TN Department of
Education

Report Card

2019-20 Data Documentation

Tennessee Department of Education

Introduction

The Report Card is intended to provide information to key stakeholders regarding schools and districts in Tennessee as well as the state overall. This document is intended to lay out the business rules used for calculating the metrics included in the 2019-20 Report Card.

Not all data described in this document will be published to the Report Card in any given year. For example, state assessments were cancelled in spring 2020 due to COVID-19, so Success Rates and TVAAS data were not published to the 2020 Report Card. For data not actually published to the Report Card, this document describes business rules used in the most recent year when data were published. For the most up-to-date information on which data will be published, please consult our Data to be Reported one-pager.

For data used in district and school accountability, the Report Card reflects the same business rules described in the state's Accountability Protocols, which can be found here.

This document is current as of September 28, 2020.

Report Card Business Rules

Report Card Business Rules

Academic Achievement Indicator Page

Success Rate

Metric Description

The one-year success rate indicates the proportion of valid tests (across multiple subjects) on which students scored On Track or Mastered. For business rules, suppression rules, and additional details, please see the Accountability Protocol for the appropriate school year. All Accountability Protocols are published [here](#).

Data Source: Accountability Files ([Data Downloads](#))

Achievement Rates by Subject

Metric Description

The English Language Arts (ELA), Mathematics, Science, and Social Studies achievement rates indicate for each subject the proportion of valid tests on which students scored On Track or Mastered. For business rules, suppression rules, and additional details, please see the Accountability Protocol for the appropriate school year. All Accountability Protocols are published [here](#).

Data Source: Assessment Files ([Data Downloads](#))

The achievement rate for each subject is calculated as the total number of valid tests on which students scored On Track or Mastered divided by the total number of valid tests, using data across assessments. The achievement rate for each subject is calculated by aggregating data across the corresponding assessments listed above. (Note that ACT substitution is <u>not</u> applied for any subject.) Included assessments for each of the four subjects are:

ELA	Mathematics	Science	Social Studies
Grades 3-8 English Language Arts	Grades 3-8 Math	No operational assessments last year	Grades 6-8 Social Studies
English I	Algebra I		Grades 9-12 Social Studies Alt Exam
English II	Algebra II		US History
Grades 3-12 ELA Alt Exam	Geometry		
	Integrated Math I		
	Integrated Math II		

	Integrated Math III		
	MSAA Math		

The achievement rate for each subject is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, students in the combined student group (where applicable), Black students, Asian students, Hispanic students, Native American students, Pacific Islander students, white students, foster students, homeless students, migrant students, and students with a parent who is on active military duty. Additional information for identifying students in these student groups can be found in Appendix B.

Chronically Out of School Indicator Page

Chronically Out of School

Metric Description

The Chronically Out of School rate for schools and districts represents the percentage of students who are absent 10 percent or more of the instructional days for which they are enrolled in a specific school or district. For business rules, suppression rules, and additional details, please see the Accountability Protocol for the appropriate school year. All Accountability Protocols are published [here](#).

Data Source: Chronic Absenteeism Files ([Data Downloads](#))

The chronically out of school rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, and student with disabilities. Additional information for identifying students in these student groups can be found in Appendix B.

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

Metric Description

Disciplinary rates included on the Report Card are:

- *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.
- *Expulsion Rate* – The expulsion rate represents the percentage of students who receive at least one expulsion.

Data Source: Discipline Files ([Data Downloads](#)), Education Information System (EIS)

Business Rules:

The rates for in-school suspensions, out-of-school suspensions, and expulsions are calculated as the total number of students who receive at least one instance of the specific type of discipline divided by the total number of students in the specific school, district, or the state overall. This rate takes into account any disciplinary instances issued to a particular student while that student was enrolled in the particular school, district, or state throughout the year.

Disciplinary rates are reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, Black students, Asian students, Hispanic students, Native American students, Pacific Islander students, white students, female students, and male students. Additional information for identifying students in these student groups can be found in Appendix B.

The steps below outline the procedure by which each of these disciplinary rates were calculated. All rates are suppressed according to the table in Appendix A. All values are rounded to the nearest tenths place only after all calculations have been performed.

Denominator –The denominator is the total number of students enrolled 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 student enrollment from EIS including all students who were enrolled at any point during the school year and variables laid out in Appendix B, 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 beginning 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 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.
9. If a student had multiple records with the same district, school, enrollment beginning dates, and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date.
10. If a student had multiple records with the same district, school, enrollment beginning 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 beginning 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. If a student has multiple identical records in terms of the district identifier, school identifier, and student demographic information, keep only the first record.
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 and variables laid out in Appendix B.
2. Include only student records that were included in the denominator per the 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 as once towards the in-school suspension rate.
      b.   Students can count towards different types of 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 by type, and student demographic information, keep only the first record.
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 or district (as outlined in the denominator procedure above). All values are rounded to the nearest tenths place only after all calculations have been performed. Specifically:

1. 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.
2. 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.
3. Expulsion Rate for a School = (Number of Students who receive at least one expulsion) / (Number of Students in the School) x 100.

Progress on English Language Proficiency Indicator Page

Progress on English Language Proficiency

Metric Description

The Progress on English Language Proficiency rate represents the percentage of students who meet the corresponding growth standard on the WIDA ACCESS assessment and thus are progressing toward English proficiency. For business rules, suppression rules, and additional details, please see the Accountability Protocol for the appropriate school year. All Accountability Protocols are published [here](#).

Data Source: English Language Proficiency Assessment Files ([Data Downloads](#))

The progress on English language proficiency rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, and students in the combined student group (where applicable). Additional information for identifying students in these student groups can be found in Appendix B.

Long-Term English Learners

Metric Description

The Long-Term English Learners rate represents the percentage of English learners in the school who are entering their seventh or year or more of receiving ESL services. Due to this definition, rates are typically higher in schools with later grades than those with earlier grades.

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

Business Rules

Denominator –The denominator is the total number of students enrolled 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 student enrollment from EIS including all students who were enrolled at any point during the school year and variables laid out in Appendix B, 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 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 as with assignment grade equal to PK, P3, P4, N, or some combination of these.
7. If a student had multiple records within the same district and school but different enrollment beginning 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 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.
9. If a student had multiple records with the same district, school, enrollment beginning dates, and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date.
10. If a student had multiple records with the same district, school, enrollment beginning 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 beginning 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 demographic.
12. Include only students who are classified as "L" or "W" indicating that the student is an English learner.
13. Merge on the WIDA ACCESS assessment file from the school year prior to the current enrollment year (for example, for the 2018 enrollment, the WIDA file from 2017 is utilized for identifying long-term English learners for 2018) and include only students who appear in both files.
14. Exclude records for which the time in English language services and grade are both missing.
15. If a student has a missing score for literacy or composite levels, the score is replaced with a zero.
16. Isolate the variable indicating the number of years in English language services (time in English language services) and ensure the following:
    c. Time in English language services cannot exceed the student's grade. If the time in English language services is greater than the student's grade, set the time in English language services equal to the student's grade.
    d. Time in English language services should equal zero if the student is in kindergarten.
    e. Set time in English language services equal to grade if time in English language services is blank.
17. If there are multiple WIDA ACCESS records for a single student with the same time in English language services, keep the maximum literacy and composite levels for that student.
18. If there are multiple WIDA ACCESS records for a single student with the same scores, keep the maximum time in English language services recorded for that student.
19. Calculate the denominator for schools, districts, and the state by totaling the number of students identified as English learners.

Numerator –The numerator is the total number of English learners who have been enrolled in English language services for at least six years and did not meet the exit standard.

1. Include only student records that were included in the denominator per the procedure above.

2. Identify long-term English learners as students entering their seventh year without reaching English proficiency. This is defined as students who have six or more years of time in English language services AND who did not meet proficiency exit standard as defined below.
   a. In 2016, students were proficient if their composite score was greater than or equal to 5.0 AND their literacy score was greater than or equal to 5.0.
   b. Beginning in 2017 students were proficient if their composite score was greater than or equal to 4.2 AND their literacy score was greater than or equal to 4.0.
3. Calculate the numerator for schools, districts, and the state by totaling the number of students who are identified as long-term English learners.

Long-term English Learners (LTEL) Rate – The rate is the total number of long-term English learners (as defined in the numerator procedure above) divided by the total number of English learners in the school, district, or state (as outlined in the denominator procedure above). All rates are suppressed according to the table in Appendix A. All values are rounded to the nearest tenths place only after all calculations have been performed.

Student Academic Growth Indicator Page

Overall Student Academic Growth and Student Academic Growth by Subject (e.g., English Language Arts, Math, Science, or Social Studies)

Metric Description

These metrics indicate the amount of growth achieved by students, regardless of whether the students are 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. In a school or district earning a Level 5, we have significantly more confidence that students exceeded expected growth. On the other hand, we have significant confidence that students in a school or district that earned a Level 1 did not make expected growth. For business rules, suppression rules, and additional details, please see the TVAAS technical documentation (linked to the [TVAAS Tennessee website](#)) as well as the Accountability Protocol for the appropriate school year. All Accountability Protocols are published [here](#).

Data Source: TVAAS Composite Files (Data Downloads)

Overall student growth is reported for the following student groups at the school-level only: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, and students in the combined student group (where applicable). Additional information for identifying students in these student groups can be found in Appendix B.

Graduation Rate Indicator Page

Graduation Rate

Metric Description

The graduation rate represents the percentage of students who graduate on time with a regular high school diploma. Note that this metric is lagged one year on the Report Card in order to align with district and school accountability protocols. For business rules, suppression rules, and additional details, please see the Graduation Cohort Protocol and Accountability Protocol for the appropriate school year. All Graduation Cohort Protocols and Accountability Protocols are published [here](#).

Data Source: Graduation Cohort Data Files ([Data Downloads](#))

The graduation rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, students in the combined student group (where applicable), Black students, Asian students, Hispanic students, Native American students, Pacific Islander students, white students, foster students, homeless students, female students, and male students. Additional information for identifying students in these student groups can be found in Appendix B.

Dropout Rate

Metric Description

The dropout rate reflects the percentage of students who dropped out without graduating and earning a diploma. Note that this metric is lagged one year on the Report Card. For business rules, suppression rules, and additional details, please see the Graduation Cohort Protocol and Accountability Protocol for the appropriate school year. All Graduation Cohort Protocols and Accountability Protocols are published [here](#).

Data Source: Report Card Data Files ([Data Downloads](#))

The dropout rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, students in the combined student group (where applicable), foster students, homeless students, migrant students, students with a parent who is on active military duty, female students, and male students. Additional information for identifying students in these student groups can be found in Appendix B.

Postsecondary Enrollment

Metric Description

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.

Business Rules

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

The postsecondary enrollment rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, and student with disabilities. Additional information for identifying students in these student groups can be found in Appendix B.

Denominator –The denominator is the total number of students who were part of the graduating 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 graduating 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. Merge on student classifications from EIS to add student group indicator flags.
5. 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 seamlessly enroll into a postsecondary institution.

1. Begin with the denominator file and include only students who are on-time graduates (and thus included in the denominator file).
2. Merge in student postsecondary enrollment extracted from the Tennessee Longitudinal Data System, P20Connect. The data in P20Connect is populated by 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 for the fall following high school graduation.
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 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 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 institutions and those enrolled in specific types of postsecondary institutions among all students and specific student groups.

Postsecondary Enrollment Rate – The 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. All rates are suppressed according to the table in Appendix A. All values are rounded to the nearest tenths place only after all calculations have been performed.

Ready Graduate Indicator Page

Ready Graduate

Metric Description

The Ready Graduate rate represents the percentage of student who demonstrate readiness for postsecondary education and career. Note that this metric is lagged one year on the Report Card in order to align with district and school accountability protocols. For business rules, suppression rules, and additional details, please see the Accountability Protocol for the appropriate school year. All Accountability Protocols are published [here](#).

Data Source: *Ready Graduate Files (*[*Data Downloads*]*)*

The Ready Graduate rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, and student with disabilities. Additional information for identifying students in these student groups can be found in Appendix B.

Average ACT Composite and Subject-Level Scores

Metric Description

The average ACT composite score represents the average ACT composite score for all students in the cohort, regardless of whether the student graduated. The Report Card also shows the average scores for each ACT subject-level assessment including mathematics, reading, English, and science. Note that this metric is lagged one year on the Report Card in order to align with district and school accountability protocols. For business rules, suppression rules, and additional details, please see the Accountability Protocol for the appropriate school year. All Accountability Protocols are published here.

Data Source: ACT Graduate Highest Score File

The average ACT composite score and ACT subject-level scores are calculated as the average ACT composite score or subject-level score, respectively, earned for all students in the cohort. For calculation of all of these averages, a student's highest score from single administration will be used.

The scores and student population for calculating the average ACT scores is the same population included in the calculation of accountability. For more information, please see the Accountability protocol here. All rates are suppressed according to the table in Appendix A.

The percentages of students earning an ACT Composite score of 21 or higher and those earning ACT college readiness benchmarks are reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with disabilities, and students in the combined student group (where applicable). Additional information for identifying students in these student groups can be found in Appendix B.

Career and Technical Education (CTE) Concentrators

Metric Description

The Career and Technical Education (CTE) concentrators rate represents the percentage of students in the graduating cohort who concentrated in CTE. CTE Concentrators rate includes both of the following components:

1. The percentages of students in graduating cohort who were CTE concentrators and graduated
2. The percentages of offered programs of study that are aligned to regional needs

Business Rules:

Data Source: Education Information System (EIS)

The CTE concentrators rate is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, and student with disabilities. Additional information for identifying students in these student groups can be found in Appendix B.

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

3. Extract the graduate cohort student file from EIS.
4. Exclude students who are not in the graduating cohort.
5. 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 on-time graduates who also concentrated in Career and Technical Education.

1. Prepare the file per the procedure outlined above for the denominator.
2. 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, eleven or twelve.
3. Isolate the students who concentrated in Career and Technical Education per indicator flag in the graduate cohort student file.
4. Count as graduate if student received a regular diploma defined as completion type equal to 1, 11 or 12.
5. Calculate the numerator for schools, districts, and the state by totaling the number of students who graduated AND concentrated in CTE among all students and specific student groups.

CTE Concentrators Rate – The CTE concentrators rate is calculated as the total number of students who concentrated in CTE and graduated (as outlined in the numerator procedure) divided by the total number of students in the graduating cohort (as outlined in the denominator procedure). All rates are suppressed according to the table in Appendix A. All values are rounded to the nearest tenths place only after all calculations have been performed.

About the Schools / District Page

Student Enrollment

Metric Description

Student enrollment includes all students who are enrolled in specific school, district, and the state as of October 1st of the school year.

Business Rules

Data Source: Education Information System (EIS)

Student enrollment is reported for the following student groups: all students, Black, Hispanic, and Native American students, economically disadvantaged students, English language learners, student with

disabilities, students in the combined student group (where applicable), Black students, Asian students, Hispanic students, Native American students, Pacific Islander students, white students, foster students, homeless students, migrant students, students with a parent who is on active military duty, female students, and male students. Additional information for identifying students in these student groups can be found in Appendix B.

Student Enrollment: The student enrollment for each school, district, and the state is calculated according to the procedure outline below.

1. Extract student enrollment from EIS including all students who were enrolled at any point during the school year and variables laid out in Appendix B, 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 October 1st. These excluded students are identified as:
   a. Students whose enrollment date is after October 1st of the school year.
   b. Students whose enrollment withdrawal date is on or before October 1st of the school year.
4. Exclude students whose enrollment is less than one day. This includes:
   f. Students whose enrollment begin date is equal to or greater than the student's enrollment end date, or
   g. Students whose attendance start date is equal to or greater than the student's enrollment withdrawal date.
5. Exclude student records with assignment grade equal to PK, P3, P4, N, or some combination of these.
6. Exclude any students who do not have a district or school number.
7. If a student had multiple records with different enrollment beginning dates, include only the record with the most recent enrollment date.
8. 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.
9. 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 October 1st.
10. 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.

11. 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.
12. 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 October 1st.
13. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above.
    a. Student race is determined based on the hierarchal race consistent with Accountability.

Staffing

Metric Description

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

Business Rules

Data Source: Educator Universe data set (comprised of educator records from the TNCompass December 1 Report, TNCompass Year-End Report, TNCompass Staff Assignments report, and TNCompass Evaluation Scores by Educator report)

1. Extract the December 1, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass, including variables outlined in Appendix C.
2. Exclude any educators who are classified as inactive.
3. Classify educators into staffing roles according to the table provided in Appendix F. 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. Calculate for schools, districts, and the state by totaling the number of educators overall and for staffing role.

Educators Retention

Metric Description

The teacher retention rate refers to the number of educators who were educators from the previous school year and were retained into the current school year at the state, district, and school levels.

Business Rules

Data Source: Educator Universe data set (comprised of educator records from the TNCompass December 1 Report, TNCompass Year-End Report, TNCompass Staff Assignments report, and TNCompass Evaluation Scores by Educator report)

Denominator – The denominator for educator retention is equal to the total number of educators in the previous school year (2017-18).

1. Extract the December 1, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass, including variables outlined in Appendix C for the 2017-18 and 2018-19 school years.
2. If needed, update assignment codes from 2016-17 to match 2017-18 assignment codes using the table in Appendix G.
3. Exclude any educators who are classified as inactive
4. Exclude any educators who are new in 2018-19 (i.e., these educators appear in the 2018-19 file but not the 2017-18 file).
5. Calculate the denominator for schools, districts, and the state by totaling the number of teachers

Numerator – The numerator for educator retention is equal to the total number of educators who appear in the 2017-18 school year file as well as the 2018-19 school year file.

1. Begin with the file compiled for the denominator as outlined above.
2. Identify educators who are present in both the 2017-18 and 2018-19 school years. These educators are identified as retained.
3. Calculate the numerator for schools, districts, and the state by totaling the number of educators identified as retained

Educator Retention – The educator retention rate is calculated as the total number of educators who appear in the 2017-18 and 2018-19 files (as outlined in the numerator section) divided by the total number of educators who appear in the 2017-18 file (as outlined in the denominator section). All rates are suppressed according to the table in Appendix A. All values are rounded to the nearest tenths place only after all calculations have been performed.

School Information

Metric Description

The About This School page aims to provide the most up-to-date school name, district, principal, grades offered, address, and contact information for each school. Updates to this information must occur in School Directory in order to be reflected on the Report Card.

Data Source: School Directory

Business Rules:

1. Export data for all schools from the School Directory including variables from Appendix D.
2. Include only schools that are classified as active.
3. Exclude private schools and districts with district or school numbers greater than 9000.
4. Exclude the following state agency districts that are not included in reporting on the Report Card:
    a. Department of Children's Services (District number 970).
    b. Department of Corrections (District number 971).
    c. Department of Mental Health (District number 972).
    d. Public/Private School System (District number 990).
5. Exclude all homeschool or homebound schools with school numbers equal to 981 or 975.

District Information

Metric Description

The district information included on the Report Card is intended to provide information including the district name, Director of Schools, grades offered, address, and contact information.

Data Source: School Directory

Business Rules:

1. Export data for all districts from the School Directory including variables from Appendix E.
2. Include only districts that are classified as active.
3. Exclude private districts with district numbers greater than 9000.
4. Exclude the following state agency districts that are not included in reporting on the Report Card:
    a. Department of Children's Services (District number 970).
    b. Department of Corrections (District number 971).
    c. Department of Mental Health (District number 972).
    d. Public/Private School System (District number 990).
5. Exclude districts with no associated schools.

Finance

Metric Description

The Report Card provides per-pupil spending averages for both districts and schools. Additionally, for districts, the Report Card displays the spending breakdown by source (i.e., federal, state, or local funds).

Appendices

Appendix A – Suppression for the Report Card

The following suppression rules will be applied for the 2019-20 Tennessee Report Card.

1. For any metric used for accountability purposes, suppression rules are defined in the Accountability Protocol of the relevant school year.
2. For any non-accountability metric where the student count for the specific school, district, or state is less than 10 valid students or tests, the metric will be suppressed. This will be denoted as "*". Exceptions include:
   a. There will be no suppression applied for student enrollment, school descriptive information, district descriptive information, per pupil expenditures and finance data, and career and technical education programs of study offerings.
   b. For teacher retention, suppression will be applied where the teacher count for the specific school, district, or state is less than 5 teachers. This will be denoted as "*".
3. Metrics will be additionally suppressed as applicable per the chart below. This will be denoted with **.

Metric	District Suppression	School Suppression
CTE Concentrator Rates	Suppress if less than 1%	Suppress if less than 5%

Metric	District Suppression	School Suppression
Discipline Rates (ISS, OSS, Expulsions)	Suppress if greater than 99%	Suppress if greater than 95%
Dropout Rates	Suppress if greater than 99%	Suppress if greater than 95%
Long-Term English Learners	Suppress if greater than 99%	Suppress if greater than 95%
Postsecondary Enrollment Rates	Suppress if less than 1%	Suppress if less than 5%

Appendix B – Education Information System Referenced Variables

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.

Variable	Description
Active Duty Military	This indicates that the student has a parent who is on active duty military. This value is extracted from the student classifications table in EIS.
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. Completion type equal to 1 refers to a regular diploma. Completion type equal to 11 refers to students who received a regular diploma with a foreign language waiver. Completion type equal to 12 refers to students who received a regular diploma with a fine arts waiver.
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.

Variable	Description
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	A student is classified as economically disadvantaged if their student record has any of the following flags: • J - Direct Certified Economically Disadvantaged • U - Runaway • H - Homeless • I – Migrant • FOS01 – Foster Care This value is extracted from the student classifications table in EIS.
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.
Foster	This indicates that the student is in foster care services. This value is extracted from the student classifications table in EIS.
Gender	This indicates the student's gender. This value is extracted from the student 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.
Homeless	This indicates that the student is a homeless. This value is extracted from the student classifications table in EIS.

Variable	Description
Instructional Program Description	This indicates the type of instructional program that the school provided. Examples of instructional program descriptions include: Regular, PreK-12, K-12, Career and Technical, Alternative. Alternative, Adult, and Career and Technical Education instructional programs are not included on the Report Card. 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: • "P" – enrollment in the student's primary school • "S" – Receiving Partial Service This value is extracted from the instructional service period table in EIS.
Migrant	This indicates that the student is a migrant. This value is extracted from the student classifications table in EIS.
Race and Ethnicity	This indicates the race and ethnicity of the student. • 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 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.
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

Variable	Description
	secondary). This value is extracted from the special education and disabilities classifications table in EIS.

Appendix C – 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.
Dec1status	This refers to whether or not the educator is active ("A") or inactive ("I") as of December 1st.

Appendix D – 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.
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 in the Report Card.
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 E – 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 in the Report Card.
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 F – Assignment Codes for Specific Staffing Roles

The table below includes the assignment codes and descriptions that are associated with each staffing role included on the Report Card.

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,	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

Staffing Role	Assignment Codes	Description
	333, 334, 337, 350, 367, 399	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 G – 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

2016-17 Assignment Code	2017-18 Assignment Code		2016-17 Assignment Code	2017-18 Assignment Code
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
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			