



Department of
Education

2023-24 State Report Card Technical Document

Updated: November 2024

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1. Introduction

The 2023-24 [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 2023-24. Some Report Card metrics are lagged by one year due to data availability. For the 2023-24 Report Card, these lagged metrics, including Graduation Rate, *Ready Graduate* Rate, Dropout Rate, Postsecondary Enrollment, Average ACT Composite scores, and Career and Technical Education (CTE) Concentrator Rate, represent the data from the cohort of students who graduated high school in 2022-23. 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 2023-24 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 [2023-24 Federal Accountability Protocol](#), and the [2023-24 School Letter Grade Protocol](#) unless otherwise noted.

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

2. School, 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
- Student Enrollment Information
- Distinctions (School and District pages only)
- Staff: staffing assignment, teacher retention, educator experienced and licensure
- Finance: 2023-24 Expenditures, 2024-25 TISA allocations (District pages only), 2024-25 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 offered as of the 2023-24 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 [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 2023-24 Report Card reflects information included in School Directory as of June 21st, 2024.
2. Include only schools that are classified as active as of the 2023-24 school year.
3. Include only the following school types:
 - a. Public
 - b. State Special School
 - c. Public Charter
 - d. Public Virtual School
 - e. Grade School
 - f. Pre-Kindergarten Program
4. Exclude private schools and districts with school or district numbers greater than 9000.
5. Exclude the following state agency districts that are not included in the Report Card:
 - Department of Corrections (971)
 - Department of Mental Health (972)
 - Public/Private School System (990)

2.2. School Designations

Schools can receive one of four designations—Reward, CSI, TSI, and ATSI.

Data Source: Accountability Files (Available on [Data Downloads](#)); designation lists available on [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 [Section 4.7](#) of the 2023-24 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 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 [Section 4.7](#) of the 2023-24 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 [Section 4.7](#) of the 2023-24 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 offered information as of the 2023-24 school year as well as the Director of Schools, address, and contact information 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 [School Directory](#). The following business rules apply when exporting district information from the School Directory:

1. Export data for all districts from the School Directory including variables from [Appendix E](#). The 2023-24 Report Card reflects information included in School Directory as of June 21st, 2024.
2. Include only districts that are classified as active as of the 2023-24 school year.
3. Exclude private districts with district numbers greater than 9000.
4. Exclude the following state agency districts that are not included in the Report Card:
 - Department of Corrections (971)
 - Department of Mental Health (972)
 - Public/Private School System (990)
5. Exclude districts with no associated schools.

2.4. *District Designations*

Districts can receive one of five designations—Exemplary, Advancing, Satisfactory, Marginal, and In Need of Improvement. These designations are displayed in 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
- 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 [Section 5](#) of the 2023-24 Federal Accountability Protocol.

Data Source: Accountability Files (Available on [Data Downloads](#)); designation lists available on 2024 District Accountability [webpage](#).

2.5. *About The State*

The About The State page aims to provide the most up-to-date Commissioner, number of schools and districts in the state as of the 2023-24 school year, address, and contact information for the Tennessee Department of Education. Starting with the 2023-24 Report Card, this page also includes the total number of schools with each of the four federal designations across the state. This information is presented at the top of the About The State webpage, and a message from the Commissioner as well as the summary of school designations is available 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
- 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 data from EIS including all students who were enrolled at any point during the academic year and variables as described in [Appendix B](#), with exceptions of the following: completion type, disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary

offense date, and disciplinary primary reason. Data were extracted from EIS on June 21st, 2024.

Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.

2. Include only primary enrollment student records where the type of service is equal to primary.
3. Exclude any record for which the student is not enrolled on October 1st of the academic year. These excluded students are identified as:
 - Students whose enrollment date is after October 1st of the academic year.
 - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment records rolled over from the previous year but who did not matriculate in 2023-24. 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.
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 enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
7. Exclude any students who do not have a district or school number.
8. Determine a student's affirmative demographic status (e.g., economically disadvantaged) at each entity (school, district, state) level. For example, if a student was enrolled in school A as of October 1st, moved to school B (both within the same district) later and was identified as economically disadvantaged there, that student would not count as an economically disadvantaged student at the school-level. However, the same student would count as economically disadvantaged both at the district- and state-level.
9. If a student had multiple records with different enrollment beginning dates, include only the record with the most recent enrollment date.
10. If a student had multiple records with the same enrollment beginning dates but multiple enrollment end dates, include only the record with a null enrollment end date (indicating that the student was enrolled though the end of the year). If no enrollment end dates are null, keep the record with the latest enrollment end date.
11. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
12. If a student had multiple records with the same enrollment beginning date, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
13. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: student race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in [Section 2.2.1](#) in the 2023-24 Federal Accountability Protocol.

Data Source: Education Information System (EIS) (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 annually.

Note: starting with the 2023-24 Report Card, all staff counts in this section reflect educators who were assigned a specific role 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](#). Any significant changes in the number of educators belonging to the different categories included in Report Card are not reflective of actual changes in vacancies: rather, they are a result of the change in methodology used to identify educators belonging to the various staffing categories.

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](#).
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 his/her time at 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 his/her 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 F](#). 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.
 - 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.

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: starting with the 2023-24 Report Card, all ratios in this section are calculated using the number of educators who were assigned a specific role as of December 1st of each school year. For the full list of assignments that are included in metrics reported in this page, please refer to [Appendix F](#). Any significant changes in the ratios included in Report Card are due to the changes in how we define which educators are included in each staffing category, and not actual changes in vacancies within a given school, district, or the state overall.

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

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

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

1. Extract the December 1 and Evaluation Scores by Educator reports from TNCompass, including variables outlined in [Appendix C](#).

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 his/her time at 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 his/her 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 F](#). 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.
 - 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.

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

1. Extract student enrollment data from EIS including all students who were enrolled at any point during the academic year and variables as described in [Appendix B](#), with exceptions of the following: completion type, disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS on June 21st, 2024. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
2. Include only primary enrollment student records where the type of service is equal to primary.
3. Exclude any record for which the student is not enrolled on October 1st of the academic year. These excluded students are identified as:
 - Students whose enrollment date is after October 1st of the academic year.
 - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment records rolled over from the previous year but who did not matriculate in 2023-24. 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.
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 enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
7. Exclude any students who do not have a district or school number.
8. Determine a student's affirmative demographic status (e.g., economically disadvantaged) at each entity (school, district, state) level. For example, if a student was enrolled in school A as of October 1st, moved to school B (both within the same district) later and was identified as economically disadvantaged there, that student would not count as an economically disadvantaged student at the school-level. However, the same student would count as economically disadvantaged both at the district- and state-level.
9. If a student had multiple records with different enrollment beginning dates, include only the record with the most recent enrollment date.
10. If a student had multiple records with the same enrollment beginning dates but multiple enrollment end dates, include only the record with a null enrollment end date (indicating that the student was enrolled

though the end of the year). If no enrollment end dates are null, keep the record with the latest enrollment end date.

11. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
12. If a student had multiple records with the same enrollment beginning date, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
13. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: Student Race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in [Section 2.2.1](#) in the 2023-24 Federal Accountability Protocol.

Data Source:

- Denominator: TNCompass December 1 Report, TNCompass Evaluation Scores by Educator Report
- Numerator: EIS (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 (2022-23) who were employed in schools that were operational in both 2022-23 and 2023-24 academic years. The procedure for calculating the denominator is:

1. Extract the 2022-23 December 1 and Evaluation Scores by Educator reports from TNCompass including variables outlined in [Appendix C](#).
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 2022-23 academic year **at his/her 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 2022-23 and 2023-24 academic years.
6. Calculate the denominator for schools, districts, and the state by totaling the number of teachers.
 - 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.

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 2022-23 and 2023-24 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 2022-23 and 2023-24 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 2022-23 and 2023-24 academic years (as outlined in the numerator section) divided by the total number of teachers in 2022-23 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 state-wide. 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:

1. Extract the December 1 and Evaluation Scores by Educator reports from TNCompass, including variables outlined in [Appendix C](#).
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 his/her 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 F](#). 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 within the same district and school, 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.
 - 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.

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 state-wide. 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.
 - 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 [Educator Licensure 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 teachers with emergency/provisional credentials 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 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](#).
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 his/her 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. 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.
 - 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.

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 state-wide. The procedure for calculating the numerator is as follows:

1. Begin with the dataset compiled for the denominator as outlined above.
2. Determine if an educator received a temporary permit for the given school year using records in the Educator License Report as follows:
 - Only include active permits. These are permits that have statuses of either 'Active' or 'Active SBE'.
 - Only include Academic Permits, Clinical Practice Permits, and Occupational Permits.
 - Only include permits with expiration dates between 2023/07/01 and 2024/06/30.
3. Calculate the numerator for schools, districts, and the state by totaling the number of teachers with temporary permits.
 - 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](#). 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 [Educator Licensure 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](#).
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 his/her 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 E](#). 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.
 - 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.

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 state-wide. The procedure for calculating the numerator is as follows:

1. Begin with the dataset compiled for the denominator outlined above.
2. Determine if an educator received an endorsement exemption for the given school year using records in the Educator License report as follows:
 - Only include active waivers. These are waivers that have statuses of either 'Active' or 'Active SBE'.
 - Only include waivers with expiration dates between 2023/07/01 and 2024/06/30.
3. Calculate the numerator for schools, districts, and the state by totaling the number of teachers with waivers.
 - 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).

Starting with the 2022-23 Report Card, the following information on district-level TISA allocations will be shown:

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

Starting with the 2023-24 Report Card, this page will also include information on TISA expenditures.

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

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
- *Ready Graduate* (not visible for K-8 schools)
 - *Ready Graduate*
 - ACT
 - Career 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 (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 “Met expectations” or “Exceeded expectations” **across all tested subject areas**.

For Achievement level calculations and business rules, please see section 2.1 of the [2023-24 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 section 2.2 of the [2023-24 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 section 2.2 of the [2023-24 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 the 2023-24 Report Card, this metric reflects the performance of students in the 2024 graduating cohort, verified by districts in November-December 2024.

For information on data sources for this indicator, college & career level calculations, and business rules, please see section 2.3 of the [2023-24 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 section 3 of the [2023-24 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 “Met expectations” or “Exceeded 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 Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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 “Met expectations” or “Exceeded 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 section 2.1.2.4 in the [2023-24 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 2024 (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 “Met expectations” or “Exceeded 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 section 2.1.2.4 in the [2023-24 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, Met Expectations, or Exceeded Expectations).

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 “Met expectations” or “Exceeded 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.

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 Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

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 “Met expectations” or “Exceeded 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 Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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: Accountability Files—District-Level 2024 (Available on [Data Downloads](#))

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 “Met expectations” or “Exceeded 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 section 2.1.2.4 in the [2023-24 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, Met Expectations, or Exceeded Expectations).

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.

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
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 Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Data Source: Accountability Files – District-level 2024 (Available on [Data Downloads](#))

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 “Met expectations” or “Exceeded expectations.”

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

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

Note. Biology I and US History tests can be substituted as outlined in section 2.1.2.4 in the [2023-24 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 percent of the school year.

Data Source: Accountability Files—State-Level 2024 (Available on [Data Downloads](#))

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 “Met expectations” or “Exceeded 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 section 2.1.2.4 in the [2023-24 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, Met Expectations, or Exceeded Expectations).

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.

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, US 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 Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Data Source: Accountability Files – State-level 2024 (Available on [Data Downloads](#))

3.3. Growth

The Growth indicator represents the academic progress students are making on math and ELA compared to the average progress of all students across the state within a given year.

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

3.3.1. School Growth

3.3.1.1. Overall Growth

Overall Growth measures student academic growth using the 2023-24 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.

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

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

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

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

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

3.3.1.2. Growth by Subject

This metric indicates the amount of growth achieved by students in each subject area compared to their previous performance on state assessments, regardless of whether the students are on grade level. Based on the growth achieved by their students, the school is assigned a level between Level 1 and Level 5. In a school earning a Level 5, we have significant 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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the Super Subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

The table below summarizes the list of assessments included in the TVAAS calculations by subject in 2023-24.

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

Data Source: 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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the Super Subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

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

Data Source: District TVAAS Composite files (Available on the [Data Downloads](#))

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 percent 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 *Ready Graduate* 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 [Section 3.4](#) of the 2023-24 Federal Accountability Protocol.

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

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

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

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. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2023 graduating cohort data will be used to calculate Dropout rate for the 2024 State Report Card.

The Dropout rate is reported for the following student groups:

- *All Students*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL) (plus Transitional 1-4)
- Students with Disabilities (SWD)
- 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: Report Card 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 rate¹ who enroll in a postsecondary institution in the **fall or subsequent spring term** immediately following their graduation. This also includes the summer term following the students' graduation from high school. 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. 2023 graduating cohort data will be used to calculate Postsecondary Enrollment rate for the 2024 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
- 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 on student classifications racial/ethnic information from EIS to add student group indicator flags.
5. Calculate the denominator for schools, districts, and the state by totaling the number of students in the cohort for all students and specific student groups.

Numerator: The numerator is the total number of on-time graduates 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. Begin with the denominator file and include only students who are on-time graduates (and thus included in the denominator file).
2. Merge in student postsecondary enrollment data extracted from the Tennessee Longitudinal Data System, P20 Connect. The data in P20Connect is populated by Tennessee Higher Education Commission (THEC), who submits two postsecondary enrollment tables. The files include:

¹ Please refer to section 3.4 for Tennessee graduation rate business rules.

- The Tennessee public institutions files, which is created from the THEC data systems and includes enrollment for in-state, public four-year universities, community colleges and technical colleges, AND
- The National Student Clearinghouse (NSC) file, which includes enrollment in out-of-state and private institutions for the fall following high school graduation.

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

3. If a student appears enrolled in multiple postsecondary institutions, prioritize enrollment captured in the THEC data file.
4. If a student appears as enrolled in multiple postsecondary institutions, keep the enrollment according to the following hierarchy:
 - Keep the enrollment in a four-year institution.
 - If no enrollment in a four-year institution, keep (if any), enrollment in a community college.
 - If no enrollment in four-year institution or community college, keep enrollment in a technical college.
5. Calculate the numerator for schools, districts, and the state by totaling the number of students enrolled in any postsecondary institutions and those enrolled in specific types of postsecondary institutions among all students and specific student groups.

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

3.5. **Ready Graduate**

The *Ready Graduate* webpages for the State Report Card provide student performance information and metric on three webpages:

- *Ready Graduate*
- ACT
- Career and Technical Education (CTE)

The *Ready Graduate* webpage provides metrics related to the percent of on-time graduates who also complete college and career readiness opportunities. The ACT and Career Technical Education (CTE) webpages provide metrics related to ACT/SAT participation and performance, and CTE concentrators, 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 these webpages, please see [Appendix G](#).

3.5.1. **School Ready Graduate**

The school *Ready Graduate* rate is calculated by dividing the number of on-time graduates from the 2023 cohort who meet at least one of the *Ready Graduate* criteria by the number of students in that cohort. Graduates defined by the Tennessee graduation rate are used to calculate the *Ready Graduate* rate. For *Ready Graduate* rate calculation details, please see [Section 3.5](#) of the 2023-24 Federal Accountability Protocol.

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

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

- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

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

3.5.2. District Ready Graduate

The district *Ready Graduate* rate is calculated by dividing the number of on-time graduates from the 2023 cohort who meet at least one of the *Ready Graduate* criteria by the number of students in that cohort. Graduates defined by the Tennessee graduation rate are used to calculate the *Ready Graduate* rate.

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

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

Additional information for identifying students in these student groups can be found in [Appendix B](#). For *Ready Graduate* rate calculation details, please see [section 3.5](#) of the 2023-24 Federal Accountability Protocol.

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

3.5.3. State Ready Graduate

The state *Ready Graduate* rate represents the percentage of students enrolled in Tennessee schools/districts who demonstrate readiness for postsecondary education and career. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2023 graduating cohort data will be used to calculate *Ready Graduate* rate for the 2023-24 State Report Card.

$$\text{Ready Graduate Rate} = \frac{\# \text{ graduates}^2 \text{ meeting at least one Ready Graduate criterion}}{\# \text{ students in the graduating cohort}} * 100$$

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

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

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

Data Source: State *Ready Graduate* 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. Note that these metrics are lagged one year on the Report Card to align with the district and school accountability protocol processes. 2023 graduating cohort data will be used to calculate Average ACT Composite and Subject-Level Scores for the 2023-24 Report Card.

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

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

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

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

² The number of graduates is defined as the number of students who earn a regular diploma (i.e., a completion type of 1, 11, 12, or 13) or an alternate academic diploma (i.e., completion type of 8) within four years and a summer of entering grade 9 for the first time and are defined using the Tennessee Graduation rate.

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 2023 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 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 [Section 3.6](#) of the 2023-24 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 2023 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)
- 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 TN graduates who earned either a regular or AAD diploma **and** who also concentrated in Career and Technical Education (CTE). The procedure for calculating the numerator is:

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

CTE Concentrators Rate: The CTE Concentrators rate is calculated as the total number of students who concentrated in CTE and graduated (as outlined in the numerator procedure) divided by the total number of students in the graduating cohort (as outlined in the denominator procedure). All rates are suppressed according to the 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 on 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 “Met expectations” or “Exceeded 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 [Section 3.3](#) of the 2023-24 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 2024 (Available on [Data Downloads](#))

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 “Met expectations” or “Exceeded 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, Met Expectations, or Exceeded expectations).

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

School Level	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
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
- 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 2024 (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 “Met Expectations” or “Exceeded 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
- 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 [Section 5.3.2](#) of the 2023-24 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 2024 (Available on [Data Downloads](#))

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 “Met expectations” or “Exceeded 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, Met Expectations, or Exceeded expectations).

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

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
- 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 2024 (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 “Met expectations” or “Exceeded 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 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)
- 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 2024 (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 “Met expectations” or “Exceeded 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 US 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, Met Expectations, or Exceeded Expectations).

Content Area	Assessments included
ELA	Grades 3-8 ELA TCAP, English I, English II, MSAA ELA

Math	Grades 3-8 Math TCAP, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, MSAA Math
Science	Grades 3-8 Science TCAP, Biology I, TCAP Alt Science
Social Studies	Grades 6-8 Social Studies, 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 Language 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 2024 (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 Language 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 [Section 3.1](#) of the 2023-24 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*
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- Non-Economically Disadvantaged students (Non-ED)
- English Language 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 [Section 3.1](#) of the 2023-24 Federal Accountability Protocol.

Data Source: Assessment Files (Available on [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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

For calculation details and business rules, please see [Section 3.7](#) of the 2023-24 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 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). For calculations details and business rules, please see [Section 3.7](#) of the 2023-24 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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

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

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:

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

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

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.
- **Expulsion 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 receive at least one instance of that specific type of **disciplinary incident**³ divided by the total number of students in the respective school, district, or the state-at-large. For each

³ 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

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](#).

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

1. Extract student enrollment from EIS including all students who were enrolled at any point during the school year and variables laid out in [Appendix B](#) 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 EIS on June 21st, 2024. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
2. Include only primary enrollment student records in which the type of service is equal to primary.
3. Exclude students whose enrollment records rolled over from the previous year but who did not matriculate in 2023-24. 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.
4. Exclude students who enrolled and withdrew the same day (i.e., students whose enrollment start date and end date encompass exactly one day).
5. 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.
6. Exclude students with missing district and/or school information.

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.

7. If a student has multiple records within the same district and school but different enrollment beginning dates, include only the record with the most recent enrollment date.
8. If a student has multiple records within the same district, school, and enrollment beginning dates but has multiple enrollment withdrawal dates, include only the record with a null withdrawal date (indicating that the student was enrolled through the end of the year). If no withdrawal dates are null, keep record with the latest withdrawal date.
9. If a student has multiple records within the same district, school, enrollment beginning dates, and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date.
10. If a student has multiple records within the same district, school, enrollment beginning dates, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
11. If a student has multiple records within the same district, school, enrollment beginning dates, enrollment withdrawal dates, grade enrollment dates, and grade levels but different demographics (i.e., economically disadvantaged status, disability status, English learner status, race, ethnicity), keep the affirmative demographics.
12. If a student has multiple identical records in terms of the district identifier, school identifier, and student demographic information, keep only the first record.
13. Calculate the denominator for schools, districts, and the state by totaling the number of students in each entity level overall and for each student group.

Numerator: The numerator is the total number of students who received at least one instance of the particular type of disciplinary action. The procedure for calculating the numerator is:

1. Extract student discipline records from EIS including for 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 EIS on June 21st, 2024. Discipline totals for schools, districts, and the state reflect students who received disciplinary actions as of that date.
2. Include only student records that were included in the denominator per the procedure above.
3. If a student has multiple incidents with the same discipline beginning date, discipline end date, and disciplinary reason, but different punishments, the records are included according to the following hierarchy:
 - If any of the punishments for a single incident are an expulsion, keep only the record with the expulsion.
 - If any of the punishments for a single incident are a remand, keep only the record with the remand.
 - 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.
 - If the punishments for a single incident are an in-school suspension, keep only the record with the in-school suspension.
4. 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:
 - 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.
 - Students can count towards different discipline types. For example, a student can receive an in-school suspension and out-of-school suspension and therefore be counted in both rates.
5. If a student has multiple identical records in terms of the district identifier, school identifier, discipline by type, and student demographic information, keep only the first record.

6. Calculate the numerator for schools, districts, and the state by totaling the number of students in each entity level overall and for each student group who received each type of discipline.

Disciplinary Rates: Specific disciplinary rates are calculated by dividing the total number of students who 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 values are rounded to the nearest tenth decimal place only after all calculations have been performed. The calculations are listed below:

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

Data Source: Education Information System (EIS) (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.

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 WIDA ACCESS 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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

For calculation details and business rules, please see [Section 4.4.6](#) of the 2023-24 Federal Accountability Protocol.

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 WIDA ACCESS 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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

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

For calculation details and business rules, please see [Section 5.3.5](#) of the 2023-24 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 WIDA ACCESS assessment and are progressing toward English proficiency.

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

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

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

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) 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.

Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2023 graduating cohort data will be used to calculate the Federal Graduation Rate for the 2023-24 Report Card. This metric will be reported for schools in the high school pool, districts, and the state. For calculation details and business rules, please see [Section 3.4](#) of the 2023-24 Federal Accountability Protocol.

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)
- 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 [Section 3.4](#) of the 2023-24 Federal Accountability Protocol.

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

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Appendix A: 2023-24 State Report Card Suppression Rules

The following suppression rules will be applied for the 2023-24 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:
 - There will be no suppression applied for overall and subject-level TVAAS growth; school, district, or state descriptive information; finance data; and district- and school-level extracurricular activity offerings.
 - 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 [2023-24 Accountability Protocol](#) and therefore no data point would be displayed.
 - For state achievement rates, suppression will be applied if there are fewer than 30 students. This will be denoted as "<30 students".
 - For district-level state achievement rates, if there are no students in a given grade-band, this will be denoted as "No Data".
 - For indicator-level scores, no score will be shown if no score is produced according to the business rules outlined in the [2023-24 Federal Accountability Protocol](#) and the [2023-24 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:
 - District and state level percentages less than 1% will be shown as "<1%"
 - District and state level percentages greater than 99% will be shown as ">99%"
 - School level percentages less than 5% will be shown as "<5%"
 - School level percentages greater than 95% will be shown as ">95%"
 - 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%".
 - When any metrics are suppressed, any other associated metrics with the suppressed metric will also be suppressed. For example, if any of the data for the achievement performance levels is suppressed, all other performance levels will also be suppressed. This will be denoted as "suppressed." 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.
 - 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:
 - If the originally suppressed race/ethnic group (e.g., American Indian or Alaska Native) makes up the Black/Hispanic/Native American subgroup, complementary suppression will be applied to another ethnic group (e.g., Hispanic) with the next lowest metric value that makes up this composite student subgroup.

- 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: Education Information System Referenced Card

The table below includes the variables and description of those variables from the state Education Information System (EIS) that are referenced throughout the business rules.

Variable	Description
Active Duty Military	This indicates that the student has a parent who is on active military duty. This value is extracted from the student classifications table in EIS.
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 classifications table in EIS.
Assignment	Assignment corresponds to the student's grade assignment. This value is extracted from the instructional grade table in EIS.
Completion Type	The completion type refers to the completion document for each student in EIS. 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 disciplinary action table in EIS.
Disciplinary Begin Date	This indicates the first full day of the disciplinary action. This value is extracted from the disciplinary action table in EIS.
Disciplinary End Date	This indicates the last day of the disciplinary action. This value is extracted from the disciplinary action table in EIS.
Disciplinary Reason	This refers to the reason the disciplinary action was taken against the student. Only the primary reason is to be reported to the state. This value is extracted from the disciplinary action table in EIS.
District Number	This number identifies the district area which includes all the schools that are situated within that area and are governed by a particular authority. This value is extracted from the district table in EIS.
Economically Disadvantaged	A student is classified as economically disadvantaged if their student record has any of the following flags: • J - Direct Certified Economically Disadvantaged • U - Runaway • H - Homeless • I - Migrant • FOS01 - Foster Care This value is extracted from the student classifications table in EIS.
English Learners	A student is classified as English Language Learner when English language background is 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 instructional service period table in EIS.
Enrollment Beginning Date	This indicates the student's first day of attendance for school enrollment. This value is extracted from the instructional service period table in EIS.

Variable	Description
Enrollment Withdrawal Date	This indicates the first date for which a student did not attend school due to a withdrawal. This value is extracted from the instructional service period table in EIS.
Foster	This indicates that the student is in foster care services. This value is extracted from the student classifications table in EIS.
Gender	This indicates the student's gender. This value is extracted from the student table in EIS.
Grade Beginning Date	This indicates the first day that the student was assigned to his/her grade. This value is extracted from the instructional grade table in EIS.
Grade End Date	This indicates the last day that the student was assigned to his/her grade. This value is extracted from the instructional grade table in EIS.
Homeless	This indicates that the student is experiencing homelessness. This value is extracted from the student classifications table in EIS.
Instructional Service Period Type of Service	This refers to the type of service provided to the student at the specific school. Valid values are: • "P" – enrollment in the student's primary school • "S" – Receiving Partial Service This value is extracted from the instructional service period table in EIS.
Migrant	This indicates that the student is a migrant. This value is extracted from the student classifications table in EIS.
Race and Ethnicity	This indicates the race and ethnicity of the student. • If multiple races or ethnicities are recorded for a single student, students are only classified as one race or ethnicity for reporting purposes as determined by the hierarchy laid out in section 2.2.1 of the 2023-24 Accountability Protocol. • Students can only count once towards the Black, Hispanic, or Native American student group. This value is extracted from the student race and ethnicity information in the student table in EIS.
Instructional Date	This refers to the date that an instructional event will take place. This value is extracted from the school calendar table in EIS.
School Number	This number identifies public schools within the school district. This value is extracted from the school table in EIS.
School Year	This number is the four-digit school year during which instructional services are provided. This corresponds to the fall semester of the school year.
Student Key	This is a unique number that identifies each student. This value is extracted from the instructional service period table in EIS.
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 special education and disabilities classifications table in EIS.

Appendix C: TNCompass Referenced Variables

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

Variable	Description
District Number	This number identifies the area which includes all the schools that are situated within that area and are governed by authority.
School Number	This number identifies public schools within the school district.
Master School Number	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.
Assignment Code	This indicates the staffing assignment code for each educator in the 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 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 district and school belongs to.
Region Name	This indicates the name of the region in which a given district and 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 School (006), Grade School (OGR), and Pre-Kindergarten Program (PKP)
Principal	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.
Phone	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 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.
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
	Counselor	340	Guidance Counselor
	Interventionist	99, 309	Reading Specialist, Interventionist (RTI)
	Librarian	331	Librarian
	Other School Professionals	9, 13, 15, 21, 33, 35, 39, 72, 78, 93, 96, 97, 98, 117, 301, 318, 323, 333, 334, 337, 350, 367, 374, 399, "GI"	Finance, Human Resources, Transportation, Materials Supervisor, Assessment Personnel, Food Services, Network Technology, Special 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 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
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Appendix G: Report Card Metrics Overview

The State Report Card provides data on various school, district, and state data points. The table below summarizes the different web pages of the State Report Card and the data metrics presented on those web pages.

State Report Card Level	State Report Card Section	Webpage	Metrics
School	About This School	About This School	• 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	• 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 ○ 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

			• 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- 2022-23 BEP Expenditures	• Per-Pupil Expenditures • Revenues by Source • Total Expenditures • Total Expenditures Over Time
		Finance- 2024-25 TISA Calculator	• Estimate of TISA Funding Amount per Student
	Performance Metrics	School Letter Grades	• Overall School Letter Grade For each indicator included (Achievement, Growth, Highest Need Student Group Growth, College & Career Readiness): • Indicator Level • Measure • Measure by Subject • Measure by Student Group • Measure by Race/Ethnicity • Weight • Indicator Score
		State Achievement Rate- Overall State Achievement Rate	• Achievement Rate • Achievement Level • Achievement Rate by Entity • Achievement Rate by Student Group • Achievement Rate by Race/Ethnicity • Achievement Rate Over Time
		State Achievement Rate- State Achievement Rate by Subject Area	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
		Growth	• Overall Growth • Overall Growth by Student Groups and Racial/Ethnic Groups • Growth by Subject

			○ 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 – State Graduation Rate (High Schools Only)	• 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
		State Graduation Rate- Dropout Rate (High Schools Only)	• 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
		State Graduation Rate- Postsecondary (High Schools Only)	• 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
		<i>Ready Graduate – Ready Graduate</i> (High Schools Only)	• <i>Ready Graduate</i> Rate • <i>Ready Graduate</i> Rate by Entity • <i>Ready Graduate</i> Rate by Student Group • <i>Ready Graduate</i> Rate by Race/Ethnicity • <i>Ready Graduate</i> Rate Over Time
		<i>Ready Graduate – ACT</i> (High Schools Only)	• Average ACT Score (Composite, ELA, Math, Science, Reading) • Average ACT Score by Student Group (Composite, ELA, Math, Science, Reading) • Average ACT Score Over Time (Composite, ELA, Math, Science, Reading) • ACT Participation Rate • ACT Participation Rate by Student Group • ACT Participation Rate by Racial/Ethnic Group
		<i>Ready Graduate – CTE</i> (High Schools Only)	• CTE Concentrators Rate • CTE Concentrators Rate by Student Group • CTE Concentrators Rate by Entity • CTE Concentrators Rate Over Time
		Federal Performance Metrics: Federal Success Rate- Overall	• 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

		Federal Success Rate	• TCAP Participation Rate by Race/Ethnicity • Number of Recently Arrived English Learners (RAEL)
		Federal Performance Metrics: Federal Success Rate- Federal Success Rate by Subject Area	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
		Federal Performance Metrics: Chronically Out of School	• 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
		Federal Performance Metrics: Discipline	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
		Federal Performance Metrics: English Language Proficiency Assessment (ELPA)	• 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 Performance Metrics: Federal Graduation Rate	• 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
District	About This District	About This District	• Message from the Director of Schools • District Designation • District 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	• 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 ○ 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 Support Personnel in Low Poverty Schools ○ Percent of Inexperienced Support Personnel in High Poverty Schools • Out of Field Teachers • 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- 2022-23 BEP Expenditures	• Per-Pupil Expenditures • Revenues by Source • Total Expenditures • Total Expenditures Over Time
		Finance- 2024-25 TISA Allocations	• Total TISA Allocations • TISA Allocation Details
	Performance Metrics	State Achievement Rate- Overall State Achievement Rate	Data is presented for the following grade band: 3-5, 6-8, 9-12 • Achievement Rate: Grades 3-5 • Achievement Rate: Grades 6-8 • Achievement Rate: Grades 9-12 • Achievement Rate by Entity (3-5, 6-8, and 9-12) • Achievement Rate by Student Group (3-5, 6-8, and 9-12) • Achievement Rate by Race/Ethnicity (3-5, 6-8, and 9-12) • Achievement Rate Over Time (3-5, 6-8, and 9-12)
		State Achievement Rate – State Achievement Rate by Subject Area	Data for each tested subject area (Math, ELA, Science, and Social Studies) in each grade band (3-5, 6-8, 9-12): • Achievement Rate (3-5, 6-8, and 9-12) • Achievement Rate by Entity • Achievement Rate by Performance Level (3-5, 6-8, and 9-12) • Achievement Rate by Student Group (3-5, 6-8, and 9-12) • Achievement Rate by Racial/Ethnic Group (3-5, 6-8, and 9-12) • Achievement Rate Over Time (3-5, 6-8, and 9-12)
		Growth	Data is presented for the following grade bands: 3-5, 6-8, 9-12 • Overall District Growth (3-5, 6-8, and 9-12) • District Growth by Student and Racial/Ethnic Groups (3-5, 6-8, and 9-12)
		State Graduation Rate- State Graduation Rate	• 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
		State Graduation Rate- Dropout Rate	• 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
		State Graduation Rate- Postsecondary	• 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
		<i>Ready Graduate – Ready Graduate</i>	• <i>Ready Graduate Rate</i> • <i>Ready Graduate Rate by Entity</i> • <i>Ready Graduate Rate by Student Group</i> • <i>Ready Graduate Rate by Race/Ethnicity</i> • <i>Ready Graduate Rate Over Time</i>
		<i>Ready Graduate – ACT</i>	• Average ACT Score (Composite, ELA, Math, Science, Reading) • Average ACT Score by Student Group (Composite, ELA, Math, Science, Reading) • Average ACT Score Over Time (Composite, ELA, Math, Science, Reading) • ACT Participation Rate • ACT Participation Rate by Student Group • ACT Participation Rate by Racial/Ethnic Group
		<i>Ready Graduate – CTE</i>	• CTE Concentrators Rate • CTE Concentrators Rate by Student Group • CTE Concentrators Rate by Entity • CTE Concentrators Rate Over Time
		Federal Performance Metrics: Chronically Out of School	• 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
		Federal Performance Metrics: Federal Success Rate- Overall Federal Success Rate	Data is presented for the following grade band: 3-5, 6-8, 9-12 • Federal Success Rate: Grades 3-5 • Federal Success Rate: Grades 6-8 • Federal Success Rate: Grades 9-12 • Federal Success Rate by Student Group (3-5, 6-8, and 9-12) • Federal Success Rate by Race/Ethnicity (3-5, 6-8, and 9-12) • Federal Success Rate Over Time (3-5, 6-8, and 9-12) • TCAP Participation Rate by Entity • TCAP Participation Rate by Student Group (3-5, 6-8, and 9-12) • TCAP Participation Rate by Race/Ethnicity (3-5, 6-8, and 9-12) • Number of Recently Arrived English Learners (RAEL)
		Federal Performance Metrics: Federal Success Rate- Federal	Data for each tested subject area (Math, ELA, Science, and Social Studies) in each grade band (3-5, 6-8, 9-12): • Federal Success Rate (3-5, 6-8, and 9-12) • Federal Success Rate by Performance Level (3-5, 6-8, and 9-12)

		Success Rate by Subject Area	• Federal Success Rate by Student Group (3-5, 6-8, and 9-12) • Federal Success Rate by Racial/Ethnic Group (3-5, 6-8, and 9-12) • TCAP Participation Rate by Entity • TCAP Participation Rate by Student Group (3-5, 6-8, and 9-12) • TCAP Participation Rate by Race/Ethnicity • Alternate Assessment Participation Rate by Entity
		Federal Performance Metrics: Discipline	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
		Federal Performance Metrics: English Language Proficiency Assessment (ELPA)	• 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 Entity • K-12 English Language Proficiency Assessment Rate by Race/Ethnicity • K-12 English Language Proficiency Assessment Rate Over Time
		Federal Performance Metrics: Federal Graduation Rate	• 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
State	About The State	About the State	• 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	• 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 ○ 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 Support Personnel in Low Poverty Schools ○ Percent of Inexperienced Support Personnel in High Poverty Schools • Out of Field Teachers • 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- 2022-23 BEP Expenditures	• Per-Pupil Expenditures • Revenues by Source • Total Expenditures • Total Expenditures Over Time
		Finance- 2024-25 TISA Allocations	• Total TISA Allocations • TISA Allocation Details
	Performance Metrics	State Achievement Rate- Overall State	• Achievement Rate • Achievement Rate by Student Group • Achievement Rate by Race/Ethnicity • Achievement Rate Over Time

		Achievement Rate	
		State Achievement Rate- State Achievement Rate by Subject Area	Data for each tested subject area (Math, ELA, Science, and Social Studies): • Achievement Rate • Achievement Rate by Performance Level • Achievement Rate by Student Group • Achievement Rate by Racial/Ethnic Group • Achievement Rate Over Time
		State Graduation Rate- State Graduation Rate	• 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
		State Graduation Rate- Dropout Rate	• Dropout Rate • Dropout Rate by Gender • Dropout Rate by Student Group • Dropout Rate by Racial/Ethnic Group • Dropout Rate Over Time
		State Graduation Rate- Postsecondary	• 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
		<i>Ready Graduate – Ready Graduate</i>	• <i>Ready Graduate</i> Rate • <i>Ready Graduate</i> Rate by Student Group • <i>Ready Graduate</i> Rate by Race/Ethnicity • <i>Ready Graduate</i> Rate Over Time
		<i>Ready Graduate – ACT</i>	• Average ACT Score (Composite, ELA, Math, Science, Reading) • Average ACT Score by Student Group (Composite, ELA, Math, Science, Reading) • Average ACT Score Over Time (Composite, ELA, Math, Science, Reading) • ACT Participation Rate • ACT Participation Rate by Student Group • ACT Participation Rate by Racial/Ethnic Group
		<i>Ready Graduate – CTE</i>	• CTE Concentrators Rate • CTE Concentrators Rate by Student Group • CTE Concentrators Rate Over Time
		Federal Performance Metrics: Federal Success Rate- Overall Federal Success Rate	• 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 Performance Metrics: Federal Success Rate- Federal Success Rate by Subject Area	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
		Federal Performance Metrics: Chronically Out of School	• Chronically Out of School Rate • Chronically Out of School Rate by Student Group • Chronically Out of School Rate by Racial/Ethnic Group • Chronically Out of School Rate Over Time
		Federal Performance Metrics: Discipline	Data for In-School Suspensions, Out-of-School Suspensions, and Expulsions: • Discipline Rate • Discipline Rate by Gender • Discipline Rate by Student Group • Discipline Rate by Racial/Ethnic Group • Discipline Rate Over Time
		Federal Performance Metrics: English Language Proficiency Assessment (ELPA)	• 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 Performance Metrics: Federal Graduation Rate	• 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