



Department of
Education

2021-22 Report Card Technical Document

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1. Introduction

The 2021-22 Report Card is an important tool released every year to help families, educators, communities, and elected officials understand how Tennessee's schools and districts are serving our students. The Report Card includes a dashboard of detailed, easy-to-understand information about the achievement, growth, attendance, discipline, and postsecondary readiness of students. Information about schools, districts, and the state such as student enrollment, staff information, and school and district expenditures and funding is also available on the Report Card. This information is used to inform a school's performance across all accountability indicators as well as school and district accountability designations based on their performance in 2021-22. Some Report Card metrics are lagged by one year due to data availability. For the 2021-22 Report Card, these lagged metrics, including Graduation Rate, *Ready Graduate* Rate, Dropout Rate, Post-Secondary Enrollment, Average ACT Composite scores, and Career and Technical Education (CTE) Concentrator Rate, represent the data from the cohort of students who graduated high school in 2020-21.

This technical document provides detailed information regarding business rules applied for the calculation of metrics included in the 2021-22 Report Card. In general, the business rules applied to the calculation of school and district accountability metrics are the same as the business rules described in the [2021-22 Accountability Protocol](#) unless otherwise noted.

The Tennessee Department of Education (TDOE) also provides data presented in the Report Card accessible in various file formats (i.e., Excel, CSV). To download these data sets, visit TDOE's [Data Downloads](#) website.

2. School Indicators

2.1 School Designation

2.1.1 Reward Schools

Schools earn Reward status if they have an overall school score of 3.1 or higher and are also not identified as a Priority or Focus school.

2.1.2 Priority Schools

Schools identified as the lowest performing 5% of schools based on achievement score or have less than 67% graduation rate receive Priority/CSI designation. If the school has a TVAAS Combined Literacy and Numeracy Composite level of 4 or 5, they are not identified as a Priority/CSI School. Schools receiving Priority/CSI designation will receive additional funding and support to increase student success.

For Priority/CSI designation calculations and business rules, please see [Section 4.5](#) of the 2021-22 Accountability Protocol.

2.1.3 Focus Schools

Schools having one or more significantly and/or consistently underperforming student group(s) receive Focus designation. Schools may become a Focus school if they meet the identification criterion for one or more of the following student groups:

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)
- Asian
- American Indian or Alaska Native
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Pacific Islander
- White

To be eligible for Focus designation, schools must have at least 30 students for the given student group for all relevant indicators (i.e., four indicators for K-8 schools and six indicators for high schools). There are two types of Focus schools:

- **Targeted Support and Improvement (TSI):** Schools are identified as TSI schools if the overall accountability score for a student group is in the bottom five percent of that student group across the state. For example, a school in which ED students perform in the bottom five percent of all eligible ED student groups in the state will be identified as a TSI school for its ED student group.
- **Additional Targeted Support and Improvement (ATSI):** ATSI schools are a subgroup of TSI schools that are consistently low-performing based on multiple years of TCAP assessment data or have less than 67% graduation rate for a given student group.

For more information about Focus school designation calculations and business rules rate calculations and business rules, please see [Section 4.6](#) of the 2021-22 Accountability Protocol.

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

2.2 School Achievement

2.2.1 Achievement

The achievement score reflects the better score between the school's one-year success rate and the school's AMO targets for the *All Students* group and other student groups.

For school accountability success rate calculations and business rules, please see [Section 4.4.1](#) of the 2021-22 Accountability Protocol. (Note: only Math and ELA TCAP assessments will be used in success rate calculation).

2.2.2 TCAP Participation Rate

The TCAP participation rate for schools represents the percentage of enrolled students who received a valid TCAP score.

The TCAP Participation Rate is calculated for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

For calculation details and business rules, please see [Section 3.1](#) of the 2021-22 Accountability Protocol.

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

2.2.3 Success Rate

The one-year success rate indicates the proportion of valid ELA and math state tests on which students scored "Met expectations" or "Exceeded expectations."

Success Rates are reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students

- Native Hawaiian or Pacific Islander students
- White students

For school accountability success rate calculations and business rules, please see [Section 3.3](#) of the 2021-22 Accountability Protocol.

Note. The overall school-level success rates are calculated based on the accountable school/district rather than where students were tested.

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

2.2.4 Success Rate by Subject Area

English Language Arts (ELA), Math, Science, and Social Studies success rates indicate the proportion of valid tests on which students scored “Met expectations” or “Exceeded expectations” for each content area. Subject area success rates are calculated using data across assessments. The success rates published on the Report Card reflect data for all assessments belonging to a subject area taught by the school.

The Report Card also displays results by performance level (i.e., the proportion of valid tests on which students scored Below Expectations, Approaching Expectations, Met expectations, or Exceeded expectations).

Note. Subject-level success rates are calculated based on where students were tested instead of the accountable school/district.

School Level	Content Area	Assessments included
Elementary	ELA	Grades 3-5 ELA TCAP, MSAA ELA
Elementary	Math	Grades 3-5 Math TCAP, MSAA Math
Elementary	Science	Grades 3-5 Science TCAP, Science Alt
Middle	ELA	Grades 6-8 ELA TCAP, MSAA ELA
Middle	Math	Grades 6-8 Math TCAP, MSAA Math
Middle	Science	Grades 6-8 Science TCAP, Science Alt
Middle	Social Studies	Grades 6-8 Social Studies TCAP Social Studies Alt
High	ELA	English I, English II, MSAA ELA
High	Math	Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, MSAA Math
High	Science	Biology I, Science Alt Biology I
High	Social Studies	US History

The success rate for each subject area is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Foster students

- Homeless students
- Migrant students
- Students with a parent on active military duty

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

2.3 School Growth

2.3.1 Overall Growth

Overall Growth measures student academic growth using the 2021-22 TVAAS Combined Literacy and Numeracy composites. Based on the growth achieved by their students, the school is assigned a level between Level 1 and Level 5. In a school earning a Level 5, we have significant confidence that students demonstrated greater than the average growth observed across the state. On the other hand, we have significant confidence that students in a school that earned a Level 1 demonstrated less than the average growth observed across the state.

Overall student growth is reported for the following student groups at the school-level only:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For growth calculation details and business rules, please see the TVAAS technical documentation available on the [TVAAS Tennessee website](#) as well as [Section 4.4.2](#) of the 2021-22 Accountability Protocol.

Data Source: TVAAS Composite Files (Available on [Data Downloads](#))

2.3.2 Growth by Subject

This metric indicates the amount of growth achieved by students in each subject area compared to their previous performance on state assessments, regardless of whether the students are on grade level. Based on the growth achieved by their students, the school is assigned a level between Level 1 and Level 5. In a school earning a Level 5, we have significant confidence that students demonstrated greater than the average growth observed across the state. On the other hand, we have significant confidence that students in a school that earned a Level 1 demonstrated less than the average growth observed across the state.

Student growth by Subject is reported for the following student groups at the school-level only:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)

- Students with Disabilities (SWD)
- Students in the super subgroup

Additional information for identifying students in these student groups can be found in [Appendix B](#).

The table below summarizes the list of assessments included in the TVAAS calculations by subject in 2021-22.

School Level	Content Area	Assessments included
Elementary	ELA	Grades 3-5 ELA TCAP
Elementary	Math	Grades 3-5 Math TCAP
Elementary	Science	Grades 5 Science TCAP
Middle	ELA	Grades 6-8 ELA TCAP
Middle	Math	Grades 6-8 Math TCAP
Middle	Science	Grades 6-8 Science TCAP
Middle	Social Studies	Grades 6-8 Social Studies TCAP
High	ELA	English I, English II
High	Math	Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III
High	Science	Biology I
High	Social Studies	US History

Data Source: TVAAS Composite Files (Available on [Data Downloads](#))

2.4 Chronically Out of School

The Chronically Out of School indicator is measured by the rate of chronic absenteeism, which is defined as the percent of students who missed at least 10% of the instructional days that they are enrolled for during the school year. The Chronically Out of School indicator score reflects the better score between the absolute performance measure and the AMO measure.

The Chronically Out of School rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional Information for identifying students in these student groups can be found in [Appendix B](#).

For calculations details and business rules, please see [Section 4.4.3](#) of the 2021-22 Accountability Protocol.

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

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

Disciplinary rates included in the Report Card are:

- **In-School Suspension Rate:** The in-school suspension rate represents the percentage of students who received at least one in-school suspension.
- **Out-of-School Suspension Rate:** The out-of-school suspension rate represents the percentage of students who received at least one out-of-school suspension.
- **Expulsion Rate:** The expulsion rate represents the percentage of students who received at least one expulsion.

The school, district, and state 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 that specific type of discipline divided by the total number of students in the respective school, district, or the state-at-large. For each school, discipline rates include any student enrolled in that school or district at any point during the school year.

Disciplinary rates are reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Female students
- 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 the disciplinary rates are calculated. All rates are suppressed according to the table in [Appendix A](#). All values are rounded to the nearest whole number 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 is:

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](#). Enrollment data for discipline calculations was extracted from EIS in July 2022. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
2. Include only primary enrollment student records in which the type of service is equal to primary.
3. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.

4. 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.
5. If a student has multiple records within the same district and school but different enrollment beginning dates, include only the record with the most recent enrollment date.
6. If a student has multiple records within the same district, school, and enrollment beginning dates but has 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.
7. If a student has multiple records within 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.
8. If a student has multiple records within 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.
9. If a student has multiple records within 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.
10. If a student has multiple identical records in terms of the district identifier, school identifier, and student demographic information, keep only the first record.
11. 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 received at least one instance of the particular type of discipline. The procedure for calculating the numerator is:

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](#). Enrollment data for discipline calculations was extracted from EIS in July 2022. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
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:
 - If any of the punishments for a single incidence are a remand, keep only the remand.
 - If any of the punishments for a single incidence are an expulsion, keep only the expulsion.
 - 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). Furthermore:
 - 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 only one incidence towards the in-school suspension rate.
 - Students can count towards 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 by type, and student demographic information, keep only the first record.

- 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 that particular type of discipline (as outlined in the numerator procedure above) by the total number students in each school, district, or state at large (as outlined in the denominator procedure above). All values are rounded to the nearest tenth decimal place only after all calculations have been performed. The calculations are listed below:

- In-School Suspension Rate = $\frac{\text{\# of students who receive at least one in-school suspension}}{\text{number of students in the school}} \times 100$
- Out-of-School Suspension Rate = $\frac{\text{\# of students who receive at least one out-of-school suspension}}{\text{number of students in the school}} \times 100$
- Expulsion Rate = $\frac{\text{\# of students who receive at least one expulsion}}{\text{number of students in the school}} \times 100$

Data Source: Chronic Absenteeism Files (Available on [Data Downloads](#)); Education Information System (EIS) (Only available to school/district staff with access)

2.5 School English Language Proficiency Assessment (ELPA)

The ELPA rate represents the percentage of students who meet the growth standard criteria on the WIDA ACCESS assessment and are progressing toward English proficiency.

The English Language Proficiency Assessment score is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For calculation details and business rules, please see [Section 4.4.6](#) of the 2021-22 Accountability Protocol.

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

2.6 Graduation Rate

The Graduation Rate represents the percentage of students who graduate on time (four years and a summer) with a regular high school diploma or an alternate academic diploma (AAD). Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Graduation Rate for the 2022 Report Card.

The graduation rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Foster students
- Homeless students
- Female students
- Male students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For calculation details and business rules, please see [Section 4.4.4](#) of the 2021-22 Accountability Protocol.

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

2.6.1 Dropout Rate

The Dropout Rate reflects the percentage of students who dropped out without graduating and earning either a regular diploma or an AAD diploma. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Dropout Rate for the 2022 Report Card.

The Dropout Rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Foster students
- Homeless students
- Migrant students
- Students with a parent who is on active military duty
- Female students
- Male students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

2.6.2 Postsecondary Enrollment

The Postsecondary Enrollment rate reflects the percentage of on-time graduates (four years and a summer) who 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. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Postsecondary Enrollment rate for the 2022 Report Card.

The Postsecondary Enrollment rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

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 included in the graduating cohort and graduated on time. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate Graduation Rates for accountability purposes.
2. Only include students who are in the graduating cohort.
3. Only include students who earned on-time regular or alternate academic diplomas (AAD). These students have completion types 1, 8, 11, 12, or 13.
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 enroll into a postsecondary institution in the fall immediately following their graduation. The procedure for calculating the numerator is:

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, P20 Connect. The data in P20Connect is populated by Tennessee Higher Education Commission (THEC), who submits two postsecondary enrollment tables. The files include:
 - The Tennessee public institutions files, which is created from the THEC data systems and includes enrollment for in-state, public four-year universities, community colleges and technical colleges, AND
 - The 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.
4. If a student appears as enrolled in multiple postsecondary institutions, keep the enrollment according to the following hierarchy:
 - Keep the enrollment in a four-year institution
 - If no enrollment in a four-year institution, keep (if any), enrollment in a community college.
 - 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 who enroll in a postsecondary institution (as outlined in the numerator procedure) divided by the total number of on-time graduates (as outlined in the denominator 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 tenth decimal place only after all calculations have been performed.

Data Sources: Graduation Cohort File (Available on [Data Downloads](#)), P20 Connect

2.7 School Ready Graduate

The *Ready Graduate* score represents the percentage of students who demonstrate readiness for postsecondary education and career. 2021 graduating cohort data will be used to calculate *Ready Graduate* rate for the 2022 Report Card.

The *Ready Graduate* rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For calculation details and business rules, please see [Section 4.4.5](#) of the 2021-22 Accountability Protocol.

Data Source: Ready Graduate Files (Available on [Data Downloads](#))

2.7.1 ACT Participation Rate

The ACT participation rate for schools represents the percentage of students in the 2021 graduating cohort who received a valid ACT score.

The ACT Participation Rate is calculated for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students

- Native Hawaiian or Pacific Islander students
- White students

For calculation details and business rules, please see [Section 3.5](#) of the 2021-22 Accountability Protocol.

Data Source: Ready Graduate Files (Available on [Data Downloads](#))

2.7.2 Average ACT Composite and Subject-Level Scores

The Average ACT Composite score is calculated using the highest score students earn in the three years preceding their graduation, only for those students who are counted as graduates for a given school or district. Note that prior to 2015-16, the data reflected the most recent scores for students who were expected to graduate, whether they graduated or not. The Report Card shows the average scores for each ACT subject-level assessment including mathematics, reading, English, and science. Note that these metrics are lagged one year on the Report Card in order to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Average ACT Composite and Subject-Level Scores for the 2022 Report Card.

The Average ACT Composite and Subject-Level Scores are reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Data Source: ACT Data Files (Available on [Data Downloads](#))

2.7.3 Career and Technical Education (CTE) Concentrators

The Career and Technical Education (CTE) Concentrators rate represents the percentage of on-time graduates in a particular cohort who concentrated in CTE program of study. For more information, see the [Career and Technical Education](#) website. Note that this metric is lagged by one year on the Report Card.

The CTE Concentrators rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The demographic indicators for these student groups are taken from the graduation cohort file.

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Denominator: The denominator is the number of on-time graduates (four years and a summer) who earned a regular or AAD diploma. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate graduation rates for accountability purposes.
2. Only include students who are in the graduating cohort.
3. Only include students who earned on-time regular or AAD diplomas. These students have completion types of 1, 8, 11, 12, or 13.

4. Calculate the denominator for schools, districts, and the state by totaling the number of students in the cohort for the *All Students* group and other student groups.

Numerator: The numerator is the number of on-time graduates who earned either a regular or AAD diploma **and** who also concentrated in Career and Technical Education (CTE). The procedure for calculating the numerator is:

1. Start with the students included in the denominator (as specified above).
2. Only include students who concentrated in CTE based on CTE concentrator flag in the student-level graduation cohort file
3. Calculate the numerator for schools, districts, and the state by totaling the number of students who graduated **and** concentrated in CTE for the *All Students* group and other 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 tenth decimal place only after all calculations have been performed.

Data Sources: Graduation Cohort File (available on Cohort Application)

3. District Indicators

3.1 District Designations

District designations are informed by the districts' performance across six indicators and student groups. Districts receive an overall designation by using results in the six indicators across student groups: 3-5 Success Rate, 6-8 Success Rate, 9-12 Success Rate, Graduation Rate, K-12 ELPA, and K-12 Chronically Out of School.

Student groups include:

- All Students
- Black, Hispanic, and Native American students (BHN)
- English Learners (EL)
- Economically Disadvantaged students (ED)
- Students with Disabilities (SWD)

Students receive a score (0-4) for each indicator based on the performance of the student groups; the *All Students* group is weighted at 60% and the other student groups are weighted at 40%. The indicators are then averaged together (each indicator is weighted equally) to produce the overall district score. The score is then used to inform the overall district designation.

Districts receive one of the following designations based on their score:

- Exemplary: 3.1 or higher
- Advancing: 2.1-3.0
- Satisfactory: 1.1-2.0
- Marginal: less than 1.1

Districts that are identified as the lowest performing 5% will receive a **"in need of improvement"** designation.

For district designations calculations and business rules, please see [Sections 5.1 & 5.3](#) of the 2021-22 Accountability Protocol.

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

3.2 District Achievement

3.2.1 Grade Band Success Rate Indicators

The Grade Band (3-5, 6-8, 9-12) Success Rates indicate the proportion of valid ELA and math state tests on which students scored "Met expectations" or "Exceeded expectations" for each grade band.

Success Rates are reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

For district accountability grade band calculations and business rules, please see [Section 5.3.2](#) of the 2021-22 Accountability Protocol.

Note. The district grade band success rates are calculated based on the accountable school/district rather than where students were tested.

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

3.2.2 TCAP Participation Rate

The TCAP participation rate for districts represents the percentage of enrolled students who received a valid TCAP score.

The TCAP Participation Rate is calculated for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

For calculation details and business rules, please see [Section 3.1](#) of the 2021-22 Accountability Protocol.

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

3.2.3 Grade Band Success Rates by Subject Areas

English Language Arts (ELA), Math, Science, and Social Studies success rates indicate the proportion of valid tests on which students scored “Met expectations” or “Exceeded expectations” for each content area. Subject-level success rates are calculated using data **across assessments**. The success rates published on the Report Card reflect data for all subjects belonging to a content area taught by the school.

The Report Card also displays results by performance level (i.e., the proportion of valid tests on which students scored Below Expectations, Approaching Expectations, Met expectations, or Exceeded expectations).

Note. Subject-level grade band success rates are calculated based on where students were tested instead of the accountable school/district.

Grade Band	Content Area	Assessments included
3-5	ELA	Grades 3-5 ELA TCAP, MSAA ELA
3-5	Math	Grades 3-5 Math TCAP, MSAA Math
3-5	Science	Grades 3-5 Science TCAP, Science Alt
6-8	ELA	Grades 6-8 ELA TCAP, MSAA ELA
6-8	Math	Grades 6-8 Math TCAP, MSAA Math
6-8	Science	Grades 6-8 Science TCAP, Science Alt
6-8	Social Studies	Grades 6-8 Social Studies TCAP Social Studies Alt

Grade Band	Content Area	Assessments included
9-12	ELA	English I, English II, MSAA ELA
9-12	Math	Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, MSAA Math
9-12	Science	Biology I, Science Alt Biology I
9-12	Social Studies	US History

The achievement rate for each content area is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Foster students
- Homeless students
- Migrant students
- Students with a parent on active military duty

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

3.3 District Growth

3.3.1 Growth by Grade Band

The growth by grade band (3-5, 6-8, and 9-12) scores reflects the combined Math/ELA composite TVAAS score. A district can receive a between 1 and 5 with Level 1 being the lowest and Level 5 being the highest. Districts receive a level 5 when there is *significant* confidence that students demonstrated greater than the average growth observed across the state on state math and ELA tests. In contrast, districts receive a level 1 when there is *significant* evidence that their students demonstrated less than the average growth observed across the state on state math and ELA tests.

Growth by Grade Band rates are reported for the following student groups at the school-level only:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students

- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For growth calculation details and business rules, please see the TVAAS technical documentation available on the [TVAAS Tennessee website](#).

Data Source: District Accountability files (Available on the Accountability Application)

3.4 District Chronically Out of School

The Chronically Out of School rate for districts represents the percentage of students who were absent 10 percent or more of the instructional days for any reason, including excused absences and disciplinary actions (i.e. suspensions, expulsions). Districts will be measured across three pathways: absolute performance which is the percentage of students in the district who are considered chronically absent, AMO targets, and the value-added measure which is based on the percentage of students who were chronically absent in the prior year and then become not chronically absent in the current school year. For calculations details and business rules, please see [Section 5.3.3](#) of the 2021-22 Accountability Protocol.

The Chronically Out of School rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional Information for identifying students in these student groups can be found in [Appendix B](#).

For calculation details and business rules, please see [Section 5.3.3](#) of the 2021-22 Accountability Protocol.

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

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

Disciplinary rates included in the Report Card are:

- In-School Suspension Rate – The in-school suspension rate represents the percentage of students who received at least one in-school suspension.
- Out-of-School Suspension Rate – The out-of-school suspension rate represents the percentage of students who received at least one out-of-school suspension.
- Expulsion Rate – The expulsion rate represents the percentage of students who received at least one expulsion.

The school, district, and state 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 that specific type of discipline

divided by the total number of students in the respective school, district, or the state-at-large. For each district, discipline rates include any student enrolled in that school or district at any point during the school year.

Disciplinary rate are reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Female students
- 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 the disciplinary rates are calculated. All rates are suppressed according to the table in [Appendix A](#). All values are rounded to the nearest whole number 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 is:

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](#). Enrollment data for discipline calculations was extracted from EIS in July 2022. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
2. Include only primary enrollment student records in which the type of service is equal to primary.
3. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
4. 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.
5. If a student has multiple records within the same district and school but different enrollment beginning dates, include only the record with the most recent enrollment date.
6. If a student has multiple records within the same district, school, and enrollment beginning dates but has 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.
7. If a student has multiple records within 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.

8. If a student has multiple records within 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.
9. If a student has multiple records within 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.
10. If a student has multiple identical records in terms of the district identifier, school identifier, and student demographic information, keep only the first record.
11. 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 received at least one instance of the particular type of discipline. The procedure for calculating the numerator is:

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](#). Enrollment data for discipline calculations was extracted from EIS in July 2022. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
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:
 - If any of the punishments for a single incidence are a remand, keep only the remand.
 - If any of the punishments for a single incidence are an expulsion, keep only the expulsion.
 - 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). Furthermore:
 - 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 only one incidence towards the in-school suspension rate.
 - Students can count towards 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 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 that particular type of discipline (as outlined in the numerator procedure above) by the total number students in a given school, district, or state at large (as outlined in the denominator procedure above). All values are rounded to the nearest tenth decimal place only after all calculations have been performed. The calculations are listed below:

- In-School Suspension Rate for a school = $\frac{\text{\# of students who receive at least one in-school suspension}}{\text{number of students in the school}} \times 100$
- Out-of-School Suspension Rate for a school = $\frac{\text{\# of students who receive at least one out-of-school suspension}}{\text{number of students in the school}} \times 100$

- Expulsion Rate for a school = $\frac{\text{\# of students who receive at least one expulsion}}{\text{number of students in the school}} \times 100$

Data Source: Chronic Absenteeism Files (Available on [Data Downloads](#)); Education Information System (EIS) (Only available to school/district staff with access)

3.5 English Language Proficiency Assessment (ELPA)

The English Language Proficiency Assessment (ELA) rate represents the percentage of students who meet the corresponding growth standard on the WIDA ACCESS assessment and are progressing toward English proficiency. Districts will be measured across three pathways: absolute performance, which will represent the percentage of students meeting growth standards, AMO targets, and the value-added goal which calculates the change in the percentage of transitional EL students who score met expectations or exceeded expectations on ELA content area state assessments.

Overall student growth is reported for the following student groups at the school-level only:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For calculation details and business rules, please see [Section 5.3.5](#) of the 2021-22 Accountability Protocol.

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

3.6 Graduation Rate

The Graduation Rate represents aims to evaluate districts on postsecondary readiness both through graduation rate and *Ready Graduate* criteria. Districts will be measured across three pathways: absolute performance, which will represent the percentage of students who graduate on time (4 years and a summer) with either a regular high school diploma or alternate academic diploma (AAD), graduation rate AMO targets, and the value-added measures which calculates the difference in the district's percentage of *Ready Graduates* to the prior year as compared to statewide performance. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Graduation Rate for the 2022 Report Card.

The graduation rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students

- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Foster students
- Homeless students
- Female students
- Male students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

For calculation details and business rules, please see [Section 5.3.4](#) of the 2021-22 Accountability Protocol.

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

3.6.1 Dropout Rate

The Dropout Rate reflects the percentage of students who dropped out without graduating and earning either a regular diploma or an AAD diploma. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Dropout Rate for the 2022 Report Card.

The Dropout Rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Foster students
- Homeless students
- Migrant students
- Students with a parent who is on active military duty
- Female students
- Male students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

3.6.2 Postsecondary Enrollment

The Postsecondary Enrollment rate reflects the percentage of on-time graduates (four years and a summer) who 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. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Postsecondary Enrollment rate for the 2022 Report Card.

The Postsecondary Enrollment rate is reported for the following student groups:

- All Students

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

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 included in the graduating cohort and graduated on time. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate Graduation Rates for accountability purposes.
2. Only include students who are in the graduating cohort.
3. Only include students who earned on-time regular or alternate academic diplomas (AAD). These students have completion types 1, 8, 11, 12, or 13.
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 enroll into a postsecondary institution in the fall immediately following their graduation. The procedure for calculating the numerator is:

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, P20 Connect. The data in P20Connect is populated by Tennessee Higher Education Commission (THEC), who submits two postsecondary enrollment tables. The files include:
 - The Tennessee public institutions files, which is created from the THEC data systems and includes enrollment for in-state, public four-year universities, community colleges and technical colleges, AND
 - The 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.
4. If a student appears as enrolled in multiple postsecondary institutions, keep the enrollment according to the following hierarchy:
 - Keep the enrollment in a four-year institution
 - If no enrollment in a four-year institution, keep (if any), enrollment in a community college.
 - 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 who enroll in a postsecondary institution (as outlined in the numerator procedure) divided by the total number of on-time graduates (as outlined in the denominator 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 tenth decimal place only after all calculations have been performed.

Data Sources: Graduation Cohort File (Available on [Data Downloads](#)), P20 Connect

3.7 Ready Graduate

The *Ready Graduate* rate represents the percentage of students who demonstrate readiness for postsecondary education and career. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate *Ready Graduate* rate for the 2022 Report Card.

The *Ready Graduate* rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Data Source: Ready Graduate Files (Available on [Data Downloads](#))

3.7.1 ACT Participation Rate

The ACT participation rate for districts represents the percentage of students in the 2021 graduating cohort who received a valid ACT score.

The ACT Participation Rate is calculated for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

For calculation details and business rules, please see [Section 3.5](#) of the 2021-22 Accountability Protocol.

Data Source: Ready Graduate Files (Available on [Data Downloads](#))

3.7.2 Average ACT Composite and Subject-Level Scores

The Average ACT Composite score is calculated using the highest score students earn in the three years preceding their graduation, only for those students who are counted as graduates for a given school or district. Note that prior to 2015-16, the data reflected the most recent scores for students who were expected to graduate, whether they

graduated or not. The Report Card shows the average scores for each ACT subject-level assessment including mathematics, reading, English, and science. Note that these metrics are lagged one year on the Report Card in order to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Average ACT Composite and Subject-Level Scores for the 2022 Report Card.

The Average ACT Composite and Subject-Level Scores are reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Data Source: ACT Data Files (Available on [Data Downloads](#))

3.7.3 Career and Technical Education (CTE) Concentrators

The Career and Technical Education (CTE) Concentrators rate represents the percentage of on-time graduates in a particular cohort who concentrated in CTE program of study. For more information, see the [Career and Technical Education](#) website. Note that this metric is lagged by one year on the Report Card.

The CTE Concentrators rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The demographic indicators for these student groups are taken from the graduation cohort file.

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Denominator: The denominator is the number of on-time graduates (four years and a summer) who earned a regular or AAD diploma. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate graduation rates for accountability purposes.
2. Only include students who are in the graduating cohort.
3. Only include students who earned on-time regular or AAD diplomas. These students have completion types of 1, 8, 11, 12, or 13.
4. Calculate the denominator for schools, districts, and the state by totaling the number of students in the cohort for the *All Students* group and other student groups.

Numerator: The numerator is the number of on-time graduates who earned either a regular or AAD diploma **and** who also concentrated in Career and Technical Education (CTE). The procedure for calculating the numerator is:

1. Start with the students included in the denominator (as specified above).
2. Only include students who concentrated in CTE based on CTE concentrator flag in the student-level graduation cohort file
3. Calculate the numerator for schools, districts, and the state by totaling the number of students who graduated **and** concentrated in CTE for the *All Students* group and other 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 tenth decimal place only after all calculations have been performed.

Data Sources: Graduation Cohort File (available on Cohort Application)

4. School/District Information

4.1 About this School/District

4.1.1 About This School

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. The main data source for school information is the School Directory.

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 school or district numbers greater than 9000.
4. Exclude the following state agency districts that are not included in the Report Card:
 - Department of Corrections (971)
 - Department of Mental Health (972)
 - Public/Private School System (990)
5. Exclude all homeschool or homebound schools with school numbers equal to 981 or 975.

Data Source: [School Directory](#)

4.1.2 About This District

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. The main data source for school information is the School Directory.

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 the Report Card:
 - Department of Corrections (971)
 - Department of Mental Health (972)
 - Public/Private School System (990)
5. Exclude districts with no associated schools.

4.2 Staffing

4.2.1 Staffing

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

The staffing for each school, district, and the state is calculated according to the following procedure:

1. Extract the December 1st, 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.
 - a. If an educator is under Partial Year Exemptions (PYE) but identified as inactive on December 1 and Year End report, change their status to active and include them in the staffing count
 - b. If an educator is staffed in Staff assignment and identified as inactive on December 1 and Year-end report, change their status to active

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.

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) (Not available for public release)

4.2.2 Student-to-Staff Ratio

Student-to-Teacher Ratio represents the total number of different types of educators staffed as of December 1st of the academic year divided by the number of students enrolled as of October 1st of the academic year in each school, district, and the state.

The following ratios will be calculated using the denominator and numerator procedures listed below:

- Student-to-Teacher Ratio
- Student-to-Instructional Leader Ratio
- Student-to-School Service Support Personnel Ratio

Denominator: The three Student-to-Staff ratios' denominators are calculated using the same procedure as Staffing calculations. The procedure for calculating the denominator is:

1. Extract the December 1st, 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.
 - a. If an educator is under Partial Year Exemptions (PYE) but identified as inactive on December 1 and Year End report, change their status to active and include them in the staffing count
 - b. If an educator is staffed in Staff assignment and identified as inactive on December 1 and Year-end report, change their status to active
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.

Numerator: The three Student-to-Staff ratios' numerators are calculated using the same procedure as calculating Student Enrollment. The procedure is:

1. Extract student enrollment data from EIS including all students who were enrolled at any point during the academic year and variables as described in [Appendix B](#), with exceptions of the following: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS in July 2022. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
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 of the academic year. These excluded students are identified as:
 - Students whose enrollment date is after October 1st of the academic year.
 - Student whose enrollment withdrawal date is on or before October 1st of the academic year.

4. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
5. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
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 end dates, include only the record with a null enrollment end date (indicating that the student was enrolled through the end of the year. If no enrollment end dates are null, keep the latest enrollment end date.
9. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
10. If a student had multiple records with the same enrollment beginning date, 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. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: Student Race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in [Section 2.2.1](#) in the 2021-22 Accountability Protocol.

Data Source:

- Denominator: 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) (**Not available for public release**)
- Numerator: EIS (Only available to school/district staff with access)

4.2.3 Teacher Retention

The Teacher Retention rate refers to the number of educators who were employed as educators during the previous academic year and were retained into the current academic year at a given school, district, or the state at-large.

Denominator: The denominator for teacher retention is equal to the total number of educators in the previous academic year (2020-21). The procedure for calculating the denominator is:

1. Extract the December 1st, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass including variables outlined in [Appendix C](#).
2. If needed, update assignment codes for 2020-21 and 2021-22. More information provided in [Appendix F](#).
3. Exclude any educators who are classified as inactive.
 - a. If an educator is under Partial Year Exemptions (PYE) but identified as inactive on December 1 and Year End report, change their status to active and include them in the staffing count
 - b. If an educator is staffed in Staff assignment and identified as inactive on December 1 and Year-end report, change their status to active

4. Exclude any educators who are new in 2021-22 (i.e. these educators appear in the 2021-22 file but not the 2020-21 file).
5. Calculate the denominator for schools, districts, and the state by totaling the number of teachers.

Numerator: The numerator for teacher retention is equal to the total number of educators who appear the 2020-21 academic year files as well as the 2021-22 academic year file. The procedure for calculating the numerator is:

1. Begin with the file compiled for the denominator as outlined above.
2. Identify educators who are present in both the 2020-21 and 2021-22 academic 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.

Teacher Retention Rate: The educator retention rate is calculated as the total number of educators who appear in the 2020-21 and 2021-22 files (as outlined in the numerator section) divided by the total number of educators who appear in the 2020-21 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 tenth decimal place only after all calculations have been performed.

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) (Not available for public release)

4.3 Finance

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

Data Source: Finance Data Files (Available on [Data Downloads](#))

4.4 School/District Information

4.4.1 Student Enrollment

Student enrollment includes all students who are enrolled in a specific school or district as of October 1st of the academic year.

Student enrollment is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Black students
- Asian students
- Hispanic students
- Native American students
- Native Hawaiian and Pacific Islander students
- White students
- Multi-racial students
- Foster students

- Homeless students
- Migrant students
- Students with a parent who is on active military duty
- Female students
- 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 following procedure:

1. Extract student enrollment data from EIS including all students who were enrolled at any point during the academic year and variables as described in [Appendix B](#), with exceptions of the following: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS in July 2022. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
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 of the academic year. These excluded students are identified as:
 - Students whose enrollment date is after October 1st of the academic year.
 - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
5. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
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 end dates, include only the record with a null enrollment end date (indicating that the student was enrolled though the end of the year. If no enrollment end dates are null, keep the latest enrollment end date.
9. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
10. If a student had multiple records with the same enrollment beginning date, 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. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: student race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in [Section 2.2.1](#) in the 2021-22 Accountability Protocol.

Data Source: Education Information System (EIS) (Only available to school/district staff with access)

5. State Indicators

5.1 Academic Achievement

5.1.1 Success Rate

The state one-year success rate indicates the proportion of valid tests on which students scored “Met expectations” or “Exceeded expectations.” (Note: only Math and ELA TCAP assessments will be used in the achievement calculation).

The Report Card state success rate calculations follow accountability business rules with one exception:

- State success rates includes all students enrolled in the identified school/district, even students who were enrolled for less than 50 percent of the school year.

The following formula illustrates how **one-year success rates** are calculated:

$$\text{One – year success rate} = \frac{\# \text{ meets expectation or exceeds expectation (math + ELA + HS math + HS ELA)}}{\# \text{ valid tests (math + ELA + HS math + HS ELA)}}$$

Success Rates are reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

5.1.2 Success Rates by Subject Area

English Language Arts (ELA), Math, Science, and Social Studies success rates indicate the proportion of valid tests on which students scored “Met expectations” or “Exceeded expectations” for each content area. Subject-level success rates are calculated using data **across assessments**. The success rates published on the Report Card reflect data for all subjects belonging to a content area taught by the school.

The Report Card also displays results by performance level (i.e., the proportion of valid tests on which students scored Below Expectations, Approaching Expectations, Met expectations, or Exceeded expectations).

Content Area	Assessments included
ELA	Grades 3-8 ELA TCAP, English I, English II, MSAA ELA
Math	Grades 3-8 Math TCAP, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, MSAA Math

Science	Grades 3-8 Science TCAP, Biology I, TCAP Alt Science
Social Studies	Grades 6-8 Social Studies, US History, TCAP Alt Social Studies

The achievement rate for each content area is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Foster students
- Homeless students
- Migrant students
- Students with a parent on active military duty

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

5.1.3 TCAP Participation Rate

The TCAP participation rate for the state represents the percentage of enrolled students in Tennessee who received a valid TCAP score. The formula used for calculating the participation rate is the formula used each year since the 2017 approval of Tennessee’s ESSA plan. It compares the counts of tested student records to enrollment records, as found below.

- **Tested** counts include the number of tested records with a valid performance level.
- **Enrolled** counts include the number of tested and non-tested records.

$$\text{TCAP Participation Rate} = \frac{\# \text{ tested}}{\# \text{ enrolled}} * 100$$

The TCAP Participation Rate is calculated for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students

- Native Hawaiian or Pacific Islander students
- White students

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

5.2 Chronically Out of School

The Chronically Out of School rate for the state represents the percentage of students enrolled in Tennessee schools/districts who were absent 10 percent or more of the instructional days for any reason, including excused absences and disciplinary actions (i.e., suspensions and expulsions). For state level Chronically Out of School rate, students who attended at least 45 days during the school year are used as the denominator of the calculation.

$$\text{Chronically Out of School Rate} = \frac{\# \text{ chronically absent students}}{\# \text{ students enrolled}} * 100$$

The Chronically Out of School rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional Information for identifying students in these student groups can be found in [Appendix B](#).

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

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

Disciplinary rates included in the Report Card are:

- In-School Suspension Rate – The in-school suspension rate represents the percentage of students who received at least one in-school suspension.
- Out-of-School Suspension Rate – The out-of-school suspension rate represents the percentage of students who received at least one out-of-school suspension.
- Expulsion Rate – The expulsion rate represents the percentage of students who received at least one expulsion.

The state 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 that specific type of discipline divided by the total number of students in the respective school, district, or the state-at-large. For the state, discipline rates include any student enrolled at any point during the school year.

Disciplinary rates are reported for the following student groups:

- *All Students*

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Female students
- 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 the disciplinary rates are calculated. All rates are suppressed according to the table in [Appendix A](#). All values are rounded to the nearest whole number 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 is:

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](#). Enrollment data for discipline calculations was extracted from EIS in July. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
2. Include only primary enrollment student records in which the type of service is equal to primary.
3. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
4. 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.
5. If a student has multiple records within the same district and school but different enrollment beginning dates, include only the record with the most recent enrollment date.
6. If a student has multiple records within the same district, school, and enrollment beginning dates but has 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.
7. If a student has multiple records within 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.
8. If a student has multiple records within 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.
9. If a student has multiple records within 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.

10. If a student has multiple identical records in terms of the district identifier, school identifier, and student demographic information, keep only the first record.
11. 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 received at least one instance of the particular type of discipline. The procedure for calculating the numerator is:

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](#). Enrollment data for discipline calculations was extracted from EIS in July 2022. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
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:
 - If any of the punishments for a single incidence are a remand, keep only the remand.
 - If any of the punishments for a single incidence are an expulsion, keep only the expulsion.
 - 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). Furthermore:
 - 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 only one incidence towards the in-school suspension rate.
 - Students can count towards 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 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 that particular type of discipline (as outlined in the numerator procedure above) by the total number students in a given school, district, or state at large (as outlined in the denominator procedure above). All values are rounded to the nearest tenth decimal place only after all calculations have been performed. The calculations are listed below:

- In-School Suspension Rate for a school = $\frac{\text{\# of students who receive at least one in-school suspension}}{\text{number of students in the school}} \times 100$
- Out-of-School Suspension Rate for a school = $\frac{\text{\# of students who receive at least one out-of-school suspension}}{\text{number of students in the school}} \times 100$
- Expulsion Rate for a school = $\frac{\text{\# of students who receive at least one expulsion}}{\text{number of students in the school}} \times 100$

Data Source: Chronic Absenteeism Files (Available on [Data Downloads](#)); Education Information System (EIS) (Only available to school/district staff with access)

5.3 Progress on English Language Proficiency

The Progress on English Language Proficiency rate for the state represents the percentage of students enrolled across the state of Tennessee who meet the corresponding growth standard on the WIDA ACCESS assessment and are progressing toward English proficiency.

ELPA student growth is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

5.4 Graduation Rate

The state Graduation Rate represents the percentage of students who graduate on time (four years and a summer) with a regular high school diploma or an alternate academic diploma (AAD) in Tennessee schools/districts. At the state-level all students who met the graduation requirements for a regular high school diploma or AAD are included even if they were enrolled in a Tennessee school/district for less than 50% of the school year. Note that this metric is lagged one year on the Report Card in order to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Graduation Rate for the 2022 Report Card.

$$\text{Graduation Rate} = \frac{\text{\#graduates who earned a regular diploma or alternate academic diploma}}{\text{\#students in the graduating cohort}}$$

The graduation rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

- Foster students
- Homeless students
- Female students
- Male students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

5.4.1 Dropout Rate

The Dropout Rate reflects the percentage of students who dropped out without graduating and earning either a regular diploma or an AAD diploma. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Dropout Rate for the 2022 Report Card.

The Dropout Rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Foster students
- Homeless students
- Migrant students
- Students with a parent who is on active military duty
- Female students
- Male students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

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

5.4.2 Postsecondary Enrollment

The Postsecondary Enrollment rate reflects the percentage of on-time graduates (four years and a summer) who 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. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Postsecondary Enrollment rate for the 2022 Report Card.

The Postsecondary Enrollment rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

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 included in the graduating cohort and graduated on time. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate Graduation Rates for accountability purposes.
2. Only include students who are in the graduating cohort.
3. Only include students who earned on-time regular or alternate academic diplomas (AAD). These students have completion types 1, 8, 11, 12, or 13.
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 enroll into a postsecondary institution in the fall immediately following their graduation. The procedure for calculating the numerator is:

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, P20 Connect. The data in P20Connect is populated by Tennessee Higher Education Commission (THEC), who submits two postsecondary enrollment tables. The files include:
 - The Tennessee public institutions files, which is created from the THEC data systems and includes enrollment for in-state, public four-year universities, community colleges and technical colleges, AND
 - The 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.
4. If a student appears as enrolled in multiple postsecondary institutions, keep the enrollment according to the following hierarchy:
 - Keep the enrollment in a four-year institution
 - If no enrollment in a four-year institution, keep (if any), enrollment in a community college.
 - 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 who enroll in a postsecondary institution (as outlined in the numerator procedure) divided by the total number of on-time graduates (as outlined in the denominator 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 tenth decimal place only after all calculations have been performed.

Data Sources: Graduation Cohort File (Available on [Data Downloads](#)), P20 Connect

5.5 Ready Graduate

The state *Ready Graduate* rate represents the percentage of students enrolled in Tennessee schools/districts who demonstrate readiness for postsecondary education and career. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate *Ready Graduate* rate for the 2022 Report Card.

$$\text{Ready Graduate Rate} = \frac{\text{\# graduates}^1 \text{ meeting at least one Ready Graduate criterion}}{\text{\# students in the graduating cohort}} * 100$$

The *Ready Graduate* rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Data Source: Ready Graduate Files (Available on [Data Downloads](#))

5.5.1 Average ACT Composite and Subject-Level Scores

The Average ACT Composite score is calculated using the highest score students earn in the three years preceding their graduation, only for those students who are counted as graduates for a given school or district. The Report Card shows the average scores for each ACT subject-level assessment including mathematics, reading, English, and science. Note that these metrics are lagged one year on the Report Card to align with the district and school accountability protocol processes. 2021 graduating cohort data will be used to calculate Average ACT Composite and Subject-Level Scores for the 2022 Report Card.

The Average ACT Composite and Subject-Level Scores are reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup

¹ The number of graduates is defined as the number of students who earn a regular diploma (i.e., a completion type of 1, 11, 12, or 13) or an alternate academic diploma (i.e., completion type of 8) within four years and a summer of entering grade 9 for the first time.

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Data Source: ACT Data Files (Available on [Data Downloads](#))

5.5.2 Career and Technical Education (CTE) Concentrators

The Career and Technical Education (CTE) Concentrators rate represents the percentage of on-time graduates in a particular cohort who concentrated in CTE program of study. For more information, see the [Career and Technical Education](#) website. Note that this metric is lagged by one year on the Report Card.

The CTE Concentrators rate is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The demographic indicators for these student groups are taken from the graduation cohort file.

Additional information for identifying students in these student groups can be found in [Appendix B](#).

Denominator: The denominator is the number of on-time graduates (four years and a summer) who earned a regular or AAD diploma. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate graduation rates for accountability purposes.
2. Only include students who are in the graduating cohort.
3. Only include students who earned on-time regular or AAD diplomas. These students have completion types of 1, 8, 11, 12, or 13.
4. Calculate the denominator for schools, districts, and the state by totaling the number of students in the cohort for the *All Students* group and other student groups.

Numerator: The numerator is the number of on-time graduates who earned either a regular or AAD diploma **and** who also concentrated in Career and Technical Education (CTE). The procedure for calculating the numerator is:

1. Start with the students included in the denominator (as specified above).
2. Only include students who concentrated in CTE based on CTE concentrator flag in the student-level graduation cohort file
3. Calculate the numerator for schools, districts, and the state by totaling the number of students who graduated **and** concentrated in CTE for the *All Students* group and other 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 tenth decimal place only after all calculations have been performed.

Data Sources: Graduation Cohort File (available on Cohort Application)

6. State Information

6.1 *About the State*

6.1.1 *Student Enrollment*

Student enrollment includes all students who are enrolled in the state as of October 1st of the academic year.

Student enrollment is reported for the following student groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- Black students
- Asian students
- Hispanic students
- Native American students
- Native Hawaiian and Pacific Islander students
- White students
- Multi-racial students
- Foster students
- Homeless students
- Migrant students
- Students with a parent who is on active military duty
- Female students
- 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 following procedure:

1. Extract student enrollment data from EIS including all students who were enrolled at any point during the academic year and variables as described in [Appendix B](#), with exceptions of the following: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS in July 2022. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
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 of the academic year. These excluded students are identified as:
 - Students whose enrollment date is after October 1st of the academic year.
 - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
5. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.

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 end dates, include only the record with a null enrollment end date (indicating that the student was enrolled through the end of the year. If no enrollment end dates are null, keep the latest enrollment end date.
9. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
10. If a student had multiple records with the same enrollment beginning date, 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. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: student race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in [Section 2.2.1](#) in the 2021-22 Accountability Protocol.

Data Source: Education Information System (EIS) (Only available to school/district staff with access)

6.2 Staffing

6.2.1 Staffing

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

The staffing for each school, district, and the state is calculated according to the following procedure:

1. Extract the December 1st, 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 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. Calculate for schools, districts, and the state by totaling the number of educators overall and for staffing role.

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) (Not available for public release)

6.2.2 Student-to-Staff Ratio

Student-to-Teacher Ratio represents the total number of different types of educators staffed as of December 1st of the academic year divided by the number of students enrolled as of October 1st of the academic year in each school, district, and the state.

The following ratios will be calculated using the denominator and numerator procedures listed below:

- Student-to-Teacher Ratio

- Student-to-Instructional Leader Ratio
- Student-to-School Service Support Personnel Ratio

Denominator: The three Student-to-Staff ratios' denominators are calculated using the same procedure as Staffing calculations. The procedure for calculating the denominator is:

1. Extract the December 1st, 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.

Numerator: The three Student-to-Staff ratios' numerators are calculated using the same procedure as calculating Student Enrollment. The procedure is:

1. Extract student enrollment data from EIS including all students who were enrolled at any point during the academic year and variables as described in [Appendix B](#), with exceptions of the following: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS in July 2022. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
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 of the academic year. These excluded students are identified as:
 - Students whose enrollment date is after October 1st of the academic year.
 - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment is less than or equal to one day. This includes:
 - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
 - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
5. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
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 end dates, include only the record with a null enrollment end date (indicating that the student was enrolled though the end of the year. If no enrollment end dates are null, keep the latest enrollment end date.
9. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
10. If a student had multiple records with the same enrollment beginning date, 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. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: Student Race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in [Section 2.2.1](#) in the 2021-22 Accountability Protocol.

Data Source:

- Denominator: 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) (**Not available for public release**)
- Numerator: EIS (Only available to school/district staff with access)

6.2.3 Teacher Retention

The Educator Retention rate refers to the number of educators who were employed as educators during the previous academic year and were retained into the current academic year at a given school, district, or the state at-large.

Denominator: The denominator for educator retention is equal to the total number of educators in the previous academic year (2020-21). The procedure for calculating the denominator is:

1. Extract the December 1st, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass including variables outlined in [Appendix C](#).
2. If needed, update assignment codes for 2020-21 and 2021-22. More information provided in [Appendix E](#).
3. Exclude any educators who are classified as inactive.
4. Exclude any educators who are new in 2021-22 (i.e. these educators appear in the 2021-22 file but not the 2020-21 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 the 2020-21 academic year files as well as the 2021-22 academic year file. The procedure for calculating the numerator is:

1. Begin with the file compiled for the denominator as outlined above.
2. Identify educators who are present in both the 2020-21 and 2021-22 academic 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.

Teacher Retention Rate: The teacher retention rate is calculated as the total number of educators who appear in the 2020-21 and 2021-22 files (as outlined in the numerator section) divided by the total number of educators who appear in the 2020-21 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 tenth decimal place only after all calculations have been performed.

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) (**Not available for public release**)

6.3 Finance

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

Data Source: Finance Data Files (Available on [Data Downloads](#))

Appendix A: 2021-22 Report Card Reporting Suppression Rules

The following suppression rules will be applied for the 2021-22 Report Card.

1. For any metric where the student count for the specific count for the school, district, or state is less than 10 students or 10 valid tests, the metric will be suppressed. This will be denoted as "<10 students". Exceptions include:
 - There will be no suppression applied for student enrollment; overall and subject-level TVAAS growth; school, district, or state descriptive information; finance data; or career and technical education programs of study offerings.
 - For school-level success rate, suppression will be applied if there are fewer than 30 valid tests in any eligible subject (ELA, math, science, or social studies) in both the current year and the prior year. This will be denoted as "<30 students".
 - For indicator-level scores, no score will be shown if no score is produced according to the business rules outline in the [2021-22 Accountability Protocol](#).
2. For any student group with less than 10 students will be displayed on the metric graphic but will display "<10 students" instead of a data point.
3. For teacher retention, suppression will be applied where the teacher count for the school or district is less than 5 teachers. This will be denoted as "<5 teachers".
4. Metrics will be additionally suppressed and denoted the following ways:
 - District and state level percentages less than 1% will be shown as "<1%"
 - District and state level percentages more than 99% will be shown as ">99%"
 - School level percentages less than 5% will be shown as "<5%"
 - School level percentages more than 95% will be shown as ">95%"
 - When any metrics are suppressed, any other associated metrics with the suppressed metric will also be suppressed. For example, if any of the data for the achievement performance levels is suppressed, all other performance levels will also be suppressed. This will be denoted as "suppressed."

Appendix B: Education Information System Referenced Card

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 active duty military. This value is extracted from the student classifications table in EIS.
Assignment	Assignment corresponds to the student's grade assignment. 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.
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 district area which includes all the schools that are situated within that area and are governed by a 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: <ul style="list-style-type: none"> • 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.

Variable	Description
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 experiencing homelessness. This value is extracted from the student classifications 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, Adult, Alternative. Career and Technical, Adult, and Alternative 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: <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.
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. <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 section 2.2.1 of the 2021-22 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 the 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 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 educators.
Assign	This indicates the staffing assignment code for each educator in the school or district.
Dec1status	This refers to whether 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 lists 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 lists 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, 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, "6A", "6B", "6C", "6D", "6E", "7A", "7B", "7C", "7D", "7E", "8A", "8B", "8C", "8D", "8E", "HA", "HB", "HC", "HD", "HE", "HF", "HG"	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 Teacher, Music Teacher, Art Teacher, ESL Teacher, CTE Teacher, Special Education Teacher, Federal Teacher