



Department of Education

# 2025-26 Report Card Data Review Guide

Technical Document & Timeline | May 2026



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# Introduction

The 2025-26 State 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 are 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 2025-26. The Postsecondary Enrollment metrics are the only data elements that is lagged by one year due to data availability. An overview of the metrics presented in the State Report Card can be found in [Appendix G](#).

This technical document provides detailed information regarding business rules applied for the calculation of metrics included in the 2025-26 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 Federal and State Accountability Protocols published on the Accountability [webpage](#) unless otherwise noted.

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

# Section 1. Report Card Timeline

This section provides an estimated timeline for milestones associated with the release of 2025-26 State Report Card. In preparation for the public release, the department will provide opportunities for districts to preview data files related to school/district information, student enrollment, discipline, staffing, and CTE concentrators.<sup>1, 2, 3</sup> These data files are not appealable; any data related errors, if any, must be addressed at the source (e.g., TEDS, TNCompass, School Directory). Milestones associated with the 2025-26 TCAP State and District Results dashboard release are also discussed as the dashboard is displayed on the State Report Card.

The department will communicate all releases to districts through the *Commissioner's Update for Directors* and other communication channels (i.e., webinars, newsletters, office hours). With questions about report card related data files and their release, contact [Report.Card@tn.gov](mailto:Report.Card@tn.gov).

## 1.1. Access Data Files

All preview files will be released in the Accountability application. To access the application, please follow the steps below:

- Step 1: Complete the [District/School Level Application Access Form](#)
- Step 2: Select the Accountability Application.
- Step 3: To expedite review and approval, enter the following language in the **"Reason for Access"** field—District Report Card Contact requests access to the Accountability application to support the 2025-26 State Report Card data review.

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<sup>1</sup> Postsecondary enrollment data is provided by the postsecondary institutions; hence, it is not appealable. Please consult the [Report Card Technical Document](#) for more information about this data metric. Districts will review the data during district preview window.

<sup>2</sup> [Tennessee Investment in Student Achievement](#) (TISA) related data is managed by the TISA team. Contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov) with questions associated with TISA data and reporting.

<sup>3</sup> Expenditure related data is management by the finance team. Contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov) with questions associated with expenditure data and reporting.

## 1.2. Embargo

Any data files released in the Accountability application are under embargo until public release of the TCAP dashboard and State Report Card or unless otherwise noted.

## 1.3. Timeline

Table 1 shows the key milestones and timeline. Please note that the timeline is an estimate and is subject to change based on the timing of data delivery and the quality assurance process.

*Table 1. 2025-26 State Report Card Key Milestones and Timelines*

Date	Milestone	District Action
<b>May 14</b>	2025-26 State Report Card resource released	Review resources and contact <a href="mailto:School.Report@tn.gov">School.Report@tn.gov</a> with questions.
<b>May 14</b>	2025-26 State Report Card overview webinar held	Access slide deck and webinar recording in the application following the webinar.
<b>May 29</b>	Data files released #1 (see <a href="#">Section 1.3.1</a> for more details)	District staff address any data errors in TEDS. Business rules applied to prepare the data files are discussed in the <a href="#">Report Card Technical Document</a> .
<b>June 1</b>	TCAP dashboard access inquiry sent to directors	Districts respond to the inquiry by the deadline to identify district staff who should have access to the restricted TCAP dashboard during the preview window.
<b>June 12</b>	TCAP dashboard access inquiry closes	Last day for directors to respond to the inquiry. Additional access request after the deadline may be delayed.
<b>June 26</b>	TCAP dashboard data files released in the application (science data excluded due to standard setting)	District staff access the data file in excel file format. Access TCAP Assessment Reporting Protocol on <a href="#">State TCAP State Results webpage</a> .
<b>June 26</b>	District preview of TCAP dashboard opens	Data is not appealable. Directors may submit additional TCAP dashboard access request to <a href="mailto:Report.Card@tn.gov">Report.Card@tn.gov</a> .
<b>July 10</b>	District preview of TCAP dashboard closes	Data is under embargo until public release.

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Date	Milestone	District Action
<b>July 13</b>	2025-26 TCAP dashboard releases to the public	TCAP dashboard data embargo (without science) is lifted.
<b>July 13</b>	2025-26 state- and district-level assessment files release on <a href="#">Data Downloads</a>	Data is pre-accountability appeal data. Access TCAP Assessment Reporting Protocol on <a href="#">State TCAP State Results webpage</a> .
<b>July 31</b>	Data file release #2 (see <a href="#">Section 1.3.1</a> for more details)	District staff address any data errors in TEDS. Business rules applied to prepare the data files are discussed in the <a href="#">Report Card Technical Document</a> .
<b>August 25</b>	2025-26 TCAP dashboard public site updates with science data	TCAP dashboard data embargo (with science) is lifted.
<b>August 25</b>	2025-26 TCAP dashboard data files update in the application (science data included)	District staff access the data file in excel file format. Access TCAP Assessment Reporting Protocol on <a href="#">State TCAP State Results webpage</a> .
<b>August 28</b>	Data files release #3 (see <a href="#">Section 1.3.1</a> for more details)	Data is pre-accountability appeal data. Access TCAP Assessment Reporting Protocol on <a href="#">State TCAP State Results webpage</a> .
<b>October 30</b>	Data files release #4 (see <a href="#">Section 1.3.1</a> for more details)	Data is pre-accountability appeal data. Access TCAP Assessment Reporting Protocol on <a href="#">State TCAP State Results webpage</a> .
<b>November 16</b>	Report Card Message Survey and Dashboard Access Request Opens	Directors respond to the survey to provide individualized messages to be displayed on the State Report Card. Districts will submit any request for additional staff who should have access to the restricted Report Card dashboard during the preview window by the deadline.
<b>December 11</b>	Report Card Message Survey and Dashboard Access Request Closes	Last day for directors to respond to the survey and for districts to submit requests for additional access to the restricted Report Card dashboard.

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Date	Milestone	District Action
<b>December 18</b>	Data files release #5 (see <a href="#">Section 1.3.1</a> for more details)	Data is pre-accountability appeal data. Access TCAP Assessment Reporting Protocol on <a href="#">State TCAP State Results webpage</a> .
<b>January 12</b>	District Preview of Report Card window opens	Directors, accountability staff, cohort staff, Report Card staff, and school directory staff will have access to preview the data. Directors may submit additional access request to <a href="mailto:Report.Card@tn.gov">Report.Card@tn.gov</a> .
<b>January 12</b>	2025-26 Report Card Comprehensive Data File release in the application	District staff access the comprehensive data file, which contains all accountability and non-accountability data metrics except TISA and finance data, reported on the 2025-26 State Report Card in excel file format. All data metrics included in the comprehensive data file have been verified via the accountability data appeals as and have been previewed by districts during data file releases #1-5. Data is not appealable.
<b>January 25</b>	District Preview of Report Card window closes	Data is under embargo until public release.
<b>January 28</b>	Public release of State Report Card	2025-26 State Report Card data embargo (without science) is lifted.

### 1.3.1. Data File Updates and Release Timeline

This section outlines the timelines for data updates and releases. Districts must update source data (e.g., TNED, TNCompass, Tennessee School Directory) according to the schedule outlined in this section. Only updates made within the specified timeframe will appear in the subsequent file release.

### 1.3.1.1. School/District Information Data File

The 2025-26 school/district list and entity information were finalized on April 3, 2026, and cannot be appealed. Districts can only update [school and district contact information](#) for both the 2025-26 and 2026-27 school years. All updates must be submitted using the [Tennessee School Directory Submission Form](#) by **December 4, 2026**. Business rules applied to prepare the data file are in [section 2](#). The School/District Information Data File release schedule is as follows:

- First release: May 29, 2026 (extracted on May 15)
- Second release: August 28, 2026 (extracted on August 14)
- Third release: October 30, 2026 (extracted on October 16)
- Final release: December 18, 2026 (extracted on December 4)

### 1.3.1.2. Student Enrollment Data File

Districts will need to review student enrollment counts, and update TEDS as needed by June 12. Business rules applied to prepare the data file are in [section 2.5](#). The Student Enrollment Data File release schedule is as follows:

- First release: May 29, 2026 (extracted on May 15)
- Final release: July 31, 2026 (extracted on June 15)

### 1.3.1.3. Discipline Data File

Districts review discipline data and update TEDS as needed via the discipline data review process **by June 12** (please consult the Commissioner's Update for Directors between April 30 and May 28 for details). Business rules applied to prepare the data file are discussed in [section 3.9](#). The Discipline Data File release schedule is as follows:

- Final release: July 31, 2026 (extracted on June 15)

### 1.3.1.4. Staffing Data File

Districts should review staffing data and update TNCompass as needed. Business rules applied to prepare the data file are in [section 2.6](#). All staffing data updates must be completed in TNCompass by **December 4, 2026**. The Staffing Data File release schedule is as follows:

- First release: August 28, 2026 (extracted on June 15)
- Second release: October 30, 2026 (extracted on October 16)

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- Final release: December 18, 2026 (extracted on December 4)

### 1.3.1.5. CTE Concentrator Data File

**CTE concentrator data is finalized through the CTE concentrator reporting process. Student-level CTE concentrator status is added to the student-level graduation rate data file and aggregated to school- and district-level reports. Districts should review CTE Participant and Concentrator data via the CTE Director folder in TNShare (please contact [Candi.Collier@tn.gov](mailto:Candi.Collier@tn.gov) with questions related to the reporting requirements and timeline). Districts may contact [TNEd.Graduates@tn.gov](mailto:TNEd.Graduates@tn.gov) with questions regarding graduation status.**

Business rules applied to prepare the data file are discussed in [section 3.6](#). CTE contractor data is not appealable beyond the CTE concentrator data verification process. The CTE Concentrator Data File release schedule is as follows:

- *Final* release: October 30 (extracted on September 15)

## Section 2. School, District, and State Information

School, district, and state information is presented on the State Report Card on the About This School, About This District, and About The State tabs. The webpages under these tabs provide the following information and metrics:

- Contact information, including administrator name and email
- School/District website, physical address, and phone number
- Grades served (School and District pages only)
- Message from administrator
- Designation (if applicable)
- Student Enrollment Information
- Distinctions (School and District pages only, if applicable)
- Staff: staffing assignment, teacher retention, educator experience and licensure
- Finance: 2025-26 Expenditures, 2026-27 TISA allocations (District pages only), 2025-26 TISA Calculator (School pages only).

For more information about the metrics presented on the About webpages, please see [Appendix G](#).

### 2.1. About This School

The About This School page aims to provide the most up-to-date school name, district, grades configuration as of the 2025-26 school year, as well as principal, address, and contact information for each school. This information is presented at the top of the About This School webpage and in the “About This School” section. The main data source for school information is the [Tennessee School Directory](#). The following business rules apply when exporting school information from the School Directory:

1. Export data for all schools from the School Directory, including variables from [Appendix D](#). The 2025-26 Report Card reflects information included in School Directory as of June 2026.
2. Export Principal information for the 2025-26 school year from the Tennessee School Directory in July of 2026. Update 2025-26 Principal information by

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exporting information from the Tennessee School Directory again in late November 2026.

3. Include only schools that are classified as active as of the 2025-26 school year.
4. Include only the following school types:
  - a. Public School
  - b. State Special School
  - c. Public Charter School
  - d. Public Virtual School
  - e. Grade School
  - f. Pre-Kindergarten Program
5. Exclude non-public schools and districts with school or district numbers greater than 9000.
6. Exclude the following state agency districts that are not included in the Report Card:
  - a. Department of Corrections (971)
  - b. Department of Mental Health (972)
  - c. Public/Private School System (990)

## 2.2. School Designations

Schools can receive one of four designations—Reward, Comprehensive Support and Improvement/Priority (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI). School designation information is presented at the top of the About This School webpage and in the “About This School” section. A Summary of School Designations button, which is the total number of schools across a district with each designation, is displayed on each About This District webpage in the “About This District” section.

*Data Source:* Accountability Files (Available on [Data Downloads](#)); designation lists available on the [School Accountability webpage](#).

### 2.2.1. 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 CSI, TSI, or ATSI school.

For Reward designation calculations and business rules, please see the [Federal Accountability Protocol](#).

### 2.2.2. CSI Schools

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

For CSI designation calculations and business rules, please see the [Federal Accountability Protocol](#).

### 2.2.3. TSI and ATSI Schools

Schools having one or more significantly and/or consistently underperforming student group(s) receive either a TSI or ATSI designation. Schools may become a TSI or ATSI 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 TSI or ATSI designation, schools must have at least 30 tests for the given student group for all relevant indicators (i.e., four indicators for K-8 schools and six indicators for high 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 whose student group success rates are less than or equal to the maximum success rate of any CSI school in their pool. Schools will be identified as ATSI if they do not also have a score of 3.0 or higher for each indicator for which that student group is eligible. Additionally, TSI schools whose student group federal graduation rates are less than 67 percent will be identified as ATSI.

For more information about TSI and ATSI school designation calculations and business rules, please see the [Federal Accountability Protocol](#).

### 2.3. About This District

The About This District page aims to provide the most up-to-date district name and grades configuration, address, and contact information as of the 2025-26 school year. This page will also include Director of Schools information for both the 2025-26 and 2026-27 school years for each district. This information is presented at the top of the About This District webpage and in the "About This District" section. The main data source for district information is the Tennessee School Directory. The following business rules apply when exporting district information from the School Directory:

1. Export data for all districts from the Tennessee School Directory, including variables from [Appendix E](#). The Report Card reflects information included in School Directory as of June 2026.
2. Export the Director of Schools information for the 2026-27 school year from the Tennessee School Directory in July of 2026. Update 2026-27 Director of Schools information by exporting information from the Tennessee School Directory again in late November 2026.
3. Include only districts that are classified as active as of the 2025-26 school year.
4. Exclude non-public districts with district numbers greater than 9000.
5. Exclude the following state agency districts that are not included in the Report Card:
  - a. Department of Corrections (971)

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- b. Department of Mental Health (972)
  - c. Public/Private School System (990)
6. Exclude districts with no associated schools.

Starting in 2025-26 State Report Card reporting, districts may update school/district contact information as needed following the timeline specified in [Section 1.3](#). The most up-to-date information will be displayed on the State Report Card.

### 2.4. District Designations

Districts can receive one of five designations—Exemplary, Advancing, Satisfactory, Marginal, and In Need of Improvement. These designations are displayed on the About This District webpage.

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

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- 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 the [Federal Accountability Protocol](#).

*Data Source:* Accountability Files (Available on Data Downloads); designation lists available on the [District Accountability webpage](#).

## 2.5. About The State

The About The State page provides the most current information about the Tennessee Department of Education, including the Commissioner, the number of schools and districts in the state for the reporting year, and departmental address and contact details. This page also includes a statewide summary of schools by each of the four federal designations. This information is displayed at the top of the About The State webpage, along with a message from the Commissioner and a summary of school designations in the “About The State” section.

## 2.6. Student Enrollment

Student enrollment includes all students who are enrolled in a specific school, specific district, or 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

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- White students
- Foster students
- Homeless students
- Migrant students
- Military-connected students (i.e., students with a parent who is on active military duty or national guard military duty)
- Male students
- Female 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, demographics, characteristics, and special education program association datasets from TEDS, 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: completion type, disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from TEDS in June of 2026. Enrollment totals for schools, districts, and the state reflect enrollment data in TEDS as of that date.
2. Include only primary enrollment student records
3. If a student experienced grade-level change events within the same school, combine enrollment information across all records within that school.
  - Set the final enrollment begin date as the earliest enrollment begin date across all records within a given school.
  - Set the final enrollment end date as the latest enrollment end date across all records within a given school.
  - Set the instructional grade assignment begin date as the enrollment begin date associated with each grade-level record within a given school.
4. Set the instructional grade assignment end date as the enrollment end date associated with each grade-level record within a given school. Exclude any record for which the student is not enrolled on October 1st of the academic year. These excluded students are identified as:

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- 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.
5. Exclude students whose enrollment records rolled over from the previous academic year but who did not matriculate in 2025-26. This includes:
    - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
    - Students whose enrollment end date is before or on the first instructional day for a given school.
  6. Exclude students who enrolled and withdrew on the same day (i.e., students whose enrollment start date and end date encompass exactly one day).
  7. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
  8. Exclude any students who do not have a district or school number.
    - Apply the following rules to resolve students with multiple enrollment records: If a student had multiple records with different enrollment begin dates, include only the record with the most recent enrollment begin date.
    - If a student had multiple records with the same enrollment begin dates but multiple enrollment end dates, include only the record with a missing enrollment end date (indicating that the student was enrolled through the end of the year). If no enrollment end dates are missing, keep the record with the latest enrollment end date.
    - If a student had multiple records with the same enrollment begin date and enrollment end dates but different grade levels, include only the record with the most recent instructional grade assignment begin date that occurs before October 1st of the academic year.
    - If a student had multiple records with the same enrollment begin date, enrollment end dates, and instructional grade assignment begin dates but multiple grade levels, include only the record with the highest grade level.
  9. Merge the student demographics dataset to the enrollment dataset from the previous step using both the district numbers and student EdFi IDs. Only students with demographic information reported in the districts they are attributed to per the previous step are included in subsequent calculations.

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- Gender, race/ethnicity, and English Language Background statuses are determined at the district-level. Therefore, a student's demographic information will be the same at both the district- and school-level.
10. Apply the following rules to resolve students with multiple student EdFi IDs and enrollment records:
    - If a student has multiple records with different enrollment begin dates, keep the record with the most recent enrollment begin date.
    - If a student has multiple records with the same enrollment begin date but different end dates, keep the record with the missing or most recent enrollment end date.
  11. Exclude records where the student classification duration is less than or equal to 1 day from the student characteristics dataset.
  12. Exclude records of students who participated in the Individualized Education Account (IEA) program.
  13. Map the student classification records to the appropriate schools in the enrollment dataset using both the district numbers and student EdFi IDs, as well as the classification and school enrollment dates.
    - Identify the enrollment record for the given district and student EdFi ID where the enrollment begin and end dates encompass both the classification begin and end dates.
  14. Exclude records where the student disability duration is less than or equal to 1 day from the special education program association dataset.
  15. Map the student disability records to the appropriate school in the enrollment dataset using the district numbers and student EdFi IDs, as well as the special education program enrollment and school enrollment dates:
    - Identify the enrollment record for the given district and student EdFi ID where the enrollment begin and end dates encompass the special education program enrollment begin and end dates.
  - 16.
  17. Calculate enrollment counts for schools, districts, and the state by totaling the number of students overall and for each student group listed above. Note: student race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in the [Federal Accountability Protocol](#).
  - 18.

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*Data Source:* Tennessee Education Data System (TEDS) (Only available to school/district staff with access); Membership File (school-level), Profile Data File (district-level) (Available on [Data Downloads](#))

### 2.7. Staff

The Staff webpage provides information and metrics associated with staff employed at schools, districts, and the state. For more information about the metrics presented on the Staff webpage, please see Appendix G.

#### 2.7.1. Staffing Assignment

The staffing counts represent the total number of different types of educators staffed in each school, district, and the state as of December 1st of each school year.

**Note:** All staff counts in this section reflect educators who were **assigned a specific role at the schools they spent most of their time at as of December 1st of each school year**. For the full list of assignments that are included in metrics reported on this page, please refer to [Appendix F](#).

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

1. Extract the December 1 and Evaluation Scores by Educator reports from TNCompass, including variables outlined in [Appendix C](#). These reports were extracted from TNCompass in June of 2026.
2. Exclude any educators who were under Partial Year Exemptions (PYE) as indicated in the Evaluation Scores by Educator Report.
3. Use the Evaluation Scores by Educator Report to determine the primary school assignment (i.e., the school where the educator spent most of their time during a given school year).
4. Merge the December 1 Report to identify the role(s) an educator included in the Evaluation Scores by Educator Report was assigned to during a given school year **at their primary school**. If an educator included in the Evaluation Scores by Educator Report is missing assignment information in the December 1 Report, that educator will not be included in subsequent calculations.

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5. 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 all staffing roles they belong to.
6. Calculate the staffing counts for teachers, instructional leaders, and school service support personnel for schools, districts, and the state by totaling the number of educators belonging to each category.
  - a. If an educator was employed in multiple schools or districts during a given school year (i.e., educators with multiple primary school assignments), that educator will be included in counts for all schools and districts they were employed in.

*Data Source:* TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report

### 2.7.2. Student-to-Staff Ratio

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

**Note:** All ratios in this section are calculated using the number of educators who were **assigned a specific role at the schools they spent most of their time at as of December 1st of each school year**. For the full list of assignments that are included in metrics reported on this page, please refer to [Appendix F](#).

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:

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1. Extract the December 1 and Evaluation Scores by Educator reports from TNCompass, including variables outlined in [Appendix C](#). These reports were extracted from TNCompass in June of 2026.
2. Exclude any educators who were under Partial Year Exemptions (PYE) as indicated in the Evaluation Scores by Educator report.
3. Use the Evaluation Scores by Educator report to determine the primary school assignment (i.e., the school where the educator spent most of their time during a given school year).
4. Merge the December 1 Report to identify the role(s) an educator included in the Evaluation Scores by Educator Report was assigned to during a given school year **at their primary school**. If an educator included in the Evaluation Scores by Educator Report is missing assignment information in the December 1 Report, that educator will not be included in subsequent calculations.
5. 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 all staffing roles they belong to.
6. Calculate the staffing counts for teachers, instructional leaders, and school service support personnel for schools, districts, and the state by totaling the number of educators belonging to each category.
  - a. If an educator was employed in multiple schools or districts during a given school year (i.e., educators with multiple primary school assignments), that educator will be included in counts for all schools and districts they were employed in.

**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, demographics, characteristics, and special education program association datasets from TEDS, 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: completion type, disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from TEDS in June 2026. Enrollment totals for schools, districts, and the state reflect enrollment data in TEDS as of that date.
2. Include only primary enrollment student records.

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3. If a student experienced grade-level change events within the same school, combine enrollment information across all records within that school.
  - Set the final enrollment begin date as the earliest enrollment begin date across all records within a given school.
  - Set the final enrollment end date as the latest enrollment end date across all records within a given school.
  - Set the instructional grade assignment begin date as the enrollment begin date associated with each grade-level record within a given school.
  - Set the instructional grade assignment end date as the enrollment end date associated with each grade-level record within a given school.
4. Exclude any record for which the student is not enrolled on October 1st of the academic year. These excluded students are identified as:
  - a. Students whose enrollment date is after October 1st of the academic year.
  - b. Student whose enrollment withdrawal date is on or before October 1st of the academic year.
5. Exclude students whose enrollment records rolled over from the previous academic year, but who did not matriculate in 2025-26. This includes:
  - a. Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
  - b. Students whose enrollment end date is before or on the first instructional day for a given school.
6. Exclude students who enrolled and withdrew on the same day (i.e., students whose enrollment start date and end date encompass exactly one day).
7. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
8. Exclude any students who do not have a district or school number.
- 9.
10. Apply the following rules to resolve students with multiple enrollment records:
  - a. If a student had multiple records with different enrollment begin dates, include only the record with the most recent enrollment begin date.
  - b. If a student had multiple records with the same enrollment begin dates but multiple enrollment end dates, include only the record with a missing enrollment end date (indicating that the student was enrolled though the end of the year). If no enrollment end dates are missing, keep the record with the latest enrollment end date.

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- c. If a student had multiple records with the same enrollment begin date and enrollment end dates but different grade levels, include only the record with the most recent instructional grade assignment begin date that occurs before October 1st of the academic year.
  - d. If a student had multiple records with the same enrollment begin date, enrollment end dates, and instructional grade assignment begin dates, but multiple grade levels, include only the record with the highest grade level.
11. Merge the student demographics dataset to the enrollment dataset from the previous step using both the district numbers and student EdFi IDs. Only students with demographic information reported in the districts they are attributed to per the previous step are included in subsequent calculations.
  - a. Gender, race/ethnicity, and English Language Background statuses are determined at the district-level. Therefore, a student's demographic information will be the same at both the district- and school-level.
12. Apply the following rules to resolve students with multiple student EdFi IDs and enrollment records:
  - a. If a student has multiple records with different enrollment begin dates, keep the record with the most recent enrollment begin date.
  - b. If a student has multiple records with the same enrollment begin date but different end dates, keep the record with the missing or most recent enrollment end date.
13. Exclude records where the student classification duration is less than or equal to 1 day from the student characteristics dataset.
14. Exclude records of students who participated in the Individualized Education Account (IEA) program.
15. Map the student classification records to the appropriate schools in the enrollment dataset using both the district numbers and student EdFi IDs, as well as the classification and school enrollment dates.
  - a. Identify the enrollment record for the given district and student EdFi ID where the enrollment begin and end dates encompass both the classification begin and end dates.
16. Exclude records where the student disability duration is less than or equal to 1 day from the special education program association dataset.

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17. Map the student disability records to the appropriate school in the enrollment dataset using the district numbers and student EdFi IDs, as well as the special education program enrollment and school enrollment dates:
  - a. Identify the enrollment record for the given district and student EdFi ID where the enrollment begin and end dates encompass the special education program enrollment begin and end dates.
18. Calculate the enrollment counts for schools, districts, and the state by totaling the number of students overall and for each student group above. Note: Student Race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in the [Federal Accountability Protocol](#).

### 19. Data Source:

- Denominator: TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report
- Numerator: Tennessee Education Data System (TEDS) (Only available to school/district staff with access); Membership File (school-level), Profile Data File (district-level) (Available on Data Downloads)

### 2.7.3. Teacher Retention

The Teacher Retention rate refers to the number of teachers who were employed 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 teachers in the previous academic year (2024-25) who were employed in schools that were operational in both 2024-25 and 2025-26 academic years. The procedure for calculating the denominator is:

1. Extract the 2024-25 December 1 and Evaluation Scores by Educator reports from TNCompass including variables outlined in [Appendix C](#). These reports were extracted from TNCompass in June of 2025.
2. Exclude any educators who were under Partial Year Exemptions (PYE) as indicated in the Evaluation Scores by Educator report.
3. Merge the December 1 Report to identify the role(s) an educator included in the Evaluation Scores by Educator Report was assigned to during the 2024-25

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academic year **at their primary school**. If an educator included in the Evaluation Scores by Educator Report is missing assignment information in the December 1 Report, that educator will not be included in subsequent calculations.

4. Identify educators who were assigned teaching roles (i.e., classified as teachers) using the table provided in [Appendix F](#). Educators who were assigned teaching roles as well as non-teaching roles (e.g., an educator who served as both a teacher and instructional coach) are included.
5. Only include teachers who were employed in schools that were operational in both 2024-25 and 2025-26 academic years.
6. Calculate the denominator for schools, districts, and the state by totaling the number of teachers.
7. If a teacher was employed in multiple schools or districts during a given school year (i.e., teachers with multiple primary school assignments), that teacher will be included in counts for all schools and districts they were employed in.

**Numerator:** The numerator for teacher retention is equal to the total number of teachers who were staffed in a given school, district, or the state in both 2024-25 and 2025-26 academic years. The procedure for calculating the numerator is:

1. Begin with the dataset compiled for the denominator as outlined above.
2. Identify teachers who are present in both 2024-25 and 2025-26 academic years. These teachers are identified as retained.
3. Calculate the numerator for schools, districts, and the state by totaling the number of teachers identified as retained.

**Teacher Retention Rate:** The teacher retention rate is calculated as the total number of teachers who were staffed in both 2024-25 and 2025-26 academic years (as outlined in the numerator section) divided by the total number of teachers in 2024-25 academic year (as outlined in the denominator section). All rates are suppressed according to the information in [Appendix A](#). All values are rounded to the nearest tenth decimal place only after all calculations have been performed.

*Data Source:* TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report

## 2.7.4. Staff Experience

The Staff Experience metric represents the number and percentage of educators who have less than two years of in-state teaching experience at each school, district, or statewide. This metric is also calculated across all schools in high poverty (i.e., schools with the concentrated poverty designation or those considered to be eligible for the Title I schoolwide designations based on a poverty percentage of 40% or more) versus low poverty areas at the district and state level.

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

- Teachers
  - Number of Inexperienced Teachers
  - Percent of Inexperienced Teachers
  - Percent of Inexperienced Teachers in Low Poverty Schools
  - Percent of Inexperienced Teachers in High Poverty Schools
- Instructional Leaders
  - Number of Inexperienced Instructional Leaders
  - Percent of Inexperienced Instructional Leaders
  - Percent of Inexperienced Instructional Leaders in Low Poverty Schools
  - Percent of Inexperienced Instructional Leaders in High Poverty Schools
- School Service Support Personnel
  - Number of Inexperienced School Service Support Personnel
  - Percent of Inexperienced School Service Support Personnel
  - Percent of Inexperienced School Service Support Personnel in Low Poverty Schools
  - Percent of Inexperienced School Service Support Personnel in High Poverty Schools

**Denominator:** the denominator for the staff experience metric is equal to the total number of educators who have in-state experience information available in TNCompass at each school, district, or state-wide. For districts and the state, the denominator is also calculated for high poverty and low poverty areas. The procedure for calculating the denominator is as follows:

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1. Extract the December 1 and Evaluation Scores by Educator reports from TNCompass, including variables outlined in [Appendix C](#). These reports were extracted from TNCompass in June of 2026.
2. Exclude any educators who were under Partial Year Exemptions (PYE) as indicated in the Evaluation Scores by Educator report.
3. Merge the December 1 Report to identify the role(s) an educator included in the Evaluation Scores by Educator Report was assigned to during a given school year at their primary school. If an educator included in the Evaluation Scores by Educator Report is missing assignment information in the December 1 Report, that educator will not be included in subsequent calculations.
4. 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 all staffing roles they belong to.
5. If an educator has multiple records with different years of state experience, use the record with the highest years of state experience.
6. Exclude educators who do not have experience information in the December 1 Report.
7. Calculate the staffing counts for teachers, instructional leaders, and school service support personnel for schools, districts, and the state, as well as for high and low poverty areas (district and state only), by totaling the number of educators belonging to each category.
  - a. If an educator was employed in multiple schools or districts during a given school year (i.e., educators with multiple primary school assignments), that educator will be included in counts for all schools and districts they were employed in.

**Numerator:** The numerator for the staff experience metric is equal to the total number of educators with less than two years of teaching experience at each school, district, or statewide. The procedure for calculating the numerator is as follows:

1. Begin with the dataset compiled for the denominator as outlined above.
2. Calculate the numerator for schools, districts, and the state, as well as for high and low poverty areas (district and state only), by totaling the number of educators with less than two years of state experience.
  - a. If an educator was employed in multiple schools or districts during a given school year (i.e., educators with multiple primary school assignments), that

educator will be included in counts for all schools and districts he/she was employed in.

**Percentage of Inexperienced Educators:** This metric is calculated as the total number of educators with less than two years of state experience (as outlined in the numerator section) divided by the total number of educators who have experience information in TNCompass (as outlined in the denominator section). All values are suppressed according to information in [Appendix A](#). All values are rounded to the nearest tenth decimal place only after all calculations have been performed.

*Data Source:* TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report

### 2.7.5. Teachers with Emergency/Provisional Credentials

The Teachers with Emergency/Provisional Credentials metric represents the number and percentage of teachers who received a temporary permit to teach in Tennessee throughout the school year to fill critical vacancies per the [Educator Licensure Policy \(SBE Policy 5.502\)](#) at each school, district, or statewide. This metric is also calculated across all schools in high-poverty versus low-poverty areas at the district and state level. This metric is calculated using the procedures listed below:

**Denominator:** the denominator for the teachers with emergency/provisional credentials metric is equal to the total number of teachers at each school, district, or statewide. For districts and the state, the denominator is also calculated for high-poverty and low-poverty areas. The procedure for calculating the denominator is as follows:

1. Extract the December 1, Evaluation Scores by Educator, and Educator License reports from TNCompass, including variables outlined in [Appendix C](#). These reports were extracted from TNCompass in June of 2026.
2. Exclude any educators who were under Partial Year Exemptions (PYE) as indicated in the Evaluation Scores by Educator report.
3. Merge the December 1 Report to identify the role(s) an educator included in the Evaluation Scores by Educator Report was assigned to during a given school year **at their primary school**. If an educator included in the Evaluation Scores by Educator Report is missing assignment information in the December 1 Report, that educator will not be included in subsequent calculations.

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4. Identify educators who were assigned teaching roles (i.e., classified as teachers) using the table provided in [Appendix F](#). Educators who were assigned teaching roles as well as non-teaching roles (e.g., an educator who served as both a teacher and instructional coach) are included.
5. Calculate the denominator for schools, districts, and the state, as well as for high and low poverty areas (district and State only) by totaling the number of teachers.
  - a. If a teacher was employed in multiple schools or districts during a given school year (i.e., teachers with multiple primary school assignments), that teacher will be included in counts for all schools and districts they were employed in.

**Numerator:** The numerator for the teachers with emergency/provisional credentials metric is equal to the total number of teachers with temporary permits at each school, district, or statewide. The procedure for calculating the numerator is as follows:

1. Begin with the dataset compiled for the denominator as outlined above.
2. Determine if a teacher received a temporary permit for the given school year using records in the Educator License Report as follows:
  - a. Only include active permits. These are permits that have statuses of either 'Active' or 'Active SBE'.
  - b. Only include Academic Permits, Clinical Practice Permits, and Occupational Permits.
  - c. Only include permits with expiration dates between July 1, 2025, and June 30, 2026.
3. Calculate the numerator for schools, districts, and the state by totaling the number of teachers with temporary permits.
  - a. If a teacher was employed in multiple schools or districts during a given school year (i.e., teachers with multiple primary school assignments), that teacher will be included in counts for all schools and districts he/she was employed in.

**Percentage of Teachers with Emergency/Provisional Credentials:** This metric is calculated as the total number of teachers with temporary permits (as outlined in the numerator section) divided by the total number of teachers (as outlined in the denominator section). All values are suppressed according to information in [Appendix A](#).

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All values are rounded to the nearest tenth decimal place only after all calculations have been performed.

*Data Source:* TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report, TNCompass Educator License Report

### 2.7.6. Out-of-Field Teachers

The Out-of-Field Teachers metric represents the number and percentage of teachers who received endorsement exemptions to teach more than one course or more than two sections of one course outside of their area of endorsement per the [Educator Licensure Policy \(SBE Policy 5.502\)](#) at each school, district, or state-wide. This metric is also calculated across all schools in high poverty versus low poverty areas at the district- and state-level. This metric is calculated using the procedures listed below:

**Denominator:** the denominator for the out-of-field teachers metric is equal to the total number of teachers at each school, district, or state-wide. For districts and the state, the denominator is also calculated for high poverty and low poverty schools. The procedure for calculating the denominator is as follows:

1. Extract the December 1, Evaluation Scores by Educator, and Educator License reports from TNCompass, including variables outlined in [Appendix C](#). These reports were extracted from TNCompass in June of 2026.
2. Exclude any educators who were under Partial Year Exemptions (PYE) as indicated in the Evaluation Scores by Educator report.
3. Merge the December 1 Report to identify the role(s) an educator included in the Evaluation Scores by Educator Report was assigned to during a given school year **at their primary school**. If an educator included in the Evaluation Scores by Educator Report is missing assignment information in the December 1 Report, that educator will not be included in subsequent calculations.
4. Identify educators who were assigned teaching roles (i.e., classified as teachers) using the table provided in [Appendix F](#). Educators who were assigned a teaching role as well as a non-teaching role (e.g., an educator who served as both a teacher and instructional coach) are included in the denominator.
5. Calculate the denominator for schools, districts, and the state by totaling the number of teachers.

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- a. If a teacher was employed in multiple schools or districts during a given school year (i.e., teachers with multiple primary school assignments), that teacher will be included in counts for all schools and districts they were employed in.

**Numerator:** The numerator for the out-of-field teachers metric is equal to the total number of teachers with endorsement exemptions at each school, district, or statewide. The procedure for calculating the numerator is as follows:

1. Begin with the dataset compiled for the denominator outlined above.
2. Determine if a teacher received an endorsement exemption for the given school year using records in the Educator License report as follows:
  - a. Only include active waivers. These are waivers that have statuses of either 'Active' or 'Active SBE'.
  - b. Only include waivers with expiration dates between July 1, 2025, and June 30, 2026.
3. Calculate the numerator for schools, districts, and the state by totaling the number of teachers with waivers.
  - a. If a teacher was employed in multiple schools or districts during a given school year (i.e., teachers with multiple primary school assignments), that teacher will be included in counts for all schools and districts he/she was employed in.

**Percentage of out-of-field teachers:** This metric is calculated as the total number of teachers with waivers (as outlined in the numerator section) divided by the total number of teachers (as outlined in the denominator section). All values are suppressed according to information in [Appendix A](#). All values are rounded to the nearest tenth decimal place only after all calculations have been performed.

*Data Source:* TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report, TNCompass License Report

## 2.8. Finance

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

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The following information on district-level 2026-27 TISA allocations are shown:

- Total TISA allocations amount
- TISA allocations amount by funding category

The school-level Finance tab also displays a 2026-27 TISA Calculator, which is an estimate of TISA funding amounts per student. The school-level and district-level pages both include information on 2025-26 expenditures.

*Data Source:* Finance Data Files (Available on [Data Downloads](#)), TISA allocations files (Only available to district staff)

## Section 3. Performance Metrics

The Performance Metrics tab of the State Report Card presents the following webpages for schools, districts, and the state:

- School Letter Grades (school only)
- State Achievement Rate
  - Overall State Achievement Rate
  - State Achievement Rate by Subject Area
- Growth (school and districts only)
- State Graduation Rate (not visible for K-8 schools)
  - State Graduation Rate
  - Dropout Rate
  - Postsecondary
- College and Career Readiness (CCR) (not visible for K-8 schools)
  - CCR
  - ACT
  - Career and Technical Education (CTE) Concentrators
- Federal Performance Metrics
  - Federal Success Rate
    - Overall Federal Success Rate
    - Federal Success Rate by Subject Area
  - Chronically Out of School
  - Discipline
  - English Language Proficiency Assessment (ELPA)
  - Federal Graduation Rate (not visible for K-8 schools)

Each of these webpages provide metrics detailing the performance of schools, districts, and the state on these different indicators.

### 3.1. School Letter Grades

The school letter grades page provides insight into how each school performed during the previous academic year across four indicators: Achievement, Growth, Highest need student group growth, and College & career readiness.

### **3.1.1. Achievement Level**

The Achievement level reflects the score a school received based on the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” **across all tested subject areas.**

For Achievement level calculations and business rules, please see the [School Letter Grade Protocol](#).

### **3.1.2. Growth Level**

The Growth level reflects the TVAAS composite level for all students and all subjects. All tested subjects are included with the exceptions of grade 3 and 4 science tests, substitutable courses/tests, and TCAP alternate assessments.

For Growth level calculations and business rules, please see please see the [School Letter Grade Protocol](#).

### **3.1.3. Highest Need Student Group Growth Level**

The Highest need student group growth level reflects the TVAAS composite level for the highest need students (i.e., the bottom 25 percent) based on their test results within the school per subject and grade-level (TCAP tests) or per course (EOC courses).

For information on the process of identifying the highest need students, growth level calculations and business rules, please see please see the [School Letter Grade Protocol](#).

### **3.1.4. College & Career Level**

The College & career level reflects the measure of student readiness for postsecondary education and careers. Various data sources are used for this indicator, such as ACT/SAT and early postsecondary performance data.

For information on data sources for this indicator, college & career level calculations, and business rules, please see please see the [School Letter Grade Protocol](#).

### **3.1.5. School Letter Grade**

Each eligible school is assigned a school letter grade based on the overall score resulting from the individual indicator scores multiplied by their respective weights.

For more information on how school letter grades are calculated, please see the [School Letter Grade Protocol](#).

### 3.2. State Achievement Rate

The State Achievement Rate webpage for the State Report Card provides information on additional metrics related to the achievement indicator used in letter grade calculations in the following two webpages:

- Overall State Achievement Rate
- State Achievement Rate by Subject Area

The Overall State Achievement Rate page provides metrics on overall achievement rates for all tested subjects. The State Achievement Rate by Subject Area page provides metrics related to state assessments across tested subject areas (ELA, Math, Science, and Social Studies) aligned with the letter grade methodology.

#### 3.2.1. School Achievement

##### 3.2.1.1. School State Achievement Rate

The school state achievement rate indicates the proportion of valid state assessments across all subjects on which students scored “Meets expectations” or “Exceeds expectations.”

School state achievement rates are 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

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**Note.** For schools that span multiple grade-bands (e.g., schools serving students in grades 3 to 11), this metric reflects the percentage of students scoring “Meets expectations” or “Exceeds expectations” across all grade-levels. Weights based on enrollment numbers will **not be applied** to the school state achievement rate metric in this page.

Biology I and US History tests can be substituted as outlined in the [School Letter Grade Protocol](#).

Students are attributed to schools in which they spent at least 50% of the school year rather than where they were tested.

*Data Source:* School Letter Grade file (Available on [Data Downloads](#))

### **3.2.1.2. School State Achievement Rate by Subject Area**

The English Language Arts (ELA), Math, Science, and Social Studies achievement rates indicate the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” for each subject area. The achievement rates published on Report Card reflect data for all assessments belonging to a subject area taught by the school. The table below provides information about which state assessments are included in each subject area achievement rates. Biology I and US History tests can be substituted as outlined in the [School Letter Grade Protocol](#).

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

Table 2 provides a list of the required state assessments by school level and content area published on the Report Card. At the elementary level, students take ELA and Math assessments in grades 3–5 and a Science assessment in grade 5. Middle school students complete ELA, Math, Science, and Social Studies assessments in grades 6–8. High school assessments include English I and II for ELA; Algebra I, Algebra II, Geometry, and Integrated Math I–III for Math; Biology I for Science; and U.S. History for Social Studies. All ELA and Math assessments at every grade level are available in TCAP and MSAA versions, and TCAP and TCAP-Alt versions exist for all Science and Social Studies assessments.

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**Note.** For the school state achievement rates by subject area, the achievement rates are **not adjusted** when schools do not meet the 95% TCAP participation rate for the given subject. In addition, for schools that span multiple grade bands, this metric reflects the percentage of students scoring “Meets expectations” or “Exceeds expectations” across all grade levels, and weights based on enrollment numbers in each grade band will **not** be applied.

Students are attributed to schools in which they spent at least 50% of the school year rather than where they were tested.

*Table 2 School State Assessments by School Level and Content Area*

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

School state achievement rates by subject area are 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

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- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

*Data Source:* School Letter Grade file

### 3.2.2. District Achievement Rate

District state achievement rates are presented in grade bands- Grades 3-5, Grades 6-8, and Grades 9-12.

#### 3.2.2.1. District State Achievement Rate

The grade-band district state achievement rate indicates the proportion of valid state assessments across all subjects on which students scored “Meets expectations” or “Exceeds expectations” for each grade band.

District state achievement rates by grade band are 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

**Note.** Students are attributed to districts in which they spent at least 50% of the school year rather than where they were tested.

*Data Source:* School Letter Grade File

### 3.2.2.2. District State Achievement Rate by Subject Area

The grade-band achievement rates for English Language Arts (ELA), Math, Science, and Social Studies indicate the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” for each subject area. The achievement rates published on Report Card reflect data for all assessments belonging to a subject area for each grade band. The table below provides information about which state assessments are included in each subject area achievement rates. Biology I and US History tests can be substituted as outlined in the [School Letter Grade Protocol](#).

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

Table 3 provides a list of the state assessments published on the Report Card by grade band and content area. In grades 3–5, students take ELA and Math assessments, and grade 5 students also complete a Science assessment. Students in grades 6–8 complete ELA, Math, Science, and Social Studies assessments. High school assessments include English I and II for ELA; Algebra I, Algebra II, Geometry, and Integrated Math I–III for Math; Biology I for Science; and U.S. History for Social Studies. All ELA and Math assessments across grade levels are offered in both TCAP and MSAA versions, while TCAP and TCAP Alt versions exist for all Science and Social Studies assessments.

**Note.** For the district state achievement rates by subject area, the achievement rates are **not adjusted** when districts do not meet the 95% TCAP participation rates for a given subject and grade-band. Students are attributed to districts in which they spent at least 50% of the school year rather than where they were tested.

*Table 3. District State Assessments by Grade Band and Content Area*

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

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Grade Band	Content Area	Assessments included
Grades 6–8	Science	Grades 6–8 Science TCAP, TCAP–Alt
Grades 6-8	Social Studies	Grades 6-8 Social Studies TCAP, TCAP-Alt
Grades 9–12	ELA	English I, English II, MSAA
Grades 9-12	Math	Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, MSAA
Grades 9–12	Science	Biology I, TCAP–Alt
Grades 9-12	Social Studies	US History, TCAP-Alt

District state achievement rates by subject area are 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

*Data Source:* School Letter Grade File

### **3.2.3. State Achievement Rate**

#### **3.2.3.1. State Overall Achievement Rate**

The state overall achievement rate indicates the proportion of valid state assessments across all subjects on which students scored “Meets expectations” or “Exceeds expectations.”

State overall achievement rates are reported for the following student groups:

- *All Students*

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- 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

**Note.** Biology I and US History tests can be substituted as outlined in the [School Letter Grade Protocol](#). State overall achievement rate includes all students enrolled in schools and districts across the state, even students who were enrolled for less than 50% of the school year.

*Data Source:* School Letter Grade File

### 3.2.3.2. State Achievement Rate by Subject

The English Language Arts (ELA), Math, Science, and Social Studies achievement rates indicate the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” for each subject area. The achievement rates published on Report Card reflect data for all assessments belonging to a subject area. The table below provides information about which state assessments are included in each subject area achievement rates. Biology I and US History tests can be substituted as outlined in the [School Letter Grade Protocol](#).

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

Table 4 provides a list of all state assessment results published on the Report Card by content area. ELA assessments include Grades 3–8 ELA TCAP, English I, English II, and MSAA. Math assessments include Grades 3–8 Math TCAP, Algebra I, Integrated Math I, Geometry, Integrated Math II, Algebra II, Integrated Math III, and MSAA. Science

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assessments include Grades 3–8 Science TCAP, Biology I, and TCAP Alt. Social Studies assessments include Grades 3–8 Social Studies TCAP, U.S. History, and TCAP Alt.

**Note.** State overall achievement rate by subject includes all students enrolled in schools and districts across the state, even students who were enrolled for less than 50 percent of the school year.

*Table 4. State Assessments by Content Area*

Content Area	Assessments Included
ELA	Grades 3-8 ELA TCAP, English I, English II, MSAA
Math	Grades 3–8 Math TCAP, Algebra I, Integrated Math I, Geometry, Integrated Math II, Algebra II, Integrated Math III, MSAA
Science	Grades 3-8 Science TCAP, Biology I, TCAP-Alt
Social Studies	Grades 3–8 Social Studies TCAP, U.S. History, TCAP–Alt

State achievement rates by subject area are 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

*Data Source:* School Letter Grade File

### 3.3. Growth

Growth is measured using the Tennessee Value-Added Assessment System (TVAAS). The Growth indicator evaluates how much progress students are making in a school compared to the average progress of students across the state. In the 2025-26 school

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year, state assessments in grades 3-12 were used to measure growth using TVAAS. At the school-level, two distinct growth indicators are reported:

- All Subjects Growth, the value-added measure used for School Letter Grades
- ELA/Math Growth, the value-added measure used for Federal Accountability.

For more information about the metrics presented on the Growth webpage, please see [Appendix G](#). For calculation details and business rules, please see the [Federal Accountability Protocol](#) and [School Letter Grade Protocol](#).

### 3.3.1. School Growth

#### 3.3.1.1. All Subjects Growth

The All Subjects tab on each school's Growth page displays growth data used for the state's letter grade system. It includes two key measures—Overall Growth and Overall Growth for Highest Need Students. Overall Growth reflects TVAAS scores across all tested subjects. Overall Growth for Highest Need Students focuses on students in the bottom 25 percent within each subject and grade level (for TCAP tests) or by course (for EOC courses). Both measures evaluate student academic growth using 2025-26 TVAAS composites for all tested subjects. 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 evidence that students made more growth than expected. On the other hand, in a school earning a Level 1, we have significant evidence that students made less growth than expected. The All Subjects tab only includes overall growth scores.

#### 3.3.1.2. ELA/Math Growth

ELA/Math Growth is the value-added measure for Federal Accountability, which measures student academic growth using the 2025-26 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 evidence that students made more growth than expected. On the other hand, in a school earning a Level 1, we have significant evidence that students made less growth than expected.

ELA/Math Growth is reported for the following student groups at the school-level only:

- All Students

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- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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](#).

*Data Source:* School TVAAS Composite Files (Available on Data Downloads)

### **3.3.1.3. 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 evidence that students made more growth than expected. On the other hand, in a school earning a Level 1, we have significant evidence that students made less growth than expected.

Student growth by Subject is reported for the following student and racial/ethnic groups:

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

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- 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](#).

Table 5 summarizes the assessments with published TVAAS calculations. At the elementary level, this includes Grades 3–5 ELA and Math TCAP assessments, as well as Grade 5 Science TCAP. Middle school calculations include Grades 6–8 TCAP assessments in ELA, Math, Science, and Social Studies. High school assessments include English I and II for ELA; Algebra I, Algebra II, Geometry, and Integrated Math I–III for Math; Biology I for Science; and U.S. History for Social Studies.

*Table 5. School Level Assessments with TVAAS Calculations by Content Area*

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

School Level	Content Area	Assessments Included
High	Social Studies	U.S. History

*Data Source:* School TVAAS Subject-Level Files (Available on Data Downloads)

### 3.3.2. District Growth

#### 3.3.2.1. Growth by Grade Band

The growth by grade band (grades 3-5, 6-8, and 9-12) reflects the combined Math/ELA composite TVAAS score. A district can receive a level 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 evidence that students demonstrated more growth than expected. In contrast, districts receive a level 1 when there is significant evidence that their students demonstrated less growth than expected.

Growth by Grade Band is reported for the following student and racial/ethnic groups:

- All Students
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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 is 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 TVAAS Composite files

### 3.4. State Graduation Rate

The State Graduation Rate webpage for the State Report Card provides graduation information and related metrics on the following three pages:

- State Graduation Rate
- Dropout Rate
- Postsecondary

The State Graduation Rate webpage provides metrics related to the percentage of on-time graduates who meet the Tennessee graduation requirements. The Dropout Rate and Postsecondary webpages provide metrics related to the dropout rates and postsecondary enrollment rates, respectively. These webpages will only appear for schools included in the high school pool, districts, and the state.

For more information about the metrics presented on the State Graduation Rate and webpages for additional indicators, please see [Appendix G](#).

#### 3.4.1. State Graduation Rate

The State graduation rates are calculated based on the number of students who meet the Tennessee graduation requirements as outlined in [State Board Rule 0520-01-03-.06](#) and [High School Policy 2.103](#). Students with disabilities who complete four years of English language arts (ELA) and math in extended courses (A/B courses) and those who received three credits of science in accordance with the graduation requirements in [State Board Rule 0520-01-03-.06](#) will continue to receive a traditional high school diploma and be included in the numerator of the Tennessee graduation rate calculation.

The State graduation rate is used to evaluate the CCR rate and ACT/SAT participation rate calculations; it will be reported for schools in the high school pool, districts, and the state. For calculation details and business rules, please see the [Federal Accountability Protocol](#).

The State graduation rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)

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- 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](#).

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

### **3.4.2. 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.

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)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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- Foster students
- Homeless students
- Migrant students
- Military-Connected Students
- Female students
- Male students

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

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

### 3.4.3. Postsecondary

Postsecondary Enrollment rate reflects the percentage of on-time graduates as defined by the Tennessee graduation rate<sup>4</sup> who enroll in a postsecondary institution in the **summer, fall, or subsequent spring term** 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. 2025 graduating cohort data will be used to calculate Postsecondary Enrollment rate for the 2025-26 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)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students

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<sup>4</sup> Please refer to [Section 4.4](#) for Tennessee graduation rate business rules.

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- White students

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 the Tennessee 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 the student classifications and racial/ethnic information from TEDS 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, as defined by the Tennessee graduation rate, who enroll into a postsecondary institution in any academic term (including the summer term preceding the fall academic term and the subsequent spring term) immediately following their graduation. The procedure for calculating the numerator is:

1. Merge the student postsecondary enrollment data extracted from the Tennessee Longitudinal Data System, TN DATA, to the denominator file created using the procedure above. The data in TN DATA is populated by the Tennessee Higher Education Commission (THEC), who submits two postsecondary enrollment tables. The files include:
  - a. The Tennessee public institutions files, which are created from the THEC data systems, and includes summer, fall, and spring term enrollments for in-state, public four-year universities, community colleges, and technical colleges, AND
  - b. The National Student Clearinghouse (NSC) file, which includes enrollment in out-of-state and private institutions for the fall following high school graduation. Unlike enrollment records supplied by THEC and TICUA, the

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NSC file does not include enrollment for the spring term. Postsecondary enrollment records sourced from NSC would be limited to the immediate summer and fall after graduation.

Only postsecondary enrollment records that occur **after** high school graduation are included. For example, dual enrollment records are excluded from subsequent calculations.

2. If a student appears as enrolled in multiple sources, prioritize enrollment captured in the THEC data file. Because many Tennessee public and private postsecondary institutions partner with the National Student Clearinghouse, duplication between these sources is likely.
3. If a student appears as enrolled in multiple types of postsecondary institutions, classify that student as enrolled in “multiple institution types.” For example, if a student has enrollment records for both a four-year institution and a community college, that student will **not** count towards either institution type.
4. If a student appears as enrolled in multiple institutions of the same type, count that student only once towards the respective postsecondary institution type’s enrollment rate. For example, if a student has enrollment records for two four-year institutions, that student will count once towards the four-year institution enrollment rate.
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 (four-year institutions, community colleges, and technical colleges) as well as across multiple institution types among all students and specific student groups.

*Data Sources:* Postsecondary Enrollment File (Available on [Data Downloads](#)), TN DATA

### 3.5. College and Career Readiness

The College and Career Readiness (CCR) section of the State Report Card provides student performance information and metrics across three webpages:

- College and Career Readiness (CCR)
- ACT
- Career and Technical Education (CTE) Concentrators

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Beginning in the 2025–26 school year the department will no longer use lagged CCR data for federal accountability purposes. Instead, the CCR rate will be calculated based on the reporting year’s graduating cohort and will be applied directly in that year’s federal accountability calculation.

To be counted as earning the CCR status, students must be a graduate who meet one of the following criteria:

- Meets or exceeds a composite of 21 (ACT) or 1060 (SAT); or
- Earns a score of 31 or higher on the ASVAB AFQT; or
- Earns a Tier 3 IC OR earns a Tier 2 IC and at least one other IC (any tier is acceptable for the second credential); or
- Earns one or more “postsecondary credits”

The CCR webpage provides metrics related to the percentage of on-time graduates who also complete college and career readiness opportunities. The ACT and Career and Technical Education (CTE) webpages provide metrics related to ACT/SAT participation and performance, and CTE concentrators, respectively. These webpages will only appear in the high school pool for schools, districts, and the state.

For more information about the metrics presented on these webpages, please see [Appendix G](#).

### 3.5.1. School CCR

The school CCR rate is calculated by dividing the number of on-time graduates from the reporting year’s cohort who meet the CCR status by the number of students in that cohort.

When calculating the CCR rate, the graduates defined by the Tennessee graduation rate (i.e., students who earned a traditional high school diploma or AAD following graduation requirements in [State Board Rule 0520-01-03-.06](#)) are counted in the numerator.

The school CCR rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)

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- 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:* School CCR Files (Available on [Data Downloads](#))

### 3.5.2. District CCR

The district CCR rate is calculated by dividing the number of on-time graduates from the reporting year's cohort who meet the CCR status by the number of students in that cohort.

When calculating the CCR rate, the graduates defined by the Tennessee graduation rate (i.e., students who earned a traditional high school diploma or AAD following graduation requirements in [State Board Rule 0520-01-03-.06](#)) are counted in the numerator.

The district CCR 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

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- 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 Ready Graduate rate calculation details, please see the [Federal Accountability Protocol](#).

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

### 3.5.3. State CCR

The state CCR rate is calculated by dividing the number of on-time graduates from the reporting year's cohort who meet the CCR status by the number of students in that cohort as presented below:

$$\text{CCR Rate} = \frac{\text{\# graduates earning CCR status}}{\text{\# students in the graduating cohort}} \times 100$$

When calculating the CCR rate, the graduates defined by the Tennessee graduation rate (i.e., students who earned a traditional high school diploma or AAD following graduation requirements in [State Board Rule 0520-01-03-.06](#)) are counted in the numerator.

The state CCR 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:* State CCR Files (Available on [Data Downloads](#))

### 3.6. ACT

#### 3.6.1. 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. 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 also shows the average scores for each ACT subject-level assessment including mathematics, reading, English, and science.

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](#))

#### 3.6.2. ACT Participation Rate

The ACT participation rate for schools, districts, and the state represents the percentage of students who earned a regular diploma in the most recent graduating cohort who received a valid ACT score. Students earning an Alternate Academic Diploma (AAD) are not included in ACT participation rate calculations as the ACT is not a graduation requirement for that diploma type. It is important to note that schools that do not meet

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the 95% ACT/SAT participation rate will automatically receive a score of 0 (grade F) for the Ready Graduate indicator, and districts that fail to meet the 95% ACT/SAT participation rate will automatically receive a score of 0 for the district Graduation Rate indicator.

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 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 the [Federal Accountability Protocol](#).

### **3.7. Career and Technical Education (CTE) Concentrators**

The Career and Technical Education (CTE) Concentrators rate represents the percentage of on-time graduates, as defined by the Tennessee graduation rate, in the most recent graduating 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)

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- 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 and counted as graduates as defined by the Tennessee graduation rate.
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 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 the 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

information in [Appendix A](#). All values are rounded to the nearest tenth decimal place only after all calculations have been performed.

*Data Source:* Graduation Cohort File (available on Cohort Application)

### 3.8. Federal Performance Metrics

The Federal Performance Metrics section of the State Report Card provides additional student performance metrics and information in the following five webpages:

- Federal Success Rate
  - Overall Federal Success Rate
  - Federal Success Rate by Subject Area
- Chronically Out of School
- Discipline
- English Language Proficiency Assessment (ELPA)
- Federal Graduation Rate

Each of these webpages provide metrics detailing the performance of schools, districts, and the state for these different indicators.

#### 3.8.1. Federal Success Rate

The Federal Success Rate webpages for the State Report Card provide assessment/achievement information and metrics in the following two webpages:

- Overall Federal Success Rate
- Federal Success Rate by Subject Area

The Overall Federal Success Rate webpage provides metrics related to federal success rate calculations and TCAP participation rate calculations. The Federal Success Rate by Subject Area webpage provides metrics related to state assessments across tested subject areas (ELA, Math, Science, and Social Studies) and TCAP participation by subject area calculations.

Please note that the information presented here differs from that displayed in the State Achievement Rate and School Letter Grade pages. The metrics in the State Achievement Rate pages have been calculated using additional business rules that align with the Letter Grade methodology.

For more information about the metrics presented in the Overall Federal Success Rate and Federal Success Rate by Subject Area webpages, please see [Appendix G](#).

### **3.8.2. School Federal Success Rate**

#### **3.8.2.1. School Overall Federal Success Rate**

The school overall federal success rate indicates the proportion of valid ELA and math accountable state assessments on which students scored “Meets expectations” or “Exceeds expectations.” This differs from the metric Overall State Achievement Rate in the School State Achievement Rate page, which includes all tested subjects.

The school Overall Federal Success rates are reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- Non-Economically Disadvantaged students (Non-ED)
- English Learners (EL)
- Students with Disabilities (SWD)
- Non-Students with Disabilities (Non-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
- Military-Connected students
- Female students
- Male students

For school accountability success rate calculations and business rules, please see the [Federal Accountability Protocol](#).

**Note.** The overall federal success rate is calculated based on the accountable school/district rather than where students were tested.

*Data Source:* Accountability Files – School-level

### 3.8.2.2. School Federal Success Rate by Subject Area

English Language Arts (ELA), Math, Science, and Social Studies federal success rates indicate the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” for each subject area. The success rates published on the Report Card reflect data for all assessments belonging to a subject area taught by the school. The table below provides information about which state assessments are included in subject area success rates. Please note that substitution rule for Biology I and U.S. History are **not** applied for this metric.

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

Table 6 provides a list of the assessment success rates published on the Report Card by school level and content area. At the elementary level, success rates are reported for grades 3–5 ELA and Math, as well as grade 5 Science. Middle school success rates are provided for ELA, Math, Science, and Social Studies in grades 6–8. High school success rates are published for English I and II; Algebra I, Algebra II, Geometry, and Integrated Math I–III; Biology I; and U.S. History. Success rates are available for all ELA and Math assessments at every grade level for both TCAP and MSAA versions, and TCAP and TCAP Alt success rates are published for all Science and Social Studies assessments.

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

*Table 6. School Level Federal Success Rate by Subject Area and Assessment*

School Level	Subject 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

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School Level	Subject Area	Assessments Included
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	U.S. History

The school Federal 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)
- Non-Economically Disadvantaged Students (Non-ED)
- English Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Non-Students with Disabilities (Non-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
- Military-Connected students

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- Female students
- Male students

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

*Data Source:* Assessment Files – School-level (Available on [Data Downloads](#))

### **3.8.3. District Federal Success Rate**

District federal success rate data is presented in grade bands—Grades 3-5, Grades 6-8, and Grades 9-12.

#### **3.8.3.1. District Overall Federal Success Rates**

The Grade Band (3-5, 6-8, 9-12) Federal Success Rates indicate the proportion of valid ELA and math accountable state assessments on which students scored “Meets Expectations” or “Exceeds expectations” for each grade band. This differs from the metric Overall State Achievement Rate in the District State Achievement Rate page, which includes all tested subjects.

The district Overall Federal Success Rates are reported for the following student groups:

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

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- Homeless students
- Migrant students
- Military-Connected students
- Female students
- Male students

For district federal success rate by grade band calculations and business rules, please see the [Federal Accountability Protocol](#).

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

*Data Source:* Accountability Files—District-Level

### **3.8.3.2. District Federal Success Rates by Subject Areas**

Grade band federal success rates for English Language Arts (ELA), Math, Science, and Social Studies indicate the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” for each subject area. The table below provides details about which state assessments are included in the grade band federal success rates for each subject area. Please note that substitution rule for Biology I and U.S. History are **not** applied for this metric.

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

Table 7 provides a list of the district federal success rates published on the Report Card by grade band, subject area, and assessment. Federal success rates are reported for grades 3–5 ELA and Math, as well as grade 5 Science. Grade band 6-8 federal success rates are provided for ELA, Math, Science, and Social Studies. Grade band 9-12 federal success rates are published for English I and II; Algebra I, Algebra II, Geometry, and Integrated Math I–III; Biology I; and U.S. History. Success rates are also available for all ELA and Math assessments at every grade level for both TCAP and MSAA versions, and TCAP and TCAP Alt success rates are published for all Science and Social Studies assessments.

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

*Table 7. District Federal Success Rates by Grade Band and Subject Area*

Grade Band	Subject 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
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	U.S. History

The District Federal Success 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)
- Non-Economically Disadvantaged students (Non-ED)
- English Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Non-Students with Disabilities (Non-SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students

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- Native Hawaiian or Pacific Islander students
- White students
- Foster students
- Homeless students
- Migrant students
- Military-Connected students
- Female students
- Male students

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

*Data Source:* Assessment Files—District-level (Available on [Data Downloads](#))

### **3.8.4. State Federal Success Rate**

#### **3.8.4.1. State Overall Federal Success Rate**

The State Overall Federal Success Rate indicates the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations.” (Note: only Math and ELA TCAP assessments will be used in the federal success rate calculation). This differs from the metric Overall State Achievement Rate in the State Achievement Rate page, which includes all tested subjects.

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

- State federal success rate includes all students enrolled in schools and districts across the state, even students who were enrolled for less than 50 percent of the school year.

The State Overall Federal Success rates are reported for the following student groups:

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

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- Non-Students with Disabilities (Non-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
- Military-Connected students
- Female students
- Male students

*Data Source:* Assessment Files—State-level (Available on Data Downloads)

### 3.8.4.2. State Federal Success Rates by Subject Area

English Language Arts (ELA), Math, Science, and Social Studies federal success rates indicate the proportion of valid tests on which students scored “Meets expectations” or “Exceeds expectations” for each content area. Subject-level federal success rates are calculated using data **across assessments**. The federal success rates published on the Report Card reflect data for all subjects belonging to a content area taught by the school. Please note that substitution rule for Biology I and U.S. History are **not** applied for this metric.

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

Table 8 provides a list of all state assessment federal success rates published on the Report Card by content area. ELA assessments include Grades 3–8 ELA TCAP, English I, English II, and MSAA. Math assessments include Grades 3–8 Math TCAP, Algebra I, Integrated Math I, Geometry, Integrated Math II, Algebra II, Integrated Math III, and MSAA. Science assessments include Grades 3–8 Science TCAP, Biology I, and TCAP Alt. Social Studies assessments include Grades 3–8 Social Studies TCAP, U.S. History, and TCAP Alt.

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*Table 8. Federal Success Rates by Content Area and Assessment*

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, U.S. History, TCAP Alt Social Studies

The State Federal Success Rate by Subject Area is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- Non-Economically Disadvantaged students (Non-ED)
- English Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Non-Students with Disabilities (Non-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
- Military-Connected students
- Female students
- Male students

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

*Data Source:* Assessment Files—State-level (Available on [Data Downloads](#))

### **3.8.5. Overall TCAP Participation Rate**

The overall TCAP participation rate for schools, districts, and the state represents the percentage of enrolled students who received a valid TCAP score.

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

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

For TCAP participation rate calculation details and business rules, please see the [Federal Accountability Protocol](#).

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

### **3.8.6. TCAP Participation Rate by Subject**

The TCAP participation rate by subject for schools, districts, and the state represents the percentage of enrolled students who received a valid TCAP score in the English Language Arts (ELA), Math, Science, and Social Studies content area.

The TCAP participation rate by subject is calculated for the following student groups:

- *All Students*

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

### 3.8.7. Alternate Assessment Participation Rate

The alternate assessment participation rate for schools, districts, and the state represents the percentage of enrolled students with significant cognitive disabilities who received a valid score in the ELA, Math, Science, and Social Studies alternate assessment.

The alternate assessment participation rate is calculated for the following student groups:

- *All Students*

For TCAP participation rate calculation details and business rules, please see the [Federal Accountability Protocol](#).

*Data Source:* Assessment Files (Available on [Data Downloads](#)<sup>HYPERLINK</sup>

"<https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>" \h)[Data Downloads](#))

## 3.9. Chronically Out of School

The Chronically Out of School webpage for the State Report Card provides attendance and absenteeism information and metrics.

For more information about the metrics presented on the Chronically Out of School webpage, please see [Appendix G](#).

### **3.9.1. School 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 for any reason, including excused absences and disciplinary actions (i.e., suspensions, expulsions).

The school 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 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 the [Federal Accountability Protocol](#).

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

### **3.9.2. District Chronically Out of School**

The Chronically Out of School rate for districts represents the percentage of students who missed at least 10% of the instructional days that they are enrolled for during the school year for any reason, including excused absences and disciplinary actions (i.e.,

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suspensions, expulsions). For calculations details and business rules, please see the [Federal Accountability Protocol](#).

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

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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](#))

### 3.9.3. State 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 for the state is reported for the following student groups:

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- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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](#).

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

### 3.10. Discipline

The Discipline webpage provides information on the following metrics:

- **In-School Suspensions Rate:** The in-school suspensions rate represents the percentage of students who received at least one in-school suspension incident during a given school year.
- **Out-of-School Suspensions Rate:** The out-of-school suspensions rate represents the percentage of students who received at least one out-of-school suspension incident during a given school year.
- **Expulsions Rate:** The expulsions rate represents the percentage of students who received at least one expulsion incident during a given school year.

For more information about the metrics presented on the Discipline webpage, please see [Appendix G](#).

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

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received at least one instance of that specific type of **disciplinary incident**<sup>5</sup> divided by the total number of students in the respective school, district, or the state-at-large. For each school and district, 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 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 information in [Appendix A](#).

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<sup>5</sup> The discipline information presented on the State Report Card is different from the Annual Safe Schools Report in that the discipline rates represent the students who received at least one incident of a specific type of disciplinary action, while metrics in the Annual Safe Schools Report are based on offenses. Students who received multiple disciplinary actions (in-school and out-of-school suspension, for example) will count both towards the in-school suspension and out-of-school suspension rates, while that student will only count once towards the offense incident.

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**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, demographics, characteristics, and special education program association datasets from TEDS including all students who were enrolled at any point during the school year and variables laid out in Appendix B with the following exceptions: completion type, disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Enrollment data for discipline calculations was extracted from TEDSEI in June of 2026. Enrollment totals for schools, districts, and the state reflect students enrolled as of that date.
2. Include only primary enrollment student records.
3. If a student experienced grade-level change events within the same school, combine enrollment information across all records within that school.
  - a. Set the final enrollment begin date as the earliest enrollment begin date across all records within a given school.
  - b. Set the final enrollment end date as the latest enrollment end date across all records within a given school.
  - c. Set the instructional grade assignment begin date as the enrollment begin date associated with each grade-level record within a given school.
4. Set the instructional grade assignment end date as the enrollment end date associated with each grade-level record within a given school. Exclude students whose enrollment records rolled over from the previous academic year but who did not matriculate in 2025-26. This includes:
  - a. Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
  - b. Students whose enrollment end date is before or on the first instructional day for a given school.
5. Exclude students who enrolled and withdrew the same day (i.e., students whose enrollment start date and end date encompass exactly one day).
6. Exclude students who were identified only with assignment grade equal to PK, P3, P4, N, or some combination of these, as well as students with missing grade information. If a student has multiple records with different assignment codes, only the records with assignment codes from the list above are excluded.

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7. Exclude students with missing district and/or school information.
8. Apply the following rules to resolve students with multiple enrollment records within a given school:
  - a. If a student has multiple records within the same district and school but different enrollment begin dates, include only the record with the most recent enrollment begin date.
  - b. If a student has multiple records within the same district, school, and enrollment begin dates but has multiple enrollment end dates, include only the record with a missing enrollment end date (indicating that the student was enrolled through the end of the year). If no enrollment end dates are missing, keep record with the latest enrollment end date.
  - c. If a student has multiple records with the same enrollment begin dates and enrollment end dates but different grade levels within the same district and school, include only the record with the most recent instructional grade assignment begin date.
  - d. If a student has multiple records with the same enrollment begin dates, enrollment end dates, and instructional grade assignment begin dates but multiple grade levels within the same district and school, include only the record with the highest grade level.
  - e.
9. Merge the student demographics dataset to the enrollment dataset from the previous step using both the district numbers and student EdFi IDs. Only students with demographic information reported in the districts they are attributed to per the previous step are included in subsequent calculations.
  - a. Gender, race/ethnicity, and English Language Background statuses are determined at the district-level. Therefore, a student's demographic information will be the same at both the district- and school-level.
10. Apply the following rules to resolve students with multiple student EdFi IDs and enrollment records within a school:
  - a. If a student has multiple records within the same school with different enrollment begin dates, keep the record with the most recent enrollment begin date.
  - b. If a student has multiple records within the same school with the same enrollment begin date but different end dates, keep the record with the missing or most recent enrollment end date.

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11. Exclude records where the student classification duration is less than or equal to 1 day from the student characteristics dataset.
12. Exclude students who participated in the Individualized Education Account (IEA) program.
13. Map the student classification records to the appropriate schools in the enrollment dataset using both the district numbers and student EdFi IDs, as well as the classification and school enrollment dates.
  - a. Identify the enrollment record for the given district and student EdFi ID where the enrollment begin and end dates encompass both the classification begin and end dates.
14. Exclude records where the student disability duration is less than or equal to 1 day from the special education program association dataset.
15. Map the student disability records to the appropriate school in the enrollment dataset using the district numbers and student EdFi IDs, as well as the special education program enrollment and school enrollment dates:
  - a. Identify the enrollment record for the given district and student EdFi ID where the enrollment begin and end dates encompass the special education program enrollment begin and end dates.
16. 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 disciplinary action. The procedure for calculating the numerator is:

1. Extract student discipline action and student discipline incident behavior datasets from TEDS including all students who received disciplinary actions at any point during the school year and variables laid out in [Appendix B](#). Discipline records were extracted from TEDS in June of 2026. Discipline totals for schools, districts, and the state reflect students who received disciplinary actions as of that date.
2. Exclude any records that are missing offense incident information from the discipline actions dataset.
3. Exclude any records that are missing discipline action duration information from the discipline actions dataset.

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4. Merge the discipline action dataset from the previous step and the student discipline incident behavior dataset using the district number, school number, EdFi student ID, and incident ID.
5. If a student has multiple records with the same discipline date, incident date, and disciplinary reason within the same school, keep only the first record.
6. Exclude any records where discipline action takes place before the offense incident.
7. Include only student records that were included in the denominator per the procedure above.
8. If a student has multiple incidents with the same discipline begin date, incident date, and disciplinary reason, but different disciplinary actions, the records are included according to the following hierarchy:
  - a. If any of the punishments for a single incident are an expulsion, keep only the record with the expulsion.
  - b. If any of the punishments for a single incident are a remand, keep only the record with the remand.
  - c. If any of the punishments for a single incident are an out-of-school suspension, keep only the record with the out-of-school suspension.
  - d. If the punishments for a single incident are an in-school suspension, keep only the record with the in-school suspension.
9. A student is considered to have received the respective discipline type if the student received at least one instance of that specific type of discipline (i.e., in-school suspension). Furthermore:
  - a. Students cannot count multiple times if the student received the same discipline type more than once (i.e., a student received two in-school suspensions). This would count as only one incident towards the in-school suspension rate.
  - b. 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 towards both rates.
10. 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.

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11. 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 received at least one instance of that particular type of discipline (as outlined in the numerator procedure above) by the total number of students in each school, district, or state at large (as outlined in the denominator procedure above). All rates are suppressed according to the information in Appendix A. 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 =  $\frac{\text{\# of students who receive at least one in school suspension}}{\text{\# of students in the school, district, or state}} \times 100$
- Out of School Suspension Rate =  $\frac{\text{\# of students who receive at least one out of school suspension}}{\text{\# of students in the school, district, or state}} \times 100$
- Expulsion Rate =  $\frac{\text{\# of students who receive at least one expulsion}}{\text{\# of students in the school, district, or state}} \times 100$

*Data Source:* Tennessee Education Data System (TEDS) (Only available to school/district staff with access); Discipline Files (Available on [Data Downloads](#))

### 3.11. English Language Proficiency Assessment (ELPA)

The English Language Proficiency Assessment (ELPA) webpage provides information and metrics associated with English Learners' progress towards English proficiency.

The current ELPA evaluation methodology requires at least two years of assessments to evaluate student growth. In response to USED requirements, the department, in consultation with ELPA21, will implement a simple, technically sound approach that allows the department to preserve as much of the current methodology as possible for this transition year. For more information on the transition and this approach, please see the [Federal Accountability Protocol](#).

For more information about the metrics presented on the ELPA webpage, please see [Appendix G](#).

### 3.11.1. School ELPA

The English Language Proficiency Assessment (ELPA) rate for schools represents the percentage of students who meet the growth standard criteria on the ELPA21 assessment and are progressing towards English proficiency.

The school ELPA rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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 the [Federal Accountability Protocol](#).

**Note.** Per requirements of ESSA § 1111(c)(4)(F) (20 U.S.C. § 6311(c)(4)(F)) all students with ELPA growth data will be included in the ELPA rate, even students who were enrolled for less than 50% of the school year.

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

### 3.11.2. District ELPA

The district ELPA rate represents the percentage of students who meet the corresponding growth standard on the ELPA21 assessment and are progressing towards English proficiency.

The district ELPA rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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 the [Federal Accountability Protocol](#).

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

### 3.11.3. State ELPA

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 ELPA21 assessment and are progressing toward English proficiency.

The state ELPA rate is reported for the following student groups:

- *All Students*

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- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged Students (ED)
- English 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](#).

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

### 3.12. Federal Graduation Rate

The Federal Graduation Rate page provides information and metrics associated with percent of on-time graduates who meet the federal graduation requirements.

When calculating the federal graduation rate, only students that complete all required coursework in all subject areas (Algebra II/Integrated Math III and Chemistry/Physics) per the requirements of ESSA § 8101(25) (20 U.S.C. 7801(25)) will be included in the numerator of the federal graduation rate calculation. The graduation requirements in [State Board Rule 0520-01-03-.06](#) provide an alternative pathway for students with disabilities to earn a traditional high school diploma without completing these required coursework. Per federal guidelines, students taking the alternative pathway shall not be counted as graduates in the federal graduation rate calculation.

For more information about the metrics presented on the Federal Graduation Rate webpage, please see [Appendix G](#).

The federal graduation rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)

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- 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
- Migrant students
- Military-Connected 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 the [Federal Accountability Protocol](#).

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

## Section 4. Compare Tool

The Compare Tool allows users to compare up to four schools and/or districts at one time on the following factors:

- School Information (About Tab)
- Student Demographic Information (Demographic Tab)
- Academic Performance (Academic Tab)
- School Programs and Extracurriculars (Programmatic Tab)
- Finances (Financial Tab)

### 4.1. Compare Schools

The Compare Schools page displays schools' general school information, racial/ethnic groups and student groups, state achievement rates, school letter grades, available programs and extracurriculars, and expenditures.

Similar schools are defined as a list of schools "closest" to the selected school across the combination of the following factors:

- District
- School Type (e.g., Elementary, Middle, High School)
- Student Average Daily Membership
- Student Characteristics (students identified as economically disadvantaged, English learners, have special education classification, or identified with characteristics of Dyslexia)
- Number of early literacy students (kindergarten through 3rd grade)
- Amount of time spent in CTE courses
- Students eligible to take the ACT

A selected school can have from two to 24 similar schools. Please select a school using the "Similar Schools" filter to display data for one of these comparable schools.

The following search options are available for the school-level Compare Tool:

1. Filter Your Search
  - a. Grade Levels
  - b. Districts

- c. School Designations
  - d. School Distinctions
  - e. School Type
  - f. Federal Programs
2. Search by Name
  3. Similar Schools

### 4.1.1. About Tab

The About Tab displays data directly from the “About This School” page. For more information about the respective business rules applied, please see [Section 3](#). The following data is displayed on the About Tab:

- Student enrollment
- Number of teachers
- Grades served
- School type
- School designation
- School distinctions

### 4.1.2. Demographic Tab

The Demographic Tab displays student racial/ethnic group and student group data directly from the School Information section of the “About This School” page. For more information about the respective business rules applied, please see [Section 3.6](#). Student demographic information is reported for the following student groups:

- 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

### 4.1.3. Academic Tab

The Academic Tab displays school letter grades and overall state achievement rates for ELA and math. For more information about the respective business rules applied, please see [Section 4.1](#) for school letter grades and [Section 4.2.1.2](#) for school-level overall achievement rate by subject.

### 4.1.4. Programmatic Tab

The Programmatic Tab displays TDOE program/initiatives and self-reported extracurricular activities. The TDOE program/initiatives available are:

- After school program
- Alternative education program
- AP Access for ALL (APAA) offerings
- Career and Technical Education (CTE) offerings
- Career and Technical Student Organizations (CTSOs)
- Community Eligibility Provision (CEP) program
- Computer Science Endorsement Pathway (CSEP)
- Innovative School Models (ISM) program
- Magnet
- Science, technology, engineering, and mathematics (STEM)/STE(A)M programs
- Title I (School-wide)
- Title I (Targeted Assistance)
- Work-Based Learning (WBL) offerings

The TDOE program/initiatives data are collected by TDOE program teams and reported annually to the Accountability and Reporting team. School extracurricular activities are reported annually by districts and schools through the Report Card Messages Survey. The following extracurricular options are provided for schools to choose from:

- Athletics
- Business Clubs and Organizations
- Community Service
- Cultural Clubs and Organizations
- Language Clubs and Organizations
- Other Academic Enrichment

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- Performing Arts
- Recreation
- STEM Enrichment (e.g., computer science)
- Student Government
- Visual Arts
- Other: \_\_\_\_\_

### 4.1.5. Financial Tab

The Financial Tab displays financial information from the Expenditures page. For more information about the respective business rules applied, please see [Section 3.8](#). The following metrics are displayed on the Financial Tab:

- Per-pupil expenditures
- Total expenditures
- Percent of revenues by source

## 4.2. Compare Districts

This tool shows how district metrics compare to up to four other districts at one time. To compare districts, users can toggle between general district information, racial/ethnic groups and student groups, state achievement rates, and expenditures.

The following search options are available for the district-level Compare Tool:

1. Filter Your Search
  - a. District Designations
  - b. District Distinctions
  - c. Region
2. Search by Name

### 4.2.1. About Tab

The About Tab displays data directly from the “About This District” page. For more information about the respective business rules applied, please see [Section 3](#). The following data is displayed on the About Tab:

- Student enrollment
- Number of teachers

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- Grades served
- District designation
- District distinctions

### 4.2.2. Demographic Tab

The Demographic Tab displays student racial/ethnic group and student group data directly from the District Information section of the “About This District” page. For more information about the respective business rules applied, please see [Section 3.6](#). Student demographic information is reported for the following student groups:

- 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

### 4.2.3. Academic Tab

The Academic Tab displays overall achievement rates for ELA and Math subjects. For more information about the respective business rules applied for district-level overall achievement rate by subject, please see [Section 4.2.2.2](#).

### 4.2.4. Financial Tab

The Financial Tab displays financial information from the Expenditures page. For more information about the respective business rules applied, please see [Section 3.8](#). The following metrics are displayed on the Financial Tab:

- Per-pupil expenditures
- Total expenditures
- Percent of revenues by source



# Appendix A: 2025-26 State Report Card Suppression Rules

The following suppression rules will be applied for the 2025-26 State Report Card.

1. For any metric where the student count for the school, district, or state is fewer than 10 students or 10 valid tests, the metric will be suppressed. This will be denoted as "<10 students". Exceptions include:
  - a. For staffing metrics, suppression will be applied if there are fewer than 5 educators. This will be denoted as "<5 teachers".
  - b. There will be no suppression applied for overall and subject-level TVAAS growth; school, district, or state descriptive information; finance data; and school-level extracurricular activity offerings.
  - c. For school-level federal success rates, if a school did not have at least 30 valid tests for either ELA or math, that school would not have a success rate calculated per the [Federal Accountability Protocol](#) and therefore no data point would be displayed.
  - d. For state achievement rates, suppression will be applied if there are fewer than 30 students. This will be denoted as "<30 students".
  - e. For district-level state achievement rates, if there are no students in a given grade band, this will be denoted as "No Data".
  - f. For indicator-level scores, no score will be shown if no score is produced according to the business rules outlined in the [Federal Accountability Protocol](#) and the [School Letter Grade Protocol](#).
2. Any student group with fewer than 10 students will be displayed on the metric visual but will show "<10 students" instead of a data point: this data point will be omitted from any longitudinal visuals.
3. For teacher retention, suppression will be applied when the teacher count for the school or district is fewer than 5 teachers across both school years included in the calculations. This data point will be omitted from the teacher retention visual.
4. Metrics will be additionally suppressed and denoted the following ways:
  - a. District and state level percentages less than 1% will be shown as "<1%"
  - b. District and state level percentages greater than 99% will be shown as ">99%"

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- c. School-level percentages less than 5% will be shown as "<5%"
- d. School-level percentages greater than 95% will be shown as ">95%"
  - i. The only exceptions are the school graduation and dropout rate metrics: graduation rates above 99% will be shown as ">99%". Dropout rates below 1% will be shown as "<1%".
- e. When 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." This type of complementary suppression rule is applied to metrics on the following pages: Overall State Achievement Rate, State Achievement Rate by Subject Area, Postsecondary, Overall Federal Success Rate, Federal Success Rate by Subject Area.
- f. For visuals that break down discipline rates (e.g., in-school suspension rate, out-of-school suspension rate, expulsion rate) by race/ethnicity, additional suppression will be applied as follows if there is only one racial/ethnic group that was originally suppressed. All additionally suppressed data points will be shown as "Suppressed" on the Report Card:
  - i. If the originally suppressed racial/ethnic group (e.g., American Indian or Alaska Native) makes up the Black/Hispanic/Native American subgroup, complementary suppression will be applied to another racial/ethnic group (e.g., Hispanic) with the next lowest metric value that makes up this composite student subgroup.
  - ii. Finally, another racial/ethnic group from the following list with the lowest metric value will be suppressed as well: Asian, Native Hawaiian or Pacific Islander, White.

# Appendix B: Tennessee Education Data System

The table below includes the variables and a description of those variables from the state Tennessee Education Data System (TEDS) that are referenced throughout the business rules.

Variable	Description
Active Duty Military	This indicates that the student has a parent who is on active military duty. This value is extracted from the Student Characteristics table in TEDS.
National Guard Military	This indicates that the student has a parent who is on National Guard military duty. This value is extracted from the Student Characteristics table in TEDS.
Assignment	Assignment corresponds to the student’s grade assignment. This value is extracted from the Student School Association table in TEDS.
Completion Type	The completion type refers to the completion document for each student in TEDSE. A completion type of 1 refers to a regular diploma. Completion type of 8 refers to alternate academic diploma. Completion type of 11 refers to students who received a regular diploma with a foreign language waiver. Completion type of 12 refers to students who received a regular diploma with a fine arts waiver. Completion type of 13 refers to students who received a regular diploma with a foreign language and 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 Discipline Actions table in TEDS.
Disciplinary Begin Date	This indicates the first full day of the disciplinary action. This value is extracted from the Discipline Actions table in TEDS.

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Variable	Description
<b>Disciplinary End Date</b>	This indicates the last day of the disciplinary action. This value is extracted from the Discipline Actions table in TEDS.
<b>Disciplinary Reason</b>	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 Student Discipline Incident Behaviors table in TEDS.
<b>District Number</b>	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 LEA table in TEDS.
<b>Economically Disadvantaged</b>	A student is classified as economically disadvantaged if their student record has any of the following flags: SN – SNAP Recipient, TO – TANF Recipient, , U – Runaway, H – Homeless, I – Migrant, FOS01 – Foster Care. This value is extracted from the Student Characteristics table in TEDS.
<b>English Learners</b>	A student is classified as an English Learner when their English language background is one of the following: English Learner (L), Waived Direct Service ELs (W), Transitional 1 (1), Transitional 2 (2), Transitional 3 (3), or Transitional 4 (4). This value is extracted from the Student District Association table in TEDS.
<b>Enrollment Begin Date</b>	This indicates the student's first day of attendance for school enrollment. This value is extracted from the Student School Association table in TEDS.
<b>Enrollment End Date</b>	This indicates the first date for which a student did not attend school due to a withdrawal. This value is extracted from the Student School Association table in TEDS.
<b>Foster</b>	This indicates that the student is in foster care services. This value is extracted from the Student Characteristics table in TEDS.
<b>Gender</b>	This indicates the student's gender. This value is extracted from the Student District Association table in TEDS.

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Variable	Description
Homeless	This indicates that the student is experiencing homelessness. This value is extracted from the Student Characteristics table in TEDS.
Type of Service	This refers to the type of service provided to the student at the specific school. Valid values are “P” (enrollment in the student’s primary school) and “S” (Receiving Partial Service). This value is extracted from the Student School Association table in TEDS.
Migrant	This indicates that the student is a migrant. This value is extracted from the Student Characteristics table in TEDS.
Individualized Education Account (IEA)	This indicates that the student is participating in the IEA program. This value is extracted from the Student Characteristics table in TEDS.
Race and Ethnicity	This indicates the race and ethnicity of the student. If multiple races or ethnicities are recorded for a single student, students are only classified as one race or ethnicity for reporting purposes as determined by the hierarchy laid out in the <a href="#">Federal Accountability Protocol</a> . Students can only count once towards the Black, Hispanic, or Native American student group. This value is extracted from the Student District Association table in TEDS.
School Number	This number identifies public schools within the school district. This value is extracted from the School table in TEDS.
School Year	This number is the four-digit school year during which instructional services are provided. This corresponds to the spring semester of the school year.
Student Key	This is a state-assigned unique number that identifies each student. This value is extracted from the Student District Association table in TEDS.
Students with Disabilities	A student is defined as a student with primary disabilities under all disability codes except gifted (03) and functional delay (16). This value is extracted from the Student Special Education Program Association table in TEDS.



# 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
<b>District Number</b>	This number identifies the district area, which includes all the schools that are situated within that area and are governed by authority.
School Number	This number identifies public schools within the school district.
<b>Master School Number</b>	This number identifies the primary school that an educator spent most of his/her time at during a given school year.
License Number	This is the unique number that identifies licensed educators.
<b>Assignment Code</b>	This indicates the staffing assignment code for each educator in a given school or district.
PYE	This indicates whether an educator received partial-year exemption due to being employed under contracts of duration of 120 days per school year or less or not being employed full time.

# 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 Number	This number identifies the district area which includes all the schools that are situated within that area and are governed by authority.
District Name	This indicates the name of the district.
School Number	This number identifies public schools within the school district.
School Name	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.
Region ID	This number identifies the region in which a given school belongs to.
Region Name	This indicates the name of the region in which a given school belongs to. Possible values are as follows: East Tennessee, First Tennessee, Mid Cumberland, Northwest Tennessee, South Central, Southeast Tennessee, Southwest, Upper Cumberland
County ID	This number identifies the county in which a given school belongs to.
County Name	This indicates the name of the county in which a given school belongs to.
Business Unit Type	This is used to identify business units considered as schools.
Address Type	This indicates the type of address associated with a business unit. Only schools with physical addresses are included in the Report Card.
School Type	This indicates the operational type of a given school. Only the following school types are included in Report Card: Public (000), State Special School (002), Public Charter (003), Public Virtual

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Variable	Description
	School (006), Grade School (0GR), and Pre-Kindergarten Program (PKP)
<b>Principal</b>	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, Zip Code	These fields comprise the street address for the specific school.
Web Address	This identifies the address of the school's website.
<b>Phone</b>	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 Number	This number identifies the district area which includes all the schools that are situated within that area and are governed by authority.
District Name	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.
Region ID	This number identifies the region in which a given district belongs to.
Region Name	This indicates the name of the region in which a given district belongs to. Possible values are as follows: East Tennessee, First Tennessee, Mid Cumberland, Northwest Tennessee, South Central, Southeast Tennessee, Southwest, Upper Cumberland
Business Unit Type	This is used to identify business units considered as districts.
Address Type	This indicates the type of address associated with a business unit. Only districts with physical addresses are included in the Report Card.
Director	This identifies the name of the Director of Schools for the district.
Email Address	This identifies the email address of the Director of Schools for the district.
Address, Address2, Address3, City, State, Zip Code	These fields comprise the street address for the specific district.

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Variable	Description
Web Address	This identifies the address of the district’s website.
Phone	This indicates the phone number for the district.
Grade Levels	This lists the grades offered in the specific district.

# Appendix F: TNCompass Assignment Codes for Specific Staffing Roles

The table below includes the assignment codes found in the December 1 Report from TNCompass and descriptions that are associated with each staffing role included on the Report Card.

Staff Category on Report Card	Staffing Role	Assignment Codes	Description
Instructional Leader	Administrator	10, 11, 12, 74, 75, 303, 306, 310, 316, 362, 363, 392	Superintendent, Assistant Superintendent, Central Office, Special Education Principal, Special Education Supervisor, Principal, Assistant Principal, Charter School Director, Supervisor of Instruction, CTE Supervisor, CTE Principal, Federal Supervisor
School Services Support Personnel	Instructional Coach	308	Instructional Coach
School Services Support Personnel	Counselor	340	Guidance Counselor
School Services Support Personnel	Interventionist	99, 309	Reading Specialist, Interventionist (RTI)
School Services Support Personnel	Librarian	331	Librarian
School Services Support Personnel	Other School Professionals	9, 13, 15, 21, 33, 35, 39, 72, 78, 93, 96, 97, 98, 117, 301, 318, 323, 333, 334,	Finance, Human Resources, Transportation, Materials Supervisor, Assessment Personnel, Food Services, Network Technology, Special

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Staff Category on Report Card	Staffing Role	Assignment Codes	Description
School Services Support Personnel		337, 350, 367, 374, 399, "GI"	Education Related Services, School Nurse, School Improvement & Accountability, School Curriculum Coordinator, Junior ROTC Instructor, School Health Coordinator, Substitute, Non-Instructional and Other Support Staff, Attendance Staff, Food Service Supervisor, Testing and Assessment Personnel, Computer Science, Physical Education, Active Duty Military, Student Data Management, Vision Program, Other Instructional – System Wide, Intellectually Gifted
	School Service Professionals	22, 26, 376, 377	School Psychologist, Social Worker, Speech Specialist, Audiologist / Hearing Specialist
Teacher	Teacher	79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 118, 319, 320, 327, 328, 338, 343, 360, 370, 371, "6A", "6B", "6C", "6D", "6E", "7A", "7B", "7C", "7D", "7E", "8A", "8B", "8C", "8D", "8E", "8S", "HA", "HB", "HC", "HE", "HF", "HG", "HS"	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 Basic Education Teacher, Homeschool Instructor, World Language Teacher, Music Teacher, Art Teacher, High School Physical Education/Health, ESL

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Staff Category on Report Card	Staffing Role	Assignment Codes	Description
			Teacher, CTE Teacher, Special Education Elementary Teacher, Grade 6 ELA Teacher, Grade 6 Math Teacher, Grade 6 Science Teacher, Grade 6 Social Studies Teacher, Grade 6 Other Teacher, Grade 7 ELA Teacher, Grade 7 Math Teacher, Grade 7 Science Teacher, Grade 7 Social Studies Teacher, Grade 7 Other Teacher, Grade 8 ELA Teacher, Grade 8 Math Teacher, Grade 8 Science Teacher, Grade 8 Social Studies Teacher, Grade 8 Other Teacher, STEM Teacher 6-8, Grade 9-12 ELA Teacher, Grade 9-12 Math Teacher, Grade 9-12 Science Teacher, Grade 9-12 Social Studies Teacher, Grade 9-12 Fine Arts Teacher, Grade 9-12 Other Teacher, STEM Teacher 9-12

# Appendix G: Report Card Metrics Overview

The State Report Card provides data on various schools, districts, and state data points. The information below summarizes the different web pages of the State Report Card and the data metrics presented on those web pages.

## Section 1. School-Level State Report Card Information

At the school level, the State Report Card presents information across four major areas: About This School, Staff, Finance, and Performance Metrics.

### 1.1. About This School

The About This School section includes the following webpages: About This School, Staff, and Finance. Metrics included with each webpage are outlined below:

- About This School webpage includes the following metrics:
  - Message from the Principal
  - School Designation
  - School Distinctions
  - Student Enrollment
  - Racial and Ethnic Student Groups
  - Black/Hispanic/Native American
  - Economically Disadvantaged
  - Students with Disabilities
  - English Learners with Transitional 1-4
  - Foster
  - Homeless
  - Migrant
  - Military-Connected Students
  - Student Enrollment Over Time
- Staff webpage consists of the following metrics:
  - Number of Teachers

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- Student-to-Teacher Ratio
- Teacher Retention
- Number of School Services Support Personnel
- Student-to-School Services Support Personnel Ratio
- Number of Instructional Leaders
- Student to Instructional Leader Ratio
- Staff Experience metric includes the following data:
  - Number of Inexperienced Teachers
  - Percent of Inexperienced Teachers
  - Percent of Inexperienced Teachers in Low Poverty Schools
  - Percent of Inexperienced Teachers in High Poverty Schools
  - Number of Inexperienced Administrators
  - Percent of Inexperienced Administrators
  - Percent of Inexperienced Administrators in Low Poverty Schools
  - Percent of Inexperienced Administrators in High Poverty Schools
  - Number of Inexperienced Support Personnel
  - Percent of Inexperienced Support Personnel
  - Percent of Inexperienced Personnel in Low Poverty Schools
  - Percent of Inexperienced Personnel in High Poverty Schools
- Out of Field Teachers metric includes the following data:
  - Percent of Out of Field Teachers
  - Percent of Out of Field Teachers in Low Poverty Schools
  - Percent of Out of Field Teachers in High Poverty Schools
  - Number of Teachers with Emergency/Provisional Credentials
  - Percent of Teachers with Emergency/Provisional Credentials
  - Percent of Teachers with Emergency/Provisional Credentials in Low Poverty Schools
  - Percent of Teachers with Emergency/Provisional Credentials in High Poverty Schools
- Finance webpage consists of the following metrics:
  - 2025-26 Expenditures metric includes the following data:
    - Per-Pupil Expenditures
    - Revenues by Source
    - Total Expenditures
    - Total Expenditures Over Time

- 2026-27 TISA Calculator metric includes the following data:
  - Estimation of TISA Funding Amount Per Student

### 1.2. 2026 Performance Metrics

The school-level Performance Metrics section includes the following webpages:

- School Letter Grades
- State Achievement Rate
  - Overall State Achievement Rate
  - Achievement Rate by Subject Area
- Growth
- State Graduation Rate
  - State Graduation Rate
  - Dropout Rate
  - Postsecondary
- College and Career Readiness (CCR)
  - CCR
  - ACT
  - Career and Technical Education (CTE)
- Federal Performance Metrics
  - Federal Success Rate
    - Overall Federal success Rate
    - Federal Success Rate by Subject Area
  - Chronically Out of School
  - Discipline
  - English Language Proficiency Assessment (ELPA)
  - Federal Graduation Rate

The metrics included with each webpage of the school-level Performance Metrics section are as follows:

- School Letter Grades webpage includes the following metrics:
  - Overall School Letter Grade
  - Achievement metric includes the following data:
    - Indicator level
    - Measure

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- Measure by Subject
  - Measure by Student Group
  - Measure by Race/Ethnicity
  - Weight
  - Indicator Score
- Growth metric includes the following data:
  - Indicator level
  - Measure
  - Measure by Subject
  - Measure by Student Group
  - Measure by Race/Ethnicity
  - Weight
  - Indicator Score
- Highest Need Student Group Growth metric includes the following data:
  - Indicator Level
  - Measure
  - Measure by Subject
  - Measure by Student Group
  - Measure by Race/Ethnicity
  - Weight
  - Indicator Score
- College & Career Readiness metric includes the following data:
  - Indicator Level
  - Measure
  - Measure by Subject
  - Measure by Student Group
  - Measure by Race/Ethnicity
  - Weight
  - Indicator Score
- State Achievement Rate webpage consists of the following metrics:
  - Overall State Achievement Rate metric includes the following data:
    - Achievement Rate
    - Achievement Level
    - Achievement Rate by Entity
    - Achievement Rate by Student Group

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- Achievement Rate by Race/Ethnicity
  - Achievement Rate Over Time
- State Achievement Rate by Subject Area (Math, ELA, Science, and Social Studies) metric includes the following data:
  - Achievement Rate
  - Achievement Rate by Entity
  - Achievement Rate by Performance Level
  - Achievement Rate by Student Group
  - Achievement Rate by Racial/Ethnic Group
  - Achievement Rate Over Time
- Growth webpage consists of the following metrics:
  - Overall Growth
  - Overall Growth by Student Groups and Racial/Ethnic Groups
  - Growth by Subject metric includes the following data:
    - Growth by Subject: ELA
    - Growth by Subject: Math
    - Growth by Subject: Science
    - Growth by Subject: Social Studies
    - Subject Growth by Student and Racial/Ethnic Groups
- State Graduation Rate (High Schools Only) webpage consists of the following metrics:
  - State Graduation Rate metric includes the following data:
    - Tennessee Graduation Rate
    - Tennessee Graduation Rate by Gender
    - Tennessee Graduation Rate by Entity
    - Tennessee Graduation Rate by Student Group
    - Tennessee Graduation Rate by Racial/Ethnic Group
    - Tennessee Graduation Rate Over Time
  - Dropout Rate metric includes the following data:
    - Dropout Rate
    - Dropout Rate by Gender
    - Dropout Rate by Entity
    - Dropout Rate by Student Group
    - Dropout Rate by Racial/Ethnic Group
    - Dropout Rate Over Time

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- Postsecondary metric includes the following data:
  - Postsecondary Enrollment Rate
  - Postsecondary Enrollment Rate by College Type
  - Postsecondary Enrollment Rate by Entity
  - Postsecondary Enrollment Rate by Student Group
  - Postsecondary Enrollment Rate by Racial/Ethnic Group
  - Postsecondary Enrollment Rate Over Time
- College and Career Readiness (High Schools Only) webpage consists of the following metrics:
  - College and Career Readiness (CCR) metric includes the following data:
    - CCR Rate
    - CCR Rate by Entity
    - CCR Rate by Student Group
    - CCR Rate by Race/Ethnicity
    - CCR Rate Over Time
  - ACT metric includes the following data:
    - Average ACT Score for each of the following:
      - Composite, ELA, Math, Science, Reading
    - Average ACT Score by Student Group for each of the following:
      - Composite, ELA, Math, Science, Reading
    - Average ACT Score Over Time for each of the following:
      - Composite, ELA, Math, Science, Reading
    - ACT Participation Rate
    - ACT Participation Rate by Student Group
    - ACT Participation Rate by Racial/Ethnic Group
  - CTE metric includes the following data:
    - CTE Concentrators Rate
    - CTE Concentrators Rate by Student Group
    - CTE Concentrators Rate by Entity
    - CTE Concentrators Rate Over Time
- Federal Performance Metrics webpage consists of the following metrics:
  - Overall Federal Success Rate metric includes the following data:
    - Federal Success Rate
    - Federal Success Rate by Student Group
    - Federal Success Rate by Race/Ethnicity

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- Federal Success Rate Over Time
- TCAP Participation Rate by Entity
- TCAP Participation Rate by Student Group
- TCAP Participation Rate by Race/Ethnicity
- Number of Recently Arrived English Learners (RAEL)
- Federal Success Rate by Subject Area (Math, ELA, Science, and Social Studies) metric includes the following data:
  - Federal Success Rate
  - Federal Success Rate by Performance Level
  - Federal Success Rate by Student Group
  - Federal Success Rate by Race/Ethnicity
  - TCAP Participation Rate by Entity
  - TCAP Participation Rate by Student Group
  - TCAP Participation Rate by Race/Ethnicity
  - Alternate Assessment Participation Rate by Entity
- Chronically Out of School metric includes the following data:
  - Chronically Out of School Rate
  - Chronically Out of School Rate by Entity
  - Chronically Out of School Rate by Student Group
  - Chronically Out of School Rate by Racial/Ethnic Group
  - Chronically Out of School Rate Over Time
- Discipline metric includes the following data for In-School Suspensions, Out-of-School Suspensions, and Expulsions:
  - Discipline Rate
  - Discipline Rate by Gender
  - Discipline Rate by Entity
  - Discipline Rate by Student Group
  - Discipline Rate by Racial/Ethnic Group
  - Discipline Rate Over Time
- English Language Proficiency Assessment (ELPA) metric includes the following data:
  - ELPA Rate
  - ELPA Rate by Student Group
  - ELPA Rate by Entity
  - ELPA Rate by Race/Ethnicity

- ELPA Rate Over Time
- Federal Graduation Rate metric includes the following data:
  - Federal Graduation Rate
  - Federal Graduation Rate by Gender
  - Federal Graduation Rate by Student Group
  - Federal Graduation Rate by Racial/Ethnic Group
  - Federal Graduation Rate Over Time

### 1.3. Compare Schools

The Compare Schools section includes the following webpage:

- Compare includes the following:
  - About Tab
  - Demographic Tab
  - Academic Tab
  - Programmatic Tab
  - Financial Tab

## Section 2. District-Level State Report Card Information

At the district level, the State Report Card presents information across four major areas: About This District, Staff, Finance, and Performance Metrics.

### 2.1. About This District

The About This District section includes the following webpages: About This District, Staff, and Finance. Metrics included with each webpage is as follows:

- About This District webpage includes the following metrics:
  - Message from the Director of Schools
  - District Designation
  - District Distinctions
  - Student Enrollment
  - Racial and Ethnic Student Groups

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- Black/Hispanic/Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learners with Transitional 1-4
- Foster
- Homeless
- Migrant
- Military-Connected Students
- Student Enrollment Over Time
- Staff webpage includes the following metrics:
  - Number of Teachers
  - Student-to-Teacher Ratio
  - Teacher Retention
  - Number of School Services Support Personnel
  - Student-to-School Services Support Personnel Ratio
  - Number of Instructional Leaders
  - Student to Instructional Leader Ratio
  - Staff Experience metric includes the following data:
    - Number of Inexperienced Teachers
    - Percent of Inexperienced Teachers
    - Percent of Inexperienced Teachers in Low Poverty Schools
    - Percent of Inexperienced Teachers in High Poverty Schools
    - Number of Inexperienced Administrators
    - Percent of Inexperienced Administrators
    - Percent of Inexperienced Administrators in Low Poverty Schools
    - Percent of Inexperienced Administrators in High Poverty Schools
    - Number of Inexperienced Support Personnel
    - Percent of Inexperienced Support Personnel
    - Percent of Inexperienced Personnel in Low Poverty Schools
    - Percent of Inexperienced Personnel in High Poverty Schools
  - Out of Field Teachers metric includes the following data:
    - Percent of Out of Field Teachers
    - Percent of Out of Field Teachers in Low Poverty Schools
    - Percent of Out of Field Teachers in High Poverty Schools
    - Number of Teachers with Emergency/Provisional Credentials

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- Percent of Teachers with Emergency/Provisional Credentials
- Percent of Teachers with Emergency/Provisional Credentials in Low Poverty Schools
- Percent of Teachers with Emergency/Provisional Credentials in High Poverty Schools
- Finance webpage includes the following metrics:
  - 2025-26 Expenditures metric includes the following data:
    - Per-Pupil Expenditures
    - Revenues by Source
    - Total Expenditures
    - Total Expenditures Over Time
  - 2026-27 TISA Allocations metric includes the following data:
    - Total TISA Allocations
    - TISA Allocation Details

## 2.2. 2026 Performance Metrics

The district-level Performance Metrics section includes the following webpages:

- State Achievement Rate
  - Overall State Achievement Rate
  - Achievement Rate by Subject Area
- Growth
- State Graduation Rate
  - State Graduation Rate
  - Dropout Rate
  - Postsecondary
- College and Career Readiness (CCR)
  - CCR
  - ACT
  - Career and Technical Education (CTE)
- Federal Performance Metrics
  - Federal Success Rate
    - Overall Federal success Rate
    - Federal Success Rate by Subject Area
  - Discipline

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- English Language Proficiency Assessment (ELPA)
- Graduation Rate

The metrics included with each webpage of the district-level Performance Metrics section are outlined below:

- State Achievement Rate webpage includes the following metrics:
  - Overall State Achievement Rate metric includes data presented for each grade band (3-5, 6-8, and 9-12) as follows:
    - Achievement Rate
    - Achievement Rate by Entity
    - Achievement Rate by Student Group
    - Achievement Rate by Race/Ethnicity
    - Achievement Rate Over Time
  - State Achievement Rate by Subject Area metric includes data for each tested subject area (Math, ELA, Science, and Social Studies) in each grade band (3-5, 6-8, 9-12) as follows:
    - Achievement Rate
    - Achievement Rate by Entity
    - Achievement Rate by Performance Level
    - Achievement Rate by Student Group
    - Achievement Rate by Racial/Ethnic Group
    - Achievement Rate Over Time
- Growth webpage includes data presented for each grade band (3-5, 6-8, and 9-12) for the following metrics:
  - Overall District Growth
  - District Growth by Student and Racial/Ethnic Groups
- State Graduation Rate (High Schools Only) webpage includes the following metrics:
  - State Graduation Rate metric includes the following data:
    - Tennessee Graduation Rate
    - Tennessee Graduation Rate by Gender
    - Tennessee Graduation Rate by Entity
    - Tennessee Graduation Rate by Student Group
    - Tennessee Graduation Rate by Racial/Ethnic Group
    - Tennessee Graduation Rate Over Time

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- Dropout Rate metric includes the following data:
  - Dropout Rate
  - Dropout Rate by Gender
  - Dropout Rate by Entity
  - Dropout Rate by Student Group
  - Dropout Rate by Racial/Ethnic Group
  - Dropout Rate Over Time
- Postsecondary metric includes the following data:
  - Postsecondary Enrollment Rate
  - Postsecondary Enrollment Rate by College Type
  - Postsecondary Enrollment Rate by Entity
  - Postsecondary Enrollment Rate by Student Group
  - Postsecondary Enrollment Rate by Racial/Ethnic Group
  - Postsecondary Enrollment Rate Over Time
- College and Career Readiness (High Schools Only) webpage includes the following metrics:
  - College and Career Readiness (CCR) metric includes the following data:
    - CCR Rate
    - CCR Rate by Entity
    - CCR Rate by Student Group
    - CCR Rate by Race/Ethnicity
    - CCR Rate Over Time
  - ACT metric includes the following data:
    - Average ACT Score for each of the following:
      - Composite, ELA, Math, Science, Reading
    - Average ACT Score by Student Group for each of the following:
      - Composite, ELA, Math, Science, Reading
    - Average ACT Score Over Time for each of the following:
      - Composite, ELA, Math, Science, Reading
    - ACT Participation Rate
    - ACT Participation Rate by Student Group
    - ACT Participation Rate by Racial/Ethnic Group
  - CTE metric includes the following data:
    - CTE Concentrators Rate
    - CTE Concentrators Rate by Student Group

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- CTE Concentrators Rate by Entity
- CTE Concentrators Rate Over Time
- Federal Performance Metrics webpage includes the following metrics:
  - Chronically Out of School metric includes the following data:
    - Chronically Out of School Rate
    - Chronically Out of School Rate by Entity
    - Chronically Out of School Rate by Student Group
    - Chronically Out of School Rate by Racial/Ethnic Group
    - Chronically Out of School Rate Over Time
  - Overall Federal Success Rate metric includes the following data:
    - Data is presented for the following grade band: 3 -5, 6 -8, 9 -12
      - Federal Success Rate
      - Federal Success Rate by Student Group
      - Federal Success Rate by Race/Ethnicity
      - Federal Success Rate Over Time
      - TCAP Participation Rate by Entity
      - TCAP Participation Rate by Student Group
      - TCAP Participation Rate by Race/Ethnicity
      - Number of Recently Arrived English Learners (RAEL)
  - Federal Success Rate by Subject Area metric includes the following data for each tested subject area (Math, ELA, Science, and Social Studies):
    - Federal Success Rate
    - Federal Success Rate by Performance Level
    - Federal Success Rate by Student Group
    - Federal Success Rate by Race/Ethnicity
    - TCAP Participation Rate by Entity
    - TCAP Participation Rate by Student Group
    - TCAP Participation Rate by Race/Ethnicity
    - Alternate Assessment Participation Rate by Entity
  - Discipline metric includes the following data for In-School Suspensions, Out-of-School Suspensions, and Expulsions:
    - Discipline Rate
    - Discipline Rate by Gender
    - Discipline Rate by Entity
    - Discipline Rate by Student Group

- Discipline Rate by Racial/Ethnic Group
- Discipline Rate Over Time
- English Language Proficiency Assessment (ELPA) metric includes the following data:
  - English Language Proficiency Assessment Rate
  - English Language Proficiency Assessment Rate by Student Group
  - English Language Proficiency Assessment Rate by Entity
  - English Language Proficiency Assessment Rate by Race/Ethnicity
  - English Language Proficiency Assessment Rate Over Time
- Federal Graduation Rate metric includes the following data:
  - Federal Graduation Rate
  - Federal Graduation Rate by Gender
  - Federal Graduation Rate by Student Group
  - Federal Graduation Rate by Racial/Ethnic Group
  - Federal Graduation Rate Over Time

### 2.3. Compare Districts

The Compare Districts section includes the following webpage:

- Compare includes the following:
  - About Tab
  - Demographic Tab
  - Academic Tab
  - Programmatic Tab
  - Financial Tab

## Section 3. State-Level State Report Card Information

At the state level, the State Report Card presents information across four major areas: About This District, Staff, Finance, and Performance Metrics.

### 3.1. About The State

The About The State section includes the following webpages: About The State, Staff, and Finance. Metrics included with each webpage is as follows:

- About The State webpage includes the following metrics:
  - State Message
  - Summary of School Designations
  - Student Enrollment
  - Racial and Ethnic Groups
  - Black/Hispanic/Native American
  - Economically Disadvantaged
  - Students with Disabilities
  - English Learners with Transitional 1-4
  - Foster
  - Homeless
  - Migrant
  - Military-Connected Students
  - Student Enrollment Over Time
- Staff webpage includes the following metrics:
  - Number of Teachers
  - Student-to-Teacher Ratio
  - Teacher Retention
  - Number of School Services Support Personnel
  - Student-to-School Services Support Personnel Ratio
  - Number of Instructional Leaders
  - Student to Instructional Leader Ratio
  - Staff Experience metric includes the following data:
    - Number of Inexperienced Teachers
    - Percent of Inexperienced Teachers
    - Percent of Inexperienced Teachers in Low Poverty Schools
    - Percent of Inexperienced Teachers in High Poverty Schools
    - Number of Inexperienced Administrators
    - Percent of Inexperienced Administrators
    - Percent of Inexperienced Administrators in Low Poverty Schools
    - Percent of Inexperienced Administrators in High Poverty Schools

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- Number of Inexperienced Support Personnel
- Percent of Inexperienced Support Personnel
- Percent of Inexperienced Personnel in Low Poverty Schools
- Percent of Inexperienced Personnel in High Poverty Schools
- Out of Field Teachers metric includes the following data:
  - Percent of Out of Field Teachers
  - Percent of Out of Field Teachers in Low Poverty Schools
  - Percent of Out of Field Teachers in High Poverty Schools
  - Number of Teachers with Emergency/Provisional Credentials
  - Percent of Teachers with Emergency/Provisional Credentials
  - Percent of Teachers with Emergency/Provisional Credentials in Low Poverty Schools
  - Percent of Teachers with Emergency/Provisional Credentials in High Poverty Schools
- Finance webpage includes the following metrics:
  - 2025-26 Expenditures metric includes the following data:
    - Per-Pupil Expenditures
    - Revenues by Source
    - Total Expenditures
    - Total Expenditures Over Time
  - 2026-27 TISA Allocations metric includes the following data:
    - Total TISA Allocations
    - TISA Allocation Details

### 3.2. 2026 Performance Metrics

The state-level Performance Metrics section includes the following webpages:

- State Achievement Rate
  - Overall State Achievement Rate
  - Achievement Rate by Subject Area
- State Graduation Rate
  - State Graduation Rate
  - Dropout Rate
  - Postsecondary
- College and Career Readiness (CCR)

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- CCR
- ACT
- Career and Technical Education (CTE)
- Federal Performance Metrics
  - Federal Success Rate
    - Overall Federal success Rate
    - Federal Success Rate by Subject Area
  - Discipline
  - English Language Proficiency Assessment (ELPA)
  - Graduation Rate

The metrics included with each webpage of the state-level Performance Metrics section are as follows:

- State Achievement Rate webpage includes the following metrics:
  - Overall State Achievement Rate metric includes the following data:
    - Achievement Rate
    - Achievement Rate by Student Group
    - Achievement Rate by Race/Ethnicity
    - Achievement Rate Over Time
    - State Achievement Rate by Subject Area includes the following data for each tested subject area (Math, ELA, Science, and Social Studies):
      - Achievement Rate
      - Achievement Rate by Entity
      - Achievement Rate by Performance Level
      - Achievement Rate by Student Group
      - Achievement Rate by Racial/Ethnic Group
      - Achievement Rate Over Time
- State Graduation Rate (High Schools Only) webpage includes the following metrics:
  - State Graduation Rate metric includes the following data:
    - Tennessee Graduation Rate
    - Tennessee Graduation Rate by Gender
    - Tennessee Graduation Rate by Student Group
    - Tennessee Graduation Rate by Racial/Ethnic Group
    - Tennessee Graduation Rate Over Time

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- Dropout Rate metric includes the following data:
  - Dropout Rate
  - Dropout Rate by Gender
  - Dropout Rate by Student Group
  - Dropout Rate by Racial/Ethnic Group
  - Dropout Rate Over Time
- Postsecondary metric includes the following data:
  - Postsecondary Enrollment Rate
  - Postsecondary Enrollment Rate by College Type
  - Postsecondary Enrollment Rate by Student Group
  - Postsecondary Enrollment Rate by Racial/Ethnic Group
  - Postsecondary Enrollment Rate Over Time
- College and Career Readiness (High Schools Only) webpage includes the following metrics:
  - College and Career Readiness (CCR) metric includes the following data:
    - CCR Rate
    - CCR Rate by Student Group
    - CCR Rate by Race/Ethnicity
    - CCR Rate Over Time
  - ACT metric includes the following data:
    - Average ACT Score for each of the following:
      - Composite, ELA, Math, Science, Reading
    - Average ACT Score by Student Group for each of the following:
      - Composite, ELA, Math, Science, Reading
    - Average ACT Score Over Time for each of the following:
      - Composite, ELA, Math, Science, Reading
    - ACT Participation Rate
    - ACT Participation Rate by Student Group
    - ACT Participation Rate by Racial/Ethnic Group
  - CTE metric includes the following data:
    - CTE Concentrators Rate
    - CTE Concentrators Rate by Student Group
    - CTE Concentrators Rate Over Time
- Federal Performance Metrics webpage includes the following metrics:
  - Overall Federal Success Rate metric includes the following data:

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- Federal Success Rate
- Federal Success Rate by Student Group
- Federal Success Rate by Race/Ethnicity
- Federal Success Rate Over Time
- TCAP Participation Rate
- TCAP Participation Rate by Student Group
- TCAP Participation Rate by Race/Ethnicity
- Number of Recently Arrived English Learners (RAEL)
- Federal Success Rate by Subject Area metric includes the following data for each tested subject area (Math, ELA, Science, and Social Studies):
  - Federal Success Rate
  - Federal Success Rate by Performance Level
  - Federal Success Rate by Student Group
  - Federal Success Rate by Race/Ethnicity
  - Federal Success Rate Over Time
  - TCAP Participation Rate
  - TCAP Participation Rate by Student Group
  - TCAP Participation Rate by Race/Ethnicity
  - Alternate Assessment Participation Rate by Entity
- Chronically Out of School metric includes the following data:
  - Chronically Out of School Rate Chronically Out of School Rate by Entity
  - Chronically Out of School Rate by Student Group
  - Chronically Out of School Rate by Racial/Ethnic Group
  - Chronically Out of School Rate Over Time
  - Discipline metric includes the following data for In-School Suspensions, Out-of-School Suspensions, and Expulsions:
    - Discipline Rate
    - Discipline Rate by Gender
    - Discipline Rate by Entity
    - Discipline Rate by Student Group
    - Discipline Rate by Racial/Ethnic Group
    - Discipline Rate Over Time
- English Language Proficiency Assessment (ELPA) metric includes the following data:

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- K -12 English Language Proficiency Assessment Rate
- K -12 English Language Proficiency Assessment Rate by Student Group
- K -12 English Language Proficiency Assessment Rate by Race/Ethnicity
- K -12 English Language Proficiency Assessment Rate Over Time
- Federal Graduation Rate metric includes the following data:
  - Federal Graduation Rate
  - Federal Graduation Rate by Gender
  - Federal Graduation Rate by Student Group
  - Federal Graduation Rate by Racial/Ethnic Group
  - Federal Graduation Rate Over Time

## 2025-26 State Report Card Data Review Guide

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