2022-23 State Report Card Technical Document

Updated: February 2024

Contents

1. Introduction

The 2022-23 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 2022-23. Some Report Card metrics are lagged by one year due to data availability. For the 2022-23 Report Card, these lagged metrics, including Graduation Rate, *Ready Graduate* Rate, Dropout Rate, Post-Secondary Enrollment, Average ACT Composite scores, and Career and Technical Education (CTE) Concentrator Rate, represent the data from the cohort of students who graduated high school in 2021-22. 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 2022-23 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 2022-23 Federal Accountability Protocol, and the 2022-23 School Letter Grade Protocol and Appeals Guide 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 (School and District pages only)
- Student Enrollment Information
- Distinctions (School and District pages only)
- Staff: staffing assignment, teacher retention
- Finance: BEP Expenditures (2021-22 for the current release. 2022-23 expenditure information will be updated later in 2024), 2023-24 TISA allocations (District pages only), 2023-24 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 2022-23 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.
2. Include only schools that are classified as active as of the 2022-23 school year.
3. Exclude private schools and districts with school or district numbers greater than 9000.
4. Exclude the following state agency districts that are not included in the Report Card:
   - Department of Corrections (971)
   - Department of Mental Health (972)
   - Public/Private School System (990)
5. Exclude all homeschool or homebound schools with school numbers equal to 981 or 975.

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 2022-23 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 4.5 of the 2022-23 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 4.6 of the 2022-23 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 2022-23 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](#).
2. Include only districts that are classified as active as of the 2022-23 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 Leaners (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 2022-23 Federal Accountability Protocol.

Data Source: Accountability Files (Available on [Data Downloads](#)); designation lists available on 2023 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 2022-23 school year, address, and contact information for the Tennessee Department of Education. This information is presented at the top of the About The State webpage, and a message from the Commissioner 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
- Students with a parent who is on active 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: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS in June 2023. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
2. Include only primary enrollment student records where the type of service is equal to primary.
3. Exclude any record for which the student is not enrolled on October 1st of the academic year. These excluded students are identified as:
   - Students whose enrollment date is after October 1st of the academic year.
   - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment is less than or equal to one day. This includes:
   - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
   - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
5. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
6. Exclude any students who do not have a district or school number.
7. If a student had multiple records with different enrollment beginning dates, include only the record with the most recent enrollment date.

8. If a student had multiple records with the same enrollment beginning dates but multiple enrollment end dates, include only the record with a null enrollment end date (indicating that the student was enrolled though the end of the year). If no enrollment end dates are null, keep the record with the latest enrollment end date.
9. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
10. If a student had multiple records with the same enrollment beginning date, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
11. If a student had multiple records with the same enrollment beginning dates, enrollment withdrawal dates, grade enrollment dates, and grade levels but different demographics (i.e., economically disadvantaged status), keep the affirmative demographic.
12. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: student race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in Section 2.2.1 in the 2022-23 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.

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

1. Extract the December 1st, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass, including variables outlined in Appendix C.
2. Exclude any educators who are classified as inactive.
    a. If an educator is under Partial Year Exemptions (PYE) but identified as inactive on December 1st and Year End report, change their status to active and include them in the staffing count.
    b. If an educator is staffed in Staff assignment and identified as inactive on December 1st and Year-end report, change their status to active.
3. Classify educators into staffing roles according to the table provided in Appendix F. Any educators who have multiple types of staffing roles are counted towards the Multiple Roles group.
4. Remove any duplicates in terms of educator records.
5. Calculate for schools, districts, and the state by totaling the number of educators overall and for staffing role.

Data Source: Educator Universe data set (comprised of educator records from the TNCompass, December 1st Report, TNCompass Year-End Report, TNCompass Staff Assignments report, and TNCompass Evaluation Scores by Educator report) (**Not available for public release**)

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2.7.2. Student-to-Staff Ratio

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

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

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

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

1. Extract the December 1st, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass, including variables outlined in Appendix C.
2. Exclude any educators who are classified as inactive.
   a. If an educator is under Partial Year Exemptions (PYE) but identified as inactive on December 1st and Year End report, change their status to active and include them in the staffing count.
   b. If an educator is staffed in Staff assignment and identified as inactive on December 1st and Year-end report, change their status to active.
3. Classify educators into staffing roles according to the table provided in Appendix F. Any educators who have multiple types of staffing roles are counted towards the Multiple Roles group.
4. Remove any duplicates in terms of educator records.
5. Calculate for schools, districts, and the state by totaling the number of educators overall and for staffing role.

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

1. Extract student enrollment data from EIS including all students who were enrolled at any point during the academic year and variables as described in Appendix B, with exceptions of the following: disciplinary action type, disciplinary begin date, disciplinary end date, disciplinary offense date, and disciplinary primary reason. Data were extracted from EIS in June 2023. Enrollment totals for schools, districts, and the state reflect enrollment data in EIS as of that date.
2. Include only primary enrollment student records where the type of service is equal to primary.
3. Exclude any record for which the student is not enrolled on October 1st of the academic year. These excluded students are identified as:
   - Students whose enrollment date is after October 1st of the academic year.
   - Student whose enrollment withdrawal date is on or before October 1st of the academic year.
4. Exclude students whose enrollment is less than or equal to one day. This includes:
   - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
   - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.
5. Exclude enrollment records with missing grade assignment or grade assignment equal to PK, P3, P4, or N.
6. Exclude any students who do not have a district or school number.
7. If a student had multiple records with different enrollment beginning dates, include only the record with the most recent enrollment date.

8. If a student had multiple records with the same enrollment beginning dates but multiple enrollment end dates, include only the record with a null enrollment end date (indicating that the student was enrolled though the end of the year). If no enrollment end dates are null, keep the record with the latest enrollment end date.
9. If a student had multiple records with the same enrollment beginning date and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date that occurs before October 1st of the academic year.
10. If a student had multiple records with the same enrollment beginning date, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
11. If a student had multiple records with the same enrollment beginning dates, enrollment withdrawal dates, grade enrollment dates, and grade levels but different demographics (i.e., economically disadvantaged status), keep the affirmative demographic.
12. Calculate for schools, districts, and the state by totaling the number of students overall and for each student group highlighted in step #1 above. Note: Student Race is determined based on the Hierarchy for Determining Reported Race/Ethnicity chart found in Section 2.2.1 in the 2022-23 Federal Accountability Protocol.

Data Source:

- Denominator: Educator Universe data set (*comprised of educator records from the TNCompass December 1st Report, TNCompass Year-End Report, TNCompass Staff Assignments report, and TNCompass Evaluation Scores by Educator report*) (**Not available for public release**)
- Numerator: EIS (Only available to school/district staff with access); 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 educators who were employed as educators during the previous academic year and were retained into the current academic year at a given school, district, or the state at-large.

Denominator: The denominator for teacher retention is equal to the total number of educators in the previous academic year (2021-22). The procedure for calculating the denominator is:

1. Extract the December 1st, Year-End, Staff Assignments, and Evaluation Scores by Educator reports from TNCompass including variables outlined in Appendix C.
2. If needed, update assignment codes for 2021-22 and 2022-23. More information is provided in Appendix F.
3. Exclude any educators who are classified as inactive.
   a. If an educator is under Partial Year Exemptions (PYE) but identified as inactive on December 1st and Year End report, change their status to active and include them in the staffing count.
   b. If an educator is staffed in Staff assignment and identified as inactive on December 1st and Year-end report, change their status to active.
4. Exclude any educators who are new in 2022-23 (i.e., these educators appear in the 2022-23 file but not the 2021-22 file).
5. Calculate the denominator for schools, districts, and the state by totaling the number of teachers.

Numerator: The numerator for teacher retention is equal to the total number of educators who appear in the 2021-22 academic year as well as the 2022-23 academic year files. The procedure for calculating the numerator is:

1. Begin with the file compiled for the denominator as outlined above.

2. Identify educators who are present in both the 2021-22 and 2022-23 academic years. These educators are identified as retained.
3. Calculate the numerator for schools, districts, and the state by totaling the number of educators identified as retained.

Teacher Retention Rate: The educator retention rate is calculated as the total number of educators who appear in the 2021-22 and 2022-23 files (as outlined in the numerator section) divided by the total number of educators who appear in the 2021-22 file (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: Educator Universe data set (*comprised of educator records from the TNCompass December 1st Report, TNCompass Year-End Report, TNCompass Staff Assignments report, and TNCompass Evaluation Scores by Educator report*) (**Not available for public release**)

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

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
- 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
  - 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 2022-23 School Letter Grade Protocol and Appeals Guide.

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 2.2.2.1 of the 2022-23 School Letter Grade Protocol and Appeals Guide.

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 2.2.2.2 of the 2022-23 School Letter Grade Protocol and Appeals Guide.

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 2022-23 Report Card, this metric reflects the performance of students in the 2023 graduating cohort, verified by districts in November-December 2023.

For information on data sources for this indicator, college & career level calculations, and business rules, please see section 2.3.1 of the 2022-23 School Letter Grade Protocol and Appeals Guide.

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 3.2 of the 2022-23 School Letter Grade Protocol and Appeals Guide.

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 2.1.1 in the 2022-23 School Letter Grade Protocol and Appeals Guide.

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

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

3.2.1.2. *School State Achievement Rate by Subject Area*

The English Language Arts (ELA), Math, Science, and Social Studies achievement rates indicate the proportion of valid tests on which students scored "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 2.1.1 in the 2022-23 School Letter Grade Protocol and Appeals Guide.

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

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 2023 (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 2.1.1 in the 2022-23 School Letter Grade Protocol and Appeals Guide.

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

Data Source: Accountability Files – District-level 2023 (Available on Data Downloads)

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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 2.1.1 in the [2022-23 School Letter Grade Protocol and Appeals Guide](#). 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 2023 (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 2.1.1 in the [2022-23 School Letter Grade Protocol and Appeals Guide](#).

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

Data Source: Accountability Files – State-level 2023 (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 2022-23 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](#) as well as [Section 2.4.6](#) of the 2022-23 Federal Accountability Protocol.

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

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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 2022-23.

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

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

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 contract, 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 Accountability files (Available on the Accountability Application)

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 of Education Graduation Requirements Rules 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 Rules 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 2022-23 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. 2022 graduating cohort data will be used to calculate Dropout rate for the 2023 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
- Students with a parent who is on active military duty
- Female students
- Male students

Additional information for identifying students in these student groups can be found in Appendix B.

Data Source: Report Card Data Files (Available on Data Downloads)

3.4.3.   Postsecondary

Postsecondary Enrollment rate reflects the percentage of on-time graduates as defined by the Tennessee graduation rate[1] who enroll in a postsecondary institution in the fall immediately following their graduation. This is reported overall and by postsecondary institution type, including four-year institutions, community colleges, and technical colleges. Note that this metric is lagged one year on the Report Card to align with the district and school accountability protocol processes. 2022 graduating cohort data will be used to calculate Postsecondary Enrollment rate for the 2023 Report Card.

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

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

Additional information for identifying students in these student groups can be found in Appendix B.

Denominator: The denominator is the total number of students who were included in the graduating cohort and graduated on time. The procedure for calculating the denominator is:

1. Start with the student-level graduation cohort file used to calculate 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 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 the fall immediately following their graduation. The procedure for calculating the numerator is:

1. Begin with the denominator file and include only students who are on-time graduates (and thus included in the denominator file).
2. Merge in student postsecondary enrollment 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:
   - The Tennessee public institutions files, which is created from the THEC data systems and includes enrollment for in-state, public four-year universities, community colleges and technical colleges, AND
   - The National Student Clearinghouse (NSC) file, which includes enrollment in out-of-state and private institutions for the fall following high school graduation.
3. If a student appears as enrolled in multiple postsecondary institutions, prioritize enrollment captured in the THEC data file.
4. If a student appears as enrolled in multiple postsecondary institutions, keep the enrollment according to the following hierarchy:
   - Keep the enrollment in a four-year institution.

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

- 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[2]

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 2022 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 2022-23 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

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[2] The postsecondary enrollment rate included in Report Card is calculated using business rules that are different from those employed for the metrics in the annual [College Going Report](#) published by the Tennessee Higher Education Committee (THEC). For example, students with completion type 8 are not included in the postsecondary enrollment rate reported by THEC. Similarly, while THEC's postsecondary enrollment rate includes students who enrolled in postsecondary institutions the summer and fall term following graduation, the same metric in Report Card includes students who enrolled in the fall term only. Therefore, there are differences in the postsecondary enrollment rates reported by the department and THEC.

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

Additional information for identifying students in these student groups can be found in Appendix B.

Data Source: Ready Graduate Files (Available on Data Downloads)

3.5.2. District Ready Graduate

The district *Ready Graduate* rate is calculated by dividing the number of on-time graduates from the 2022 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 2022-23 Federal Accountability Protocol.

Data Source: 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. 2022 graduating cohort data will be used to calculate *Ready Graduate* rate for the 2023 State Report Card.

$$\text{Ready Graduate Rate } = \frac{\text{\# graduates[3] meeting at least one Ready Graduate criterion}}{\text{\# students in the graduating cohort}} * 100$$

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[3] 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.

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: 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. 2022 graduating cohort data will be used to calculate Average ACT Composite and Subject-Level Scores for the 2023 Report Card.

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

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

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

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

3.6.2.   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 2022 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 Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Students in the super subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

For calculation details and business rules, please see Section 3.5 of the 2022-23 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 2022 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
  - o   Overall Federal Success Rate
  - o   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).

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

For school accountability success rate calculations and business rules, please see Section 3.3 of the 2022-23 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 2023 (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 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).

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

Additional information for identifying students in these student groups can be found in Appendix B.

Data Source: Assessment Files – School-level 2023 (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)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

For district federal success rate by grade band calculations and business rules, please see [Section 5.3.2](#) of the 2022-23 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 2023 (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 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).

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	US 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)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students

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

Additional information for identifying students in these student groups can be found in Appendix B.

Data Source: Assessment Files—District-level 2023 (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 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)
- English Language Learners (EL)
- Students with Disabilities (SWD)
- Super Subgroup
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students

Data Source: Assessment Files—State-level 2023 (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, US 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)
- English Language Learners (EL) (including Transitional 1-4)
- Students with Disabilities (SWD)
- Asian students
- American Indian or Alaska Native students
- Black or African American students
- Hispanic students
- Native Hawaiian or Pacific Islander students
- White students
- Foster students
- Homeless students
- Migrant students
- Students with a parent on active military duty

Additional information for identifying students in these student groups can be found in Appendix B.

Data Source: Assessment Files—State-level 2023 (Available on Data Downloads)

3.8.5. TCAP Participation Rate

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

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

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

For TCAP participation rate calculation details and business rules, please see Section 3.1 of the 2022-23 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
- Male Students
- Female 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 4.4.3 of the 2022-23 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 5.3.3 of the 2022-23 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
- Male Students
- Female 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
- Male Students
- Female 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 Suspension Rate:** The in-school suspension rate represents the percentage of students who received at least one in-school suspension.
- **Out-of-School Suspension Rate:** The out-of-school suspension rate represents the percentage of students who received at least one out-of-school suspension.
- **Expulsion Rate:** The expulsion rate represents the percentage of students who received at least one expulsion.

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

Disciplinary rates are reported for the following student groups:

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

Additional Information for identifying students in these student groups can be found in Appendix B.

The steps below outline the procedure by which each of the disciplinary rates are calculated. All rates are suppressed according to the 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. Enrollment data for discipline calculations was extracted from EIS in June 2023. Discipline totals for schools, districts, and the state reflect students enrolled as of that date.
2. Include only primary enrollment student records in which the type of service is equal to primary.
3. Exclude students whose enrollment is less than or equal to one day. This includes:
   - Students whose enrollment begin date is equal to or greater than the student's enrollment end date, OR
   - Any student whose enrollment begin date and enrollment end date encompass exactly one instructional day.

4. Exclude students who were identified only with assignment grade equal to PK, P3, P4, N, or some combination of these. If a student has multiple records with different assignment codes, only the records with assignment codes from the list above are excluded.
5. If a student has multiple records within the same district and school but different enrollment beginning dates, include only the record with the most recent enrollment date.
6. If a student has multiple records within the same district, school, and enrollment beginning dates but has multiple enrollment withdrawal dates, include only the record with a null withdrawal date (indicating that the student was enrolled through the end of the year). If no withdrawal dates are null, keep record with the latest withdrawal date.
7. If a student has multiple records within the same district, school, enrollment beginning dates, and enrollment withdrawal dates but different grade levels, include only the record with the most recent grade enrollment date.
8. If a student has multiple records within the same district, school, enrollment beginning dates, enrollment withdrawal dates, and grade enrollment dates but multiple grade levels, include only the record with the highest grade level.
9. If a student has multiple records within the same district, school, enrollment beginning dates, enrollment withdrawal dates, grade enrollment dates, and grade levels but different demographics (i.e., economically disadvantaged status, disability status, English learner status, race, ethnicity), keep the affirmative demographics.
10. If a student has multiple identical records in terms of the district identifier, school identifier, and student demographic information, keep only the first record.
11. Calculate the denominator for schools, districts, and the state by totaling the number of students in each entity level overall and for each student group.

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

1. Extract student 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 in June 2023. 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 incidence are a remand, keep only the remand.
   - If any of the punishments for a single incidence are an expulsion, keep only the expulsion.
   - If the punishments for a single incident are in-school and out-of-school suspensions, keep both incidents.
4. A student is considered to have received the respective discipline type if the student receives at least one instance of that specific type of discipline (i.e., in-school suspension). Furthermore:
   - Students cannot count multiple times if the student receives the same discipline type more than once (i.e., a student receives two in-school suspensions). This would count as only one incidence towards the in-school suspension rate.
   - Students can count towards different discipline types. For example, a student can receive an in-school suspension and out-of-school suspension and therefore be counted in both rates.
5. If a student has multiple identical records in terms of the district identifier, school identifier, discipline by type, and student demographic information, keep only the first record.

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

Disciplinary Rates: Specific disciplinary rates are calculated by dividing the total number of students who receive at least one instance of that particular type of discipline (as outlined in the numerator procedure above) by the total number 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 = $\frac{\text{\# of students who receive at least one in−school suspension}}{\text{number of students in the school, district, or state}}$ X 100

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

- Expulsion Rate = $\frac{\text{\# of students who receive at least one expulsion}}{\text{number of students in the school, district, or state}}$ X 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 toward 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 2022-23 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 toward 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 2022-23 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 State Board of Education Graduation Requirements Rules 0520-01-03-.06 provides 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. 2022 graduating cohort data will be used to calculate the Federal Graduation Rate for the 2022-23 Report Card.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 2022-23 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
- Female students
- Male students

Additional information for identifying students in these student groups can be found in Appendix B.

For calculation details and business rules, please see Section 5.3.4 of the 2022-23 Federal Accountability Protocol.

Data Source: Graduation Cohort Data Files (Available on Data Downloads)

Appendix A: 2022-23 State Report Card Suppression Rules

The following suppression rules will be applied for the 2022-23 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; or career and technical education programs of study 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 2022-23 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 2022-23 Federal Accountability Protocol and the 2022-23 School Letter Grade Protocol and Appeals Guide.
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. This will be denoted as "<5 teachers".
4. Metrics will be additionally suppressed and denoted the following ways:
   - District and state level percentages less than 1% will be shown as "<1%"
   - District and state level percentages 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 exception is the school graduation rate metric: graduation rates above 99% will be shown as ">99%".
   - When any metrics are suppressed, any other associated metrics with the suppressed metric will also be suppressed. For example, if any of the data for the achievement performance levels is suppressed, all other performance levels will also be suppressed. This will be denoted as "suppressed."

Appendix B: Education Information System Referenced Card

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

Variable	Description
Active Duty Military	This indicates that the student has a parent who is on active 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 equal to 1 refers to a regular diploma. Completion type equal to 11 refers to students who received a regular diploma with a foreign language waiver. Completion type equal to 12 refers to students who received a regular diploma with a fine arts waiver.
Disciplinary Action Type	This indicates the action taken for a rules infraction which is reported to the state. This can include in-school suspensions, out-of-school suspensions, expulsions, and remands. This value is extracted from the disciplinary action table in EIS.
Disciplinary Begin Date	This indicates the first full day of the disciplinary action. This value is extracted from the disciplinary action table in EIS.
Disciplinary End Date	This indicates the last day of the disciplinary action. This value is extracted from the disciplinary action table in EIS.
Disciplinary Offense Date	This refers to the actual date of the event that resulted in disciplinary action being taken. This value is extracted from the disciplinary action table in EIS.
Disciplinary Primary Reason	This refers to the reason the disciplinary action was taken against the student. Only the primary reason is to be reported to the state. This value is extracted from the disciplinary action table in EIS.
District Number	This number identifies the district area which includes all the schools that are situated within that area and are governed by a particular authority. This value is extracted from the district table in EIS.
Economically Disadvantaged	A student is classified as economically disadvantaged if their student record has any of the following flags: • J - Direct Certified Economically Disadvantaged • U - Runaway • H - Homeless • I – Migrant • FOS01 – Foster Care This value is extracted from the student classifications table in EIS.
English Learners	A student is classified as English Language Learner when English language background is English Learner (L) or Waived Direct Service ELs (W). Transitional 1 (1) and Transitional 2 (2) students are also included for Accountability indicators. This value is extracted from the instructional service period table in EIS.
Enrollment Beginning Date	This indicates the student's first day of attendance for school enrollment. This value is extracted from the instructional service period table in EIS.
Enrollment Withdrawal Date	This indicates the first date for which a student did not attend school due to a withdrawal. This value is extracted from the instructional service period table in EIS.

Variable	Description
Foster	This indicates that the student is in foster care services. This value is extracted from the student classifications table in EIS.
Gender	This indicates the student's gender. This value is extracted from the student table in EIS.
Grade Beginning Date	This indicates the first day that the student was assigned to his/her grade. This value is extracted from the instructional grade table in EIS.
Grade End Date	This indicates the last day that the student was assigned to his/her grade. This value is extracted from the instructional grade table in EIS.
Homeless	This indicates that the student is experiencing homelessness. This value is extracted from the student classifications table in EIS.
Instructional Program Description	This indicates the type of instructional program that the school provided. Examples of instructional program descriptions include: Regular, Pre-K-12, K-12, Career and Technical, Adult, Alternative. Career and Technical, Adult, and Alternative instructional programs are not included on the Report Card. This value is extracted from the School Directory.
Instructional Service Period Type of Service	This refers to the type of service provided to the student at the specific school. Valid values are: • "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 2022-23 Accountability Protocol. • Students can only count once towards the Black, Hispanic, or Native American student group. This value is extracted from the student race and ethnicity information in the student table in EIS.
School Event Date	This refers to the date that the instructional or non-instructional event will take place, including for example the attendance start date. This value is extracted from the school event table in EIS.
School Event Type	This refers to the type of instructional or non-instructional event taking place within a school. This value is extracted from the school event table in EIS.
School Number	This number identifies public schools within the school district. This value is extracted from the school table in EIS.
School Type	This indicates the type of school based on classifications in the School Directory.
School Year	This number is the four-digit school year during which instructional services are provided. This corresponds to the fall semester of the school year.
Student Key	This is a unique number that identifies each student. This value is extracted from the student table in EIS.
Students with Disabilities	A student is defined as a student with disabilities under all disability codes except gifted (03) and functional delay (16) regardless of disability level (primary and secondary). This value is extracted from the special education and disabilities classifications table in EIS.

Appendix C: TNCompass Referenced Variables

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

Variable	Description
District Number	This number identifies the area which includes all the schools that are situated within that area and are governed by authority.
School Number	This number identifies public schools within the school district.
License Number	This is the unique number that identifies licensed educators.
Assign	This indicates the staffing assignment code for each educator in the school or district.
Dec1status	This refers to whether the educator is active ("A") or inactive ("I") as of December 1st

Appendix D: School Directory Referenced Variables (School-Level)

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

Variable	Description
District No	This number identifies the area which includes all the schools that are situated within that area and are governed by authority.
District	This indicates the name of the district.
School No	This number identifies public schools within the school district.
School	This indicates the name of the school.
Status	This refers to if the school is active, pending, or inactive for a specific school year. Only active schools are included in the Report Card.
Title	This identifies the name of the principal of the school.
Email	This identifies the email address of the principal of the school.
Address, Address2, Address3, City, State, Zip Code	These fields comprise the street address for the specific school
Phone1	This indicates the phone number for the school.
Grade Levels	This lists the grades offered in the specific school.

Appendix E: School Directory Referenced Variables (District-Level)

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

Variable	Description
District No	This number identifies the area which includes all the schools that are situated within that area and are governed by authority.
District	This indicates the name of the district.
Status	This refers to if the district is active, pending, or inactive for a specific school year. Only active districts are included in the Report Card.
Title	This identifies the name of the Director of Schools for the district.
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.
Phone1	This indicates the phone number for the district.
Grade Levels	This lists the grades offered in the specific district.

Appendix F: Assignment Codes for Specific Staffing Roles

The table below includes the assignment codes and descriptions that are associated with each staffing role included on the Report Card.

Staffing Role	Assignment Codes	Description
Administrator	10, 11, 74, 75, 303, 306, 316, 362, 363, 392	Superintendent, Assistant Superintendent, Special Education Principal, Special Education Supervisor, Principal, Assistant Principal, Supervisor of Instruction, CTE Supervisor, CTE Principal, Federal Supervisor
Instructional Coach	308	Instructional Coach
Counselor	340	Counselor
Interventionist and Reading Specialist	99, 309	Reading Specialist, Interventionist (RTI)
Librarian	331	Librarian
Other School Professionals	9, 13, 15, 21, 35, 39, 72, 78, 93, 96, 97, 98, 117, 301, 318, 333, 334, 337, 350, 367, 399	Finance, Human Resources, Transportation, Materials Supervisor, Food Service Staff, Technology Staff, Special Education Related Services, School Nurse, School Improvement & Accountability, School Curriculum Coordinator, Junior ROTC, School Health Coordinator, Substitute, Non-Instructional and Other Support Staff, Attendance Staff, Testing and Assessment Personnel, Computer Science, Physical Education, Active-Duty Military, Student Data Management, Other Instructional - System Wide
School Service Professionals	22, 26, 376, 377	School Psychologist, Social Worker, Speech Specialist, Audiologist / Hearing Specialist
Teacher	61, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 118, 319, 320, 327, 328, 343, 360, 368, 390, "6A", "6B", "6C", "6D", "6E", "7A", "7B", "7C", "7D", "7E", "8A" "8B", "8C", "8D", "8E", "HA", "HB", "HC", "HD", "HE", "HF", "HG"	CTE Teacher, Pre-K Teacher, Kindergarten Teacher, Grade 1 Teacher, Grade 2 Teacher, Grade 3 Teacher, Grade 4 Teacher, Grade 5 Teacher, Grade 6 Teacher, Grade 7 Teacher, Grade 8, Teacher, Grade 9 -12 Teacher, Adult Education Personnel, Homeschool Instructor, World Language Teacher, Music Teacher, Art Teacher, ESL Teacher, CTE Teacher, Special Education Teacher, Federal Teacher

Appendix G: Report Card Metrics Overview

The State Report Card provides data on a number of 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 • Students with Active Duty Military Parents • 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
		Finance- 2021-22 BEP Expenditures	• Per-Pupil Expenditures • Revenues by Source • Total Expenditures • Total Expenditures Over Time
		Finance- 2023-24 TISA Calculator	• Estimate of TISA Funding Amount per Student
	Performance Metrics	School Letter Grades	• School Letter Grade For each indicator included (Achievement, Growth, Highest Need Student Group Growth, College & Career Readiness): • Indicator Level • Indicator Letter Grade • 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 Rate by Entity • Achievement Rate by Student Group • Achievement Rate by Racial/Ethnic Group
		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

		Growth	• Overall Growth
			• Overall Growth by Student Groups and Racial/Ethic Groups
			• Growth by Subject
			    o Growth by Subject: ELA
			    o Growth by Subject: Math
			    o Growth by Subject: Science
			    o Growth by Subject: Social Studies
			    o 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 Over Time
		Ready Graduate – *Ready Graduate* (High Schools Only)	• *Ready Graduate* Rate • *Ready Graduate Rate* by Entity • *Ready Graduate* Rate by Student Group • *Ready Graduate* Rate by Racial/Ethnic Group • *Ready Graduate* Rate Over Time

			Ready Graduate – ACT (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
			Ready Graduate – CTE (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	• Success Rate • Success Rate by Student Group • Success Rate by Racial/Ethnic Group • Success Rate Over Time • TCAP Participation Rate by Entity • TCAP Participation Rate by Student Group • TCAP Participation Rate by Racial/Ethnic Group
			Federal Performance Metrics: Federal Success Rate- Federal Success Rate by Subject Area	Data for each tested subject area (math, ELA, science, and social studies): • Success Rate • Success Rate by Performance Level • Success Rate by Student Group • Success Rate by Racial/Ethnic Group • Success 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: Discipline	Data for In-School Suspension, Out-of-School Suspension, and Expulsion: • 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 Rate • English Language Proficiency Assessment Rate by Student Group • English Language Proficiency Assessment Rate by Entity

		English Language Proficiency Assessment (ELPA)	• English Language Proficiency Assessment Rate by Racial/Ethnic Group • 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 • Students with Active Duty Military Parents • 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
		Finance- 2021-22 BEP Expenditures	• Per-Pupil Expenditures • Revenues by Source • Total Expenditures • Total Expenditures Over Time
		Finance- 2023-24 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 Racial/Ethnic Group (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)
		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 Over Time
		Ready Graduate – Ready Graduate	• *Ready Graduate* Rate • *Ready Graduate Rate* by Entity • *Ready Graduate* Rate by Student Group • *Ready Graduate* Rate by Racial/Ethnic Group • *Ready Graduate* Rate Over Time
		Ready Graduate – ACT	• 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
		Ready Graduate – CTE	• 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 • Success Rate: Grades 3-5 • Success Rate: Grades 6-8 • Success Rate: Grades 9-12 • Success Rate by Student Group (3-5, 6-8, and 9-12) • Success Rate by Racial/Ethnic Group (3-5, 6-8, and 9-12) • 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 Racial/Ethnic Group (3-5, 6-8, and 9-12)
		Federal Performance Metrics: Federal Success Rate- Federal Success 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): • Success Rate (3-5, 6-8, and 9-12) • Success Rate by Performance Level (3-5, 6-8, and 9-12) • Success Rate by Student Group (3-5, 6-8, and 9-12) • Success Rate by Racial/Ethnic Group (3-5, 6-8, and 9-12) • Success Rate Over Time (3-5, 6-8, and 9-12)
		Federal Performance Metrics: Discipline	Data for In-School Suspension, Out-of-School Suspension, and Expulsion: • 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 Racial/Ethnic Group • 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 • Student Enrollment • Racial and Ethnic Groups • Black/Hispanic/Native American • Economically Disadvantaged • Students with Disabilities • English Learners with Transitional 1-4 • Foster • Homeless • Migrant • Students with Active-Duty Military Parents • 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
		Finance- 2021-22 BEP Expenditures	• Per-Pupil Expenditures • Revenues by Source • Total Expenditures • Total Expenditures Over Time
		Finance- 2023-24 TISA Allocations	• Total TISA Allocations • TISA Allocation Details
	Performance Metrics	State Achievement Rate- Overall State Achievement Rate	• Achievement Rate • Achievement Rate by Student Group • Achievement Rate by Racial/Ethnic Group
		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
		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 Over Time
		Ready Graduate – *Ready Graduate*	• *Ready Graduate* Rate • *Ready Graduate* Rate by Student Group • *Ready Graduate* Rate by Racial/Ethnic Group • *Ready Graduate* Rate Over Time
		Ready Graduate – ACT	• 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
		Ready Graduate – CTE	• CTE Concentrators Rate • CTE Concentrators Rate by Student Group • CTE Concentrators Rate Over Time
		Federal Performance Metrics: Federal Success Rate- Overall Federal Success Rate	• Success Rate • Success Rate by Student Group • Success Rate by Racial/Ethnic Group • Success Rate Over Time • TCAP Participation Rate • TCAP Participation Rate by Student Group • TCAP Participation Rate by Racial/Ethnic Group
		Federal Performance Metrics: Federal Success Rate- Federal Success Rate by Subject Area	Data for each tested subject area (math, ELA, science, and social studies): • Success Rate • Success Rate by Performance Level • Success Rate by Student Group • Success Rate by Racial/Ethnic Group • Success Rate Over Time
		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 Suspension, Out-of-School Suspension, and Expulsion: • 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 Racial/Ethnic Group • 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