

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal By May 2010 100% of students at Greeneville High School will graduate within four years and a summer.

Which need(s) does this Goal address? System Report Card - Current graduation rate of 83.9%

How is this Goal linked to the system’s Five-Year Plan? Goal One: Provide excellence in programs; provide rigorous, aligned curriculum and excellence in instruction

ACTION STEPS

IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Offer support for transition (to school and between levels) through provision of pre-K programs and a structured environment at sixth and ninth grades.	August 2006 – May 2008	Assistant Director for Instruction; Federal Projects Supervisor, Instructional Coordinators	Pre-K Budget: \$211,283 Title I Pre-K Funding - \$170,000 Freshman Academy Costs - \$7000	ECE Grant Lottery Funds Title I-A	Tracking of elementary, middle, and high school retention rates; and high school grades, discipline, attendance, and tardies
Action Step	Target available resources and explore additional resources to support and expand tutoring assistance and credit recovery beyond school hours.	August 2006 – May 2008	Assistant Directors for Instruction and Administration; Federal Projects Supervisor, Instructional Coordinators	Extended Learning funds – \$116,220 NovaNet Subscription -	Extended Learning funds Local Funds IDEA Title I-A, Title VI Family Resource Center Grant United Way Grant	Tracking of student participation in programs, grades and standardized test scores, and credits recovered
Action Step	Train faculty in use of academic workstations (PLATO) and additional academic materials in each classroom to facilitate attainment of Gateway skills	August 2006 – May 2007	Center for Technology Principal. Assistant Principal, and Instructional Coordinator	Training and materials - \$600.00	Local Fnds	Tracking of academic attainment

GOAL 1 – Action Plan Development (cont.)

Action Step	Meetings between Assistant Director for Instruction and secondary teams of teachers to discuss issues relating to curriculum and instruction (minimum one per semester)	August 2006 – May 2008 and ongoing	Assistant Director for Instruction	None	NA	Documenting minutes of meetings Monitoring of implemented improvements
Action Step	Provide high-quality professional development in reading instruction (the five components of reading, the fifteen elements of effective adolescent literacy programs, and reading in the content areas)	August 2006- May 2008	Assistant Director for Instruction, Federal Projects Supervisor, Professional Development Center Coordinator, Principals, Instructional Coordinators	\$20,000	Local Funds Title II-A	Monitoring of teacher participation Monitoring of Implementation of reading strategies
Action Step	Utilize existing Leadership Team and Instructional Coordinators to begin dialogue regarding grading practices systemwide.	Administrative Retreats in July 2006 and July 2007	Assistant Director for Instruction, Principals, Instructional Coordinators	Cost of materials and expert speaker - \$7000	Title II-A Local Funds	Documenting minutes of meetings Compilation of current practices Development of gap analysis
Action Step	Expose middle and high school students to non-traditional CTE offerings in order to increase student interest and participation	August 2006- May 2008	Center for Technology Principal, Assistant Principal, and Instructional Coordinator	None	NA	Non-traditional enrollment
Action Step	Purchase software to aid in analysis of mid-term and final exams at Greeneville High School for prescriptive purposes	Summer 2006	Assistant Director for Instruction	\$10,500	Local Funds	Documentation of purchase and use of software

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

By 2008-09 90% of each subgroup (African-American, economically disadvantaged, and ELL) will score proficient or advanced in all areas of TCAP.

Which need(s) does this Goal address?

Sub-group proficiency

How is this Goal linked to the system’s Five-Year Plan?

Goal One: Provide excellence in programs; provide rigorous, aligned curriculum and excellence in instruction

ACTION STEPS

IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Form a community action team to generate ways the school and community can partner to foster success of relevant subgroups	August 2006 – January 2008	Assistant Director for Instruction, Federal Projects Supervisor	Meeting materials - \$1000	Local Funds Title VI	Minutes of meetings Compilation of strategies Implementation of strategies
Action Step	Achieve compliance in ELL services by hiring a full-time, certified ELL teacher and developing a quality program of services.	Hiring – Summer 2006 Development - Summer 2006 and ongoing	Federal Projects Supervisor ELL teachers	Salary and benefits - \$55,000 (full-time) and \$22,500 (part-time)	Local Funds Title III Title VI	Maintaining compliance Development and monitoring of services
Action Step	Provide high-quality professional development in the areas of reading and reaching all students.	August 2006 – May 2008	Assistant Director for Instruction, Federal Projects Supervisor, Principals, Instructional Coordinators, PDC Coordinator	\$25,000	Local Funds Title II-A	Monitoring of teacher participation Monitoring of Implementation of strategies

GOAL 2 – Action Plan Development (cont.)						
Action Step	Explore means to provide computer and Internet access to subgroups.	August 2006 – May 2007	Technology Systems Supervisor	None	NA	Listing of options for provision Reviewing Home Link records
Action Step	Target students in subgroups for extra assistance and tutoring outside regular school hours.	August 2006 – May 2008	Principals, Instructional Coordinators, Family Resource Center Personnel	None	NA	Maintaining and monitoring of rosters of attendance Tracking of grades and standardized test scores

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Revised DATE: _____

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Meet the annual negotiated performance level for placement of career-technical education (CTE) students in post-secondary education, military, or related area of employment.

Which need(s) does this Goal address?

3S1 on VTE Report Card from Tennessee State Department of Education (negotiated performance level = 81.7%; actual performance = 78.95%)

How is this Goal linked to the system’s Five-Year Plan?

Goal One: Provide excellence in programs; provide excellence in instruction
Goal Two: Provide state-of-the-art learning environment; provide equitable access to current technologies

ACTION STEPS

IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Upgrade CTE equipment and non-consumable materials and supplies to provide state-of-the art training.	August 2006 – May 2007	Vocational Director	\$144.887	Perkins Funds Local Funds	Maintaining records of acquisition of equipment Monitoring of use of equipment
Action Step	Facilitate articulation to increase student participation.	August 2006 – May 2007	Vocational Director	None	NA	Tracking of number of students who earn articulated credit
Action Step	Provide high-quality professional development to ensure excellence in instruction and up-to-date knowledge of staff.	August 2006 – May 2007	Vocational Director	\$8000	Perkins Funds Local Funds	Monitoring of teacher participation Monitoring of Implementation of strategies

TCSPP TEMPLATE 5.1

GOAL 4 – Action Plan Development

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Increase percentage of students reporting that students care for one another on Lifetrack survey to 60% by the end of 2007-08. Increase the percentage of students, teachers, and parents who agree with the statement “there are no bullies at our school” on NSSE survey to the level of satisfaction with other indicators by the next NSSE administration.

Which need(s) does this Goal address?

Perceived problems with bullying and students care for one another as reported on NSSE surveys and Lifetrack survey

How is this Goal linked to the system’s Five-Year Plan?

Goal Two: Provide state-of-the-art learning environment; provide safe learning environment for students and staff

ACTION STEPS

IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Analyze discipline data for trends	August 2006 – May 2007	Technology Systems Supervisor	None	NA	Data analysis
Action Step	Develop focus groups of parents and student representatives	August 2006 – May 2008	Assistant Director for Administration, Federal Projects Supervisor	Meeting materials - \$300	Local Funds Title IV Title VI	Documenting of minutes of meetings
Action Step	Evaluate current character education program as it relates to relationships	August 2006 – May 2007	Assistant Director for Administration, Character Education Team	None	NA	Development of correlation of programming to relationship building

GOAL 4 – Action Plan Development (cont.)						
Action Step	Investigate effective programs in place in other school systems	August 2006 – May 2007	Assistant Director for Administration	Travel cost to visit - \$2000	Local Funds Title IV	Maintaining of notes from research and site visits

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+	NA	NA	NA	NA	+	F S
Title II-A Accountability Information and System Status								
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+	NA	NA	NA	NA	+	+	F T
E-Rate 3 Year Technology Plan								
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)	+	NA	NA	NA	NA	NA	+	F
E-Rate 3 Year Technology Plan								
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)	+	NA	NA	NA	NA	NA	+	F
E-Rate 3 Year Technology Plan								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)	+	NA	NA	NA	NA	+	+	F T
	E-Rate 3 Year Technology Plan							
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+	NA	NA	NA	NA	NA	+	F
	E-Rate 3 Year Technology Plan							
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)	+	NA	NA	NA	NA	NA	+	F
	E-Rate 3 Year Technology Plan							
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)	+	NA	NA	NA	NA	NA	+	F
	E-Rate 3 Year Technology Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+	NA	NA	NA	NA	NA	+	F
	E-Rate 3 Year Technology Plan							
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)	+	NA	NA	NA	NA	NA	+	F
	E-Rate 3 Year Technology Plan							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA's revised TCSPP includes the LEA's responsibilities for improvement.	NA	NA	NA	NA	NA	NA	NA	F S A
	NA							
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students (by use of the CELLA.) meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III "improvement" strategies to address the Title III benchmark(s) not met.	+	NA	NA	NA	NA	NA	+	F
	ESL/OCR Compliance Report Title III Accountability Information and System Status							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)	+	+	NA	NA	NA	NA	+	F S
TCSPP Component 5								
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)	+	NA	NA	NA	NA	NA	+	F
System Professional Development Plan								
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)	+	NA	NA	NA	NA	NA	+	F
Highland Elementary School School Improvement Plan								
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	+	NA	NA	NA	+	F S C
Highly Qualified Report Highly Qualified teacher files								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+	NA	NA	NA	NA	NA	+	F
	Title I Budget document							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.	+	NA	NA	NA	NA	NA	+	F
	Family and Community Engagement Plan							
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+	NA	NA	NA	NA	NA	+	F
	School Improvement Plans System Professional Development Plan TCSPP Component 5							
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan TCSPP Component 5							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan							
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan Northeast Professional Development Center Schedule							
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)	+	NA	NA	NA	NA	NA	+	F
	E-Rate 3 Year Technology Plan System Professional Development Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan TCSPP Component 5							
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
	Family and Community Engagement Plan							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
	System Professional Development Plan							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
	School Improvement Plans Minutes of Instructional Coordinators’ Meeting							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)	+	NA	NA	NA	NA	NA	+	F
	Title IV-A Local Plan and Waiver Reporting Form							
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)	+	NA	NA	NA	NA	+	+	F
	E-Rate 3 Year Technology Plan							
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)	+	NA	NA	NA	NA	+	+	F
	E-Rate 3 Year Technology Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)	NA	NA	NA	NA	NA	+	+	T
	E-Rate 3 Year Technology Plan							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?	NA	NA	NA	+	NA	NA	+	E
	Extended Learning Program Proposal Activity Description #1 - 4							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?	NA	NA	NA	+	NA	NA	+	E
	Extended Learning Program Proposal Activity Description #1 – 4 Performance Measures							
Describe the process for evaluating the work you have done?	NA	NA	NA	+	NA	NA	+	E
	Evaluation Summary in Extended Learning Program Proposal							
Include an extended contracts employment summary?	NA	NA	NA	+	NA	NA	+	E
	Extended Learning Program Proposal, p. 43							
Define your leadership team?	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 1							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 1							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your subcommittees?	+	+	+	+	+	NA	+	F S
	TCSPP Component 1							E A
Define significant system and common factors?	NA	+	NA	NA	+	NA	+	S
	TCSPP Component 1 documentation							A
Profile your system and community?	+	+	NA	+	+	NA	+	F S
	TCSPP Component 1 documentation							E A
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
	TCSPP Component 1							
Define your beliefs?	+	+	+	NA	+	NA	+	F S C
	TCSPP Component 2							A
Define your mission?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 2							
Define your vision?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 2							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify academic and non-academic assessment measures?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 3							
Define data collection and analysis processes?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 3							
Include report card results?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 3							
Explain what you learned from all of the data?	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 3							
Prioritize your goals?	+	+	+	+	+	+	+	F S C E A T
	TCSPP Component 3							
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.	+	+	+	NA	NA	NA	+	F S C
	Federal Projects Consolidated Application Federal Projects Monitoring Compliance Agreement Special Education End of the Year Report Perkins Local Plan Application							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+	NA	+	NA	+	F S C A
	Federal Projects Consolidated Application Special Education End of the Year Report Perkins Local Plan Application SACS Online Report							
Identify strengths and weaknesses based on the data?	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 3							
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card System Report Card							
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card							
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card							
Determine the percentage of non-traditional students enrolled in a career-technical program?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?	NA	NA	+	NA	NA	NA	+	C
	Vocational -Technical Education Report Card							
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA's revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 3							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+	NA	+	+	NA	+	F S E A
	TCSPP Component 3 TCSPP Component 4							
Analyze disaggregated high school graduation rates and define what was determined?	X	X	X	NA	X	NA	X	F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze disaggregated elementary/middle attendance rates and define what was determined?	X	X	NA	NA	X	NA	X	F S A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?	+	+	+	NA	NA	NA	+	F S C
Define the current reality of student learning?	NA	NA	NA	+	+	NA	+	E A
Analyze faculty perception of your system?	NA	+	NA	+	+	NA	+	S E A
Analyze parent perception of your system?	NA	+	NA	+	+	NA	+	S E A
Analyze community perception of your system?	NA	+	NA	+	+	NA	+	S E A
Analyze student perception of your system? (if applicable)	NA	+	NA	+	+	NA	+	S E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 3 priorities of need?	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 3							
Identify the strengths and weaknesses of your decision-making process?	NA	+	+	+	NA	NA	+	S C E
	TCSPP Component 1 TCSPP Component 4 School Improvement Plans							
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 4							
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 4							
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 4							
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?	NA	+	+	NA	NA	NA	+	S C
	Special Education End of Year Report February Count Report Special Education Disproportionality Report							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the needs of children with disabilities based on information from an appropriate evaluation?	NA	+	NA	+	NA	NA	+	S
	Student IEPs CIMP							E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?	NA	+	NA	NA	NA	NA	+	S
	Special End of Year Report Table 6							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?	NA	NA	+	NA	NA	NA	+	C
	Perkins Local Plan							
Define how you will assist career-technical students in mastering occupational skill competencies?	NA	NA	+	NA	NA	NA	+	C
	Perkins Local Plan TCSPP Component 5							
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?	NA	+	+	NA	NA	NA	+	S C
	Perkins Local Plan							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?	NA	+	+	NA	NA	NA	+	S C
	Special Education Disproportionality Report Student IEPs							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will promote non-traditional enrollment in career-technical programs?	NA	NA	+	NA	NA	NA	+	C
	Perkins Local Plan TCSPP Component 5							
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)	NA	+	+	NA	NA	NA	+	S C
	IEP Transition Plan 8 th Grade High School Registration Plan Annual Registration of High School Students							
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+	NA	+	F S C E A
	TCSPP Component 4 TCSPP Component 5							
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	NA	NA	NA	NA	NA	NA	NA	F S E A
	NA							
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	NA	NA	NA	NA	NA	NA	NA	F S
	NA							
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+	+	NA	NA	NA	NA	+	F S
	Federal Projects Consolidated Application							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+	NA	NA	NA	NA	+	F S
	TCSPP Component 5							
If applicable, describe the activities funded by the system which support preschool programs?	+	+	NA	+	NA	NA	+	F S E
	Preschool Grant documents and inter-agencies agreements							
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+	NA	NA	+	NA	NA	+	F E
	Family and Community Engagement Plan							
If applicable, describe the system’s extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA’s revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.	+	+	NA	+	NA	NA	+	F S E
	Extended Learning Proposal Activity Description #1 –4 TCSPP Component 4							
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+	NA	+	NA	+	F S C A
	TCSPP Component 4							
Determine to what degree you meet SACS standards?	NA	NA	NA	NA	+	NA	+	A
	School SACS Online Reports							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine to what degree the stakeholder perception matches your current reality?	NA	+	NA	NA	+	NA	+	S
	TCSPP Component 3 Family and Community Engagement Plan							A
Identify your Component 4 priority of needs?	+	+	+	NA	+	NA	+	F S C
	TCSPP Component 4							A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	NA	+	+	+	+	+	+	S C E A T
	TCSPP Component 5							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	NA	+	+	NA	+	+	+	S C A T
	TCSPP Component 5							
Define your implementation plans?								S C E A
	Will be in Component 6							
Address in your action plan the required clusters for your program area?	NA	NA	+	NA	NA	NA	+	C
	Perkins Local Plan							
Based on data, determine how the system goals include and address continuous career-technical program improvement?	NA	NA	+	NA	NA	NA	+	C
	TCSPP Component 5							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)	NA	+	+	NA	NA	NA	+	S C
	TCSPP Component 5							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?	NA	NA	+	NA	NA	NA	+	C
	TCSPP Component 5							
Define what summative assessment will be used?	NA	+	NA	NA	+	NA	+	S A
	School Improvement Plans							
Describe how you will evaluate the SIP process?	NA	+	NA	NA	+	NA	+	S A
	School Improvement Plans							
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?	NA	+	+	NA	NA	NA	+	S C
	Program Improvement Plans completion to be approved and validated by TDOE Perkins Local Plan, Center for Technology SIP, TCSPP Component 5							
Address in the action plan the evaluation process required for each question within each cluster area?	X	X	X	X	X	X	X	S C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?	NA	NA	+	NA	NA	NA	+	C
	State evaluation Center for Technology SIP							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.								F S
	Will be in Component 6							
Define your plans for implementation and evaluation of your action plan?								F S C A
	Will be in Component 6							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))	NA	+	+	NA	NA	NA	+	S C
	Special End of Year Report Table 4							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?</p> <p>SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))</p>	NA	+	NA	NA	NA	NA	+	S
	Special End of Year Report Table 4							
<p>Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))</p>	NA	+	NA	NA	NA	NA	+	S
	<p>a. LEA Report Card</p> <p>b. and c. Not available to each LEA from TDOE</p>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))	NA	+	NA	NA	NA	NA	+	S
	Special End of Year Report Table 5							
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))	NA	+	NA	NA	NA	NA	+	S
	December 1 Census Report – (Federal Table) 3							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))	NA	+	NA	NA	NA	NA	+	S
	December 1 Child Count Report – (i.e. Table 3)							
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))	NA	X	NA	NA	NA	NA	X	S
	No data available from TDOE							
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.	NA	+	NA	NA	NA	NA	+	S
	CIMP Parent Survey							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	NA	X	NA	NA	NA	NA	X	S
	No data available from TDOE							
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	NA	X	NA	NA	NA	NA	X	S
	TDOE provides risk ratio to LEA as needed. GCS did not receive.							
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))	NA	+	NA	NA	NA	NA	+	S
	CIMP FLRE Doc.#26							
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))	NA	+	NA	NA	NA	NA	+	S
	End of Year Report Table 8, Section B							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))	NA	+	NA	NA	NA	NA	+	S
	IEPs Transition Plans Summary of Performance							
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP	NA	X	NA	NA	NA	NA	X	S

As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach to student achievement.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA