



**ADVISORY  
COUNCIL** for the  
**EDUCATION** of  
**STUDENTS** with  
**DISABILITIES**

**Annual Report**  
**July 1, 2014 – June 30, 2015**  
**Fiscal Year 2015 (FY15)**

**FY15 ADVISORY COUNCIL MEMBERS**

Cynthia Cheshier, Chair	Knoxville
Chip Fair, Vice-Chair	Manchester
Dawn Bradley	Lebanon
Brian Brown	Lenoir City
Paula Brownyard	Jackson
David Craig	Columbia
Gayle Feltner	Nashville
Alfred Hacker	Athens
Kyle Hauth	Chattanooga
Mary Donnet Johnson	Knoxville
Jeff Ker	Brentwood
Catherine Knowles	Nashville
Cleatrice McTorry	Nashville
Mary Meador	Nashville
Hillary Sims	Nashville
Chantal Hess-Taylor	Cordova
Shannon Taylor	Lexington
James Topp	Collierville
Jason Vance	Madisonville
Darlene Walden	Denmark

State of Tennessee  
Bill Haslam, Governor beginning January 2011

Tennessee Department of Education  
Candice McQueen, Commissioner beginning January 2015

Tennessee Department of Education, Division of Special Populations  
Joey Hassell, Assistant Commissioner

Advisory Council for the Education of Students with Disabilities  
Cynthia Cheshier, Chair

Tennessee Department of Education, Division of Special Populations  
Assistant to the Advisory Council  
Stephen Sparks

## **Introduction**

State and Federal guidelines require the *Advisory Council (AC) for the Education of Student's with Disabilities* to issue a report annually to the State Board of Education, the Tennessee Department of Education (the department), *the* Governor, and the State Legislature. Information included in this report represents a period of a Fiscal Year showing the progress made in programs for children with disabilities. It is the Council's intention to work with the department's Division of Special Populations (DSP) to ensure the provision of appropriate services for children with disabilities throughout the State of Tennessee (TN). This is accomplished through...

- Reporting by the Division of Special Education to the Advisory Council;
- Advisory Council feedback to the Division of Special Populations;
- Public input presented to the Advisory Council; and
- Experiences of Advisory Council members, who represent consumers.

## **Mission Statement**

The mission of TN's *Students with Disabilities Advisory Council* is to ensure that all TN students with disabilities are provided with the services and opportunities necessary to develop to their full potential.

## **Authority**

TN's Advisory Council for the Education of Students with Disabilities was established in 1972 and is required by Tennessee Code Annotated 49-10-105. This legislation states that the Council "shall advise and consult with the Governor, the Commissioner of Education, the State Board of Education, and the Director of the Division of Special Education".

The Individuals with Disabilities Education Act (IDEA), § 1412(a) (21), requires that the state establish and maintain an advisory panel *for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state*. Regarding duties, the advisory panel shall:

- ❖ *Advise the Department of Education of unmet needs within the state in the education of students with disabilities;*
- ❖ *Comment publicly on any rules or regulations proposed by the state regarding the education of students with disabilities;*
- ❖ *Advise the Department of Education in developing evaluations and reporting data to the U.S. Secretary under Section 618;*
- ❖ *Advise the Department of Education in developing corrective actions plans to address findings identified in federal monitoring reports under this part;*
- ❖ *Advise the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and*
- ❖ *Advise the Department of Education in serving the needs of students with disabilities in adult prisons.*

**PART ONE**  
**ADVISORY COUNCIL (AC) GOALS and RELATED ACTIVITIES**

The following goals, formulated by the AC for the period July 1, 2014 through June 30, 2015 (FY15), include a description of activities of the Council as well as support provided for each goal by the department related to the attainment and provision of a free, appropriate public education (FAPE) for students with disabilities.

**AC Goal 1:**

***Promote improved student learning/outcomes, including promoting inclusive educational services that meet the needs of all students, regardless of their abilities, and promote a sense of belonging and mutual respect for all students while affirming each student's individuality.***

**Activities in support of AC Goal 1:**

- 1) Through presentations provided by staff of the Division of Special Populations (DSP) Council members:
  - Received a clarity of vision that students with disabilities deserve access to high quality educational instruction;
  - Were made aware that students with disabilities' test scores were linked to general education teacher evaluations; and
  - Endorsed students with disabilities being held to the same college and career readiness standards as their peers.
- 2) At the opening meeting of FY15, Council members were presented with public input from four (4) parents of children with special needs. Extensive information regarding their concerns was distributed to members prior to and during the meeting. Presenters shared individual experiences with regard to lack of inclusionary practices in their respective school systems. A primary concern was failure of IEP teams to offer placement in regular education settings as a first option for their children with special needs. Following the presentation, the Council chair requested that Council members communicate their input and recommendations for addressing these concerns before the next Council meeting in October, 2014.
- 3) DSP provided Council members with a report on revised Annual Performance Report (APR) targets for FFY 2013-19. Relative to council goal #1 a new category was presented – Indicator 6A – Least Restrictive Environment (LRE) for preschoolers for which baseline data was being collected. Several members expressed interest in reviewing this data periodically as a basis for future Council recommendations.

**DSP support of AC Goal 1:**

- 1) One means of DSP support of AC Goal 1 is through inclusionary trend data collected and reported annually on the department's web site. This data reflects and supports TN's ongoing practice of including students with disabilities (SWD) in the regular education environment.

**Children with IEPs served inside the regular class 80 percent or more of the day\***

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
59.15%	62.33%	63.39%	63.41%	66.07%	70.06%

\*Source: Table 3 of the December 1, Federal Census Report.

## **AC Goal 2:**

***Promote expanded access and quality of services for students with disabilities (SWD) to better prepare them for transition into independent living, meaningful work, or post-secondary education.***

### **Activities in support of AC Goal 2:**

- 1) At the first meeting of FY15, members were given information on what has transpired to develop and fine tune TNs "Occupational Diploma". In a collaboration between the ARC of Tennessee and the department, several focus groups have convened across the State to poll businesses on what would help make the Occupational Diploma the most powerful tool possible to measure and present a student's employability.  
Three questions were asked and the responses to each were:
  - a. What are the top three work/technical skills that you look for in a potential employee who has finished high school?  
Responses: computer skills, reading and writing skills, and math skills.
  - b. What are the top three soft skills (i.e. communication, customer service, manners, hygiene, task attentiveness, etc.) students should possess?  
Responses: customer service, appearance and hygiene, and focus on task completion
  - c. All things being equal in terms of skill level and experience among potential employment candidates, what are your top three reasons for not hiring a young person with disabilities?  
Responses: loss of productivity, fear of the unknown, and concerns over support accommodations. Fear of the unknown seemed to be the most pervasive reason that businesses don't hire people with disabilities – not liability, cost, or litigation.
- 2) A DSP staff member presented high school transition data collected for the Division's Annual Performance Report (APR) via survey in the spring of each school year.  
Of particular interest to Council members were data targets not yet met:  
Post School Outcomes – "Enrolled in Higher Education" - fell just short of the 23.50 percent target at 21.27 percent;  
Post School Outcomes – "Enrolled in Higher Education or Competitively Employed" - fell a few percentage points below its target of 58.50 percent at 55.59 percent; and  
Post School Outcomes "Enrolled in Higher Education or Competitively Employed or in Post-Secondary Training or Other Employment" – fell slightly below the target of 68.00 percent at 67.70 percent.
- 3) The Council received a presentation on "Tennessee Works," a federally funded grant program whose goal is to "Empower, Equip, and Employ" transitioning students with disabilities by identifying best practices and improving the employment landscape. With three years left on the grant, the main goals are to make sustainable change, generate information that is accessible and available on demand, collect data, and share resources and training materials. Activities of the organization have included the following:
  - a. Convening 80 focus groups with students with disabilities to discover why meaningful work is so important to them. The intent being to discover information that would help Tennessee Works connect young people to the job of their dreams, meet their unique needs, and prepare them for further education, employment and meaningful lives.
  - b. Holding quarterly partnership meetings and a Parent Coalition which meets once a month.
  - c. Initiatives to put success stories on the program's website, list events, hold community conversations, and share information with state officials.

- d. Hosting a "Think Employment" conference with tracks presented by students in Transition, Community members, and Post-secondary programs from across the state.
- e. Offering online or in-person training to teachers to enable networking and learning from each other.
- f. Offering free webinars covering numerous topics related to high school transition and best practices.
- g. Offering tailor-made, one-page guides for teachers and administrators as well as videos of educators from across TN sharing what works for them.

**DSP support of AC Goal 2:**

- 1) DSP provides resources on the department's website that are helpful for formulating effective high school transition plans for students with disabilities. Included are secondary transition planning guidelines, professional development opportunities, and secondary links of interest. This page is located at: <http://tn.gov/education/article/special-education-secondary-transition>.
- 2) DSPs instructional programming team offers statewide professional development opportunities for secondary special education teachers, district leaders, administrators, and school counselors around outcome-focused transition plans that are designed to facilitate positive movement from high school to postsecondary training. Participants review the compliance measures related to transition plans and postsecondary outcomes, and through instruction, collaboration, and hands-on practice, develop student-centered transition plans focused on achieving postsecondary goals. See more at: <https://www.tn.gov/education/article/special-education-secondary-transition#sthash.0pGZ5dH2.dpuf>.

**AC Goal 3:**

***Promote the use of ongoing assessments and unique accommodations that will accurately evaluate SWD, while considering the scope of individual needs encountered.***

**Activities in support of AC Goal 3:**

- 1) DSP provided information to Council members on state assessment which included:
  - a. The Tennessee Flexibility Waiver, which prevented 75 percent of TN schools from being classified as failing under the No Child Left Behind Act (NCLB). The TN Waiver was composed of two parts: Achievement Determinations and Gap Closures.
  - b. TN school systems' receipt of annual growth determinations based on testing and graduation rates, and resulting categorizations as Reward, Focus or Priority systems.
  - c. Explained a new model for looking at state test scores which included minimal performance rate, achievement status, gap closure, and final district determinations.
  - d. Upcoming accessibility and accommodations information for TN Ready, the state's new on-line assessment for 2015-16 for English/Language Arts and Math.
  - e. Review of timeline extensions for completing initial evaluations of students suspected of disabilities. In the previous school year, 59 percent of requested timeline extensions were due to parents not coming to eligibility meetings or requesting that meetings be held outside regulated timelines.

**DSP Support of AC Goal 3**

- 1) For purposes of measuring growth and achievement of SWD the department collects data on performance in Math and Reading as measured by state assessments. Collection occurs annually and is submitted to the federal Office for Special Education Programs (OSEP)

through TN's Annual Performance Report (APR) – Indicator #3. A summary of statewide performance for the 2014-15 school year is below.

#### 2014-15 State Assessment Results

##### Math

67,701 Children with IEPs participating received a valid score and an overall proficiency level assigned in Math:

Participation		Proficiency	
Actual 98.99%	Target 95%	Actual 27.5%	Target 33.33%

##### Reading

67,654 children with IEPs participating received a valid score and an overall proficiency level was assigned in Reading:

Participation		Proficiency	
Actual 99.02%	Target 95%	Actual 21.05%	Target 32.08%

**Source: FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

#### **AC Goal 4:**

***Promote increased quality and quantity of special educators, general educators, and para professionals serving eligible children and youth with disabilities.***

#### **Activities in support of AC Goal 4:**

AC members are invited to attend selected department-sponsored conferences/trainings at no cost. The major annual conference available to members is entitled "Partners in Education" and is designed to promote an increase in the quality of special educators and other professionals in the field of public education. Opportunities to improve instructional skills and learn new instructional strategies are available via this conference and include:

- One day mini conferences on high interest topics such as high school transition planning;
- Renowned keynote speakers including national experts on middle and high school RTI<sup>2</sup>;
- Outstanding classroom teachers sharing testimonials about their successes in teaching SWD;
- Breakout sessions that address all aspects of teaching SWD, including academic and functional skills instruction, provision of related services, State testing accommodations, and writing instructionally appropriate IEPs.

#### **DSP support of AC Goal 4**

- 1) DSP provides numerous opportunities for teachers and other school system staff to receive the most up-to-date training or information on initiatives in TN related to the instruction of SWD. Council members have been informed of department initiatives including:
  - a. The *Collaboration for Effective Educator Development, Accountability, and Reform Grant* (CEEDAR). This grant is made available with federal funds through the Office for Special Education Programs (OSEP). It supports the operation of a national technical assistance center dedicated to supporting states in their efforts to develop teachers and leaders who can successfully prepare students with disabilities to achieve college and career-ready standards. Contracts have been awarded to the University of TN Knoxville, the University of Memphis, and Vanderbilt University and will be expanded to other universities. The 2014-15 was the technical phase, and the 2015-16 year will be a more

- intensive phase with a goal of moving to more collaborative interactions between special and general education. Grant funding is approximately \$235,000 for 3 years. These funds will be utilized to increase the quality of public education by reforming teacher education programs, revising licensure standards, refining personnel evaluation systems, and aligning policy structures and professional learning systems;
- b. *Response to Intervention and Instruction (RTI2)*. This model of tiered instruction includes department-sponsored trainings for school psychologists with the primary goal being instruction in procedures and applications for identifying students as having specific learning disabilities. The RTI<sup>2</sup> Implementation Guide, developed by department staff and other stakeholders, provides support for LEAs in implementing the RTI<sup>2</sup> framework in their respective school systems. The guide may be found at: <http://tn.gov/education/article/tdoe3-rti-educators-implementation-guide>
  - c. *Writing Instructionally Appropriate IEPs*. Attendees include special education teachers, supervisors, and related services personnel who receive intensive hands on training through collaborative dialogue and use of case studies.
  - d. State collaboration with institutions of higher education to develop trainings addressing Instruction for student's with dyslexia and related reading disorders; and
  - e. *TN Teacher Licensure Policy Changes* including:
    - First reading of the new licensure policy by the State Board of Education in June 2014 with a second reading in July 2014. The new policy was passed with changes to commence on September 1, 2015.
    - Training on new policies which was conducted in the spring of 2015.
    - Advanced and non-public licenses remaining the same though some endorsements changed.
    - Licenses valid for six years with renewal based on accruing 60 professional development points (PDPs).
    - Educators holding a modified license, or assigned one before 2018, continuing with that license in perpetuity.
    - Educators able to obtain the Interventionist license in 2018.
    - A new data system which will allow LEAs and educators to individually check certifications and PDPs.

More information on educator licensure policy changes available at: [http://www.tn.gov/education/licensing/policy\\_changes.shtml](http://www.tn.gov/education/licensing/policy_changes.shtml).

#### **Council Goal 5:**

***Promote sufficient funding for special education services and encourage the equitable distribution and utilization of funds to promote best practices for students with special needs.***

#### **Activities in support of AC Goal 5:**

The Council maintains an Isolation/Restraint subcommittee whose goal is to provide recommendations on reducing the use of student isolation and restraint in public education programs. The subcommittee provides Council members with comprehensive data documenting isolation and restraint incidents in TN and instructions on how to utilize the data to make recommendations to the State Board of Education. Members are reminded that the state may not be able to re-appropriate needed funding and recommendations may not be accepted. This reminder serves to prompt members to maintain awareness of state funding mechanisms that may affect attainment of Council goals.

### **DSP Support of AC Goal 5**

- 1) DSP follows federal guidelines in the distribution of flow-thru money to LEAs for the provision of services for SWD. For the 2014-15 school year, the total flow-thru to LEAs was \$ 234,531,578. All flow-through funds were utilized to provide special education and related services at the local level.

### **4 year longitudinal funding for the education of SWD**

<b>Program Source of Funds: Federal</b>	2011-12	2012-13	2013-14	2014-15
<b><u>IDEA, Part B Grant Funds</u></b>	\$234,411,003	\$236,516,628	\$224,140,015	\$234,531,578
Flow through to LEAs	\$206,191,415	\$207,323,428	\$194,294,514	\$204,397,872
Discretionary Set-aside funds	\$ 23,647,088	\$22,011,433	\$25,009,452	\$25,251,056
<b><u>IDEA Preschool Grant Funds</u></b>	\$6,762,357	\$6,750,220	\$6,416,316	\$6,416,324
Flow through to LEAs	\$5,054,298	\$5,537,891	\$5,850,223	\$5,361,186
Discretionary Set-aside funds	\$1,353,338	\$1,211,329	\$566,093	\$1,005,138

2) LEAs are invited to apply for competitive (i.e. discretionary) grants annually. The grant application must focus on improving outcomes for students with disabilities (SWD). LEAs are notified when this opportunity becomes available through the department's weekly *Commissioner's Update for Directors* and the bi-weekly *Special Education Director Update*. Grants are:

- Awarded to LEAs based on submission of application and approval by DSP;
- Most often distributed to those LEAs proposing to improve educational outcomes for SWD by improving achievement on statewide assessments, reducing drop out rates, increasing graduation rates, improving high school transition programs and/or increasing participation of SWD in the least restrictive environment (LRE);
- Applied for until the end of January each year; and
- Awarded during May of each school year.

### **Council Goal 6:**

***Promote improved use and application of state and local data related to special education to improve outcomes for students with disabilities.***

### **Activities in support of AC Goal 6:**

- 1) Select data collected by DSP was reviewed with Council members to enhance awareness and support recommendations that members may need to make. FY15 reviews included:
  - Restraint/Isolation Data. Members were provided copies of restraint/isolation data reported to the state by school systems from the previous school year as well as a copy of the state restraint/isolation law, a question and answer document regarding restraint, and a copy of the data collection form that TN schools use. Members were also given suggested “starter” questions to ponder as data is reviewed. State law requires data to be shared with Council members and that recommendations be made to the State Board of Education for any areas that the Council determines need to be addressed to improve outcomes for students with disabilities. During FY15 the Council held several data review sessions during quarterly meetings. The Council also compiled and submitted recommendations to the State Board of Education via the isolation/restraint subcommittee.

A sample format for LEA data collection is found below.

### ***Tennessee Code Annotated, Section 49-10-1306: Isolation and Restraint Data***

#### ***Incidents of Isolation/Restraint***

- *Provide a count of all isolation/restraint events during the reporting period. The count is based on the number of events, not just the number of students. Accordingly, students with multiple events should be included multiple times.*

#### ***Isolation/Restraint Documentation Event Count***

- *Number of incidents involving use of isolation/restraint 6540*
- *Number of incidents involving use of isolation/restraint since the previous semi-annual report*
- *Number of incidents in which school personnel imposing physical restraint/isolation were not trained and/or certified 0*
- *Number of incidents resulting in student injury 0*
- *Number of incidents resulting in staff injury 0*
- *Number of incidents resulting in student death 0*
- *Number of incidents resulting in staff death 0*
- *Number of incidents resulting in property damage 0*
- *Number of incidents in which parents were notified of isolation/restraint in timely manner (within 24 hours) 0*
- *Number of incidents in which parents were not notified of isolation/restraint in timely manner (within 24 hours) 0*

### **DSP support of AC Goal 6**

- 1) DSP collects and utilizes data on SWD in making programming and compliance decisions at the state level. Select required data is submitted to the Office of Special Education Programs (OSEP) annually through the Annual Performance Report (APR).  
Data submitted includes:
  - Enrollment of SWD ages 6-21
  - Percent of SWD ages 3-21 by disability category
  - Exiting SWD ages 14-21
  - Educational environments for SWD ages 3-21

- Participation and performance on statewide and national assessments
- Percent of SWD by race/ethnicity
- Parent involvement
- Preschool and post school outcomes

### **AC Goal 7**

***Promote enhanced communication among the community, educators, the SEA and other stakeholders on special education services.***

#### **Activities in support of AC Goal 7:**

- 1) Council members were made aware of and commended the department on its public website designed to benefit educators, stakeholders, and the community. The site is rich with pertinent information pertaining to services for students with disabilities including evaluation and eligibility requirements, data, resources, and training for teaching professionals and may be viewed at: <http://tn.gov/education/topic/special-education>.
- 2) The Council's own website provides up-to-date information on the activities and work of the Council. The website may be viewed at: <http://www.tn.gov/education/article/special-education-advisory-council>.
- 3) IDEA "Dispute Resolution" reporting serves to support improved communication between LEA staff and parents of SWD. Annual reporting on early resolution results and mediation of disputes may be accessed at: <http://tn.gov/education/article/special-education-data-services-reports>.
- 4) The Council solicits and encourages public comment regarding issues pertaining to the education of SWD at quarterly meetings or through outside communications with members and/or the Council chairperson.
- 5) The Council regularly communicates with the State Board of Education regarding matters concerning SWD.

#### **DSP support of AC Goal 7**

- 1) The home page of the department website includes an array of TN public education information, including an entire subset on special education services at <http://tn.gov/education/>.
- 2) DSP provides ample opportunities for participation of all Council members in quarterly meetings both in person as well as via video recording. Recordings of all meetings are maintained on the Council's website.
- 3) To assist special education supervisors from across the state in staying informed, DSP distributes bi-weekly information to SPED Supervisors via an electronic newsletter. Copies of all newsletters are archived and may be viewed upon submission of a request to the DSP liaison to the Council.
- 4) The department sponsors a state-wide special education conference each year entitled the "Partners in Education" Conference. Council members are encouraged to attend at no cost.

### **Council Goal 8**

***Encourage implementation of RTI<sup>2</sup> to promote positive behavior support including planning, collaboration, and development of best practices that create a positive learning environment and successful experiences for students with disabilities.***

#### **Activities in support of AC Goal 8**

- 1) DSP staff reviewed TN Code Annotated 49-10-Part 13, known as the Special Education Behavioral Supports Act, with Council members. One purpose of this act is to train LEA staff

on the use of positive behavioral supports that reduce dependence on isolation and restraint practices.

- 2) Council members were brought up to date on *Response to Explicit Instruction and Intervention for Behavior (RTI<sup>2</sup>-B)* grants with the following information:
  - DSP is seeking vendors with existing contracts who can assist the department in building an RTI<sup>2</sup>-B framework, who build capacity across the state, and who get equitable services to LEAs;
  - Principal investigators will be: the University of Tennessee Knoxville, the University of Memphis, and Vanderbilt University; and
  - DSP is working on contract scope and plans to have all contracts through the approval process by the end of May.

### **DSP support of AC Goal 8**

- 1) DSP completed the following RTI<sup>2</sup>-B activities in FY15:
  - Identified three (3) university grantees to provide behavior based RTI<sup>2</sup>-B services across the State. Contracts were completed with all 3 universities with an execution date of July, 2015;
  - Identified a task force to gather stakeholder input on "*Response to Instruction and Intervention Behavior (RTI 2-B)*" and develop a framework (i.e. guidance in manual format). The three (3) University grantees will support utilization of the framework across the state.
  
- 2) DSP also addresses student behavior through Indicators 4A and 4B of the *Annual Performance Report (APR)*. These indicators include a *Self-Assessment* designed to obtain information on the appropriateness of LEA disciplinary policies, procedures, and practices. LEAs whose suspension rates are above a significantly discrepant range are required to complete the assessment which includes a review of:
  - Individual behavior plans;
  - Discipline data;
  - Discipline data trends; and
  - Rights of SWD subject to disciplinary actions.

**PART TWO**  
**STATISTICAL INFORMATION**  
**NUMBER OF STUDENTS WITH A DISABILITY**

The table below provides a “snapshot” count of students with disabilities (ages 3-21+) receiving services as of December 1 of each school year. This data does not contain duplications and since used in a federal report, does not include the state-defined exceptionality categories of Intellectually Gifted and Functionally Delayed.

	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014	School Year 2014-15
Specific Learning Disability	43,429	44,700	47,040	48,785	48,115
Speech or Language Impairment	33,475	33,693	33,314	33,183	32,903
Other Health Impairment	12,886	13,641	14,360	15,220	15,472
Intellectual Disability (formerly “Mental Retardation”)	7,600	7,453	7,519	7,504	7,672
Developmental Delay	7,957	8,387	8,814	9,053	9,407
Emotional Disturbance	3,382	3,095	3,299	3,274	3,214
Autism	5,990	6,632	7,317	8,007	8,652
Multiple Disabilities	2,179	2,233	2,214	2,217	2,232
Hearing Impairment	1,513	1,515	1,496	1,455	1,431
Orthopedic/Physical Impairment	815	780	737	695	645
Visual Impairment	731	705	688	648	630
Traumatic Brain Injury	296	303	328	337	343
Deaf-Blindness	10	10	11	9	13
<b>TOTAL</b>	<b>120,263</b>	<b>1,123</b>	<b>127,407</b>	<b>130,387</b>	<b>130,729</b>

# Statewide SWD Population Data (as of 12/1/2014)

Ages 3-5

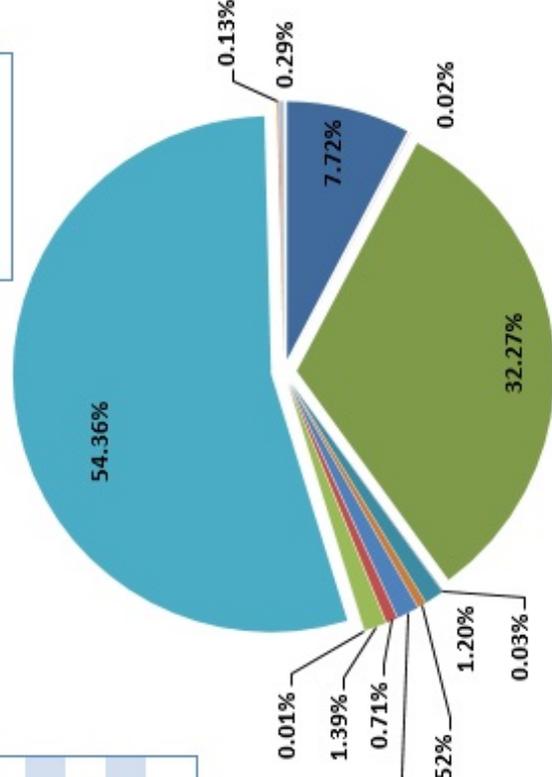


Total by Grade	
Grade	Student Count
1	15
K	4640
P3	3050
P4	4822
<b>Grand Total</b>	<b>12527</b>

Total by Gender	
Gender	Student Count
F	3877
M	8650
<b>Grand Total</b>	<b>12527</b>

Total by Environment	
Environment	Student Count
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in EC Loc.	2967
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in Other Loc.	3139
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in EC Loc.	357
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in Other Loc.	530
Home	50
Separate Class	4368
Separate School	90
Residential Facility	4
Service Provider Location	1022
<b>Grand Total</b>	<b>12527</b>

Total by Disability	
Disability Category	Student Count
Autism	967
Deaf-Blindness	2
Developmental Delay	4042
Emotional Disturbance	4
Hearing Impairments	150
Intellectual Disability	65
Multiple Disabilities	171
Orthopedic Impairments	89
Other Health Impairments	174
Specific Learning Disabilities	1
Speech/Language Impairments	6810
Traumatic Brain Injury	16
Visual Impairments	36
<b>Grand Total</b>	<b>12527</b>



## Disability %

- AUTISM
- DEVELOPMENTAL DELAY
- HEARING IMPAIRMENTS
- MULTIPLE DISABILITIES
- OTHER HEALTH IMPAIRMENTS
- SPEECH OR LANGUAGE IMPAIRMENTS
- VISUAL IMPAIRMENTS
- DEAF-BLINDNESS
- EMOTIONAL DISTURBANCE
- INTELLECTUAL DISABILITY
- ORTHOPEDIC IMPAIRMENTS
- SPECIFIC LEARNING DISABILITIES
- TRAUMATIC BRAIN INJURY

# Statewide SWD Population Data (as of 12/1/2014)

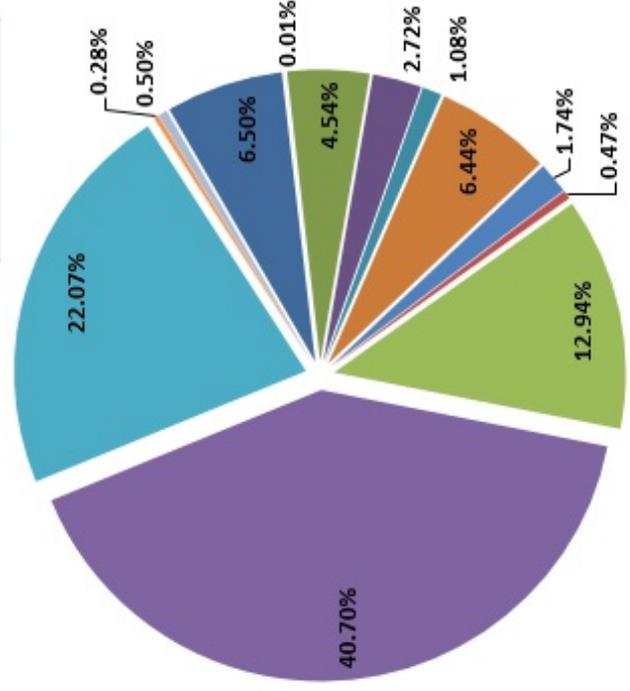
Ages 6-21



Total by Grade	
Grade	Student Count
1	8897
2	9693
3	10255
4	10595
5	10625
6	10563
7	10296
8	9955
9	9867
10	8853
11	7751
12	7571
K	3211
1 – Trans.	11
4 – Trans.	1
P4	58
<b>Grand Total</b>	<b>118202</b>

Total by Environment	
Environment	Student Count
Correctional Facilities	61
Homebound/Hospital	730
Inside reg. class 40%-79% of day	19496
Inside reg. class 80% or more of day	82818
Inside reg. class less than 40% of day	12692
Parentally Placed in Private School	1025
Residential Facility	366
Separate School	1014
<b>Grand Total</b>	<b>118202</b>

Total by Disability	
Disability Category	Student Count
Autism	7685
Deaf-Blindness	11
Developmental Delay	5365
Emotional Disturbance	3210
Hearing Impairments	1281
Intellectual Disability	7607
Multiple Disabilities	2061
Orthopedic Impairments	556
Other Health Impairments	15298
Specific Learning Disabilities	48114
Speech/Language Impairments	26093
Traumatic Brain Injury	327
Visual Impairments	594
<b>Grand Total</b>	<b>118202</b>



Total by Gender	
Gender	Student Count
F	39967
M	78235
<b>Grand Total</b>	<b>118202</b>

**PART THREE**

**MEETING AGENDAS and MINUTES  
Fiscal Year 2015  
(FY15)**

**Agendas and minutes of FY15 meetings of the *Advisory Council for the Education of Students with Disabilities* are available on the state website of the Council at:**

**<http://tn.gov/education/article/special-education-advisory-council>**

**FY14 Meetings were convened on:**

**July 14, 2014**

**October 20, 2014**

**January 12, 2015**

**April 15, 2015**