

**Annual Report**  
**July 1, 2013 – June 30, 2014**

**2013-14 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
Katie Culberson	Nashville
Janelle Glover	Nashville
Alfred Hacker	Athens
Kyle Hauth	Chattanooga
Mary Donnet Johnson	Knoxville
Jeff Ker	Brentwood
Catherine Knowles	Nashville
Debra Lane	Brighton
Mary Meador	Nashville
Amy Murphy	Nashville
Anne Robertson	Nashville
Sebrena St. John	Jonesborough
Chantal Hess-Taylor	Cordova
Shannon Taylor	Lexington
James Topp	Collierville
Jason Vance	Madisonville
Darlene Walden	Denmark
Rhonda Whitt	Nashville

State of Tennessee  
Bill Haslam, Governor beginning January 2011

Tennessee Department of Education  
Kevin Huffman, Commissioner beginning April 2011

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  
Steve 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 (TDOE), 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 TDOE, 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 Populations to the Advisory Council
- Advisory Council providing feedback to the Division of Special Populations
- Public input presented to the Advisory Council
- 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, 2013 through June 30, 2014, include a description of activities of the AC as well as support provided for each goal by the TDOE, DSP related to their 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) AC members were provided with a review of the DSP Beliefs, Goals and Priorities (outlined below) in order to assist members in better understanding how their goals connect with the work of the DSP.

Beliefs

The TN Department of Education, Division of Special Populations believes that:

- Every student, from birth to high school graduation, can learn, demonstrate growth, and has the right to actively participate in high quality, research-based education that maximizes their potential in the least restrictive environment.
- Specialized education through: (Individuals with Disabilities Education Act (IDEA) Part C-Tennessee's Early Intervention System (TEIS), Part B-Pre-School (619), Part B-(K-12), Title Programs-English Language Learners (ELL), Homeless, Migrants, and Head Start provide a continuum of services, not a place.
- Relationships with all stakeholders, based on respect and understanding will result in making decisions in the best interest of ALL students.
- Every staff member has the responsibility to teach, support, and encourage ALL students.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports ALL students.
- High quality professional learning, in conjunction with family and community supports, empowers all stakeholders to collaboratively build capacity for the success of ALL students.

Goals:

- Improve student outcomes
- Manage performance

Priorities

- High Quality Instruction and Services for Students
- Promotion of developmental outcomes and family involvement for children birth to 5 years with developmental delays and/or disabilities.
- A System of Monitoring and Accountability
- Effective Employees at Every Level
- Optimization of Our Financial Assets

2) AC members were provided with an overview on how to write "Instructionally Appropriate IEPs" (IAIEPs) for SWD - a training initiative of the DSP. This statewide training included:

- Developing a manual on the "What".
- Developing an implementation guide, including tools used by professionals in the State for progress monitoring in each area of student deficit.
- Beginning the training in March, 2014, with major topics including – Increasing Access for Students with Disabilities during General Education Core Instruction; Providing Students with Intensive Intervention in specific area(s) of need; Tier II, Tier III or SPED Intervention; and Core Instruction plus skill specific interventions.

- Provision of Webinar links for those who could not participate in live trainings

**DSP support of AC Goal 1:**

1) DSP support of AC Goal 1 is evidenced by trend data collected and publicly reported via the link below. This data reflects a high degree of year-to-year consistency in support of TN’s practice of including students with disabilities (SWD) in the regular educational environment.

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

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
56.32%	59.15%	62.33%	63.39%	63.41%	66.07%

\*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) AC members received a review of TNs proposed *Occupational Diploma (OD)*, which included the following key points:

- HB 620 – SB 886 bill requires the State Board of Education (SBE) to adopt an Occupational Diploma (OD) for students with disabilities.
- An OD Task Force is currently being developed. The task force will include representatives from the Tennessee Department of Education, Vocational Rehabilitation, various advocacy groups, and higher education.
- The OD Program of Study will include a combination of functional and community-based curriculum and is intended to meet the needs of a small group of students with disabilities who need a modified curriculum that focuses on post-school employment and independent living.
- Each student will complete a combination of hours from school-based vocational training, community-based vocational training, and paid employment.
- Students may be required to complete career and technical education courses for credit.
- The IEP team will make recommendation as to the appropriateness of the OD Course of Study for a particular student based on his/her post-school transition needs and goals.
- The OD is not a regular academic diploma. This program should only be considered if the pathway to a regular high school diploma is deemed inappropriate for a student even with the provision of modifications, accommodations, supplemental aids, and services.

First reading for the State Board will occur in January 2014. Implementation is to begin with pilot sites during the 2014-2015 school years.

**DSP support of AC Goal 2:**

1) The DSP provides a page on TDOEs website of resources that may be helpful when formulating high school transition plans for SWD. Included is secondary transition planning guidelines, professional development opportunities, and secondary links of interest. This page is located at the following web address: <http://tn.gov/education/article/special-education-secondary-transition>

### **Council 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) The DSP reviewed key components of the *PARCC Accommodations Manual* with AC members including:

- A planned July 25-release of the comprehensive policy document that describes the supports that will be available for all students including guidance in the selection, administration, and evaluation of accommodations
- Two aspects of accommodations for students with disabilities
  - The accommodations for students with disabilities
  - Accommodations guidance for IEP teams including reporting notation on confidential score reports
- Release dates for training materials and documents for parents
- Plans for releasing additional guidance surrounding paper/pencil testing, hearing and vision supports, etc. in fall, 2013.
- TN procedures for participation of SWDs in Tennessee's Assessment System including:
  - ✓ Less focus on a list of accommodations, and more focus on why a certain accommodation is chosen
  - ✓ Feedback from groups
  - ✓ Changes to be made

### **DSP Support of AC Goal 3**

1) For purposes of measuring growth and achievement of SWD the TDOE 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 TNs Annual Performance Report (APR) – Indicator #3. A summary of statewide performance for the 2013-14 school year is below.

#### **2013-14 State Math Assessment Data**

69,556 Children with IEPs who received a valid score and a proficiency was assigned

21,093 Number of Children with IEPs proficient

31.30% 2012-13 data

31.30% 2013-14 Target

30.33% 2013-14 data

#### **2013-14 State Reading Assessment Data**

69,004 Children with IEPs who received a valid score and a proficiency was assigned

20,069 Number of Children with IEPs proficient

31.80% 2012-13 data

34.80% 2013-14 Target

29.08% 2013-14 data

**Source: FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

2) The State Testing Accommodations Manual - *Tennessee Department of Education Procedures for Participation of Students in Tennessee's Assessment System* was developed and sent out to school system Directors and Special Education Supervisors early in the 2013-14 school year to provide guidance on the administration of State tests for that school year.

3) DSP provided AC members with an update on the Tennessee Value Added Assessment System (TVAAS) as follows:

- Legislation was passed to include special education students in growth scores for individual teachers.
- When legislation passed, DSP sent out guidance to teachers on how to "claim" SPED students.
- "Claiming" is a logistical part of growth score calculations.
- A site visit to the Sequatchie County School System revealed that they are doing an exemplary job of "claiming".
- SPED teachers have now received growth scores for the first time.
- Many K-2 teachers received growth scores for the first time.
- An estimated 3000 more teachers received growth scores last school year due to the addition of SPED teachers to this system
- The majority of the feedback from SPED teachers has been positive.
- A concern is that general education "inclusion" teachers' attention may be taken away from SPED students in favor of regular education students.

#### **Council 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:**

1) AC members are invited to and several attend at no cost an annual conference sponsored by the DSP. The conference is designed to provide special educators and other professionals in the field of public education with opportunities to improve their instructional skills and learn new instructional strategies. The conference includes:

- 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, Common Core Standards Specialists, and the Commissioner of the TN Department of Education;
- Breakout sessions that address all aspects of teaching SWD including academic and functional skills instruction, provision of related services, State testing and accompanying accommodations, and writing 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 on initiatives in TN related to the instruction of SWD. Trainings provided include:

##### a) RTI<sup>2</sup> Framework Modules

The DSP in collaboration with Middle Tennessee State University prepared online modules designed to offer explicit professional development relative to Responsive to Instruction and Intervention (RTI<sup>2</sup>). Topics included Tiers I-III, Goal Setting, Analyzing Data, and RTI<sup>2</sup> for ELL Populations.

b) The Occupational Diploma, which included SKEMA (Skills, Knowledge, and Experience Mastery Assessment)

c) Writing Instructionally Appropriate IEPs (IAIEP)

d) Training for School Psychologists on implementation of RTI<sup>2</sup> including:

- Diagnosis for Classification to Diagnosis for Instruction
- Classifications and Definitions for the Identification of Learning Disabilities: An Evaluation of the Research
- Evaluating the Effectiveness of RTI<sup>2</sup> Systems
- Comprehensive Evaluations: Pathways to Evidence-Based Interventions

**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:**

1) AC members were briefed on DSP maintenance of a number of “SPED Teacher Licensure Grants”. These grants provide eligible candidates with funding for University coursework leading to licensure as a SPED teacher. One additional grant provides funding for earning endorsement as a teacher of the visually impaired and two other grants provide funding for earning a Master’s degree in Speech Language Pathology. Those completing these licensure programs agree to teach for a prescribed period in TN public schools.

**DSP Support of AC Goal 5**

1) The Division of Special Populations follows federal guidelines in the distribution of flow-thru money to LEAs for the provision of services for SWD. For the 2013-14 school year, the total flow-thru to LEAs was \$224, 140,015. All flow-through funds are 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>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b><u>IDEA, Part B Grant Funds</u></b>	\$235,216,929.00	\$234,411,003.00	\$236,516,628	\$224,140,015
Flow through to LEAs	\$207,324,222.00	\$206,191,415.00	\$207,323,428	\$194,294,514
Discretionary Set-aside funds	\$ 23,373,184.00	\$ 23,647,088.00	\$22,011,433	\$25,009,452
<b><u>IDEA Preschool Grant Funds</u></b>	\$6,775,229	\$6,762,357	\$6, 750,220	\$6,416, 316
Flow through to LEAs	\$5,001,619	\$ 5,054,298	\$5,537,891	\$ 5,850,223
Discretionary Set-aside funds	\$1,418,888	\$1,353,338	\$1,211,329	\$1,566,093

## 2) Provision of discretionary grants to LEAs by the DSP:

- Discretionary grant funds are awarded to LEAs based on submission of application and approval by DSP.
- Grant funds are most often distributed to those LEAs proposing to improve educational outcomes for SWD by improving achievement on statewide assessments, reducing drop out and increasing graduation rates, provision of improved transition programs, or increased participation of SWD in the LRE.
- There are two discretionary grant opportunities for LEAs: for serving SWD ages 3-5 or ages 6-21.
- LEAs may apply for discretionary grants until the end of January each year.
- DSP notifies LEAs of their grant awards by the end of April or first of May 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) Data on SWD is reviewed regularly with AC members. Data most pertinent to AC member awareness includes:

- SWD enrollment ages 6-21 and how TN compares with the rest of the nation
- Percent of SWD by category and how TN compares to the rest of the nation
- Graduation rates for SWD
- Educational environments for SWD ages 3-5
- Regular education settings for SWDs – (note: inclusion of TN students is on par with the nation. TN continues to strive to move this number up).
- Disciplinary removals of SWD
- Post School Outcomes – survey data is collected on TN's exited SWD in relation to their postsecondary activities

2) Isolation/Restraint Data briefing was provided for AC members including the following key points for 2013-14:

- House Bill No. 1336 – requires LEA review of all incidents of Isolation/Restraint
  - The *review* is to include: a count of the number of incidents, number of school personnel involved who were trained or not trained, number of injuries, deaths or damage which may have occurred, timeliness of parent notification, demographic information about the students in isolation or restraint
- LEA reporting will be semi-annually. (December and June)
- Release of data by LEA and then by school within the LEA.

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

1) Data on SWD is collected per State and Federal mandate and includes but is not limited to:

- Number of Students with a Disability – through the annual December 1 census Count
- Trend Data reported in the Annual Performance Report (APR) including:
  - Percentages of SWD placed in inclusive settings
  - State Assessment Results for SWD
  - Personnel serving SWD
  - Funding for SWD
  - State and local communication related to SWD
  - School-wide Positive Behavior Supports in place for SWD

- High School Transition planning data- collected on the 7 components of a HS Transition Plan.
- Data collection on the postsecondary activities of SWD after exiting LEAs (as reported below for 2013-14)
  - 18% of student reporters are in higher education.
  - 34% of student reporters are in competitive employment.
  - 66% of student reporters are employed or in a school setting.
  - 34% of student reporters are not engaged in anything.
  - 52% of students responded to the survey.

### **Council 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) The AC has been made aware of and commends the TDOE for its informative website benefitting 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. To view go to: <http://tn.gov/education/topic/special-education>

2) The AC's own website provides up to date information on the activities and work of the AC. The website may be viewed at: <http://tn.gov/education/article/special-education-advisory-council>

3) IDEA "Dispute Resolution" options serve to support improved communication between LEA staff and parents of SWD. Results for 2013-14 include:

- Written complaints: 80 filed with 20 resulting in findings of non-compliance (¼).
- Due process Hearings: 55 filed with 1 going to a full hearing.
- Resolution sessions (convened within 15 days of a due process hearing request). 57% of issues going to resolution session were resolved.

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

1) The home page of the TDOE website includes an array of TN public education information, including an entire subset on special education services.

2) DSP provides opportunity for participation of all AC members in meetings both in person as well as via video recording. Recordings of all meetings are maintained on the AC's website.

3) In order to assist Special Education Supervisors from across the State in staying informed of DSP happenings, the DSP distributes bi-weekly information to SPED Supervisors via an electronic newsletter with AC members included on the distribution list. Copies of all newsletters are archived and may be viewed upon submission of a request to the DSP liaison to the Council.

### **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) AC Members were brought up to date on the RTI<sup>2</sup> Instructional Framework and State Board of Education (SBOE) involvement in recommending its adoption and implementation statewide as follows:

- TDOE/DSP submitted an RTI<sup>2</sup> recommendation to the SBOE on January 31, 2014,
- The recommendation mandates K-5 implementation of Math and Reading RTI<sup>2</sup> on July 1, 2014, and allows a phase-in for grades 6-8 and 9-12.
- Phase-in of RTI<sup>2</sup> for grades 6-8 will be required by the 2015-2016 school year and for grades 9-12 by the 2016-2017 year.
- The DSP will provide options for LEAs in regard to phase-in plans

2) Later 2013-14 RTI<sup>2</sup> updates provided to AC:

- As of July 1, 2014, RTI<sup>2</sup> will be the framework used to identify students with a specific learning disability.
- The RTI<sup>2</sup> Frameworks Manual is complete.
- The RTI<sup>2</sup> Implementation Guide is in revision and expected to be released in August
- 14 Regional RTI<sup>2</sup> consultants have been identified and hired.
- On August 14-15, RTI<sup>2</sup> training is to be provided for all school psychologists and Special Education Supervisors across the state.

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

1) In addition to providing RTI<sup>2</sup> updates to AC members DSP completed the following RTI<sup>2</sup> activities in FY14:

a. DSP staff initiated a Request for Proposals (RFP) process to identify three (3) University grantees to provide behavior based RTI<sup>2</sup> services across the State. The DSP goal is to have the scope of services written for all contracts, which includes an execution date of July 2015.

b. DSP will identify a task force entitled "*Response to Instruction and Intervention Behavior (RTI 2-B)*". The task force will gather a range of stakeholder input. Additionally, the DSP will collaborate with TDOE's Office of Safe and Supportive Schools among others so that a cross teaming approach may be utilized allowing for input on anti-bullying, attendance, safety, behavior, and mental health. The task force will develop a Framework (i.e. guidance in manual format) and host cross-divisional trainings. The three (3) University grantees selected will support utilization of the Framework across the state.

c. The *RTI 2-B* project will be based on three overarching goals: to streamline services and support, build capacity, and build sustainability for LEAs.

2). The DSP addresses student behavior through Indicators 4A and 4B of the *Annual Performance Report (APR)*. In order to meet APR requirements, DSP has in place a *Self-Assessment* designed to obtain specific information on the appropriateness of LEA disciplinary policies, procedures, and practices. LEAs required to complete the self-assessment are those whose student suspension rates are above a significantly discrepant range as defined by the DSP. The self-assessment includes review of individual behavior plans, discipline data entry, discipline data trends, and protection of rights of SWD when subject to disciplinary actions. The new self- assessment was administered for the first time during the 2013-14 school year.

**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<sup>st</sup> 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 2009-2010	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014
Specific Learning Disability	43,184	43,429	44,700	47,040	48,785
Speech or Language Impairment	33,802	33,475	33,693	33,314	33,183
Other Health Impairment	12,327	12,886	13,641	14,360	15,220
Intellectual Disability (formerly “Mental Retardation”)	7,927	7,600	7,453	7,519	7,504
Developmental Delay	7,391	7,957	8,387	8,814	9,053
Emotional Disturbance	3,446	3,382	3,095	3,299	3,274
Autism	5,419	5,990	6,632	7,317	8,007
Multiple Disabilities	2,197	2,179	2,233	2,214	2,217
Hearing Impairment	1,533	1,513	1,515	1,496	1,455
Orthopedic/Physical Impairment	818	815	780	737	695
Visual Impairment	744	731	705	688	648
Traumatic Brain Injury	305	296	303	328	337
Deaf-Blindness	9	10	10	11	9
<b>TOTAL</b>	<b>119,102</b>	<b>120,263</b>	<b>123,147</b>	<b>127,407</b>	<b>138,387</b>

# Statewide SWD Population Data (as of 12/1/13)

Ages 3-5



**Total by Grade**

Grade	Student Count
1	3
2	1
K	4884
P3	2796
P4	4899
<b>Grand Total</b>	<b>12583</b>

**Total by Environment**

Environment	Student Count
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in EC Loc.	1057
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in Other Loc.	9300
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in EC Loc.	2
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in Other Loc.	11
Home	48
Separate Class	1730
Separate School	143
Residential Facility	2
Service Provider Location	290
<b>Grand Total</b>	<b>12583</b>

**Total by Disability**

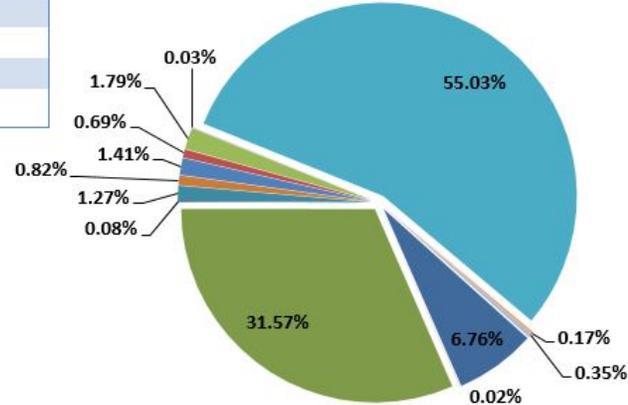
Disability Category	Student Count
Autism	851
Deaf-Blindness	2
Developmental Delay	3973
Emotional Disturbance	10
Hearing Impairments	160
Intellectual Disability	103
Multiple Disabilities	177
Orthopedic Impairments	87
Other Health Impairments	225
Specific Learning Disabilities	4
Speech/Language Impairments	6925
Traumatic Brain Injury	22
Visual Impairments	44
<b>Grand Total</b>	<b>12583</b>

**Total by Gender**

Gender	Student Count
F	3864
M	8719
<b>Grand Total</b>	<b>12583</b>

## Disability %

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



# Statewide SWD Population Data (as of 12/1/13)

Ages 6-21



**Total by Grade**

Grade	Student Count
1	9269
2	9871
3	10448
4	10712
5	11010
6	10529
7	10162
8	9396
9	9605
10	8428
11	7287
12	7487
K	3038
1 – Trans.	12
P3	21
P4	44
<b>Grand Total</b>	<b>117319</b>

**Total by Environment**

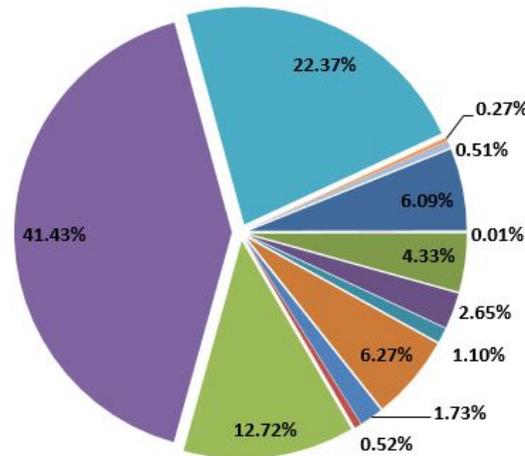
Environment	Student Count
Correctional Facilities	72
Homebound/Hospital	800
Inside reg. class 40%-79% of day	23528
Inside reg. class 80% or more of day	77630
Inside reg. class less than 40% of day	13214
Parentally Placed in Private School	952
Residential Facility	188
Separate School	935
<b>Grand Total</b>	<b>117319</b>

**Total by Disability**

Disability Category	Student Count
Autism	7139
Deaf-Blindness	7
Developmental Delay	5078
Emotional Disturbance	3112
Hearing Impairments	1295
Intellectual Disability	7354
Multiple Disabilities	2030
Orthopedic Impairments	608
Other Health Impairments	14928
Specific Learning Disabilities	48607
Speech/Language Impairments	26244
Traumatic Brain Injury	313
Visual Impairments	604
<b>Grand Total</b>	<b>117319</b>

**Total by Gender**

Gender	Student Count
F	39555
M	77764
<b>Grand Total</b>	<b>117319</b>



**Disability %**

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

**PART THREE**

**MEETING AGENDAS and MINUTES  
Fiscal Year 2014  
(FY14)**

**Agendas and Minutes of FY14 meetings of the *Advisory Council for the Education of Students with Disabilities* are available on the State website of the Council for**

**At:**

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

**FY14 Meetings were convened on:**

**July 22, 2013**

**October 21, 2013**

**January 13, 2014**

**April 14, 2014**



Department of Education; July 2015; Publication Authorization No. 331684; This publication is electronic only and was created at a cost of \$ 75.00.