



TENNESSEE DEPARTMENT OF

EDUCATION

Student Data Inventory

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Document Overview

Public Chapter 905 §5 (1), known as the Data Accessibility and Transparency Act, requires the state department of education to “create, publish, and make publicly available a data inventory and dictionary or index of data elements with definitions of individual student data fields currently in the student data system along with the purpose or reason for inclusion in the data system.” The purpose of this document is to comply with that provision of Public Chapter 905.

The following data systems utilized by the Tennessee Department of Education include student data as defined in Public Chapter 905.

- Easy IEP
- EdTools
- Education Information System (EIS)
- ETiger
- Tennessee Early Intervention Data System (TEIDS)
- Tennessee Meals, Accounting and Claiming (TMAC)

In addition, the following department programs collect student level data or information as a part of their work.

- Coordinated School Health
- Early Childhood Education
- Safe & Supportive Schools

The above systems and programs make up the body of student data collected by the department of education as used in the definition of data system in Public Chapter 905.

For each of these systems and programs, this document will outline the following information:

- System or program description or purpose
- Justification/authority for access to the data
- Student level data elements collected in each system
- Description of the student level data element collected in each system where not self-evident

Coordinated School Health

System Description/Purpose: The Coordinated School Health effort is designed to better understand the relationship between health (physical, emotional, and social) and academic outcomes for students. Coordinated School Health utilizes a systematic approach to promoting student health that emphasizes needs assessment, planning based on data, sound science, and analysis of gaps and redundancies in school health programming and evaluation. The state maintains no centralized data system for the Coordinated School Health effort but requires that districts report aggregate data through a survey. Student level information is collected at the district level and does not flow to the state department of education.

Justification/Authority: T.C.A. § 49-1-1002 establishes the office of Coordinated School Health.

T.C.A. § 49-1-1003(a) requires LEAs that participate in the coordinated school health program “submit a detailed plan of how the agency currently addresses the health needs of school children, who would serve as school health coordinator, and how the agency would use the state grant to augment what it is currently doing.

T.C.A. § 49-5-415(a)(4) “requires that the departments of education and health shall jointly compile an annual report of self-administered medications and health care procedures to students served in all public and nonpublic accredited schools in the state” by October 31 of each year. The report will also “include recommendations for meeting the needs for comprehensive school health.” T.C.A. § 49-1-1003(c) states that information from Coordinated School Health will be used to comply with the report required in § 49-5-415(a)(4).

Student-level Data: To complete the reports required by T.C.A. § 49-5-415(A)(4), the department does not collect student level data. In order to comply with § 49-5-415, the Office of Coordinated School Health requires participating districts to complete the School Health Services Survey. The School Health Services Survey asks districts to provide the number of students that are screened for vision, hearing, body mass index, blood pressure, scoliosis, and dental. In March 2008, the department issued the Tennessee School Health Screenings Guidelines¹ which outlines the procedures used to conduct screenings. Parents may opt out of the screening. All school systems must develop a school district policy regarding student health information confidentiality. In addition, a confidentiality agreement form must be signed by anyone outside of the school system who performs school health screenings. Data from screenings are stored in local student information systems; no student level data points are passed from local student information systems to the state, only aggregate counts.

The table on the following page summarizes what screenings are administered, when, and the authority for administration.

¹ Tennessee School Health Screenings Guidelines:
http://www.tennessee.gov/education/health_safety/csh/HealthCareProfessionals-HealthySchoolsGuidelines.pdf.

Screening	Grades Administered	Authority
Vision	pre-K, K, 2, 4, 6, and 8	T.C.A. §49-6-5004
Hearing	pre-K, K, 2, 4, 6 and 8	T.C.A. §49-6-5004
Body Mass Index	At a minimum K, 2, 4, 6, 8, and one year in High School	T.C.A. §49-6-5004
Blood Pressure	pre-K, K, 2, 4, 6, and 8 and one year in High School	Tennessee School Health Screenings Guidelines
Scoliosis	6	Tennessee School Health Screenings Guidelines
Dental	All schools are encouraged to screen students for oral health	T.C.A. §49-6-5004

Early Childhood Education

System Description/Purpose: The Voluntary Pre-K Program serves at-risk children who are age four by August 31 for the 2013-14 school year and on or before August 15 for all school years thereafter. The Voluntary Pre-K Program prioritizes economically disadvantaged students for enrollment. In order to administer and manage Voluntary Preschool, school districts collect student-level data and report that data to the Education Information System (EIS).

Justification/Authority: T.C.A. §49-6-106 prescribes the enrollment requirements for the Voluntary Pre-K Program and the data collected is used to implement the requirements.

Student-level Data: The following data elements are collected at the student level: name, gender, language used at home, birth date, ethnicity, funding source, special education services eligibility, family eligibility for free or reduced priced lunch, and economically disadvantaged status. In order to determine if the child meets the income thresholds for the program, parents complete the Application to Determine Income Eligibility for the Voluntary Pre-K Program. This form is different than the form collected for obtaining free and reduced priced lunch. In the form, parents provide the following information: name of student, social security number, date of birth, contact information, a list of all adults and children living in the household along with their relationship to the child. Furthermore, the parent indicates if the student participates in any of the following programs: Early Head Start, Head Start, Homeless, Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, Migrant, Foster Care, Federal Even Start Family Literacy, or if siblings met eligibility for free or reduced priced lunch. The applicant must also provide income verification.

Easy IEP

System Description/Purpose: Easy IEP is a web-based Individualized Education Plan (IEP) system for special education management. The system is used to achieve federal and state reporting requirements.

Justification/Authority: The Individuals with Disabilities Education Act (IDEA), Title IB, Section 614 (d)(1)(A)(i), defines individualized education programs or IEPs that must be completed for all students with disabilities. Section 614 identifies the specific components that must be included in the IEP. The U.S. Department of Education provided regulations for complying with the IDEA in 34 CFR 300.320 through 300.324.

T.C.A. § 49-10-603 states that “the department of education shall enforce the federal Individuals with Disabilities Education Act, compiled in 20 U.S.C. 1400 et seq., and state special education laws.”

Student-level Data: The Easy IEP system includes the following data elements.

Data Element	Description
Student Information	
Student ID/ State ID	
First, Middle, Last Name	
Age	
District & School of Service	
Date of Birth	
Primary/Secondary Disability	
Gender	
Race/Ethnicity	
Medicaid Number	
Student Events²	
Academic Year	
Event Type	
District & School where event occurred	
Program	Identifies the category, or program, of the event. Valid values include: IEP event, 504 event, LEP Event, Early Childhood Event, Other
Beginning & Ending Age of the event	Age of the student when the event began or ended
Instructional Language & Primary Language	
Length of Day	
Goals and Objectives³	
Goal Type	A classification of what portion of EdPlan the goal pertains to; valid values are: Special Ed (from EasyIEP Goals & Objectives), Transition (from EasyIEP Transition), and RTI
Goal Area	The area of need for the student

² An event is any milestone or occurrence that requires documentation in the IEP.

³ IEP teams set goals yearly for students. Goals are assessed through various evaluations/assessments

Objective	A description of the student's objective
Goal	A student's assigned annual goal for improvement
Target Percentage	Percentage of student success expected to have been accomplished towards objective by the objective end date
Identifier for Extended School Year Valid Goal	Yes, if the goal will be valid during the Extended School Year
Number of Objectives	Number of objectives relating to a student's goal
Person Responsible	The person or position responsible for a student's assigned goal
Program Modifications	Notes on any program modifications or supports for school personnel for a student's assigned goal
Begin & End Date	The date the objective will become active for the student's goal and the end date for objectives associated with the assigned goal
Evaluation procedure	The name of the evaluation procedure used for assessing the student objective such as standard tests, teacher observation, data collection, or teacher made tests
Eligibility⁴	
Special Education Referral Date	Date student is referred for special education evaluation
Special Education Consent Date	Date of initial consent for eligibility determination
Special Education Consent Source	Source of initial consent for eligibility determination for special education evaluation
Special Education Re-Determination Date	Date of re-eligibility determination
Special Education Eligible	Yes or no field (if the student is determined eligible for special education services or not)
Last IEP Date	The field reflects a student's last IEP Event date
Projected IEP Date	The field reflects a student's projected IEP date
Adaptive Level Psychologist	Review of student files indicates student has a significant deficit in cognitive and adaptive level (this is determined by psychologist completing file review)
Narratives	
Student Strengths	
Parent Education Concerns	
Disability Impacting General Education Progress	Description, if any, of how the student's disability affects the student's involvement and progress in the general curriculum
Medical Information Summary	A summary of the student's medication Information

⁴ During an eligibility evaluation, a series of assessments are performed to determine if and what disability a student may exhibit.

Indicators for whether the student has any of the following IEP Special Factors: Language, Blind, Braille Instruction, Communication Needs, Deaf or Hard of Hearing, Assistive Technology, Behavior	
Assessments⁵	
Assessment Area	The main area of the assessment; typically areas are associated to each area of disability and in addition there are areas of vocational and gifted
Assessment Narrative	
Assessment Administration Date	
Exceptional Status	Is the student exceptional for student's subject area assessment
Assessment Score Values	
Accommodations⁶	
Area	The area of participation
Participation Level	The level of participation the student will have with the area and whether or not accommodations are required
Accommodation	Accommodation selected
Services⁷	
Service Type	The type of service; valid values include: Special Education Services, Supplemental Aids and Services, Section 504 Services, Transportation Services, Related Services
Service	The service the child received or is scheduled to receive
Frequency	A phrase that combines the number of sessions and session time interval
Duration	A description of the number of sessions per time interval and the length of the session of the service provided to the student
Session Length	The length of time the service is provided to the child
Time Unit	The time unit for calculating the length of each session
Service Beginning & Ending Date	

⁵ Assessments administered are dependent on the student's area of disability, for example, IQ, positive behavior support test, and speech and language fluency.

⁶ Accommodations are those services or supports that help a student access curriculum.

⁷ Services may include a scribe, speech pathologist, or transportation services.

Case Manager Given Consultation *Usually special education teacher is the case manager	If yes, the case manager will receive consultation from another provider to provide services to the student; this is a consultation between teachers, not direct consultation with a student
Will the service be valid in Extended School Year	
Service Narrative	
Service Area	
Provider Responsibilities	
Begin & End Date of Doctor Authorization for	
Provider	The name of the provider of the special education Service
Early Childhood Transition⁸	
Notification/Referral Source	Source of notification or referral for TEIS services
TEIS Referral Date	
TEIS Parent Consent Date to LEA	Date parent or guardian gave consent for TEIS Services
IFSP Eligibility Date	
Eligibility Determination for IFSP Services	
IFSP Notification/Referral Date	
Cognitive Developmental Delay Description	Description of cognitive developmental information including percent cognitive delay
Developmental Delay Communication	Description of communication developmental information including percent of cognitive delay
Motor Developmental Delay Detail	Description of motor developmental information including percent cognitive delay
Self Help Developmental Delay Detail	Description of self-help/adaptive developmental information including percent of cognitive delay
Social Emotional Developmental Delay Detail	Description of social emotional developmental information including percent of cognitive delay
Positive Social Skills TEIS Outcome Rating	Rating scale for TEIS Outcome 1- Positive Social Emotional Skills
Acquiring Knowledge TEIS Exit Rating	Rating scale for TEIS Exit Outcome 2- Acquiring Knowledge and Skills
Social Emotional Skills Progress	Description of progress made in positive social emotional skills
Actively Meeting Needs TEIS Exit Rating	Rating scale for TEIS Exit Outcome 3- Taking Action to Meet Needs
Taking Action to Meet Needs Progress	Description of progress made in taking action to meet needs

⁸ Students before three years of age receive services through Tennessee Early Intervention System (TEIS). After three years of age, the students are reassessed for whether the student has a disability before school eligibility.

EdTools

System Description/Purpose: To populate the necessary data from EIS onto assessment materials for students and to facilitate the teacher/student data linkage necessary for value added analysis, the state contracts with RANDA Solutions to manage and support EdTools. EdTools is used to manage the administration functions necessary to carry out the Tennessee Comprehensive Assessment Program (TCAP). The EdTools platform allows end-users (district and school testing coordinators) to order and ship assessment documents, prepare student testing answer documents, verify student demographic verification, complete teacher student connection, and obtain assessment scores for the purpose of student's final grades. Student level data points are not collected or entered into EdTools, but rather migrated from EIS to EdTools for the purpose of assessment administration.

Justification/Authority: In order to carry out the state's responsibilities under Section 1111(b)(2) of Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301), the state must administer a statistically valid and reliable assessment. T.C.A. § 49-1-602 through § 49-1-613 refers to these assessments as the Tennessee Comprehensive Assessment Program (TCAP). In order to comply with the state laws, several steps must be executed such as ordering and shipping of assessment documents,⁹ preparation of student testing answer documents,¹⁰ student demographic verification,¹¹ teacher student connection,¹² and release of quick scores.¹³ EdTools is used to streamline that process for greater efficiency and accuracy.

Student-level Data: EdTools includes the following data elements (included on the following page).

⁹ Assessment documents include the test booklets and student answer documents.

¹⁰ The state must comply with Section 1111 (b)(2) of Title I of the Elementary and Secondary education Act of 1965 (20 U.S.C 6301) that requires states to set annual measurable objectives for all students and in the following subgroups: economically disadvantaged, racial/ethnic minorities, students with disabilities, and English Language Learners. In addition, T.C.A. § 49-1-602 pertains to the placement in improvement status for schools and LEAs and requires that the department of education set achievement and gap closure targets to achieve this purpose. In order to carry out these provisions and streamline the workload on districts during the time period in which assessments are administered, answer documents are pre-identified with the student demographic information including name, state ID, race/ethnicity, and gender ahead of the testing administration. Schools input this information into their local student information systems (SIS), which migrates to the state education information system (EIS). Districts confirm the accuracy of the data entered, and the data are migrated to answer documents by computer instead of by hand.

¹¹ Student demographic data can be reviewed and edited before the testing window

¹² Teacher student connection allows teachers to claim students for the purpose of the Tennessee Value-Added Assessment System (TVAAS). T.C.A. § 49-1-603 establishes the value added system. T.C.A. § 49-1-605 requires that results from TVAAS be released by July 1 of each year.

¹³ T.C.A. § 49-1-617 and State Board Rule 0520-01-03-.06(D) outline TCAP results as a proportion of the student's final grade. Scores used for these purposes are referred to as "quick scores."

Data Element	Description
Student Name	
Student State ID	
Gender	
Birthdate	
Special Education Indicator	Indicates how many hours of special education services a student receives in three categories: less than four hours per week, 4 to 22 hours per week, 23 or more hours per week
Race	Options include Black, American Indian, Hawaiian or Pacific Islander, Asian, and White
Functionally Delayed	
Gifted	
Code AB	Indicates whether a student receives free or reduced priced lunch.
Title I	Indicates whether a student participates in a School Wide Title I Program or a Targeted Assistance Program
Ethnic Origin	Indicates whether a student is Hispanic or Non-Hispanic
Migrant	Indicates whether a student participates in the federal Migrant program
English Language Learner (EL)	Indicates whether a student is receiving English Language Learner services or is a Transition 1 or Transition 2 student
Career Technical Education (CTE)	Indicates whether a student participates in CTE courses
Grade	
Content Area	Identifies subjects for which the student is testing
Proficiency Level	Identifies students final criterion reference score: below basic, basic, proficient, or advanced
Quick Score	Identifies the students final quick score for the purposes of assigning student grades

Education Information System (EIS)

System Description/Purpose: In accordance with T.C.A. § 49-1-209, the Education Information System (EIS) was developed as a manageable, centralized repository of information to provide accurate student and staff data necessary for the management of schools and the allocation of state funds for educational purpose. The system has the capability to accept and process data received from student management software packages operated at the local level. EIS serves as the primary repository of information within the department and most data reporting is derived from the system.

Justification/Authority: T.C.A. §49-1-209 authorizes the commissioner of education to prescribe a management information system through which local school systems maintain, record and report information to the department and information for internal school and system management.

Student-level Data: EIS includes the following data elements.

Data Element	Description
Student Identification	
First, Middle, Last Name, Suffix	
Date of Birth	
City, State, Country of Birth	
Mother's Maiden Name	
PIN	The Student Personal Identification Number (PIN) is used to uniquely identify students upon entry into a Tennessee public school. The school system may assign a unique number or the district may choose to use a social security number, which is not required by the state and is only used at parent and district option. The PIN remains with the student throughout his career in Tennessee public schools regardless of subsequent transfers with the district system or to other Tennessee school districts.
State Assigned ID	A unique identification number that is generated by the EIS system
Demographics	
Race	The racial group to which the individual is identified; options include: American Indian Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White
Ethnicity	The ethnicity of the individual is identified. Options include: Hispanic, Non-Hispanic
Gender	The gender of the individual is identified. Options include: Male, Female
School Information	Identification code that matches a number to a Tennessee school district
School ID	Identification code that matches a number to a Tennessee School

Bus Number	Identifies the student's morning and afternoon bus route
Enrollment	Regular, Out of State, Transfer
Choice Applied	Student applied for school transfer under school choice
Attendance and Scheduling	
Attendance	
Withdraw Date	
Withdraw Reason	
Block/Traditional Schedule	
Scheduling Information	
Grade Assignment	
Course of Study	
Credits Attempted and Earned	
Class Schedule	
Class Begin Date	
Class End Date	
Teacher of Record	
Alpha & Numeric Grades	
Elementary-Secondary Education Act Groups	
Immigrant Student	Identification of a student that immigrated to the United States
First Date Enrolled in a US School	
English Language Background	Identifies whether a student receives ELL services
Native Language	Identifies the language that is most common spoken in the student's home
Special Education (Disability Description)	Identifies the code matching to a student's disability
Graduation/Completion	Indicates whether a student graduated or completed a grade
Year Entered 9 th Grade	
End of Service Action (Promoted, Retained, Demoted)	Identifies the action taken after a student completes a grade; options include promotion, retained, demoted
Completion Document	Document obtained after a student completes K-12 education; options include: regular diploma, special education diploma, high school certificate, no diploma, senior did not complete, and GED
Discipline	
Disciplinary Action Type	Indicators that define the action taken after a disciplinary offense; indicators include: suspension (in-school), suspension (out of school without services), change of placement, expulsion without services
Disciplinary Primary Reason	Indicators that define disciplinary offenses. Indicators include: possession, use, or distribution of illegal drugs, possession of handgun, possession of rifle or shotgun, possession of explosive,

	incendiary device, non-lethal firearm, possession of weapon other than firearm, possession, use, or distribution of alcohol, violation of school rules, theft of property, vandalism/damage of property, bomb threat, other type of threat, bullying, fighting, sexual harassment, assault of teacher or staff, assault of student, sexual assault, aggravated assault of teacher or staff, aggravated assault of student, homicide
Classification	
LEAPS Participant	Indicates participation in the Lottery for Education: Afterschool Program (LEAPs) provided under T.C.A. § 49-6-702
21 st CCL Participant	Indicates participation in the 21 st Century Community Learning Centers program
Active Duty Military Dependent	
National Guard Military Dependent	
Reserve Military Dependent	
Juvenile Court Referral	
Alternative	
Fee Based	
Adult	
Head Start Funded	
Locally Funded	
Homeless	Identifies if student is served by federal McKinney-Vento funds at any time during the school year.
Migrant	
Residential Mental Health Program	
Economically Disadvantaged	
Private	
Voluntary Expansion	
Regular	
Title I	
Even Start Funded	
Imagination Library	
Free Lunch	
Instructional Assistance (Services)	
Math	
Reading/Language Arts	
Science	
Social Studies	
Vocational	
Other	
Support Assistance (Services)	
Health	
Dental	
Eye Care	

Guidance	
Advocacy	
Other	
Club Membership	Indicates clubs that the student may belong to along with dates of membership.

ETiger

System Description/Purpose: ETiger allows the department to collect data pertaining to Career & Technical Education (CTE). In general, student demographic and enrollment information is migrated from EIS to ETiger. CTE directors and teachers at the local level input CTE specific data into the ETiger system.

Justification/Authority: Section 113 of The Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq.) requires that recipients of grant funds “establish and support state and local performance accountability systems... to assess the effectiveness of the state and the eligible recipients of the state in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.” In order to comply with this section, the department established the ETiger system.

Student-level Data: ETiger includes the following data elements.

Data Element	Description
Name	
Race/Ethnicity	
Gender	
State ID	
Grade	
Indicator for Student with Disability	Perkins Act Title I, Section 113, 2A requires that “each eligible agency that receives an allotment disaggregate data for each of the indicators of performance under subsection (b)(2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act. Section 3(29) defines special populations as individuals with disabilities, individuals from economically disadvantaged families, including foster children, individuals preparing for non-traditional fields, single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency
Indicator for Students with Limited English Proficiency	
Indicator for Migrant	
Indicator of Foster Child	
Indicator of Single Parent	
Concentrators	A concentrator is a CTE student who earns three credits in a program of study or a career cluster. When a student earns the third credit in a CTE course, the teacher will be able to indicate that this student is a concentrator in one of the concentrator areas. For a list of programs of study and career clusters refer to the following link .

Student Certificates	Indicator representing if the student earned a certificate
Competency Rubric Data	Student performance is determined by evaluation on the Tennessee Career and Technical Education, Competency Rubric
Dual Credits & Dual Enrollment	
Earned Credits	Number of CTE subjects or courses for the purpose of determining program of study
Class Data Attestations	CTE Director attests the data submitted by their teachers

Measure Tennessee

System Description/Purpose: In 2010, through its Race to the Top application, the state proposed a longitudinal data system, since named Measure Tennessee. Measure Tennessee centralizes data already collected by three partner state agencies: the Tennessee Department of Education (TDOE), the Tennessee Higher Education Commissioner (THEC), and Tennessee Department of Labor and Workforce Development (TDLWD). Measure Tennessee will provide a longitudinal look at education performance from early childhood to K-12, through postsecondary, and into the workforce. Through Measure Tennessee, partner agencies produced integrated data dashboards that will allow users to view how well K-12 district and schools prepare their students for post-secondary education. In addition, users will be able to evaluate how well students attending post-secondary institutions prepare their students for careers.

It is important to note that the longitudinal data system does not involve the collection of any new data. All of the data elements that are part of the state's longitudinal data system have been collected by the partner agencies prior to the implementation of Measure Tennessee for the purposes of state and federal reporting and analysis. The purpose of Measure Tennessee is to centralize and link data longitudinally. Collection, linking, reporting, and data sharing policies are subject to all applicable federal and state laws.

Justification/Authority: Tennessee's receipt of the Race to the Top Grant award required the state to implement the longitudinal data system as stated above and T.C.A. §49-1-209 provides the commissioner with the legal authority to manage data collected from local school districts. T.C.A. §49-1-209 authorizes the commissioner of education to prescribe a management information system through which local school systems maintain, record and report information to the department and information for internal school and system management.

Student-level Data: TDOE submits only data that has been previously collected for the purposes of federal or state reporting to Measure Tennessee. Data elements are collected at the local level when students register for school, entered into local student information systems and then migrated to the state's education information system. Data elements collected and submitted to Measure Tennessee from TDOE include the following elements for students: name; student identifier; demographics (race, gender, economically disadvantaged status, English Language Learner status, special education status); enrollment data (district and school, dates of enrollment or withdrawal, completion or withdrawal codes); attendance data; assessment results; discipline records; and whether the student participated in career and technical education services or special education services. The list provided in the section about the state's Education Information System (EIS) covers Measure Tennessee as well.

The Tennessee Higher Education Commission (THEC) submits data collected at the point of class registration or the point of application for student financial aid at the institution level. Data collected includes name; student number; demographics; admission criteria; enrollment records; credit accumulation; information from the national clearinghouse on student enrollment in out-of-state post-secondary institutions; and student financial aid information. In addition, data that identifies the higher education institution is submitted to the system. Finally, THEC submits data from the teacher preparation institution report card.

The Tennessee Department of Labor and Workforce Development (TDLWD) includes data on unemployment claims; wages; adult education/GED; workforce investment; job services; trade; and labor market statistics into the Measure Tennessee system.

Safe & Supportive Schools

System Description/Purpose: The overall mission of the Safe and Supportive Schools Project is to ensure safe and supportive learning environments, thereby increasing academic success for all students. The US Department of Education awarded the Tennessee Department of Education a discretionary grant to support district and school measurement of perceptions, engagement, safety, and environment so that districts and schools can make interventions to improve conditions for learning. Currently 27 school districts participate in the survey and program.¹⁴ The safe and supportive schools data system is maintained and developed to administer, collect, analyze, and report survey instruments and survey data.

Justification/Authority: T.C.A. §49-1-209 provides the commissioner with the legal authority to manage data collected from local school districts. T.C.A. §49-1-209 authorizes the commissioner of education to prescribe a management information system through which local school systems maintain, record and report information to the department and information for internal school and system management. This discretionary grant requires states to compile the data collected by LEAs; LEA participation is fully optional.

Student-level Data: The survey administered assesses three dimensions: engagement, safety, and environment. Within the engagement dimension of the survey, student perceptions are measured on relationships with peers, staff leadership, how well the student feels connected with the school, school participation, and parental involvement. Within the safety dimension of the survey, student perceptions are measured on acceptance of differences, freedom from bullying and harassment, bullying reporting, physical safety, freedom from substance abuse, and personal substance use. Within the environment dimension of the survey, student perceptions are assessed on how well rules are enforced at their school along with how motivated or challenged they are by their school work.

The 2013-14 Tennessee School Climate Instrument measurement dimensions, components, and items can be found on the department's Safe and Supportive Schools website.¹⁵

¹⁴ The following districts participate in the program: Anderson, Campbell, Claiborne, Dickson, Dyersburg, Franklin County, Gibson, Giles, Greene, Hamilton, Hawkins, Haywood, Henry, Madison, Kingsport, Knox, Lawrence, Lincoln, Meigs, Metro Nashville, Putnam, Roane, Sumner, Trenton, White, Wilson, Alvin C. York.

¹⁵ The middle school and high school surveys can be found at the following link:
<https://www.safeschoolstn.org/Resources/Index>.

Tennessee Education Intervention Data System (TEIDS)

System Description/Purpose: The Tennessee Early Intervention System (TEIS) links families with support and services to help them work with children that have a disability or that are developmentally delayed. The program manages the Tennessee Early Intervention Data System (TEIDS), a web-based system that collects data on infant and toddlers from birth through two years of age with developmental delays or disabilities and their families. TEIDS is used to collect and monitor data on eligible¹⁶ children that have a disability or are developmentally delayed¹⁷, birth through two years of age, as they move through the educational system. TEIDS provides information in order to comply with federal and state compliance reporting. In addition, an Individualized Family Service Plan (IFSP) is completed for the child and stored in the TEIS.

Justification/Authority: TEIS is a federal and state funded program through the Individuals with Disabilities Education Act (IDEA), Part C. (U.S.C. 1471-1485).

T.C.A. § 49-10-702 authorizes the state board of education to “plan and develop a statewide system of coordinated, comprehensive and multidisciplinary, interagency programs for infants and toddlers with disabilities and their families.” In addition § 49-10-702(14) calls for “a system for compiling data on the number of infants and toddlers with disabilities and their families in this state in need of appropriate early intervention services, which may be based on a sampling of data, the numbers of infants and toddlers and their families served and the types of services provided, which may be based on a sampling of data.

Student-level Data: TEIDS includes the following data elements.

Data Element	Description
Child Demographics	
Name	
Social Security Number	Parent may choose not to provide
Date of Birth	
Gender	
Race	
Residence	
Language	
Local LEA	
Siblings	
Contact Information	
Notification	
Referral Source	
Previous Screening or Service	
Contact Dates	

¹⁶ A child is eligible for TEIS services if the child is diagnosed with a certain disability or if the child test results show that they have a 25% delay in two major developmental areas- motor, communication, cognitive, social, or adaptive, or a 40% delay in one of the two areas.

¹⁷ Developmentally delayed means that a child is far behind other children in one or more major skill areas: motor, communication, cognitive, social, or adaptive.

Screenings	
Procedures	
Agencies	
Results	
Health	
Primary Care Physician	
Medications	
Health Forms	
Immunizations	
Parental	
Name	
Address	
Relationship to the Child	
Contact Information	
Occupation	
Employer	
Education Level	
Date of Birth	
Financial	
Private Insurance/Public Insurance	
Contact	
Communication Details with the Family	
Evaluation	
Assessment information on health, vision, hearing, and developmental areas such as motor, cognitive, communication, self-help, and social-emotional.	
Eligibility	
Diagnosed conditions and developmental evaluations	
Transitional	
Meeting details on transferring child to local education agency and exiting information	
Child Outcome	Child assessment information before and after the TEIS Program
Individualized Family Service Plan (IFSP)	Complete breakdown of IFSP listing family concerns, family resources, meeting information, development levels, goals and services planned and delivered

Tennessee Meals, Accounting, and Claiming (TMAC)

System Description: The Tennessee Meals, Accounting and Claiming (TMAC) system is used to gather all information required for the operation of the following programs: National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Summer Seamless Program, and Fresh Fruit and Vegetable Program. It allows school districts and school food authorities, including residential and child care institutions, to apply for the programs, download data and materials necessary to operate the program, apply for monthly reimbursement, complete verification, share data for administrative reviews, and submit financial data.

Parents and guardians complete forms at the local level for free or reduced priced lunch. Students receive free or reduced priced lunch based on family income. Students whose families participate in the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Medicaid; who are part of the foster care system; or who are classified as homeless, migrant, or runaway by their local district automatically receive free lunch.

Justification/Authority: 42 U.S.C. 1857¹⁸ authorizes participating state educational agencies to disburse funds for the school lunch program. The state takes into account need and attendance and determines eligibility in the school lunch program.

42 U.S.C. 1769(c) requires state educational agencies to comply with nutritional requirements, ensure compliance through reasonable audits and supervisory assistance reviews, and make audits and final results of audits public on request in an easily understood manner.

T.C.A. § 49-6-2302(b) requires that each school board establish a school lunch program in every school under its jurisdiction. T.C.A. § 49-6-2303 gives the commissioner of education the authority to recommend and adopt rules to the state board of education for the lunch and breakfast program. T.C.A. § 49-6-2303(5) authorizes “the establishment of a uniform reporting system for the collection and compilation of data” for the lunch and breakfast programs.

State Board of Education Rules Chapter 0520-1-6, Child Nutrition Programs, adopts the federal regulations which govern child nutrition programs, outlines the schools eligible to receive federal assistance for child nutrition programs, and the minimum requirement for each participating school.

Student-level Data: The Tennessee Meals, Accounting, and Claiming system does not collect any new data elements, but makes the following data elements available to local districts for the purpose of identifying students’ eligibility for school meal programs, based on their participation in other programs including SNAP, TANF, Medicaid, and foster care. The data elements made available based on the participating program are included below.

¹⁸ <http://www.fns.usda.gov/sites/default/files/NSLA.pdf>

SNAP & TANF	Medicaid	Foster Care
County Code	County Code	County Code
Student Social Security Number	Student Social Security Number	Student Social Security Number
Student Name	Student Name	Student Name
Case Number	Date of Birth	Case Number
Date of Birth	Guardian Name	Date of Birth
Guardian Name	Address	Guardian Name
Address	City	Address
City	State	City
State	Zip	State
Zip	Monthly Income	Zip
Indicator of SNAP or TANF	Indicator of ability to use this as a verifier	
	Case file	