92.86%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	92.31%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	100.00%	<u>≥</u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					1
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	7.69%	<u>></u> 26.00%	No	1	Address in LEA Plan
Part B – Enrolled in higher education or	7.69%	>61 0004	No	1	Address in LEA Plan
competitively employed	7.05%	<u>></u> 61.00%	INO	1	Address III LEA PIdfi
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	46.15%	<u>></u> 71.00%	No	1	Address in LEA Plan
some other employment					

1 Huntingdon

<u>Huntingdon</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i ilialiig	Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	86.36%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	00.30%	10070	INO	ı	Address III LEA FIAIT
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	10070	INA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	86.71%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	45.45%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Huntingdon

<u>Jackson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	60.00	66.66%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	81.25%	≥74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.22%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	96.40%	≥90.00%	Yes	5	None
RLA 3-8 Assessment Growth	4.19%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	96.40%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	7.12%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	82.14%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	27.78%	+3.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	81.48%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	10.22%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	'	1			
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

1 Jackson County

<u>Jackson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Nothinaling	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	91.23%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	91.2370	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA I

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	61.73%	≥70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.71%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Jackson County

<u>Jackson-Madison County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	55.17	61.30%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	67.72%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.04%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regulai	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	80.28%	≥90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.28%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	79.94%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	3.49%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	77.17%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	8.44%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	84.72%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	0.14%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1			
Part A, S1-Social-emotional skills	80.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	84.47%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	88.78%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Jackson-Madison County

<u>Jackson-Madison County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iriurig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	91.68%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	91.00%	10070	INO	ı	Address III ELA Flati
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	66.19%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	33.20%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Jackson-Madison County

<u>Jefferson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	60.33	67.04%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	75.86%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	4.02%	<u><</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		> 00 000/	NIa	2	Address in LEA Dlan
RLA 3-8 Assessment Participation Rate	85.64%	≥90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-0.10%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	85.54%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	5.92%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	83.33%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-1.91%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	87.04%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-1.66%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	91.07%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	92.31%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	90.00%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

Jefferson County

<u>Jefferson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.56%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.30%	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.75%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	15.44%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Jefferson County

<u>Johnson City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	50.50	54.60%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	71.88%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	4.17%	<u>≤</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	84.17%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-5.33%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	83.87%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	1.61%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	85.48%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	6.69%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	84.21%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	3.72%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1			
Part A, S1-Social-emotional skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	81.58%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	75.76%	≥91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

Johnson City

<u>Johnson City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110111101119	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	IVA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.07%	<u>></u> 70.00%	Yes	2	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	4.72%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	86.50%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Johnson City

<u>Johnson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	71.66	77.48%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	96.00%	<u>></u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.57%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-4.15%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	91.67%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	6.59%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	94.74%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	6.20%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	95.00%	≥90.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-0.63%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		-	'		
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	93.33%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	90.91%	≥91.00%	No	3	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Johnson County

<u>Johnson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	74.29%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	74.2370	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	INOTIE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	72.14%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	51.92%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	92.40%	<u>></u> 90.00%	Yes	3	None

2 Johnson County

<u>Kingsport</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	72.50	72.50%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	87.63%	≥74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.90%	<u>≤</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment		ı			
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per	centage only includes thos	e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching	Ţ.				
RLA 3-8 Assessment Participation Rate	88.97%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	1.00%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	88.56%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	5.87%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	90.00%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	11.73%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	90.28%	<u>></u> 90.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	13.33%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes			'		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	82.93%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	86.84%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	85.29%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes		·	<u>'</u>		
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	45.00%	<u>></u> 26.00%	Yes	5	None
Part B – Enrolled in higher education or competitively employed	60.00%	<u>></u> 61.00%	No	5	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	85.00%	≥71.00%	Yes	4	None

<u>Kingsport</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	93.40%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.40%	10070	INO	۷	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	66.30%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	22.96%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Kingsport

<u>Knox County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
102.50	66.16	64.55%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	69.71%	>74.43%	No	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	69.71%	<u>2</u> /4.43%	INO	2	Address III LEA Plaii
Indicator 2: Dropout Rate	3.47%	<u><</u> 3.20%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	3.47%	<u>~</u> 3.20%	INU	2	Address III LEA Plaii
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	90.39%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-0.94%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	90.35%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	1.30%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	91.00%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	2.20%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	00.040/	> 00 000/	V	4	Mara
Assessment Participation	90.84%	<u>></u> 90.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	0.530/	. 2. 000/	NI -	2	Address in LEA Disc
Assessment Growth	0.52%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	87.50%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	86.70%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	87.38%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	34.55%	<u>></u> 26.00%	Yes	5	None
Part B – Enrolled in higher education or	34.55%	>61 0004	No	4	Address in LEA Plan
competitively employed	34.33%	<u>></u> 61.00%	INO	4	Address III LEA Pidli
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	65.45%	<u>></u> 71.00%	No	2	Address in LEA Plan
some other employment					

1 Knox County

<u>Knox County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	90.35%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.3370	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	66.02%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	45.80%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	88.70%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Knox County

<u>Lake County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	59.83	66.48%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	87.50%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmen	t; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	89.74%	≥90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.35%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	89.87%	<u>></u> 90.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Growth	-1.01%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	-8.79%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	100.00%	≥90.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	10.00%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	88.89%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	80.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	70.00%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

<u>Lake County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	92.31%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	92.3170	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.69%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	6.45%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

Lakeland

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
60.00	49.50	82.50%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	NA	>74.43%	NA	NA	NA			
(weight x 3; assigned points scale of 1-5)	INA	<u>~</u> /4.43%	INA	INA	INA			
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA			
(weight x 1; assigned points scale of 1-5)	INA	<u>~</u> 3.20%	INA	INA	IVA			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		se taking the regular	statewide assessmer	nt; those taking ti	he alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching								
RLA 3-8 Assessment Participation Rate	90.99%	<u>≥</u> 90.00%	Yes	4	None			
RLA 3-8 Assessment Growth	-8.32%	+3.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Participation	91.23%	<u>></u> 90.00%	Yes	4	None			
Math 3-8 Assessment Growth	4.48%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA			
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA			
EOC Math (Algebra I/Integrated Math 1)	NA	≥90.00%	NA	NA	NA			
Assessment Participation	INA	<u>~</u> 90.00%	INA	INA	INA INA			
EOC Math (Algebra I/Integrated Math 1)	NIA	12.000/	NA	NIA	NIA			
Assessment Growth	NA	+3.00%	INA	NA	NA			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Lakeland

<u>Lakeland</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA I

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	78.33%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	11.76%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Lakeland

<u>Lauderdale County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	67.83	73.33%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	90.91%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	86.82%	≥90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.32%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	86.73%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	5.30%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	78.95%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	9.43%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	72.92%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	18.95%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	'			
Part A, S1-Social-emotional skills	93.10%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	90.63%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	96.00%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Lauderdale County

<u>Lauderdale County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.14%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	33.1470	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	ivoite
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	79.83%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	37.88%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	96.60%	<u>></u> 90.00%	Yes	5	None

2 Lauderdale County

<u>Lawrence County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.33	72.59%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	86.21%	<u>></u> 74.43%	Yes	4	None			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.78%	<u><</u> 3.20%	Yes	4	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	e alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching								
RLA 3-8 Assessment Participation Rate	81.67%	≥90.00%	No	1	Address in LEA Plan			
RLA 3-8 Assessment Growth	1.67%	+3.00%	No	5	Address in LEA Plan			
Math 3-8 Assessment Participation	81.67%	<u>></u> 90.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Growth	8.77%	+3.00%	Yes	5	None			
EOC English (English II) Assessment Participation	82.46%	<u>></u> 90.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Growth	5.49%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	81.82%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	11.27%	+3.00%	Yes	5	None			
Indicator 7: Early Childhood Outcomes		'		'				
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	97.50%	<u>></u> 89.50%	Yes	4	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	97.30%	<u>></u> 91.00%	Yes	4	None			
Indicator 14: Post-School Outcomes		'		'				
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA			

1 Lawrence County

<u>Lawrence County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	91.44%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	91. 44 70	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	INOTIE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.42%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.99%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Lawrence County

<u>Lebanon</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
62.50	46.83	74.93%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 74.43%	NA	NA	NA			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	NA	<u><</u> 3.20%	NA	NA	NA			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	t; those taking th	ne alternate assessment are excluded.			
RLA 3-8 Assessment Participation Rate	81.85%	<u>></u> 90.00%	No	1	Address in LEA Plan			
RLA 3-8 Assessment Growth	-2.17%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	81.98%	<u>></u> 90.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Growth	-0.84%	+3.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA			
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA			
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA			
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	93.48%	<u>></u> 89.50%	Yes	4	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u></u>	Yes	5	None			
Part C, S1-Appropriate behaviors	97.30%	<u>></u> 91.00%	Yes	4	None			
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA			

<u>Lebanon</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.32%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.3270	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.40%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	7.45%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	92.10%	<u>></u> 90.00%	Yes	3	None

<u>Lenoir City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
105.00	87.50	83.33%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	86.67%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.03%	<u>≤</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Perogrowth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	88.37%	≥90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	4.25%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	88.37%	>90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	20.29%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	89.66%	>90.00%	No	4	Address in LEA Plan
EOC English (English II) Assessment Growth	28.74%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	88.89%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	14.25%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1	1		
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	9.38%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	12.50%	<u>≥</u> 61.00%	No	1	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	81.25%	≥71.00%	Yes	4	None

<u>Lenoir City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.00%	10070	162	J	None

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	70.64%	<u>></u> 70.00%	Yes	2	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	37.50%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Lenoir City

<u>Lewis County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	73.16	81.30%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	71.43%	<u>></u> 74.43%	No	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	71.45%	<u>2</u> 74.43%	INO	2	Address III LEA Flaii
Indicator 2: Dropout Rate	2.08%	<u><</u> 3.20%	Yes	3	None
(weight x 1; assigned points scale of 1-5)	2.00%	<u>~</u> 5.20%	res	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching				_	
RLA 3-8 Assessment Participation Rate	95.35%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	9.34%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	95.29%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	11.33%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	86.67%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	33.33%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	85.71%	≥90.00%	No	2	Address in LEA Plan
Assessment Participation	65.7 170	<u>~</u> 90.00%	INO	2	Address III LEA Plait
EOC Math (Algebra I/Integrated Math 1)	14.29%	12.00%	Voc	5	None
Assessment Growth	14.29%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	95.00%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Lewis County

<u>Lewis County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.75%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	97.7 370	10070	INO	<u> </u>	Address III LEA Plait
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.71%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	68.29%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Lewis County

Lexington

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
60.00	36.50	60.83%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 74.43%	NA	NA	NA
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	NA	<u><</u> 3.20%	NA	NA	NA
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	70.00%	≥90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-0.83%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	70.00%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	14.07%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			-		
Part A, S1-Social-emotional skills	90.91%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	80.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	81.82%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

<u>Lexington</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.14%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	37.1470	10070	INO		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	70.51%	≥70.00%	Yes	2	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

<u>Lincoln County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	66.33	71.71%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	82.35%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	90.13%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-7.89%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	90.09%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	2.46%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	87.50%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	2.00%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	87.50%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-20.14%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			1		
Part A, S1-Social-emotional skills	90.00%	<u>></u> 89.50%	Yes	2	None
Part B, S1-Acquisition of knowledge and skills	83.87%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	86.67%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Lincoln County

<u>Lincoln County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	5	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	79.91%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	36.36%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	88.90%	<u>></u> 90.00%	No	1	Address in LEA Plan

<u>Loudon County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	61.66	61.67%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	72 410/	>74.420/	Nie	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	72.41%	<u>></u> 74.43%	No	2	Address III LEA Plati
Indicator 2: Dropout Rate	0.00%	<2.2004	Yes	5	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	162	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	88.43%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-10.43%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	88.43%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	2.25%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	83.33%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-21.40%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	05.20%	> 00 000/	NIa	2	Address in LEA Dlan
Assessment Participation	85.29%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	44.220/	. 2. 200/		4	A 1 1
Assessment Growth	-11.23%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes		'	'		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	90.91%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	96.15%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	95.45%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	15.79%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or	15 700/	>61.000/	NIO	1	Address in LEA Dlan
competitively employed	15.79%	<u>></u> 61.00%	No	1	Address in LEA Plan
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	78.95%	<u>≥</u> 71.00%	Yes	3	None
some other employment					

1 Loudon County

<u>Loudon County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.22%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.2270	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	74.70%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	26.15%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Loudon County

<u>Macon County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	50.33	55.93%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	58.14%	<u>></u> 74.43%	No	1	Address in LEA Plan				
(weight x 3; assigned points scale of 1-5)	36.1470	<u>~</u> /4.43%	INO	ı	Address III LLA FIAII				
Indicator 2: Dropout Rate	5.63%	<u><</u> 3.20%	No	1	Address in LEA Plan				
(weight x 1; assigned points scale of 1-5)	J.0370	<u><</u> 3.20%	INO	I	Address III LLA Flaii				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching				_					
RLA 3-8 Assessment Participation Rate	86.50%	<u>></u> 90.00%	No	2	Address in LEA Plan				
RLA 3-8 Assessment Growth	-3.27%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	86.50%	<u>></u> 90.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Growth	8.63%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	84.38%	<u>></u> 90.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Growth	-21.37%	+3.00%	No	1	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	86.05%	≥90.00%	No	3	Address in LEA Plan				
Assessment Participation	80.03%	<u>~</u> 90.00%	INO	3	Address III LEA Plail				
EOC Math (Algebra I/Integrated Math 1)	0.220/	12.000/	No	2	Address in LEA Dlan				
Assessment Growth	-8.33%	+3.00%	No	2	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	96.15%	<u>></u> 89.50%	Yes	4	None				
Part B, S1-Acquisition of knowledge and skills	74.07%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part C, S1-Appropriate behaviors	92.00%	<u>></u> 91.00%	Yes	3	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA				
competitively employed	INA	<u>></u> 61.00%	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Macon County

<u>Macon County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i ilialiig	Normanig	103		1. Participate in on-site visit; 2.
Indicator 10: Disproportionate Representation					Corrections of non-compliance;
Six high-incidence disability categories	Finding	No Finding	No	1	3. Develop an action plan
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.24%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.2470	10070	INO	2	
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	NA	IVA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.67%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	1.89%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Macon County

Manchester

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
62.50	50.00	80.00%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	NA	>74.43%	NA	NA	NA
(weight x 3; assigned points scale of 1-5)	INA	<u>~</u> /4.43%	INA	INA	INA
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)	INA	<u><</u> 5.2070	INA	INA	IVA
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Perc		e taking the regular	statewide assessmer	nt; those taking th	he alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		. 00 000/		F	NI
RLA 3-8 Assessment Participation Rate	93.40%	≥90.00%	Yes	5	None
RLA 3-8 Assessment Growth	1.35%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	93.40%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	2.20%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes		·			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>≥</u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Manchester

<u>Manchester</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	94.12%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	34,1270	10070	INO	۷	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	3	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.58%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	18.18%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	85.70%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Manchester

<u>Marion County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	70.50	78.33%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions		
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	78.26%	<u>></u> 74.43%	Yes	3	None		
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.38%	<u><</u> 3.20%	No	2	Address in LEA Plan		
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Percentage only includes those taking the regular statewide assessment; those taking the alternate assessment are excluded. Growth in percent of subgroup scoring at or above approaching.							
RLA 3-8 Assessment Participation Rate	88.57%	<u>></u> 90.00%	No	3	Address in LEA Plan		
RLA 3-8 Assessment Growth	4.06%	+3.00%	Yes	5	None		
Math 3-8 Assessment Participation	88.26%	<u>></u> 90.00%	No	3	Address in LEA Plan		
Math 3-8 Assessment Growth	12.97%	+3.00%	Yes	5	None		
EOC English (English II) Assessment Participation	94.12%	<u>></u> 90.00%	Yes	4	None		
EOC English (English II) Assessment Growth	-6.86%	+3.00%	No	1	Address in LEA Plan		
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	91.30%	≥90.00%	Yes	4	None		
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	16.83%	+3.00%	Yes	5	None		
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			1				
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None		
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None		
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None		
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)							
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA		
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA		
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA		

1 Marion County

<u>Marion County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.11%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.1170	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.70%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	51.28%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Marion County

<u>Marshall County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
105.00	73.00	69.52%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	76.60%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.45%	<u>≤</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	94.10%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-4.31%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	93.81%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	-0.68%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	95.12%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	0.55%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	92.86%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-13.39%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	1			
Part A, S1-Social-emotional skills	96.88%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	97.06%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	96.67%	≥91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	19.35%	<u>></u> 26.00%	No	3	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	22.58%	<u>></u> 61.00%	No	2	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	77.42%	≥71.00%	Yes	3	None

1 Marshall County

<u>Marshall County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	87.10%	100%	No	1	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	78.95%	100%	No	1	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	66.67%	100%	No	1	Address in LEA Plan

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.68%	≥70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	37.50%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Marshall County

Maryville

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
92.50	54.00	58.38%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

1

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	83.33%	≥74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.70%	≤3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	87.32%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-6.40%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	87.32%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	11.51%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	86.84%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	-0.99%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	80.00%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	5.99%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	93.75%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	87.10%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	93.10%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

<u>Maryville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.23%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.2370	10070	INO	4	Address III LLA FIAIT
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	55.63%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	3.80%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	90.50%	<u>></u> 90.00%	Yes	1	None

2 Maryville

<u>Maury County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	71.83	71.83%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	71.09%	≥74.43%	No	2	Address in LEA Plan
(weight x 3; assigned points scale of 1-5)	71.0570	<u>-</u> 74.4370	140		/\daress iii EE/\fridii
Indicator 2: Dropout Rate	2.71%	<3.20%	Yes	3	None
(weight x 1; assigned points scale of 1-5)	2.7 1 70	<u><</u> 5.2070	163	<u> </u>	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching			1		
RLA 3-8 Assessment Participation Rate	90.30%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-2.49%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	90.02%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	4.75%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	91.80%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	13.77%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	01.040/	> 00 000/	V	4	Nama
Assessment Participation	91.94%	<u>></u> 90.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	6.600/	. 2.000/	NI -	2	Address in LEA Disc
Assessment Growth	-6.68%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes		·	<u> </u>		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	89.66%	<u>></u> 89.50%	Yes	2	None
Part B, S1-Acquisition of knowledge and skills	94.55%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	89.09%	<u>≥</u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	27.59%	<u>></u> 26.00%	Yes	4	None
Part B – Enrolled in higher education or	27.500/	> C1 000/	NI -	2	Address is LEA Dis-
competitively employed	27.59%	<u>></u> 61.00%	No	3	Address in LEA Plan
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	89.66%	<u>≥</u> 71.00%	Yes	5	None
some other employment					

<u>Maury County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	93.82%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)					
Indicator 12: Part C to Part B Transition	04.070/	1000/	No	2	1. Develop early childhood
(weight x 1; assigned points scale of 1, 3, OR 5)	94.87%	100%	No	3	transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	79.09%	≥70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.61%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Maury County

McKenzie

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.66	72.96%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	80.00%	≥74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.82%	<u>≤</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	96.00%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-12.99%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	96.00%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	1.75%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	-8.56%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	100.00%	≥90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-11.76%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1		1		
Part A, S1-Social-emotional skills	92.86%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	78.57%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	93.33%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

1 McKenzie

<u>McKenzie</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	93.75%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.7 370	10070	INO		Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	165		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.16%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	6.06%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 McKenzie

<u>McMinn County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	60.83	67.59%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	74.420/	74.420/		2	A.I.I
(weight x 3; assigned points scale of 1-5)	71.43%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate	1.010/	-2.200/	V	2	Nisas
(weight x 1; assigned points scale of 1-5)	1.81%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Perc		se taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		1			
RLA 3-8 Assessment Participation Rate	90.00%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-5.00%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	89.94%	<u>></u> 90.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Growth	5.74%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	85.54%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	18.24%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	05.00%	> 00 000/	NIa	2	Adduses in LEA Disc
Assessment Participation	85.00%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	0.000/	. 2. 200/	.,	4	N.
Assessment Growth	8.89%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	97.22%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	94.87%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	93.75%	<u>≥</u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NIA	>61 000/	NIA	NIA	NIA
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

<u>McMinn County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	96.20%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.20%	10070	INO	3	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.84%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	6.90%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 McMinn County

<u>McNairy County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	61.83	61.83%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	77.14%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.67%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	88.60%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-6.47%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	87.69%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	8.20%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	85.00%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-0.92%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	84.44%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-5.09%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			-		
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	95.45%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	12.50%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	12.50%	<u>≥</u> 61.00%	No	1	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	70.83%	≥71.00%	No	2	Address in LEA Plan

1 McNairy County

McNairy County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	NO FINALING	INO FINALING	162	J	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	5	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	65.33%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	7.58%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 McNairy County

<u>Meigs County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	63.50	68.65%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	92.31%	>74.420/	Yes	4	None
(weight x 3; assigned points scale of 1-5)	92.31%	≥74.43%	res	4	None
Indicator 2: Dropout Rate	1.32%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)	1.52%	<u>~</u> 3.20%	res	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		00.000/	.		
RLA 3-8 Assessment Participation Rate	81.56%	<u>></u> 90.00%	No	<u> </u>	Address in LEA Plan
RLA 3-8 Assessment Growth	4.64%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	81.56%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	7.87%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	83.33%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	21.98%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	84.21%	≥90.00%	No	2	Address in LEA Plan
Assessment Participation	04.2170	<u>2</u> 90.00%	INO		Address III LEA Flaii
EOC Math (Algebra I/Integrated Math 1)	6.70%	12.000%	Voc	4	None
Assessment Growth	6.70%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	88.24%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	94.12%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	84.62%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	11/7	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Meigs County

Meigs County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	140 Filluling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.06%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	97.00%	10070	INO	3	Address III LEA FIdII
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	IVA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	66.08%	≥70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	54.29%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	83.80%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Meigs County

<u>Milan</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
95.00	60.33	63.51%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	88.24%	≥74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regulai	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	78.45%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.59%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	78.45%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	-0.76%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	91.30%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	12.34%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	92.59%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-30.77%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5) Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
·					
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors Indicator 14: Post-School Outcomes	93.75%	<u>></u> 91.00%	Yes	3	None
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

<u>Milan</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 Filluling	Normaling	163		1. Participate in on-site visit; 2.
Indicator 10: Disproportionate Representation					Corrections of non-compliance;
Six high-incidence disability categories	Finding	No Finding	No	1	3. Develop an action plan
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	94.34%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	34. 3470	10070	INO	2	Address III LEA Plati
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.0070	100%	162	5	Notic

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	70.38%	<u>></u> 70.00%	Yes	2	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	43.59%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Milan

Millington

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	73.16	81.30%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	00.000/	> 74.420/	Vas	2	Nana				
(weight x 3; assigned points scale of 1-5)	80.00%	≥74.43%	Yes	3	None				
Indicator 2: Dropout Rate	1.55%	<u><</u> 3.20%	Yes	3	None				
(weight x 1; assigned points scale of 1-5)	1.55%	<u><</u> 5.20%	res	3	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regulai	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching		. 00 000/		4	NI				
RLA 3-8 Assessment Participation Rate	91.48%	<u>></u> 90.00%	Yes	4	None				
RLA 3-8 Assessment Growth	-8.03%	+3.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Participation	92.00%	<u>></u> 90.00%	Yes	5	None				
Math 3-8 Assessment Growth	4.64%	+3.00%	Yes	3	None				
EOC English (English II) Assessment Participation	86.96%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC English (English II) Assessment Growth	23.09%	+3.00%	Yes	5	None				
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	86.21%	≥90.00%	No	3	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-20.89%	+3.00%	No	1	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes		'			1				
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	92.00%	<u>></u> 89.50%	Yes	3	None				
Part B, S1-Acquisition of knowledge and skills	96.15%	<u>></u> 89.50%	Yes	4	None				
Part C, S1-Appropriate behaviors	91.67%	<u>></u> 91.00%	Yes	3	None				
Indicator 14: Post-School Outcomes			<u>'</u>						
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

<u>Millington</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Nothiding	Normanig	163		
Indicator 10: Disproportionate Representation			None		
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	100%	163		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	78.99%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	36.36%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Millington

<u>Monroe County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
97.50	67.00	68.72%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	74.70%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.30%	<u>≤</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.10%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	3.29%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	91.10%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	7.59%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	89.66%	<u>></u> 90.00%	No	4	Address in LEA Plan
EOC English (English II) Assessment Growth	2.67%	+3.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	90.79%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	1.45%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	96.15%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	96.30%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	96.15%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Monroe County

<u>Monroe County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.21%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.2170	10070	INO	<u> </u>	Address III LLA FIAIT
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163		
Indicator 13: Secondary Transition with IEP Goals	80.00%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1 OR 5)	00.0070	10070	INO	ı	Address III LLA FIGIT

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	70.10%	<u>></u> 70.00%	Yes	2	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	10.89%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	91.00%	<u>></u> 90.00%	Yes	3	None

2 Monroe County

<u>Montgomery County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	58.00	62.70%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	78.25%	>74.420/	Ves	2	None			
(weight x 3; assigned points scale of 1-5)	/8.25%	<u>></u> 74.43%	Yes	3	None			
Indicator 2: Dropout Rate	1.68%	<2.2004	Yes	3	None			
(weight x 1; assigned points scale of 1-5)	1.00%	<u><</u> 3.20%	res	3	None			
ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		I						
RLA 3-8 Assessment Participation Rate	86.93%	<u>></u> 90.00%	No	2	Address in LEA Plan			
RLA 3-8 Assessment Growth	-2.18%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	86.86%	<u>></u> 90.00%	No	2	Address in LEA Plan			
Math 3-8 Assessment Growth	2.45%	+3.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Participation	83.54%	<u>></u> 90.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Growth	6.95%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1)	02.050/	> 00 000/	NIa	2	Address in LEA Dies			
Assessment Participation	83.85%	<u>></u> 90.00%	No	2	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	4.050/	. 2 000/		2	A			
Assessment Growth	1.95%	+3.00%	No	3	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	87.10%	<u>></u> 89.50%	No	2	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	85.71%	<u>></u> 89.50%	No	2	Address in LEA Plan			
Part C, S1-Appropriate behaviors	87.66%	<u>></u> 91.00%	No	2	Address in LEA Plan			
Indicator 14: Post-School Outcomes		'						
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA			
competitively employed	INA	<u>></u> 61.00%	INA	INA	IVA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Montgomery County

Montgomery County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	95.80%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	98.26%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.80%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	18.26%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	86.50%	<u>></u> 90.00%	No	1	Address in LEA Plan

<u>Moore County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	77.50	86.11%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	97.500/	>74.420/	Ves	4	None
(weight x 3; assigned points scale of 1-5)	87.50%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 5.20%	res	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		se taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching				_	
RLA 3-8 Assessment Participation Rate	87.10%	≥90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	6.99%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	87.10%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	14.40%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	5.56%	+3.00%	Yes	3	None
EOC Math (Algebra I/Integrated Math 1)	100.00%	≥90.00%	Yes	5	None
Assessment Participation	100.00%	<u>~</u> 90.00%	163	3	None
EOC Math (Algebra I/Integrated Math 1)	14.29%	+3.00%	Yes	5	None
Assessment Growth	14.29%	+3.00%	res	5	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

<u>Moore County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	96.88%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.0070	10070	INO	3	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	89.72%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	60.00%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Moore County

Morgan County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
100.00	74.50	74.50%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	100.00%	<u>></u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.74%	<u>≤</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Perogrowth in percent of subgroup scoring at or above approaching		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	92.12%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-2.40%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	92.22%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	1.43%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	90.32%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	2.10%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	94.74%	≥90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	10.19%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			-		
Part A, S1-Social-emotional skills	84.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	82.61%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	95.45%	≥91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	10.34%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	24.14%	<u>></u> 61.00%	No	2	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	62.07%	≥71.00%	No	1	Address in LEA Plan

1 Morgan County

Morgan County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.16%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	3.85%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Morgan County

<u>Murfreesboro</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
60.00	36.83	61.39%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>≥</u> 74.43%	NA	NA	NA			
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA			
(weight x 1; assigned points scale of 1-5)								
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero	centage only includes thes	e takina the regular	r statowido assassman	t: those taking th	na alternate assessment are excluded			
Growth in percent of subgroup scoring at or above approaching		e tukirig tile regulul	statewide assessifier	it, those taking th	e alternate assessment are excluded.			
RLA 3-8 Assessment Participation Rate	91.36%	>90.00%	Yes	4	None			
RLA 3-8 Assessment Growth	0.82%	+3.00%	No	4	Address in LEA Plan			
Math 3-8 Assessment Participation	91.21%	<u>></u> 90.00%	Yes	4	None			
Math 3-8 Assessment Growth	4.36%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	NA	>90.00%	NA	NA	NA			
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA			
EOC Math (Algebra I/Integrated Math 1)								
Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA			
EOC Math (Algebra I/Integrated Math 1)								
Assessment Growth	NA	+3.00%	NA		NA			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	82.83%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	90.29%	<u>></u> 89.50%	Yes	3	None			
Part C, S1-Appropriate behaviors	85.26%	<u>></u> 91.00%	No	1	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA			
some other employment								

<u>Murfreesboro</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Nothinaling	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.62%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.0270	10070	INO	2	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	64.81%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	13.22%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Murfreesboro

Newport

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
60.00	49.00	81.67%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 74.43%	NA	NA	NA
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	NA	<u><</u> 3.20%	NA	NA	NA
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	89.47%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.34%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	89.19%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-7.02%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			-		
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Newport

<u>Newport</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	163	5	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Voc	es 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	69.12%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	100.00%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Newport

Oak Ridge

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
92.50	58.00	62.70%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	52.78%	≥74.43%	No	1	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	3.38%	<u><</u> 3.20%	No	2	Address in LEA Plan
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of Subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	89.00%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-6.41%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	88.67%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	9.83%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	90.57%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	15.82%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	89.47%	<u>≥</u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	5.42%	+3.00%	Yes	4	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		'			
Part A, S1-Social-emotional skills	90.91%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	85.19%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	88.00%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	<u>≥</u> 71.00%	NA	NA	NA

Oak Ridge Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Nothinaling	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.39%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.3970	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	65.52%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	69.70%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	93.10%	<u>></u> 90.00%	Yes	3	None

2 Oak Ridge

Obion County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
100.00	58.00	58.00%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	70.00%	<u>></u> 74.43%	No	2	Address in LEA Plan				
(weight x 3; assigned points scale of 1-5)	70.0070	<u> </u>	INO	2	Address III LLA Flair				
Indicator 2: Dropout Rate	7.30%	<u><</u> 3.20%	No	1	Address in LEA Plan				
(weight x 1; assigned points scale of 1-5)	7.30%	<u><</u> 3.20%	INO	ı	Address III LEA FIAIT				
Indicator 3: Statewide Assessment	Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	90.74%	<u>≥</u> 90.00%	Yes	4	None				
RLA 3-8 Assessment Growth	-1.24%	+3.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Participation	90.18%	<u>></u> 90.00%	Yes	4	None				
Math 3-8 Assessment Growth	-2.47%	+3.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Participation	78.57%	<u>></u> 90.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Growth	-0.65%	+3.00%	No	2	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	81.25%	≥90.00%	No	1	Address in LEA Plan				
Assessment Participation	01.25%	<u>~</u> 90.00%	INU	ı	Address III LEA Plait				
EOC Math (Algebra I/Integrated Math 1)	12.00/	12.000/	Vac	Г	None				
Assessment Growth	13.69%	+3.00%	Yes	5	None				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	90.00%	<u>></u> 89.50%	Yes	2	None				
Part B, S1-Acquisition of knowledge and skills	70.59%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part C, S1-Appropriate behaviors	93.33%	<u>></u> 91.00%	Yes	3	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	16.67%	<u>></u> 26.00%	No	3	Address in LEA Plan				
Part B – Enrolled in higher education or	70.83%	<u>></u> 61.00%	Yes	5	None				
competitively employed	70.0370	<u>~</u> 01.00%	162	<u> </u>	Notie				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	87.50%	<u>></u> 71.00%	Yes	5	None				
some other employment									

1 Obion County

Obion County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	94.32%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	90.00%	100%	No	3	Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	63.53%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	5.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Obion County

<u>Oneida</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
87.50	56.50	64.57%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	100.000/	74.420/		F	News				
(weight x 3; assigned points scale of 1-5)	100.00%	≥74.43%	Yes	5	None				
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None				
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 5.20%	res	5	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regulai	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching		22.222	T						
RLA 3-8 Assessment Participation Rate	88.33%	<u>></u> 90.00%	No	3	Address in LEA Plan				
RLA 3-8 Assessment Growth	-13.07%	+3.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Participation	88.33%	<u>></u> 90.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Growth	-6.67%	+3.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None				
EOC English (English II) Assessment Growth	0.00%	+3.00%	No	2	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	100.00%	≥90.00%	Yes	5	None				
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-12.50%	+3.00%	No	1	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes					1				
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

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<u>Oneida</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i mamg	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	96.55%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.33%	10070	INO	<u> </u>	Address III LEA Flair
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	10070	IVA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	56.92%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	97.50%	<u>></u> 90.00%	Yes	5	None

2 Oneida

Overton County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
100.00	61.50	61.50%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Indicator	Performance	Target	Target Met	Score	Required Actions		
Indicator 1: Graduation Rate	80.65%	>74.43%	Yes	3	None		
(weight x 3; assigned points scale of 1-5)	60.65%	<u>~</u> /4.45%	res	5	None		
Indicator 2: Dropout Rate	2.52% <3.20% Yes 3 None						
(weight x 1; assigned points scale of 1-5)	2.52%	<u><</u> 3.20%	res	3	None		
Indicator 3: Statewide Assessment							
(weight x 4; assigned points scale of 1-5)							
Participation rate for subgroup taking regular assessments. Per		se taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.		
Growth in percent of subgroup scoring at or above approaching				_			
RLA 3-8 Assessment Participation Rate	93.48%	≥90.00%	Yes	5	None		
RLA 3-8 Assessment Growth	1.22%	+3.00%	No	5	Address in LEA Plan		
Math 3-8 Assessment Participation	92.39%	<u>></u> 90.00%	Yes	5	None		
Math 3-8 Assessment Growth	1.13%	+3.00%	No	2	Address in LEA Plan		
EOC English (English II) Assessment Participation	93.33%	<u>></u> 90.00%	Yes	4	None		
EOC English (English II) Assessment Growth	7.65%	+3.00%	Yes	4	None		
EOC Math (Algebra I/Integrated Math 1)	90.91%	≥90.00% Yes	Voc	4	None		
Assessment Participation	90.9170		163	4			
EOC Math (Algebra I/Integrated Math 1)	-1.99%	+3.00%	No	2	Address in LEA Plan		
Assessment Growth	-1.99%	+5.00%	INO	2	Address III LEA Plati		
Indicator 7: Early Childhood Outcomes							
(weight x 0.333; assigned points scale of 1-5)							
Part A, S1-Social-emotional skills	50.00%	<u>></u> 89.50%	No	1	Address in LEA Plan		
Part B, S1-Acquisition of knowledge and skills	71.43%	<u>></u> 89.50%	No	1	Address in LEA Plan		
Part C, S1-Appropriate behaviors	65.00%	<u>></u> 91.00%	No	1	Address in LEA Plan		
Indicator 14: Post-School Outcomes							
(weight x 0.5; assigned points scale of 1-5)							
Part A – Enrolled in higher education	0.00%	<u>></u> 26.00%	No	1	Address in LEA Plan		
Part B – Enrolled in higher education or	0.00%	<u>></u> 61.00%	No	1	Address in LEA Plan		
competitively employed	0.0070	<u>~</u> 01.0070	110	ı	Audi ess III LLA Fiali		
Part C – Enrolled in higher education or other post-							
secondary training; or competitively employed or in	93.75%	<u>></u> 71.00%	Yes	5	None		
some other employment							

Overton County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	89.77%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	09.7770	10070	INO	l I	
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	ر	INOTIE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	51.00%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	9.26%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Overton County

<u>Paris</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
60.00	47.83	79.72%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	NA	>74.420/	NIA	NIA	NA
(weight x 3; assigned points scale of 1-5)	INA	<u>></u> 74.43%	NA	NA	INA
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)	INA	<u><</u> 3.20%	INA	INA	INA
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	he alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		22.224	\ \ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\		
RLA 3-8 Assessment Participation Rate	90.28%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-9.73%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	90.28%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	2.30%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					1
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	90.00%	<u>></u> 89.50%	Yes	2	None
Part B, S1-Acquisition of knowledge and skills	85.00%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	85.71%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61 0004	NA	NA	NA
competitively employed	INA	<u>≥</u> 61.00%	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Paris

<u>Paris</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Nothinaling	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	83.75%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	63.7 370	10070	INO	ı	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	83.11%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	41.43%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Paris

<u>Perry County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
95.00	46.00	48.42%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	60.00%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	79.17%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-8.60%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	79.17%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	-8.29%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	85.71%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-7.14%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	90.00%	<u>≥</u> 90.00%	Yes	3	None
Assessment Participation	90.00%			3	None
EOC Math (Algebra I/Integrated Math 1)	-13.33%	+3.00%	No	1	Address in LEA Plan
Assessment Growth	-13.33%	+3.00%	INO	1	Address III LEA Plaii
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	90.91%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	90.91%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	90.91%	<u>></u> 91.00%	No	3	Address in LEA Plan
Indicator 14: Post-School Outcomes		·			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	25.00%	<u>></u> 26.00%	No	3	Address in LEA Plan
Part B – Enrolled in higher education or	25.00%	>61 0004	No	2	Address in LEA Plan
competitively employed	25.00%	<u>></u> 61.00%	INU		Address III LEA Plati
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	100.00%	<u>></u> 71.00%	Yes	5	None
some other employment					

1 Perry County

<u>Perry County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	96.97%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.97 %	10070	INO	3	Address III LEA Flair
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	10070	INA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	55.36%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	39.29%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Perry County

<u>Pickett County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
85.00	55.66	65.49%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	80.00%	≥74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	5.88%	<u><</u> 3.20%	No	1	Address in LEA Plan
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		se taking the regula	r statewide assessmer	nt; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	87.76%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-13.41%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	87.76%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-2.64%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	75.00%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-20.00%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	20.00%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	87.50%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Pickett County

<u>Pickett County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iridirig	INOTITIONING	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162	5	None
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	100%	INA	INA	IVA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	74.12%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Pickett County

<u>Polk County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	62.83	69.81%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	84.21%	>74.4204	Yes	4	None
(weight x 3; assigned points scale of 1-5)	64.Z1%	<u>></u> 74.43%	res	4	None
Indicator 2: Dropout Rate	1.89%	<u><</u> 3.20%	Yes	3	None
(weight x 1; assigned points scale of 1-5)	1.09%	<u>~</u> 5.20%	res	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	87.41%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-0.75%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	87.32%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	1.36%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	82.61%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-10.07%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	92.00%	≥90.00%	Yes	4	None
Assessment Participation	92.00%	<u>~</u> 90.00%	res	4	None
EOC Math (Algebra I/Integrated Math 1)	-3.27%	12.00%	No	2	Address in LEA Plan
Assessment Growth	-3.27%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	90.00%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	90.00%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Polk County

<u>Polk County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iriuling	Nothinding	163	J	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	ivoite
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.20%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	43.48%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Polk County

<u>Putnam County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	59.33	65.93%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	68.59%	<u>></u> 74.43%	No	2	Address in LEA Plan				
(weight x 3; assigned points scale of 1-5)	08.5970	<u>2</u> 74.4370	INO	2	Address III LLA Flair				
Indicator 2: Dropout Rate	3.78%	<u><</u> 3.20%	No	2	Address in LEA Plan				
(weight x 1; assigned points scale of 1-5)	3,70%	<u>~</u> 5.20%	INO		Address III LEA Plait				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching				_					
RLA 3-8 Assessment Participation Rate	89.12%	<u>></u> 90.00%	No	3	Address in LEA Plan				
RLA 3-8 Assessment Growth	0.30%	+3.00%	No	4	Address in LEA Plan				
Math 3-8 Assessment Participation	89.14%	<u>></u> 90.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Growth	8.14%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	84.43%	<u>></u> 90.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Growth	32.35%	+3.00%	Yes	5	None				
EOC Math (Algebra I/Integrated Math 1)	84.17%	≥90.00%	No	2	Address in LEA Plan				
Assessment Participation	04,1790	<u>~</u> 90.00%	INO	2	Address III LEA Plait				
EOC Math (Algebra I/Integrated Math 1)	11 210/	12.000/	Vac	Г	Nana				
Assessment Growth	11.21%	+3.00%	Yes	5	None				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	85.19%	<u>></u> 89.50%	No	2	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	88.51%	<u>></u> 89.50%	No	3	Address in LEA Plan				
Part C, S1-Appropriate behaviors	91.43%	<u>></u> 91.00%	Yes	3	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Putnam County

<u>Putnam County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.80%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.00%	10070	INO	3	Address III LEA FIAIT
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	68.19%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	20.56%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Putnam County

Rhea County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	54.00	60.00%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	74.420/	>74.420/	No	2	Address in LEA Dlan
(weight x 3; assigned points scale of 1-5)	74.42%	≥74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate	5.20%	<2.20%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	5.20%	<u><</u> 3.20%	INO	I	Address in LEA Plan
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		I			
RLA 3-8 Assessment Participation Rate	81.48%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-6.80%	+3.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Participation	81.48%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	6.92%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	83.33%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	5.27%	+3.00%	Yes	3	None
EOC Math (Algebra I/Integrated Math 1)	01.000/	>00.000/	No	1	Address in LEA Plan
Assessment Participation	81.08%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	4.520/	. 2.000/	NI -	2	A -l -l
Assessment Growth	-1.52%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	91.30%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	94.44%	<u>≥</u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA
competitively employed	INA	<u>></u> 61.00%	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

Rhea County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i mamg	Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.06%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.00%	10070	INO	3	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	ivoite
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.58%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	5.08%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Rhea County

<u>Richard City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
87.50	59.50	68.00%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	100.00%	<u>></u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regulai	r statewide assessmer.	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	100.00%	≥90.00%	Yes	5	None
RLA 3-8 Assessment Growth	6.67%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	13.33%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	50.00%	+3.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	100.00%	≥90.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-33.33%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1			
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	≥91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Richard City

<u>Richard City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	J	None
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	10070	INA	11/7	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	100.00%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	20.00%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	83.30%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Richard City

<u>Roane County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	57.67	64.08%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	77.27%	>74.420/	Yes	3	None				
(weight x 3; assigned points scale of 1-5)	//.2/90	<u>></u> 74.43%	res	3	None				
Indicator 2: Dropout Rate	2.33%	<u><</u> 3.20%	Yes	3	None				
(weight x 1; assigned points scale of 1-5)	2.3370	<u><</u> 3.20%	163	3	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching				_					
RLA 3-8 Assessment Participation Rate	91.55%	<u>></u> 90.00%	Yes	4	None				
RLA 3-8 Assessment Growth	-6.45%	+3.00%	No	1	Address in LEA Plan				
Math 3-8 Assessment Participation	91.63%	<u>></u> 90.00%	Yes	4	None				
Math 3-8 Assessment Growth	0.63%	+3.00%	No	2	Address in LEA Plan				
EOC English (English II) Assessment Participation	93.02%	<u>></u> 90.00%	Yes	4	None				
EOC English (English II) Assessment Growth	-8.55%	+3.00%	No	1	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	94.62%	≥90.00%	Yes	5	None				
Assessment Participation	94.02%	<u>~</u> 90.00%	res	5	None				
EOC Math (Algebra I/Integrated Math 1)	-6.51%	12.00%	No	2	Address in LEA Plan				
Assessment Growth	-0.51%	+3.00%	No	2	Address in LEA Plair				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	79.63%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	83.93%	<u>></u> 89.50%	No	2	Address in LEA Plan				
Part C, S1-Appropriate behaviors	87.50%	<u>></u> 91.00%	No	2	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Roane County

<u>Roane County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.70%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.70%	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	ivoite
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	66.19%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	24.84%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Roane County

Robertson County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	66.00	73.33%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	78.79%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.13%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regulai	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	90.47%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-0.77%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	90.41%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	3.92%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	93.27%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	0.90%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	95.56%	≥90.00%	Yes	5	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-1.47%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	87.69%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	90.16%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	91.07%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Robertson County

<u>Robertson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Nothinaling	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.61%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	97.0170	10070	INO	J	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	INOTIE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	77.03%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	18.56%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Robertson County

<u>Rogersville</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
62.50	47.83	76.54%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions	
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 74.43%	NA	NA	NA	
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	NA	<u><</u> 3.20%	NA	NA	NA	
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer.	nt; those taking th	ne alternate assessment are excluded.	
RLA 3-8 Assessment Participation Rate	81.48%	≥90.00%	No	1	Address in LEA Plan	
RLA 3-8 Assessment Growth	-0.92%	+3.00%	No	3	Address in LEA Plan	
Math 3-8 Assessment Participation	81.82%	<u>></u> 90.00%	No	1	Address in LEA Plan	
Math 3-8 Assessment Growth	11.04%	+3.00%	Yes	5	None	
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA	
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA	
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	NA	≥90.00%	NA	NA	NA	
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA	
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		-				
Part A, S1-Social-emotional skills	66.67%	<u>></u> 89.50%	No	1	Address in LEA Plan	
Part B, S1-Acquisition of knowledge and skills	33.33%	<u>></u> 89.50%	No	1	Address in LEA Plan	
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None	
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)						
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA	
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA	
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA	

1 Rogersville

<u>Rogersville</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	78.95%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	76.9370	100%	INO		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.31%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	58.33%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	100.00%	<u>></u> 90.00%	Yes	5	None

2 Rogersville

Rutherford County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
100.00	67.33	67.33%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	79.60%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.37%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	88.11%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-4.43%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	88.09%	<u>></u> 90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	6.36%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	83.12%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	-0.50%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	84.05%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	1.56%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	87.58%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	95.12%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	89.93%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	21.43%	<u>></u> 26.00%	No	3	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	50.00%	<u>></u> 61.00%	No	5	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	71.43%	≥71.00%	Yes	2	None

1 Rutherford County

Rutherford County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Nothinaling	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.40%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.40%	10070	INO	2	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	69.77%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	20.29%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Rutherford County

Scott County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
90.00	61.50	68.33%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	78.95%	>74.4204	Yes	3	None			
(weight x 3; assigned points scale of 1-5)	76.95%	<u>></u> 74.43%	res	3	None			
Indicator 2: Dropout Rate	2.08%	<u><</u> 3.20%	Yes	3	None			
(weight x 1; assigned points scale of 1-5)	2.00%	<u>~</u> 5.20%	res	3	None			
ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching				_				
RLA 3-8 Assessment Participation Rate	88.20%	<u>></u> 90.00%	No	3	Address in LEA Plan			
RLA 3-8 Assessment Growth	-0.39%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	88.20%	<u>></u> 90.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Growth	3.65%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	84.00%	<u>></u> 90.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Growth	-9.12%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	82.61%	≥90.00%	No	2	Address in LEA Plan			
Assessment Participation	02.0170	<u>~</u> 90.00%	INO	2	Address III LEA Plail			
EOC Math (Algebra I/Integrated Math 1)	-10.71%	12.00%	No	1	Address in LEA Plan			
Assessment Growth	-10.71%	+3.00%	No	Į.	Address in LEA Plair			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Scott County

Scott County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.0070	10070	162		None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	53.31%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	43.48%	<u>≥</u> 38.00%	Yes	4	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Scott County

<u>Sequatchie County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	73.50	81.67%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	76.00%	>74.43%	Yes	3	None				
(weight x 3; assigned points scale of 1-5)	7 0.00 70	<u>-</u> 7 1. 1370	165		TTOTIC				
Indicator 2: Dropout Rate	2.11%	<3.20%	Yes	3	None				
(weight x 1; assigned points scale of 1-5)	2,1170	<u>-</u> 3.2070	103		TVOTIC				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	91.23%	<u>></u> 90.00%	Yes	4	None				
RLA 3-8 Assessment Growth	-2.91%	+3.00%	No	2	Address in LEA Plan				
Math 3-8 Assessment Participation	91.23%	<u>></u> 90.00%	Yes	4	None				
Math 3-8 Assessment Growth	4.58%	+3.00%	Yes	3	None				
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None				
EOC English (English II) Assessment Growth	-9.66%	+3.00%	No	1	Address in LEA Plan				
EOC Math (Algebra I/Integrated Math 1)	91.67%	≥90.00%	Yes	4	None				
Assessment Participation	91.0770	<u>~</u> 90.00%	162	4	None				
EOC Math (Algebra I/Integrated Math 1)	O F10/	12.000%	No	1	Address in LEA Plan				
Assessment Growth	-9.51%	+3.00%	No	ı	Address III LEA Flaii				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>≥</u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Sequatchie County

<u>Sequatchie County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	96.83%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.05%	10070	INO	<u> </u>	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	10070	163		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	84.45%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	71.01%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Sequatchie County

<u>Sevier County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	66.50	66.50%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	76.24%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.36%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performer of subgroup scoring at or above approaching		e taking the regular	r statewide assessmen	t; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	87.17%	<u>></u> 90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	2.42%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	86.85%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	6.74%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	81.25%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	7.17%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	81.20%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	2.86%	+3.00%	No	4	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		1			
Part A, S1-Social-emotional skills	79.31%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	84.21%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	90.00%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	7.94%	<u>></u> 26.00%	No	1	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	53.97%	<u>></u> 61.00%	No	5	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	85.71%	≥71.00%	Yes	5	None

1 Sevier County

<u>Sevier County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110111101119	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.14%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	33.1470	100%	INO	4	Address III LEA Flaii
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	<u> </u>	
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	69.55%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	11.57%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Sevier County

<u>Shelby County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
102.50	55.00	53.66%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	59.06%	<u>></u> 74.43%	No	1	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	6.29%	<u><</u> 3.20%	No	1	Address in LEA Plan
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking tl	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	78.88%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.68%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	78.67%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	4.85%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	81.74%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	7.33%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	82.86%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	1.55%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	80.60%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	84.65%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	81.62%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	27.78%	≥26.00%	Yes	4	None
Part B – Enrolled in higher education or competitively employed	37.96%	<u>></u> 61.00%	No	4	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	73.15%	≥71.00%	Yes	2	None

<u>Shelby County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5) Part A – Aggregate of subgroup	Finding	No Finding	No	1	1. Participate in on site visit; 2.
Part B – Subgroup disaggregated by race	Finding	No Finding	No	<u> </u> 1	Develop and action plan
	riliullig	INO FINALING	INO	ı	Develop and action plan
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	95.33%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	93.3370	10070	INO	۷	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	5	None
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	64.50%	≥70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	33.87%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	93.30%	<u>></u> 90.00%	Yes	3	None

2 Shelby County

<u>Smith County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	64.33	64.33%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	76.74%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.78%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	t; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.16%	<u>></u> 90.00%	Yes	4	None
RLA 3-8 Assessment Growth	1.44%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	91.21%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	-1.19%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	94.29%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	11.34%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	94.87%	≥90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-1.99%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	95.00%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	93.75%	≥91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)				'	
Part A – Enrolled in higher education	16.13%	<u>></u> 26.00%	No	2	Address in LEA Plan
Part B – Enrolled in higher education or competitively employed	25.81%	<u>></u> 61.00%	No	2	Address in LEA Plan
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	80.65%	≥71.00%	Yes	4	None

1 Smith County

<u>Smith County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ivo i iridirig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.99%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	30.3370	10070	INO	4	Address III LLA Flaii
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	64.77%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	3.64%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Smith County

South Carroll Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
85.00	49.66	58.43%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	66.67%	<u>></u> 74.43%	No	2	Address in LEA Plan			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		. 00 000/						
RLA 3-8 Assessment Participation Rate	100.00%	≥90.00%	Yes	5	None			
RLA 3-8 Assessment Growth	-21.43%	+3.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None			
Math 3-8 Assessment Growth	-8.04%	+3.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None			
EOC English (English II) Assessment Growth	-33.33%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-25.00%	+3.00%	No	1	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	50.00%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	50.00%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part C, S1-Appropriate behaviors	100.00%	≥91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NIA	. 64 000/	NIA	NIA	NIA.			
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in some other employment	NA	<u>></u> 71.00%	NA	NA	NA			

1 South Carroll

South Carroll Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	162	<u> </u>	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	81.82%	100%	No	1	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	01.0270	100%	INO	Į į	
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	IVA	100%	IVA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	IVA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	85.71%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	0.00%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 South Carroll

<u>State Board of Education</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
55.00	45.00	81.82%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	NA	<u>></u> 74.43%	NA	NA	NA			
(weight x 3; assigned points scale of 1-5)	INA	<u>2</u> /4.43%	INA	IVA	INA			
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None			
(weight x 1; assigned points scale of 1-5)	0.0070	<u><</u> 3.20%	163	J	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching								
RLA 3-8 Assessment Participation Rate	NA	<u>></u> 90.00%	NA	NA	NA			
RLA 3-8 Assessment Growth	NA	+3.00%	NA	NA	NA			
Math 3-8 Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA			
Math 3-8 Assessment Growth	NA	+3.00%	NA	NA	NA			
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None			
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA			
EOC Math (Algebra I/Integrated Math 1)	100.00%	>00.000/	Yes	5	None			
Assessment Participation	100.00%	<u>></u> 90.00%	res	5	None			
EOC Math (Algebra I/Integrated Math 1)	0.000/	12.000/	NIa	2	Andreas in LEA Dies			
Assessment Growth	0.00%	+3.00%	No	3	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	75.00%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	71.43%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part C, S1-Appropriate behaviors	75.00%	<u>></u> 91.00%	No	1	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 State Board of Education

State Board of Education Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110111101119	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	100%	162	J	None
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	100%	INA	INA	IVA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NIA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	92.06%	≥70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	90.91%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 State Board of Education

Stewart County Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
97.50	79.00	81.03%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	97.500/	>74.420/	Ves	4	None
(weight x 3; assigned points scale of 1-5)	87.50%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate	1.03%	<2.2004	Yes	4	None
(weight x 1; assigned points scale of 1-5)	1.05%	<u><</u> 3.20%	162	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		1			
RLA 3-8 Assessment Participation Rate	85.45%	<u>></u> 90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.27%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	84.82%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	3.06%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	13.14%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	100.000/	> 00 000/	V	F	Nama
Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	0.650/	. 2. 200/		2	A
Assessment Growth	-0.65%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes		'	'		
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	92.31%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	92.86%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NIA	>61.000/	NIA	NIA	NIA
competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

1 Stewart County

Stewart County Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	162	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	3	None
Indicator 13: Secondary Transition with IEP Goals	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1 OR 5)	100.00%	10070	162	J	None

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	78.57%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	29.27%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	83.30%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Stewart County

<u>Sullivan County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	73.50	79.46%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	24.000/	74.420/		4					
(weight x 3; assigned points scale of 1-5)	81.89%	<u>></u> 74.43%	Yes	4	None				
Indicator 2: Dropout Rate	0.640/	42.200V	V	4	Name				
(weight x 1; assigned points scale of 1-5)	0.64%	<u><</u> 3.20%	Yes	4	None				
Indicator 3: Statewide Assessment									
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching		I							
RLA 3-8 Assessment Participation Rate	90.61%	<u>></u> 90.00%	Yes	4	None				
RLA 3-8 Assessment Growth	0.48%	+3.00%	No	4	Address in LEA Plan				
Math 3-8 Assessment Participation	90.62%	<u>></u> 90.00%	Yes	4	None				
Math 3-8 Assessment Growth	3.77%	+3.00%	Yes	3	None				
EOC English (English II) Assessment Participation	86.73%	<u>></u> 90.00%	No	3	Address in LEA Plan				
EOC English (English II) Assessment Growth	20.75%	+3.00%	Yes	5	None				
EOC Math (Algebra I/Integrated Math 1)	00 2404	>00.00%	No	3	Address in LEA Plan				
Assessment Participation	88.24%	<u>≥</u> 90.00%	No	3	Address III LEA Plati				
EOC Math (Algebra I/Integrated Math 1)	-0.57%	12.000/	No	2	Address in LEA Plan				
Assessment Growth	-0.57%	+3.00%	No	3	Address in LEA Plan				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	88.52%	<u>></u> 89.50%	No	2	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	90.32%	<u>></u> 89.50%	Yes	3	None				
Part C, S1-Appropriate behaviors	88.33%	<u>></u> 91.00%	No	2	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.0070	INA	INA	IVA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 Sullivan County

<u>Sullivan County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	Nothinding	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.34%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.3470	10070	INO	4	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NΔ
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	79.48%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	27.04%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	89.80%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Sullivan County

<u>Sumner County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	68.33	68.33%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	81.79%	>74.43%	Yes	4	None			
(weight x 3; assigned points scale of 1-5)	01.7570	<u>~</u> 74.4370	163	-	None			
Indicator 2: Dropout Rate	1.20%	<3.20%	Yes	4	None			
(weight x 1; assigned points scale of 1-5)	1.2070	<u>-</u> 5.2070	163		None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		. 00 000/	NI-	4	Address in LEADless			
RLA 3-8 Assessment Participation Rate	89.98%	<u>></u> 90.00%	No	4	Address in LEA Plan			
RLA 3-8 Assessment Growth	-2.72%	+3.00%	No	2	Address in LEA Plan			
Math 3-8 Assessment Participation	90.09%	<u>></u> 90.00%	Yes	4	None			
Math 3-8 Assessment Growth	5.07%	+3.00%	Yes	3	None			
EOC English (English II) Assessment Participation	90.53%	<u>></u> 90.00%	Yes	4	None			
EOC English (English II) Assessment Growth	3.86%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1)	90.91%	≥90.00%	Yes	4	None			
Assessment Participation	30.3170	<u>-</u> 50.0070	163		TVOTIC			
EOC Math (Algebra I/Integrated Math 1)	4.95%	+3.00%	Yes	4	None			
Assessment Growth	4.9570	13.0070	163	'	None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	89.26%	<u>></u> 89.50%	No	2	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	90.00%	<u>></u> 89.50%	Yes	3	None			
Part C, S1-Appropriate behaviors	91.54%	<u>></u> 91.00%	Yes	3	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	33.00%	<u>></u> 26.00%	Yes	4	None			
Part B – Enrolled in higher education or	35.00%	<u>></u> 61.00%	No	4	Address in LEA Plan			
competitively employed	33.0070	<u>~</u> 01.0070	INU		Addiess III LEA FIGIT			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	80.00%	<u>></u> 71.00%	Yes	3	None			
some other employment								

1 Sumner County

<u>Sumner County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.42%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	37.4Z70	10070	INO	3	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	67.87%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	8.80%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Sumner County

<u>Sweetwater</u>

Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
62.50	44.83	71.73%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	NA	>74.420/	NA	NA	NA
(weight x 3; assigned points scale of 1-5)	INA	<u>></u> 74.43%	INA	INA	INA
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)	INA	<u><</u> 3.20%	INA	INA	IVA
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Perc		se taking the regular	statewide assessmer	nt; those taking th	he alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		. 00 000/	Wa a	F	NI
RLA 3-8 Assessment Participation Rate	93.71%	≥90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-6.08%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	93.67%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	0.69%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	NA	<u>≥</u> 90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes			'		1
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	91.67%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	91.67%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Sweetwater

<u>Sweetwater</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					_
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.33%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.3370	100%	INO	<u> </u>	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162		none
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	10070	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	74.79%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	20.00%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	86.10%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 Sweetwater

<u>Tipton County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	49.66	55.19%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	80.68%	<u>></u> 74.43%	Yes	3	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.27%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	82.17%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	0.91%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	82.27%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	8.82%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	77.38%	<u>></u> 90.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Growth	3.13%	+3.00%	Yes	3	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	78.41%	≥90.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	1.00%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	96.92%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	83.33%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	91.30%	<u>></u> 91.00%	Yes	3	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Tipton County

<u>Tipton County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	98.81%	100%	No	4	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	96.15%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Other Elements					
Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	62.48%	<u>></u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	4.19%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Tipton County

TN School for Blind Local Determinations Data Matrix - FFY 2018-19 APR

Total Points Available	Points Earned	Score (%)	Determination
55.00	31.00	56.36%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	22.22%	>74.43%	No	1	Address in LEA Plan			
(weight x 3; assigned points scale of 1-5)	22,2290	<u>2</u> 74.43%	INO	ı	Address III LEA Plair			
Indicator 2: Dropout Rate	1.69%	<u><</u> 3.20%	Yes	3	None			
(weight x 1; assigned points scale of 1-5)	1.0970	<u><</u> 3.20%	165	<u> </u>	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		22.222						
RLA 3-8 Assessment Participation Rate	41.30%	<u>></u> 90.00%	No	1	Address in LEA Plan			
RLA 3-8 Assessment Growth	-8.24%	+3.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Participation	41.30%	<u>></u> 90.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Growth	13.00%	+3.00%	Yes	5	None			
EOC English (English II) Assessment Participation	46.15%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Growth	-14.74%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	53.33%	≥90.00%	No	1	Address in LEA Plan			
Assessment Participation	J J. JJ70	<u>~</u> 90.00%	INU	I	Address III LEA Flaii			
EOC Math (Algebra I/Integrated Math 1)	4.440/	12.000/	NIo	2	Address in LEA Dlan			
Assessment Growth	-4.44%	+3.00%	No	2	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	62.50%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part B, S1-Acquisition of knowledge and skills	71.43%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part C, S1-Appropriate behaviors	71.43%	<u>></u> 91.00%	No	1	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>≥</u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.00%	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

TN School for Blind

TN School for Blind Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		110 Tillianing	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)	INA	10070	INA	INA	INA
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	100%	IVA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 70.00%	No	NA	NA
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	NA	<u>≥</u> 38.00%	No	NA	NA
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 TN School for Blind

<u>TN School for Deaf</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
62.50	46.00	73.60%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	64.71%	>74.420/	No	2	Address in LEA Plan				
(weight x 3; assigned points scale of 1-5)	04.71%	<u>></u> 74.43%	NO	2	Address in LEA Plan				
Indicator 2: Dropout Rate	1.67%	<u><</u> 3.20%	Yes	3	None				
(weight x 1; assigned points scale of 1-5)	1.07%	<u>~</u> 5.20%	res	3	None				
Indicator 3: Statewide Assessment	ndicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	88.37%	<u>></u> 90.00%	No	3	Address in LEA Plan				
RLA 3-8 Assessment Growth	1.99%	+3.00%	No	5	Address in LEA Plan				
Math 3-8 Assessment Participation	88.64%	<u>></u> 90.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Growth	9.09%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	92.31%	<u>></u> 90.00%	Yes	4	None				
EOC English (English II) Assessment Growth	19.66%	+3.00%	Yes	4	None				
EOC Math (Algebra I/Integrated Math 1)	94.44%	≥90.00%	Yes	5	None				
Assessment Participation	94,44%	<u>~</u> 90.00%	res	5	None				
EOC Math (Algebra I/Integrated Math 1)	1.39%	12.00%	No	2	Address in LEA Plan				
Assessment Growth	1.59%	+3.00%	No	3	Address in LEA Plair				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	87.50%	<u>></u> 89.50%	No	2	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None				
Part C, S1-Appropriate behaviors	87.50%	<u>></u> 91.00%	No	2	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA				
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA				
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA				
some other employment									

1 TN School for Deaf

TN School for Deaf Local Determinations Data Matrix - FFY 2018-19 APR

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	Notie
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	100.00%	100%	Yes	5	None
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	NA	100%	NA	NA	NA
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	NA	<u>></u> 70.00%	NA	NA	NA
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	NA	<u>≥</u> 38.00%	NA	NA	NA
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	93.30%	<u>></u> 90.00%	Yes	3	None

2 TN School for Deaf

<u>Trenton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	48.50	52.43%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	70.00%	<u>></u> 74.43%	No	2	Address in LEA Plan			
(weight x 3; assigned points scale of 1-5)	70.0070	<u>2</u> 74.4370	INO	2	Address III LLA I Idii			
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None			
(weight x 1; assigned points scale of 1-5)	0.0070	<u>-</u> 5.2070	163		None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching		. 00 000/	NI-		Address in LEADless			
RLA 3-8 Assessment Participation Rate	75.36%	<u>></u> 90.00%	No	1	Address in LEA Plan			
RLA 3-8 Assessment Growth	3.80%	+3.00%	Yes	5	None			
Math 3-8 Assessment Participation	76.47%	<u>></u> 90.00%	No	1	Address in LEA Plan			
Math 3-8 Assessment Growth	7.04%	+3.00%	Yes	4	None			
EOC English (English II) Assessment Participation	85.71%	<u>></u> 90.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Growth	-5.71%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1)	85.71%	≥90.00%	No	2	Address in LEA Plan			
Assessment Participation	03.7170	<u>-</u> 50.0070	140		/ (ddi C35 iii EE/(i idii			
EOC Math (Algebra I/Integrated Math 1)	-5.71%	+3.00%	No	2	Address in LEA Plan			
Assessment Growth	-5.7 170	13.0070	INO		Address III LLA Flair			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	90.91%	<u>></u> 89.50%	Yes	3	None			
Part B, S1-Acquisition of knowledge and skills	81.82%	<u>></u> 89.50%	No	1	Address in LEA Plan			
Part C, S1-Appropriate behaviors	88.89%	<u>></u> 91.00%	No	2	Address in LEA Plan			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	<u>></u> 61.00%	NA	NA	NA			
competitively employed	INA	<u>~</u> 01.0070	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA			
some other employment								

1 Trenton

<u>Trenton</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	92.86%	100%	No	2	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	92.00%	10070	INO	۷	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162	<u> </u>	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	INA I

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	75.00%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	3.85%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	95.50%	<u>></u> 90.00%	Yes	5	None

2 Trenton

<u>Trousdale County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	66.50	66.50%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	76.92%	≥74.43%	Yes	3	None			
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		se taking the regular	statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
RLA 3-8 Assessment Participation Rate	95.51%	<u>></u> 90.00%	Yes	5	None			
RLA 3-8 Assessment Growth	0.11%	+3.00%	No	4	Address in LEA Plan			
Math 3-8 Assessment Participation	95.51%	<u>></u> 90.00%	Yes	5	None			
Math 3-8 Assessment Growth	7.11%	+3.00%	Yes	4	None			
EOC English (English II) Assessment Participation	91.67%	<u>></u> 90.00%	Yes	4	None			
EOC English (English II) Assessment Growth	-11.69%	+3.00%	No	1	Address in LEA Plan			
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	90.00%	≥90.00%	Yes	3	None			
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	1.11%	+3.00%	No	3	Address in LEA Plan			
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)			1					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)	Indicator 14: Post-School Outcomes							
Part A – Enrolled in higher education	0.00%	<u>></u> 26.00%	No	1	Address in LEA Plan			
Part B – Enrolled in higher education or competitively employed	0.00%	<u>></u> 61.00%	No	1	Address in LEA Plan			
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	80.00%	≥71.00%	Yes	3	None			

1 Trousdale County

<u>Trousdale County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)		Normanig	103	<u> </u>	
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	J	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	100%	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.17%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	5.56%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Trousdale County

<u>Tullahoma</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.00	72.22%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	69.70%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.06%	<u>≤</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Pero Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	e alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.86%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-1.66%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	91.74%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	3.18%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	92.86%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	0.49%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	93.33%	<u>></u> 90.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-0.67%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)		-			
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Tullahoma

<u>Tullahoma</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	162		
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	<u> </u>	INOTTE
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	66.93%	<u>></u> 70.00%	No	2	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	12.50%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Tullahoma

<u>Unicoi County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	65.83	73.15%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	71.43%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.78%	<u>≤</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmen	nt; those taking th	he alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	90.77%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	4.45%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	90.31%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	8.55%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	91.67%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	-8.65%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	89.66%	≥90.00%	No	3	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-16.39%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	96.43%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	96.43%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	89.29%	≥91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Unicoi County

<u>Unicoi County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	97.96%	100%	No	3	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	90.91%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	74.70%	≥70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	71.93%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Unicoi County

<u>Union City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
95.00	72.50	76.31%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	86.67%	>74.420/	Ves	4	None
(weight x 3; assigned points scale of 1-5)	86.67%	≥74.43%	Yes	4	None
Indicator 2: Dropout Rate	1.82%	<u><</u> 3.20%	Yes	3	None
(weight x 1; assigned points scale of 1-5)	1.0270	<u><</u> 3.20%	163	<u> </u>	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching					
RLA 3-8 Assessment Participation Rate	95.79%	<u>≥</u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	0.33%	+3.00%	No	4	Address in LEA Plan
Math 3-8 Assessment Participation	95.83%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	2.96%	+3.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Participation	82.35%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	41.63%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1)	76.47%	>00.000/	No	1	Address in LEA Plan
Assessment Participation	70.47%	<u>≥</u> 90.00%	INO	Į	Address III LEA Plaif
EOC Math (Algebra I/Integrated Math 1)	10.710/	.2.000/	V	F	Nege
Assessment Growth	10.71%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>≥</u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA
competitively employed	INA	<u>></u> 61.00%	INA	INA	INA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

<u>Union City</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions (weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	Finding	No Finding	No	1	1. Participate in on site visit; 2.
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	Develop and action plan
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	1. Participate in on-site visit; 2.
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	Finding	No Finding	No	1	Corrections of non-compliance; 3. Develop an action plan
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	100.00%	100%	Yes	5	None
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	Yes	5	None
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	100.00%	100%	Yes	5	None

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	76.67%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	9.52%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Union City

<u>Union County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	51.33	57.04%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	72.00%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per	centage only includes thos	e taking the regula	r statewide assessmer	nt: those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		0 1 10 1		,	
RLA 3-8 Assessment Participation Rate	83.49%	≥90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-4.22%	+3.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Participation	83.59%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	-1.25%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	86.67%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	-2.75%	+3.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	91.11%	≥90.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	-11.11%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	92.59%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	93.33%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	88.46%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>≥</u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1

<u>Union County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i mamg	Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.07%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.07%	10070	INO	4	Address III LEA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162	<u> </u>	
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.66%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	12.82%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Union County

<u>Van Buren County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	82.00	88.65%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	100.00%	>74.43%	Yes	5	None			
(weight x 3; assigned points scale of 1-5)								
Indicator 2: Dropout Rate	0.00%	<u><</u> 3.20%	Yes	5	None			
(weight x 1; assigned points scale of 1-5)			1.00		. Trone			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	it; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching	94.74%	>00.000/	Vac	5	None			
RLA 3-8 Assessment Participation Rate		<u>></u> 90.00%	Yes		Address in LEA Plan			
RLA 3-8 Assessment Growth	-3.26%	+3.00%	No	2				
Math 3-8 Assessment Participation	94.87%	<u>></u> 90.00%	Yes	5	None			
Math 3-8 Assessment Growth	8.72%	+3.00%	Yes	5	None			
EOC English (English II) Assessment Participation	77.78%	<u>></u> 90.00%	No	1	Address in LEA Plan			
EOC English (English II) Assessment Growth	16.67%	+3.00%	Yes	5	None			
EOC Math (Algebra I/Integrated Math 1)	75.00%	≥90.00%	No	1	Address in LEA Plan			
Assessment Participation	75.0070	<u>></u> 90.00%	140	'	Address in EEA Fidit			
EOC Math (Algebra I/Integrated Math 1)	12.50%	+3.00%	Yes	5	None			
Assessment Growth	12.30%	+3.00%	162		None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	100.00%	≥91.00%	Yes	5	None			
Indicator 14: Post-School Outcomes								
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	>61 0004	NA	NA	NA			
competitively employed	INA	<u>≥</u> 61.00%	INA	INA	INA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA			
some other employment								

1 Van Buren County

<u>Van Buren County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i iliuliig	Normanig	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	162	5	None
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	162	J	None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	81.05%	≥70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	95.00%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	100.00%	<u>></u> 90.00%	Yes	5	None

2 Van Buren County

<u>Warren County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	67.33	67.33%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	92.010/	>74.420/	Ves	4	None
(weight x 3; assigned points scale of 1-5)	83.91%	≥74.43%	Yes	4	None
Indicator 2: Dropout Rate	0.74%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)	0.7470	<u><</u> 3.20%	163	4	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	e alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		I			
RLA 3-8 Assessment Participation Rate	82.80%	<u>></u> 90.00%	No	1	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.76%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	82.95%	<u>></u> 90.00%	No	1	Address in LEA Plan
Math 3-8 Assessment Growth	1.73%	+3.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Participation	88.68%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	-14.13%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1)	91.89%	≥90.00% Yes	Vas	4	None
Assessment Participation	91.89%		4	None	
EOC Math (Algebra I/Integrated Math 1)	12 240/	12.000/	NIa	1	Andreas in LEA Dlan
Assessment Growth	-13.21%	+3.00%	No	1	Address in LEA Plan
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	94.12%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	93.88%	<u>></u> 89.50%	Yes	4	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	22.22%	<u>></u> 26.00%	No	3	Address in LEA Plan
Part B – Enrolled in higher education or	24.44%	>61.000/	No	2	Address in LEA Plan
competitively employed	24.44 %0	<u>></u> 61.00%	INO	۷	Address III LEA Pidfi
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	71.11%	<u>≥</u> 71.00%	Yes	2	None
some other employment					

1 Warren County

<u>Warren County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	140 i mamg	Normanig	165		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	99.04%	100%	No	4	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	99.04%	10070	INO	4	Address III LEA FIAIT
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	71.54%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	9.77%	<u>≥</u> 38.00%	No	2	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Warren County

<u>Washington County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	67.33	74.82%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	73.33%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	2.23%	<u><</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmer	t; those taking th	ne alternate assessment are excluded.
Growth in percent of subgroup scoring at or above approaching		. 00 000/	V		Ni
RLA 3-8 Assessment Participation Rate	93.37%	<u>></u> 90.00%	Yes	5	None
RLA 3-8 Assessment Growth	4.40%	+3.00%	Yes	5	None
Math 3-8 Assessment Participation	93.39%	<u>></u> 90.00%	Yes	5	None
Math 3-8 Assessment Growth	3.37%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	94.12%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	9.44%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1)	94.38%	<u>≥</u> 90.00%	Yes	4	None
Assessment Participation	94.5070				None
EOC Math (Algebra I/Integrated Math 1)	9.33%	+3.00%	Yes	4	None
Assessment Growth	9.55%	+3.00%	163	4	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	90.91%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	88.24%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part C, S1-Appropriate behaviors	89.29%	<u>></u> 91.00%	No	2	Address in LEA Plan
Indicator 14: Post-School Outcomes					
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.0004	NA	NA	NA
competitively employed	INA	<u>></u> 61.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA
some other employment					

1 Washington County

<u>Washington County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	97.41%	100%	No	3	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	89.47%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	80.84%	<u>></u> 70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	17.92%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Washington County

<u>Wayne County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
92.50	78.50	84.86%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	91.18%	<u>></u> 74.43%	Yes	4	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.29%	<u><</u> 3.20%	Yes	4	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Performance of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.03%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	1.86%	+3.00%	No	5	Address in LEA Plan
Math 3-8 Assessment Participation	90.48%	<u>></u> 90.00%	Yes	4	None
Math 3-8 Assessment Growth	5.58%	+3.00%	Yes	4	None
EOC English (English II) Assessment Participation	100.00%	<u>></u> 90.00%	Yes	5	None
EOC English (English II) Assessment Growth	-8.42%	+3.00%	No	1	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	100.00%	≥90.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	-8.15%	+3.00%	No	2	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	'	-			
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part C, S1-Appropriate behaviors	100.00%	<u>></u> 91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Wayne County

<u>Wayne County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	Normanig	Nothinding	163		
Indicator 10: Disproportionate Representation	ndicator 10: Disproportionate Representation				
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	98.31%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	90.5170	10070	INO		Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Voc	Yes 5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.00%	100%	162		None
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	NA NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	78.71%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	43.90%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	95.70%	<u>></u> 90.00%	Yes	5	None

2 Wayne County

<u>Weakley County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	77.00	77.00%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions				
Indicator 1: Graduation Rate	82.61%	>74.43%	Yes	4	None				
(weight x 3; assigned points scale of 1-5)	82.0170	<u>2</u> 74.4370	163	4	None				
Indicator 2: Dropout Rate	1.96%	<u><</u> 3.20%	Yes	3	None				
(weight x 1; assigned points scale of 1-5)	1.9070	<u><</u> 3.20%	162	<u> </u>	None				
Indicator 3: Statewide Assessment	Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)									
Participation rate for subgroup taking regular assessments. Per		e taking the regular	statewide assessmen	t; those taking th	ne alternate assessment are excluded.				
Growth in percent of subgroup scoring at or above approaching									
RLA 3-8 Assessment Participation Rate	89.96%	<u>></u> 90.00%	No	4	Address in LEA Plan				
RLA 3-8 Assessment Growth	-2.27%	+3.00%	No	3	Address in LEA Plan				
Math 3-8 Assessment Participation	89.92%	<u>></u> 90.00%	No	4	Address in LEA Plan				
Math 3-8 Assessment Growth	10.17%	+3.00%	Yes	5	None				
EOC English (English II) Assessment Participation	80.65%	<u>></u> 90.00%	No	1	Address in LEA Plan				
EOC English (English II) Assessment Growth	19.28%	+3.00%	Yes	5	None				
EOC Math (Algebra I/Integrated Math 1)	80.00%	>00.00%	≥90.00% No	1	Address in LEA Plan				
Assessment Participation	60.00%	<u>~</u> 90.00%							
EOC Math (Algebra I/Integrated Math 1)	11 220/	12.000/	Vac	Г	None				
Assessment Growth	11.33%	+3.00%	Yes	5	None				
Indicator 7: Early Childhood Outcomes									
(weight x 0.333; assigned points scale of 1-5)									
Part A, S1-Social-emotional skills	61.29%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part B, S1-Acquisition of knowledge and skills	67.65%	<u>></u> 89.50%	No	1	Address in LEA Plan				
Part C, S1-Appropriate behaviors	74.29%	<u>></u> 91.00%	No	1	Address in LEA Plan				
Indicator 14: Post-School Outcomes									
(weight x 0.5; assigned points scale of 1-5)									
Part A – Enrolled in higher education	26.92%	<u>></u> 26.00%	Yes	4	None				
Part B – Enrolled in higher education or	30.77%	<u>≥</u> 61.00%	No	3	Address in LEA Plan				
competitively employed	30.77%	<u>~</u> 01.00%	INU	<u> </u>	Address III LEA Plaff				
Part C – Enrolled in higher education or other post-									
secondary training; or competitively employed or in	84.62%	<u>></u> 71.00%	Yes	4	None				
some other employment									

1 Weakley County

<u>Weakley County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	ino i iriurig	Normaling	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	97.56%	100%	No	3	Address in LEA Plan
(weight x 1; assigned points scale of 1-5)	97.50%	10070	INO	<u> </u>	Address III LLA Flair
Indicator 12: Part C to Part B Transition	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1, 3, OR 5)	100.0070	10070	163	None	
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	77.06%	<u>></u> 70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	33.33%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Weakley County

<u>West Carroll SSD</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
100.00	65.16	65.17%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	100.00%	<u>></u> 74.43%	Yes	5	None
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	0.00%	<u>≤</u> 3.20%	Yes	5	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	nt; those taking tl	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	88.89%	≥90.00%	No	3	Address in LEA Plan
RLA 3-8 Assessment Growth	-2.29%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	88.89%	>90.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Growth	-3.59%	+3.00%	No	1	Address in LEA Plan
EOC English (English II) Assessment Participation	87.50%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC English (English II) Assessment Growth	40.00%	+3.00%	Yes	5	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	83.33%	<u>≥</u> 90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	0.00%	+3.00%	No	3	Address in LEA Plan
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	1	1			
Part A, S1-Social-emotional skills	100.00%	<u>></u> 89.50%	Yes	5	None
Part B, S1-Acquisition of knowledge and skills	83.33%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	100.00%	≥91.00%	Yes	5	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	50.00%	<u>></u> 26.00%	Yes	5	None
Part B – Enrolled in higher education or competitively employed	62.50%	<u>></u> 61.00%	Yes	5	None
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	75.00%	≥71.00%	Yes	3	None

1 West Carroll SSD

<u>West Carroll SSD</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	68.00%	100%	No	1	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	0.00%	100%	No	1	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Doufoumanco	Tayget	Taxget Met	Cooke	Doguisad Astions
Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	59.60%	<u>≥</u> 70.00%	No	1	Address in LEA Plan
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	60.00%	<u>≥</u> 38.00%	Yes	5	None
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 West Carroll SSD

<u>West TN School for Deaf</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
32.50	24.83	76.42%	Meets Requirements

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	NA	>74.43%	NA	NA	NA
(weight x 3; assigned points scale of 1-5)	TN/A	<u>~</u> / - 7	INA	1 1/1	TV/
Indicator 2: Dropout Rate	NA	<u><</u> 3.20%	NA	NA	NA
(weight x 1; assigned points scale of 1-5)					
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)		- 4-12 46		4.464.1541	and the second s
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	t; those taking tr	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	100.00%	>90.00%	Yes	5	None
RLA 3-8 Assessment Growth	-21.43%	+3.00%	No	<u></u>	Address in LEA Plan
Math 3-8 Assessment Participation	100.00%		Yes	5	
		<u>></u> 90.00%			None
Math 3-8 Assessment Growth	14.29%	+3.00%	Yes	5	None
EOC English (English II) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA NA
EOC English (English II) Assessment Growth	NA	+3.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	NA	<u>></u> 90.00%	NA	NA	NA
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	NA	+3.00%	NA	NA	NA
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	83.33%	<u>></u> 89.50%	No	2	Address in LEA Plan
Part B, S1-Acquisition of knowledge and skills	83.33%	<u>></u> 89.50%	No	1	Address in LEA Plan
Part C, S1-Appropriate behaviors	80.00%	<u>></u> 91.00%	No	1	Address in LEA Plan
Indicator 14: Post-School Outcomes		'			
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NA	>61.00%	NA	NA	NA
competitively employed	INA	<u>~</u> 01.00%	INA	INA	IVA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 West TN School for Deaf

<u>West TN School for Deaf</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)	INO I IIIuii ig	INOTITIONING	163		
Indicator 10: Disproportionate Representation					None
Six high-incidence disability categories	No Finding	No Finding	Yes	5	
(weight x 0.5; assigned points scale of 1 OR 5)					
Indicator 11: Child Find	100.00%	100%	Yes	5	None
(weight x 1; assigned points scale of 1-5)	100.00%	10070	163	5	None
Indicator 12: Part C to Part B Transition	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1, 3, OR 5)	INA	10070	INA	INA	INA
Indicator 13: Secondary Transition with IEP Goals	NA	100%	NA	NA	NA
(weight x 1; assigned points scale of 1 OR 5)	INA	100%	INA	INA	INA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	NA	≥70.00%	NA	NA	NA
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	NA	<u>≥</u> 38.00%	NA	NA	NA
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	85.70%	<u>></u> 90.00%	No	1	Address in LEA Plan

2 West TN School for Deaf

<u>White County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
90.00	62.00	68.89%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions			
Indicator 1: Graduation Rate	75.00%	>74.420/	Ves	2	None			
(weight x 3; assigned points scale of 1-5)	/5.00%	<u>></u> 74.43%	Yes	3	None			
Indicator 2: Dropout Rate	0.00%	<2.2004	Yes	5	None			
(weight x 1; assigned points scale of 1-5)	0.00%	<u><</u> 3.20%	res	5	None			
Indicator 3: Statewide Assessment								
(weight x 4; assigned points scale of 1-5)								
Participation rate for subgroup taking regular assessments. Per		e taking the regular	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.			
Growth in percent of subgroup scoring at or above approaching	1	I						
RLA 3-8 Assessment Participation Rate	88.15%	<u>></u> 90.00%	No	3	Address in LEA Plan			
RLA 3-8 Assessment Growth	-0.92%	+3.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Participation	88.15%	<u>></u> 90.00%	No	3	Address in LEA Plan			
Math 3-8 Assessment Growth	2.68%	+3.00%	No	2	Address in LEA Plan			
EOC English (English II) Assessment Participation	89.47%	<u>></u> 90.00%	No	4	Address in LEA Plan			
EOC English (English II) Assessment Growth	6.20%	+3.00%	Yes	3	None			
EOC Math (Algebra I/Integrated Math 1)	00.040/	. 00 000/	V	4	News			
Assessment Participation	90.91%	<u>></u> 90.00%	Yes	4	None			
EOC Math (Algebra I/Integrated Math 1)	40.640/	. 2 000/	.,	_	N			
Assessment Growth	10.61%	+3.00%	Yes	5	None			
Indicator 7: Early Childhood Outcomes								
(weight x 0.333; assigned points scale of 1-5)								
Part A, S1-Social-emotional skills	97.50%	<u>></u> 89.50%	Yes	4	None			
Part B, S1-Acquisition of knowledge and skills	100.00%	<u>></u> 89.50%	Yes	5	None			
Part C, S1-Appropriate behaviors	97.30%	<u>></u> 91.00%	Yes	4	None			
Indicator 14: Post-School Outcomes	'	'						
(weight x 0.5; assigned points scale of 1-5)								
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA			
Part B – Enrolled in higher education or	NA	>61.000/	NA	NIA	NIA			
competitively employed	INA	<u>></u> 61.00%	INA	NA	NA			
Part C – Enrolled in higher education or other post-								
secondary training; or competitively employed or in	NA	<u>≥</u> 71.00%	NA	NA	NA			
some other employment								

1 White County

<u>White County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	93.58%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	68.75%	100%	No	1	Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	NA	100%	NA	NA	NA

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	80.11%	≥70.00%	Yes	5	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	18.99%	<u>≥</u> 38.00%	No	3	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 White County

<u>Williamson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
97.50	60.83	62.39%	Needs Intervention

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate (weight x 3; assigned points scale of 1-5)	72.36%	<u>></u> 74.43%	No	2	Address in LEA Plan
Indicator 2: Dropout Rate (weight x 1; assigned points scale of 1-5)	1.88%	<u>≤</u> 3.20%	Yes	3	None
Indicator 3: Statewide Assessment (weight x 4; assigned points scale of 1-5) Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regula	r statewide assessmer	nt; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	86.18%	≥90.00%	No	2	Address in LEA Plan
RLA 3-8 Assessment Growth	-1.21%	+3.00%	No	3	Address in LEA Plan
Math 3-8 Assessment Participation	85.93%	<u>></u> 90.00%	No	2	Address in LEA Plan
Math 3-8 Assessment Growth	4.80%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	81.94%	<u>></u> 90.00%	No	2	Address in LEA Plan
EOC English (English II) Assessment Growth	12.46%	+3.00%	Yes	4	None
EOC Math (Algebra l/Integrated Math 1) Assessment Participation	83.73%	≥90.00%	No	2	Address in LEA Plan
EOC Math (Algebra l/Integrated Math 1) Assessment Growth	12.46%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes (weight x 0.333; assigned points scale of 1-5)	'	-			
Part A, S1-Social-emotional skills	94.61%	<u>></u> 89.50%	Yes	4	None
Part B, S1-Acquisition of knowledge and skills	91.10%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	94.08%	<u>></u> 91.00%	Yes	4	None
Indicator 14: Post-School Outcomes (weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or competitively employed	NA	<u>></u> 61.00%	NA	NA	NA
Part C – Enrolled in higher education or other post- secondary training; or competitively employed or in some other employment	NA	≥71.00%	NA	NA	NA

1 Williamson County

<u>Williamson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	None
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	92.98%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	98.80%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	50.00%	100%	No	1	Address in LEA Plan

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	73.57%	<u>></u> 70.00%	Yes	3	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	35.79%	<u>≥</u> 38.00%	No	4	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	91.80%	<u>></u> 90.00%	Yes	3	None

2 Williamson County

<u>Wilson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Total Points Available	Points Earned	Score (%)	Determination
95.00	64.50	67.90%	Needs Assistance

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 1: Graduation Rate	82.25%	≥74.43%	Yes	4	None
(weight x 3; assigned points scale of 1-5)	02.2370	<u>~</u> /4.45%	163	4	None
Indicator 2: Dropout Rate	1.14%	<u><</u> 3.20%	Yes	4	None
(weight x 1; assigned points scale of 1-5)		_======			
Indicator 3: Statewide Assessment					
(weight x 4; assigned points scale of 1-5)					
Participation rate for subgroup taking regular assessments. Per Growth in percent of subgroup scoring at or above approaching		e taking the regular	r statewide assessmer	it; those taking th	ne alternate assessment are excluded.
RLA 3-8 Assessment Participation Rate	91.32%	≥90.00%	Yes	4	None
RLA 3-8 Assessment Growth	-2.75%	+3.00%	No	2	Address in LEA Plan
			Yes		
Math 3-8 Assessment Participation	91.23%	≥90.00%		4	None
Math 3-8 Assessment Growth	3.53%	+3.00%	Yes	3	None
EOC English (English II) Assessment Participation	90.63%	<u>></u> 90.00%	Yes	4	None
EOC English (English II) Assessment Growth	13.20%	+3.00%	Yes	4	None
EOC Math (Algebra I/Integrated Math 1) Assessment Participation	89.16%	<u>></u> 90.00%	No	3	Address in LEA Plan
EOC Math (Algebra I/Integrated Math 1) Assessment Growth	18.18%	+3.00%	Yes	5	None
Indicator 7: Early Childhood Outcomes					
(weight x 0.333; assigned points scale of 1-5)					
Part A, S1-Social-emotional skills	91.01%	<u>></u> 89.50%	Yes	3	None
Part B, S1-Acquisition of knowledge and skills	91.11%	<u>></u> 89.50%	Yes	3	None
Part C, S1-Appropriate behaviors	90.91%	<u>≥</u> 91.00%	No	3	Address in LEA Plan
Indicator 14: Post-School Outcomes					1
(weight x 0.5; assigned points scale of 1-5)					
Part A – Enrolled in higher education	NA	<u>></u> 26.00%	NA	NA	NA
Part B – Enrolled in higher education or	NIA	>61.000/	NA	NA	NIA
competitively employed	NA	<u>></u> 61.00%	INA	INA	NA
Part C – Enrolled in higher education or other post-					
secondary training; or competitively employed or in	NA	<u>></u> 71.00%	NA	NA	NA
some other employment					

1 Wilson County

<u>Wilson County</u> <u>Local Determinations Data Matrix - FFY 2018-19 APR</u>

Compliance Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 4: Suspensions/Expulsions					
(weight x 0.5; assigned points scale of 1 OR 5)					
Part A – Aggregate of subgroup	No Finding	No Finding	Yes	5	None
Part B – Subgroup disaggregated by race	No Finding	No Finding	Yes	5	
Indicator 9: Disproportionate Representation (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	None
Indicator 10: Disproportionate Representation Six high-incidence disability categories (weight x 0.5; assigned points scale of 1 OR 5)	No Finding	No Finding	Yes	5	
Indicator 11: Child Find (weight x 1; assigned points scale of 1-5)	92.94%	100%	No	2	Address in LEA Plan
Indicator 12: Part C to Part B Transition (weight x 1; assigned points scale of 1, 3, OR 5)	91.30%	100%	No	3	1. Develop early childhood transition plan; 2. Participate in required training
Indicator 13: Secondary Transition with IEP Goals (weight x 1; assigned points scale of 1 OR 5)	50.00%	100%	No	1	Address in LEA Plan

Other Elements

Indicator	Performance	Target	Target Met	Score	Required Actions
Indicator 5: LRE (Ages 6-21) Part A – In regular ed. environment 80% or more of day (weight x 3; assigned points scale of 1-5)	80.06%	≥70.00%	Yes	4	None
Indicator 6: LRE (Ages 3-5) Part A – Receiving majority of special ed. services in reg. early childhood program (weight x 2; assigned points scale of 1-5)	6.64%	<u>≥</u> 38.00%	No	1	Address in LEA Plan
Indicator 8: Parent Involvement (weight x 0.5; assigned points scale of 1, 3, OR 5)	NA	<u>></u> 90.00%	NA	NA	NA

2 Wilson County