



Department of
Education

InformTN Business Rules

Tennessee Department of Education | May 2019



Introduction

The data in InformTN is intended to provide information to district and school leaders regarding the performance of their school or district on various key indicators. InformTN provides district and school leaders a tool in which they can dig into their data and create their annual improvement plan. The tool is integrated with the ePlan platform and can be access through ePlan or directly at edplan.tn.gov. This document is intended to lay out the business rules used for calculating the metrics included in InformTN.

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Overview of the Data in InformTN

The “Explore Data” feature within InformTN has six sections divided into tabs at the top of the screen. A brief description of each section is provided below. More detailed information on each section is then provided later in this document.

Dashboard

The *Dashboard* tab provides high-level metrics corresponding with four district-specific tabs contained within the “Explore Data” feature in InformTN. The *Dashboard* allows the user to see a quick overview of high-level metrics across different domains for their school or district. However, the *Dashboard* does not provide granular data such as metrics by student group, grade level, staff type, or assessment. All of the metrics on the *Dashboard* as well as more granular data can be found in the corresponding sections within “Explore Data”.

At the bottom of the *Dashboard*, there are additional metrics which include key characteristics of the district or school, as well as the list of comparable districts.

Climate and Access

The *Climate and Access* tab provides data on chronically out of school rates, discipline, health, English language learners, and special education students. These data metrics are calculated by school year and reported by student group and grade, when available.

Educators

The *Educators* tab is focused on district and school-level staffing. It includes metrics on staffing characteristics, educator evaluation, as well as retention and climate. These data metrics are calculated by school year and reported by staff type.

Academic Achievement and Growth

The *Academic Achievement and Growth* tab provides performance data on state-wide assessments, such as TNReady, and growth as measured by TVAAS. These data metrics are calculated by school year and reported by student group and assessment.

College and Career Readiness

College and Career Readiness (CCR) tab provides data on ACT performance, early postsecondary enrollment, CTE concentrators, graduation, and postsecondary enrollment. CCR data is calculated by graduation cohort, not school year, which is different than every other section in “Explore Data”. The graduation cohort includes all students who entered 9th grade in the same year and are expected to graduate four years later. Data for graduation cohorts prior to graduation include information for all previously completed high school years. Additional data is added each year as data becomes available, and included years are noted below the data

in the platform. As a result, caution must be used when comparing data for cohorts across years, especially before a cohort has graduated. Notes about when CCR data were last updated are posted within “Explore Data”.

District Explorer

The *District Explorer* allows users to examine district-level data from across the state and identify high-performing and high-growth districts for a variety of outcomes such as achievement, chronic absenteeism, and teacher retention. Districts can be filtered by the number of students, CORE region, and percentage of economically disadvantaged students. Users can then explore the annual plans of selected districts to identify interventions they may want to use in their own districts.

Dashboard Tab

Dashboard Metrics

Metric Description

The metrics included on the *Dashboard* are aligned to the top high-level data points on each of the four main data tabs including *Climate and Access*, *Educators*, *Academic Achievement and Growth*, and *College and Career Readiness*. The business rules for calculating each of these metrics are outlined in this document organized by the corresponding tab on which the data is found. For example, the business rules for calculating discipline rates can be found under the section for the *Climate and Access* tab.

Key Characteristics for Schools, Districts, and the State

Metric Description

The metrics listed under the key characteristics for the school, district, or the state include:

- *Grades Served in the District* – This metric is defined as the grades served across all schools in the district.
- *Number of Schools in the District* – This count is defined as the number of schools in the district.
- *Number of Administrators* – This count represents the total number of administrators in the specific school, district, or the state.
- *Number of Teachers* – This count represents the total number of teachers in the specific school, district, or the state.
- *Number of Students* – This count represents the total number of students in the specific school, district, or the state.
- *Student Demographic Counts including English language learners, economically disadvantaged students, students with disabilities, and Black, Hispanic, and Native American students* – This count represents the total number of students in each demographic student group in the specific school, district, or the state.

Business Rules for Specific Metrics

Grades Served / Number of Schools in the District

The district information included on the InformTN is intended to provide information regarding the grades served and number of schools in each district.

Data Source: School Directory

1. Export data for all schools from the School Directory including variables from Appendix C.

2. Include only schools that are classified as active.
3. Exclude schools that are classified as Adult, Alternative, or Career and Technical Education schools.
4. Exclude private schools and districts with district or school numbers greater than 9,000.
5. Exclude schools that only serve grades Pre-K, P3, P4, or Grade N, or any combination of these.
6. Exclude all homeschool or homebound schools with school numbers equal to 981 or 975.
7. Total the number of schools for each district.
8. Merge on exported district-level data for all districts from the School Directory including variables from Appendix D.
9. Include only districts that are classified as active.
10. Exclude private districts with district numbers greater than 9,000.
11. Exclude districts with no associated schools.
12. Identify and keep only the grades offered and number of schools variables for each district.

Number of Administrators / Number of Teachers

The teacher and administrator counts represent the total number of teachers and administrators, respectively, staffed in each school, district, and the state annually.

Data Source: TNCompass

1. Extract the Dec. 1 Report from TNCompass including variables outlined in Appendix B.
2. Exclude any educators who are classified as inactive.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted towards the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Drop any educators not identified as a teacher or administrator.
6. Calculate counts for schools, districts, and the state by totaling the number of educators overall and for each staffing role.

Number and Demographics of Students

Student enrollment includes all students who are enrolled in specific schools, districts, or the state overall as of Oct. 1 of the school year.

Data Source: Education Information System (EIS)

1. Extract student enrollment from EIS including all students who were enrolled at any point during the school year and including all variables laid out in Appendix A, with exception of disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason.
2. Include only primary enrollment student records where the type of service is equal to primary.
3. Exclude any record for which the student is not enrolled on Oct. 1st. These excluded students are identified as:

- a. Students whose enrollment date is after Oct. 1st of the school year, or
 - b. Students whose enrollment withdrawal date is on or before Oct. 1st of the school year.
4. Exclude students whose enrollment is less than one day. This includes:
 - a. Students whose enrollment begin date is equal to or greater than the student's enrollment end date, or
 - b. Students whose attendance start date is equal to or greater than the student's enrollment withdrawal date.
5. Include only public school enrollment defined as school types "000," "002," or "003."
6. Exclude student records with assignment grade equal to PK, P3, P4, N, or some combination of these.
7. Exclude all schools classified as instructional type of Career and Technical Education or Alternative.
8. Exclude any students who do not have a district or school number.
9. If a student had multiple records different enrollment beginning dates, include only the record with the most recent enrollment date.
10. If a student had multiple records with the same enrollment beginning dates but multiple enrollment withdrawal dates, include only the record with a null withdrawal date (indicating that the student was enrolled through the end of the year). If no withdrawal dates are null, keep the latest withdrawal date.
11. If a student had multiple records with the same enrollment beginning dates and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before Oct. 1st.
12. If a student had multiple records with the same enrollment beginning dates, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
13. If a student had multiple records with the same enrollment beginning dates, enrollment withdrawal dates, grade enrollment dates, and grade levels but different demographics (i.e., economically disadvantaged status), keep the affirmative demographic.
14. If a student had multiple records with the same enrollment beginning dates, enrollment withdrawal dates, grade enrollment dates, grade levels, demographics but different schools and districts, keep only the record for which the student has attendance recorded for Oct. 1st.
15. Calculate counts for schools, districts, and the state by totaling the number of students overall and for each student group.
 - a. Student race is determined based on the hierarchal race consistent with Accountability.

Comparable Districts

Metric Description

For all districts, the list of comparable districts can be found at the bottom of the district's *Dashboard*. The comparable districts include the five districts that are the most similar to the specific district based on a series of factors including:

- Student enrollment
- Per-pupil expenditure
- CORE region
- Grades offered
- Student demographic make-up (percentage of students in the districts classified as Black, Hispanic or Native American, Economically Disadvantaged, Student with Disabilities, and English Learners)

Business Rules for Specific Metrics

Comparable Districts

Comparable districts are the five districts that are the most similar to the specific district based on several attributes.

Data Source: Educator Information System (EIS), School Directory, Per-Pupil Expenditure Data Report

1. Determine student enrollment and student demographics for the district using the business rules outlined under "Number and Demographics of Students." Student demographics included are the percentage of students in the district classified as black, Hispanic, or Native American, economically disadvantaged, students with disabilities, and English learners. Student enrollment and demographics are determined per the business rules outlined above.
2. Merge in CORE region and grades offered at the district level based on data reported in the School Directory. Using the grades offered variable, create an indicator for districts serving only grades K-8.
3. Merge in district-level per-pupil expenditure from the corresponding data report.
4. Standardize all non-indicator characteristic values (i.e., all variables except grade span and CORE region) by subtracting each variable from its mean and dividing by its standard deviation. This puts the variables on a common scale so that magnitudes of difference can be compared across district characteristics.
5. Calculate a similarity score between each district and all other districts as defined by the square root of the sum of squared difference between all variables. A similarity score between two identical districts is zero, and a higher similarity score signifies more dissimilar districts. Thus, a district's most similar districts are those that have the lowest similarity scores.
6. Identify the top five most similar districts as the comparable districts.

Climate and Access Tab

Chronically Out of School

Metric Description

The metrics related to the chronically out of school rate include:

- *Chronically Out of School Rate* – This rate represents the percentage of students who miss 10 percent or more of the instructional days for which they are enrolled.
- *Percentage of students absent 10-20 percent of the school year* – This rate represents the percentage of students who miss 10-20 percent of the instructional days for which they are enrolled.
- *Percentage of students absent more than 20 percent of the school year* – This rate represents the percentage of students who miss more than 20 percent of the instructional days for which they are enrolled.
- *Percentage of Unexcused Absences* – This rate represents the percentage of total student absences which were unexcused. This rate is available as the user digs deeper into one of the first three metrics above.
- *Percentage of Excused Absences* – This rate represents the percentage of total student absences which were excused. This rate is available as the user digs deeper into one of the first three metrics above.

Business Rules for Specific Metrics

Chronically Out of School

The chronically out of school rate for schools and districts is defined as the total number of students in the school or district who are chronically absent divided by the total number of students in the school or district who were enrolled for at least 50 percent of the instructional days. A student is defined as chronically absent if the student is absent for any reason (including unexcused absences and excused absences) for 10 percent or more of the instructional days (approximately 18 days for full-year enrollments) for which he or she is enrolled in the specific school or district. Stockpiled days are not included in the denominator. For the state, the chronically out of school rate is defined as the total number of students who are absent at least 10 percent of instructional days divided by the total number of students enrolled for at least 45 instructional days. For school or district calculations, only students enrolled in 50 percent or more of the instructional days are included in the denominator. For the state calculations, only students enrolled 45 days or more are included in the denominator.

Data Source: Accountability Files (Education Information System (EIS))

The chronically out of school rate is calculated according to the 2018 Accountability Protocol. For more information, please see the Accountability Protocol [here](#).

Percentage of Students Absent 10-20 Percent / Percentage of Students Absent more than 20 Percent of the School Year

The percentage of students absent 10-20 percent, or the percentage of students absent more than 20 percent of the school year, is defined as the total number of students in the school or district who are absent 10-20 percent of the school year or more than 20 percent of the school year, respectively, divided by the total number of students in the school or district who were enrolled for at least 50 percent of the instructional days.

A student is defined as absent 10-20 percent of the year if the student is absent for any reason (including unexcused absences and excused absences) for 10-20 percent of the instructional days for which he or she is enrolled in the specific school or district. Similarly, a student is defined as absent more than 20 percent of the year if the student is absent for any reason (including unexcused absences and excused absences) for more than 20 percent of the instructional days for which he or she is enrolled in the specific school or district. Stockpiled days are not included in the denominator.

For the state, the percentage of students absent 10-20 percent of the school year is defined as the total number of students who are absent between 10-20 percent of instructional days divided by the total number of students enrolled for at least 45 instructional days. Similarly, for the state, the percentage of students absent more than 20 percent of the school year is defined as the total number of students who are absent more than 20 percent of instructional days divided by the total number of students enrolled for at least 45 instructional days.

Data Source: Education Information System (EIS)

These percentages are calculated according to the same business rules as the chronically out of school rate (which is outlined in the 2018 Accountability Protocol), except the numerator only includes students who are absent 10-20 percent of the year, or more than 20 percent of the year, respectively. For more information, please see the Accountability Protocol [here](#).

Percentage of Unexcused and Excused Absences

As users dig into the rates described above, they can additionally see a distribution that compares excused and unexcused absences. The percentage of excused and unexcused absences represent the percentage of total absences which are excused or unexcused, respectively.

Data Source: Education Information System (EIS)

The percentage of excused absences is defined as the total number of excused absences among students in the school, district, or state divided by the total number of absences among students in the school, district, or state, respectively. The percentage of unexcused absences is defined as the total number of unexcused absences among students in the school, district, or state divided by the total number of absences among students in the school, district, or state, respectively.

Discipline

Metric Description

Disciplinary rates included in InformTN are:

- *Overall Discipline Rate* – The overall discipline rate represents the percentage of students who receive at least one disciplinary action, including in-school suspensions, out-of-school suspensions, remands, and expulsions.
- *In-School Suspension Rate* – The in-school suspension rate represents the percentage of students who receive at least one in-school suspension.
- *Out-of-School Suspension Rate* – The out-of-school suspension rate represents the percentage of students who receive at least one out-of-school suspension.
- *Remand Rate* – The remand rate represents the percentage of students who receive at least one remand, also referred to as a change of placement.
- *Expulsion Rate* – The expulsion rate represents the percentage of students who receive at least one expulsion.

Business Rules for Specific Metrics

Discipline – Overall Discipline, In-School Suspensions, Out-of-School Suspensions, and Expulsions

The rates for in-school suspensions, out-of-school suspensions, remands, and expulsions are calculated as the total number of students who receive at least one disciplinary action of each type divided by the total number of students in the specific school, district, or state. The rate for overall discipline is calculated as the total number of students who receive any disciplinary action, including in-school suspensions, out-of-school suspensions, remands, and expulsions divided by the total number of students in the specific school district or state. Discipline rates are calculated according to the specific school or district at which the student is enrolled at the time of the disciplinary action.

Data Source: Education Information System (EIS)

Denominator –The denominator is the total number of students enrolled in a specific school, district, or the state at any point during the school year. The procedure for calculating the denominator includes:

1. Extract student enrollment from EIS including all students who were enrolled at any point during the school year as well as all variables laid out in Appendix A, except the following variables: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason.
2. Include only primary enrollment student records where the type of service is equal to primary.
3. Exclude students whose enrollment is less than one day. This includes:

- a. Students whose enrollment begin date is equal to or greater than the student's enrollment end date, or
 - b. Students whose attendance start date is equal to or greater than the student's enrollment withdrawal date.
4. Include only public school enrollment defined as school types "000," "002," or "003."
5. Exclude students who are not enrolled in a specific district or school.
6. Exclude students who were identified only with assignment grade equal to PK, P3, P4, N, or some combination of these. If a student has multiple records with different assignment codes, only the records with assignment codes from the list above are excluded.
7. If a student had multiple records within the same district and school, but different enrollment begin dates, include only the record with the most recent enrollment date.
8. If a student had multiple records with the same district, school, and enrollment begin dates but multiple enrollment withdrawal dates, include only the record with a null withdrawal date (indicating that the student was enrolled through the end of the year). If no withdrawal dates are null, keep the latest withdrawal date.
9. If a student had multiple records with the same district, school, enrollment begin dates, and enrollment withdrawal dates, but different grade levels and grade enrollment dates, include only the record with the most recent grade enrollment date.
10. If a student had multiple records with the same district, school, enrollment begin dates, enrollment withdrawal dates, and grade enrollment dates, but multiple grade levels, include only the record with the highest grade level.
11. If a student had multiple records with the same district, school, enrollment begin dates, enrollment withdrawal dates, grade enrollment dates, and grade levels, but different demographics (i.e., economically disadvantaged status, disability status, English learner status, race, ethnicity), keep the affirmative demographics.
12. Remove any duplicates in terms of all variables.
13. Calculate the denominator for schools, districts, and the state by totaling the number of students in each entity level overall and for each student group.

Numerator –The numerator is the total number of students who experienced at least one instance of the particular type of discipline. The procedure for calculating the numerator includes:

1. Extract student enrollment from EIS including all students who were enrolled at any point during the school year as well as all variables laid out in Appendix A.
2. Follow steps 2-12 from the denominator procedure above.
3. If a student has multiple incidents with the same discipline beginning date, discipline end date, and disciplinary reason, but different punishments, the records are included according to the following hierarchy:
 - a. If any of the punishments for a single incident are a remand, keep only the remand.

- b. If any of the punishments for a single incident are an expulsion, keep only the expulsion.
 - c. If the punishments for a single incident are in-school and out-of-school suspensions, keep both incidents.
4. A student is considered to have received the respective discipline type if the student receives at least one instance of that specific type of discipline (i.e., in-school suspension). To clarify further:
 - a. Students cannot count multiple times if the student receives the same discipline type more than once (i.e., a student receives two in-school suspensions). This would count once toward the in-school suspension rate.
 - b. Students also cannot count multiple times in the overall discipline rate if the student receives two different discipline types (i.e., a student receives an in-school suspension and out-of-school suspension). This would count once toward the overall discipline rate.
 - c. Students can count toward different discipline types. For example, a student can receive an in-school suspension and out-of-school suspension and therefore be counted in both rates.
 5. If a student has multiple identical records in terms of the district identifier, school identifier, discipline type, and student demographic information, remove any duplicates in all variables.
 6. Calculate the numerator for schools, districts, and the state by totaling the number of students in each entity level overall and for each student group who received each type of discipline.

Disciplinary Rates – Specific disciplinary rates are calculated by dividing the total number of students who receive at least one instance of the particular type of discipline (as outlined in the numerator procedure above) by the total number students in the school, district, or state overall (as outlined in the denominator procedure above). Specifically:

1. Overall Discipline Rate for a School = ((Number of students who receive at least one disciplinary action) / (Number of students in the School)) x 100.
2. In-School Suspension Rate for a School = ((Number of students who receive at least one in-school-suspension) / (Number of students in the School)) x 100.
3. Out-of-School Suspension Rate for a School = ((Number of students who receive at least one out-of-school-suspension) / (Number of students in the School)) x 100.
4. Remand Rate for a School = ((Number of students who receive at least one remand) / (Number of students in the School)) x 100.
5. Expulsion Rate for a School = ((Number of students who receive at least one expulsion) / (Number of students in the School)) x 100.

The same calculations apply to the district and state levels, by looking at students in a particular district or the state overall, instead of one school.

Health

Metric Description

The health data included in InformTN includes:

- *Nurse Visits That Resulted in Return to Class Rate* – The rate of nurse visits that result in a return to class is the percentage of nurse visits after which students returned to class versus leaving school and missing additional instructional time.
- *Percentage of Students Who Are Overweight or Obese*– The percentage of students who are overweight or obese is the percentage of students who were reported to have a body mass index (BMI) that is classified as overweight or obese.
- *Chronic Health Conditions Rates* – The chronic health conditions rates are the percentages of students who have specific chronic health conditions.
- *Breakfast Rate* – The breakfast rate is the percentage of schools in the district that offer universal breakfast to all students.
- *Schools Compliant with the Physical Activity Law Rate* – The schools compliant with physical activity law rate is the percentage of schools in the district who are compliant with the physical activity law.

These metrics are only available at the district and state levels in InformTN.

Business Rules for Specific Metrics

Nurse Visits That Resulted in Return to Class Rate

Data Source: Coordinated School Health – Health Services Survey

The nurse visits that resulted in return to class rate, often referred to as the “return to class rate,” is defined as the total number of nurse visits in the district that ended in the student returning to class divided by the total number of nurse visits in the district. These rates are reported annually by the lead nurse in each district on the Health Services Survey conducted by the department’s Office of Coordinated School Health.

Percentage of Students Who Are Overweight or Obese

Data Source: Health Data Collection Tool

The percentage of students who are overweight or obese is defined as the total number of students who have a BMI that is classified as overweight or obese divided by the total number of students. BMI data is reported annually to the department’s Office of Coordinated School Health by Coordinated School Health coordinators utilizing the Health Data Collection Tool.

Chronic Health Conditions Rates

Data Source: Coordinated School Health – Health Services Survey and Education Information System (EIS)

The chronic health conditions rates are defined as the total number of students with the specific chronic health condition divided by the total number of students enrolled in the district. The student enrollment for districts is calculated according to the business rules laid out under student enrollment for the *Dashboard*. The specific chronic health conditions shown are: ADHD/ADD, Asthma, Autism, Diabetes, Intellectual Disabilities, Mental Health, Seizure Disorder, Severe Allergies, and Other Chronic Conditions.

Breakfast Rate

Data Source: Coordinated School Health District Application

The breakfast rate is defined as the total number of schools offering universal breakfast, as reported on the Coordinated School Health District Application, divided by the total number of schools in the district as reported on the Coordinated School Health District Application. The breakfast rate is also reported by school type for elementary, middle, and high schools. The classifications for elementary, middle, and high school are derived from the Coordinated School Health District Application report. The rates for specific school types are defined as the number of schools of the specific school type (e.g., elementary school) that offer universal breakfast divided by the total number of schools of that specific school type in the district.

Schools Compliant with the Physical Activity Law Rate

Data Source: Coordinated School Health District Application

The schools compliant with the physical activity law rate is defined as the number of schools who are compliant, as reported on Coordinated School Health District Applications, divided by the total number of schools in the district as reported on those same applications. The rate is also reported by school type for elementary, middle, and high schools. The classifications for elementary, middle, and high school are derived from the aforementioned applications. The rates for specific school types are defined as the number of schools of the specific school type (i.e., elementary school) who are compliant with the physical activity law divided by the total number of schools of that specific school type in the district.

Special Education

Metric Description

The metrics related to special education that are included in this section are:

- *Percentage of students with disabilities scoring approaching or higher* – This rate represents the percentage of students with disabilities who scored approaching, on track, or mastered on TNReady assessments.
- *Graduation Rate* – This rate is the percentage of students with disabilities who graduated.
- *Learning Environment Placement for K-12 Students with Disabilities* – This rate represents the percentage of students with disabilities who were placed in general education for more than 80 percent of the school day.

- *Learning Environment for Early Childhood Students with Disabilities*– This rate represents the percentage of students with disabilities in a regular early childhood program who are also receiving the majority of special education services in the regular early childhood program.

The learning environment placement data for K-12 and early childhood students is available only at the district and state levels.

Business Rules for Specific Metrics

Percentage of students with disabilities scoring approaching or higher

The percentage of students with disabilities scoring approaching or higher is defined as the total number of valid tests with a performance level of approaching, on track, or mastered among students with disabilities divided by the total number of valid tests among students with disabilities within specific groups of assessments. This is intended to align to the district’s annual IDEA Annual Performance Report indicators.

Data Source: Assessment File

For all districts, the specific groups of assessments include Grades 3-5 ELA, Grades 3-5 Math, Grades 3-5 Science, Grades 6-8 ELA, Grades 6-8 Math, Grades 6-8 Science, Grades 9-12 English, Grades 9-12 Math, Grades 9-12 Science, and Grades 9-12 Social Studies. Therefore, the percentage of students with disabilities scoring approaching or higher for Grades 3-5 ELA only includes assessments for Grades 3-5 ELA. The assessments included for each specific group of assessments at the district-level is outlined below:

- Grades 3-5 ELA – Grades 3-5 English Language Arts, Grades 3-5 ELA Alt Exam
- Grades 3-5 Math – Grades 3-5 Math, Grades 3-5 MSAA Math
- Grades 3-5 Science – Grade 5 Science, Grade 5 Science Alt Exam
- Grades 6-8 ELA – Grades 6-8 English Language Arts, Grades 6-8 ELA Alt Exam
- Grades 6-8 Math – Grades 6-8 Math, Grades 6-8 MSAA Math
- Grades 6-8 Science – Grades 6-8 Science, Grades 6-8 Science Alt Exam
- Grades 9-12 English – English I, English II, English III, Grades 9-12 ELA Alt Exam
- Grades 9-12 Math – Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, Grades 9-12 MSAA Math
- Grades 9-12 Science – Biology I, Chemistry, and Grades 9-12 Science Alt Exam
- Grades 9-12 Social Studies – US History, Grades 9-12 Social Studies Alt Exam

For all schools, the specific groups of assessments include all of the tests taken by students in the particular school. These tests are aggregated into ELA/English, math, science, and social studies. Therefore, the percentage of students with disabilities scoring approaching or higher for school-wide ELA/English only includes assessments classified as ELA/English and include only assessments taken by students in the specific school. The assessments included for each specific group of assessments at the school-level is outlined below:

- School-wide ELA/English – Grades 3-5 English Language Arts, Grades 3-5 ELA Alt Exam, English I, English II, English III, Grades 9-12 ELA Alt Exam
- School-wide Math – Grades 3-8 Math, Grades 3-8 MSAA Math, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, Grades 9-12 MSAA Math
- School-wide Science – Grade 5-8 Science, Grade 5-8 Science Alt Exam, Biology I, Chemistry, and Grades 9-12 Science Alt Exam
- School-wide Social Studies – US History, Grades 9-12 Social Studies Alt Exam

The rates above are calculated by aggregating the results from the Assessment file across the subjects listed above. There is therefore no ACT substitution applied. For more information regarding the preparation of the Assessment file, please see the Accountability Protocol [here](#).

Graduation Rate

The graduation rate is defined as the total number of students with disabilities in the cohort who graduate on time divided by the total number of students with disabilities in the cohort. Graduating on time is defined as graduating within four years and a summer.

Data Source: Accountability File

The graduation rate is calculated according to the Accountability Protocol. For more information regarding the preparation of the graduation rate, please see the Accountability Protocol [here](#).

Learning Environment Placement for K-12 Students with Disabilities

This rate is defined as the total number of students with disabilities ages 6-21 who were placed in general education for more than 80 percent of the school day divided by the total number of students with disabilities ages 6-21 in all environment categories.

Data Source: EasyIEP Table 1 and Table 3 Report

Students are placed in one of eight environment categories based on the student's length of school and length and location of services outlined in the EasyIEP system. The denominator for this rate includes all students with disabilities ages 6-21 who are assigned an environment category. The numerator for this rate includes all of the students with disabilities ages 6-21 who are assigned the environment category of "in general education 80 percent or more of the day." The rate is then derived by dividing this numerator by the denominator.

Learning Environment for Early Childhood Students with Disabilities

This rate is defined as the total number of students with disabilities ages 3-5 in a regular early childhood program and receiving the majority of special education services in the regular early childhood program divided by the total number of students with disabilities ages 3-5 in all environment categories.

Data Source: EasyIEP Table 1 and Table 3 Report

Students are placed in one of nine environment categories based on the student's length of school and length and location of services outlined in the EasyIEP system. The denominator for this rate includes all students with disabilities ages 3-5 who are assigned an environment category and enrolled in an early childhood program. The numerator for this rate includes all of the students with disabilities ages 3-5 who are assigned the environment category of "in a regular early childhood program and receiving the majority of services in a regular early childhood program." The rate is then derived by dividing this numerator by the denominator.

English Language Learners

Metric Description

The metrics included in the English Language Learners section are:

- *Percentage of Students Who Met the Growth Standard* – This rate represents the percentage of English learners who met the corresponding growth standard on the WIDA ACCESS assessment.
- *Percentage of Students Who Met the Exit Standard* – This rate represents the percentage of English learners who met the exit standard on the WIDA ACCESS assessment and therefore, are qualified to exit English language services.

For both of these metrics, English learners refers to students who received ESL services (L) or waived ESL services (W). Students transitioning out of ESL (T1 – T4) are not included in these calculations, as they do not participate in the WIDA ACCESS assessment.

Business Rules for Specific Metrics

Percentage of students who met the growth standard

This rate is defined as the percentage of English learners who are meeting growth standards on the WIDA ACCESS assessment divided by the number of English learners who have valid composite performance levels in both the current and prior year. Growth standards are determined based on student performance on the previous year's English language proficiency assessment. This rate corresponds with the English language proficiency indicator outlined in the Accountability Protocol and referred to as "Progress on English language proficiency" on the [Tennessee Report Card](#).

Data Source: Accountability Files

The percentage of students who met the growth standard (also known as the English language proficiency indicator for accountability purposes) is calculated according to the 2018 Accountability Protocol. For more information, please see the Accountability Protocol [here](#).

Percentage of students who met the exit standard

This rate is defined as the percentage of English learners who are meeting the exit standard on the WIDA ACCESS assessment divided by the number of English learners. In order to meet this standard, students needed to score a composite score of greater than or equal to 4.2 AND a literacy score of greater than or equal to 4.0.

Data Source: WIDA ACCESS Files and Education Information System (EIS)

The percentage of students who met the exit criteria is calculated using the number of students who met the WIDA exit standard as the numerator and the total number of English learners as the denominator. Therefore, English learners with missing WIDA composite scores will be counted as not meeting the exit standard. For more information, please see English language proficiency indicator business rules available in the Accountability Protocol [here](#).

Educators Tab

Staffing Characteristics

Metric Description

The metrics included under Staffing Characteristics are:

- *Percentage of Various Staff Types* – This rate represents the percentage of licensed staff that are teachers, administrators, counselors, librarians, interventionists, instructional coaches, related support staff, multiple roles, or other licensed educators.
- *Percentage of Black, Hispanic, or Native American (BHN) Educators* – This rate represents the percentage of licensed staff who are black, Hispanic, or Native American.
- *Percentage of Male Educators* – This rate represents the percentage of licensed staff who are male.
- *Percentage of Inexperienced Educators* – This rate represents the percentage of licensed staff who have less than two years of experience in the state.
- *Percentage of Out-of-Field Educators* – This rate represents the percentage of licensed staff who had an active waiver or permit at any point during the school year. Waivers allow licensed educators to teach a subject area for which they do not have an endorsement, whereas permits allow unlicensed individuals to teach a specific subject area.

Business Rules for Specific Metrics

Percentage of Various Staff Types

The staffing counts represent the total number of different types of educators staffed in each school, district, and the state annually divided by the total number of educators.

Data Source: Dec. 1 and Year-End Reports from TNCompass

Denominator – The denominator is the total number of licensed staff in a specific school, district, or the state overall at any point during the school year. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B.
2. Exclude any educators who are classified as inactive or worked zero months and days.
3. Calculate for schools, districts, and the state by totaling the number of educators.

Numerator – The numerator is the total number of different types of licensed educators staffed in each school, district, and the state. The procedure for calculating the numerator includes:

1. Follow steps 1-2 from the denominator procedure above.

2. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted toward the “Multiple Roles” group.
3. Remove any duplicates in terms of educator records.
4. Calculate for schools, districts, and the state by totaling the number of educators overall and for each staffing role.

Percentage of Various Staff Types – The percentages of various staff types are calculated by dividing the total number of specific types of licensed educators staffed (as outlined in the numerator procedure above) by the total number of licensed educators in the school, district, or the state overall (as outlined in the denominator procedure above).

Percentage of Black, Hispanic, or Native American (BHN) Educators / Percentage of Educators in Various Racial and Ethnic Groups

The percentage of educators in various racial and ethnic groups is defined as the total number of educators in each racial and ethnic group divided by the total number of educators overall and for each staff type. Racial and ethnic group percentages displayed overall and by staff type include the percentage of black, Hispanic, or Native American educators; Asian educators, black or African American educators; Hispanic or Latino educators; American Indian or Alaskan Native educators; Native Hawaiian or Pacific Islander educators; white educators; multiple race/ethnicities educators, and unspecified race/ethnicity educators.

Data Source: Dec. 1 Report, Year-End Report, and License Report from TNCompass, and Staffing Data from EIS

Denominator – The denominator is the overall number of educators and the total number of different types of licensed educators staffed in each school, district, and the state. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B.
2. Exclude any educators who are classified as inactive or who worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted toward the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Calculate for schools, districts, and the state by totaling the number of educators overall and for each staff type.

Numerator – The numerator is the total number of educators in each racial and ethnic group. The procedure for calculating the numerator includes:

1. Follow steps 1-4 from the denominator procedure above.
2. Merge on the License Report from TNCompass including variables for educator race and ethnicity.

3. Merge on staffing data from EIS including variables for educator race and ethnicity. For any educators who have different race or ethnicity between TNCompass and EIS, the race and ethnicity from TNCompass take preference.
5. Keep only educators who are staffed in the Dec. 1 or Year-End Reports from TNCompass.
6. Classify educators who are identified as Hispanic and white as Hispanic (and not white).
7. Create an additional indicator for educators who are classified as black, Hispanic, or Native American.
8. Total the number of educators in each racial and ethnic group overall and for each staff type in each school, district, or the state overall.

Percentage of Racial and Ethnic Groups – The percentages of various racial and ethnic groups are calculated by dividing the total number of educators in each racial and ethnic group (as outlined in the numerator procedure above) by the total number of educators overall and for specific staff types (as outlined in the denominator procedure above).

Percentage of Male Educators / Percentage of Various Genders among Educators

The percentage of educators in various gender groups is defined as the total number of educators in each gender group divided by the total number of educators overall and for each staff type.

Data Source: Dec. 1 Report, Year-End Report, and License Report from TNCompass, and Staffing Data from EIS
Denominator – The denominator is the overall number of educators and the total number of different types of licensed educators staffed in each school, district, and the state. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B.
2. Exclude any educators who are classified as inactive or who worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted toward the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Calculate for schools, districts, and the state by totaling the number of educators overall and for each staff type.

Numerator – The numerator is the total number of educators in each gender group. The procedure for calculating the numerator includes:

1. Follow steps 1-4 from the denominator procedure above.
2. Merge on the License Report from TNCompass including the variable for educator gender.
4. Merge on staffing data from EIS including the variable for educator gender. For any educators who have different genders between TNCompass and EIS, the gender from TNCompass take preference.
3. Keep only educators who are staffed in the Dec. 1 or Year-End Reports from TNCompass.

4. Total the number of educators by gender overall and for each staff type in each school, district, or the state overall.

Percentage of Gender Groups – The percentages of various gender groups are calculated by dividing the total number of educators by gender (as outlined in the numerator procedure above) by the number of educators overall and for specific staff types (as outlined in the denominator procedure above).

Percentage of Inexperienced Educators / Percentage of Educators at Various Experience Levels

The percentage of educators at various experience levels is defined as the total number of educators in each experience level divided by the total number of educators overall and for specific staff types in each school, district, and the state.

Data Source: TNCompass Dec. 1 and Year-End Reports

Denominator – The denominator is equal to the number of educators overall and for specific staff types in each school, district, and the state. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B.
2. Exclude any educators who are classified as inactive or worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted toward the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Calculate for schools, districts, and the state by totaling the number of educators overall and for each staff type.

Numerator – The denominator is the number of educators at different experience levels. The procedure for calculating the denominator includes:

1. Follow steps 1-4 from the denominator procedure above.
2. Identify the state years of experience variable in the Dec. 1 Report. This identifies the years of experience in the state for each educator as of the end of the previous year.
3. Create an indicator for specific experience levels:
 - a. Inexperienced Educator – This corresponds to educators with less than two years of experience.
 - b. Experienced Educator – This corresponds to educators with two or more years of experience.
 - c. Unknown Experience – This corresponds to educators who are missing data for years of experience.
4. Total the number of educators overall and for each staff type by each experience level.

Percentage of Inexperienced Educators – This percentage is calculated by dividing the total number of educators at each experience level (as outlined in the numerator procedure above) by the total number of licensed educators overall and for specific staff types (as outlined in the denominator procedure above).

Percentage of Out-of-Field Educators

The percentage of educators who are out-of-field is defined as the total number of educators with an active waiver or permit during the school year divided by the total number of educators overall and for each staff type.

Data Source: TNCompass Dec. 1, Year-End Reports, and License Report Data

Denominator – The denominator is equal to the number of educators overall and for specific staff types in each school, district, and the state. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B.
2. Exclude any educators who are classified as inactive or who worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted toward the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Calculate for schools, districts, and the state by totaling the number of educators overall and for each staff type.

Numerator –The numerator is the total number of educators with an active waiver or permit during the school year. The procedure for calculating the numerator includes:

1. Follow steps 1-4 from the denominator procedure above.
2. Merge on the License Report from TNCompass.
3. Keep only educators who are staffed in the Dec. 1 or Year-End Reports from TNCompass.
4. Keep only educators who are identified as having an active permit or waiver during the school year.
5. Calculate for schools, districts, and the state by totaling the number of educators who have a permit or waiver, overall and for each staff type.

Percentage of Out-of-Field Educators – The percentage of out-of-field educators is calculated by dividing the total number of educators who had an active waiver or permit throughout the school year (as outlined in the numerator procedure above) by the number of educators overall and for each staff type (as outlined in the denominator procedure above).

Educator Evaluation

Metric Description

The metrics included in the education evaluation section are:

- *Percentage of Educators who scored Level 3 or higher in LOE* – This rate represents the percentage of educators with a level 3 or higher in their Level of Overall Effectiveness (LOE).
- *Percentage of Educators who scored Level 3 or higher in Observation* – This rate represents the percentage of educators with a level 3 or higher on their observation sub-score.
- *Percentage of Educators who scored Level 3 or higher in Growth* – This rate represents the percentage of educators with a level 3 or higher on their growth sub-score.
- *Percentage of Educators who scored Level 3 or higher in Achievement* – This rate represents the percentage of educators with a level 3 or higher in on their achievement sub-score
- *TN Educator Survey Data (including teachers who report evaluation improved student learning)* – These rates represents the percentage of teachers who responded “agree” or “strongly agree” to specific statements on the Tennessee Educator Survey. The rate shown at the top of the data section indicates the percentage of educators who agreed or strongly agreed with the following statement: “In general, the teacher evaluation process used in my school has led to improvements in student learning.” Additional survey results are available as the user digs deeper into the page.
- *Percentages of Educators who scored at each performance level* – These rates represent the percentage of educators scoring in each of the five levels of effectiveness for the different components of the evaluation system. These rates are available as the user digs deeper into specific evaluation components.

Business Rules for Specific Metrics

Percentage of Educators who scored Level 3 or Higher in LOE, Observation, Growth, and Achievement

The percentage of educators who scored Level 3 or higher in LOE, observation, growth, and achievement is defined as the total number of educators who scored Level 3 or higher on the specific evaluation metric (i.e., LOE) divided by the total number of educators overall and for specific staff types.

Data Source: Evaluation Score Reports, Dec. 1 Reports, and Year-End Reports by Educator from TNCompass

Denominator – The denominator is the overall number of educators and the total number of different types of licensed educators staffed in each school, district, and the state. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B.

2. Exclude any educators who are classified as inactive or who worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted towards the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Merge on the Evaluation Score Report by educator.
6. Keep only educators who have valid evaluation scores.
7. Calculate for schools, districts, and the state by totaling the number of educators overall and for each staff type.

Numerator – The numerator is the total number of educators who scored Level 3 or higher on the specific evaluation metric (i.e., LOE). The procedure for calculating the numerator includes:

1. Follow steps 1-6 from the denominator procedure above.
2. If there were multiple evaluation scores in the data report for an educator, keep only the highest score.
3. Convert average observations scores to levels per the business rules below:
 - a. The educator’s observation level is shown as Level 1 if the observation score is less than 2.
 - b. The educator’s observation level is shown as Level 2 if the observation score is greater than or equal to 2 and less than 2.75.
 - c. The educator’s observation level is shown as Level 3 if the observation score is greater than or equal to 2.75 and less than 3.5.
 - d. The educator’s observation level is shown as Level 4 if the observation score is greater than or equal to 3.5 and less than 4.25.
 - e. The educator’s observation level is shown as Level 5 if the observation score is greater than or equal to 4.25 and less than 5.
4. Create an indicator for all educators who scored a Level 3 or higher for each evaluation component and drop all educators who do not meet this criteria.
5. Calculate for schools, districts, and the state by totaling the number of educators who scored level 3 or higher for each evaluation component, overall and for each staff type.

Percentage of Educators who scored Level 3 or higher on specific evaluation components – The percentages of educators who scored Level 3 or higher on specific evaluation components are calculated by dividing the total number of educators who scored Level 3 or higher on the specific evaluation component by the number of educators overall and for each staff type (as outlined in the denominator procedure above).

Percentage of Educators who scored at each performance level

The percentage of educators who scored at each performance level for specific components of the evaluation including overall LOE, observation, growth, and achievement is defined as the total number of educators who scored the specific performance level (i.e., Level 1) divided by the total number of educators. This same calculation is applied for specific staff types.

Data Source: Evaluation Score Reports, Dec. 1 Reports, and Year-End Reports from TNCompass

The procedure for calculating the percentage of educators who scored at each performance level for specific components of the evaluation follows the same business rules outlined above for calculation of the percentage of educators who scored Level 3 or higher, with the exception that indicators are created for each level, instead of only for Level 3 or higher educators, and all educators with a valid evaluation score are included in the file.

TN Educator Survey Data (including teachers who report evaluation improved student learning)

Survey results from the Tennessee Educator Survey on the evaluation data section include the percentage of educators who agree or strongly agree with the following statements:

- In general, the teacher evaluation process used in my school has led to improvements in student learning. *(This question is the high-level question highlighted in the bar graph at the top of the Educator Evaluation page.)*
- The processes used to conduct my teacher evaluation are fair to me.
- I receive specific professional learning suggestions that are tailored to my needs.
- My professional learning is closely aligned to the evaluation system in place in my district.
- In general, the professional learning I have received this year has led to improvements in my teaching.

The survey results, with the exception of the first statement listed above, are all included in the distribution graph as the user digs deeper into the survey data.

Data Source: Tennessee Educator Survey School, District, and State Results

The percentages are pulled from the school, district, and state results files respectively and are only displayed if the district or school meets minimum response rate and teacher count thresholds.

Retention and Climate

Metric Description

The metrics included in the retention and climate data section are:

- *Percentage of Educators Retained* – This rate is defined as the percentage of all educators who were retained from the prior year in the same role, school, district, or the state overall.
- *Percentage of Level 4 or Higher Educators Retained* – This rate is defined as the percentage of educators who had a level 4 or higher level of effectiveness score and who were retained from the prior year.
- *Tennessee Educator Survey Data (including teachers who report feeling appreciated for the job they are doing)* - These rates represents the percentage of teachers who responded “agree” or “strongly

agree” to specific statements on the Tennessee Educator Survey. The rate shown at the top of the data section indicates the percentage of educators who agreed or strongly agreed with the following statement: “I feel appreciated for the job that I am doing.” Additional survey results are available as the user digs deeper into the page.

- *No longer a teacher in Tennessee* – This rate represents the percentage of educators who were staffed in Tennessee in the previous year but are not staffed in Tennessee in the current year. This rate is available as the user digs deeper into the retention data.
- *Moved to a new Tennessee district* – This rate represents the percentage of educators who were staffed in the specific district in the previous year but are staffed in a different district in the current year. This rate is available as the user digs deeper into the retention data.
- *Moved to a new Tennessee school* – This rate represents the percentage of educators who were staffed in the specific school in the previous year but are staffed in a different school in the same district in the current year. This rate is available as the user digs deeper into the retention data.
- *Moved into a new role* – This rate represents the percentage of educators who were staffed in a specific role in the previous year but are staffed in a different role in the same school, district, or the state overall in the current year. This rate is available as the user digs deeper into the retention data.

Business Rules for Specific Metrics

Percentage of Educators Retained

The percentage of educators retained represents the total number of educators who were staffed in the specific school, district, or state in the previous year and then staffed in the same school, district, or state overall in the current year.

Data Source: Dec. 1 and Year-End Reports from TNCompass

Denominator – The denominator is the total number of licensed staff in a specific school, district, or the state overall at any point during the previous school year. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B for the previous year.
2. Exclude any educators who are classified as inactive or who worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted towards the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Total the number of educators overall and for each staffing role for each school, district, and the state overall.

Numerator – The numerator is the total number of educators who were staffed in the specific school, district, or state in the previous year and the current year. For specific staff types, educators need to be staffed in the same role, school, district, and state in the previous year and current year. The procedure for calculating the numerator includes:

1. Follow steps 1-4 from the denominator procedure above.
2. Merge the previous year and current year reports.
3. Drop any educators who do not show up in both the previous year and current year reports. This file should only now include educators who were retained in the state.
4. Create an indicator for educators who are staffed in the same role, school, or district, respectively, in both years.
5. Total the number of educators overall and for each staffing role who were staffed in the same role, school, district or the state overall.

Percentage of Educators Retained – The percentage of educators retained is calculated by dividing the total number of educators who are staffed in the previous year and current year in the same role, school, district, and state, respectively (as outlined in the numerator procedure above) by the total number of licensed educators overall and for specific staff types in the school, district, or the state (as outlined in the denominator procedure above).

Percentage of Level 4 or Higher Educators Retained

The percentage of educators retained represents the total number of educators who were staffed in the specific school, district, or state in the previous year, earned a Level of Effectiveness (LOE) of Level 4 or higher in the previous year, and then were staffed in the same school, district, or state overall in the current year.

Data Source: Dec. 1, Year-End Reports, and Evaluation Score Reports from TNCompass

Denominator – The denominator is the total number of licensed staff in a specific school, district, or the state overall at any point during the previous school year who earned a Level 4 or higher Level of Effectiveness score. The procedure for calculating the denominator includes:

1. Extract and merge together the Dec. 1 Report and Year-End Report from TNCompass including variables outlined in Appendix B for the previous year.
2. Exclude any educators who are classified as inactive or who worked zero months and days.
3. Classify educators into staffing roles according to the table provided in Appendix E. Any educators who have multiple types of staffing roles are counted toward the “Multiple Roles” group.
4. Remove any duplicates in terms of educator records.
5. Merge on the Evaluation Score Report by Educator from the previous year.
6. If educators have multiple LOE scores, only keep the highest score.
7. Keep only educators who have LOE scores of Level 4 or higher.

8. Total the number of educators overall and for each staff type who have a LOE of Level 4 or higher.

Numerator – The numerator is the total number of educators who earned a Level 4 or higher LOE score in the previous year and were staffed in the specific school, district, or state in the previous year and the current year. For specific staff types, educators need to be staffed in the same role, school, district, and state in the previous year and current year. The procedure for calculating the numerator includes:

1. Follow steps 1-8 from the denominator procedure above.
2. Merge on the current year Dec. 1 and Year-End Report from TNCompass including variables outlined in Appendix B.
3. Drop any educators who do not show up in both the file from step (1) and files from step (2). The updated file should only now include educators who were retained in the state and earned a LOE of Level 4 or higher in the prior year.
4. Create an indicator for educators who are staffed in the same role, school, or district, respectively, in both years.
5. Total the number of educators overall and for each staffing role who were staffed in the same role, school, district, or state overall and earned a LOE of Level 4 or higher.

Percentage of Level 4 or Higher Educators Retained – The percentage of educators retained is calculated by dividing the total number of educators who are staffed in the previous year and current year in the same role, school, district, and state, respectively, and scored a LOE of Level 4 or higher in the previous year (as outlined in the numerator procedure above) by the total number of licensed educators overall and for specific staff types who scored a Level 4 or higher in the previous year (as outlined in the denominator procedure above).

Tennessee Educator Survey Data (including teachers who report feeling appreciated for the job they are doing)

Survey results from the Tennessee Educator Survey in the climate and retention data section include the percentage of educators who agree or strongly agree with the following statements:

- I feel appreciated for the job that I am doing. (*This question is the high-level question highlighted in the bar graph at the top of the Retention and Climate page.*)
- There is an atmosphere of trust and mutual respect within this school.
- Teachers are encouraged to participate in school leadership roles.
- The staff at this school like being here; I would describe us as a satisfied group.
- I am generally satisfied with being a teacher in this school. (Select one option)

The survey results, with the exception of the first statement listed above, are all included in the distribution graph as the user digs deeper into the survey data.

Data Source: Tennessee Educator Survey School, District, and State Results

The percentages are pulled from the school, district, and state results files respectively and are only displayed if the district or school meets the minimum response rate and teacher count thresholds.

No Longer Teaching in Tennessee

This rate is defined as the total number of educators who were staffed in Tennessee in the previous year, but not in the current year, divided by the total number of educators who were staffed in Tennessee in the previous year.

Data Source: Dec. 1, Year-End Reports, and Evaluation Score Reports from TNCompass

The procedure for calculating this rate mirrors the calculation for the percentage of educators retained with an exception to Step #6 of the numerator calculation outlined above. Instead of dropping any educators who do not show up in both the previous year and current year reports, the numerator for this rate is calculated by keeping only educators who do show up in the previous year report but not in the current year report. The denominator calculation is identical.

Moved to a New District

This rate is defined as the total number of educators who were staffed in the specific district in the previous year, but not in the current year, divided by the total number of educators who were staffed in the district in the previous year.

Data Source: Dec. 1, Year-End Reports, and Evaluation Score Reports from TNCompass

The procedure for calculating this rate mirrors the calculation for the percentage of educators retained with an exception to Step #7 of the numerator calculation outlined above. Instead of creating an indicator for educators who are staffed in the same district, the numerator for this rate is calculated by creating an indicator for the educators who were staffed in the previous year in the specific district but are staffed in a different district for the current year. The denominator calculation is identical.

Moved to a New School

This rate is defined as the total number of educators who were staffed in the specific school in the previous year, but not in the current year, divided by the total number of educators who were staffed in the school in the previous year.

Data Source: Dec. 1, Year-End Reports, and Evaluation Score Reports from TNCompass

The procedure for calculating this rate mirrors the calculation for the percentage of educators retained with an exception to Step #7 of the numerator calculation outlined above. Instead of creating an indicator for educators who are staffed in the same school, the numerator for this rate is calculated by creating an indicator for the educators who were staffed in the previous year in the specific school but are staffed in a different school for the current year. This only includes educators who were staffed in a different school but not a different district. The denominator calculation is identical.

Moved to a New Role

This rate is defined as the total number of educators who were staffed in the specific role in the specific school, district, or the state in the previous year, but not in the current year, divided by the total number of educators who were staffed in the specific role in the specific school, district, or the state in the previous year.

Data Source: Dec. 1, Year-End Reports, and Evaluation Score Reports from TNCompass

The procedure for calculating this rate mirrors the calculation for the percentage of educators retained with an exception to Step #7 of the numerator calculation outlined above. Instead of creating an indicator for educators who are staffed in the same role, the numerator for this rate is calculated by creating an indicator for the educators who were staffed in the previous year in a specific role in a specific school, district, or the state, but are staffed in a different role for the specific school, district, or the state for the current year. This rate represents educators who changed roles but remained in the same school, district, or the state overall. The denominator calculation is identical.

Academic Achievement and Growth

Academic Achievement (Success Rates and Subject-Specific Percentages of Students On-Track and Mastered)

Metric Description

The metrics included in the academic achievement section are:

- *Success Rates* – The one-year success rate indicates the proportion of valid tests for which students scored on track or mastered on included subject area assessments according to the 2018 Accountability Protocol.
- *Subject-Specific Percentages of Students On-Track or Mastered* – The subject-specific percentages of students who are on-track or mastered represents the proportion of valid tests in a specific subject for which students scored on track or mastered.
- *Subject-Specific Percentages of Students at each performance level* – The subject-specific percentages of students who are at each performance level represents the proportion of valid tests in a specific subject for which students scored at the specific performance level. These rates are available as the user digs deeper into specific subject areas.

Business Rules for Specific Metrics

Success Rate

The one-year success rate is defined as the total number of valid tests with a performance level of on track or mastered divided by the total number of valid tests for included subjects. For districts, success rates are shown for grades 3-5, grades 6-8, and grades 9-12, whereas for schools, success rates show are school-wide. This is in alignment with the district and school accountability frameworks, respectively.

Data Source: Accountability File

Success rates are calculated according to the 2018 Accountability Protocol. For more information, please see the Accountability Protocol [here](#).

Subject-Specific Percentages of Students On-Track or Mastered

The subject-specific percentage of students who are on track or mastered is defined as the total number of valid tests with a performance level of on track or mastered divided by the total number of valid tests across assessments in the specific subject. Specific subjects include mathematics, English, science, and social studies. For districts, percentages are shown for grades 3-5, grades 6-8, and grades 9-12, whereas for schools, percentages shown are school-wide.

The assessments included for each specific subject at the district level are:

- Grades 3-5 ELA – grades 3-5 English Language Arts, grades 3-5 ELA Alt Exam
- Grades 3-5 Math – grades 3-5 Math, grades 3-5 MSAA Math
- Grades 3-5 Science – grade 5 Science, grade 5 Science Alt Exam
- Grades 6-8 ELA – grades 6-8 English Language Arts, grades 6-8 ELA Alt Exam
- Grades 6-8 Math – grades 6-8 Math, grades 6-8 MSAA Math
- Grades 6-8 Science – grades 6-8 Science, grades 6-8 Science Alt Exam
- Grades 9-12 English – English I, English II, English III, Grades 9-12 ELA Alt Exam
- Grades 9-12 Math – Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, Grades 9-12 MSAA Math
- Grades 9-12 Science – Biology I, Chemistry, and Grades 9-12 Science Alt Exam
- Grades 9-12 Social Studies – US History, Grades 9-12 Social Studies Alt Exam

The assessments included for each specific subject at the school-level are:

- School-wide ELA/English – grades 3-5 English Language Arts, grades 3-5 ELA Alt Exam, English I, English II, English III, grades 9-12 ELA Alt Exam
- School-wide Math – grades 3-8 Math, grades 3-8 MSAA Math, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, grades 9-12 MSAA Math
- School-wide Science – grade 5-8 Science, grade 5-8 Science Alt Exam, Biology I, Chemistry, and grades 9-12 Science Alt Exam
- School-wide Social Studies – US History, grades 9-12 Social Studies Alt Exam

Data Source: Assessment File

The percentages are calculated by aggregating the results from the Assessment file across the subjects listed above. There is, therefore, no ACT substitution applied. **Thus, unlike success rates, the percentages for on track or mastered metrics include all available students, subjects, and grades and are not limited to students included for accountability purposes.** For more information regarding the preparation of the Assessment file, please see the Accountability Protocol [here](#).

Subject-Specific Percentages of Students at each performance level

The subject-specific percentages of students at each performance level are defined as the total number of valid tests with a performance level divided by the total number of valid tests across assessments in that specific subject. These rates are available as the user digs deeper into specific subject areas. Therefore, specific subjects included for districts and schools are the same as those outlined above for “Subject-specific percentage of students on track or mastered.”

Data Source: Assessment File

The percentages are calculated by aggregating the results from the Assessment file across the subjects listed above. There is, therefore, no ACT substitution applied. **Thus, unlike success rates, these percentages include all available students, subjects, and grades and are not limited to students**

included for accountability purposes. For more information regarding the preparation of the Assessment file, please see the Accountability Protocol [here](#). All values are rounded to the nearest tenths place only after all calculations have been performed.

Academic Growth

Metric Description

The metrics included in the academic growth section include:

- *TVAAS Overall Growth Levels* – TVAAS overall growth levels provide an indication as to the amount of growth achieved by students in the school or district, regardless of whether or not the student is on grade level. Based on the growth achieved by their students, the school or district is assigned a level between Level 1 and Level 5, with Level 5 indicating significantly more confidence that included students are exceeding expected growth.
- *Subject-Specific TVAAS Levels* - TVAAS subject-specific growth levels provide an indication as to the amount of growth achieved by students in the school or district, regardless of whether or not the student is on grade level, in a specific subject. Based on the growth achieved by their students, the school is assigned a level between Level 1 and Level 5, with Level 5 indicating significantly more confidence that included students are exceeding expected growth in the specific subject.
- *TVAAS Index Values* – TVAAS indices indicate the amount of growth achieved by students in the school or district, regardless of whether or not the student is on grade level. Index values can be positive or negative and correspond with specific TVAAS levels. Positive values indicate more confidence that students are growing, and a negative value indicates less confidence students are growing. These values are available as the user digs deeper into specific subject areas.

Business Rules for Specific Metrics

TVAAS Overall Growth Levels

Data Source: TVAAS District-Level Composite Levels and TVAAS School-Level Composite Levels

Overall student academic growth is calculated according to the TVAAS model and the 2018 Accountability Protocol. For districts, overall growth levels are calculated for specific grade bands, including grades 3-5, grades 6-8, and grades 9-12, whereas for schools, overall growth levels are calculated school-wide. The overall growth levels shown are aligned to the Accountability Protocol and therefore do not include all students or subjects. Specifically, district overall growth does not include science for grades 4-5 or social studies for any grade bands. Similarly, school overall growth does not include grade 3 growth for any subject or grade 4 growth for science.

For more information on TVAAS, please see [here](#). For more information regarding the Accountability Protocol, please see the protocol [here](#).

Subject-Specific Growth Levels

Data Source: Accountability File

Subject-specific student academic growth is calculated according to the TVAAS model. For districts, subject-specific growth levels are calculated for specific grade bands, including grades 3-5, grades 6-8, and grades 9-12, whereas for schools, growth levels are calculated school-wide. For more information on TVAAS, please see [here](#).

TVAAS Index Values

Data Source: TVAAS School-Level Index Values and TVAAS School-Level Index Values

TVAAS index values are calculated according to the TVAAS model. These rates are available as the user digs deeper into specific subject areas. For more information on TVAAS, please see [here](#).

College and Career Readiness Tab

Key Information Unique to the College and Career Readiness tab

College and Career Readiness (CCR) data is displayed by graduation cohort, not academic year, which is different from every other section in InformTN. Data for graduation cohorts prior to graduation include information through the previous school year and are updated per the notes included below the data in the platform. As a result, caution must be used when comparing data for cohorts across years, especially before a cohort has graduated.

Students in the graduation cohort are determined based on the student-level graduation cohort file in EIS. For cohorts which have not graduated, data from EIS is used to determine a preliminary graduation cohort. These data are updated once the final student-level graduation file is available.

ACT

Metric Description

The metrics included in the ACT data section include:

- *College ready per ACT Composite* – This rate represents the percentage of the graduation cohort who scored a 21 or higher combined ACT Composite score.
- *College ready in ACT Math* – This rate represents the percentage of the graduation cohort who scored a 22 or higher on the ACT Math sub-section.
- *College ready in ACT English* – This rate represents the percentage of the graduation cohort who scored an 18 or higher on the ACT English sub-section.
- *College ready in ACT Reading* – This rate represents the percentage of the graduation cohort who scored a 21 or higher on the ACT Reading sub-section.
- *College ready in ACT Science* – This rate represents the percentage of the graduation cohort who scored a 23 or higher on the ACT Science sub-section.

Business Rules for Specific Metrics

College Ready per ACT Composite, Math, English, Reading, and Science

The ACT college-ready rates are calculated as the total number of students who achieved a college-ready score on the composite overall or for specific sub-scores, respectively, divided by the total number of students in the cohort. For calculation of all of these rates, a student's highest score from a single administration will be used. The rates are calculated per the procedure outlined below.

Data Source: ACT Score Files and Graduate Cohort File from EIS

Denominator –The denominator is the total number of students who were part of the graduation cohort. The procedure for calculating the denominator includes:

1. Extract the graduate cohort student file from EIS. For cohorts that have graduated, this file is the finalized graduate cohort file used to calculate graduation rates. For cohorts that have not graduated, this file may change once the graduation cohort is finalized.
2. Exclude students who are not in the graduation cohort.
3. Calculate the denominator for schools, districts, and the state level by totaling the number of students in the cohort for all students and specific student groups.

Numerator – The numerator is the total number of students in the cohort who scored a college-ready score on the ACT

1. Follow steps 1-2 from the denominator procedure above.
2. Merge on all available ACT data files including spring test data, fall retake data, and ACT appeals data.
3. Keep only students who are in the graduate cohort file and have a valid ACT score.
4. Isolate and keep the highest ACT score for each student. The highest ACT score is taken from a single sitting and is not combined across multiple sittings. The highest ACT score is identified using the following hierarchy:
 - a. For each student, keep the ACT score associated with the highest ACT composite score.
 - b. If a student earns the same ACT Composite score on multiple sittings, keep the ACT score with the highest ACT English sub-score.
 - c. If a student earns the same ACT Composite and English sub-score on multiple sittings, keep the ACT score with the highest ACT Math sub-score.
 - d. If a student earns the same ACT Composite score, English sub-score, and Math sub-score on multiple sittings, keep the ACT score with the highest ACT Reading sub-score.
 - e. If a student earns the same ACT composite score, English sub-score, Math sub-score, and Reading sub-score on multiple sittings, keep the ACT score with the highest ACT Science score.
5. Identify students who demonstrate college readiness but meeting or exceeding the following benchmarks:
 - a. College Ready per ACT Composite – Student must score 21 or higher
 - b. College Ready per ACT English sub-score – Student must score 18 or higher
 - c. College Ready per ACT Math sub-score – Student must score 22 or higher
 - d. College Ready per ACT Reading sub-score – Student must score 21 or higher
 - e. College Ready per ACT Science sub-score – Student must score 23 or higher
6. Total the number of students who are college ready per the ACT Composite and subject-level sub-tests among all students and specific student groups

ACT College Ready Rates – The ACT college-ready rates are calculated as the total number of students in the cohort who scored college-ready scores (as outlined in the numerator procedure) divided by the total number of students in the graduation cohort (as outlined in the denominator procedure).

Early Postsecondary Enrollment

Metric Description

The metrics included for early postsecondary enrollment include:

- *One or More EPSOs Rate* – This rate represents the percentage of students in the graduation cohort who participated in one or more early postsecondary opportunities (EPSOs).
- *Two or More EPSOs Rate* – This rate represents the percentage of students in the graduation cohort who participated in two or more early postsecondary opportunities (EPSOs).
- *Four or More EPSOs Rate* – This rate represents the percentage of students in the graduation cohort who participated in four or more early postsecondary opportunities (EPSOs).
- *EPSO-Specific Enrollment Counts* – These counts represent the number of students who participated in one or more (1+), two or more (2+), or four or more (4+) of a specific type of early postsecondary offering. These counts are available as the user digs deeper into specific EPSO enrollment rates (described above). These counts include the number of students who participated in any EPSO, Advanced Placement, state-wide dual credit, dual enrollment, International Baccalaureate, local dual credit, CIE, and CLEP, respectively.

Business Rules for Specific Metrics

Overall EPSOs Enrollment Rates – including One or More EPSOs, Two or More EPSOs, and Four or More EPSOs

The early postsecondary enrollment rates are calculated as the total number of students who participate in one or more, two or more, or four or more early postsecondary offerings, respectively, divided by the total number of students in the cohort. For calculating all of these rates, the early postsecondary enrollment types included are Advanced Placement, state-wide dual credit, dual enrollment, International Baccalaureate, local dual credit, and CLEP. The rates are calculated per the procedure outlined below.

Data Source:

- *Graduate Cohort File, Local Dual Credit Enrollment, CIE, and Dual Enrollment from EIS*
- *Advanced Placement, International Baccalaureate, CIE, and CLEP exam files matched in P20*
- *State-wide Dual Credit exam files*

Denominator –The denominator is the total number of students who were part of the graduation cohort. The procedure for calculating the denominator includes:

1. Extract the graduate cohort student file from EIS. For cohorts that have graduated, this file is the finalized graduate cohort file used to calculate graduation rates. For cohorts that have not graduated, this file may change once the graduation cohort is finalized.
2. Exclude students who are not in the graduation cohort.
3. Calculate the denominator for schools, districts, and the state level by totaling the number of students in the cohort for all students and specific student groups.

Numerator – The numerator is the total number of students who participated in one or more, two or more, or four or more early postsecondary opportunities.

1. Follow steps 1-2 from the denominator procedure above.
2. Merge on all early postsecondary enrollment data files including:
 - a. *Local Dual Credit Enrollment* – This file is based on the local dual credit flag in EIS.
 - b. *Dual Enrollment* – This file includes dual enrollment courses identified from EIS.
 - c. *Advanced Placement Enrollment* – This file is based on the AP exam files received and matched with students in P20. This file includes the students who took the AP assessment.
 - d. *International Baccalaureate Enrollment* – This file is based on the IB exam files received and matched with students in P20. This file includes students who took the IB assessment.
 - e. *CLEP Enrollment* – This file is based on the CLEP exam files received and matched with students in P20. This file includes students who took the CLEP assessment.
 - f. *State-wide Dual Credit* – This file is based on the state-wide dual credit exam files.
 - g. *CIE* – This file is based on the CIE exam files received and matched with students in P20. This file includes students who took the CIE assessment.
3. Keep only students who are in the graduate cohort file and have an early postsecondary enrollment
4. Total the number of early postsecondary courses participated in across the different types of early postsecondary opportunities included under step #1.
5. Identify students who participated in one or more, two or more, or four or more early postsecondary opportunities.
6. Total the number of students enrolling in one or more, two or more, or four or more early postsecondary offerings among all students and specific student groups

Overall EPSO Enrollment Rates – The overall EPSO enrollment rates are calculated as the total number of students who participated in one or more, two or more, or four or more early postsecondary opportunities (as outlined in the numerator procedure) divided by the total number of students in the graduation cohort (as outlined in the denominator procedure).

EPSO-Specific Enrollment Counts – including One or More EPSOs, Two or More EPSOs, and Four or More EPSOs

The early postsecondary enrollment counts are calculated as the total number of students who enroll in one or more, two or more, or four or more early postsecondary offerings, respectively, for specific early postsecondary offering types.

Data Source:

- *Graduate Cohort File, Local Dual Credit Enrollment, CIE and Dual Enrollment from EIS*
- *Advanced Placement, International Baccalaureate, CIE and CLEP exam files matched in P20*
- *State-wide Dual Credit exam files*

The business rules used to calculate EPSO-specific enrollment counts are the same that are used to calculate the numerator for “Overall EPSO Enrollment Rates” as outlined above, with the exception that the counts are exclusive to a specific type of early postsecondary opportunity, such as Advanced Placement. Specifically, these counts include:

- **Advanced Placement (1+/2+/4+)** – The number of students in the cohort who participated in 1+, 2+, or 4+ AP courses exams based on the AP exam file matched to students in P20.
- **Dual Credit (1+/2+/4+)** – The number of students in the cohort who participated in 1+, 2+, or 4+ state-wide dual credit courses based on the state-wide dual credit exam file.
- **Dual Enrollment (1+/2+/4+)** – The number of students in the cohort enrolled in 1+, 2+, or 4+ dual enrollment courses based on enrollment in EIS.
- **International Baccalaureate (1+/2+/4+)** – The number of students in the cohort who participated in 1+, 2+, or 4+ IB courses exams based on the IB exam file matched to students in P20.
- **Local Dual Credit (1+/2+/4+)** – The number of students in the cohort enrolled in 1+, 2+, or 4+ local dual credit courses based on the local dual credit flag in EIS.
- **CLEP (1+/2+/4+)** – The number of students in the cohort who participated in 1+, 2+, or 4+ CLEP exams based on the CLEP exam file matched to students in P20.
- **CIE (1+/2+/4+)** – The number of students in the cohort who participated in 1+, 2+, or 4+ CIE courses exams based on the CIE exam file matched to students in P20.

These counts are available as the user digs deeper into specific overall EPSO enrollment rates.

Career and Technical Education (CTE)

Metric Description

The metrics included in the Career and Technical Education (CTE) section include:

- *CTE Concentrators Rate* – This rate represents the percentage of students in the graduation cohort who concentrated in CTE.
- *CTE Concentrators in Regionally Aligned POS Rate* – This rate represents the percentage of students in the graduation cohort who concentrated in regionally aligned programs of study.
- *CTE Concentrators in each Career Cluster Counts* – This count is equal to the number of students concentrating in each career cluster. These counts are available as the user digs deeper into CTE concentrator rates.

Business Rules for Specific Metrics

CTE Concentrators Rate

The CTE concentrator rate is calculated as the total number of students who concentrated in CTE divided by the total number of students in the cohort. The rates are calculated per the procedure outlined below.

Data Source: Graduate Cohort File (EIS) and eTiger

Denominator –The denominator is the total number of students who were part of the graduation cohort. The procedure for calculating the denominator includes:

1. Extract the graduate cohort student file from EIS. For cohorts that have graduated, this file is the finalized graduate cohort file used to calculate graduation rates. For cohorts that have not graduated, this file may change once the graduation cohort is finalized.
2. Exclude students who are not in the graduation cohort.
3. Calculate the denominator for schools, districts, and the state by totaling the number of students in the cohort overall and for specific student groups.

Numerator – The numerator is the total number of on-time graduates who also concentrated in Career and Technical Education per the eTiger database.

1. Follow steps 1-2 from the denominator procedure above.
2. Merge on the CTE concentrators and programs of study from the eTiger database.
3. Keep only students who are in both the graduate cohort file and are designated as CTE concentrators per the eTiger data file.
4. Calculate the numerator for schools, districts, and the state by totaling the number of students who were in the cohort and identified as a CTE concentrator overall and for specific student groups.

CTE Concentrators Rate – The CTE concentrators rate is calculated as the total number of students in the cohort who concentrated in CTE (as outlined in the numerator procedure) divided by the total number of students in the graduation cohort (as outlined in the denominator procedure).

CTE Concentrators in Regionally Aligned POS

The CTE concentrators rates are calculated as the total number of students who concentrated in CTE in a regionally aligned program of study divided by the total number of students in the cohort.

Regional alignment for programs of study is captured by the 2016 Labor and Education Alignment Program Report, a state-wide and regional study of occupations in high demand based on labor shortages in high-quality jobs released by the Tennessee Department of Economic and Community Development (TNECD). The evaluation identifies occupational gaps by focusing on key metrics such as growth, median wage, online job postings, hires, job openings, and educational program completions. Additionally, the Tennessee Department of Labor and Workforce Development (TNLWD) conducts analyses on projected "hot careers" through 2024. CTE content experts, in collaboration with TNECD, TNLWD, and the Tennessee Department of Education, aligned programs of study with these occupations. Strong alignment would be offering a program of study that has at least one in-demand occupation in the same region. As a caveat, for STEM and entrepreneurship programs of study, we may not see direct labor data to support these programs in regional data; however, we know that these programs have strong value and have successfully contributed to students' skills and workforce needs.

Data Source: Graduate Cohort File (EIS), eTiger, and TNECD/TNLWD/TDOE Regional Alignment Data for Programs of Study

Denominator –The denominator is the total number of students who were part of the graduation cohort. The procedure for calculating the denominator includes:

1. Extract the graduate cohort student file from EIS. For cohorts that have graduated, this file is the finalized graduate cohort file used to calculate graduation rates. For cohorts that have not graduated, this file may change once the graduation cohort is finalized.
2. Exclude students who are not in the graduation cohort.
3. Calculate the denominator for schools, districts, and the state level by totaling the number of students in the cohort overall and for specific student groups.

Numerator – The numerator is the total number of on-time graduates who also concentrated in Career and Technical Education per the eTiger database.

1. Follow steps 1-2 from the denominator procedure above.
2. Merge the CTE concentrators and programs of study from the eTiger database.
3. Keep only students who are in both the graduate cohort file and are designated as CTE concentrators per the eTiger data file.
4. Merge on the regional alignment of programs of study data file that identifies which programs of study are aligned in specific regions.
5. Keep only students who are in programs of study that are aligned for the specific region that the students are enrolled in.

6. Calculate the numerator for schools, districts, and the state by totaling the number of students who were in the cohort and completed an aligned program student among all students and specific student groups.

CTE Concentrators in Regionally Aligned POS Rate – The CTE concentrators rate in regionally aligned Program of Study is calculated as the total number of students in the cohort who concentrated in CTE in a regionally aligned program of study (as outlined in the numerator procedure) divided by the total number of students in the graduation cohort (as outlined in the denominator procedure).

CTE Concentrators in each Career Cluster counts.

The number of students concentrating in each career cluster is calculated as the total number of students in the cohort who are identified in the eTiger database as concentrating in each specific career cluster. These counts are available as the user digs deeper into CTE concentrator rates.

Data Source: Graduate Cohort File (EIS), eTiger, and TNECD/TNLWD/TDOE Regional Alignment Data for Programs of Study

The business rules used to calculate counts in specific career clusters are the same that are used to calculate the numerator for “CTE Concentrators” as outlined above, with the exception that the counts are exclusive to a specific career cluster.

Graduation Rate

Metric Description

The metrics included in the graduation rate section include:

- *Graduation Rate* – This rate represents the percentage of students who graduate on time with a regular high school diploma.
- *Ready Graduates Rate* – This rate represents the percentage of students who graduate on time with a regular high school diploma and met the requirements set forth in the Accountability Protocol for being a Ready Graduate.
- *Graduate Count* – This count represents the number of students in the graduation cohort who graduated. This count is available as the user digs deeper into specific graduation rate data.
- *Dropout Count* – This count represents the number of students in the graduation cohort who dropped out. This count is available as the user digs deeper into specific graduation rate data.
- *ACT 21+ Count* – This count represents the number of students who met the requirements for Ready Graduates by scoring 21 or higher on the ACT composite. This count is available as the user digs deeper into specific Ready Graduate data.

Business Rules for Specific Metrics

Graduation Rate / Graduate Count

The graduation rate is defined as the total number of students in the cohort who graduate on time divided by the total number of students in the cohort. The graduate count is simply the numerator for this rate, the total number of students in the cohort who graduate on time. Graduating on time is defined as graduating within four years and a summer.

Data Source: Accountability File

The graduation rate is calculated according to the 2018 Accountability Protocol. For more information, please see the Accountability Protocol [here](#).

Ready Graduate Rate / ACT 21+ Count

The Ready Graduate rate is defined as the total number of students who are classified as both Ready Graduates and on-time graduates divided by the total number of students in the cohort. Therefore, the ACT 21+ count is the numerator for the Ready Graduate rate as the count is equal to the total number of students who graduated on time in 2017 and scored a 21 or higher composite score on the ACT. Additional pathways related to early postsecondary opportunities, industry certifications, and military readiness will be included in future years.

Data Source: Accountability File

The Ready Graduate rate is calculated according to the 2018 Accountability Protocol. For more information, please see the Accountability Protocol [here](#).

Dropout Count

The dropout count is calculated as the total number of students in the cohort who dropped out without graduating and earning a diploma. This count is available as the user digs deeper into specific graduation rate data.

Data Source: Educator Information System (EIS)

Denominator –The denominator is the total number of students who were part of the graduation cohort. The procedure for calculating the denominator includes:

1. Extract the graduate cohort student file from EIS.
2. Exclude students who are not in the graduation cohort.
3. Calculate the denominator for schools, districts, and the state by totaling the number of students identified as part of the cohort.

Numerator – The numerator is the total number of students who did not graduate and were not enrolled in the following year.

1. Follow steps 1-2 from the denominator procedure above.
2. Identify student records as dropouts if the record is associated with a withdrawal code of 0, 1, 3, or 4.
3. Merge on the student enrollment for the following school year as of Oct. 1st. For any duplicates, follow the steps outlined in the student enrollment business rules to eliminate duplicates.
4. Identify additional student records as dropouts if the student appears in the cohort file but does not appear in the student enrollment file for the following school year as of Oct. 1st or if the student appears in the cohort file from the next year but is also a dropout.
5. Calculate the numerator for schools, districts, and the state by totaling the number of students identified as dropouts.

Dropout Rate – The dropout rate is calculated as the total number of students identified as dropouts (as outlined in the numerator section) divided by the total number of students identified in the graduation cohort (as outlined in the denominator section).

Postsecondary Enrollment

Metric Description

The metrics included in the postsecondary enrollment section are:

- *Overall Postsecondary Enrollment* – This rate represents the percentage of graduates who enrolled in any postsecondary institution in the fall immediately following their graduation.
- *Four-Year Institution Enrollment* – This rate represents the percentage of graduates who enrolled in a four-year institution in the fall immediately following their graduation.
- *Community College Enrollment* – This rate represents the percentage of graduates who enrolled in a community college in the fall immediately following their graduation.
- *Technical College Enrollment* – This rate represents the percentage of graduates who enrolled in a technical college in the fall immediately following their graduation.
- *Institution-Specific Postsecondary Enrollment Count* – This count is equal to the number of students enrolled in a specific institution within each institution type (any, four-year, community college, technical college). The ten institutions with the highest enrollment are shown. This count is available as the user digs deeper into specific postsecondary enrollment data.

Business Rules for Specific Metrics

Postsecondary Enrollment – Overall Enrollment, Four-Year Institution Enrollment, Community College Enrollment, and Technical College Enrollment

The postsecondary enrollment rate reflects the percentage of on-time graduates who seamlessly enroll in a postsecondary institution in the fall immediately following their graduation. This is reported overall and by postsecondary institution type, including four-year institutions, community colleges, and technical colleges.

Data Source: Educator Information Systems (EIS) and P20 Connect

Denominator –The denominator is the total number of students who were part of the graduation cohort and graduated on time. The procedure for calculating the denominator includes:

1. Extract the graduate cohort student file from EIS.
2. Exclude students who are not in the graduation cohort.
3. Exclude if the student did not receive a regular diploma. This is represented as students who do not have a completion type equal to one.
4. Calculate the denominator for schools, districts, and the state by totaling the number of students in the cohort for all students and specific student groups.

Numerator – The numerator is the total number of on-time graduates who enroll seamlessly enroll in a postsecondary institution.

1. Follow steps 1-3 from the denominator procedure above.
2. Merge in student postsecondary enrollment extracted from the Tennessee Longitudinal Data System, P20Connect. The data in P20Connect is populated by the Tennessee Higher Education Commission (THEC), who submits two postsecondary enrollment tables. The files include:
 - a. Tennessee public institutions file, which is created from the THEC data systems and includes enrollment for in-state, public four-year universities, community colleges and technical colleges; and
 - b. National Student Clearinghouse (NSC) file, which includes enrollment in out-of-state and private institutions.
3. If a student appears as enrolled in multiple postsecondary institutions, prioritize enrollment captured in the THEC data file (highlighted in 2a).
4. If a student appears as enrolled in multiple postsecondary institutions, keep the enrollment according to the following hierarchy:
 - a. Keep the enrollment in a four-year institution
 - b. If no enrollment in a four-year institution, keep if any enrollment in a community college.
 - c. If no enrollment in a four-year institution or community college, keep enrollment in a technical college.

5. Calculate the numerator for schools, districts, and the state by totaling the number of students enrolled in any postsecondary institution and those enrolled in specific types of postsecondary institutions among all students and specific student groups.

Postsecondary Enrollment Rate – The overall postsecondary enrollment rate is calculated as the total number of on-time graduates (as outlined in the denominator procedure) divided by the total number of on-time graduates who enroll in a postsecondary institution (as outlined in the numerator procedure). Enrollment in a specific type of postsecondary institution (i.e., four-year institution, community college, or technical college) follows the same procedure but only includes enrollment in the numerator for the specific type of postsecondary institution.

Institution-Specific Postsecondary Enrollment Count

Data Source: Educator Information Systems (EIS) and P20 Connect

The institution-specific postsecondary enrollment count is defined as the number of graduates who enrolled in a specific institution in the fall following graduation. InformTN displays the top 10 institutions by enrollment. The counts are calculated according to the numerator for postsecondary enrollment, as outlined above, with the exception that the count is specific to a particular institution. This count is available as the user digs deeper into specific postsecondary enrollment data.

District Explorer Tab

Overview of the District Explorer

The *District Explorer* allows users to examine district-level data from across the state and identify high-performing and high-growth districts for a variety of outcomes such as achievement, chronic absenteeism, and teacher retention. Districts can be filtered by the number of students, CORE region, and percentage of economically disadvantaged students. Users can then explore the annual plans of selected districts to identify interventions they may want to use in their own districts.

District Explorer contains most of the metrics found in the other “Explore Data” sections with the exception of growth data and *College and Career Readiness* data for future cohorts. However, the metrics are presented in a slightly different format. The labels and metrics used in the District Explore are defined below.

In regards to *College and Career Readiness* data, the cohort displayed corresponds to the cohort that graduated during the selected year. For example, the data for the 2018 cohort will display when the 2017-18 school year is selected.

Metrics Selection Filters

Metric selection filters are used to select the metric displayed in the graph. The layout of these filters is intended to mirror the layout of the data in the rest of the “Explore Data” feature. Specifically, a user makes a selection for each of the following:

- *Category* – The categories mirror the four main data sections in the “Explore Data” component including: *Climate and Access*, *Educators*, *Academic Achievement and Growth*, and *College and Career Readiness*.
- *Metric* – The metrics correspond to the high-level data points that can be found in the tiles at the top of each of the specific data category tabs referenced above. For *College and Career Readiness (CCR)*, an example of a metric is ACT.
- *Submetric* – The submetrics are the second level of data that a user comes to as they are digging to a specific data point among the metrics. These are displayed as bar graphs in each of the four category sections above on the specific data category tabs referenced above. For ACT, an example of a submetric is ACT Math.
- *Demographic* – The demographics are the third level of data that a user can dig into such as student group, assessment, grade, and staff type. Different demographic options are available based on the selected category, metric, and submetric.

District Filters

The district filters allow users to narrow down the districts displayed in the graph based on size, CORE region, and percent of students who are economically disadvantaged. The specific filters and options available are:

- Size – *Options include:*
 - Less than 5,000 students
 - 5,000 to 9,999 students
 - 10,000 or more students
- Core Region – *Options include:*
 - East Tennessee
 - First Tennessee
 - Mid Cumberland
 - Northwest Tennessee
 - South Central Tennessee
 - Southeast Tennessee
 - Southwest Tennessee/Memphis
 - Upper Cumberland
- Percent of students who are economically disadvantaged – *Options include:*
 - Less than 25 percent of students
 - 25 percent to 35 percent of students
 - 35 percent to 45 percent of students
 - Greater than 45 percent of students

Metrics for District Explorer

Once the metric selection filters and district filters are set, the graph will display overall performance and one-year change for the metric selected. Overall performance is defined as the metric value for the year and metric chosen. One-year change is defined as the metric value for the year and metric chosen minus the prior-year metric value. Districts who are highest performing in terms of overall performance will appear farther out along the x-axis whereas districts who are highest performing in terms of one-year change will appear highest along the y-axis. Districts who are high performing for overall performance and one-year change will appear closest to the upper right corner of the graph, highlighted in green.

Below the graph, the table displays the following data points for each of the districts represented in the graphs:

- *Metric Value* – The metric value is defined as the overall performance of the specific district for the year and metric chosen.
- *Metric Count* – The metric count is defined as the number of students or teachers included in the metric value calculation.
- *Previous Year* – The previous year value is the prior-year metric value for the year and metric chosen.
- *One-Year Change* – The one-year change is defined as the metric value for the year and metric chosen minus the prior-year metric value.
- *Link to Plan* – The link to plan is a link that takes the user to the specified district’s annual plan for the year chosen.

Unlike the other sections in the “Explore Data” feature within InformTN, the *District Explorer* allows schools and districts to view district-level data for all districts around the state. All metrics are suppressed if they have a sample size that is less than 30 (e.g., less than 30 students or teachers) or if the record does not have a corresponding prior year value. Additional suppression is applied for specific metrics according to the suppression rules below:

Metric	Suppression Rule
ACT	Values less than 1 percent or greater than 99 percent
CTE Concentrators	Values less than 1 percent
Percentage of English Language Learners Growth and Exit Standards	Values less than 1 percent
EPSO Enrollment	Values less than 1 percent
Graduation Rate	Values less than 1 percent
Post-Secondary Enrollment	Values less than 1 percent
Special Education Data	Values less than 1 percent
Success Rates	Values less than 1 percent or greater than 99 percent
Teacher Evaluation	Values less than 1 percent
Chronically Out of School Rate	Values greater than 99 percent
Discipline Rate	Values greater than 99 percent
Health Data	Values less than 1 percent or greater than 99 percent

Benchmarks

Benchmark Values Overview

Comparison values for the data presented in InformTN are provided whenever possible. For districts, the default comparison is comparable districts. For schools, the default comparison is the district average. CORE region, previous year, state level, and multiple districts are also available comparison options in InformTN. Additional information regarding the calculation of each of these benchmarks can be found below.

Comparable Districts

The comparable districts average is calculated as the unweighted average of the metric values for the district's comparable districts. Business rules for the identification of comparable districts can be found in the *Dashboard* tab section of this document. The list of a district's comparable districts can be found at the bottom of the district's *Dashboard* tab. The comparable districts average is available for districts only. As it is unweighted, it does not take into account the size of the respective districts in the group.

District-Level Comparison

The district average comparison is defined as the district-level metric value, which can also typically be found on the district-level pages. This comparison option is only available for schools.

One exception is for success rate. For success rates under the *Academic Achievement and Growth* tab, the district-level comparison is calculated as the percentage of students scoring on-track or mastered at the district level for the test subjects and grades for which the school has valid test scores. For example, a school which has tests for grades 3-6 will have a district average benchmark based on district-wide tests for grades 3-6. A school that has tests for grades 3-5 will have a district average benchmark based on district-wide tests for grades 3-5. Therefore, the rates for the district-level comparison may not match the metric values on the district-level pages due to differences between grade bands.

State-Level Comparison

The state-level comparison is defined as the state-level metric value, which can also typically be found on the state-level pages.

One exception is for success rate. For success rates under the *Academic Achievement and Growth* section, the state-level comparison is calculated as the percentage of students scoring on-track or mastered at the state

level for the test subjects and grades for which the school has valid test scores. For example, a school which has tests for grades 3-6 will have a state level benchmark based on state-wide tests for grades 3-6. A school that has tests for grades 3-5 will have a state level benchmark based on state-wide tests for grades 3-5. Therefore, the rates for the state-level comparison may not match the metric values on the district-level pages due to differences between grade bands.

Prior Year Comparison

The prior year comparison represents the metric value for the specific school, district, or the state from the previous year (or previous cohort for the *College and Career Readiness* data).

CORE Region Comparison

The CORE region comparison is defined as the unweighted average of the metric values for all districts in the CORE region. As it is unweighted, it does not take into account the size of respective districts in the region.

Multiple Districts Comparison

The multiple districts comparison is defined as the unweighted average of the user-selected districts within InformTN. As it is unweighted, it does not take into account the size of the respective districts that are selected.

Appendices

Appendix A – Education Information System Referenced Variables and Student Groups

The table below includes the variables and description of those variables from the state Education Information System (EIS) that are referenced throughout the business rules. In addition, this table also details the student classifications included in each student group.

Variable	Description
Assignment	Assignment corresponds to the student grade assignments. This value is extracted from the instructional grade table in EIS.
Completion Type	The completion type refers to the completion document for each student in EIS. A completion type equal to one refers to a regular diploma.
Disciplinary Action Type	This indicates the action taken for a rules infraction which is reported to the state. This can include in-school suspensions, out-of-school suspensions, expulsions, and remands. This value is extracted from the disciplinary action table in EIS.
Disciplinary Begin Date	This indicates the first full day of the disciplinary action. This value is extracted from the disciplinary action table in EIS.
Disciplinary End Date	This indicates the last day of the disciplinary action. This value is extracted from the disciplinary action table in EIS.
Disciplinary Offense Date	This refers to the actual date of the event that resulted in disciplinary action being taken. This value is extracted from the disciplinary action table in EIS.
Disciplinary Primary Reason	This refers to the reason the disciplinary action was taken against the student. Only the primary reason is to be reported to the state. This value is extracted from the disciplinary action table in EIS.
District Number	This number identifies the area which includes all the schools that are situated within that area and are governed by particular authority. This value is extracted from the district table in EIS.
Economically Disadvantaged	<p>A student is classified as economically disadvantaged if their student record has any of the following flags:</p> <ul style="list-style-type: none"> • J - Direct Certified Economically Disadvantaged • U - Runaway • H - Homeless • I - Migrant <p>This value is extracted from the student classifications table in EIS.</p>

Variable	Description
English Learners	A student is classified as English Language Learner when English language background is English Learner (L) or Waived direct service ELs (W). Transitional 1 (1) and Transitional 2 (2) students are also included for Accountability indicators. This value is extracted from the instructional service period table in EIS.
Enrollment Beginning Date	This indicates the student's first day of attendance for school enrollment. This value is extracted from the instructional service period table in EIS.
Enrollment Withdrawal Date	This indicates the first date for which a student did not attend school due to a withdrawal. This value is extracted from the instructional service period table in EIS.
Grade Beginning Date	This indicates the first day that the student was assigned to his/her grade. This value is extracted from the instructional grade table in EIS.
Grade End Date	This indicates the last day that the student was assigned to his/her grade. This value is extracted from the instructional grade table in EIS.
Instructional Program Description	This indicates the type of instructional program that the school provided. Examples of instructional program descriptions include: Regular, Pre-K-12, K-12, Career and Technical, Alternative. This value is extracted from the School Directory.
Instructional Service Period Type of Service	This refers to the type of service provided to the student at the specific school. Valid values are: <ul style="list-style-type: none"> • "P" – enrollment in the student's primary school • "S" – Receiving Partial Service This value is extracted from the instructional service period table in EIS.
Race and Ethnicity	This indicates the race and ethnicity of the student. <ul style="list-style-type: none"> • If multiple races or ethnicities are recorded for a single student, students are only classified as one race or ethnicity for reporting purposes as determined by the hierarchy laid out in the Accountability Protocol. • Students can only count once towards the Black, Hispanic, or Native American (BHN) student group This value is extracted from the student race and ethnicity information in the student table in EIS.
School Event Date	This refers to the date that the instructional or non-instructional event will take place, including for example attendance start date. This value is extracted from the school event table in EIS.
School Event Type	This refers to the date that the instructional or non-instructional event will take place, including for example attendance start. This value is extracted from the school event table in EIS.

Variable	Description
School Number	This number identifies public schools within the school district. This value is extracted from the school table in EIS.
School Type	This indicates the type of school based on classifications in the School Directory.
School Year	This number is the four-digit school year during which instructional services are provided. This corresponds to the fall semester of the school year.
Student Key	This is a unique number that identifies each student. This value is extracted from the student table in EIS.
Students with Disabilities	A student is defined as a student with disabilities under all disability codes except gifted (03) and functional delay (16) regardless of disability level (primary and secondary). This value is extracted from the special education and disabilities classifications table in EIS.

Appendix B – TNCompass Referenced Variables

The table below includes the variables and description of those variables from TNCompass that are referenced throughout the business rules.

Variable	Description
District Number	This number identifies the area which includes all the schools that are situated within that area and are governed by particular authority.
School Number	This number identifies public schools within the school district.
License Number	This is the unique number that identifies licensed individuals.
Assign	This indicates the staffing assignment code for each educator in the school or district.
Dec. 1 Status	This refers to whether or not the educator is active ("A") or inactive ("I") as of Dec. 1.

Appendix C – School Directory Referenced Variables (School-Level)

The table below includes the variables and description of those variables from the School Directory that are referenced throughout the business rules.

Variable	Description
District No	This number identifies the area which includes all the schools that are situated within that area and are governed by particular authority.
District	This indicates the name of the district.

Variable	Description
School No	This number identifies public schools within the school district.
School	This indicates the name of the school.
Status	This refers to if the school is active, pending, or inactive for a specific school year. Only active schools are included.
Title	This identifies the name of the principal of the school.
Email	This identifies the email address of the principal of the school.
Address, Address2, Address3, City, State, Zipcode	These fields comprise the street address for the specific school
Phone1	This indicates the phone number for the school.
Grade Levels	This list the grades offered in the specific school.

Appendix D – School Directory Referenced Variables (District-Level)

The table below includes the variables and description of those variables from the School Directory that are referenced throughout the business rules.

Variable	Description
District No	This number identifies the area which includes all the schools that are situated within that area and are governed by particular authority.
District	This indicates the name of the district.
Status	This refers to if the district is active, pending, or inactive for a specific school year. Only active districts are included.
Title	This identifies the name of the director of schools for the district.
EmailAddress	This identifies the email address of the Director of Schools for the district.
Address, Address2, Address3, City, State, Zipcode	These fields comprise the street address for the specific district.
Phone1	This indicates the phone number for the district.
Grade Levels	This list the grades offered in the specific district.

Appendix E – Assignment Codes for Specific Staffing Roles

The table below includes the assignment codes and descriptions that are associated with each staffing role included in InformTN.

Staffing Role	Assignment Codes	Description
Administrator	10, 11, 12, 74, 75, 303, 306, 316, 362, 363, 392	Superintendent, Assistant Superintendent, Central Office, Special Education Principal, Special Education Supervisor, Principal, Assistant Principal, Supervisor Of Instruction, CTE Supervisor, CTE Principal, Federal Supervisor
Instructional Coach	308	Instructional Coach
Counselor	340	Counselor
Interventionist and Reading Specialist	99, 309	Reading Specialist, Interventionist (RTI)
Librarian	331	Librarian
Other School Professionals	9, 13, 15, 21, 35, 39, 72, 78, 93, 96, 97, 98, 117, 301, 318, 333, 334, 337, 350, 367, 399	Finance, Human Resources, Transportation, Materials Supervisor, Food Service Staff, Technology Staff, Special Education Related Services, School Nurse, School Improvement & Accountability, School Curriculum Coordinator, Junior ROTC, School Health Coordinator, Substitute, Non-Instructional and other support staff, Attendance Staff, Testing and Assessment Personnel, Computer Science , Physical Education , Active Duty Military, Student Data Management, Other Instructional - System-Wide
School Service Professionals	22, 26, 376, 377	School Psychologist, Social Worker, Speech Specialist, Audiologist / Hearing Specialist
Teacher	61, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 118, 319, 320, 327, 328, 343, 360, 368, 390	CTE Teacher, Pre-K Teacher, Kindergarten Teacher, Grade 1 Teacher, Grade 2 Teacher, Grade 3 Teacher, Grade 4 Teacher, Grade 5 Teacher, Grade 6 Teacher, Grade 7 Teacher, Grade 8 Teacher, Grade 9 -12 Teacher, Adult Education Personnel, Homeschool Instructor, World language, Music Teacher, Art Teacher, ESL Teacher, CTE Teacher, Special Education Teacher, Federal Teacher

Appendix F – Crosswalk between 2016-17 and 2017-18 Staffing Assignment Codes

Educator assignment codes were updated in 2017-18. The table below includes a crosswalk of the assignment codes for 2017-18 and the corresponding assignment codes for 2016-17.

2016-17 Assignment Code	2017-18 Assignment Code		2016-17 Assignment Code	2017-18 Assignment Code
003	303		062	362
004	303		063	363
005	303		064	360
006	306		065	301
007	306		066	301
008	306		067	367
009	009		068	368
010	010		069	368
011	011		070	368
012	301		071	319
013	013		072	072
014	301		073	022
015	015		074	074
016	316		075	075
017	316		076	376 or 377
018	318		077	377
020	316		078	078
021	021		079	079
022	022		080	080
023	035		081	081
026	026		082	082
027	327		083	083
028	331		084	084

2016-17 Assignment Code	2017-18 Assignment Code		2016-17 Assignment Code	2017-18 Assignment Code
031	331		085	085
032	331		086	086
033	333		087	087
034	334		088	088
035	035		089	089
036	328		090	390
037	337		091	390
038	399		092	392
039	039		093	093
040	340		094	301
041	340		095	350
042	340		096	096
043	343		097	097
044	343		098	098
045	301		099	099
048	301		117	117
049	301		118	118
060	360			
061	360			