

2023-24 College and Career Readiness (CCR) Data Verification Guide: Phase I

April 2024

Key Updates:

- The purpose of the 2023-24 College and Career Readiness (CCR) data verification process is to finalize the underlying data elements that will be used to inform three key CCR related data metrics: 1) the *Ready Graduate* indicator used in the state's federal accountability system; (2) the CCR indicator used in the state's school letter grade system; and (3) the Tennessee Investment in Student Achievement (TISA) High School Outcome Goal 1 Target used in TISA funding calculations.
- The 2023-24 CCR data verification process will include **three distinct phases**. Each phase requires district completion of various tasks. Given the complexity of the required tasks within each phase, this document focuses on Phase I tasks only. More guidance regarding Phase II and Phase III tasks will be released at a later time. An overview of each phase and timeline is provided in [Section I](#).
- The 2023-24 TISA graduate status and 2023-24 Cohort graduate status will be finalized within the 2023-24 Cohort process; they are not appealable during the CCR data verification process. The 2023-24 Cohort process is ongoing, please consult [2023-24 Graduation Cohort Protocol](#) for guidance on finalizing TISA and Cohort graduate identification.
- Districts shall verify and finalize all industry credentials (IC) completed in the 2023-24 school year during the CTE IC Reporting window which will close on July 1, 2024. Resources to support IC reporting are available on the Tennessee Promoted Student Industry Credentials [webpage](#). Any questions related to IC report shall be directed to Candi.Collier@tn.gov. Beginning with ICs earned during the 2023-24 school year, IC data is not appealable during the CCR data verification process.
- While organizing the supporting documentation for appeals, it is very important to **sort the document by state student ID** to prevent data review errors.

This document explains the timeline, process, and parameters for submitting an appeal during Phase 1 of the CCR data verification process. Please contact TNE.Accountability@tn.gov for questions not addressed in this document.

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Section 1. Overview

The purpose of the College and Career Readiness (CCR) Data Verification process is to finalize the underlying data elements that will be used to inform three key CCR related data metrics: 1) the *Ready Graduate* indicator used in the state’s federal accountability system; (2) the CCR indicator used in the state’s school letter grade system; and (3) the Tennessee Investment in Student Achievement (TISA) High School Outcome Goal 1 Target used in TISA funding calculations.

The 2023-24 CCR Data Verification process will involve three distinct phases. Table 1 provides an overview regarding the objectives of each phase, district tasks, and a high-level timeline. Additional details for Phases II and III will be released at a later time.

Table 1. Overview of 2023-24 CCR Data Verification Process and Timeline

2023-24 CCR Data Verification Process and Timeline Overview	
Phase I: Prior Existing Data Review and Appeals and Data Submission	
<p>Objectives: By the end of Phase I, <i>all existing underlying data</i> used to inform the three key CCR data metrics (i.e., <i>Ready Graduate</i> indicator, CCR indicator, and TISA High School Outcome) are finalized. Phase 1 data files will include CCR related records from all students enrolled in grades 9 to 12 between 2019-20 and 2023-24. The finalized data will be used to calculate CCR metrics in 2023-24 and future years. Finalized data will not be appealable in future CCR cycles.¹</p> <p>Additionally, districts shall submit the requested data files to the department by the deadline. These files will be utilized to compile various Phase II CCR data files for district review and appeals.</p>	
<p>District Tasks: This phase consists of two major tasks—data review and appeals and data submission</p>	<p>Timeline</p>
<p>Task 1—Data Review & Appeals: Districts will review all existing testing records obtained from early postsecondary opportunities (EPSOs) courses as well as industry credentials (ICs) earned prior to the 2023-24 school year.</p> <p>During the initial submission window, districts shall submit appeals and supporting documentation to correct any missing data or data errors. The remediation window is designed for districts to resubmit appeals with corrected documentation for any appeals that were initially denied; any new appeal submissions will be automatically denied.</p> <p>TDOE’s initial response letters and final response letters including the total number of approved and denied appeals will be sent to the director of schools and made available on the Accountability application by the last day of the response window. Additionally, the department will amend the appeals worksheet to reflect appeals decisions (i.e., approved or denied) for each submission; this file will be available on the Accountability application.</p> <p>Data files that will be released to districts for review and appeals during Phase I include:</p>	<p>Appeals submission window: April 15 – July 19, 2024</p> <p>TDOE initial response:³ July 22 – August 9, 2024</p> <p>Remediation: August 12 – 23, 2024</p>

¹ In future CCR data verification cycles, only current year data will be appealable except for students who transfer into a different district as well as students who transfer into TN public schools from private or out-of-state schools. Districts may submit these students’ transferred records during future CCR data verification cycles.

³ The department will review the appeals worksheet as well as required documentation submitted by July 19 and return the appeals worksheet to districts with an additional flag indicating approval status (i.e., approved or denied). The director of schools will receive an initial response letter indicating total numbers of approved and denied appeals. The letter and the returned worksheet will be posted on the Accountability application.

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<ul style="list-style-type: none"> ACT/SAT data file including tests completed between August 1, 2019, and July 31, 2023. EPSOs with standardized testing scores between August 1, 2019, and July 31, 2023. EPSOs include: <ul style="list-style-type: none"> Advanced placement (AP) Cambridge International Examinations (CIE) College Level Examination Program (CLEP)² International Baccalaureate (IB) Statewide dual credit (SDC) test Industry credential (IC) records as reported during the school years 2019-20, 2020-21, 2021-22, and 2022-23. <p>The above data will be finalized and no longer appealable beyond the end of the Phase I review and appeals window. More information regarding Phase I tasks and appealable issues are discussed in Section 3.</p>	<p>TDOE final response:⁴ August 26 – August 30, 2024</p>
<p>Task 2—Data Submission: Districts will submit: (1) high school student transcript data, (2) local dual credit (LDC) documentation and records (i.e., memorandum of understanding [MOU], LDC course list, LDC test scores), and (3) student Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT) testing records for the school years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24. The department will review student transcript data and LDC course list data and identify any potential errors. Data files with potential errors will be identified and returned to districts by the end of Phase I. District shall review the error flag and submit appeals during Phase II to correct the record as appropriate. More information regarding Phase I tasks and appealable issues are discussed in Section 3.</p>	<p>Data submission window: April 15 – July 26, 2024</p> <p>TDOE response window: July 29– August 30, 2024</p>
Phase II: Current School Year Data Review and Appeals	
<p>Objectives: By the end of Phase II, all underlying CCR data elements that will be used to inform the three key CCR data metrics (i.e., <i>Ready Graduate</i> indicator, CCR indicator, and TISA High School Outcome) are finalized. The data elements that are newly available for the 2023-24 school year will be appealable; the data elements that are finalized by Phase I are no longer appealable.</p>	
<p>District Tasks: Data review and appeals</p>	<p>Timeline</p>
<p>Data review and appeals: Districts will review new testing data collected during the 2023-24 school year and EPSO enrollment and completion data based on transcript data submitted in Phase I. Five data files will be released for review and appeals:</p> <ul style="list-style-type: none"> ACT/SAT data file will include all ACT/SAT tests completed between August 1, 2023, and July 31, 2024. CLEP data file will include students' CLEP test records for the 2023-24 school year. 	<p>Appeals submission window: October 1 – 18, 2024</p> <p>TDOE initial response, remediation & final response: October</p>

² CLEP testing records will be reported in a separate file from EPSO testing records that are tied to course enrollment (i.e., AP/CIE/IB/SDC).

⁴ The department will return the resubmitted appeals worksheet to districts with an additional flag indicating approval status (i.e., approved or denied). The returned worksheet will only include the resubmitted appeals. The director of schools will receive a final response letter indicating total numbers of approved and denied resubmitted appeals. The letter and the returned worksheet will be posted on the Accountability application.

2023-24 CCR Data Verification Process and Timeline Overview

- **AP/CIE/IB/SDC data file** will include students' AP/CIE/IB/SCD course enrollment and completion record linked with test from school years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24.
 - **Dual enrollment (DE) data file** will include students' DE course enrollment and completion records linked with eligible postsecondary credits earned from school years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24.
 - **Local dual credit (LDC) data file** will include students' LDC courses, LDC test score (if available), and LDC numeric grades (if available) from school years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24. Only LDC records with an official MOU, provided by districts during Phase I data submission window, are included in this data file.
- Important note.** An error flag created by the department by the end of Phase I will be incorporated in the AP/CIE/IB/SDC, DE, and LDC data files released in Phase II; districts shall submit appeals to correct the records in Phase II. Any uncorrected records will be removed from the data files by the end of Phase II. All AP/CIE/IB/SDC and CLEP test records finalized by Phase I are no longer appealable in Phase II. The only appealable test records in Phase II are the new tests obtained from the 2023-24 school year.

21 – November 5, 2024

A detailed timeline will be provided at a later time.

Two data files will be released to districts for review only; these files are not appealable.

- **ASVAB data file** will include ASVAB scores received from district during Phase I. The data file will include information regarding ASVAB credit attainment (flag indicating whether a student's highest score received a passing score of 31).
- **IC data file** will include all ICs completed between August 1, 2019, and July 31, 2024. Data collected between 2019-20 and 2022-23 are finalized by the end of Phase I, and data collected in 2023-24 are finalized by the end of the CTE Industry Credential Reporting period which closes on July 1, 2024.⁵ Hence, IC data released in Phase II is only for district review; they are not appealable.

The above data will be finalized and no longer appealable beyond the end of the Phase II review and appeals window. More information regarding Phase II tasks and appealable issues will be provided at a later time.

Phase III: Cohort and TISA CCR Summary Data Review and Appeals

Objectives: By the end of Phase III, the 2023-24 *Ready Graduate* data files, 2023-24 CCR data file, and 2023-24 TISA High School Outcome data files will be finalized.

District Tasks: Data review and appeals

Timeline

In Phase III, data files finalized in Phase I and Phase II will be used to compile summary data files for *Ready Graduate*, CCR, and TISA specific data metrics. Three student-level data files will be released to districts for review and appeals:

Appeals submission window: November 8-21, 2024.

- **Student-level TISA summary data file:** In this data file, student records are attached to districts that will receive TISA funding. Only 2023-24 TISA graduates are included in the data file.

TDOE initial response, remediation & final

⁵ Information regarding IC reporting can be found on the TDOE Industry Credential [webpage](#). Please direct questions regarding IC reporting to Candi.Collier@tn.gov.

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- **Student-level CCR summary data file:** In this data file, student records are attached to schools and districts to which the cohort membership is assigned. Only 2023-24 graduating cohort graduates are included in the data file.
- **Student-level Ready Graduate summary data file:** In this data file, student records are attached to schools and districts to which the cohort membership is assigned. Only 2023-24 graduating cohort graduates are included in the data file.

It is important to note that TISA graduate and cohort memberships will be finalized by the end of the 2023-24 Cohort process; these rosters are not appealable during CCR Phase III.

Additional school- and district-level files will be provided for CCR and *Ready Graduate* metrics. These files for review only given that any changes made to the student-level file will subsequently change the school-level and district-level files.

- **School-level CCR summary data file:** In this data file, school level CCR data metrics are calculated. This is the data file that will be used to provide CCR rate for letter grade calculation purposes.
- **School-level Ready Graduate summary data file:** In this data file, school level *Ready Graduate* data metrics are calculated. This is the data file that will be used to provide school-level *Ready Graduate* rate for federal accountability purposes.
- **District-level Ready Graduate summary data file:** In this data file, district level *Ready Graduate* data metrics are calculated. This is the data file that will be used to provide district-level *Ready Graduate* rate for federal accountability purposes.

The above data will be finalized and no longer appealable beyond the end of the Phase III review and appeals window. More information regarding Phase III tasks and appealable issues will be provided at a later time.

response:
November 22, 2024

Detailed timeline will be provided at a later time.

1.1 Student Population

During the 2023-24 CCR data verification process, the department will finalize all current (2023-24) and prior year (2019-20 through 2022-23) data for the following students:

- Students who entered 9th grade in 2019-20:
 - These students will show up in the CCR-related data files between 2019 and 2024 as long as they are enrolled in Tennessee public schools during the period.
- Students who entered 9th grade in 2020-21
 - These students will show up in the CCR-related data files between 2020 and 2024 as long as they are enrolled in Tennessee public schools during the period.
- Students who entered 9th grade in 2021-22
 - These students will show up in the CCR-related data files between 2021 and 2024 as long as they are enrolled in Tennessee public schools during the period.
- Students who entered 9th grade in 2022-23
 - These students will show up in the CCR-related data files between 2022 and 2024 as long as they are enrolled in Tennessee public schools during the period.
- Students who entered 9th grade in 2023-24
 - These students will show up in the CCR-related data files between 2023 and 2024 as long as they are enrolled in Tennessee public schools during the period.

Any students who have been counted in Ready Graduate, CCR, or TISA Outcome status prior will be excluded from the relevant data files. For TISA purposes, students may only generate one outcome bonus in high school; thus,

students will only be counted as a TISA graduate one time. However, any student who was previously counted as a TISA graduate may be retained in the data files if they were not counted in the prior graduating cohorts.

During Phases I and II, students are assigned to the school and district of their most recent enrollment. During Phase III, students in the CCR and *Ready Graduate* summary files are assigned to their accountable school and district, while students in TISA summary files are assigned to the districts that will receive TISA funding, as determined during the 2023-24 Cohort process.

It is vital for districts to appeal incorrect and missing data for all students assigned to them throughout the CCR data verification process. In future CCR data verification cycles, only current year data will be appealable, with an exception for students transferring into a different district as well as out-of-state and private school transfer students. Districts may submit appeals to include these transfer students' records during future CCR data verification cycles.

In summary, it is crucial for districts to be actively engaged in the CCR verification process as the data will be utilized for federal accountability (*Ready Graduate* data metrics), school letter grade evaluation (CCR data metrics), and TISA funding purposes (TISA High School Outcome Bonus). All underlying data finalized during the 2023-24 CCR data verification cycle will be used for both **current and future years**. In particular, all underlying data verified during Phases I and II, as specified below, will no longer be appealable in future CCR data verification cycles⁶, including:

- ACT/SAT testing records completed between August 1, 2019, and July 31, 2024
- ASVAB testing records completed between August 1, 2019, and July 31, 2024
- EPSO credits earned between August 1, 2019, and July 31, 2024, including:
 - AP/CIE/IB/SDC testing records and the corresponding enrollment records between August 1, 2019, and July 31, 2024
 - CLEP testing records between August 1, 2019, and July 31, 2024
 - DE eligible postsecondary credits earned and the corresponding enrollment records between August 1, 2019, and July 31, 2024
 - LDC eligible postsecondary credits earned, testing records, and the corresponding enrollment records between August 1, 2019, and July 31, 2024
- ICs reported between August 1, 2019, and July 31, 2024

The above finalized underlying data will continue to be used for future TISA graduates and Cohort graduates beyond 2023-24. ***Given the complexity of the required tasks within each phase, this document focuses on the Phase I tasks only.*** More guidance regarding Phase II and Phase III tasks will be released at a later time. Any questions about the 2023-24 CCR verification process can be sent to TNED.Accountability@tn.gov.

⁶ The department will only accept appeals to include additional records for students who transfer into a different district as well as students who transfer in TN public schools from private schools or out-of-state schools after July 31, 2024.

Section 2. CCR Metrics and Calculations

The three CCR metrics (i.e., TISA High School Outcome Bonus, CCR indicator, and *Ready Graduate* indicator) are built on many of the same underlying data elements (e.g., ACT/SAT scores, ASVAB scores, IC, EPSO data, etc.). However, each metric serves a different purpose, is calculated differently, and applies to a different student population. Table 2 provides an overview of the main differences between the three CCR metrics.

Table 2. CCR Metrics Overview

	Metrics		
	<i>Ready Graduate</i> (Federal accountability)	CCR (Letter Grade)	TISA High School Outcomes Goal 1 Target
Definition	The percentage of graduates in a graduation cohort deemed “ <i>Ready Graduates</i> ”	The percentage of graduates in a graduation cohort deemed “College and Career Ready”	A goal high school graduates can meet to demonstrate positive outcomes related to college and career readiness
Level Applied	School (high schools only) and district	School (high schools only)	District only
Purpose	Used in federal accountability	Used in the state letter grade system	Used to award TISA Outcomes funding bonuses to districts ⁷
Students included	All students in a Graduation Cohort (see Table 3)		All students in a Graduating Class (see Table 3)

As shown in Table 1, The *Ready Graduate* and CCR metrics include students of a **Graduation Cohort** while TISA High School Outcomes bonuses are awarded to graduates of a **Graduating Class**. A graduation cohort is defined by the year a cohort of students first enter ninth grade; a graduating class is defined based on the year a class of students graduate. The difference between a Graduation Cohort and a Graduating Class is outlined in Table 3.

Table 3. Graduation Cohort vs. Graduating Class⁸

Graduation Cohort	Graduating Class
<ul style="list-style-type: none"> Used in federal accountability and school letter grades Students are assigned to a four-year cohort based on their first year entering 9th grade, regardless of whether or not they graduate in four years plus a summer Early graduates are reported with their assigned cohort Only students with “P” in the enrollment status are included Students enrolled at CTE schools, adult high schools, or closed schools may be included in the cohort depending on their prior enrollment. Consult the 	<ul style="list-style-type: none"> Used for calculating TISA outcomes Includes all students who received a regular diploma or an alternate academic diploma (AAD) during the current school year (including the following summer) regardless of their first year entering 9th grade or number of years taken to complete high school Early and late graduates count with their actual graduation year Students who graduate from a CTE or adult high schools with a “P” in their enrollment status are eligible for TISA bonuses

⁷ [TISA High School Outcomes](#) awards districts a bonus for each student meeting the goal.

⁸ Individualized education account (IEA) and educational savings account (ESA) students are excluded from the cohort and are not eligible for TISA outcomes.

Graduation Cohort	Graduating Class
annual cohort protocol published on the TDOE website for more detail.	

Regardless of the difference between the graduating class and the graduating cohort, the definition of a high school graduate for all three CCR metrics is the same—any student with a completion code of 1 (regular diploma), 8 (alternate academic diploma [AAD]), 11 (regular diploma with foreign language waiver), 12 (regular diploma with fine arts waiver), and 13 (regular diploma with foreign language and fine arts waiver) in EIS is counted as a graduate. Additionally, for all three CCR metrics, students earning a regular diploma or an AAD per Tennessee State Board of Education high school policy ([SBE Rule 0520-01-03-06-12-c](#) and [SBE Rule 0520-01-03-06-13-a](#)) are counted as graduates.

2.1 Pathways to Earning Status by CCR Metric

Each of the three CCR metrics (*Ready Graduate*, CCR metric for Letter Grade, TISA Outcomes) share the same underlying data elements. However, the criteria necessary for earning status may differ by metric. Table 4 provides an overview of the pathways for earning *Ready Graduate* status, CCR status, and TISA High School Outcomes Goal 1 Bonus status.

Table 4. Pathways to Earning Status by CCR Metric

Pathways to <i>Ready Graduate</i> Status (Federal Accountability)	Pathways to CCR Status (School Letter Grade)	Pathways to TISA High School Outcome Goal 1 Bonus Status (TISA Funding)
<p>A cohort graduate who meets <u>one</u> of the following criteria:</p> <ol style="list-style-type: none"> Meets or exceeds a composite score of 21 (ACT) or 1060 (SAT) Earns four EPSOs Earns two EPSOs and one industry credential (IC) Earns two EPSOs and achieves a qualifying score on the ASVAB AFQT 	<p>A cohort graduate who meets <u>one</u> of the following criteria:</p> <ol style="list-style-type: none"> Meets or exceeds a composite of 21 (ACT) or 1060 (SAT) Earns a qualifying score on the ASVAB AFQT Earns a Tier 3 (Preferred) IC Earns a Tier 2 (Valued) IC <i>and</i> one other IC (any tier) Earns one or more “postsecondary credits”⁹ 	<p>A TISA graduate who meets <u>one</u> of the following criteria:</p> <ol style="list-style-type: none"> Earns two EPSO credits <i>and</i> meets or exceeds a composite score of 21 on the ACT Earns two EPSO credits <i>and</i> increases their ACT composite by at least 4 points Earns two EPSO credits and achieves a qualifying score on the ASVAB AFQT Earns three EPSO credits

2.2 Data Elements and Files

As shown in Table 4, a graduate can earn *Ready Graduate*, CCR, or TISA High School Outcome Goal 1 status through a variety of pathways. While the elements are consistent across metrics, the requirements to apply each element may differ. The main difference between *Ready Graduate* and the other two metrics is that *Ready Graduate* metrics only requires “*participation*” (i.e., complete the course¹⁰ and attempt the test except DE¹¹) while CCR and TISA metrics require “*attainment*” (i.e., achieve a passing score) on EPSO courses. Table 5 provides an overview of how

⁹ Postsecondary credits include passing cut scores in AP, CIE, CLEP, IB, and SDC as well as earning eligible postsecondary credits in DE and LDC.

¹⁰ A student must show enrollment and an attempted credit greater than 0 on student transcript to be counted as course completion.

¹¹ A student must have a test score to be counted as test attempted.

each data element is measured or defined for each of the three metrics. Tables 4 and 5 should be used together to determine whether an individual student has achieved each pathway.

Table 5. Participation/Attainment Criteria by Data Element and CCR Metrics

Element	Ready Graduate Metric	College and Career Readiness Metric	TISA High School Goal 1 Outcomes Bonus
ACT/SAT¹²	A score of 21 or higher for ACT; or A score of 1060 or higher for SAT		A score of 21 or higher for ACT; or A minimum of 4-point increase from the first junior administration ¹³ and any subsequent administration through the end of the 12 th grade year
ASVAB AFQT	A score of 31 or higher ¹⁴		
Industry Credential (IC)¹⁵	Any Tier of IC ¹⁶	One Tier III IC (Preferred); or One Tier II IC (Valued) and any other IC (any tier)	One Tier II (Valued); or One Tier III (Preferred) IC ¹⁷
Advanced Placement (AP)	Course completion and exam attempt	A score of 3, 4, or 5 on associated exam	
Cambridge International (CIE)	Course completion and exam attempt	An exam grade of A*, A, B, C, D, or E (A Level); or An exam grade of a, b, c, d or e (AS Level)	
CLEP	A score of 50 or higher		
Dual Enrollment (DE)	Course completion	College credits earned evidenced by passing the course	
International Baccalaureate (IB)	Course completion and exam attempt	Subject Area Tests: <ul style="list-style-type: none"> Exam score of 3+ (SL or SL/HL) Exam score of 4+ (HL) Theory of Knowledge Exam: <ul style="list-style-type: none"> Exam score of A, B, or C 	
Local Dual Credit (LDC)	Course completion and exam attempt	College credits earned evidenced by (1) earning a passing score on the aligned LDC assessment, or (2) earning a passing grade per the terms of the district's memorandum of understanding with participating postsecondary institution	
Statewide Dual Credit (SDC)	Course completion and exam attempt	Earn a challenge exam score necessary to obtain credit at TN public university (varies by exam ¹⁸)	

¹² Superscores are not accepted.

¹³ The first Junior year test is considered the first test administration on or after August 1st of the student's first Junior year.

¹⁴ For an ASVAB score to qualify for purposes of the *Ready Graduate* metric and/or TISA High School Outcomes bonuses, students must earn a score sufficient for admission into at least one branch of the U.S. military as of the month of June during the year in which that student graduates. As of June 2023, the minimum score was 31.

¹⁵ Only ICs that are on the department's promoted list can be counted; please check the [Tennessee Promoted Student Industry Credentials webpage](#) for the up to date information.

¹⁶ Some ICs can be converted to IC plus EPSOs (see [IC conversion chart](#) for the current version; districts should visit the [Tennessee Promoted Student Industry Credentials website](#) for future updates). IC conversion is only application for the *Ready Graduate* metric.

¹⁷ ICs are counted as EPSO credits for TISA funding purposes.

¹⁸ See the [Statewide Dual Credit Articulation](#) for SDC course and exam information.

There are four data elements that are considered across each of the three metrics: (1) ACT/SAT, (2) ASVAB AFQT, (3) ICs, and (4) EPSOs, each data element is explained in more detail below.

2.2.1 ACT/SAT

The ACT data file will be built from ACT state contract records, including Junior Day and Senior Retake files, as well as national administrations obtained from the ACT corporation. The department does not use superscores for any of the three CCR metrics. All available ACT and SAT records for the school years 2019-20 through 2022-23 (test dates between August 1, 2019 and July 31, 2023) will be available for review and appeal during Phase I. ACT/SAT records for the school year 2023-24 (test dates between August 1, 2023, and July 31, 2024) will be available for review and appeal during Phase II¹⁹. Refer to [Table 4](#) and [Table 5](#) for how SAT/ACT is used in the various CCR metrics.

2.2.2 ASVAB AFQT

The department does not have access to student ASVAB data from DOD; instead, schools receive ASVAB test scores from the Department of Defense (DOD) directly. Districts are encouraged to establish a formal process to collect ASVAB data from schools annually in preparation for the data request from the department during the annual CCR data verification process. During Phase I of the 2023-24 CCR data verification process, districts shall submit ASVAB test scores to the department for all test scores obtained during the school years of 2019-20 through 2023-24 (test dates between August 1, 2019, and July 31, 2024). The final data file will be released to districts for review during Phase II. Refer to [Table 4](#) and [Table 5](#) for how ASVAB is used in the various CCR metrics.

2.2.3 Industry Credentials (ICs)

IC data is collected from districts annually. During Phase I, the department will release a student-level IC data file containing all ICs earned between 2019-20 and 2022-23 to the district for review and submit appeals, as appropriate. In the IC data file, an error flag is included to identify data issues that districts shall address. The types of errors include:

- **Name mismatch** means the IC record has student ID and name that do not match to student ID and name in EIS.
- **Not on promoted list** means the IC is not on the department's promoted list
- **Duplicated record** means the a student has more than one IC with the same IC name (i.e., the same student ID is attached to multiple records with the same IC name). The department keeps all records in the IC file. However, only the first IC completed based on the year the IC was earn will be counted, and all other duplicates will be flagged.
- **Earned prior to effective date** means the IC was reported prior to the adoption of the IC. For example, if an IC was reported as earned during the 2020-2021 school year, but was not effective until the 2021-2022 school year, the record will be flagged.

Districts shall submit appeals to correct the records with the error flag as necessary during Phase I; any uncorrected records with an error flag will be dropped from the data file at the end of Phase I.

In summary, during Phase I, in addition to submit appeals for missing IC records, districts shall also submit appeals for incorrect records, including those with an error flag.

¹⁹ Prior to 2023-24, districts submitted ACT/SAT appeals for the current graduating cohort through the annual ACT/SAT appeals process. Starting with the 2023-24 graduating cohort and beyond, the ACT/SAT data appeals will be embedded in the CCR process. In Phases I and II, districts shall submit appeals to make sure all ACT/SAT scores earned between August 1, 2019, and July 31, 2024, are included in the Phase I ACT/SAT data files. In Phase IV, the highest ACT scores will be identified based on the ACT/SAT data files finalized by the end of Phase I and Phase II. The highest ACT/SAT scores will be identified in the *Ready Graduate*, *CCR*, and *TISA* student-level summary files for district review and appeals in Phase III.

Important. Beginning with IC records reported during the 2023-24 school year, all IC data will be finalized during the CTE Industry Credential Reporting period. IC data will continue to be used for CCR metric calculation but will not be appealable during the CCR data verification process.

As shown in [Table 4](#) and [Table 5](#), ICs are considered differently in each metric. An IC may qualify as a unique EPSO, unique data element, or EPSO conversion²⁰. Table 6 provides additional detail on how each metric considers ICs. ICs that can be converted to IC plus EPSOs will be reflected in the *Ready Graduate* CCR Summary files and will be available for review during Phase III.

Table 6. Use of Industry Credential (IC) across Metrics

Ready Graduate Metric	CCR Metric	TISA Outcome Bonus Metric²¹
<ul style="list-style-type: none"> Any Tier of IC can be counted Some ICs can be converted to one IC plus one or two EPSOs. 	<ul style="list-style-type: none"> Earns a Tier 3 (Preferred) IC or earns a Tier 2 (Valued) IC and one other IC (any tier) IC conversion is not applicable 	<ul style="list-style-type: none"> Only Tier II and Tier III ICs can be counted; An IC is counted as one EPSO IC conversion is not applicable

2.2.4 Early Post-Secondary Opportunities (EPSOs)

Across all three CCR data metrics, there are seven data elements that provide EPSO credits for students, including AP, IB, CIE, CLEP, DE, LDC, and SDC. As described in [Table 5](#), different criteria are applied when awarding EPSOs across these metrics. The department will use various data sources to ensure EPSO credits are correctly awarded to students across all three CCR data metrics. The data sources include (1) student transcript data, (2) LDC documentation (i.e., MOU and LDC course list), and (3) testing scores (i.e., AP, IB, CIE, CLEP, LDC, SDC). The following rules will be applied to determine whether a student meets certain criterion:

- A student will be considered as having completed a course when the student has an enrollment record and an attempted credit greater than 0 presented in the transcript data, aligned with the requirements for awarding EPSOs for *Ready Graduate* status.
- A student will be considered as having attempted an exam when the student receives a test score, aligned with the requirements for awarding EPSOs for *Ready Graduate* status.
- A student will be considered as having passed an exam when the student achieves a passing score (see [Table 5](#)), aligned with the requirement for awarding EPSO credits for CCR indicator and TISA purposes.
- A student will be considered as having earned eligible postsecondary credits for a DE course when the student earns at least 0.5 credits, aligned with the requirement for awarding EPSO credits for CCR indicator and TISA purposes.
- A student will be considered as having earned eligible postsecondary credits for a LDC course when the student earns at least 1 credit, aligned with the requirement for awarding EPSO credits for CCR indicator and TISA purposes.

During Phase I data submission window, districts shall submit student transcript data from the last five years to the department as well LDC documentation and test records ([see Section 3.2](#)). The department will utilize the transcript data and LDC data in combination with all existing testing records from other EPSO courses to create student-level EPSO data files. These files will be released to districts for review and submit appeals as appropriate during Phase II.

²⁰ Some ICs can be converted to IC plus EPSOs (see [IC conversion chart](#) for the current version; districts should visit the [Tennessee Promoted Student Industry Credentials website](#) for future updates). IC conversion is only application for the *Ready Graduate* metric.

²¹ Consult TISA Outcome Bonus rule ([see definition in SBE Chapter 0520-12-05-02](#))

More details regarding the Phase I data requests and data review and appeals are provided in [Section 3](#). More information regarding Phase II data file release will be provided at a later time.

Important. It is extremely important that districts have a formal process in place to set up state course codes for all EPSO courses correctly in SIS that are in alignment with EIS CCMS. Beginning with the 2024-25 school year, the department will no longer accept any EPSO courses that do not have a state course code listed in CCMS. Additionally, beginning with the 2024-25 CCR data verification process, the department will use Extract 080 from EIS as the main source of student transcript data, as this provides the most accurate course enrollment and completion information with accurate state course codes for all CCR related courses. Thus, for the 2024-25 school year districts should ensure that:

- all CCR related EPSO courses are assigned with accurate state course codes and are aligned with CCMS lists;
- transcript data is uploaded regularly and correctly to EIS via Extract 080;
- all error message regarding transcript data while importing Extract 080 are resolved regularly; and
- course information (including LDC identification) is uploaded correctly to EIS via Extract 030.

Section 3. Phase I Prior Existing Data Review and Appeals and Data Submission

The first phase of the 2023-24 CCR data verification process includes two major tasks with an overlapping timeline— (1) data review and appeals, and (2) data submission. Phase I timeline is discussed in detail in [Table 1](#). Any late submission after the specified timeline will not be reviewed and will result in an automatic denial.

3.1 Phase I Prior Existing Data Review and Appeals

One of the major tasks in Phase I is the data review and appeals for various data files based on existing data that are available to the department from prior years. They are:

- ACT/SAT data file including all ACT/SAT tests completed between August 1, 2019, and July 31, 2023.
- Early postsecondary opportunities with standardized testing scores completed between August 1, 2019, and July 31, 2023.
 - Advanced placement (AP)
 - Cambridge International Examinations (CIE)
 - College Level Examination Program (CLEP)
 - International Baccalaureate (IB)
 - Statewide dual credit (SDC) test
- Industry credential (IC) records reported between August 1, 2019, and July 31, 2023.

Important. The above data files will be finalized and no longer appealable beyond the end of the Phase I review and appeals window.

Table 7 provides an overview of each data file, including the appealable and non-appealable issues by data file, appeal methods, required documentation for appeals, and how to submit appeals.

Table 7. Phase I Data Files for Review and Appeals

	ACT/SAT	EPSO data files ²²	IC
Students Included	See Section 1.1		
Description of File	Contains all unique ACT and SAT test administrations on file for the school years 2019-20 through 2022-23.	The file includes all unique, AP/CIE/CLEP/IB/SDC test scores on file for tests administered during the school years 2019-20 through 2022-23.	Contains all unique IC records as reported during the school years 2019-20 through 2022-23.
Initial Data Sources	Files from ACT, Inc. for the inclusive school years, including Junior Day, Senior Retake, and national day testing records	Data files from test vendors	IC records submitted by districts during the annual CTE Industry Credential Reporting period
Error Flag included	No	No	An error flag will identify (1) IC title does not match the department's promoted list (Not on promoted list); (2) student ID and student name in IC record does not match to student ID and student name in

²² CLEP testing records will be reported in a separate file from EPSO testing records that are tied to course enrollment (i.e., AP/CIE/IB/SDC).

	ACT/SAT	EPSO data files²²	IC
			EIS (Name mismatch); (3) the same student ID attaches to the same IC multiple times (Duplicated record); and (4) the IC was earned prior to IC effective date (Earned prior to effective date)
Appealable Issues: Districts can submit appeals for	<ul style="list-style-type: none"> • Adding missing test records • Correcting existing test records 	<ul style="list-style-type: none"> • Adding missing exam scores • Correcting existing exam scores 	<ul style="list-style-type: none"> • Adding missing ICs • Correcting existing ICs • Correcting issues identified by the error flag²³
Required Documentation	An official ACT/SAT score report ²⁴ including student full name, test date, and composite score. ACT/SAT scores that are included on a printed transcript are not acceptable documentation. Documentation shall be saved as an excel or PDF file sorted by state student ID to be submitted following the naming convention: ###_ACTSATdocumentation . Ex: 999_ACTSATdocumentation	An official score files or score reports directly from the exam vendor. Documentation must be saved as an excel or PDF file sorted by state student ID and follows the naming convention using EPSO type. For instance, documentation to support AP appeals, the naming convention is ###_APdocumentation . Ex: 999_Apdocumentation. For CLEP appeals, the file name should be ###_CLEPdocumentation .	An official certificate or license from the certifying organization, or an official score file or score report indicating that the student earned the credential. Documentation must be saved as a PDF file sorted by state student ID and follows the naming convention: ###_ICdocumentation . Ex: 999_ICdocumentation
Non-appealable issues	<ul style="list-style-type: none"> • ACT superscore²⁵ or subtest scores • ACT 4-point growth calculation²⁶ 	EPSO course enrollment and completion data. These elements will be appealable during Phase II.	IC Tier
Appeals Method	Districts must complete the 2023-24 CCR Data Verification Phase I Appeals Worksheet for Phase I appeals. Worksheet must be saved as an excel file following the naming convention: ###_CCR1appealsworksheet . Ex: 999_CCR1appealsworksheet		
Appeals Submission	All appeals shall be submitted via the 2023-24 CCR Data Verification Phase I Appeals Form .		

²³ Records with an error flag that are not appealed during Phase I appeals will be automatically dropped and will not be appealable during later phases of the 2023-24 CCR data verification process or any future CCR data verification cycles.

²⁴ In the case where the student score report is not available to the district, the department will accept a screenshot of the student's MyACT.org account that provides the student's first and last name, student's date of birth, test date, and visible ACT scores including the composite and all subtest scores.

²⁵ Superscoring reports the highest possible ACT composite score across multiple ACT tests and ACT Section Retests. It calculates the average of the four best subject scores from each of the student's ACT test attempts. The department does not use superscore for any of the CCR data metrics.

²⁶ ACT 4-point growth is calculated by the department and is not subject to appeal during Phase I. This metric will be available for district review during Phase III. During Phase I, districts should make sure all student ACT records from the school years 2019-20 through 2022-23 are included in the file.

3.2 Phase I Data Submission Tasks

During Phase I the department will request various data from districts, including student transcript records, LDC records, and ASVAB records for all students²⁷ for the school years 2019-20 through 2023-24. Districts' participation in this data request is critical as it will help minimize the number of appeals that districts need to manually manage during the Phase II appeals. The rationale for the data request, as well as the use of the requested data, are explained in detail in the following sections. The department believes this data request will help improve data quality, particularly for the types of EPSO courses that currently have course codes that do not match state course codes. A summary of the data requested is provided in the following sections.

Important. For the 2023-24 CCR data verification process, the department will use student transcript data as the main source of information regarding EPSO course enrollment and completion. If a state course code is not available, local course number will be considered for the 2023-24 CCR data verification purposes. **Starting with the 2024-25 school year, the department will no longer accept any EPSO courses that do not have a state course code listed in CCMS.** See [Section 2.2.4](#) for more information.

3.2.1 Student Transcript Data

Student transcript data contains the most accurate course enrollment and completion information for all EPSO courses. For the current CCR data verification cycle, the department will request transcript data export from districts. Moving forward, the department will use EIS student transcript data²⁸ as the primary data source for all EPSO courses attempted and completed by students. Additionally, student transcript data includes credits earned and final grades, which are useful data to confirm postsecondary credits earned for DE and LDC courses²⁹.

To provide transcript data for all high school students for school years 2019-20 through 2023-24, districts shall partner with their SIS state representative to setup an appropriate data report or query that provides an Excel file with the following columns:

- **District Number**
- **District Name**
- **School Number**
- **School Name**
- **State Student ID**
- **Student First Name**
- **Student Last Name**
- **Year Taken:** The year the student completed the course, fall semester. Ex: If the student took the course in 2020-21, the year taken would be 2020.
- **State Course Code:** The approved [CCMS course code](#)
- **Local Course Number:** The local course number in the student transcript
- **Credits Attempted:** Numeric
- **Credits Earned:** Numeric
- **Alpha Grade:** Letter Grade Ex: A, B, C, D, F
- **Numeric Grade:** Value between 0-100; if a numeric grade is not given, report "N/A"

²⁷ The student population for 2023-24 CCR data verification is described in detail in [Section 1.1](#).

²⁸ EIS student transcript data is populated through Extract 080. In preparation for future CCR data verification cycles, districts are encouraged to work with their SIS vendor to set up automatic upload of Extract 080 and resolve EIS data error flags generated by EIS regularly beginning with the 2024-25 school year.

²⁹ EPSO courses can be identified in EIS by exporting Extract 030. All districts shall ensure that Extract 030 is up to date and properly exporting to EIS beginning with the 2024-25 school year.

Transcript data for all students for the inclusive years should be saved as an Excel file (or multiple files) and submitted via the [2023-24 CCR Data Verification Phase I Data Submission Tasks Form](#). Please use the naming convention: **###_transcriptexport**. If uploading multiple files, include an identifying number at the end of the file name. Ex: 999_transcriptexport_01.

Transcript data will be used to create three data files: AP/IB/CIE/SDC, LDC, and DE. Districts will have the opportunity to review and appeal these files during Phase II.

Important. Beginning with the 2024-25 CCR data verification process, the department will only use student transcript data from EIS, as this provides the most accurate course enrollment and completion information for all CCR related courses. **Beginning with EPSOs earned during the 2024-25 school year any EPSO course without a proper state course code in EIS will be excluded from the CCR data files.**

3.2.2 LDC Course and Testing Records

The department will collect LDC documentation and test scores from districts to validate postsecondary credits earned via LDC courses. To receive postsecondary credits for an LDC course, students must pass the required end-of-course assessment (i.e., challenge exam, skills test, or faculty-developed evaluation instrument), or pass the course, as stipulated in the district's memorandums of understanding (MOU) agreement for that LDC course. For that purpose, the department is asking districts to provide the following via the [2023-24 CCR Data Verification Phase I Data Submission Tasks Form](#):

- **MOU Agreements:** Districts shall provide all MOUs that districts have in place with local postsecondary institutions for LDC courses offered between 2019-20 and 2023-24. Any LDC courses without a proper MOU documentation will be excluded from the CCR data files. Documentation must be saved as a single PDF file using the naming convention: **###_MOU**. Ex: 999_MOU
- **LDC Course List and Cut Score:** Districts shall provide a completed [LDC Course List worksheet](#) summarizing all LDC courses that districts have offered between 2019-20 and 2023-24. Only the courses that have an accompany MOU should be entered in the worksheet. The LDC course list must be saved as an excel file using the naming convention: **###_LDCcourselist**. Ex: 999_LDCcourselist. The worksheet should be saved as an Excel file with the following columns completed:
 - **District Number**
 - **District Name**
 - **School Number**
 - **School Name**
 - **State Course Code:** The approved [CCMS course code](#)
 - **Local Course Code:** The local (school) course code in the student transcript
 - **Course Title:** The course title that matches student transcript data
 - **MOU Requirement:** Districts will select which of the following requirements is specified in the district's MOU agreement regarding the necessary criterion for awarding postsecondary credits.
 - **Pass Exam** = A specific challenge exam is required for the student to receive postsecondary credits, as specified in the MOU agreement.
 - **Pass Course** = A specific challenge exam is not required for the student to receive postsecondary credits. Students may receive postsecondary credits by passing the course, as specified in the MOU agreement.
 - **Cut Score:** A value that represents either the minimum score required on the related challenge exam OR the minimum final numeric grade required for passing the course to earn postsecondary credits.
- **LDC Testing Records:** Districts shall submit an LDC score data file that reports the results of all LDC challenge exams completed during the school years of 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24.

These test scores will be used to determine whether students are eligible to receive postsecondary credits based on the cut scores specified in the MOU. There are two ways that districts can provide this data:

- **Method 1.** Districts who currently upload LDC testing records to SIS can export the score report directory from their SIS package for all prior school years (2019-20, 2020-21, 2021-22, 2022-23, and 2023-24). Districts shall reach out to their SIS vendor contact for technical questions if they need support for exporting LDC test scores from their SIS package. This file must be saved as an Excel file to be submitted. Please use the naming convention: **###_LDCscore**. Ex: 999_LDCscore.
- **Method 2.** Districts who currently do not upload LDC testing records to SIS can submit the score data file from the partnered secondary institution. This file must be saved as an Excel file to be submitted. If there is more than one data file, please use the naming convention based on number of files to be uploaded: **###_LDCscore_file number**. Ex: 999_LDCscore_01.
- **Important.** LDC testing records will become an annual data request moving forward. The department will require districts to submit this data via method 1 in the future. Districts are encouraged to work with their SIS vendor contact to import data into the SIS package to streamline the data request process.
- Regardless of the method of choice, districts, at a minimum, must include the following columns in the data file:
 - **Student state ID**
 - **Student First Name**
 - **Student Last Name**
 - **State Course Code:** The approved [CCMS course code](#)
 - **Local Course Code:** The local (school) course code in the student transcript
 - **Course Title** A course title that matches both the transcript and LDC course list.
 - **Student Score:** A numeric value (0-100) that represents the student's score on the final assessment/exam associated with the LDC course.

Districts will have the opportunity to review and appeal LDC student-level files based on the submitted transcript and LDC data during Phase II.

3.2.3 ASVAB Testing Records

District shall submit all ASVAB test scores for all tests administered during the 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 school years. Data for all students for the inclusive years should be saved as an Excel file (or multiple files) using the naming convention: **###_ASVAB**. Ex: 999_ASVAB. The data should be submitted via the [2023-24 CCR Data Verification Phase I Data Submission Tasks Form](#). Districts shall, when possible, submit the official DoD testing file. If unavailable, the district shall submit documentation of test scores (e.g., individual student score reports) as well as an excel spreadsheet with the following columns:

- **District Number**
- **District Name**
- **School Number**
- **School Name**
- **State Student ID**
- **Student First Name**
- **Student Last Name**
- **Year Taken:** The year the test was administered.
- **ASVAB AFQT Score:** A numeric score between 0-100

Districts will have the opportunity to review and appeal the ASVAB student-level files built from this data submission during Phase II.

Section 4. Summary

It is very important that districts participate in the CCR data verification process and follow the prespecified timeline, submission process, file format, and naming convention, and provide appropriate documentation to support appeals. ***While organizing the supporting documentation for appeals, it is very important to sort the document by state student ID to prevent data review errors.*** Any deviations from this data verification guide may delay the review process and potentially result in denials.

Note: This guidance is for informational purposes only and does not constitute legal advice. Please work with your board attorney and team to ensure that all data is handled in accordance with all local, state, and federal privacy laws and policies, including the Family Educational Rights & Privacy Act (FERPA) and your district policies.