2021-22 State Report Card Appeals
Frequently Asked Questions

Last updated: October 2022

1. *How do districts appeal information on the State Report Card?*

Districts and schools may submit appeals by clicking this [link](#). The ***appealable issues*** include:
- Message from the school's principal or Director of Schools
- Data that does not match the data files previously released by TDOE
- School/District Information that does not match information that was previously updated in School Directory by August 12, 2022. This includes the following information:
    - District/school leader name
    - Email address
    - Website
    - Physical address/mailing address
    - Phone number

The following information is ***not appealable***:
- School/District name
- School/District information that was not updated in School Directory by August 12, 2022.
- Data that was previously shared or had previous appeals windows

Please consult the [State Report Card Appeals Guide](#) for more details on the process and timeline.

2. *Can districts submit multiple appeals?*

Districts can submit multiple appeals any time during the appeals window process. They can submit appeals by clicking this [link](#). Please consult the [State Report Card Appeals Guide](#) for more details on the process and timeline.

3. *What school year is reflected in the 2021-22 State Report Card?*

The State Report Card reflects information and data about schools and districts based on the most current data that are available. The 2021-22 State Report Card reflects school performance during the 2021-22 school year with few exceptions. That is, any data related to graduation rate, *Ready Graduate* rate, ACT composite scores, CTE concentrator data, and postsecondary enrollment data came from the 2021 graduating cohort who graduated in 2020-21. Schools opened in the summer of 2022 would show "no data available" on the State Report Card.

4. *How is the 2021-22 State Report Card different from the prior State Report Card?*

The data and information presented in the 2021-22 State Report Card largely remain the same as prior year's State Report Card with few exceptions:

1. The department did not produce school letter grades in the 2021-22 accountability cycle due to the impact COVID-related disruptions had on learning and district evaluation results. Information about school letter grades is removed from the State Report Card.
2. District accountability data reported on the State Report Card is now consistent with the district accountability data released to districts during the data appeals window. For instance, instead of

reporting the overall district success rate, the State Report Card shows the success rates by grade band. Additionally, instead of reporting the overall district success rate for each subject area, the State Report Card shows the subject-level success rates by grade band.

3. Clarification regarding the differences in the calculation of overall success rates and subject-level success rates is added to the State Report Card. That is, the calculation of overall success rates is based on the data for the accountable entity, while the calculation of subject-level success rates is based on the data where students were tested.

4. Data for racial/ethnic groups is now provided for all performance indicators.

The table below provides an overview of the types of information and data that are available on the 2021-22 State Report Card. Please consult the State Report Card Technical Document for more information regarding formula and business rules applied to calculate the data. For details about what information is appealable, please consult the 2022 State Report Card Appeals Guide.

Data Elements	School-level Data	District-level Data	State-level Data
Accountability Data			
Designations	✓	✓	🚫
Achievement (Success Rate)—overall, by subject, by student group, by subject and student group, over time	✓	✓	✓
TCAP participation rate—overall, by subject, by student group	✓	✓	✓
Growth—overall, by subject, by student group	✓	✓	🚫
Chronically Out of School rate—overall, by student group, over time	✓	✓	✓
English Language Proficiency Assessment (ELPA) rate—overall, by student group, over time	✓	✓	✓
Graduation rate—overall, by student group, over time	✓	✓	✓
Ready Graduate **rate**—overall, by student group, over time	✓	✓	✓
ACT Participation rate—overall, by student group	✓	✓	✓
Other Non-Accountability Data			
Enrollment—overall, by student group, over time	✓	✓	✓
Discipline data (in-school suspension, out-of-school suspension, expulsion)—overall, by student group, over time	✓	✓	✓
Dropout data—overall, by student group, over time	✓	✓	✓
Postsecondary enrollment data—overall, by student group, by college type, over time	✓	✓	✓
ACT composite scores—by student, by subject	✓	✓	✓
CTE concentrator data—by student group	✓	✓	✓
Teachers—number of teachers, student-to-teacher ratio, teacher retention)	✓	✓	✓
School and district instructional leaders—number of instructional leaders, student to instructional leader ratio)	✓	✓	✓
School services support personnel—number of personnel, student to personnel ratio	✓	✓	✓
Finance—per-pupil expenditures, expenditures—total, over time, by source	✓	✓	✓

5. Are data presented in the State Report Card available in other formats?

2021-22 State Report Card data will be available in Excel format and accessible on the [Data Downloads](#) webpage on November 22.

6. What do the negative values mean (e.g., -1, -5, -10, -30, -95, -99) in the metrics?

In accordance with federal and state law and policy, the department is required to suppress any information that may be personally identifiable for students. As a result, some metrics are not viewable when they apply to, include, or exclude a small number of students. These instances are indicated by negative values on the State Report Card. Please consult the [suppression rules](#) for the interpretation of suppression values.

7. What is a School Designation?

A school receives a designation based on its overall performance across multiple indicators that are essential to student success: Achievement, Growth, Chronically Out of School, English Language Proficiency Assessment (ELPA), Chronically Out of School, Graduation Rate (high schools only), and *Ready Graduate* (high schools only). Based on the school's performance on these indicators, schools can receive one of the following designations:

- **Reward Schools**: Schools that earn an overall rating of 3.1 or higher and are not identified as Priority, TSI, or ATSI schools are recognized as Reward schools. Schools receiving this designation typically demonstrate high levels of performance and/or growth across all indicators.

- **Priority/CSI Schools**: Schools that are consistently low performing based on multiple years of TCAP assessment data (bottom 5%) or have less than 67% graduation rate during the most recent school year receive Priority designation. Priority schools are also known as the Comprehensive Support and Improvement (CSI) Schools as they are eligible for additional federal funding and are supported by the department in developing an evidence-based school improvement plan.

- **Focus Schools:** Schools having one or more student groups that are considered "underperforming" based on accountability performance indicators receive Focus designation. There are two types of Focus schools: Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). TSI schools are identified based on the overall school performance for any given student group. Schools that are at the bottom 5% for any given student group are identified as TSI schools. ATSI schools are a subset of TSI schools that are consistently low performing on TCAP assessments for multiple years or have a graduation rate less than 67% for any given student group. Tennessee identifies TSI and ATSI schools for the following student groups: Black, Hispanic, and Native American students (BHN), Economically Disadvantaged students (ED), English Learners (EL), Students with Disabilities (SWD), Hispanic/Latino, Black or African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Asian, and White.

If a school does not receive one of these school designations, the Report Card displays "no designation."

8. What is a District Designation?

A district's designation reflects its overall performance across multiple indicators that are essential to student success: Grade Band Success Rates, English Language Proficiency Assessment (ELPA), Chronically Out of School, and Graduation Rate. Each district receives a designation following the points scale below:

- Exemplary: 3.1-4.0
- Advancing: 2.1-3.0
- Satisfactory: 1.1-2.0
- Marginal: 0.0-1.0

Districts receive a designation of **In Need of Improvement** when their overall score falls in the bottom 5% of all districts across the state.

9. What is a **Best for All** *District?*

Best for All Districts are recognized for significantly investing federal COVID-19 stimulus funding to drive student achievement and improving academic outcomes. The department understands the importance of rewarding investments in mission-critical initiatives that are most likely to benefit students. Best for All Districts are those entities that have strategically planned for and invested in ways that are likely to accelerate student achievement. To qualify for the Best for All recognition program, a district must have planned to spend an amount equal to or more than 50% of its ESSER 3.0 award amount on strategies to raise student academic achievement, as well as opted to participate in the state's high-dosage, low-ratio tutoring program, TN ALL Corps. Learn more here.