



Understanding Your Annual Performance Report (APR) Local Determinations

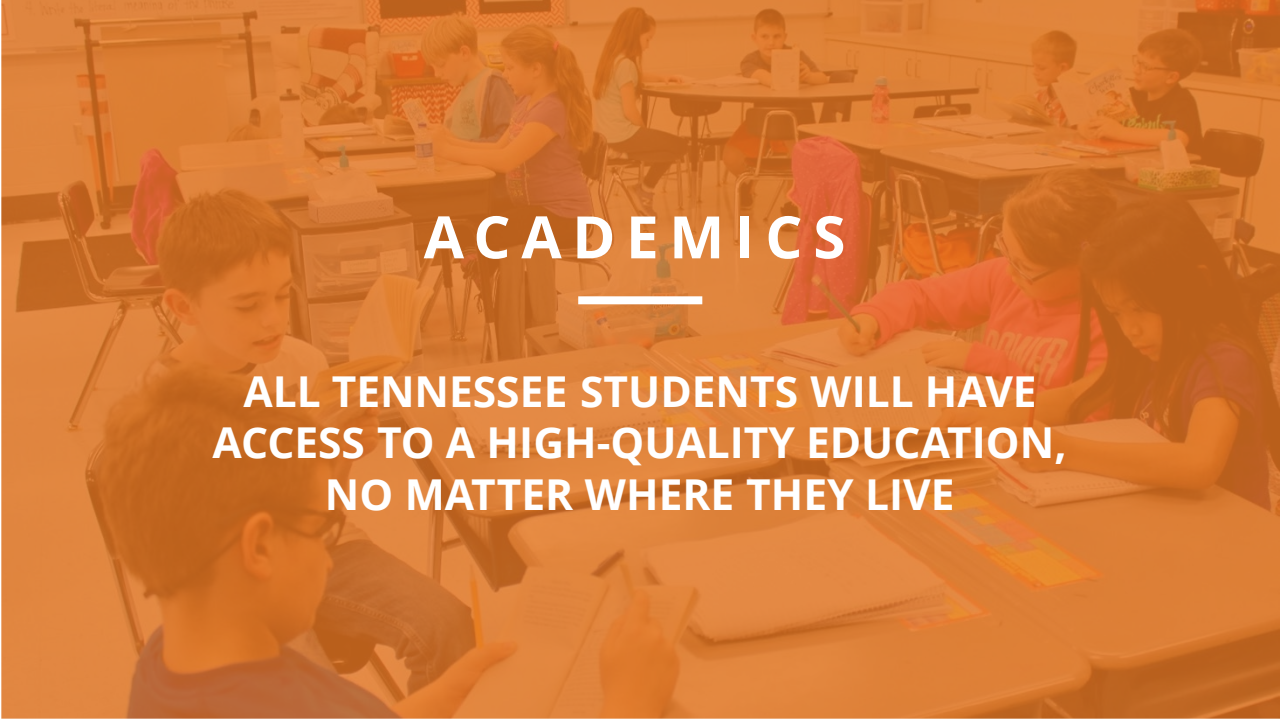
Zac Stone

*Senior Director of Data Reporting, Office of the
Commissioner*



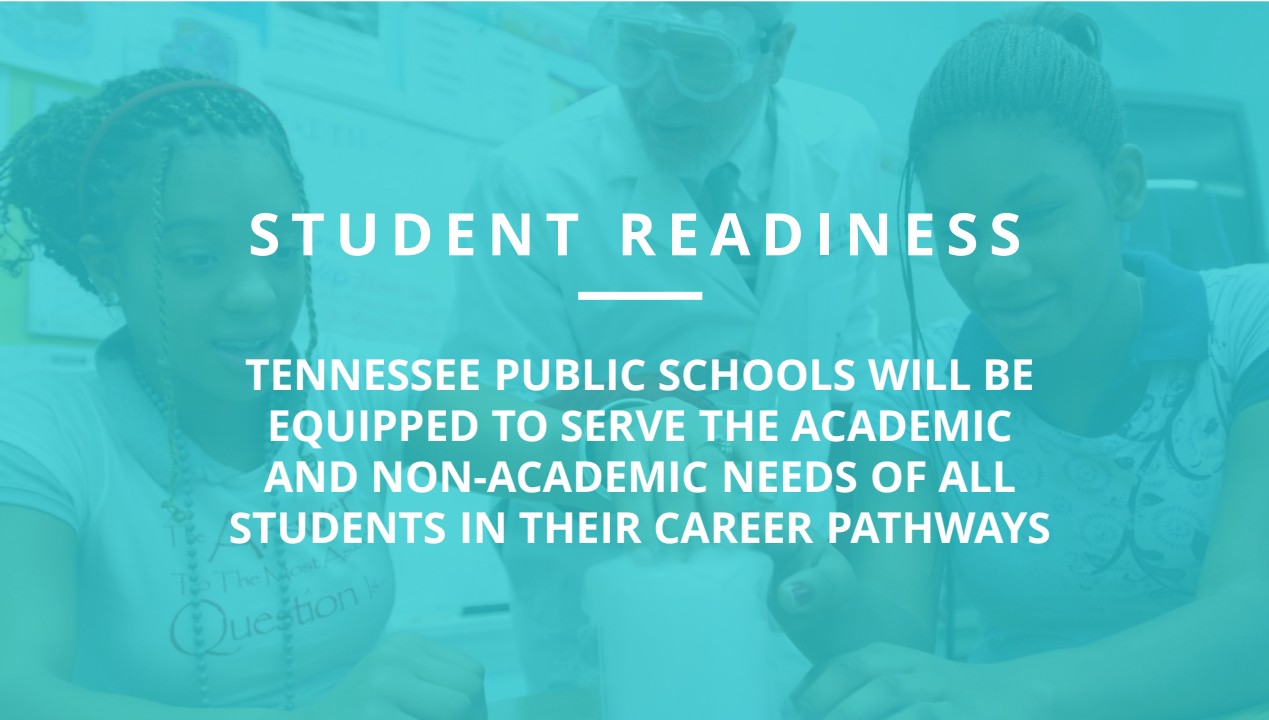
BEST FOR ALL

We will set all students on a path to success.



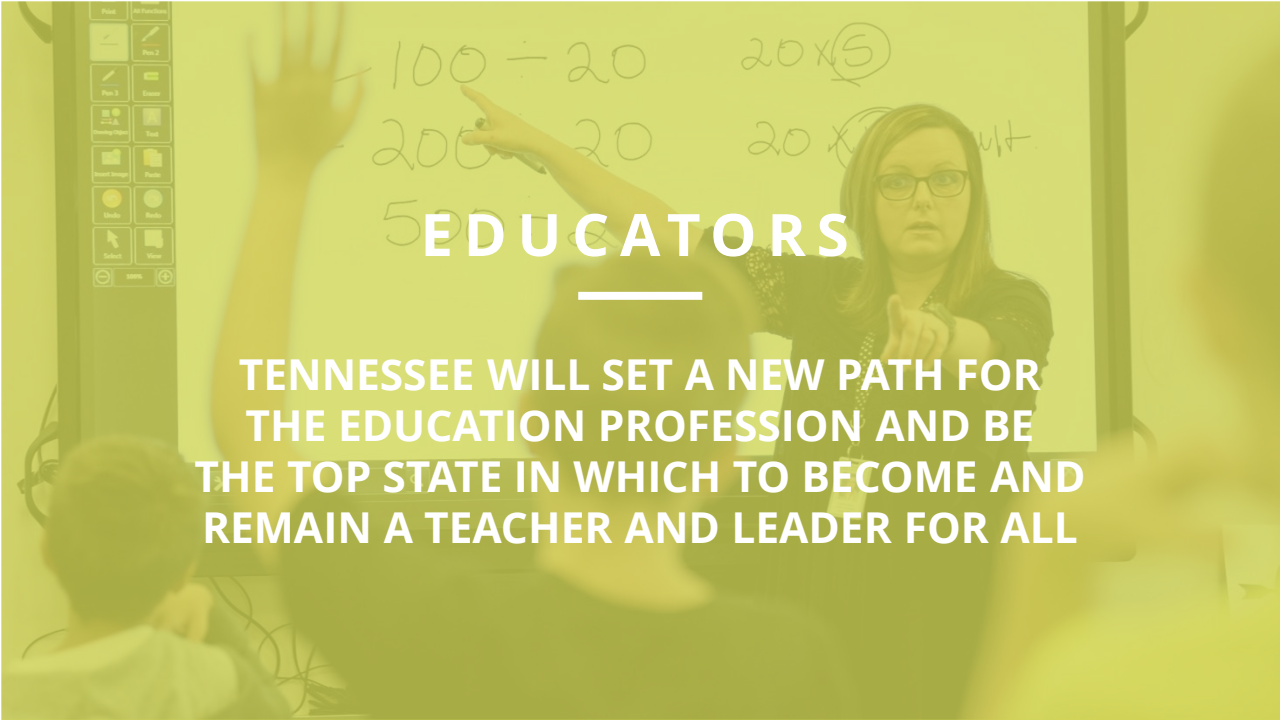
ACADEMICS

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



STUDENT READINESS

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



EDUCATORS

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



Agenda

- Overview of State Performance Plan (SPP)/APR
- APR Local Determinations Process
- APR Resources



Overview of SPP/APR



State Performance Plan (SPP)

- Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to annually develop a performance plan evaluating the state's implementation of special education.
 - SPP describes how the state will improve implementation of special education.
 - SPP contains rigorous targets for 17 compliance-based or results-based indicators of performance.
 - Targets for these indicators are collaboratively set by the department and stakeholder groups, including the Governor's Advisory Council for the Education of Students with Disabilities.
 - In 2022, the department set targets for the next six SPPs (federal fiscal year [FFY] 2020 through FFY 2025).



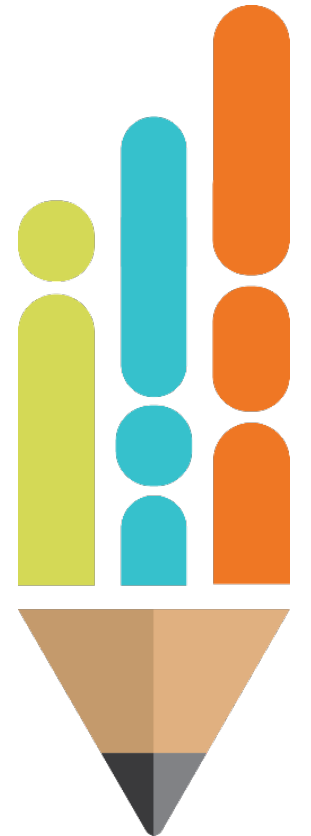
Annual Performance Report (APR)

- The APR is submitted annually by states to the U.S. Department of Education and details progress toward meeting SPP targets for each indicator.
 - Includes state data and explanations of data, if necessary.
 - Federal fiscal year (FFY) 2021 APR (reporting on the 2021-22 school year), was submitted on February 1, 2023.
 - Tennessee's SPPs/APRs are available [here](#) under the "Statewide Annual Performance Reports" tab.



APR Indicators

- **Indicator 1:** Graduation Rate
- **Indicator 2:** Dropout Rate
- **Indicator 3:** Statewide Assessments
- **Indicator 4:** Suspensions/Expulsions
- **Indicator 5:** Educational Environment (*ages 5 in Kindergarten through 21*)
- **Indicator 6:** Educational Environment (*ages 3 through 5 not in Kindergarten*)
- **Indicator 7:** Early Childhood Outcomes
- **Indicator 8:** Parent Involvement
- **Indicator 9:** Disproportionate Representation
- **Indicator 10:** Disproportionate Representation (*high-incidence disability categories*)
- **Indicator 11:** Child Find
- **Indicator 12:** Part C to B Transition
- **Indicator 13:** Secondary Transition with IEP Goals
- **Indicator 14:** Post-School Outcomes
- **Indicator 15:** Resolution Sessions
- **Indicator 16:** Mediation
- **Indicator 17:** State Systemic Improvement Plan (SSIP)

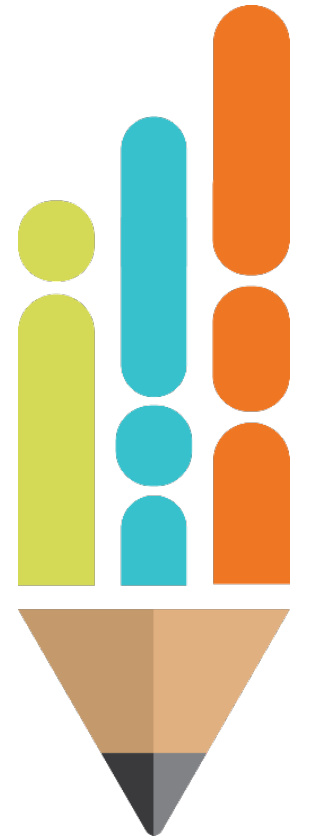


APR Local Determinations Process

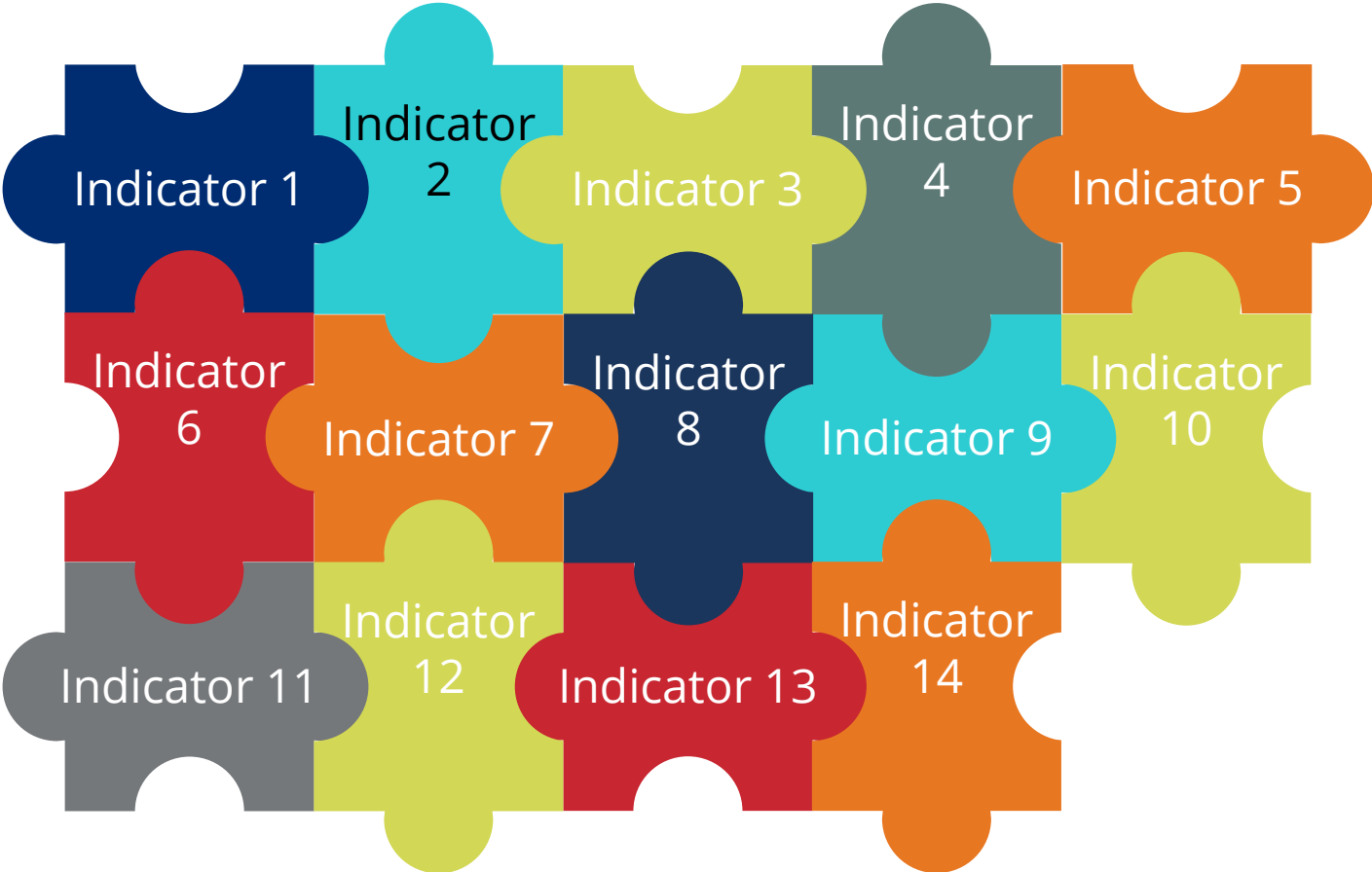


Requirements for APR Local Determinations

- As required by the Individuals with Disabilities Education Act (IDEA), 34 CFR §300.600, states must monitor the implementation of IDEA in each LEA.
- Monitoring activities must focus on:
 - “improving educational results and functional outcomes for all children with disabilities;” and
 - “ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.”

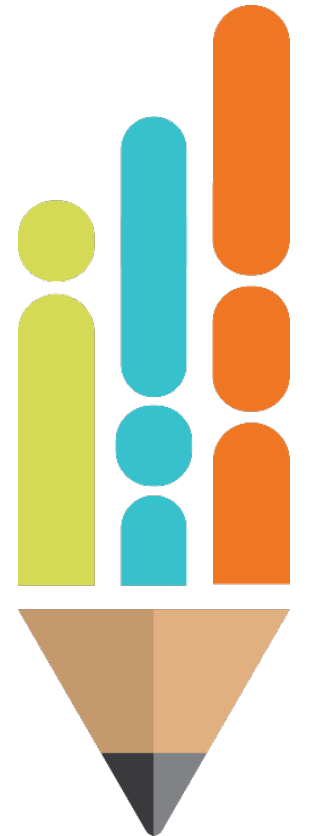


Tennessee's APR Local Determinations Indicators



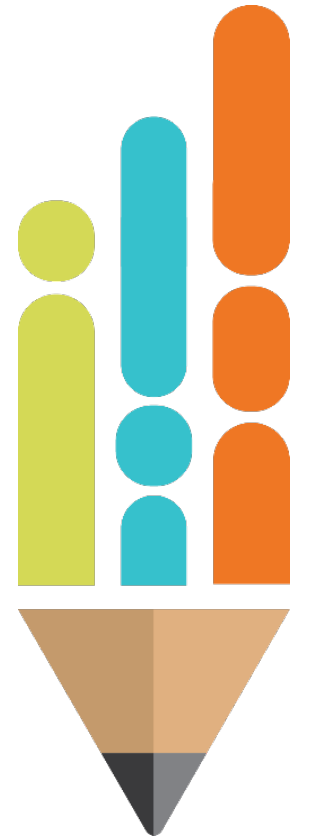
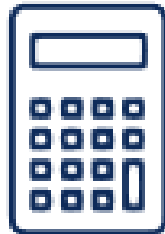
APR Local Determinations Process

- All indicators are assigned state targets, which districts are expected to meet.
 - Compliance indicator targets are set by the federal government and cannot be adjusted by states.
 - Results indicator targets are set by states.
- Priority areas and indicators are established based on state strategies and goals.
- The weighting system was developed to place emphasis on these priority areas.



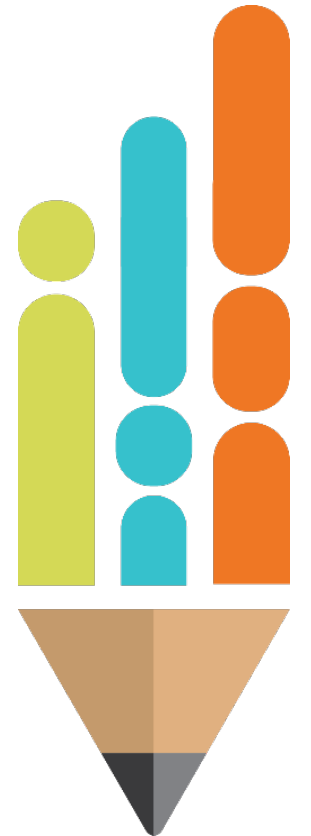
APR Local Determinations Calculations

- Points are assigned to all indicators based on data.
 - Most points are assigned on a scale of one to five.
- Assigned points are multiplied by weights for each indicator.
- Improvement from year-to-year is included for relevant indicators.
 - Only included if year-to-year improvement positively affects overall score for indicator.



APR Local Determinations Calculations

- Total weighted points earned by a district are divided by total possible weighted points (i.e., total max score) to get a final district performance score across all indicators.
- Cut scores are set on the overall percentage score to make determinations.
 - *Meets Requirements*: at least 70 percent of possible determination points
 - *Needs Assistance*: 60-69 percent of possible determination points
 - *Needs Intervention*: less than 60 percent of possible determination points or meets the Needs Assistance designation for the third consecutive year
 - *Needs Substantial Intervention*: meets the Needs Intervention designation for the third consecutive year



APR Data Matrix

Tennessee School District

APR Local Determinations Data Matrix – FFY 2021 (2021-22 SY)

Total Weighted Score	Total Max Score	Final Score (%)	Determination
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Statewide targets 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	Score	Weighted Score*	Max Score	Target	Target Met	Required Actions
Indicator 1: Graduation Rate** Indicator weight x 2 Points scale of 1-5 10 total points							
Indicator 2: Dropout Rate** Indicator weight x 2 Points scale of 1-5 10 total points							
Indicator 3: Statewide Assessment <i>Participation rate represents the percent of SWDs taking on statewide assessments. Proficiency change represents the difference from the previous year in the percent of SWDs scoring at or above approaching.</i> Indicator weight x 4 Participation subcomponent weight x 0.25 Proficiency change subcomponent weight x 0.75 Points scale of 1-5 20 total points							
ELA Grades 4 and 8 Assessment Participation Rate							
ELA Grades 4 and 8 Assessment Proficiency Change							
Math Grades 4 and 8 Assessment Participation Rate							
Math Grades 4 and 8 Assessment Proficiency Change							
EOC English Assessment Participation Rate							
EOC English Assessment Proficiency Change							
EOC Math Assessment Participation Rate							
EOC Math Assessment Proficiency Change							
Indicator 7: Early Childhood Outcomes Indicator weight x 1 Indicator subcomponent weight x 0.333 Points scale of 1-5 5 total points							
Part A, S1-Social-emotional skills							
Part B, S1-Acquisition of knowledge and skills							
Part C, S1-Appropriate behaviors							
Indicator 14: Post-School Outcomes Indicator weight x 2 Indicator subcomponent weight x 0.5 for Part A and B and x 1 for Part C Points scale of 1-5 10 total points							
Part A - Enrolled in higher education							
Part B - Enrolled in higher education or competitively employed							
Part C - Enrolled in higher education or other post-secondary training; or competitively employed or in some other employment							

APR Data Matrix

Tennessee School District

APR Local Determinations Data Matrix – FFY 2021 (2021-22 SY)

Compliance Elements

Indicator	Performance	Score	Weighted Score*	Max Score	Target	Target Met	Required Actions
Indicator 4: Suspensions/Expulsions							
Indicator weight x 1 Indicator subcomponent weight x 0.5 Points scale of 1 OR 5 5 total points							
Part A – Aggregate of subgroup							
Part B – Subgroup disaggregated by race							
Indicator 9: Disproportionate Representation							
Indicator weight x 0.5 Points scale of 1 OR 5 2.5 total points							
Indicator 10: Disproportionate Representation							
<i>Six high-incidence disability categories</i>							
Indicator weight x 0.5 Points scale of 1 OR 5 2.5 total points							
Indicator 11: Child Find							
Indicator weight x 1 Points scale of 1, 3, 5 5 total points							
Indicator 12: Part C to Part B Transition							
Indicator weight x 1 Points scale of 1-3 3 total points							
Indicator 13: Secondary Transition with IEP Goals							
Indicator weight x 1 Points scale of 1 OR 5 5 total points							

Other Elements

Indicator	Performance	Score	Weighted Score*	Max Score	Target	Target Met	Required Actions
Indicator 5: LRE (Ages 5 in K through 21)							
<i>Part A – In regular ed. environment 80% or more of day</i>							
Indicator weight x 3 Points scale of 1-5 15 total points							
Indicator 6: LRE (Ages 3 through 5 Not in K)							
<i>Part A – Receiving majority of special ed. services in reg. early childhood program</i>							
Indicator weight x 3 Points scale of 1-5 15 total points							
Indicator 8: Parent Involvement							
Indicator weight x 0.5 Points scale of 1, 3, 5 2.5 total points							

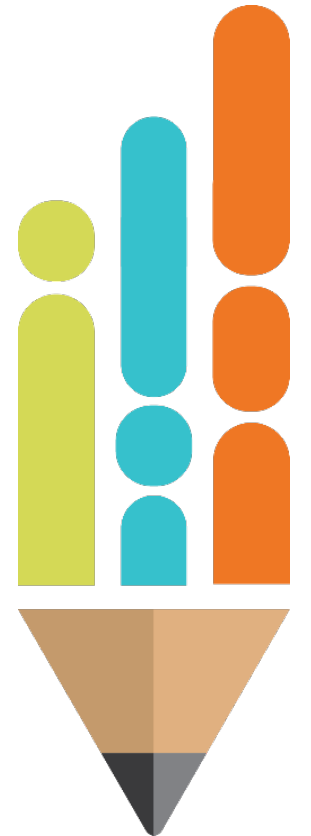
*Weighted scores may include additional points for positive year-to-year change.

**Scores for Indicators 1 and 2 were calculated for both the 2020-21 and 2021-22 school years, with the highest score being included in the calculation of the LEA's final score. In addition, scores for Indicators 1 and 2 are not calculated if the [denominator of the rate](#) is less than 10.

***EOC English|includes English I and English II EOC assessments. EOC Math includes Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III assessments.

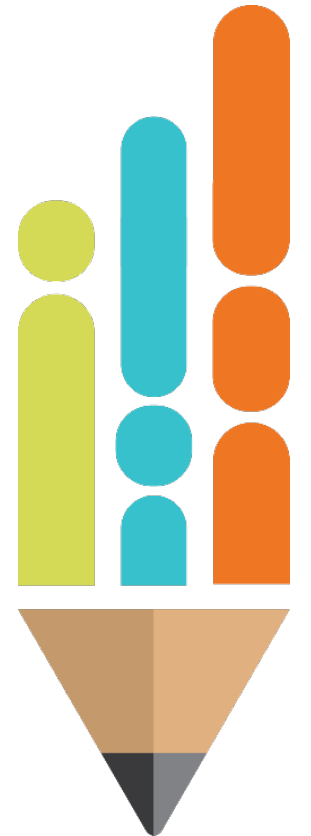
APR Local Determinations Timeline

- Determinations for the previous school year's data are provided to districts in May of the following school year.
 - For example, determinations based on the 2021-22 school year APR were made available to districts on May 1, 2023.
- Determinations are uploaded to the ePlan system and notifications are sent to both directors of schools and special education supervisors.



Implications of Determinations

- All districts must participate in support sessions for indicators for which they did not meet the target, regardless of their determination.
- *Meets Requirements*
 - CORE special education interventionists may reach out regarding indicators for which state targets were missed.
- *Needs Assistance*
 - Department will review and provide technical assistance as relevant/needed.
- *Needs Intervention and Needs Substantial Intervention*
 - Districts must participate in a customized process addressing indicators for which state targets were missed.



Implications of Determinations

Determination	Required Activities for LEA Teams			
	<i>LEA teams must be comprised of at least three members. Required members include the special education supervisor/coordinators, at least one instructional supervisor, and at least one building-level representative. Optional members include the director of schools, ESL coordinators, coaches, attendance supervisors, school psychologists, etc., as appropriate based on the targets not met.</i>			
	Attend Federal Programs Summit in late August 2023 and participate in required support sessions**	Participate in meetings for root cause analysis, diagnosis of needs, and improvement plan development	Participate in quarterly check-ins to review improvement plan implementation	Develop a detailed action plan for overall improvement of the special education program and participate in short-term planning and monitoring cycles based on LEA needs
Meets Requirements	X*			
Needs Assistance	X*			
Needs Intervention	X*	X	X	
Needs Substantial Intervention	X*	X	X	X

*See additional required actions on the APR Local Determinations Data Matrix and in the formal notification of noncompliance dated May 1, 2023, if target not met for indicators 4, 9, 10, 11, 12, or 13.

**At least one team member must attend.



APR Resources



APR Resources

- [Special Education Data Services and Reports](#)
 - [APR Local Determinations Quick Reference Guide](#)
 - [APR Local Determinations Process Guide](#)
 - [APR Indicator 4 Guidance Document](#)
 - [APR Indicators 9 and 10 Guidance Document](#)
 - APR Data Webinars (Six Total)
- [Early Childhood Special Education](#)
- [IDEA Data Office Hours](#)
 - Mondays from 1:30-2:30 p.m. CT



Contact Information

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