



BEST FOR
ALL

We will set all students on a path to success.

**Proposed State Performance Plan
(SPP)/Annual Performance Report
(APR) Targets for Indicator 6:
Education Environments**

(Ages 3 through 5 Not in Kindergarten)



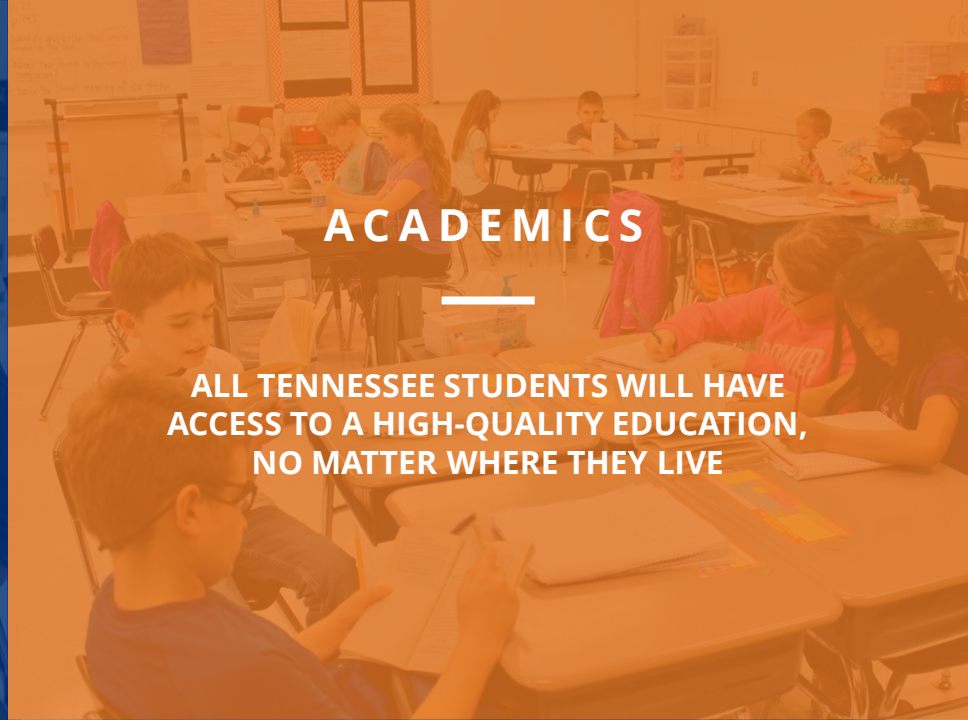
BEST FOR ALL

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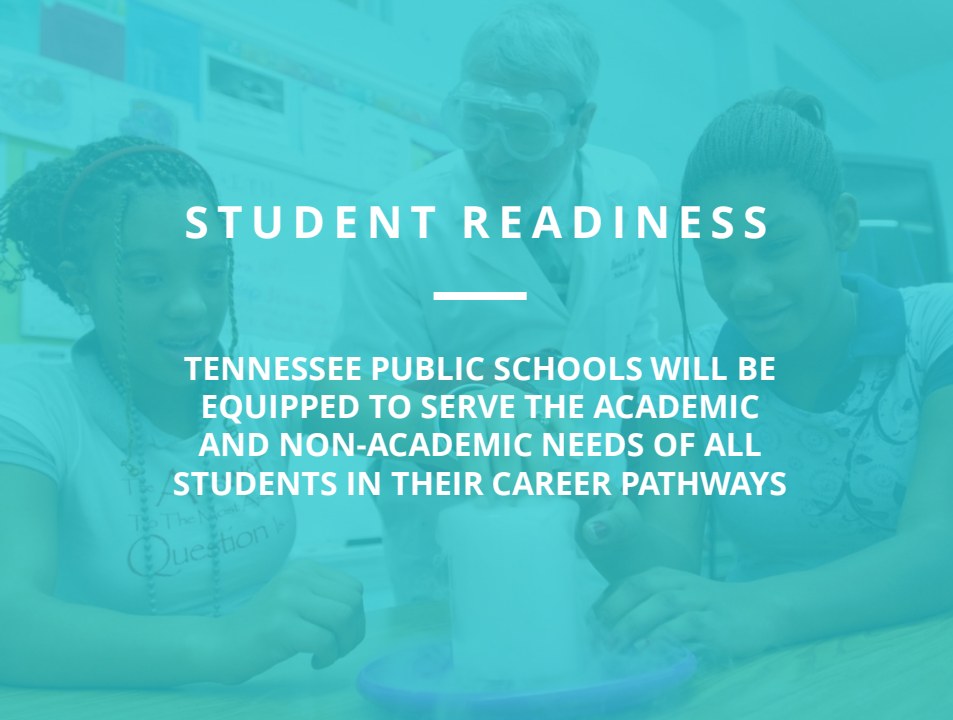
ACADEMICS

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



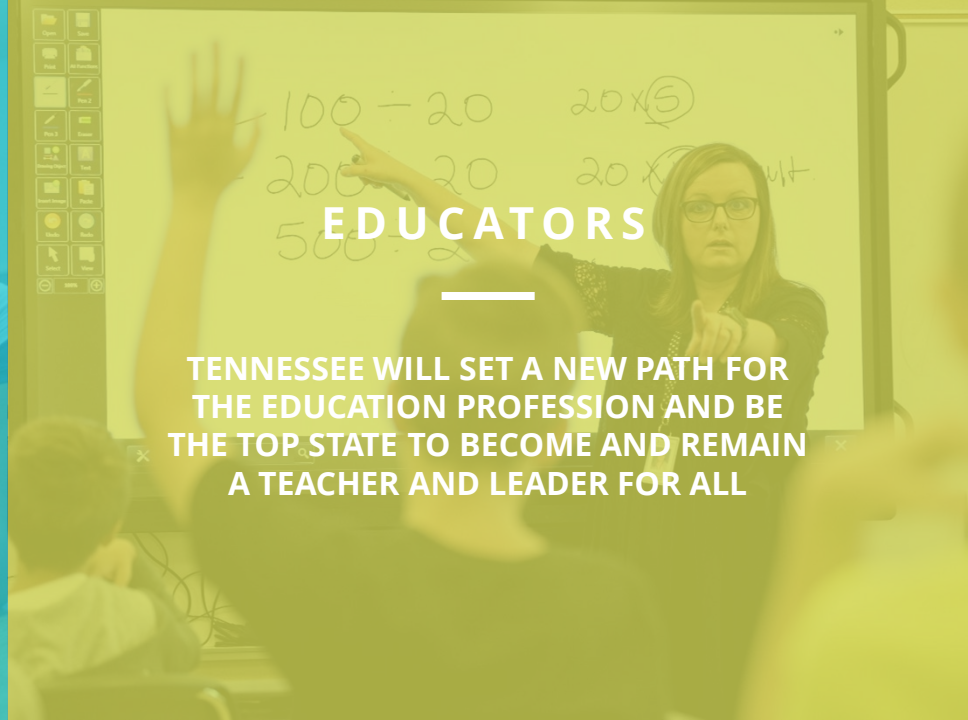
STUDENT READINESS

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

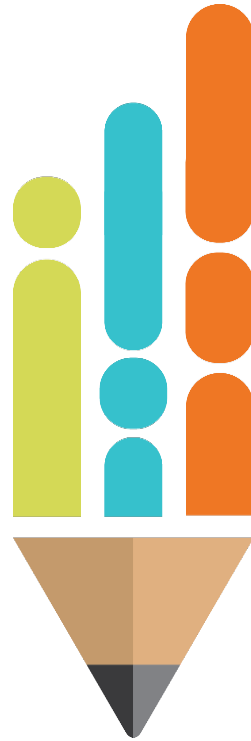


EDUCATORS

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



Agenda



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



State Performance Plan (SPP)



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

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

Annual Performance Report (APR)



The APR is submitted annually by states to the U.S. Department of Education and details progress toward meeting SPP targets for each indicator.

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

Indicator 6: Education Environment

(Ages 3 through 5 Not in Kindergarten)

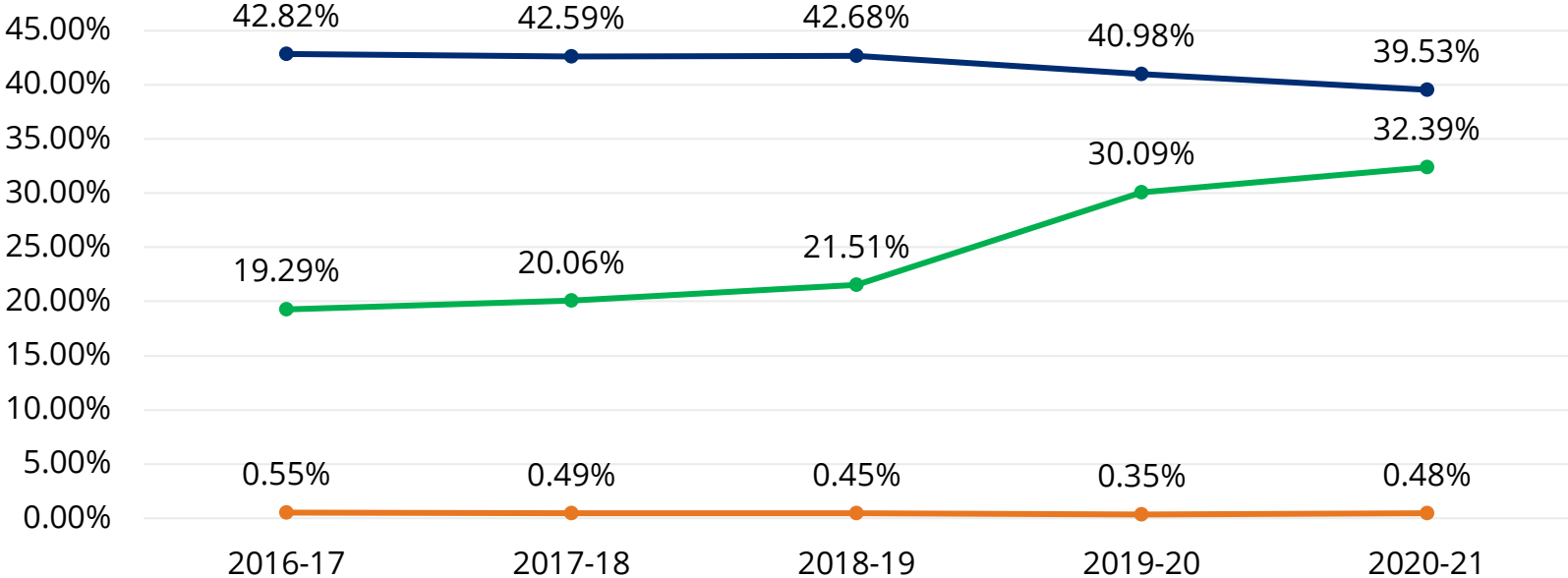


- The percent of children with IEPs ages 3 through 5 not in kindergarten who are served in each of the following environments:
 - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
 - B. Separate special education class, separate school, or residential facility;
 - C. Receiving special education and related services in the home.
- Data Source: Statewide IEP Management System (EDPlan/EasyIEP)

Overall Five-Year Trends

Percent of Children with IEPs Ages 3 through 5 Not in Kindergarten by Education Environment

(by APR year)



- 6A: Regular Early Childhood Program
- 6B: Separate Special Education Class, Separate School, or Residential Facility
- 6C: Home

Proposed Targets: Indicator 6A



Tennessee's baseline data, which serves as the starting point for the targets, is from the 2020-21 APR year. The proposal for Indicator 6A is a **one standard deviation* annual increase (+1.27% per year)**:

Baseline (2020-21)	2021-22	2022-23	2023-24	2024-25	2025-26
32.39%	33.66%	34.93%	36.20%	37.47%	38.74%

*A standard deviation is a measure of how spread out the data are from the average.

Proposed Targets: Indicator 6B



Tennessee's baseline data, which serves as the starting point for the targets, is from the 2020-21 APR year. The proposal for Indicator 6B is a **one standard deviation* annual decrease (-1.15% per year)**:

Baseline (2020-21)	2021-22	2022-23	2023-24	2024-25	2025-26
39.53%	37.89%	36.25%	34.61%	32.97%	31.33%

*A standard deviation is a measure of how spread out the data are from the average.

Proposed Targets: Indicator 6C



Tennessee's baseline data, which serves as the starting point for the targets, is from the 2020-21 APR year. The proposal for Indicator 6C is to **maintain a rate within the 0% and 0.75% range:**

Baseline (2020-21)	2021-22	2022-23	2023-24	2024-25	2025-26
0.48%	<=0.75%	<=0.75%	<=0.75%	<=0.75%	<=0.75%

Stakeholder Feedback



https://stateoftennessee.formstack.com/forms/indicator_6_target_setting_feedback

