

2023-24 Federal Accountability Protocol

Updated in April 2024

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Section 1: Document Intent and Overview

The 2023-24 Federal Accountability Protocol is the technical manual that outlines how the Tennessee Department of Education (department) and the State Board of Education (SBE) will fulfill the federal requirements to meaningfully differentiate schools based on student outcomes for the 2023-24 school year. [Appendix A](#) includes a table of terms and acronyms found throughout this document.

1.1 2023-24 Federal Accountability Updates

This document provides technical guidance for the 2023-24 federal accountability. For consistency, the federal accountability protocol is similar to past protocols regarding federal accountability framework, data sources, and accountability indicators and methodology. Throughout this document, callout boxes (like the one on the left-hand side) are incorporated in the relevant sections to highlight the key updates and provide clarifications on existing business rules. This section highlights the key adjustments made to the protocol and describes the implications for 2023-24 federal school accountability.

Callout Boxes

Throughout this document, callout boxes such as this will highlight updates and clarifications added to the protocol.

- **Use of TCAP Participation Rate in Accountability**

- Started in 2021-22, the department removed the 95 percent TCAP participation rate as a requirement for the evaluation of the Achievement indicator in response to the lingering effect of the COVID-19 pandemic. The same adjustment was in place in 2022-23 and will become permanent in 2023-24. That is, schools will receive a 0-4 rating for the Achievement indicator based on their performance regardless of their TCAP participation rate. However, schools with a participation rate less than 95% will have their success rate downward adjusted per ESSA § 1111(c)(4)(E). See [Section 3.3](#) for more information.

- **Accountable Assessments**

- The accountable assessments for the 2023-24 school year are unchanged from the 2022-23 school year except the department transitioned the alternate assessments for English language arts (ELA) and math from Multi-State Alternate Assessment to Dynamic Learning Maps (DLM). This transition **does not** affect how the ELA and math alternate assessments are used for accountability purposes. See [Section 2.1.1.2](#) for more information. More information regarding the accountable assessments are provided in [Section 2.1.1.1](#).

- **Attendance Codes Update**

- The department uses attendance data for the evaluation of the Chronically Out of School indicator. In 2023-24, two codes were retired and no longer used in EIS: Y (Absent Due to Quarantine) and Z (Absent Due to Quarantine or Self-Isolation; Unexcused). Please consult [Section 2.1.2.1](#) for the Chronically Out of School rate calculation. Schools and districts shall consult the EIS [website](#) for more guidance on how to use and report on attendance codes.

- **TVAAS Composites for Grade 3 Growth Measures**

- Starting in 2023-24, schools that have grade 2 assessments during the prior and current school year will receive the grade 3 growth scores, regardless of districts' grade 2 assessment status.¹ These schools' grade 3 growth scores will be used to calculate the TVAAS Combined Literacy and Numeracy composites, and **the better score** between the composite that includes the grade 3 growth score and the one that does not is used in accountability.
- Districts that opt out of grade 2 assessments will not have district-level a grade 3 growth measure even if some schools within the district may have grade 3 growth scores as discussed above. To receive a grade 3 growth score, district must opt to administer grade 2 assessments for both the prior and current school years.

- **Graduation Rate Cut Score Adjustment**

- Started in 2022-23, federal graduation rate is calculated per ESSA § 8101(25) to only count students who complete all required coursework in all subject areas and graduates with a regular diploma or an alternate academic diploma (AAD) within four years and a summer as a high school graduate in his or her original graduation cohort. Federal graduation rate systematically is lower than Tennessee graduation rate as it removes a subgroup of students from the numerator of the graduation rate calculation. For the 2023-24 federal accountability, the department adjusts the cut scores for the absolute performance pathway of the Graduation Rate indicator to mitigate the downward shift of the graduation rate across the state as a result of federal requirement on federal graduation rate reporting started in 2022-23. The adjusted cut scores are updated in [Section 4.4.4](#) for school accountability and [Section 5.3.4](#) for district accountability.

- **School Eligibility for CSI/Priority Identification**

- Starting in 2023-24, schools that are not eligible for CSI/Priority designations will be excluded from the denominator of the bottom 5 percent calculation for CSI/Priority identification. See [Section 4.2](#) for more detail.

¹ This scenario is likely to occur when charter schools transition between districts.

Section 2: Data Types and Preparations

2.1 Data Types

School accountability indicators encompass both test data and non-test data. This section discusses each data element used to inform school accountability.

2.1.1 Types of Test Data

Five types of test data are used in school accountability. Each type is discussed in the following subsections.

2.1.1.1 Tennessee Comprehensive Assessment Program

The Tennessee Comprehensive Assessment Program (TCAP) is the umbrella program of state assessments required by federal law, state statute, and state board rule which are administered by the department. These include students in grades 3-8 and students enrolled in end-of-course (EOC) tested subjects. Students in grades 3-8 take the TCAP achievement tests each spring across all subject areas, including ELA, math, science, and social studies.

Per federal regulation under ESEA section 1111 (b)(2) and ESEA section 1111(c), only ELA and math tests shall be included in the evaluation of the Achievement indicator and annual meaningful differentiation. USED also requires the accountable ELA and math tests to be a single, standards-aligned test administered to all students within the same cohort. The accountable assessments following federal guidelines are discussed below.

Accountable assessments for students in grades 3-8: Students in grades 3-8 take TCAP achievement tests each spring. For 2023-24 accountability:

- Math and ELA TCAP records in grades 3-8 are included in the performance (i.e., success rates) and participation rate calculations.
- Students from grades 6-8 who take an EOC exam² in the courses below are included in the middle school counts that correspond to that subject.
 - Middle school Algebra I, Geometry, Integrated Math I, and Integrated Math II records count as Math for school accountability calculations.
 - Middle school English I records count as ELA for school accountability calculations.
- If a student from grades 3-8 takes both TCAP grade-level exams and EOC exams for the same subject, the TCAP grade-level record is dropped from accountability calculations and replaced with the EOC record. Consult [Section 2.4.1](#) for more detailed information on data preparations.

Accountable assessments for students in grades 9-12: Under ESEA section 1111 (b)(2) and ESEA section 1111(c), the department will implement a 10th grade cohort model using Algebra I or Integrated Math I and English II as the accountable assessments for high school students for federal accountability purposes. The 10th grade cohort will

² Tennessee has a long history of offering three types of off-grade testing opportunities for students and families. First, middle school students as early as 7th grade may be enrolled and assessed in either of the two high school math course progressions offered in Tennessee (Algebra I, Geometry and Algebra II; or Integrated Math I, Integrated Math II, and Integrated Math III). Second, 8th grade students are eligible to be enrolled and assessed in the high school English I course or its equivalent. Third, middle school students in 6th or 7th grade are eligible to be administered more advanced middle school assessments. The department submitted an [off grade testing waiver](#) to USED in 2023 and received the approval which will allow Tennessee to continue such practice for the 2023-24 and 2023-24 school years.

include 10th grade students who are actively enrolled³ at the end of the spring testing window in 2023-24. These students' **first Algebra I or Integrated Math I test and English II test** obtained by the end of the spring testing window in 2023-24 will be included for accountability purposes. Exceptions may apply for accelerated students, English Learners students taking comprehensive courses, and students taking the alternative assessments or those working toward the alternate academic diploma; they are:

- For accelerated students who took English I in middle school, their **first English II** test taken by 10th grade will be used for accountability.
- For accelerated students who took Algebra I or Integrated math I in middle school, their **first math EOC test** taken in high school by 10th grade will be used for accountability.
- For English Learner students who took English Language Development (ELD) 10 in 10th grade and took English II in 11th grade will have their tests used during their 11th grade year.
- For students who are enrolled in comprehensive courses and took their **first Algebra I or Integrated Math I** and **first English II** in 11th grade in 2023-24, their tests are used for accountability.⁴
- For students who are on the AAD track and took **DLM ELA and DLM math** tests in 11th grade in 2023-24, their tests are used for accountability.⁵

Special case to be removed from the 10th grade cohort. Several scenarios will allow schools to remove students from the 10th grade accountable cohort.

- As discussed above, students who are in 10th grade in 2023-24 and are enrolled in comprehensive math and/or ELA courses on the last day of the appropriate testing window(s) **AND** do not have any prior EOC testing history will be removed from the 10th grade cohort. These students will be included in 2024-25 accountability when they take Algebra I or Integrated Math I and English II in 11th grade.
- As discussed above, students who are in 10th grade in 2023-24 and are enrolled in AAD math and/or ELA courses on the last day of the appropriate testing window(s) **AND** do not have any prior EOC testing history will be removed from the 10th grade cohort. These students will be included in 2024-25 accountability when they take DLM ELA and math in 11th grade.
- English learners who are actively enrolled in an ELD 10 course in 10th grade during the 2023-24 spring testing window and are enrolled in English II in 11th grade in 2024-25, districts can submit appeals to remove them from the 10th grade cohort. These students will be included in the 2024-25 10th grade cohort as 11th grade students, and their accountable ELA assessments will be included in the 2024-25 accountability.
- English learners who were enrolled in ELD 10 course in 10th grade during the 2022-23 spring testing window and were enrolled in English II in 11th grade in 2023-24 will be included in the 2023-24 10th grade cohort as 11th grade students, and their accountable ELA assessments will be included in the 2023-24 accountability.

³ With the cohort method, the enrollment is based on the school enrollment rather than course enrollment. Students will only be counted once; hence, students who repeat 10th grade will only be counted when they first enrolled in 10th grade. For instance, if a student first enrolled in 10th grade in 2022-23 and repeat 10th grade again in 2023-24, the student was included in the 2022-23 10th grade cohort.

⁴ The department uses course enrollment data to identify students who are enrolled in the comprehensive courses. For students who are in 10th grade, are enrolled in the comprehensive courses, **AND** do not have any prior EOC testing history by the end of 10th grade, they are removed from the 10th grade accountable cohort. Instead, students who are enrolled in the comprehensive courses in 11th grade in 2023-24, they are included in the accountable cohort.

⁵ The department uses course enrollment data to identify students who are enrolled in the AAD courses. For students who are in 10th grade, are enrolled in the AAD courses **AND** do not have any prior EOC testing history by the end of 10 grade, they are removed from the 10th grade accountable cohort. Instead, students who are enrolled in the AAD courses in 11th grade in 2023-24, they are included in the accountable cohort.

- Students who are medically exempted during the 2023-24 spring testing window will be removed from the 10th grade cohort (see [Section 2.4.1](#) for more information).
- Students who are actively enrolled in 10th grade during the 2023-24 spring testing window but have completed all coursework and earn credits equivalent to Algebra I and English II in a private (or out-of-state) school prior to enroll in a Tennessee public school may be removed from the 10th grade cohort. Schools serving these students shall submit appeals during the accountability appeals window to remove them from the 10th grade cohort. Schools must provide proper documentation, such as the results of tests equivalent to Algebra I or Integrated Math I and English II, or student transcripts from the prior school demonstrating the student had completed coursework equivalent to Algebra I and English II. The document must be sufficient to make the case of why it is inappropriate to administer the accountable assessments with the student during the 2023-24 testing window.
- Students who are in an out-of-state residential facility during the 2023-24 spring testing window can be removed from the 10th grade cohort (see [Section 2.4.1](#) for more information). Schools serving these students shall submit appeals with proper documentation during the accountability appeals window to remove them from the 10th grade cohort. More guidance will be provided prior to the open of the appeals window.

When calculating the participation rate, students' testing records are assigned to schools in which they are tested. For students who have their ELA and math testing records assigned to the same school in which they are actively enrolled in 10th grade on the last day of the testing window, their ELA and math tests will be included in the participation rate calculation for the school. For students who have their ELA and math testing records assigned to different schools, the test that is assigned to the schools in which they are actively enrolled in 10th grade during the time of spring testing will be included in the participation rate calculation. Below are examples of use cases. A student is actively enrolled in 10th grade in School A during the 2023-24 spring testing window, ...

- the student took Algebra I in 9th grade and English II in 10th grade in the same school. This student's Algebra I and English II tests will be included in the participation rate calculation for School A.
- the student took Algebra I in 8th grade in a middle school, took Geometry in 9th grade in School A, and took English II in 10th grade in School A. This student's Geometry and English II tests will be included in the participation rate calculation for School A.
- the student took English II in 10th grade in School A, but took Algebra I in 9th grade in School B. This student's English II test will be included in the participation rate calculation for School A. This student's Algebra I test will not be included in the participation rate calculation for either school.
- the student is enrolled in a comprehensive math and/or ELA course on the last day of the appropriate testing window(s)⁶ and does not have any prior EOC testing history. The student will be removed from the accountable cohort for the 2023-24 accountability.⁷
- the student is enrolled in an AAD math and/or ELA course on the last day of the appropriate testing window(s)⁸ and does not have any prior EOC testing history. The student will be removed from the accountable cohort for the 2023-24 accountability.⁹

Table 1 provides the use cases for high school participation rate calculation for 10th grade students who are actively enrolled in School A on the last day of the testing window.

Table 1. High School Participation Rate Scenarios

⁶ The testing window can be fall or spring depending on the student's course schedule.

⁷ This student will be included in the accountability cohort when they take the applicable accountable tests in 2023-24.

⁸ The testing window can be fall or spring depending on the student's course schedule.

⁹ This student will be included in the accountability cohort when they take the applicable accountable tests in 2023-24.

School in which the accountable ELA is taken	School in which the accountable math is taken	What will be included in the participation rate for School A?	What will be excluded from the participation rate for either school?
School A	School A	Math & ELA	None
School A	School B	ELA	Math
School B	School A	Math	ELA
School B	School B	None	Math & ELA

When calculating success rate, students' testing records are assigned to schools in which students spent at least 50% of the school year in the year they took the test (see [Section 2.3.2.1](#) for detail regarding 50% enrollment rule). Below are examples of use cases for a student who is actively enrolled in 10th grade in School A during the 2023-24 spring testing window:

- The student took Algebra I in 9th grade and spent **at least 50%** of the school year in School A. The student took English II in 10th grade and spent **at least 50%** of the school year in School A. This student's Algebra I and English II tests will be included in the success rate calculation for School A.
- The student took Algebra I in 9th grade and spent **at least 50%** of the school year in School A. The student took English II in 10th grade but spent **less than 50%** of the school year in School A. This student's Algebra I will be included in the success rate calculation for School A. This student's English II will not be included in the success rate calculation for School A.
- The student took Algebra I in 9th grade but spent **less than 50%** of the school year in School A. The student took English II in 10th grade but spent **less than 50%** of the school year in School A. This student's Algebra I and English II will not be included in the success rate calculation for School A.
- The student took Algebra I in 9th grade but spent **less than 50%** of the school year in School A. The student took English II in 10th grade and spent **at least 50%** of the school year in School A. This student's Algebra I will not be included in the success rate calculation for School A. This student's English II will be included in the success rate calculation for School A.
- The student took English II and Algebra II in 9th grade and spent **more than 50%** of the school year in School A in 2022-23. This student's Algebra II and English II are included in the success rate calculation.
- The student took English II and Algebra II in 9th grade and spent **less than 50%** of the school year in School A in 2022-23. This student's English II and Algebra II will be counted in the participation rate calculation for School A, but these tests will not be included in the success rate calculation for School A.

Table 2 shows the use case of high school success rate calculation for 10th grade students who are actively enrolled in School A on the last day of the testing window.

Table 2. High School Success Rate Scenarios

School in which the student spent at least 50% of the school year in the year they took ELA	School in which the student spent at least 50% of the school year in the year they took math	What will be included in the success rate for School A?	What will be excluded from the success rate for either school?
School A	School A	Math & ELA	None
School A	School B	ELA	Math
School B	School A	Math	ELA
School B	School B	None	Math & ELA

2.1.1.2 TCAP-Alternate (TCAP-Alt) Assessment

The TCAP Alternate (TCAP-Alt) Assessments are designed for students with significant cognitive disabilities and are based on alternative content standards. Starting 2023-24, the department will use the Dynamic Learning Maps (DLM)

Starting in 2023-24, DLM ELA and math tests will replace MSAA ELA and math tests.

ELA and math tests as the TCAP-Alt assessments. This transition has no implications on how the TCAP-Alt ELA and math tests are used in accountability.

A student's participation in the alternate assessment must be based on the decision of his or her Individualized Education Plan (IEP) team and must be documented in the IEP.¹⁰

- All students who take TCAP-Alt assessments are considered students with disabilities (SWD).¹¹
- Students who take DLM tests are included in the TCAP participation rate and success rate calculation.
- DLM math records in grades 9 or above are included as Algebra I or Integrated Math I records, depending on the district's curriculum sequence (i.e., whether the district has more Algebra or Integrated Math records).
- DLM ELA records in grades 9 or above are included as English II records.

2.1.1.3 The ACT and SAT

ACT and SAT results offer information about student preparation for postsecondary opportunities and the workforce through an assessment of career and college readiness. These data are used in the *Ready Graduate* indicator.

- For ACT and SAT composite scores, a student's highest score from a single administration will be used.¹² The department does not use "superscores."¹³

ACT and SAT data lag by one year. Hence, the 2023-24 accountability determinations using ACT or SAT data will reflect data for students who graduated with their cohort in 2022-23. Scores for national administrations of the ACT and SAT that are not automatically included are eligible for inclusion by appeal.¹⁴

2.1.1.4 English Language Proficiency Assessment (ELPA)

All active English learners (EL)¹⁵ take the WIDA ACCESS 2.0 exam, which assesses student progress toward English proficiency. EL students with significant cognitive disabilities take the WIDA Alternate (WIDA-Alt) ACCESS. The department does not include WIDA-Alt test records for accountability.

2.1.1.5 Early Postsecondary Examination Data

Early postsecondary examination data assesses student performance on college-level coursework and/or career readiness. More information about specific early postsecondary examination data that are used in the accountability process is discussed in [Section 2.4.4.1](#). These data lag by one year. Hence, the 2023-24 accountability calculations using early postsecondary examination data will reflect data for students who graduated with their cohort in 2022-23.

2.1.2 Types of Non-Test Data

¹⁰ In compliance with federal requirements in ESEA section 1111(b)(2)(D)(i)(I), the percentage of students taking alternate assessments cannot exceed 1% of the total student enrollment within the state.

¹¹ If a student does not have the SWD status in EIS, the student will be assigned with the SWD status for accountability purposes. If a student has records of both TCAP and TCAP-Alt, TCAP-Alt data are used in accountability, and the TCAP record is removed from accountability (see [Section 2.4.1.1](#)).

¹² A student's highest ACT composite score includes all records in the three years including and up to June of the student's self-reported graduation year.

¹³ A [superscore](#) is the average of one's best subject scores from all ACT test attempts.

¹⁴ More information regarding ACT appeals can be accessed through the Accountability application.

¹⁵ T1-T4 EL students do not take WIDA tests.

Four types of non-test data are used in school accountability, including absenteeism, graduation data, early postsecondary enrollment data, and industry credential data. Each type is discussed in the following subsections.

2.1.2.1 Absenteeism

Absenteeism is measured by the percentage of days students miss instruction during the school year. Absenteeism data come from Extract 049 in the Education Information System (EIS). The following attendance codes are considered as absent for accountability purposes.

- A (Excused Absence);
- U (Unexcused Absence);
- X (Unexcused Absence, but Present for Transportation);
- T (Excused Absence, but Present for Transportation); or
- I (Homebound Absent)

Attendance Code Update

In 2023-24, two codes were retired and no longer used in EIS: Y (Absent Due to Quarantine) and Z (Absent Due to Quarantine or Self-Isolation; Unexcused).

Consult the EIS [webpage](#) for more information regarding the updated attendance codes. The department pulls these data from EIS in the month of June every year for accountability calculation. Districts are responsible for ensuring their attendance data are accurate and up to date throughout the year.

2.1.2.2 Graduation Data

Final graduation rate data comes from the state's Cohort application. The department counts students in a cohort according to the first year in which they enrolled in grade 9. Students count as graduates if they are included in the cohort and earn a **regular diploma** or an **alternate academic diploma** within four years and a summer of entering grade 9 for the first time. Graduation data lag by one year. The 2023-24 accountability determinations using graduation rates will reflect data for students who graduated with their cohort in 2022-23. The data from the cohort application reflect EIS data with school and district appeals that the department approves. More information regarding the Cohort appeals process is available on the department's [website](#).¹⁶ More information for graduation rate calculations is provided in [Section 3.4](#).

2.1.2.3 Early Postsecondary Data

Early postsecondary course enrollment information comes from the course codes and flags submitted to EIS via extract 030, including:

- Advanced Placement (AP)
- Cambridge International Examinations (CIE)
- Dual Enrollment (DE)
- International Baccalaureate (IB) courses
- Statewide Dual Credit (SDC) courses
- Local Dual Credit (LDC)

AP, CIE, DE and IB courses are all denoted with specific course codes. SDC courses must be indicated with **both** the appropriate course code and course flag. LDC courses are denoted with the course flag only. The 2023-24 accountability determinations using early postsecondary data will reflect data for students who graduated with their cohort in 2022-23.

2.1.2.4 Industry Credential (IC) Data

¹⁶ The department updates the Cohort appeals resources annually. Resources are typically available before the Cohort appeals process window opens.

Only ICs that are on the [department's promoted list](#) (updated in 2024) are considered for the *Ready Graduate* indicator. Students must obtain the IC (either by earning the required exam score or by completing the licensure requirements) for the credential to count toward the *Ready Graduate* indicator. Any IC that students earned prior to the expiration of the credential will be counted toward students' *Ready Graduate* records. For instance, an IC on the department's promoted list in the 2019-20 school year expired in July 2022. The IC that students earned in 2019-20, 2020-21, or 2021-22 will count toward students' *Ready Graduate* status. However, the IC will not count toward the student's *Ready Graduate* status in the 2022-23 school year.

Currently, IC data are self-reported data provided by districts. Districts' CTE directors review and certify the data following the requirements specified by each IC. The data are subject to audit by the department. The department provided additional opportunities for districts to review and appeal IC data during the 2023-24 *Ready Graduate* appeals window. More information regarding the *Ready Graduate* appeals process is available on the department's [website](#).¹⁷ As noted in the TDOE's Tennessee Promoted Industry Credential [webpage](#), within the constraints of the local district abilities, any student may attempt to earn any industry credential. Consult the [Tennessee Promoted Industry Credential Report](#) for more information on ICs.

2.2 Student Groups

2.2.1 Historically Underserved Student Groups

All students are included in the *All Students* group. For school accountability, students are also assigned to the following historically underserved student groups as applicable:

- Black, Hispanic, and Native American students (BHN)
- English learners (transitional T1-T4 students are included for accountability) (EL)¹⁸
- Economically disadvantaged students (ED)
- Students with disabilities (SWD)¹⁹

Data from the above underserved student groups are used to generate school scores for school accountability (see [Section 4](#)). The department enforces a requirement for the minimum number of students that must exist in any of these groups to be reported as an accountable student group. For instance, the minimum count, or n-count, for the Achievement, Chronically Out of School, Graduation, and *Ready Graduate* indicators is 30. For English Learner Proficiency Assessment (ELPA), the n-count is 10 for school accountability and 30 for district accountability.

Students with a test record but no corresponding demographic information in EIS will count in the *All Students* group but not in any historically underserved student group. [Figure 3](#) shows the progression applied when students have multiple indicated races or ethnicities.

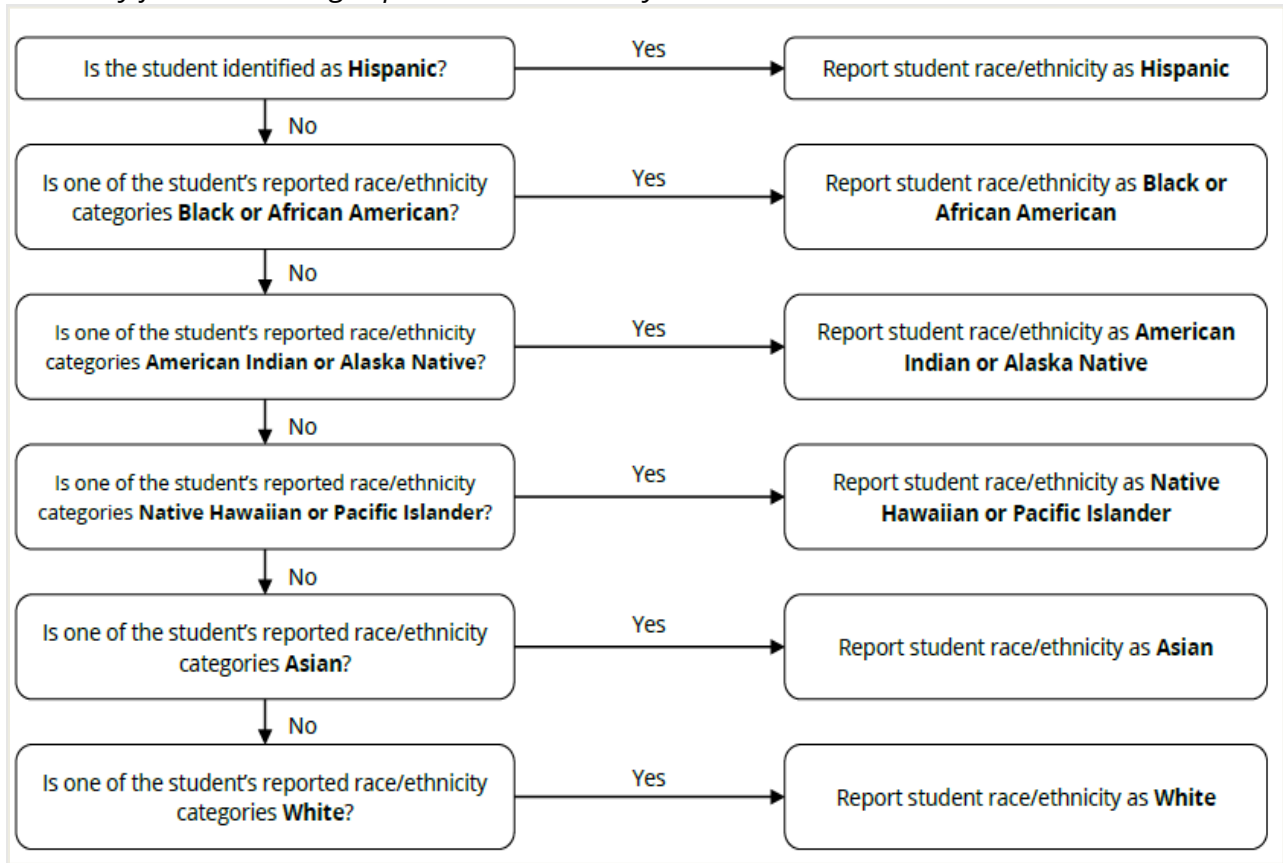
The department recognizes that student membership in certain student groups may change over time (e.g., ED, EL). When reporting on school accountability by student group, students' most current membership in student groups during the reporting year are used. For graduation and *Ready Graduate* rates, once a student is identified in the historically underserved student group (i.e., BHN, EL, ED, SWD) during any of the high school years, the student will be assigned to that underserved student group for graduation and *Ready Graduate* rates reporting. For instance, if a student is identified as ED in grade 10 but not in grade 9, 11, or 12, the students' graduation rate and *Ready Graduate* data are included in the calculations for the *All Students* group and the ED group.

¹⁷ The department updates the *Ready Graduate* appeals resources annually. Resources are typically available before the appeals window opens.

¹⁸ ELs (i.e., recently arrived ELs, active ELs, and transitional ELs [T1-T4]) take TCAP tests. Active and T1-T4 ELs are included in the participation rate and success rate calculation, while recently arrived ELs are included in the participation rate but are excluded in the success rate calculation.

¹⁹ Students identified with a primary disability of Functionally Delayed or Gifted are not included in the SWD student group.

Figure 3: *Hierarchy for Determining Reported Race/Ethnicity*



2.2.2 Super Subgroup

The Super Subgroup is comprised of all students identified with one or more of the historically underserved student groups (i.e., BHN, EL, ED, SWD) counting each student only once regardless of how many student groups they identify with. For example, a student classified as both EL and SWD counts once in the Super Subgroup. The same would be true of a student identified with only one of the historically underserved student groups, as in the case of a student whose race/ethnicity is listed as BHN.

- Super Subgroup is only used for school accountability calculations.
- The department will consider using Super Subgroup for school accountability **ONLY WHEN** schools do not have sufficient numbers of students for any of the historically underserved student groups for any of the indicators but do have sufficient numbers of students in the Super Subgroup.

The minimum number counts rules applied to student groups are applied to the Super Subgroup.

2.2.3 Other Racial/Ethnic Student Groups

For school accountability, in addition to calculating an overall rating for each of the four historically underserved student groups, the department also calculates an overall rating for each of the six racial/ethnic groups, which are:

- Hispanic/Latino
- Black or African American
- American Indian or Alaska Native
- Native Hawaiian or Pacific Islander

- Asian
- White

The overall ratings from these six student groups are utilized to identify TSI/ATSI designations (see [Section 4.6](#) for more information on TSI/ATSI identification). The same minimum number counts rules are applied to these six racial/ethnic student groups.

2.3 Data Definitions

2.3.1 Enrolled, Tested, and Valid Tests

Counts of enrolled and tested students are primarily used for determining eligibility and participation rates.²⁰ Business rules for determining enrolled and tested students per ESEA section 1111(b)(2)(B)(i)(II) are specified below.

- **Enrolled** counts include the number of tested and non-tested records representing the total number of students who are actively enrolled on the final day of the testing window.
 - **For students in 3-8**, enrolled counts will be based on the course enrollment information in EIS reflects they are registered for a tested grade/subject course. Data is derived from EIS course registration data and is reflected in final test registration data housed by the assessment administration vendor (PearsonAccessnext) on the final day of the testing window.
 - For students in 3-8, the following SNT codes²¹ will be counted as “enrolled”:
 - 0 (not applicable; i.e., student tested)
 - 1 (absent)
 - **5 (residential facility)**
 - 6 (student tested on alternative assessment)

Important note: Records of students tested in residential facilities that have a valid test score are assigned to the sending schools and districts for accountability purposes, including the calculation of the participation rate and success rates. Per ESEA section 1111(b)(2)(B)(i)(II), all residential facility records are counted as enrolled, and the records that do not have a valid score, which is identified by the SNT code of 5, are reported as non-tested with one exception—students who are enrolled in an out-of-state residential facility are excluded from the participation rate calculation through district appeals. Districts shall submit appeals with appropriate documentation during the accountability appeals process to remove these out-of-state residential facility records from the participation rate calculation. More guidance with regard to out-of-state residential facility record appeals is provided prior to the opening of the appeals window.

- **For students in the 10th grade cohort**, enrolled counts will be based on the school enrollment status in EIS—students who are actively enrolled in 10th grade on the final day of the testing window. All students in the 10th grade cohort are expected to complete one ELA and one math test by the end of the 10th grade.
 - For the 10th grade cohort, the SNT/RI/Attemptedness codes will be used as a reference for data quality checks. Once the school enrollment records are merged with the testing records, the SNT/RI/Attemptedness codes will be checked to ensure the following testing records are appropriately included in the Enrolled counts:

²⁰ See [Section 3.1](#) for more information regarding participation rates.

²¹ The testing records with a SNT code of 3 (not scheduled) for grades 3-8 are counted as non-enrolled because these codes are used for instances such as: the student was scheduled for the wrong grade level course codes and the tests were still in PAN; the student should take ALT instead of ACH; or the student was scheduled ALT and tested ACH.

- 0 (not applicable; i.e., student tested)
- 1 (absent)
- **3 (not scheduled)**
- **5 (residential facility)**
- 6 (student tested on alternative assessment)

Important note: The high school testing records with a SNT code of 3 (not scheduled) will be counted as enrolled per USED requirement (i.e., all students who are actively enrolled in a TN school in 10th grade during the time of testing should be included in the cohort for participation rate and success rate calculation). If the student has an accountable assessment by 10th grade (i.e., English II), the record will be counted as tested. If the student does not have any accountable assessment by 10th grade, the record will be counted as not tested. In terms of residential facility records, the rules applied to 3-8 students are applied to the 10th grade cohort.

- **Non-Enrolled** represents the number of records removed from assessment files derived from EIS course registration data due to the following circumstances:
 - **For students in grades 3-8:** Test records with SNT values of 2 (not enrolled), 3 (not scheduled), and 4 (medically exempt) are reported as “non-enrolled”; and they are removed from the participation rate calculation.
 - **For students in the 10th grade cohort:** The SNT/RI/Attemptedness codes will be used as a reference for data quality checks. Once the school enrollment records are merged with the testing records, the following SNT codes will be checked to ensure the final enrolled counts do not include any testing records with an SNT code of 2 (not enrolled) and 4 (medically exempt). Additionally, there are several scenarios allowing schools to remove students from the 10th grade accountable cohort, please consult [Section 2.1.1.1](#).
- **Tested** counts include the number of tested records (SNT code of 0). A tested record is defined as a student test record that results in a valid scale score and performance level.
- **Non-Tested** counts include the number of student test registrations that do not meet the criteria for tested due to one or more of the following circumstances:
 - Test Record without a scale score
 - Test Record without a performance level
 - These records will be considered as SNT value of 1 (absent) for the purposes of accountability calculations
 - Test record with an SNT value of 1 (absent), 2 (not enrolled), 3 (not scheduled), 4 (medically exempt), or 5 (residential facility)
 - Test record with a Report of Irregularity (RI) value > 0
 - Test record with attemptedness value of N
 - Test record without test status code (i.e., SNT, RI)
- **Valid** test counts include tested records with a valid scale score and performance level.

2.3.2 Enrollment and Testing Scenarios

2.3.2.1 50 Percent Enrollment Rules

The calculation for 50 percent enrollment is measured by the number of days a student has been enrolled from the total number of instructional days.²² The total number of days in the school year is pulled from EIS based on district calendar. This pull applies to all assessment data, including demographic data. It is important to note that demographic data that are incorrect by the end of the testing window will remain incorrect in the final accountability data. For students whose demographic data differ across multiple school enrollments (e.g., a student is marked as homeless in one school but not another), the department will take the demographic data of the enrollment that matches the school in which they tested. See [Section 2.4.8.2](#) for instructional days calculation.

The 50 percent enrollment rule, in general, does not affect how the department calculates the data for the state-level accountability files or some school-level accountability indicators, including TCAP participation rate²³ or Cohort-related indicators (i.e., Graduation rate, *Ready Graduate* rate, ACT/SAT participation rate).²⁴

However, the 50 percent enrollment rule does affect the calculations of the success rates, Growth indicator (i.e., TVAAS), ELPA indicator, and Chronically Out of school indicator.

- For the calculation of the Chronically Out of School rate, the following rules apply:
 - Students need to be enrolled for at least 50 percent of the school year at a Tennessee school to be included in the Chronically Out of School rate calculation. Students who were **enrolled less than 50 percent** of the instructional days are **not** counted in the Chronically Out of School rate calculation.
 - A student who is enrolled exactly 50 percent in two schools in Tennessee, the student's absentee rate will be counted for both schools.
- For success rate, TVAAS and ELPA calculation, different enrollment and testing scenarios may affect how they are calculated as summarized in Table 3. Specifically,
 - If a student with a valid test score was enrolled less than 50 percent of the instruction days in any Tennessee school, the student is excluded from the success rate, TVAAS composites, and ELPA rate calculation, respectively.
 - If a student with a valid test score was enrolled less than 50 percent of the instructional days in the school in which the student was tested but was enrolled in a Tennessee school for at least 50 percent of the instructional days, the student's test score is assigned to the school in which the student was enrolled at least 50 percent of the instructional day.
 - If a student with a valid test score was enrolled exactly 50 percent in two schools, the student's test score is assigned to the school in which the student was tested.

²² Counts of instructional days are not affected by the instructional model. That is, the instructional model experienced by a student (e.g., learning remotely, hybrid, in-person, etc.) is not considered when determining inclusion in enrollment.

²³ The TCAP participation rates include those who are expected to test at a school during the testing window. Therefore, the 50 percent enrollment rule does not affect the TCAP participation rate calculation.

²⁴ A different enrollment rule is applied to cohort related data, including graduation rate, *Ready Graduate* rate, and ACT/SAT participation rate. A student who was enrolled for less than 60 days of the most recent school year should be reassigned to the high school at which the student was enrolled for the greatest proportion of school days in grades 9–12. TCA §49-1-601 requires the department to count these students in the cohort of the school in which the student was enrolled for the greatest proportion of days during high school. Such students may only be moved during the appeals process. Please consult the cohort Phase II-III appeals guide, published and updated annually on the TDOE [website](#), for more information.

Table 3: School Success Rate Calculation by Enrollment and Testing Scenarios

Enrollment Scenario	Testing Scenario	Counts in School & District Success Rates	Test score assigned to...
Student was not enrolled for at least 50 percent of the school year in any Tennessee school.	Student was present and tested.	No	None
Student was enrolled for at least 50 percent of the school year in School in Tennessee.	Student was present and tested in School A in Tennessee.	Yes	School A
	Student was present and tested in School B in Tennessee.	Yes	School A
Student was enrolled exactly 50 percent in two Tennessee schools (School A and B).	Student was present and tested in School A.	Yes	School A

Important note for high school success rate in 2023-24. As detailed in [Section 2.1.1.1](#), as a result of USED monitoring findings, the high school success rate is calculated based on students who are included in the 10th grade cohort model and their accountable assessments. When calculating success rate, the 50 percent enrollment rule specified in Table 3 still applies²⁵ with an additional condition—schools are accountable for students who spent at least 50% of the school year at their school in the year students took the test. See Table 2 for use case scenarios.

2.4 Data Preparations

The department prepares the raw data used for accountability as described below.

2.4.1 Testing Status

ESEA subsection 1111(b)(2)(B)(i)(II) requires that a state’s assessments are administered to all public elementary and secondary school students in the state. Except for medically exempt students, a student who does not receive a valid score must be counted as a non-participant, and results for any student who receives a valid score must be included in calculations of achievement results. This document is updated to ensure the business rules are aligned with the above guidelines. Table 4 presents a high-level summary of decisions to include or exclude records from the participation rate calculation by testing status, including Student-Not-Tested (SNT) codes, Report of Irregularity (RI) codes, and attemptedness codes.²⁶

Table 4: Business Rules by Testing Status

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
SNT Codes				
0	Not applicable (i.e., student tested)	As reported	Yes	Yes
1	Absent	Null	Yes	No
2	Not enrolled	Null	No	No
3	Not scheduled	Null	No for grades 3-8; Yes for 10th grade cohort (see Section 2.1.1.1 for more detail)	Based on the availability of an accountable test in 10th grade (see Section 2.1.1.1 for more detail)
4	Medically exempt	Null	No	No

²⁵ The instructional days for courses on a block schedule are adjusted based on number of instructional days per district calendar when the courses are offered.

²⁶ More information on the testing status and examples can be found in the [TCAP ACH Building Testing Coordinator Guide](#).

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
5	Residential facility	Null	Yes	No
6	Student tested on alternative assessment	As reported in alternative assessment testing file	Yes	Based on data in the alternate testing file
RI Codes				
0	No RI Status (i.e., student test was valid)	As reported	Yes	Yes
1	Adult potential breach of security	Null	Yes	No
2	Student security breach (i.e., student cheating)	Null	Yes	No
3	Irregular Administration (i.e., wrong accommodations, calculator use)	Null	Yes	No
4	Student tested incorrect grade or subject	Null	Yes	No
5	Student did not participate (i.e., refusal to answer questions)	Null	Yes	No
Attemptedness Value				
Y	Yes (Attempted) Student completed enough questions on each subpart to produce a valid score	As reported	Yes	Yes
N	No (Did Not Attempt) Student did not complete enough questions on each subpart to produce a valid score	Null	Yes	No
Blank	No student answer document / submitted test was received for this student's test record	Null	Yes	No

An SNT status other than 0 will override any RI status that exists in terms of whether the record is considered enrolled and tested. Other general exclusion criteria are discussed in [Section 2.4.1.1](#). The list below summarizes the updates to the protocol as a result of USED requirements.

- **Medically exempt** (SNT-4) students are excluded from the participation rate calculation. Medically exempt students are not included in either the denominator or numerator of the participation rate calculation. Districts must complete the required [medically exempt documentation process](#) found in the Assessment Logistics LiveBinder for the department to accurately exclude these students from the participation rate calculation.
- **Reports of Irregularity** (RI code of 1, 2, 3, 4, or 5) are not considered tested, as they do not produce a valid scale score and performance level. RI codes outlined above will not be included in the numerator and will remain included in the denominator of the participation rate calculation.
- **Blank or non-attempted** records are included in the participation rate calculation, as they represent students who were registered to take the exam but did not receive a valid scale score or performance level. These records will be included in the assessment data files provided by the vendor and will be included in only the denominator of the participation rate calculation.
- **Residential facility records** (SNT-5) will be included in the participation rate calculation as discussed in [Section 2.3.1](#). Records of students tested in residential facilities who have valid test scores are assigned to the sending schools for accountability purposes, including the calculation of the participation rate and

success rate. For students in the residential facilities who did not have valid scores, they will not be counted as “enrolled” and “not-tested”. Schools will be able to submit appeals for students enrolled in the out-of-state residential facilities during the accountability data appeals window to remove these students from the participation rate calculation. More appeals guidance will be provided prior to the opening of the appeals window.

- **(For 10th grade cohort only) Not Scheduled records (SNT-3)** will be counted as enrolled per USED requirement (i.e., all students who are actively enrolled in a TN school in 10th grade during the time of testing should be included in the cohort for participation rate and success rate calculation). If the student has an accountable assessment in 10th grade (i.e., English II), the record will be counted as tested. If the student does not have any accountable assessment in 10th grade, the record will be counted as not tested.

2.4.1.1 Excluded, Missing, and Duplicated TCAP Data

Below are the department’s guidelines for excluding testing data from accountability calculations:

- Student testing records from the following types of schools are excluded from school accountability:
 - Juvenile Detention Center records (school number of 999)
 - Individualized Education Account (IEA) records (with a school number of 982)
 - Homeschooled²⁷ records (school number of 981)
 - Education Savings Account (ESA) records
- Adult high schools, alternative schools, and CTE schools are not eligible to receive school designations. Their students’ testing records are mapped back to their sending school for the calculation of success rates only if they enrolled more than 50% of the school year at the sending school.
- The following testing records are excluded from school-, district-, and state-level files:
 - Records with a district number greater than or equal to 990 (private or parochial testing records).
 - Records with grades of 13.
 - Records with a subject of math are excluded if the student has other records with a valid performance level and a subject of Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, or Integrated Math III.
 - Records with a subject of ELA are excluded if the student has other records with a valid performance level and a subject of English I or English II.

Below are the department’s guidelines for handling missing data:

- Records with missing race/ethnicity values are counted in the *All Students* group and not in any additional historically underserved student group(s).
- Records with missing school numbers are included in the district- and state-level files if the record has a valid district number.²⁸
- Records with missing district numbers are included at the state level.²⁹

²⁷ Homeschool students are students who no longer attend school within the district and are independently enrolled with other providers for the curriculum. These students are excluded from school accountability.

²⁸ If the school number is missing in the file (but the district number is valid), the department checks if the school name is also missing. If the school name is not missing, the department associates the record with the appropriate school number depending on the school name (and assuming there are no duplicated school names).

²⁹ If the district number is missing, the department checks if the district name is also missing. If the district name is not missing, the department associates the record with the appropriate district number depending on the district name (and assuming there are no duplicated district names)

- Records with missing grades for EOC subjects are included in both the assessment files and accountability files.
- Records with missing EL status count as not EL unless they appear in an EL proficiency assessment (i.e., WIDA, WIDA-Alt) file.
- Records with missing special education status count as not SWD unless they appear in an alternative testing file (i.e., TCAP-Alt).
- Records with missing ED status do not count as ED.
- Records with missing 50 percent enrollment status count as having been enrolled for at least 50 percent of the year.

Below are the department’s guidelines for handling duplicate TCAP records:³⁰

- Testing records with duplicated student first name, last name, date of birth, school, and district will be screened to prevent duplication in testing records due to the use of alternative ID when students are tested in residential facilities. When there are duplicates, the records with valid test scores will be used for accountability and the records without test scores will be removed from the assessment file.
- The hierarchy below indicates which testing record is included if a student has multiple testing records for two different test types for the same subject area, both with non-missing performance levels.³¹
 - TCAP-Alternate assessment
 - TCAP EOC
 - TCAP Achievement³²
 - For example, the English II TCAP-Alternate assessment record is used when a student has both a valid TCAP EOC record and a valid TCAP-Alternate assessment record for English II, assuming both records have non-missing performance levels.
 - Alternatively, the TCAP EOC record is used when a student has both a TCAP EOC record and a TCAP-Alternate assessment record if the performance level for the TCAP-Alternate assessment is missing and the performance level for the TCAP EOC is not missing.
- The record with the highest performance level is included if there are multiple records for the same student, original subject, and test type.
- The record with the highest scale score is included if there are multiple records for the same student, original subject, test type, and performance level.
- The record with the most recent test date is included if there are multiple records for the same student, original subject, test type, performance level, and scale score.
- The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student, original subject, test type, performance level, scale score, and test date.
- The record with a non-missing value for grade is included if there are multiple records for the same student, original subject, test type, performance level, scale score, test date, and race/ethnicity.
- If there are still duplicate records after the department applies the steps above, those duplicate records are all included.

2.4.1.2 Student Group Data Corrections

The department updates student group information and testing data only in the cases described below.

³⁰ If a student has multiple records with discrepant demographic or test administration data (e.g., a student with two different district numbers or who is marked as economically disadvantaged in one record but not another), the department uses the data associated with the record that is kept according to the business rules for removing duplicate data.

³¹ If students have records for multiple test types, the first record from the hierarchy with a non-missing performance level is included.

³² If students have two achievement records in the same content area in two different tested grades, the record with the absent flag is dropped and the non-absent record is retained.

- Students will be assigned to the students with disability (SWD) student group if they took the TCAP-Alternate assessment.³³
- Students will be assigned to the English learner (EL) student group if they took the WIDA ACCESS assessment or the WIDA ACCESS alternate assessment.
- Students with records on the WIDA ACCESS assessment who are not initially included as EL in other data files will be changed and included as EL.
- Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days will be considered tested, and their performance level will be modified to null for accountability files.³⁴
 - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days will be considered not tested for all subjects with missing performance levels.
 - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days with valid performance levels will be considered tested in those subjects but will have their performance level modified to null in all subject areas for achievement indicator purposes.
 - Year 1 Recently arrived EL students were excluded from TVAAS calculation; however, these students' scores are included in future years as they are prior scores that can be used in the analysis. Year 2 Recently arrived EL students are included in TVAAS calculation using Year 1 testing data as their prior scores for the analysis.³⁵
- The department modifies testing subjects and grades in situations where the grade is either missing or before grade 9 (see Table 5).

Table 5: Modified Testing Subjects for Missing Grades or Below Grade 9

Original Subjects	Original Grade	Modified Subject	Modified Grade
Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III	Missing	Do not modify	9-12
	< grade 9	Math	Do not modify
English I or English II	Missing	Do not modify	9-12
	< grade 9	ELA	Do not modify

2.4.2 TCAP-Alternate Assessment Data Preparations

For the TCAP-Alternate assessment for students in grades 9 and above, math records are considered Algebra I or Integrated Math I, depending on the district's curriculum.³⁶ ELA TCAP-Alternate assessment records are considered English II for grades 9 and above. All testing records will be relabeled and modified accordingly in accountability files. Assessment data file calculations will use the original subject before TCAP-Alternate assessment reassignments.

2.4.3 ACT and SAT Data Preparations

ACT and SAT data represent students' highest composite scores obtained within the three years³⁷ including June of their self-reported graduation year. ³⁸ These data used in the *Ready Graduate* indicator lag by one year (i.e., 2023-24 accountability determinations use ACT and SAT data for the graduating cohort of 2022). The department **does not**

³³ Students with records on the TCAP-Alternate Assessment who are not initially included as SWD in other data files will be changed and included as SWD.

³⁴ Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days are included in the participation rate calculation, but they are excluded from success rate calculation. Recently arrived EL students are reported in all other performance indicators, including Chronically Out of School rate, ELPA rate, graduation rate, and *Ready Graduate* rate.

³⁵ Please consult [TVAAS Technical Report](#) for detail.

³⁶ The department assigns records by district to either Algebra I or Integrated Math I based on whichever subject has the higher number of EOC test records. All TCAP-Alternate assessment records will be labeled with a subject of "Integrated Math I" if the district has more valid Integrated Math I records than valid Algebra I records.

³⁷ ACT and SAT data are aggregated by the department for the three most recent school years and are matched to their cohort.

³⁸ There may be scores earned within this timeframe that may not be included (e.g., tests taken in another state or records that do not include a state student ID in any of the files described above).

recognize ACT or SAT superscores.³⁹ Schools and districts may appeal ACT and SAT data during the ACT/SAT data appeals window.⁴⁰

2.4.3.1 ACT and SAT Data Preparation for Cohort Process

Below are the guidelines the department uses to prepare ACT and SAT data that include the highest available score for graduates in the graduating cohort.

- The department includes students who are on-time **regular diploma** recipients in the prior year's graduating cohort (i.e. 2023-24 accountability analyzes graduation data from the 2023 graduating cohort), and the cohort data are used to compute the ACT/SAT participation rate (see [Section 3.6](#) for ACT/SAT participation rate calculation).
- Records containing students' highest composite scores among the cohort file are provided by ACT. This highest composite file includes the ACT retake file and the two most recent state spring test day files.
 - The department reconciles instances in which students have multiple records, either from a single file or across multiple of the files above, as follows:
 - The record with the highest composite score is included if there are multiple records for the same student with different composite scores.
 - The record with the highest math subscore is included if there are multiple records for the same student with the same composite score.
 - The record with the highest reading⁴¹ subscore is included if there are multiple records for the same student with the same composite and math scores.
 - The record with the highest English subscore is included if there are multiple records for the same student with the same composite, math, and reading scores.
 - The record with the highest science subscore is included if there are multiple records for the same student with the same composite, math, reading, and English scores.
 - The most recent test record is included if there are multiple records for the same student with the same composite, math, reading, English, and science scores.

2.4.4 Early Postsecondary Opportunities (EPSOs) Data Preparations

EPSOs allow students to “bank” postsecondary credits or clock hours while in high school. One EPSO credit is intended to approximate the awarding of 3-4 postsecondary credits, or the equivalent of approximately 30 clock hours, in a postsecondary program. The department recognizes seven types of EPSOs including:

- Advanced Placement (AP)
- Cambridge International Examinations (CIE)
- College Level Examination Program (CLEP)
- Dual Enrollment (DE)
- International Baccalaureate (IB)
- Local Dual Credit (LDC)
- Statewide Dual Credit (SDC)
- Department-promoted industry credentials (ICs)

EPSO data lag for one year. 2023-24 accountability determinations using EPSO data will reflect data for students who graduated with their cohort in 2022-23.

³⁹ A [superscore](#) is the average of one's best subject scores from all ACT test attempts.

⁴⁰ Please consult the ACT/SAT Appeals resources on TDOE [website](#) for more information on ACT/SAT data review and appeals.

⁴¹ For SAT, the department considers the critical reading score as the reading subscore.

2.4.4.1 Enrollment and Examination Verification

Table 6 summarizes the first year when all EPSO data sources became available and used for school and district accountability.

Table 6: First School Years of Available EPSO Data Sources

EPSO Type	First School Year of Available Data
Advanced Placement (AP)	2007-08
Cambridge International Examinations (CIE)	2014-15
College Level Examination Program (CLEP)	2015-16
Dual Enrollment (DE, as captured in P20Connect TN)	2007-08
Dual Enrollment (DE, as captured in EIS)	2014-15
Industry Credentials (IC)	2015-16 (varies by credential)
International Baccalaureate (IB)	2014-15
Local Dual Credit (LDC)	2014-15
Statewide Dual Credit (SDC)	2013-14

2.4.4.2 Enrollment and Examination Verification

For EPSOs with both a course and exam component, students must complete the course and receive a valid numeric score on the corresponding culminating challenge/final exam for their participation to be reflected in *Ready Graduate* calculations. To be considered for their course completion status, students must attend at least 50 percent of any of the EPSO courses (i.e., 50 percent enrollment rule).

Different types of EPSOs have different requirements for awarding credits. For EPSOs that require course completion and an exam attempt, students must have a valid score on file (no minimum score required). For EPSOs that require a minimum exam score (i.e., CLEP requires a minimum score of 50⁴² to pass the exam), students must earn the minimum required score to earn the EPSO credit.

The department uses the identifiable information about each student (name, date of birth, school, grade, etc.) to identify the student keys for each student using P20 Connect TN, the state’s longitudinal data system. This identifying information is used to match enrollment and examination records.⁴³ The department does not apply school year or grade constraints to verify student enrollments. A student who takes an early postsecondary course in grades below grade 9 or takes a course in a year other than the year in which they take the exam will still count that EPSO toward their total (assuming they complete both the course and the exam) with one exception—Classes for students in grades below grade 9 that are flagged as LDC will not be considered in the counts of EPSOs students earned (see [Section 2.4.4.4](#)).

It is important to note that some exceptions were made during the 2019-20 school year due to the COVID-19 pandemic. Specifically, in 2019-20, students who were enrolled in any of the AP, IB, or SDC courses automatically received EPSO credit because the required exams for these courses were cancelled due to the COVID-19 pandemic. Credit for these exams was based on course completion⁴⁴ at the end of the 2019-20 school year. Districts were not required to provide any documentation to receive credit for these exams during the 2019-20 school year as the information was already found within the Student Information System (SIS). Students who were enrolled in CIE or LDC courses during the 2019-20 school year received EPSO credit with appropriate documentation proving exam cancellation. These exceptions are only applicable for students who took the AP, IB,

⁴² The current minimum score is subject to change; the department will update the information as it changes in the future.

⁴³ For students earning Statewide Dual Credit (SDC), the Early Postsecondary Data System will be used with EIS to identify student enrollment and examination records.

⁴⁴ Students must attend at least 50 percent of any of the EPSO courses (i.e., 50 percent enrollment rule) to be considered for their course completion status.

CIE, LDC, and SDC courses during the 2019-20 school year.⁴⁵ Typical business rules for awarding EPSO credits are resumed in the *Ready Graduate* process after 2019-20. Table 7 is a summary of data sources and typical requirements for awarding EPSOs by type. Exceptions made for the 2019-20 school year are noted in the table.

Table 7. Data Sources and Requirements for Inclusion by EPSO Type

Element	Data Source	Requirements for Inclusion
Advanced Placement (AP)	<ul style="list-style-type: none"> Student information system (SIS) data on course enrollment in AP courses will be obtained from Education Information System (EIS). The College Board will provide a score file for the department that includes all students who attempted an AP exam. 	<ul style="list-style-type: none"> Complete course and attempt exam (no minimum score required).⁴⁶ <i>For the 2019-20 school year: automatic EPSO credit for course completion.</i>
Cambridge International Examinations (CIE)	<ul style="list-style-type: none"> SIS data on course enrollment in Cambridge International Education courses will be obtained from EIS. Cambridge International Education will provide a score file to the department that includes all students who attempted a Cambridge exam. 	<ul style="list-style-type: none"> Complete course and attempt exam (no minimum score required).⁴⁷ <i>For the 2019-20 school year: receive EPSO credit for course completion with documentation proving exam cancellation.</i>
College Level Examination Program (CLEP)	<ul style="list-style-type: none"> The College Board will provide a score file for the department that includes all students who attempted a CLEP exam. 	<ul style="list-style-type: none"> Earn a passing score of 50 or higher.
International Baccalaureate (IB)	<ul style="list-style-type: none"> SIS data on course enrollment in IB courses will be obtained from EIS. International Baccalaureate will provide a score file to the department that includes all students who attempted an IB exam. 	<ul style="list-style-type: none"> Complete course and attempt exam (no minimum score required).⁴⁸ <i>For the 2019-20 school year: automatic EPSO credit for course completion.</i>
Dual Enrollment (DE)	<ul style="list-style-type: none"> SIS dual enrollments and courses will be obtained from EIS. The Tennessee Higher Education Commission (THEC) will submit postsecondary student enrollment information to the state's longitudinal data system (P20Connect), which will provide a matched data file to the department. 	<ul style="list-style-type: none"> Complete course.
Local Dual Credit (LDC)	<ul style="list-style-type: none"> SIS data on course enrollment in high school courses that have been appropriately flagged as "local dual credit" will be obtained from EIS. 	<ul style="list-style-type: none"> Complete course and attempt exam (no minimum score required).⁴⁹ <i>For the 2019-20 school year: receive EPSO credit for course completion with documentation proving exam cancellation.</i>
Statewide Dual Credit (SDC)	<ul style="list-style-type: none"> SIS data on course enrollment in high school courses that have been appropriately flagged as "statewide dual credit" will be obtained from EIS. Results of the challenge exam will be provided through the Early Postsecondary (EPS) Data System. 	<ul style="list-style-type: none"> Complete course and attempt exam (no minimum score required).⁵⁰ <i>For the 2019-20 school year: automatic EPSO credit for course completion.</i>
Industry Credential (IC)	<ul style="list-style-type: none"> Districts provided the department with data that includes all students who successfully earned a credential during the fall window. 	<ul style="list-style-type: none"> Complete all requirements of a specific credential included on the department's promoted list, including earning a passing score on any assessment(s) and/or completing a licensure application.⁵¹

⁴⁵ The exceptions made for awarding EPSOs during the 2019-20 school year will continue to have implications for the graduating cohorts of 2020-21, 2021-22, and 2022-23. EPSOs awarded to these cohorts of students during 2019-20 will be accounted in their *Ready Graduate* status.

⁴⁶ This is subject to change depending on postsecondary institution testing protocols.

⁴⁷ This requirement may be dependent on third party administration of the exam. If the responsible third party (i.e., postsecondary institution) does not administer a normally required EPSO exam, documentation from the responsible third party will be required for appeals.

⁴⁸ This is subject to change depending on postsecondary institution testing protocols.

⁴⁹ This is subject to change depending on postsecondary institution testing protocols.

⁵⁰ This is subject to change depending on postsecondary institution testing protocols.

⁵¹ Please consult the department's industry credential [webpage](#) for the specific requirements for each credential.

2.4.4.3 Specific Exam Requirements

Any AP exam offered by the College Board, even those not currently aligned with approved courses by the [College System of Tennessee](#), is eligible to count as an EPSO. Any test with a name containing “Advanced Placement” is considered an AP exam.

All International Baccalaureate (IB) exam subjects other than those titled “Theory of Knowledge” and “Reference Project” are eligible for *Ready Graduate* calculations. A student is considered to have attempted an IB exam if they receive a numeric score (i.e., 1-7) and do not have an illegal score code (i.e., result code “I”). The department will consider any non-numeric score an invalid attempt, and the EPSO will not count toward the student’s total.⁵²

2.4.4.4 Special Cases and Business Rules

This section highlights some special cases and the business rules applied:

- The department will not count Intervention (e.g., GO2H22, etc.) or Study Hall (G25H10) courses marked with the LDC flag as EPSOs.
- Classes for students in grades below grade 9 that are flagged as LDC⁵³ will not be considered in the counts of EPSOs students earn.
- Courses marked with the LDC flag that have a course code corresponding to another early postsecondary opportunity (EPSO) course type (e.g., an AP course marked with the LDC flag) will be considered as the EPSO type corresponding to the course code rather than the LDC flag.

2.4.4.5 Resolving Duplicated *Ready Graduate* Data

The department follows the steps below to retain a single record per student per course:

- The record with the most recent school year of enrollment is included if there are multiple records for the same student and course code.
- The record with the most recent enrollment end date is included if there are multiple records for the same student, course code, and school year.
- The record with the most recent enrollment start date is included if there are multiple records for the same student, course code, school year, and enrollment end date.
- The record with the most recent class assignment end date is included if there are multiple records for the same student, course code, school year, enrollment end date, and enrollment begin date.
- The record with the most recent class assignment begin date is included if there are multiple records for the same student, course code, school year, enrollment end date, enrollment begin date, and class assignment end date.
- The record with the most recent class section end date is included if there are multiple records for the same student, course code, school year, enrollment end date, enrollment begin date, class assignment end date, and class assignment begin date.
- The record with the most recent class section begin date is included if there are multiple records for the same student, course code, school year, enrollment end date, enrollment begin date, class assignment end date, class assignment begin date, and class section end date.

For more information regarding the *Ready Graduate* indicator, see [Section 3.5](#).

⁵² There are two types of IB courses: higher level and standard level. Both levels count the same for *Ready Graduate* calculations. However, these different levels result in different amounts of awarded credits but will count for one EPSO.

⁵³ As stated on the [TDOE LDC webpage](#), local dual credit is a **high school course** aligned to a local postsecondary institution’s course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the postsecondary institution.

2.4.5 ELPA Data Preparations

Below are the guidelines the department uses to prepare ELPA data:

- The department resolves duplicate records as follows:
 - The record with the highest composite performance level is included if there are multiple records for the same student that have different composite performance levels.
 - The record with the highest literacy performance level is included if there are multiple records for the same student that have the same composite performance level.
 - The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student that have the same composite and literacy performance levels.
 - The record with a non-missing value for grade is included if there are multiple records for the same student that have the same race/ethnicity and composite and literacy performance levels.
- Any duplicated records that remain after the department applies the steps above are included in accountability.
- The department removes records with a tested grade level that does not match the corresponding cluster. There are seven clusters:⁵⁴
 - Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Grades 4-5
 - Grades 6-8
 - Grades 9-12

Additionally, started in the 2022-23 school year, 50 percent enrollment rule is applied when managing students' WIDA test records (see [Section 2.3.2.1](#) for more detail).

2.4.6 TVAAS Data Preparations

School and district TVAAS composites in the 2023-24 school year will include test data from the following content areas: math and ELA, including TCAP 3-8 ELA, TCAP 3-8 math, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, English I, and English II. Consult the TVAAS [Technical Report](#) for more information regarding TVAAS data preparations and business rules.^{55, 56} More reporting, not limited to accountability, are updated annually on the TVAAS [website](#) to aid schools and districts in understanding their data.

Additionally, started in the 2022-23 school year, 50 percent enrollment rule has been applied in the calculation of TVAAS composites for school accountability purposes (see [Section 2.3.2.1](#) for more detail).

2.4.7 Graduation Data Preparations

Graduation data lag for one year. Therefore, the graduation data used for 2023-24 school and district accountability will be based on the data from the 2022-23 graduating cohort. The department and districts collaborate through a thorough cohort process involving data review and appeals process to finalize the graduation rate data every year. The cohort process resources are published on the department's [website](#) annually.

⁵⁴ For example, records with a tested grade of 3 and a cluster of 4 would be removed.

⁵⁵ SAS updates the technical report annually after the release of TVAAS data on the TVAAS website.

⁵⁶ Although CTE schools are not eligible for school designations, the department reports TVAAS composites for CTE schools.

60 Days Enrollment Rule: Enrollment data used for graduation rate calculation reflect EIS data from the collection pull as of Oct. 1, 2023. The department considers students' most recent enrollments if students have multiple enrollments. In general, students count in the district and school in which they were most recently enrolled. However, T.C.A. 49-1-601(a) allows students to be assigned to the school in which the student was enrolled for the greatest proportion of days if that student did not attend the same high school for at least 60 days of the most recent school year.⁵⁷ Each year, the department allows schools and districts to appeal their graduation cohort calculations. Schools and districts can only file appeals during a specified appeals window that typically occurs in July. If a school or district submits an appeal and documents that a student was enrolled in their school or district for less than 60 days of the most recent school year, that student would be reassigned to the school or district in which they spent the majority of their time in high school. Please consult the Graduation Cohort Protocol published on the department's [website](#) for more information on 60 Days appeals.

Management and Reporting of Cohort Data from CTE Schools. Although CTE schools are not eligible for school designations, the department reports the graduation rate for CTE schools.

Management of Cohort Data from Adult High Schools and Alternative Schools. Adult high schools and alternative schools do not have official cohorts; therefore, students' graduation data from these schools are mapped back to their sending school.⁵⁸ Specifically,

- If a student withdrew to an *alternative school* and completed the requirements to earn a regular diploma or AAD, the student should be re-enrolled at the sending school prior to graduating; the sending school and district should be sure to attach the student's completion document to the correct enrollment year with an appropriate date. If the student did not graduate on time, the student counts as a non-graduate for the sending school.
- If a student withdrew to an *adult high school* and earned a regular diploma or AAD, the sending school and district shall submit appeals during the Cohort Phase II appeals window to remove the student from their cohort with proper completion documentation. Otherwise, the student counts as non-graduate for the sending school.

2.4.8 Attendance Data Preparations

Attendance data are used to compute the percent of students who are chronically out of school. Only students enrolled for at least 50 percent of the year in a Tennessee school will be included in the attendance measures (see [Section 2.3.1](#)). Students enrolled in two schools for exactly 50 percent of the school year will count for both schools for accountability purposes. Attendance data only reflect schools in which students are primarily enrolled (i.e., type of service of "P" for primary enrollment). The chronically out of school measure is the number of days a student is absent divided by the number of instructional days during a given school year. Each data element is discussed below.

Management of Attendance Data from Adult High Schools, Alternative Schools, and CTE Schools. Although adult high schools, alternative schools, and CTE schools are not eligible for school designations, the department reports the Chronically Out of School rate for these schools.

2.4.8.1 Absences

As discussed in [Section 2.1.2.1](#), the department added five new attendance codes in EIS as denoted (asterisk) in Table 8. The total number of absences includes all instructional days in which students were enrolled for a given school or district in which extract 049 submissions list attendance codes of

- A (Excused Absence)

⁵⁷ The rules are currently in practice. This section is added to the protocol for information only.

⁵⁸ This is an existing practice. The information is added to this protocol for clarification..

- T (Excused Absence, but Present for Transportation)
- U (Unexcused Absence)
- X (Unexcused Absence, but Present for Transportation); or
- I (Homebound Absent)

Districts are responsible for submitting and verifying correct absentee codes in accordance with the Student Membership and Attendance Procedures Manual on the EIS [website](#).

Table 8: Attendance Codes (Newly Updated in 2023-24)

Code	Type of Attendance Description	Absent or Present
A	Excused Absence	Absent
P	Present for Attendance	Present
T	Excused Absence, But Present for Transportation	Absent
U	Unexcused Absence	Absent
X	Unexcused Absence, but Present for Transportation	Absent
N*	Remote Learning-Present (Use ONLY for remote learning when utilized pursuant to Tennessee Public Chapter 897 (2022). Virtual schools do not use this code)	Present
H*	Homebound-Present	Present
I*	Homebound-Absent	Absent

2.4.8.2 Instructional Days

The total number of instructional days counts all days in which students were enrolled in a school that were classified as instructional days minus any inclement weather days used during the school year.⁵⁹ Instructional days are days with extract 11 submissions containing a value of “ID (Instructional Days)” for School Day Type and do not have a value of Event Type of either “SI (Stockpiled Day)” or “MI (Missed Instructional Day).” Consult the EIS [website](#) more information regarding these extracts.

2.4.9 School Directory Data Preparations

Below are the guidelines the department uses to prepare School Directory (SDE) data to identify different types of schools.

- The department identifies new schools as those that have:
 - School type 0, 2, or 3⁶⁰
 - For the 2023-24 school year, a begin date between May 31, 2023, and Aug. 31, 2023⁶¹
 - No end date
- The department identifies closed schools as those that have:
 - School type 0, 2, or 3
 - For the 2023-24 school year, an end date between May 31, 2023, and Aug. 31, 2023
- The department identifies CTE schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 6
 - Active status
 - No end date

⁵⁹ Stockpiled days are not considered in the total of instructional days. As such, some schools and districts may have denominators of 167 instructional days.

⁶⁰ School types 0, 2, and 3 refer to public, state special, and charter schools, respectively.

⁶¹ The only exception to these dates would be for schools that have been previously approved by TDOE to open midyear. This approval must be submitted to School.Directory@tn.gov for review prior to June 1 of the school year to open.

- The department identifies alternative schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 8
 - Active status
 - No end date
- The department identifies adult schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 9
 - Active status
 - No end date
- The department identifies special education schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 7
 - Active status
 - No end date

Section 3: Calculation Procedures

This section discusses calculation procedures and formulas for all accountability indicators. Information regarding TVAAS business rules and calculations are discussed in detail in the [TVAAS technical report](#).

3.1 TCAP Participation Rates

The formula used for calculating the participation rate is the formula used each year since the 2017 approval of Tennessee’s ESSA plan. It compares the counts of tested student records to enrollment records, as found below.

- **Tested** counts include the number of tested records with a valid performance level.⁶²
- **Enrolled** counts include the number of tested and non-tested records.

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

This formula is used every time participation rates are calculated in the accountability model, and the tests and students included change each time it is used. Participation rates are calculated at the school, district, and state levels and for each eligible student group. Participation rates are calculated *after* all data preparations are completed. The numbers of tested and enrolled students are used to calculate participation rates once all testing records have been modified, amended, and/or excluded in accordance with [Section 2.4](#). TCAP participation rate is rounded to the nearest whole number with the exception that a participation rate equal or higher than 94.1% but less than 95% is rounded up to 95%.

3.2 Performance Level Percentages

The percent of students at a given performance level for a given subject(s) is equal to the number of valid tests at that performance level, divided by the number of valid tests at all performance levels.⁶³

$$\text{Percent exceeded expectations} = \frac{\# \text{ exceeded expectations}}{\# \text{ valid tests}} * 100$$

$$\text{Percent met expectations} = \frac{\# \text{ met expectations}}{\# \text{ valid tests}} * 100$$

$$\text{Percent approaching expectations} = \frac{\# \text{ approaching expectations}}{\# \text{ valid tests}} * 100$$

The percent of students scoring *met expectations/exceeded expectations* for a given subject(s) is calculated by dividing the number of *met expectations* and *exceeded expectations* records by the total number of valid tests.

$$\text{Percent met expectations or exceeded expectations} = \frac{\# \text{ met expectations} + \# \text{ exceeded expectations}}{\# \text{ valid tests}} * 100$$

⁶² Consult [Section 2.3.1](#) and [Section 2.4.1](#) for more information.

⁶³ Records with missing or null performance levels (e.g., test records of recently arrived ELs) are not included in these counts.

The percent below performance level is calculated during the rounding process to ensure that all percentages sum to 100. Values are rounded to the tenths place only after all calculations and comparisons have been performed.

Percent below = $100 - (\text{percent } \textit{exceeded expectations} + \text{percent } \textit{met expectations} + \text{percent } \textit{approaching expectations})$

3.3 Success Rates

Success rates represent the total number of valid tests with a performance level of *met expectations* or *exceeded expectations* divided by the total number of valid tests. School success rates are calculated by combining all eligible subjects across all eligible grades within the school. Content areas are only included in success rates for all students or any student group if there are 30 valid tests in that content area and year for the given student group. Per federal guidelines of ESEA section 1111 (b), science and social studies are excluded from the success rate calculation. Therefore, only math and ELA content areas will be included in success rate calculations. Additionally, for high schools, success rates include the valid tests of students who are actively enrolled on the last day of the testing window and spent at least 50 percent of the school year in the school in which they were tested.

In accountability, two types of success rates are calculated for accountability purposes: one-year and multi-year success rates (up to three years). One-year success rates are used as the achievement measure for school and district accountability every year. Multi-year success rates are used when determining Priority/Comprehensive Support and Improvement (CSI) identification. The formula for one-year and multi-year success rates is the same. The following formula illustrates how the success rates are calculated:

$$\text{Success rate} = \frac{\# \textit{met expectations} \text{ or } \textit{exceeded expectations} (\text{math} + \text{ELA} + \text{HS math} + \text{HS ELA})}{\#\text{valid tests} (\text{math} + \text{ELA} + \text{HS math} + \text{HS ELA})}$$

The only difference between the one-year and multi-year success rates is that the one-year success rate includes all valid tests within the current year, while the multi-year success rate includes all valid tests within the relevant years permitted by federal waivers and state laws up to three years.⁶⁴

As discussed in [Section 2.1.1.1](#), the department updated the portfolio of accountability assessments among high school students in 2022-23 to be in compliance with ESSA Section 1111(b). The same accountable assessments are applied for the 2023-24 school year, which include TCAP and TCAP-Alt math and ELA tests from grades 3 – 8 and constrain the high school EOC tests to Algebra I/Integrated Math (IM) I test and English II test from the same cohort of students (i.e., 10th grade cohort). With this cohort model, the success rate methodology for 3-8 test records remain the same; however, some adjustments were made when calculating success rate for the 10th grade cohort as detailed in [Section 2.1.1.1](#).

The one-year success rate, known as the **cohort success rate**, calculated based on the accountable assessments is used to evaluate school performance on the Achievement indicator and assess district performance on the Grade Band Success Rates. The multi-year success rate will be used for federal designation identification, including

⁶⁴ As stated in the [2018 state ESSA plan](#), the department intended to use three years of data for school designations; however, the department has yet to implement the plan as intended due to various challenges, including (1) testing issues in 2015-16 which resulted in receiving a [waiver](#) from USED to exclude 2015-16 TCAP 3-8 testing results from accountability, (2) restricted use of 2017-18 testing data in priority identification per [Public chapter no. 881](#), (3) missing statewide 2019-20 assessment data due to the COVID-19 pandemic ([waiver](#)), and (4) prohibited use of 2020-21 assessment data for priority identification in pursuant of [TCA, § 49-1-228](#) and [TCA, § 49-1-602](#).

CSI/Priority and ATSI identification. The next federal designation identification cycle will be in the 2024-25 school year. The identification process is discussed in detail in [Section 4.5](#).

Penalty for not meeting 95% TCAP participation rate. It is important to note that when computing success rates, the department adjusts the number of valid tests when schools do not meet the 95% participation rate. As per ESSA § 1111(c)(4)(E), if the number of valid tests represents less than the minimum participation rate of 95%, the denominator becomes the number of expected valid tests at the minimum participation rate. For instance, if a school has a participation rate of 85%, the school has 100 students and 85 had test scores. The number of valid tests used to compute percent *met expectations* or *exceeded expectations* is 95 (enrollment number X 0.95), not 85.

Success rates for both the K-8 and high school (HS) pools⁶⁵ include both EOC and achievement subjects because schools are assigned to a pool based on the number of students in the graduation cohort. Consequently, some schools may serve high school students though they are assigned to the K-8 pool.

3.4 Graduation Rates

The graduation rate data lag for one year; hence, the graduation rates used for the 2023-24 accountability are based on the data of the 2022-23 graduating cohort. The graduation rate is equal to the number of graduates who earned a **regular diploma** or an **alternate academic diploma (AAD)** on-time⁶⁶, divided by the total number of students in the graduation cohort, rounded to one decimal place.

This is calculated at the school, district, and state levels using the graduation files from the Cohort application. Some schools may not have a graduation rate; for example, they may not meet the **minimum required count of 30 students** in the graduation cohort. Therefore, they are placed in the K-8 pool. Students count in the school in which they were most recently enrolled.

Federal guidelines require the department to calculate the four-year graduation rate by only including students who complete **all required coursework in all subject areas** and graduate with a regular diploma or an AAD diploma within four years and a summer as a high school graduate in his or her original cohort. Therefore, the department calculates and reports two graduation rates for accountability purposes. First, the **federal graduation rate** is calculated following federal guidelines. Second, the **Tennessee graduation rate** is calculated following SBE's graduation policy.

When calculating the federal graduation rate, only students that complete all required coursework in all subject areas per the requirements of ESSA § 8101(25) are 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 Algebra II (or integrated Math III) and/or Chemistry or Physics. Per federal guidelines, students taking the alternative pathway shall not be counted as graduates in the federal graduation rate calculation.

The **federal graduate rate** is used in federal accountability in the evaluation of the Graduation Rate indicator (see [Section 4.4.4](#)) as well as the identification of CSI/Priority and ATSI schools (i.e., Any school with a graduation rate less than 67% will earn CSI/Priority status; any school with a graduation rate less than 67% for a given student group will earn ATSI designation during the identification year; see [Section 4.5](#) and [Section 4.6.2](#) for more information).

The **Tennessee graduation rate** is calculated based on 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

⁶⁵ To locate more information regarding school pools, reference [Section 4.3](#).

⁶⁶ On-time graduation is defined as completing high school in four years plus a summer of entering grade 9 for the first time.

Policy 2.103. Students with disabilities who earn a regular high school diploma via the alternative pathway as

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specified in the State Board of Education [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 graduates defined by the Tennessee graduation rate are used to calculate the *Ready Graduate* rate (see [Section 3.5](#)) and the students who earned a regular high school diploma per [Graduation Requirements Rules 0520-01-03-.06](#) are included in the ACT/SAT participation rate calculation (see [Section 3.6](#)).

3.5 Ready Graduate Indicator

As outlined in [Tennessee's state ESSA plan](#), the *Ready Graduate* indicator⁶⁷ is calculated for all schools **with at least 30 students** in a graduation cohort. The indicator is calculated by dividing the number of graduates meeting at least one *Ready Graduate* criterion by the total number of students in that graduating cohort. The *Ready Graduate* Rate calculation formula is below:

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

When calculating the **Ready Graduate** rate, the graduates defined by the Tennessee graduation rate (i.e., students who earned a regular diploma or AAD following State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#)) are counted in the numerator.

There are four pathways for graduates to earn a *Ready Graduate* status; they must meet one of the following criteria to be counted:⁶⁸

- Score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
- Complete 4 early postsecondary opportunities (EPSOs); or
- Complete 2 EPSOs and earn an industry credential; or
- Complete 2 EPSOs and earn a score of 31 on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT.)

Students are counted in the same school and district as they are counted for graduation cohort purposes. The percent of *Ready Graduates* in a school or district is rounded to one decimal place.

The department and districts collaborate through a thorough *Ready Graduate* process involving data review and appeals process to finalize the *Ready Graduate* data every year. The department updates the resources to support the *Ready Graduate* process annually. The most updated versions are available on the department's [website](#).

3.6 ACT/SAT Participation Rate

In Tennessee's federal accountability system, ACT/SAT participation rate has an important implication for school accountability. Schools with an ACT/SAT participation rate less than 95% automatically receive 0 points

⁶⁷ *Ready Graduate* status or meeting *Ready Graduate* indicators is *not* a requirement for graduation.

⁶⁸ Students can only be counted once even if they met multiple criteria.

for their *Ready Graduate* indicator. The same business rule applies for all applicable student groups. ACT participation rate is rounded to the nearest whole number.

Started with the 2022-23 federal accountability, students who earned an AAD are excluded from the ACT/SAT participation rate calculation. That is, AAD on-time graduates will no longer be included in the numerator or denominator of the ACT/SAT participation rate calculation. The updated ACT/SAT participation rate represents the percentage of students with a regular diploma having a valid ACT/SAT score. The updated ACT/SAT participation rate calculation formula is presented below:

$$\text{ACT/SAT Participation Rate} = \frac{\# \text{ Regular diploma graduates with a valid ACT/SAT score}}{\# \text{ Regular diploma graduates}} * 100$$

When calculating the ACT/SAT participation rate, the regular diploma graduates include students who earned the regular diploma per State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#).

Additionally, SBE updated its [High School Policy 2.103](#) graduation policy in July 2022 indicating that ACT or SAT participation is not a graduation requirement among medically exempted students. Given this update, starting with the 2023 graduating cohort, whose graduation and ACT data are used in the 2023-24 accountability, students who are medically exempted from taking ACT or SAT as a graduation requirement are excluded from the ACT/SAT participation rate calculation (see [Section 3.6](#)). Districts shall submit appeals with proper documentation⁶⁹ during the annual ACT appeals process to remove these students from the ACT/SAT participation rate calculation.

3.7 Chronically Out of School

The Chronically Out of School indicator is intended to measure the amount of class time a student has with his or her teacher of record. Chronic absenteeism is defined as a student who is absent for 10 percent or more of the instructional days⁷⁰ for which they are enrolled in a Tennessee public school or district. The following attendance codes are considered absent for accountability purposes:

- A (Excused Absence)
- T (Excused Absence, but Present for Transportation)
- U (Unexcused Absence)
- X (Unexcused Absence, but Present for Transportation); or
- I (Homebound Absent)

These data are pulled from EIS at the completion of the school year (early June of each year). The chronic absenteeism rate is rounded to one decimal place. The formula for calculating the absentee rate is shown below:

$$\text{Absentee Rate} = \frac{\# \text{ absence (A + T + U + X + I)}}{\# \text{ instructional days enrolled}} * 100$$

The formula for calculating the chronically out of school rate for a school, district, or state is shown below. District- and school-level calculations will include only students who are enrolled for at least 50 percent of the

⁶⁹ Schools must submit [medical exemption form](#) for the qualified students indicating that they were unable to take ACT during the Junior Day in their junior year, or the two additional retake opportunities (fall and spring) during their senior year. More guidance will be provided prior to the ACT appeals window in Fall 2023.

⁷⁰ Stockpiled days are not included in the denominator.

instructional days of the year in the district or school, respectively (see [Section 2.3.2.1](#)). This rule is not applied for state-level reporting.

$$\text{Chronic absenteeism Rate} = \frac{\# \text{ chronically absent students}}{\# \text{ students enrolled}} * 100$$

3.8 Annual Measurable Objective (AMO) Targets

AMO targets are yearly targets for improving performance based on prior-year results. School AMO targets expect schools to decrease the percentage of students whose performance does not meet the standard (less than *met expectations*) by half over the course of eight years. Double AMO targets expect the percent of students not meeting the standard (less than *met expectations*) to decrease by half in four years. AMO targets are rounded to one decimal place. The department only sets AMO targets when a school has 30 or more valid tests or students in the prior year. The AMO targets formula for Achievement, Graduation Rate, and *Ready Graduate* is presented below:

$$\text{AMO target} = \frac{100 - \text{prior performance}}{8 * 2} + \text{prior performance}$$

$$\text{Double AMO target} = \frac{100 - \text{prior performance}}{4 * 2} + \text{prior performance}$$

The formula for calculating the chronically out of school AMO reduction target is outlined below:

$$\text{AMO reduction target} = \text{prior performance} - \frac{\text{prior performance}}{8 * 2}$$

$$\text{Double AMO reduction target} = \text{prior performance} - \frac{\text{prior performance}}{4 * 2}$$

For example, a school with a success rate of 25 percent would calculate its AMO target and double AMO targets as follows:

$$\text{AMO target} = \frac{100 - 25}{8 * 2} + 25 = \frac{75}{16} + 25 = 29.6875 \approx 29.7$$

$$\text{Double AMO target} = \frac{100 - 25}{4 * 2} + 25 = \frac{75}{8} + 25 = 34.375 \approx 34.4$$

Table 9 provides a snapshot of the AMOs used for school and district accountability by indicator. More information regarding the thresholds used to determine AMOs scores is available in [Section 4.4](#).

Table 9: AMOs Available for School and District Accountability by Indicator

Indicator	School	District
Achievement	✓	✓
Chronic Absenteeism	✓	✓
English Language Proficiency Assessment		✓
Graduation Rate	✓	✓
Ready Graduate	✓	

3.9 Confidence Intervals vs. Quarter AMO Methodology

Confidence Interval: A confidence interval (CI) is a range of values that captures the true percentage with greater confidence. Confidence interval is useful when evaluating data based on a sample of the full student population, to account for variation that may occur between the sample and the full population. The

department calculates 95 percent confidence intervals for the AMO pathways for the success rates (see [Section 4.4.1](#) for school accountability) and ELPA rate. These rates may not be equal to the true proportion of students whose skills and knowledge correspond to a given performance level. The procedure for calculating a 95 percent confidence interval is such that, over many iterations, the interval will contain the true performance level percentage in 95 percent of cases. For more details on the formula used to calculate upper and lower confidence bounds, see [Appendix B](#).

A 95 percent CI means that:

- If the process were repeated on multiple samples, the CI would include the true value for that metric 95 percent of the time.

A 95 percent CI does **not** mean that:

- 95 percent of the data fall within the calculated interval.
- There is a 95 percent probability that the true performance level percentage falls within the calculated interval.

Quarter AMO Methodology: The graduation rate, Chronically Out of School rate, and *Ready Graduate* rate are measures based on the full population of students for the measure and for which use of a confidence interval therefore would not be appropriate. For example, the ESEA defines both the numerator and denominator for adjusted cohort graduation rates based on the adjusted cohorts that include all students. It is not appropriate to use a confidence interval in such cases, where there is no measurement error (i.e., regarding whether a student graduated) and the measure is based on the full population (i.e., based on the full population of a given cohort and not based on a sample of a school's population).

Since the 2022-23 accountability cycle, the department has adjusted its methodology to replace the use of confidence intervals in AMO calculation for the three specified accountability indicators in school accountability. The Achievement indicator continues to use the 95% confidence interval calculation for AMO targets.

To replace confidence interval in the AMO calculation for the specified indicators (i.e., Graduation rate, *Ready Graduate* rate, and Chronically Out of School rate), the department applies the Quarter AMO method to calculate the AMO targets for indicator scores of 2, 1, 0. Table 10 is an example of how the Chronically Out of School AMOs will be calculated using the quarter AMO methodology.⁷¹ Table 11 shows the AMO formulas for Double AMO, AMO, 0.25 AMO, and -0.75 AMO by indicator. Table 12 shows the use case for the Quarter AMO methods.

Table 10: An Example of the Quarter AMO Methods for COS AMOs

Points	AMO Targets for 2023-24 Accountability	What does this mean?
4	Percent of chronically absent students \leq double AMO target	Schools that meet their Double AMO target will receive a score of 4 on the indicator for the AMO target pathway.
3	Percent of chronically absent students \leq AMO target	Schools that meet their AMO target will receive a a score of 3 on the indicator for the AMO target pathway.
2	Percent of chronically absent students \leq 0.25 AMO target	Schools that meet their 0.25 AMO target will receive a score of 2 on their indicator for the AMO target pathway.

⁷¹ The department conducted additional analysis to understand the extent of impact on replacing the confidence internal approach with the Quarter AMO methods on individual indicators as well as final school scores using data from 2018 to 2021). Findings suggested that the impact was trivial (e.g., 1% of K8 schools and 1-2% of high schools have their final score shifted).

Points	AMO Targets for 2023-24 Accountability	What does this mean?
1	-0.75 AMO \geq Percent of chronically absent students > 0.25 AMO target	Schools that made progress but missed their 0.25 AMO target, or those regressed slightly from their prior performance by 0.75 AMO will receive a score of 1 on their indicator for the AMO target pathway.
0	Percent of chronically absent students > -0.75 AMO target	Schools that regressed noticeably from their prior performance for more than 0.75 AMO target will receive a score of 0 on their indicator for the AMO target pathway.

Table 11: AMO Formulas by Indicator

AMO Target	Formula
Graduation Rate and Ready Graduate Rate	
Double AMO	$2 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$
AMO	$1 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$
0.25 AMO	$0.25 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$
-0.75 AMO	$\text{Prior performance} - 0.75 * \left(\frac{\text{prior performance}}{8 * 2} \right)$
Chronically Out of School Rate	
Double AMO	$\text{prior performance} - 2 * \left(\frac{\text{prior performance}}{8 * 2} \right)$
AMO	$\text{prior performance} - 1 * \left(\frac{\text{prior performance}}{8 * 2} \right)$
0.25 AMO	$\text{prior performance} - 0.25 * \left(\frac{\text{prior performance}}{8 * 2} \right)$
-0.75 AMO	$\text{prior performance} + 0.75 * \left(\frac{\text{prior performance}}{8 * 2} \right)$

Table 12: Use Case

Indicator	Current performance	Prior Performance	AMO Targets				Score Points for the AMO pathway
			Double AMO	AMO	0.25 AMO	-0.75 AMO	
Graduation Rate	55	50	56.3	53.1	50.8	47.7	3 Points
Ready Graduate Rate	45	50	56.3	53.1	50.8	47.7	0 points
COS Rate	8	10	8.8	9.4	9.8	10.5	4 points
COS Rate	12	10	8.8	9.4	9.8	10.5	0 points

3.10 Rounding Procedures

Unless otherwise noted, all calculations are rounded to one decimal place at the end of all calculation steps. For example, overall school accountability scores are rounded to the tenths place only when creating the final average⁷². All values leading into the final score are neither rounded nor truncated.

⁷² For example, a final accountability score of 2.04 will round to 2.0 while a final accountability score of 2.05 will round to 2.1.

Section 4: School Accountability

4.1 Background and Designations

This section details the procedures involved in assigning school accountability designations, including Comprehensive Support and Improvement (CSI)/Priority schools, Targeted Support and Improvement (TSI) schools, Additional Targeted Support and Improvement (ATSI) schools, and Reward schools. TSI and ATSI are also recognized as Focus schools in Tennessee. This section provides in-depth information regarding how the school accountability scores are generated and then used to assign appropriate designations for each school. The identification process and exit criteria for each type of school designation are also discussed.

4.2 School Pools and Eligibility for Accountability Designations

Schools are included in one of two pools based on the number of students within the prior year's graduating cohort. Schools that do not have an assigned school pool are not eligible for federal designations (i.e., CSI/Priority, TSI, ATSI, and Reward).

- **K-8 pool:** Schools with fewer than 30 students in the prior year's graduating cohort and have a score for the absolute performance pathway for the Achievement indicator.⁷³
- **HS pool:** Schools with 30 or more students in the prior year's graduating cohort.⁷⁴

Schools with an assigned school pool and with a school type of public (code of 0), state special education (code of 2), or charter (code of 3) based on the School Directory (SDE) in Tennessee are eligible for school designations with few exceptions:

- Adult high schools, alternative schools, and CTE schools
- Schools serving kindergarten to 2nd grade students
- Special education schools (i.e., Tennessee School for the Blind, Tennessee School for the Deaf)
- Schools, such as closed schools⁷⁵, with only graduation rate or ACT/SAT data in the current year due to lag data
- Schools that have a close date between May 31 and August 31, 2024
- Schools with only one year of assessment data, including new schools that have a begin date between May 31 and August 31, 2023

Important update. Schools that are not eligible for federal designations are excluded from the denominator of the bottom 5 percent calculation for CSI/Priority identification.

Additionally, it is important to note that, new schools that have a begin date between May 31 and August 31, 2024, are eligible to receive CSI/Priority designation under specific conditions as described in [Section 4.2.1](#).

⁷³ As an example, schools that serve grade 12 but do not meet the minimum student count of 30 among the prior year's graduating cohort will be considered in the K-8 pool for accountability purposes. Possible K-8 pool configurations may include K-8 Schools, K-5 schools, 6-8 Schools, K-12 schools with fewer than 30 students in the prior year's graduating cohort, and 6-12 schools with fewer than 30 students in the prior year's graduating cohort.

⁷⁴ Possible HS pool configurations may include 9-12 schools with 30 or more student in the prior graduating cohort, K-12 schools with 30 or more students in the prior graduating cohort, and 6-12 schools with 30 or more students in the prior graduating cohort.

⁷⁵ For the 2023-24 school year, the department identified closed schools as those that are either public, state special, or charter schools and have an end date between May 31, 2023 and August 31, 2023 (see [Section 2.4.9](#)).

4.2.1 CSI/Priority Designations and Accountability Score for New or Merged Schools

A school that has a begin date between May 31 and August 31, 2024 may be eligible for receiving CSI/Priority designation if certain conditions are met:

- If the school has less than 50% of the enrollment coming from a school with a CSI/Priority designation, the school will be treated as a new school for the 2024-25 school year and will not be eligible for CSI/Priority designation for the 2023-24 school year.
- If the school has at least 50% of the enrollment coming from one or more schools with a CSI/Priority designation, the school will receive the CSI/Priority status for the 2023-24 school year. For example,
 - A new school opens between May 31 and August 31, 2024. Based on the 2024-25 enrollment data as of September 15, 2024, it shows that 55% of the students enrolled in the new school were served by two previously identified CSI/Priority schools that were closed in the 2023-24 school year. In this case, the new school will receive the CSI/Priority designation. The school can exit CSI/Priority status when it meets the CSI/Priority exit criteria.
 - Two separate schools merged into one school, and the district decided to create a brand new school ID for the merged school with a start date between May 31 and August 31, 2024. The new school ID has a begin date between May 31 and August 31, 2024. Based on the 2024-25 enrollment data as of September 15, 2024, it shows that 51% of the students enrolled were served by a previously identified CSI/Priority school that was closed in the 2023-24 school year. In this case, the merged school with a new school ID will carry the CSI/Priority designation in the 2023-24 school year. The school can exit CSI/Priority status when it meets the CSI/Priority exit criteria or during the next identification cycle if not being identified. **Note:** If the district used an existing school ID for the merged school, the designation, if any, will follow the school ID.

These rules are applied so that appropriate funds can be provided to ensure new schools are receiving the support needed to serve students in a timely manner. The department will examine enrollment data⁷⁶ per the specified criteria to determine appropriate school designations for new schools and merged schools.

4.3 Student Groups and Pathways

School accountability calculations include students in applicable historically underserved student groups to ensure all Tennessee students achieve high levels of success. The *All Students* group includes all students.

When applicable, students are also included in the following student groups:

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

The department will consider Super Subgroup⁷⁷ performance for schools that do not meet the minimum number counts for **any** individual student group listed above but **do** meet the minimum number counts in the Super Subgroup.

⁷⁶ For the 2023-24 accountability, the department uses student enrollment data as of September 15, 2024 for the determination.

⁷⁷ See [Section 2.2.2](#) for the definition and identification of the Super Subgroup.

Each overall student group indicator represents the average performance of each eligible student group for that indicator. A school that is only eligible for the BHN and ED student groups will receive a student group indicator score that reflects the even weight of the performance of these two student groups. Each overall average is rounded to one decimal place.

Final accountability scores weight the *All Students* and student group grades at 60 percent and 40 percent, respectively. Final accountability scores are rounded to the one decimal place.

Table 13 is an example of how the accountability scores from each accountability indicator from each student group is converted into a final accountability score for each school.

Table 13: An Example of Calculating an Accountability Score for High School

Indicator	All Students (60%)	Historically Underserved Student Groups (40%)	Overall
	Score	Score	
Achievement (30%)	3	3	3.0
Growth (25%)	4	2	3.2
Ready Graduate (20%)	1	3	1.8
Graduation Rate (5%)	2	2	2.0
Chronically Out of School (10%)	3	3	3.0
English Language Proficiency (10%)	3	3	3.0
Overall School Score (100%)			2.8

4.4 Indicators and Weighting

Table 14 details the indicators included in school accountability. The weights are applied to compute an overall school score for each school. For each accountability indicator, two types of measures are computed—absolute performance and AMO targets. Whichever measure has the best outcome for schools is used for accountability purposes. The computation methods for these two measures are discussed in detail in the following sections. It is important to note that **schools must have sufficient data for both measures (i.e., absolute and AMO) to receive scores for indicators**. For instance, a high school with at least 30 students in the graduation cohort that has a graduation rate (i.e., absolute performance) but lacks AMO targets would not receive a score for the graduation rate indicator.

Table 14: School Accountability Indicators and Weighting

Indicator	Definition	Measure for All Students and Student Groups	Weight
Achievement	Percent of students <i>met expectations</i> or <i>exceeded expectations</i>	Absolute performance or AMO targets (set to increase the percent of students scoring <i>met expectations</i> or <i>exceeded expectations</i>)	K-8: 45% HS: 30%
Growth	School-level TVAAS Composite	TVAAS (student-level growth measure across achievement continuum)	K-8: 35% HS: 25%
Ready Graduate	Percent of students who graduate and meet <i>Ready Graduate</i> criteria	Absolute performance or AMO targets (set to increase the percent of <i>Ready Graduates</i>)	K-8: NA HS: 20%
Graduation Rate	Percent of students in the graduation cohort that graduate on time with a regular diploma	Absolute performance or AMO targets (set to increase the graduation rate)	K-8: NA HS: 5%
Chronically Out of School	Chronic absenteeism, including out-of-school suspension	Absolute performance or AMO targets (set to decrease the percent of chronically absent students)	K-8: 10% HS: 10%
English Language Proficiency Assessment (ELPA)	Performance on WIDA ACCESS	The percent of students meeting growth standards	K-8: 10% HS: 10%

Important notes regarding the weighting methods are summarized below:

- Student groups with at least 30 valid records are included in accountability calculations, with the exception of the ELPA indicator, which uses a minimum n-count of 10 valid records for school accountability, and the Growth indicator (TVAAS) which student counts vary by model.⁷⁸
- The Super Subgroup⁷⁹ will be used when schools are ineligible for all indicators for all four historically underserved student groups, assuming the school has enough valid records for the Super Subgroup for at least one indicator.
- Any school accountability indicator that does not meet minimum number counts will not be evaluated, and the indicator weight will be redistributed in different ways depending on the missing indicator(s). For instance,
 - If a school is missing the ELPA indicator, the weight for ELPA (10%) will be evenly distributed to the achievement and growth indicators.
 - If a school is missing two indicators and one of them is ELPA, the weight of the ELPA is first redistributed *evenly* between the achievement and growth indicators. The weight of the other indicator is then *proportionally* distributed to the remaining indicators. For example, a K-8 school with missing achievement and ELPA indicators would first have the weight of ELPA reassigned to growth and achievement (45% + 5% = **50% achievement**, 35% + 5% = **40% growth, and 10% chronically out of school**). Then the missing achievement weight would be distributed proportionally between growth and chronically out of school (40% + 10% = remaining indicators; 40%/50% = **80% growth**, 10%/50% = **20% chronically out of school**).
 - If a school is missing non-ELPA indicator(s), the weight of the missing indicator(s) is *proportionally* distributed to the remaining indicators.

4.4.1 Achievement

School achievement scores reflect **the better score** between schools' 2023-24 cohort success rate relative to the state (i.e., absolute performance) and school performance compared to their AMO targets for *All Students* group and other student groups (see Table 15). The 2022-23 cohort success rate will be used to calculate the 2023-24 AMO Targets for the Achievement indicator following the established AMO calculation methods specified in [section 3.9](#). The 2023-24 AMO targets for the Achievement indicator will be used to determine the appropriate score for the indicator for schools.

All schools meeting minimum n count of 30 valid tests in one subject area for both the current and prior school year will receive an achievement score based on their student performance. However, schools that have a TCAP participation rate less than 95% will receive an adjusted success rate, which will then be used for the evaluation (see Section 3.3 for more information).

Table 15: Achievement Score Calculations

Points	Absolute Performance	AMO Targets
	<i>(All Students Group and Other Student Groups)</i>	
4	≥ 45	2023-24 cohort success rate ≥ double AMO target
3	35 – 44.9	2023-24 cohort success rate ≥ AMO target
2	27.5 – 34.9	Upper bound of 2023-24 cohort success rate confidence interval ≥ AMO target
1	20 – 27.4	Upper bound of 2023-24 cohort success rate confidence interval > 2022-23 cohort success rate

⁷⁸ Reference the TVAAS [Technical Report](#) for additional business rules used in the growth metric.

⁷⁹ See [Section 2.2.2](#) for more information on the Super Subgroup.

Points	Absolute Performance	AMO Targets
	(All Students Group and Other Student Groups)	
0	< 20	Upper bound of 2023-24 cohort success rate confidence interval is \leq to 2022-23 cohort success rate

4.4.2 Growth

School growth scores reflect the TVAAS Combined Literacy and Numeracy Composite levels for the *All Students* group and other student groups in the math and ELA subject areas. As discussed in [Section 2.4.6](#), all TCAP and EOC math and ELA tests from grades 3 to 12 will be included in the TVAAS calculation. Specifically, the TVAAS Combined Literacy and Numeracy Composites will be used as the Growth measure for schools and districts. The TVAAS Combined Literacy and Numeracy Composites will include **the better score** between composites that include Early Grades (Grade 3) and those that do not. **For schools (i.e., K-3) that only have composites including Early Grades (Grade 3), the composites including early grades are used for school accountability.**

Important update. Starting in 2023-24, schools that have grade 2 assessments during the prior and current school year will receive the grade 3 growth scores regardless of districts' grade 2 assessment status.⁸⁰ These schools' grade 3 growth scores will be used to calculate the TVAAS Combined Literacy and Numeracy composites, and **the better score** between the composite that includes the grade 3 growth score and the one that does not is used in accountability. Districts that opt out of grade 2 assessments will not have a district-level grade 3 growth measure even if some schools within the district may have grade 3 growth scores as discussed above. To receive a grade 3 growth score, district must opt to administer grade 2 assessments for both the prior and current school years.

Table 16: Growth Score Calculations

Points	TVAAS Combined Literacy and Numeracy Composite
	(All Students Group and Other Student Groups)
4	Level 5
3	Level 4
2	Level 3
1	Level 2
0	Level 1

4.4.3 Chronically Out of School

Chronically Out of School scores reflect **the better score** between schools' chronically out of school rate relative to the state (i.e., absolute performance) and school performance compared to their AMO targets for *All Students* group and other student groups. Chronic absenteeism calculations include only students who are enrolled for at least 50 percent of the instructional days in the school year.⁸¹ The percent of chronically out of school students is based on the number of students who are chronically absent divided by the number of students enrolled for at least 50% of the year. Schools receive points for the chronically out of school indicator according to the scale presented in Table 17.

Table 17: Chronic Absenteeism Calculations

Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets
	(All Students Group and Other Student Groups)		
4	≤ 6	≤ 10	Percent of chronically absent students \leq double AMO target

⁸⁰ This scenario is likely to occur when charter schools transition between districts.

⁸¹ For more information regarding chronic absenteeism calculations, reference [Section 3.6](#).

Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets
	(All Students Group and Other Student Groups)		
3	6.1 – 9	10.1 – 14	Percent of chronically absent students ≤ AMO target
2	9.1 – 13	14.1 – 20	Percent of chronically absent students ≤ 0.25 AMO target
1	13.1 – 20	20.1 – 30	-0.75 AMO ≥ Percent of chronically absent students > 0.25 AMO target
0	> 20	> 30	Percent of chronically absent students > -0.75 AMO target

4.4.4 Graduation Rate

Graduation rates, as measured by the federal graduation rate (see [Section 3.4](#) for the definition of federal graduation rate), reflect the percentage of students in each cohort who graduate with a **regular diploma** or an **alternate academic diploma (AAD)** within four years and a summer since entering grade 9. Only schools in the high school pool receive points for the Graduation Rate indicator. Schools receive points for the graduation rate according to the scale presented in Table 18. Graduation Rate scores reflect **the better score** between the school graduation rate relative to the state (i.e., absolute performance) and the school's performance compared to their AMO targets for *All Students* group and other student groups.

Important update. The cut scores for the absolute performance pathway is adjusted to mitigate the downward shift of the graduation rate across the state as a result of federal requirement on federal graduation rate reporting started in 2022-23.

Table 18: Graduation Rate Calculations

Points	Absolute Performance	AMO Targets
	(All Students and Other Student Groups)	
4	≥ 92.0	Graduation rate ≥ double AMO target
3	87.0 – 91.9	Graduation rate ≥ AMO target
2	77.0 – 86.9	Graduation rate ≥ 0.25 AMO target
1	67.0 – 76.9	0.25 AMO > Graduation rate ≥ -0.75 AMO target
0	< 67	Graduation rate < -0.75 AMO target

4.4.5 Ready Graduate

Graduates defined by the Tennessee graduation rate are used to evaluate the *Ready Graduate* indicator for school accountability (see [Section 3.4](#) for the definition of Tennessee graduation rate). The *Ready Graduate* rate reflects **the better score** between schools' *Ready Graduate* rate relative to the state (i.e., absolute performance) and school performance relative to their AMO targets (i.e., AMO targets) for *All Students* group and other student groups. The *Ready Graduate*⁸² rate is calculated by dividing the number of on-time graduates from the cohort who meet at least one of the *Ready Graduate* criteria by the number of students in that cohort. Only schools in the high school pool receive points for the *Ready Graduate* indicator. Schools receive points for the *Ready Graduate* indicator according to the scale presented in [Table 19](#). Schools that did not meet the 95% ACT/SAT participation rate will automatically receive a score of 0 for the *Ready Graduate* indicator.

Table 19: Ready Graduate Calculation

Points	Absolute Performance	AMO Targets
	(All Students and Other Student Groups)	
4	≥ 40	Percent of <i>Ready Graduates</i> ≥ double AMO target
3	30 – 39.9	Percent of <i>Ready Graduates</i> ≥ AMO target
2	25 – 29.9	<i>Ready Graduate</i> rate ≥ 0.25 AMO target
1	16 – 24.9	0.25 AMO > <i>Ready Graduate</i> rate ≥ -0.75 AMO target

⁸² For more information regarding *Ready Graduate* calculations, reference [Section 3.5](#)

Points	Absolute Performance	AMO Targets
		(All Students and Other Student Groups)
0	< 16	Ready Graduate rate < -0.75 AMO target

4.4.6 English Language Proficiency Assessment

Schools are eligible for the English Language Proficiency Assessment (ELPA) indicator if at least 10 students have valid WIDA composite performance levels in **both** the current and prior year(s). The ELPA indicator reflects the percentage of students meeting the growth standard. Growth standards are differentiated based on students’ prior-year composite performance according to Table 20.⁸³

Table 20: ELPA Growth Standards

Prior Year Score Range	Growth Standard (Difference Between Current and Prior Score)
1.0–1.4	1.3
1.5–1.9	0.7
2.0–2.4	0.8
2.5–2.9	0.7
3.0–3.4	0.4
3.5–3.9	0.5
4.0–4.4	0.4
4.5–4.9	0.2

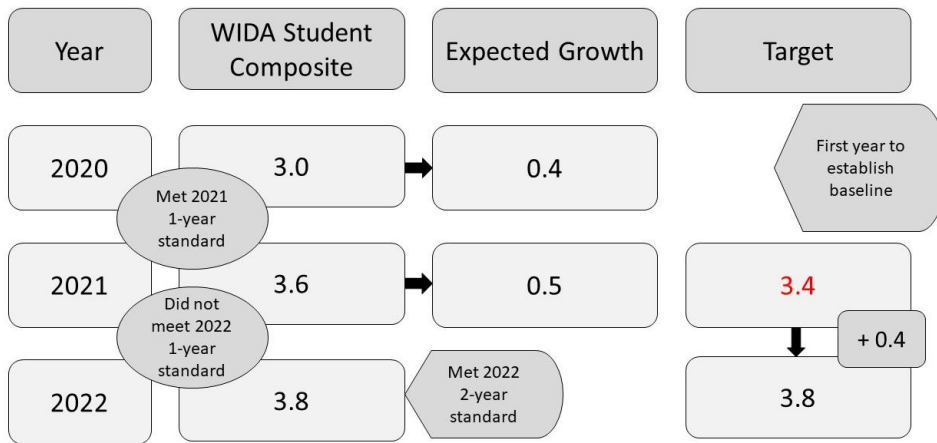
Students are considered to have met the growth standard if the difference between their current year and prior year composite performance levels is greater than or equal to the corresponding growth standard based on their prior year composite performance level. Alternatively, students who miss the growth standard in the most recent year but meet a combined two-year growth standard will also count as having met the growth standard. The department will also consider students to have met the growth standard if they meet the reclassification criteria⁸⁴ in the most recent year, regardless of whether their year-over-year growth meets the standard for their prior composite score. It is important to note that, to be included in ELPA calculation, students must have at least two years of WIDA data, from current and prior year(s), to be assessed on their performance of meeting growth standards.

Figure 4 illustrates both the application of a one-year and two-year growth standard. Note, a two-year growth standard is based on expected growth from one year to the next year. Then, the growth standard is applied to the expected value from the second year to the third year to get the two-year growth standard.

Figure 4: WIDA One-Year and Two-Year Growth Standard Example

⁸³ These growth standards represent the 60th percentile of growth performance for each given score band from prior data.

⁸⁴ Reclassification criteria is the criteria to be reclassified and no longer be considered an English Learner. They would then be a Transitional 1 student the next year. Reclassification criteria is composite of 4.4 and a literacy performance level of 4.2.



Schools receive points for the percent of students meeting growth standards based on their performance relative to the state’s long-term goals. Table 21 summarizes how schools earn points for the performance of **EL students** on the WIDA ACCESS 2.0 assessment for the ELPA indicator.

Table 21: Percent of Students Meeting Growth Standards

Points	Percent of Students Meeting Growth Standards (All Students and Other Student Groups)
4	≥ 60
3	50 – 59.9
2	40 – 49.9
1	25 – 39.9
0	< 25

4.5 CSI/Priority School Identification

The last CSI identification was in 2022-23, and the last Priority identification was in 2021-22. The next identification for CSI/Priority will be in 2024-25.

Schools can be identified as CSI/Priority schools through one of the three identification criteria. The first criterion include schools that are the lowest-performing five percent of schools⁸⁵ based on multi-year success rates (up to three years) in each school pool. The Safe Harbor provision will be applied to remove schools from CSI/Priority designation. That is, schools with a TVAAS Composite Level of a 4 or 5 in the two most recent years for all accountability subjects⁸⁶ **OR** have a score of 3 or 4 on all other non-Achievement, non-growth accountability indicators (i.e., chronically out of school, graduation rate, *Ready Graduate*, ELPA) will not receive CSI/Priority status (i.e., Safe Harbor provision). Additional schools will be identified to replace schools that are removed due to Safe Harbor to ensure at least five percent of schools are identified for CSI/Priority designation.

The second identification criterion is based on federal graduation rate—high schools with a federal graduation rate less than 67 percent will receive the CSI/Priority designation. The third criteria is the ATSI to CSI pathway. Per USED requirements, ESEA section 1111(d)(3)(A)(i)(II), an ATSI school that fails to exit and is identified as ATSI again for the same student group in the next identification cycle will receive the CSI/Priority

⁸⁵ Percentile rank formula is presented in Appendix C.

⁸⁶ Per USED guideline, the accountable subjects include ELA and math. Therefore, to be removed from the CSI identification under the Safe Harbor provision, schools must have a TVAAS Combined Literacy and Numeracy Composite level of 4 or 5 in the most two recent years.

designation (i.e., CSI-Not Exiting). ATSI schools are not eligible for ATSI to CSI/Priority pathway if they exited the status between the identification cycles. The timeline for the ATSI to Priority pathway started in 2022-23, and the next identification cycle is 2024-25. ATSI schools identified in 2022-23 will become CSI in 2024-25 if they did not exit AND if they are identified as ATSI again for the same student group in 2024-25.

4.5.1 CSI/Priority Exit Criteria

CSI/Priority schools are eligible for being evaluated for exit in the following years as long as they meet the minimum n count of 10 for the specified exit criteria as described below. For a school to exit CSI/Priority status, it must satisfy at least one corresponding exit criterion as discussed below to exit.

- CSI/Priority schools identified based on multi-year success rates may exit if they meet one of the exit criteria below:
 - The school's one-year success rate (i.e., cohort success rate) for the *All Students* group exceeds the 10th percentile in the state in both of the two most recent years with success rate data;
 - The school's one-year success rate (i.e., cohort success rate) for the *All Students* group exceeds the 15th percentile in the state in the most recent year;
 - The school earns a TVAAS composite level of 4 or 5 in TVAAS Numeracy composite **AND** TVAAS Literacy composite for both of the two most recent years with TVAAS data.

- CSI/Priority schools identified based on low federal graduation rates may exit if they meet the exit criterion below:
 - If the school was identified for graduating less than 67 percent of its students per the federal graduation rate, the school can exit by graduating at least 67 percent of its students in both of the two most recent years

- CSI/Priority schools identified as a result of ATSI to CSI pathway may exit if they meet the exit criterion below:
 - If the school was identified for consistently underperforming student groups (i.e., ATSI to CSI pathway), the school can exit by meeting **or** exceeding success rate AMO targets for **each** student group for which the school was identified. A school identified for multiple student groups may exit for individual student groups by meeting AMO targets for that given group. A school need not meet AMO targets for all student groups in all years to exit. However, a school must meet targets for all identified student groups in at least one of the years between identification.

4.6 TSI and ATSI (Focus School) Identification

TSI and ATSI schools (or Focus schools) have one or more significantly and/or consistently underperforming student group(s) and includes two categories of federal school designations: Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). ATSI schools that earn a designation based on the same historically underserved student group(s) for two consecutive identification cycles will earn a CSI/Priority designation starting in the 2024-25 school year. Federal law and Tennessee's approved ESSA plan require the department to identify TSI and ATSI schools for 10 student groups. They are:

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

- Hispanic/Latino
- Black or African American
- American Indian or Alaska Native
- Native Hawaiian or Pacific Islander
- Asian
- White

TSI and ATSI schools are identified based on different timelines and methodologies, as outlined below. Focus School identification will continue to align with federal TSI and ATSI identification.

4.6.1 Targeted Support and Improvement

The department identifies TSI schools each year. Schools are eligible⁸⁷ for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators.⁸⁸ Schools whose overall accountability scores for a given student group are in the bottom five percent for that student group will be identified as TSI schools. For example, a school in which ED students perform in the bottom five percent of all eligible ED student groups will be identified as TSI for its ED student group.

4.6.2 Additional Targeted Support and Improvement

The last ATSI identification was in 2022-23, and the next ATSI identification will be in 2024-25. ESSA defines ATSI schools as those in which any student group on its own, would lead to identification as a CSI school.⁸⁹ Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification.⁹⁰ TSI schools whose student group success rates⁹¹ are less than or equal to the maximum success rate of any CSI school in their pool⁹² will be identified as ATSI. TSI schools that have a score of 3 or 4 on **all other** non-Achievement accountability indicators (i.e., chronically out of school, graduation rate, Ready Graduate, ELPA) for a given student group will not receive ATSI status. Additionally, TSI schools whose student group federal graduation rates are less than 67 percent will be identified as ATSI.

4.6.3 TSI/ATSI Exit Criteria

TSI schools are identified annually and may only exit if they are not identified as TSI schools in the following year. If no new TSI school list is generated for a given year, schools will retain the TSI designation from the previous year until a new TSI list is generated.

ATSI schools are eligible for being evaluated for exit in the following years as long as they meet the minimum n count of 10 for the specified exit criteria as described below. For a school to exit ATSI status, it must satisfy at least one corresponding exit criterion as discussed below to exit.

- ATSI schools identified based on multi-year success rates may exit if they meet one of the exit criteria below:

⁸⁷ A school that is identified for CSI may not also be identified as Targeted Support and Improvement

⁸⁸ Schools must be eligible for all indicators in their pool other than ELPA (and Graduation Rate and *Ready Graduate* for K-8 schools) to be eligible for TSI identification.

⁸⁹ See ESEA of 1965 §1111 (d)(2)(C).

⁹⁰ The department will calculate the TSI list before determining the ATSI school list. For example, the TSI list generated at the end of the 2023-24 school year, which will be based on 2023-24 data, will determine which schools are eligible for ATSI designation in 2023-24.

⁹¹ These success rates will include the same subjects and multiple years of data that are included in the CSI school success rates to which they are compared.

⁹² Based on the CSI list identified that same year (i.e., 2023-24).

- The school's one-year success rate (i.e., cohort success rate) for each student group for which it was identified exceeds the 10th percentile in the state for each student group in both of the two most recent years;
 - The school's one-year success rate (i.e., cohort success rate) for each student group for which it was identified exceeds the 15th percentile in the state for each student group in the most recent year;
 - The school earns a TVAAS composite level of 4 or 5 in TVAAS Numeracy composite **AND** TVAAS Literacy composite for both of the two most recent years with TVAAS data for each student group for which they were identified.
- ATSI schools identified based on low federal graduation rates may exit if they meet the exit criterion below:
 - If it was identified for graduating less than 67 percent of its students per the federal graduation rate, the school can exit by graduating at least 67 percent of its students for each student group for which it was identified in both of the two most recent years.

4.7 Reward School Identification

Reward schools are identified every year. Schools earn Reward status based on the most recent year of data.⁹³ Schools earn Reward status if they earn an overall school rating of 3.1 or higher and are not identified as CSI/Priority or Focus (TSI/ATSI) schools.

Section 5: District Accountability

5.1 Indicators and Designations

The following indicators⁹⁴ are included in district accountability:

- Grades 3–5 Success Rate
- Grades 6–8 Success Rate
- Grades 9–12 Success Rate
- Grades K–12 Chronically out of School
- Grades K–12 English Language Proficiency Assessment (ELPA)
- Graduation rate

District performance across these indicators earns one of five possible determinations:

- Exemplary
- Advancing
- Satisfactory
- Marginal
- In Need of Improvement

⁹³ The Graduation Rate and Ready Graduate indicators are lagged measures by one year.

⁹⁴ For the success rate indicators, the subjects will include math and ELA data for 2021-22 accountability.

5.2 Historically Underserved Student Groups and Minimum Required Counts

Students are included in applicable student groups to ensure all Tennessee students achieve high levels of success. All students are included in the *All Students* group. If applicable, students are also included in the following historically underserved student groups:

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)⁹⁵
- Students with Disabilities (SWD)
- Super Subgroup⁹⁶

The following business rules are applied to include valid data in the evaluation of district accountability:

- Student groups are included in accountability calculations for the success rate indicator if there are at least 30 valid tests in a given subject area in the current and prior year.
- Student groups are included in accountability calculations for the English Language Proficiency Assessment (ELPA) indicator if there are at least 30 students with valid composite and literacy performance levels based on the WIDA test in the current and prior year.
- Student groups with at least 30 students in grades K- 12 who are enrolled for at least 50 percent of instructional days are included for the chronically out of school indicator.
- Student groups with at least 30 students in the graduation cohort are included in the graduation rate indicator.

Like schools, districts will only receive scores for the indicators for which they have sufficient data for **both** the AMO and absolute performance pathways.⁹⁷

Records with a blank or unknown race/ethnicity will be assigned to the *All Students* group, even if, for example, the student is Black, Hispanic, or Native American and would otherwise be assigned to the BHN student group. The same is true for records that do not accurately reflect students' status as ED students, EL, and SWD. ***This highlights the importance of ensuring accurate student data at the district and school levels before the final day of the testing window.***

5.3 Indicators and Calculation Procedures

5.3.1 Calculation Procedures

Districts are evaluated on 6 indicators:

- 3-5 Success Rate
- 6-8 Success Rate
- 9-12 Success Rate
- Chronically Out of School

⁹⁵ English learners include Transition 1-4 students.

⁹⁶ The Super Subgroup includes all records that identify at least one of the historically underserved student groups listed. The department uses the Super Subgroup for school accountability when schools do not have sufficient numbers of students for any individual student group but do have sufficient numbers of students in the Super Subgroup. Consult [Section 2.2.2](#) for more information.

⁹⁷ Districts may receive scores for indicators in which they do not have sufficient data for a value-added score so long as they have sufficient data for both the AMO and absolute performance pathways.

- Graduation Rate
- English Language Proficiency Assessment (ELPA)

Districts earn between 0 and 4 points for each goal and indicator for which they are eligible⁹⁸. District performance goals and definitions are outlined in Table 22.

Table 22: District Performance Goals and Definitions

District Performance Goal	Definition
Absolute Performance	Percent of students that meet the defined criteria (e.g., the percent of students who graduate)
AMO Target	Yearly targets for improving performance based on prior year results
Value-Added	Value a district adds and how that compares to the performance of other districts in the state

Overall indicator scores average the number of points a district receives for the value-added performance goal averaged with **the better score** between their absolute performance and AMO targets. For example, a district with an AMO pathway score of 2, an absolute performance pathway score of 3, and a value-added pathway score of 4 will receive a final score of 3.5 which reflects the better score between the absolute and AMO performance (3) averaged with the value-added score (4).

This process is conducted for the *All Students* group first, then repeated for each historically underserved student group. Final indicator averages weight *All Students* and student group indicator averages at 60 percent and 40 percent, respectively. Final indicator averages are rounded to one decimal place.

For each step identified with a status (*All Students*, student groups, and final district), determination scales will follow as such:

- Scores greater than or equal to 3.1 will be labeled **exemplary**.⁹⁹
- Scores greater than or equal to 2.1 but less than 3.1 will be labeled **advancing**.
- Scores greater than or equal to 1.1 but less than 2.1 will be labeled **satisfactory**.
- Scores less than 1.1 will be labeled **marginal**.

5.3.1.1 Step 1: All Students Status

To calculate the *All Students* status, the department averages the value-added score with the higher of the Absolute proficiency and the AMO, and then average all overall scores (see Table 23).

Table 23: All Student Status Calculation

Indicator	Absolute Performance	AMO Targets	Value-Added	Indicator Score
3-5 Success Rate	2	1	2	2
6-8 Success Rate	0	2	0	1
9-12 Success Rate	3	1	3	3
Chronically Out of School	1	2	0	1
Graduation Rate	2	4	2	3
English Language Proficiency	3	4	4	4
All Students Status	2.33			
	Advancing			

5.3.1.2 Step 2: Student Group Average

⁹⁸ All indicators are weighted evenly. Meaning, if a district served only K-8 students, their determination will be based off 5 indicators averaged together.

⁹⁹ Districts in which all schools are identified as Reward, may also be labeled as Exemplary in the event that that district's overall score is not greater than or equal to 3.1.

To calculate student group average, the department averages the value-added score with the higher of the Absolute proficiency and the AMO, and then average all overall scores for each of the 4 historically underserved student groups. Table 24 shows an example of how the Student Group average is calculated for BHN.

Table 24: Student Group Average Calculation

Indicator	Absolute Performance	AMO Targets	Value-Added	Indicator Score
3-5 Success Rate	1	1	4	2.5
6-8 Success Rate	3	1	2	2.5
9-12 Success Rate	2	0	2	2.0
Chronically Out of School	3	1	0	1.5
Graduation Rate	4	1	1	2.5
English Language Proficiency	1	2	3	2.5
BHN Average	2.25			

5.3.1.3 Step 3: Student Group Status

To determine student group status, the department averages the student group average across all applicable student groups (see Table 25). Missing values for the English learners (EL) indicate that the district in the example below does not have at least 30 EL students for any indicator.

Table 25: Student Group Status Calculation

Indicator	BHN	ED	EL	SWD
3-5 Success Rate	2.5	1		1.0
6-8 Success Rate	2.5	3.5		1.5
9-12 Success Rate	2.0	1.0		0.0
Chronically Out of School	1.5	2.0		1.5
Graduation Rate	2.5	2.0		1.5
English Language Proficiency	2.5	2.5		1.5
Student Group Average	2.25	2.0		1.17
Student Group Status	1.81			
	Satisfactory			

5.3.1.4 Step 4: Final District Determination

Final determinations weight *All Students* status and Student Group status at 60 percent and 40 percent, respectively. Final determinations are rounded to the one decimal place (see Table 26).

Table 26: Final District Determination Calculation

Status	Average	Determination	Overall Average	Final Determination
All Students status (60%)	2.33	Advancing	2.12	Advancing
Student Groups status (40%)	1.81	Satisfactory		

Districts earn final accountability determinations based on the following scale.

- Districts with an overall score greater than or equal to 3.1 will be labeled **exemplary**¹⁰⁰
- Districts with an overall score greater than or equal to 2.1 but less than 3.1 will be labeled **advancing**.
- Districts with an overall score greater than or equal to 1.1 but less than 2.1 will be labeled **satisfactory**.
- Districts with an overall score less than 1.1 will be labeled **marginal**.

¹⁰⁰ Districts in which **all** schools are identified as Reward, may also be labeled as Exemplary in the event that the district's overall score is **not** greater than or equal to 3.1.

Districts receive an **in need of improvement** determination if their overall score falls in the bottom five percent of all districts. Districts are labeled **in need of improvement** regardless of what determination that score would earn according to the scale above. That is, an overall score in the bottom five percent takes precedence over the scale listed above for assigning overall determinations.

5.3.2 Grade Band Success Rate Indicators

The Grade Band (3-5, 6-8, 9-12) Success Rate Indicators aim to evaluate districts on their assessment performance both in terms of student proficiency and growth. Districts will be measured across three pathways (see Table 27): Absolute performance which identifies the percent of students scoring *met expectations* or *exceeded expectations* on the TCAP assessment, AMO targets, and growth as measured by the TVAAS Combined Literacy and Numeracy Composite levels.^{101, 102}

It should be noted that, for the 2023-24 school year, the 9-12 grade band success rate is calculated using the 10th grade cohort success rate model. Please refer to [Section 2.1.1.1](#) for more detail. Additionally, districts that do not meet the 95% TCAP participation requirement will not automatically receive a zero for the Grade Band Success Rate indicator. Instead, all districts will receive a 0 to 4 rating for the indicator based on their performance, regardless of their TCAP participation rate. However, districts that did not meet the 95% TCAP participation rate will have their success rate adjusted (see [Section 3.3](#) for success rate adjustment).

Table 27: Grade Band Success Rate Calculation

Points	Absolute Performance	AMO	Value-Added
	<i>(All Students and Historically Underserved Student Groups)</i>		
4	≥ 45.0	Success rate ≥ double AMO target. ¹⁰³	TVAAS Composite level 5
3	35.0 - 44.9	Success rate ≥ AMO target	TVAAS Composite level 4
2	27.5 - 34.9	Upper bound of success rate CI ≥ AMO target	TVAAS Composite level 3
1	20.0 - 27.4	Upper bound of success rate CI > prior year success rate	TVAAS Composite level 2
0	< 20.0	Upper bound of success rate CI ≤ prior year success rate.	TVAAS Composite level 1

5.3.3 Chronically Out of School Indicator

The Chronically Out of School indicator observes students in grades K-12 identified as chronically absent, as defined in [Section 3.6](#) both in terms of current rate and improvement. Districts will be measured across three pathways (see Table 28): absolute performance, AMO targets, and the value-added measure. The value-added measure is based on the percent of students who were chronically absent in the prior year and then become not chronically absent in the current year.

Table 28: Chronically out of School Indicator Calculation

Points	Absolute Performance	AMO ¹⁰⁴	Value-Added
	<i>(All Students and Historically Underserved Student Groups)</i>		
4	≤ 8.0	Percent of chronically absent students ≤ double AMO target	Top quintile of statewide performance
3	8.1 - 11.5	Percent of chronically absent students ≤ AMO target	Fourth quintile of statewide performance

¹⁰¹ For 2021-22 accountability, district TVAAS composites will include the subjects of math and ELA only.

¹⁰² TVAAS composites for grades 3-5 will include the better score between composites that include early grades (3rd grade) and those that do not.

¹⁰³ See [Section 3.1](#) for more details about AMO target and double AMO target calculations.

¹⁰⁴ In 2023-24, the Quarter AMO method will be applied.

2	11.6 – 16.5	Percent of chronically absent students \leq 0.25 AMO target	Third quintile of statewide performance
1	16.6 – 25.0	-0.75 AMO \geq Percent of chronically absent students $>$ 0.25 AMO target	Second quintile of statewide performance
0	$>$ 25.0	Percent of chronically absent students $>$ -0.75 AMO target	Bottom quintile of statewide performance

5.3.4 Graduation Rate Indicator

The Graduation Rate indicator aims to evaluate districts on postsecondary readiness both through graduation rate and *Ready Graduate* criteria. Districts will be measured across three pathways (see Table 29): absolute performance, which will represent the percent of **federal** graduates, **federal graduation rate** AMO targets, and the value-added measure which calculates the difference in the district’s percent of *Ready Graduates*¹⁰⁵ to the prior year as compared to statewide performance.

Districts that miss the 95 percent minimum participation rate for ACT/SAT automatically receive a score of 0 for their Graduation Rate indicator. Same business rule is applied to all applicable student groups.

Important update. The cut scores for the absolute performance pathway is adjusted to mitigate the downward shift of the graduation rate across the state as a result of federal requirement on federal graduation rate reporting started in 2022-23.

Table 29: Graduation Rate Indicator Calculation

Points	Absolute Performance	AMO ¹⁰⁶	Value-Added
	<i>(All Students and Historically Underserved Student Groups)</i>		
4	\geq 92.0	Graduation rate \geq double AMO target	Top quintile of statewide performance
3	87.0 – 91.9	Graduation rate \geq AMO target	Fourth quintile of statewide performance
2	77.0 – 86.9	Graduation rate \geq 0.25 AMO target	Third quintile of statewide performance
1	67.0 – 76.9	0.25 AMO $>$ Graduation rate \geq -0.75 AMO target	Second quintile of statewide performance
0	$<$ 67.0	Graduation rate $<$ -0.75 AMO target	Bottom quintile of statewide performance

5.3.5 English Language Proficiency Assessment Indicator

The English Language Proficiency Assessment (ELPA) indicator observes K-12 students’ progress toward language acquisition as performed on WIDA ACCESS. Districts will be measured across three pathways (see Table 30): absolute performance, which will represent the percent of students meeting growth standards,¹⁰⁷ AMO targets, and the value-added goal which calculates the change in the percent of transitional EL students whose score *met expectations* or *exceeded expectations* in ELA content areas.

Table 30: ELPA Indicator Calculation

Points	Absolute Performance	AMO	Value-Added
4	\geq 60.0	Percent of students meeting growth standards \geq double AMO target	Top quintile of statewide performance
3	50.0-59.9	Percent of students meeting growth standards \geq AMO target	Fourth quintile of statewide performance

¹⁰⁵ Refer to [Section 3.5](#) for more information on *Ready Graduate* indicator. *Ready Graduate* rate is the percentage of **Tennessee graduates** who met one of the *Ready Graduate* pathways.

¹⁰⁶ In 2023-24, the Quarter AMO method will be applied.

¹⁰⁷ Students meeting WIDA Access exit criteria are included as “meeting the growth standard.”

2	40.0-49.9	Percent of students meeting growth standards \geq 0.25 AMO target	Third quintile of statewide performance
1	25.0-39.9	0.25 AMO > Percent of students meeting growth standards \geq -0.75 AMO target	Second quintile of statewide performance
0	< 25.0	Percent of students meeting growth standards < - 0.75 AMO target	Bottom quintile of statewide performance

Appendix A: List of Acronyms

Term	Definition
AMOs	Annual Measurable Objectives
ASD	Achievement School District
AP	Advanced Placement
ASVAB AFQT	Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)
ATSI	Additional Targeted Support and Improvement
BHN	Black, Hispanic, Native American Student Group
CIE	Cambridge International Examinations
CLEP	College Level Examination Program
CSI	Comprehensive Support and Improvement
CTE	Career Technical Education Schools
DE	Dual Enrollment
ED	Economically Disadvantaged Student Group
EIS	Education Information System
EL	English Learner Student Group
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
EOC	End of Course
EPSO	Early Postsecondary Opportunity
ESSA	Every Student Succeeds Act (Most Recent Reauthorization of The Elementary and Secondary Education Act)
FD	Functionally Delayed
FTTT	First Time Test Taker
IC	Industry Credential
IB	International Baccalaureate
LDC	Local Dual Credit
LEP	Limited English Proficiency
LTEL	Long-Term English Learner
RAEL	Recently Arrived English Learner
RI	Reports of Irregularity
SAT	Scholastic Aptitude Test
SDC	Statewide Dual Credit
SIS	Student Information System
SWD	Students with Disabilities Student Group
TCAP	Tennessee Comprehensive Assessment Program
TSI	Target Support and Improvement

Appendix B: Confidence Interval Calculations

The equation below is used to calculate confidence intervals (CIs) for each student group and subject.

$$ci_{95} = \text{round} \left(100 \left(\frac{n}{n + Z_{95}^2} \left(p + \left(\frac{Z_{95}^2}{2n} \right) \pm Z_{95} \sqrt{\frac{p(1-p)}{n} + \frac{Z_{95}^2}{4n^2}} \right) \right) \right)$$

In the equation above, n represents the number of students with a valid test, $Z_{95} = 1.96$ from a standard normal distribution to have a 95 percent confidence interval, and p is the percentage of *met expectations* or *exceeded expectations* (or below) students.

Appendix C: Percentile Rank Calculations

Percentile rankings identify the school or student ranking, as defined below. Rankings identify the placement of a district, school, or student’s performance relative to other districts, schools, or students. See below for specific details pertaining to these calculation procedures.

C.1: Rankings

A percentile rank is defined as the percentage of schools or districts with an equal or lesser score for the same year/student group/grade pool (as applicable). Listed below are the steps used to calculate a percentile rank:

1. Determine the number of eligible schools/districts according to the eligibility criteria listed in this protocol.
2. Reverse rank schools/districts so that schools with lower scores have a higher rank value¹⁰⁸.
3. Divide each school’s/district’s rank by the number of eligible schools/districts. The percentile rank is calculated using the following formula:

$$\text{Percentile Rank} = \frac{\text{school rank}}{\# \text{ of eligible schools}} * 100$$

In the event of a tie, the following business rule is applied: Schools get the best possible rank amongst schools. For example:

School	Score	Rank
A	100	1
B	98	2
C	98	2
D	92	4

C.2: Student Rankings

Student percentile rankings reported in the Student-level Assessment file will follow the calculation procedures outlined by SAS in the TVAAS Technical Report.¹⁰⁹

¹⁰⁸ This step only applies to CSI and ATSI designations.

¹⁰⁹ The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report can be accessed [here](#).

Appendix D: Accountability Formulas

Metric	Formula	Reference Sections
TCAP participation rate	$\frac{\text{\# tested}}{\text{\# enrolled}} * 100$	2.3.1. Enrolled, Tested, and Valid Tests 2.4.1. Testing Status 3.1. TCAP Participation Rate
Percent exceeded expectations	$\frac{\text{\# exceeded expectations}}{\text{\# valid tests}} * 100$	3.2 Performance Level Percentages
Percent met expectations	$\frac{\text{\# met expectations}}{\text{\# valid tests}} * 100$	
percent met or exceeded expectations	$\frac{\text{\#met expectations} + \text{\# exceeded expectations}}{\text{\# valid tests}} * 100$	
Percent approaching expectations	$\frac{\text{\# approaching expectations}}{\text{\# valid tests}} * 100$	
Percent below expectations	100 – (percent exceeded expectations + percent met expectations + percent approaching)	
Cohort success rate	$\frac{\text{\# met expectations or exceeded expectations (math + ELA + HS math + HS ELA)}}{\text{\#valid tests (math + ELA + HS math + HS ELA)}}$	3.3 One-Year and Three-Year Success Rates
Absentee rate	$\frac{\text{\# absence (A + T + U + X + I)}}{\text{\# instructional days enrolled}} * 100$	3.7 Chronically Out of School
Chronically Out of School Rate	Chronic absenteeism Rate = $\frac{\text{\# chronically absent students}}{\text{\# students enrolled}} * 100$	
Graduation rate	$\frac{\text{\# on time graduates earned either a regular or AAD diploma}}{\text{\# students included graduation cohort}} * 100$ Note. Graduates used in this formula are defined by the federal graduation rate—students who completed all required coursework in all subject areas and earned either a regular or AAD diploma.	3.4 Graduation Rate

Metric	Formula	Reference Sections
Ready Graduate rate	$\frac{\text{\# graduates meeting at least one } \textit{Ready Graduate} \textit{ criterion}}{\text{\# students in the graduating cohort}} * 100$ <p>Note. This formula applies the graduates defined by the Tennessee graduation rate—students receiving a regular or AAD diploma per Tennessee State Board of Education graduation policy.</p>	3.5 Ready Graduate Indicator
AMO targets for achievement	$\text{AMO target} = 1 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $\text{Double AMO target} = 2 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$	
AMO targets for Graduation Rate indicator	$\text{AMO target} = 1 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $\text{Double AMO target} = 2 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $0.25 \text{ AMO target} = 0.25 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $-0.75 \text{ AMO target} = \text{prior performance} - 0.75 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right)$ <p>Note. These formulas applies the graduates defined by the federal graduation rate are students who completed all required coursework and earned either a regular or AAD diploma.</p>	3.8 AMO Targets
AMO targets for Ready Graduate indicators	$\text{AMO target} = 1 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $\text{Double AMO target} = 2 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $0.25 \text{ AMO target} = 0.25 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right) + \text{prior performance}$ $-0.75 \text{ AMO target} = \text{prior performance} - 0.75 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right)$ <p>Note. These formulas applies the graduates defined by the Tennessee graduation rate are students receiving a regular or AAD diploma per Tennessee State Board of Education graduation policy.</p>	3.9 Confidence Interval vs. Quarter AMO methodology
AMO targets for Chronically Out of School indicator	$\text{AMO reduction target} = \text{prior performance} - 1 * \left(\frac{\text{prior performance}}{8 * 2} \right)$ $\text{Double AMO reduction target} = \text{prior performance} - 2 * \left(\frac{\text{prior performance}}{8 * 2} \right)$ $0.25 \text{ AMO target} = \text{prior performance} - 0.25 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right)$ $-0.75 \text{ AMO target} = \text{prior performanc} + 0.75 * \left(\frac{100 - \text{prior performance}}{8 * 2} \right)$	
ACT/SAT participation rate	$\frac{\text{\# Regular diploma graduates with a valid ACT/SAT score}}{\text{\# Regular dipoma graduates}} * 100$ <p>Note. Regular diploma graduates will include students receiving a regular high school diploma per State Board of Education Graduation Requirements Rules 0520-01-03-.06 and High School Policy 2.103.</p>	3.6 ACT/SAT Participation Rate