2021-22 Accountability Protocol

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Section 1: Document Intent and Overview

The 2021-22 Accountability Protocol is the technical manual that outlines how the Tennessee Department of Education (the department) and the State Board of Education (SBE) will fulfill the federal and state requirements to meaningfully differentiate schools and districts based on student outcomes from the 2021-22 school year. Appendix A includes a table of terms and acronyms found throughout this document.

1.1 Overview of Updates for 2021-22 Accountability

For consistency, the accountability system and accompanying manual are similar to past protocols with the exception that many special rules for 2020-21 accountability are no longer applicable for 2021-22 accountability. In this document, the department updated the business rules and processes that will be implemented for 2021-22 accountability.

Callout boxes (like the one on the right-hand side) are incorporated in the relevant sections to highlight the key updates and provide clarifications[1] on existing business rules. These updates are summarized below. More information is provided in the corresponding sections throughout this document.

> **Callout Boxes**
>
> Throughout this accountability protocol, callout boxes such as this will highlight updates and clarifications added to the 2021-22 Accountability Protocol.

- Subjects included in 2021-22 Accountability

    o 2021-22 school and district accountability will include English language arts (ELA) and math subject areas; science and social studies will not be included. Standards-setting for the TCAP science (grades 5-8) and social studies (grades 6-8) assessments was completed in July 2021. The department anticipates including science and social studies in 2022-23 accountability. More information regarding the content areas included in 2021-22 accountability is available in Section 2.1.1.1.

- Letter Grades

    o Under the provision Chapter 2 of the Public Acts of 2021, 1st Extraordinary Session (PC2), letter grades were not issued for schools within the districts with at least an 80% participation rate in the Tennessee Comprehensive Assessment Program (TCAP) during the 2020-21 school year. For 2021-22 accountability, letter grades will be issued for schools in the manner as described in Section 4. Letter grades will be issued in accordance with Tenn.Code Ann. § 49-1-228, which requires the department to implement a grading system that annually assigns A, B, C, D, and F letter grades to schools.

- School Designations

    o The 2021-22 school year is the identification year for the new Priority list and the Additional Target Support and Improvement (ATSI) list. Some adjustments are made to the Priority identification process to comply with PC2, which prohibits the use of 2020-21 assessment data in Priority identification. More information regarding Priority identification is available in Section

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[1] To improve schools' and districts' understanding of the business rules and suppression rules applied in the data preparation, data analysis, and reporting processes, callout boxes are added in the relevant sections so that readers can easily locate the information within this document. It is important to note that the callout boxes mainly provide clarification regarding the business rules and suppression rules; they **DO NOT** imply changes to existing rules unless otherwise noted.

[4.5](#). Federal designations are contingent upon the approval of Tennessee's ESSA state plan waiver.

- o New schools are not eligible to receive letter grades or earn designations since they do not have data to evaluate improvement. However, some exceptions may apply depending on student enrollment (see [Section 4.2.1).](#)

- Annual Measurable Objective (AMO) Targets for the Achievement Indicator

  - o 2020-21 assessment data will be used to calculate the 2022 AMO targets for the Achievement indicator following the established AMO calculation methods specified in [Section 3.7](#). The 2022 AMO targets for the Achievement indicator will be used to inform the appropriate letter grades for the indicator to schools.[2]

- Growth Indicator

  - o 2020-21 assessment data will be included in the calculation of TVAAS composite scores to determine the Growth indicator grades for 2021-22 school and district accountability as discussed in [Section 4.4.2.](#)[3]

- Test Participation Rate Calculation

  - o In 2021-22 accountability, **WIDA and WIDA-Alt** testing data will not be counted toward participation rate calculation. WIDA and WIDA-Alt data will be excluded from the denominator and numerator of the participation rate calculation. WIDA and WIDA-Alt data were considered in the 2020-21 participation rate computation only for "hold harmless" purposes (see [Section 2.1.1.4](#)).

  - o Following the federal reporting [guidelines](#), starting with the 2021-22 school year, **medically exempt** students (Student Not Tested [SNT] code 4) will be excluded from the participation rate calculation. Students who are medically exempt will be excluded from the denominator and numerator of the participation rate calculation as discussed in [Section 2.4.1](#).

  - o Following the federal reporting [guidelines](#), starting with the 2021-22 school year, **Reports of Irregularity** (RI) records will be included in the denominator of the participation rate calculation (counted as enrolled). Records with an RI code 0 will be counted as tested, while records with an RI code other than 0 will be counted as not-tested (see [Section 2.4.1](#) for more information).

  - o **Blank or non-attempted** records are no longer excluded from calculations, 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 denominator of the participation rate calculation (counted as enrolled) but count as non-tested (see [Section 2.4.1](#) for more information).

- ACT Participation Rate Calculation

  - o Following the federal reporting guidelines under 20 U.S.C. § 7801 (2019) and state reporting guidelines under Tenn. Code Ann. § 49-1-601(b) , starting with the 2020-21 school year, students who earn an alternate academic diploma (AAD) on time are counted in the graduation rate calculation.[4] This business rule has a direct implication on ACT participation rate calculation

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[2] Pursuant to [Chapter 782 of the Public Acts of 2022](#), the results from the TCAP administered in the 2020-21 school year will be used to set the annual measurable objectives for schools and local education agencies for the 2021-22 school year, and will be used to assign letter grades to schools.

[3] Pursuant to [Chapter 782 of the Public Acts of 2022](#), the results from the TCAP administered in the 2020-21 school year will be used in the Tennessee Value-Added Assessment System (TVAAS) and be used to assign letter grades to schools.

[4] This is an existing business rule. The information is added to this protocol for clarification.

because the denominator of the ACT participation rate is derived from the numerator of the graduation rate. The ACT/SAT participation rate calculation formula is presented below:

$$\text{ACT/SAT Participation Rate} = \frac{\text{\# graduates with a valid ACT/SAT score}}{\text{\# graduates}^5} * 100$$

Therefore, for 2021-22 accountability which uses the 2020-21 graduating cohort's graduation rate data, the ACT/SAT participation rate calculation will include graduates with an AAD in both the denominator and numerator. ACT/SAT participation rate has an important implication for school and district accountability. Schools with an ACT/SAT participation rate less than 95% receive 0 points for their Ready Graduate indicator; districts with an ACT/SAT participation rate less than 95% receive 0 points for their Graduation Rate indicator. The same business rule applies for all student groups (see Section 3.5 for more information).

- Ready Graduate Rate Calculation

  o Following the federal reporting guidelines, starting with the 2020-21 school year, students who earn an alternate academic diploma (AAD) on time are counted in the graduation rate calculation. This business rule has a direct implication on the Ready Graduate rate calculation because the numerator of the Ready Graduate rate is derived from the numerator of the graduation rate. The Ready Graduate rate calculation formula is presented below:

$$\text{Ready Graduate Rate} = \frac{\text{\# graduates}^6 \text{ meeting at least one Ready Graduate criterion}}{\text{\# students in the graduating cohort}} * 100$$

  Therefore, for 2021-22 accountability which uses the 2020-21 graduating cohort's graduation rate data, the Ready Graduate rate calculation will include graduates with an AAD in the numerator (see Section 3.5 for more information).

- Revised Performance Level Descriptors

  o The performance level descriptors are updated for 2021-22. In all assessment and accountability files released in 2021-22, the term "on track" will be replaced with "meets expectation." "Mastered" will be replaced with "exceeds expectation." All other performance levels will remain the same (i.e., "approaching", "below").

- Revised Metrics for Accountability Indicators in 2022-23 Accountability

  o Following federal reporting guidelines[7], the department will adjust its methodology to replace the use of confidence intervals in AMO evaluation for three accountability indicators, including Cohort Graduation rate, Ready Graduate rate, and Chronically out of School rate. This is an advanced notice for districts regarding this upcoming change for the 2022-23 school year. For the 2021-22 accountability, the department will apply the prior methods using confidence

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[5] The number of graduates is defined as the number of students who earn a regular diploma (i.e., a completion type of 1, 11, 12, or 13) or an alternate academic diploma (i.e., completion type of 8) within four years and a summer of entering grade 9 for the first time.
[6] The number of graduates is defined as the number of students who earn a regular diploma (i.e., a completion type of 1, 11, 12, or 13) or an alternate academic diploma (i.e., completion type of 8) within four years and a summer of entering grade 9 for the first time.
[7] ESEA section 1111(c)(4)(B) requires a State to calculate indicators of school performance based on definitions of Adjusted Cohort Graduation Rate (ACGR) in ESEA sections 8101(23) and (25). A 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 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).

intervals in AMO evaluations as discussed in Section 4.4.3 (Chronically Out of School), Section 4.4.4 (Graduation Rate), and Section 4.4.5 (Ready Graduate rate). For 2022-23 accountability, an alternative method called the Quarter AMO method will be applied (see Section 4.4.3, Section 4.4.4, and Section 4.4.5 for more information). This plan is pending on USED approval.

1.2 Overview of the School and District Systems

The department makes accountability determinations both at the school and district levels. The two frameworks are outlined and described in this and subsequent sections. All accountability files and procedures go through an appeals process. For details regarding the appeals timelines, requirements, and outcomes, reference appeals guidance via the Tennessee Department of Education website. Direct any questions to TNED.Accountability@tn.gov.

The Tennessee school and district accountability systems include multiple indicators reflecting both student performance and improvement while evaluating both all students and historically underserved student populations as required in ESSA and approved by the U.S. Department of Education (USED).

1.2.1 School System Overview

School accountability consists of four accountability indicators for K-8 schools and six accountability indicators for high schools.[8] The graphics in Figure 1 highlight the indicators for each system and the corresponding weight for each indicator. Details describing the calculation procedures and applied business rules can be found in Section 4. It is important to note that, for school accountability purposes, any 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) (see Section 4.4 for details).

Figure 1. School Accountability Indicators and Weights
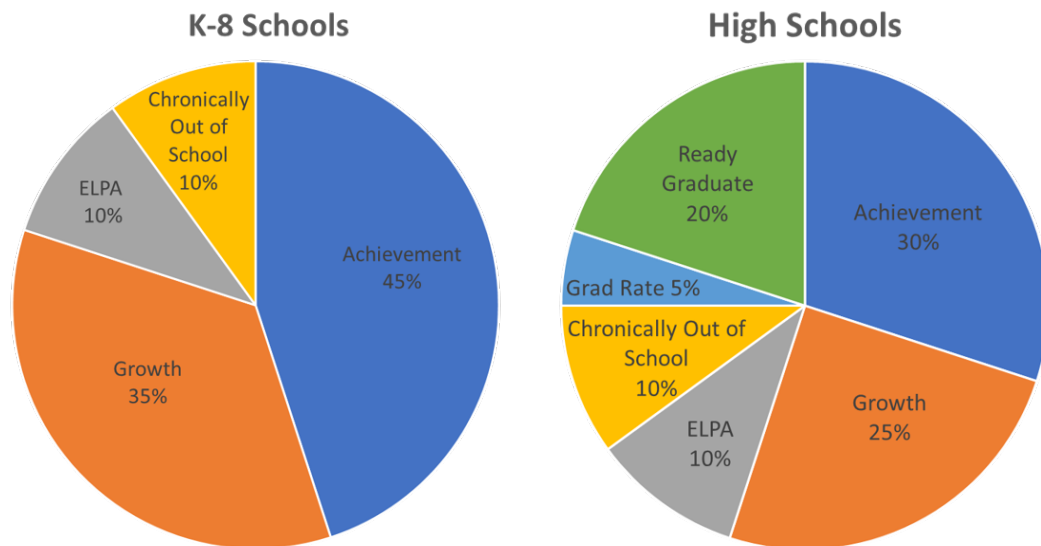
1.2.2 District System Overview

District accountability evaluates six indicators weighted equally (see Figure 2). Details describing the calculation procedures and applied business rules are in Section 5. For district accountability purposes, any indicator that

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[8] Possible configurations for k-8 and high schools are provided in Section 4.2.

does not meet minimum number counts will not be evaluated and the weights of the indicator will be redistributed *equally* across all remaining indicators.

Figure 2. District Accountability Indicators and Weights
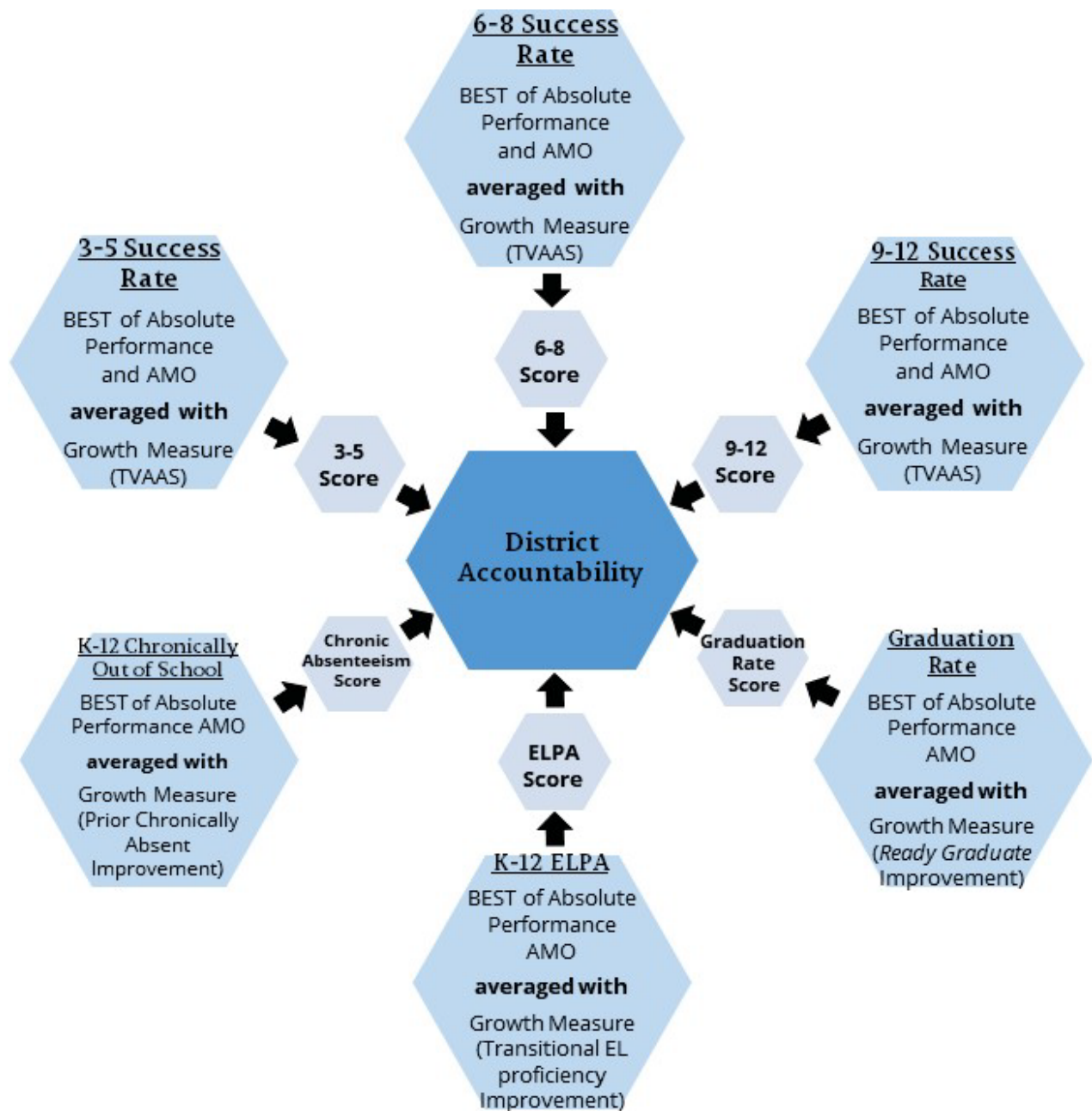
1.3 School and District Accountability Designations

1.3.1 School Letter Grade System

Each school receives an A-F letter grade rating for each accountability indicator, and each indicator adjusts for its weight, as presented in Figures 1 and 2. As discussed in Section 1.2.1, each accountability indicator must meet the minimum number counts to be evaluated and given an A-F letter grade rating. The evaluation methods, such as converting the performance into a letter grade, are discussed in detail in Section 4. This process is conducted with various student groups, including the *All Students* group and historically underserved student groups, which are Black, Hispanic, and Native American students (BHN),

> **Important Notes for 2021-22 School and District Accountability**
>
> For the 2021-22 school year, letter grades will be issued for schools in the manner as described in Section 4. School identifications (i.e., Priority, Focus) are also discussion in detail in Section 4. Districts will receive a designation as described in Section 5.

economically disadvantaged students (ED), students with disabilities (SWD), and English learners (EL).[9] Further, the school letter grade for each indicator for all student groups is utilized to generate the letter grade for each school. The *All Students* group accounts for 60% of the overall school grade and the historically underserved student groups account for 40% of the overall school grade. Table 1 is an example of how the letter grade from each accountability indicator from each student group is converted into a letter grade for a school.

Table 1: An Example of Converting Indicator Letter Grades across Student Groups into A Letter Grade for a High School

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

> **Note.** The letter grade for the historically underserved student groups is the average performance of each eligible student group within a school for that indicator. A school that is only eligible for the BHN and ED student groups will receive a score/grade that reflects the even weight of the performance of these two student groups. Each overall average is rounded to one decimal place.

The Overall School Grade, rounded to the one decimal place, is then converted to an A-D letter grade. Each school then receives a final grade based on the points scale below:

- **A**: 3.1–4.0
- **B**: 2.1–3.0
- **C**: 1.1–2.0
- **D**: 0.0–1.0

Priority schools are the bottom five percent low-performing schools based on state assessment data (see Section 4.5 for more information on Priority identification). Priority schools receive a letter grade F. Priority schools are identified first from each school pool before an A-D letter grade is assigned to each school based on the above points scale.

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[9] The department will consider the Super Subgroup for schools that do not have sufficient numbers of students for any individual student group but do have sufficient numbers of students in the Super Subgroup. The same minimum record count rules apply to the Super Subgroup. More information regarding the Super Subgroup is provided in Section 2.2.2.

1.3.2 District Designations

Each district receives a score between 0 and 4 points for each district accountability indicator, and each indicator is adjusted for its weight (i.e., weighted equally), as presented in Figure 3, contributes to the overall score for each district. As discussed in Section 1.2.2, each district accountability indicator must meet the minimum record counts to be evaluated and given a score. The criteria for earning points for each indicator are discussed in detail in Section 5. This process is conducted with various student groups, including the *All Students* group and the historically underserved student groups, which are Black, Hispanic, and Native American students (BHN), economically disadvantaged students (ED), students with disabilities (SWD), English learners (EL).[10] Further, for each district, an overall score for each student group is computed, and the overall score for each historically underserved student group is averaged to generate an average score for the historically underserved student groups. The *All Students* group accounts for 60% of the overall score and the historically underserved student groups account for 40% of the overall score. Table 2 is an example of how the scores from each accountability indicator from each student group are converted to an overall district score.

Table 2: An Example of Converting Indicator Scores across Student Groups into an Overall Score for a District Serving Grades 3-12

Indicator	All Students (60%)	Historically Underserved Student Groups (40%)			
		BHN	ED	EL	SWD
3-5 Success Rate	2.0	2.5	1.0		1.0
6-8 Success Rate	1.0	2.5	3.5		1.5
9-12 Success Rate	3.0	2.0	1.0		0.0
Graduation Rate	1.0	1.5	2.0		1.5
Chronically Out of School	3.0	2.5	2.0		1.5
English Language Proficiency	4.0	2.5	2.5		1.5
Student Group Average	**2.33**	**2.25**	**2.00**		**1.17**
Overall District Score	2.12 (Advancing)				

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

Districts can be designated as one of the following based on the point scale below:
- Scores greater than or equal to 3.1 will be labeled **exemplary.**
- 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**.

Additionally, districts with a final score in the bottom five percent of districts statewide based on the Overall District Score will receive an "**in need of improvement**" designation, even if their accountability score qualifies them for another named designation. That is, an overall score in the bottom five percent takes precedence over the scale listed above for assigning overall district scores. For more details about district accountability, see Section 5.[11]

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[10] The department does not use Super Subgroup for district accountability. Super Subgroup is used for school accountability calculations only.

[11] In 2020-21, districts designations were not issued under the provision of PC2.

Section 2: Data Types and Preparations

2.1 Data Types

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

2.1.1 Types of Test Data

Five types of test data are used in school and district 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, or 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. For 2021-22 accountability, only ELA and math subject areas will be included in accountability calculations. Science and social studies will be *excluded* from the accountability process.[12]

> **2021-22 accountability will *exclude* science and social studies.**
>
> TCAP tests for science and social studies will not be included in 2021-22 accountability. The department anticipates including science and social studies in 2022-23 accountability.

Students in grades 3-8 take TCAP achievement tests each spring. For 2021-22 accountability:

- Math and ELA TCAP records in grades 3-8 are included in the performance (i.e., success rates) and participation rate calculations.

- If a student 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.

EOC testing records include students in grades 6-12 who test in all subject areas during either the fall or spring test administration. For 2021-22 accountability, the following EOC testing records from grades 6-12 will be included in the accountability calculations:

- Algebra I
- Algebra II
- Geometry
- Integrated Math I
- Integrated Math II
- Integrated Math III
- English I
- English II

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[12] Science and social studies were included in the participation rate calculation in 2020-21 accountability only for "hold harmless" purposes. The department will start including science and social studies in 2022-23 accountability calculations when at least two years of assessment data are available for accountability purposes.

Middle school students who take an EOC exam in the courses below are included in the middle school counts that correspond to that subject.

- Middle school Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III records count as Math for school and district accountability calculations.[13]
- Middle school English I and English II records count as ELA for school and district accountability calculations.

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. For the subjects of math and ELA, the department uses the corresponding Multi-State Alternate Assessment (MSAA) exam as the TCAP-Alt assessments. A student's participation in the alternate assessment is based on the decision of his or her Individualized Education Plan (IEP) team and must be documented in the IEP.[14]

- Students who take TCAP-Alt assessments are included in accountability calculations.
- All students who take TCAP-Alternate assessments are considered students with disabilities (SWD).[15]
- TCAP-Alt Assessment 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).
- TCAP-Alt Assessment 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 students information about their preparation for postsecondary opportunities and the workforce through an assessment of career and college readiness.[16] 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.[17] The department does not use "superscores."[18]

- ACT and SAT data lag by one year. Hence, the 2021-22 accountability determinations using ACT or SAT data will reflect data for students who graduated with their cohort in 2020-21.

- Scores for national administrations of the SAT and ACT that are not automatically included are eligible for inclusion by appeal.[19]

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[13] Success rates are defined as the total number of valid tests with a performance level of *meets expectation* or *exceeds expectation* divided by the total number of valid tests for the subjects in a given grade band. Consult Section 3.3 for more information.

[14] 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.

[15] 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).

[16] The ACT and SAT test scores obtained during the junior year can be used for the assessment indicator when meeting certain criteria. See Section 2.4.1.3 for detail.

[17] 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.

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

[19] More information regarding ACT appeals can be accessed through the Accountability application.

2.1.1.4 English Language Proficiency Assessment (ELPA)

In addition to taking TCAP tests,[20] all active English learners (EL) [21] 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.[22]

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 2021-22 accountability calculations using early postsecondary examination data will reflect data for students who graduated with their cohort in 2020-21.

2.1.2 Types of Non-Test Data

Four types of non-test data are used in school and district 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 percent of days students miss instruction during the school year. Absenteeism data come from extract 049 in the Education Information System (EIS). Students with primary enrollments in grades K-12 and attendance codes of A (Excused Absence), U (Unexcused Absence), X (Unexcused Absence, but Present for Transportation), or T (Excused Absence, but Present for Transportation) are considered absent for accountability purposes. Consult the EIS Extract Layouts and Appendix F of the EIS Appendices for more information regarding attendance codes. The department pulls these data from EIS at the end of the school year.

2.1.2.2 Graduation Data

Final graduation rate data come 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. 2021-22 accountability determinations using graduation rates will reflect data for students who graduated with their cohort in 2020-21. 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 for the 2020-21 graduating cohort is available on the department's website. [23]

> **Students earned an alternate academic diploma are counted as graduates.**
>
> Starting with the 2020-21 graduating cohort, students who earn an **alternate academic diploma** on time can be counted as graduates.

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[20] EL students' TCAP data are included in the participation rate and success rate calculation that are ultimately used to evaluate the Achievement indicator for school and district accountability. Recently arrived ELs' TCAP data are counted in the participation rate calculation, but not in the success rate calculation. WIDA and WIDA-Alt data are not included in the participation rate calculation.

[21] T1-T4 EL students do not take WIDA tests.

[22] Previously, the department did not include WIDA Alternate ACCESS data because of small numbers of students and the resulting difficulty of computing expected growth.

[23] The department updates the Cohort appeals resources annually. Resources are typically available before the Cohort appeals window opens.

2.1.2.3 Early Postsecondary Enrollment Data

Early postsecondary course enrollment information comes from the course codes and flags submitted to EIS via extract 030. Advanced Placement (AP), Cambridge International Examinations (CIE), Dual Enrollment (DE), and International Baccalaureate (IB) courses are all denoted with specific course codes. Statewide Dual Credit (SDC) courses must be indicated with **both** the appropriate course code and course flag. Local Dual Credit (LDC) courses are denoted with the course flag only. 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. Early postsecondary data lags by one year. 2021-22 accountability determinations using early postsecondary data will reflect data for students who graduated with their cohort in 2020-21.

2.1.2.4 Industry Credential (IC) Data

Only industry credentials that are on the department's promoted list are considered for the *Ready Graduate* indicator. Students must obtain the industry credential (either by earning the required exam score or by completing the licensure requirements) for the credential to count toward the *Ready Graduate* indicator. Any industry credential (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 2018-19 school year expired in September 2021. The IC that students earned in 2018-19, 2019-20, or 2020-21 will count toward students' *Ready Graduate* status. However, the IC will not count toward the student's *Ready Graduate* status in 2021-22.

> **Industry credential data are self-reported by district, which started in 2020-21**
>
> Starting in 2020-21, industry credential data was self-reported by districts. The data are subject to audit by the department. The same process will be implemented in 2021-22.

Starting in 2020-21, IC data are self-reported data provided by districts. The data are subject to audit by the department. Districts' CTE directors review and certify the data following the requirements specified by each IC. For the 2021-22 school year, the department will follow the same process to collect IC data and continue to provide opportunities for districts to review and appeal IC data during the *Ready Graduate* appeals window. 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 and district 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)
- Economically disadvantaged students (ED)
- Students with disabilities (SWD)[24]

Data from the above underserved student groups are used to generate letter grades for school accountability and district designations for district accountability (see Section 4 for school accountability and Section 5 for district accountability). The department enforces a requirement for the minimum number of students that must exist in

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

any of these groups to be reported as an accountable student group. For instance, the minimum number counts for the Achievement, Chronically Out of School, Graduation, and *Ready Graduate* indicators is 30. For English Learner Proficiency Assessment (ELPA), the minimum number count is 10 for school accountability and 30 for district accountability.[25]

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 and district 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.[26] 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.

> **Important notes regarding how student group membership change is managed when calculating graduation and *Ready Graduate* rates**
>
> *Membership in some student groups may change over time. The department applies different methods to assign student membership depending on the types of reporting as described in Section 2.2.1.*

Figure 3: Hierarchy for Determining Reported Race/Ethnicity
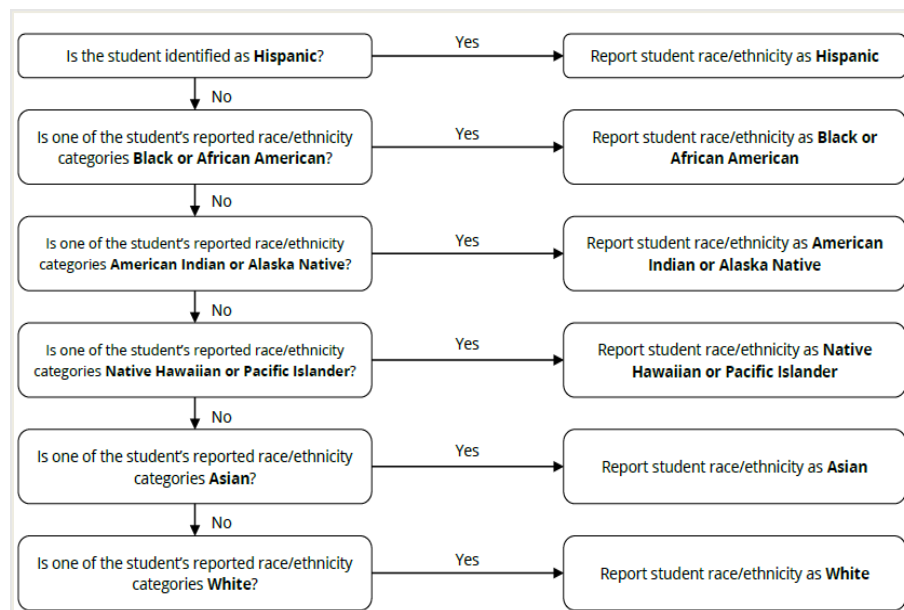
2.2.2 Super Subgroup

The Super Subgroup consists 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

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[25] This is an existing rule. The information is added to this protocol for clarification.
[26] This is an existing rule. The information is added to this protocol for clarification.

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 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 Focus schools (see Section 4.6 for more information on Focus 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.[27] Business rules for determining enrolled and tested students have been updated in compliance with 20 U.S.C . The updated business rules and data definitions are summarized below.

- **Enrolled** counts include the number of tested and non-tested records representing the total number of students whose course enrollment information in EIS reflects they are registered for a tested grade/subject course.
  - o Data is derived from EIS course registration data and is reflected in final test registration data housed by the assessment administration vendor (PearsonAccess[next]) on the final day of the testing window.

> **Business rules for reporting and participation rate calculation are updated in compliance with ESEA**
>
> ESEA section 1111(b)(2)(B)(i)(II) requires that a state's assessments be 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 <u>must</u> be counted as a non-participant, and results for any student who receives a <u>valid</u> score must be included in calculations of achievement results. The accountability protocol Section 2.3 is updated accordingly to be in compliant with ESEA. Districts can access frequently asked questions here.

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[27] See Section 3.1 for more information regarding participation rates.

- **Non-Enrolled** represents the number of records removed from assessment files derived from EIS course registration data due to the following circumstances:

    o Test records with an overall SNT value of 2 (not enrolled), 3 (not scheduled), 4 (medically exempt), and 5 (residential facility).

- **Tested** counts include the number of tested records. 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:

    o Test record is missing a scale score, performance level, Student-Not-Tested (SNT) code, Report I code, and attemptedness, indicating no student answer document or completed test was received by the testing vendor and no test status code (SNT/RI) was provided by the district during scoring. These records will be considered as SNT value of 1 (absent) for the purposes of accountability calculations.
    o Test record with an overall SNT value of 1.
    o Test record with an overall RI value >0.
    o Test record with attemptedness value of N.

- **Valid** test counts include tested records with a valid scale score and performance level.[28]

2.3.2 Enrollment and Testing Scenarios

2.3.2.1 50% Enrollment Rules

Student assessment participation rates include those who are expected to test at a school or district during the testing window. More information regarding how the testing status may impact participation rate calculation is provided in Section 2.4.1. For the achievement indicator (i.e., success rate calculation), student test records are included for the school or district in which they were enrolled for at least 50% of the instructional days (i.e., 50% enrollment rule).

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. The total number of days in the school year is pulled from EIS on the final day of the testing window. This pull applies to all assessment data, including demographic data.[29]

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

> **50% Enrollment Rule Note**
>
> The 50% enrollment rule does not affect how the department calculate data for the **state-level** accountability files. However, it does impact some elements of the school and district accountability.

The 50% enrollment rule does not affect how the department calculates the data for the state-level accountability files. However, it does impact some elements of the school and district accountability measures as described below: [30]

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[28] Valid ACT or SAT tests are those taken with no accommodations or approved ACT accommodations that produce a valid, college-reportable composite score.

[29] Demographic data that are incorrect by the end of the testing window will remain incorrect in the final accountability data. Students whose demographic data differ across multiple school enrollments (e.g., a student is marked as homeless in one school/district but not another, will take the demographic data of the enrollment that matches the school and district in which they tested.

[30] The 50% enrollment rule is currently in practice. This section is added to the protocol for information only.

- Students who were enrolled less than 50 percent of the instructional days **will not** count in success rate calculations or the chronically out of school[31] indicator.

- Students who were enrolled less than 50 percent of the year in the school or district in which they tested <u>and</u> were enrolled at least 50 percent in another Tennessee school or district **will** have their test score reassigned for success rate calculations to the school and/or district in which they were enrolled for at least 50 percent of the year.[32] The department will use enrollment to reassign scores in this instance.[33]

- Students who were enrolled less than 50 percent of the year in the school or district **will** count in participation rate, TVAAS[34], and ACT/SAT[35].

Table 3 details how records are included in calculations for test participation rates and school- and district-level performance associated with success rate and chronically out of school indicators.

Table 3: School and District Accountability Reporting by Enrollment and Testing Scenarios

Enrollment Scenario	Testing Scenario	Counts in Participation Rate[36]	Counts in School & District Success Rate	Counts in State- Level Success Rate
Student was **not** enrolled for at least 50 percent of the school year in **any** TN school or district.	Student was present and tested.	Yes	No	Yes
Student was enrolled for at least 50 percent of the school year in a school and/or district.	Student was present and tested in the **same** school/district in which s/he was enrolled for at least 50 percent of the year.	Yes	Yes	Yes
	Student was present and tested in a **different** school/district in which s/he was enrolled for at least 50 percent of the year.	Yes	Yes[37]	Yes

2.4 Data Preparations

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

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[31] Students need to be enrolled for at least 50 percent of the year at the school (or district for district accountability) to count in the chronically out of school calculation.

[32] For instances where a student is enrolled exactly 50 percent in two schools or districts the following rule will be applied: the Chronic Absenteeism indicator will include the student in both schools and/or districts, and the Achievement indicator will include the record in the school or district where the student tested.

[33] Schools and districts can view the final data with the reassigned records in the Student-level Assessment data file in the Accountability application.

[34] Different business rules are applied to different TVAAS growth measures. Please consult the TVAAS Technical Report for details. The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report can be accessed here.

[35] The 50% enrollment rule specified in Table 3 will be applied when the ACT or SAT score were used for subject replacement for 11th graders (see Section 2.4.1.3).

[36] A student who was present and tested will count for a district's participation rate (that is, as a 1 in both the numerator and denominator) whereas a student who was absent will count against a district's participation rate (that is, as a 0 in the numerator and a 1 in the denominator).

[37] The student counts for the school and/or district in which s/he was enrolled at least half the year rather than the school and/or district in which s/he tested.

2.4.1 Testing Status

ESEA section 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.

The department updated the 2021-22 Accountability Protocol to ensure the business rules are aligned with the above guidelines. Table 4 shows a high-level summary of decisions to include or exclude records from the participation rate calculation by testing status, including students not tested (SNT) codes, Report of Irregularity (RI) codes, and attemptedness codes.[38]

> **Important Updates on SNT, RI, and Attemptedness Status and the Implications on Participation Rate**
>
> Per ESEA Section 1111(b)(2)(B)(i)(II), the department adjusted several business rules that effect the calculation of the participation rate. Please refer to Section 2.4.1 for more information.

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	No
4	Medically exempt	Null	No	No
5	Residential facility[39]	Null	No	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

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

[39] Residential Facility are students who are enrolled with the district/school that need care at a medical or residential facility for a period of time. Some of these facilities are in state and out of state. Usually, they don't have the ability to test students nor are the students in a place where taking an assessment makes sense. The academic instruction they receive will be through the facility not from the district/school; hence, these records are excluded from the accountability.

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
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

A 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 key updates between current rules and previous protocols include the following:

- **Medically exempt** (SNT-4) students are now excluded from the participation rate calculation. Medically exempt students are no longer 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 no longer considered tested, as they do not produce a valid scale score and performance level. RI codes outlined above will no longer be included in the numerator and will remain included in the denominator of the participation rate calculation.
- **Blank or non-attempted** records are no longer excluded from calculations, 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 now be included in the assessment data files provided by the vendor and will be included in only the denominator of the participation rate calculation.

2.4.1.1 Excluded, Missing, and Duplicated TCAP Data

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

- Individual student records from the following types of schools will be excluded from accountability:
    o Juvenile Detention Center records (school number of 999)
    o Individualized Education Account (IEA) records (with a school number of 982)
    o Adult high schools[40] records
    o Homeschooled[41] records (school number of 981)

- Individual student records from the following types of schools will be mapped back to students' prior or base schools:
    o CTE schools'[42] records
    o Alternative schools'[43] records

- The following records are excluded from school-, district-, and state-level files:
    o Records with a district number greater than or equal to 990 (private or parochial testing records)

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[40] Consult Section 2.4.9 for more information on adult high schools.
[41] 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 and district accountability.
[42] The data should be remanded to the student's base school.
[43] The data should be remanded to the student's sending school.

- o Records with grades of 13
- o 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.
- o 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.

- Records associated with a residential facility[44] flag are excluded from school-level and district-level files. The records are included in the state-level files.

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.[45]
- Records with missing district numbers are included at the state level.[46]
- 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:[47]

- 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.[48]
  - o TCAP-Alternate assessment
  - o TCAP EOC
  - o TCAP Achievement[49]

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[44] Residential facilities include students who are enrolled with the district/school that need care at a medical or residential facility for a period of time. Some of these facilities are in state and out of state. Usually, they don't have the ability to test students nor are the students in a place where taking an assessment makes sense. The academic instruction they receive will be through the facility not from the district/school; hence, these records are excluded from the accountability.

[45] 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).

[46] 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)

[47] 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.

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

[49] 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.

- 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-Alternative 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.

- Students will be assigned to the students with disability (SWD) student group if they took the TCAP-Alternate assessment.[50]
- 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.[51]
    - 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.
- The department modifies testing subjects and grades in situations where the grade is either missing or before grade 9 (see Table 5).

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[50] 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.

[51] 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.

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

2.4.1.3 Modifying Success Rates Using ACT or SAT

Students in grade 11 who do not take a math EOC but who have a valid ACT or SAT subscore for math from the current year state testing day will be included in accountability for the corresponding high school subject. The department will compare students' math subscores to the ACT/SAT College Readiness Benchmarks, or equivalent ACT/SAT score for those subjects. Students who score at or above the benchmark will be identified as *meets expectation* for the corresponding subject. Students who score below the benchmark will be re-labeled as *approaching* (see Table 6).[52] This ACT/SAT substitution process will **not** include students in grades 10 or 12 who take either test on the state testing day.

Table 6: ACT/SAT to TCAP Performance level Conversion

EOC Subjects without Test Scores	Student Grade	ACT/SAT Subject-Area Test	ACT (SAT) College Readiness Benchmark	Student Subject Score for ACT (SAT)	Equivalent Performance Level
Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, **and** Integrated Math III	11	Math	22 (540)	≥ 22 (540)	*Meets expectation*
				< 22 (540)	*Approaching*
				Missing	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.[53] 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 years[54] including June of their self-reported graduation year.[55] These data used in the *Ready Graduate* indicator lag by one year (i.e., 2021-22 accountability determinations use ACT and SAT data for the graduating cohort of 2021). ACT or SAT math data, particularly the testing scores obtained from the junior testing day, are also used by the department for subject replacement among 11th graders who do not have an EOC math test score as discussed in Section 2.4.1.3. The

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[52] The department provides a file on the Accountability application that includes students whose scores were reassigned according to the procedures of this section.

[53] 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.

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

[55] 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).

department **does not** recognize ACT or SAT superscores.[56] Schools and districts are able to appeal ACT and SAT data during the data appeals window.[57]

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* or *alternate academic diploma* recipients in the prior year's graduating cohort (i.e. 2021-22 accountability analyzes graduation data from the 2021 graduating cohort), and the data are used to compute the ACT/SAT participation rate.[58]
- 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 reading[59] 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.

2.4.3.2 ACT and SAT Data Preparation for Subject Replacement Purpose

Below are the guidelines the department uses to prepare ACT and SAT data from the current year's state spring test day for math subject replacement purposes (see Section 2.4.1.3 for details). The replacement is only applicable for 11th graders who have a test record from the ACT or SAT junior test day administration and do not have an EOC math test record at 11th grade. These business rules apply to all student groups. The department resolves duplicate records as follows:

- The record with the highest composite score is included if there are multiple records for the same student that have different composite scores.
- The record with the highest math subscore is included if there are multiple records for the same student that have the same composite score.
- The record with the highest reading subscore is included if there are multiple records for the same student that have the same composite and math scores.
- The record with the highest English subscore is included if there are multiple records for the same student that have the same composite, math, and reading scores.

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

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

[58] ACT/SAT participation rate is calculated by the number of graduates with a valid ACT/SAT score divided by the number of graduates. Starting with the 2021-22 accountability in which the 2020-21 graduating cohort's graduation and *Ready Graduate* data are used, students who earn an alternate academic diploma with a valid ACT/SAT score are included in the ACT/SAT participation rate calculation.

[59] For SAT, the department considers the critical reading score as the reading subscore.

- The record with the highest science subscore is included if there are multiple records for the same student that have the same composite, math, reading, and English 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. 2021-22 accountability determinations using EPSO data will reflect data for students who graduated with their cohort in 2020-21.

2.4.4.1 Enrollment and Examination Verification

Table 7 summarizes the first year when all EPSO data sources became available and used for school and district accountability.

Table 7: 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 50[60] to pass the exam), students must earn the minimum required score to earn the EPSO credit.

> **Exceptions made for awarding EPSOs in 2019-2020 are no longer applicable for awarding EPSOs in 2020-21**
>
> Students who participated in AP, IB, or SDC courses during the 2019-20 school year automatically received EPSO credit upon course completion at the end of the 2019-20 school year. Students who participated in CIE or LDC courses during the 2019-20 school year received EPSO credit with the appropriate documentation proving exam cancellation. These were the exceptions made for the 2019-20 school year due to the COVID-19 pandemic and will remain in effect for the 2021 graduating cohort regarding the EPSOs earned during the 2019-20 school year. However, these rules are no longer applicable for awarding EPSOs starting the 2020-21 school year.

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.[61] 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 <u>or</u> 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 <u>Section 2.4.4.4</u>).

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 completion[62] 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, CIE, LDC, and SDC courses during the 2019-20 school year.[63] Typical business rules for awarding EPSO credits are applied in the *Ready Graduate* process starting the 2020-21 school year. Table 8 is a summary of data sources and typical requirements for awarding EPSOs by type for the 2021-22 school year. Exceptions made for the 2019-20 school year are noted in the table.

Table 8. Data Sources and Requirements for Inclusion by EPSO Type

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

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

[62] 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.

[63] 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.

Element	Data Source	Requirements for Inclusion
Advanced Placement (AP)	• 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.	• Complete course and attempt exam (no minimum score required).[64] • *For the 2019-20 school year: automatic EPSO credit for course completion.*
Cambridge International Examinations (CIE)	• 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.	• Complete course and attempt exam (no minimum score required).[65] • *For the 2019-20 school year: receive EPSO credit for course completion with documentation proving exam cancellation.*
College Level Examination Program (CLEP)	• The College Board will provide a score file for the department that includes all students who attempted a CLEP exam.	• Earn a passing score of 50 or higher.
International Baccalaureate (IB)	• 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.	• Complete course and attempt exam (no minimum score required).[66] • *For the 2019-20 school year: automatic EPSO credit for course completion.*
Dual Enrollment (DE)	• 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.	• Complete course.
Local Dual Credit (LDC)	• SIS data on course enrollment in high school courses that have been appropriately flagged as "local dual credit" will be obtained from EIS.	• Complete course and attempt exam (no minimum score required).[67] • *For the 2019-20 school year: receive EPSO credit for course completion with documentation proving exam cancellation.*
Statewide Dual Credit (SDC)	• 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.	• Complete course and attempt exam (no minimum score required).[68] • *For the 2019-20 school year: automatic EPSO credit for course completion.*
Industry Credential (IC)	• Districts provided the department with data that includes all students who successfully earned a credential during the fall window.	• 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.[69]

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.

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[64] This is subject to change depending on postsecondary institution testing protocols.
[65] 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.
[66] This is subject to change depending on postsecondary institution testing protocols.
[67] This is subject to change depending on postsecondary institution testing protocols.
[68] This is subject to change depending on postsecondary institution testing protocols.
[69] Please consult the department's industry credential webpage for the specific requirements for each credential.

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.[70]

2.4.4.4 Specific Course Enrollment Requirements

The department will not count Intervention (e.g., GO2H22, etc.) or Study Hall (G25H10) courses marked with the LDC flag as EPSOs. Additionally, classes for students in grades below grade 9 that are flagged as LDC will not be considered in the counts of EPSOs students earn.

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.

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.

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[70] 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.

- 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:[71]
    - Kindergarten
    - Grade 1
    - Grade 2
    - Grade 3
    - Grades 4-5
    - Grades 6-8
    - Grades 9-12

2.4.6 TVAAS Data Preparations

To expedite the return of TVAAS results and to follow previously communicated subjects included in the achievement indicator, school and district TVAAS composites in 2021-22 will include data from the following content areas: math and ELA. More reporting may become available to aid schools and districts in understanding their data. Consult the TVAAS Technical Report[72] for more information regarding TVAAS data preparations and business rules.

2.4.7 Graduation Data Preparations

Graduation data lag for one year. Therefore, the graduation data used for 2021-22 school and district accountability will be based on the data from the 2020-21 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 process applied to the 2020-21 graduation cohort is described in detail in the 2021 Graduation Cohort Protocol and 2021 Cohort Change Request Instructions.

Enrollment data used for dropout calculations reflect EIS data from Oct. 1, 2021. 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.[73] Each year, the department

> ### 60 Days Enrollment Rule
>
> TCA §49-1-601 requires the department to count students in the cohort of the school and district in which the student was enrolled for the greatest proportion of days during high school. Such students' cohort status may only be updated during the Cohort appeals process, and appeals can only be made for students who are enrolled for less than 60 days of the most recent school year.

allows schools and districts to appeal their graduation cohort calculations and this scenario is specified in the Graduation Cohort Appeals Guidance document (pg. 5). 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

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

[72] The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report is available here.

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

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.[74]

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% of the year in a school or district will be included in the attendance measures (see Section 2.3.1). Students enrolled in two schools or districts for exactly 50 percent of the school year will count for both schools and both districts for accountability purposes. Attendance data only reflect schools and districts in which students are primarily enrolled (i.e., type of service of "P"). 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.

2.4.8.1 Absences

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), U (Unexcused Absence), X (Unexcused Absence, but Present for Transportation), or T (Excused Absence, but Present for Transportation) are considered absent for accountability purposes. Consult the EIS Extract Layouts and Appendix F of the EIS Appendices for more information regarding attendance codes. Districts are responsible for submitting and verifying correct absentee codes in accordance with state attendance policies.

2.4.8.2 Instructional Days

The total number of instructional days counts all days in which students were enrolled in a school or district that were classified as instructional days.[75] 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 Extracts Layout and Appendix A of the EIS Appendices for 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 3[76]
    - A begin date between May 31, 2021, and Aug. 31, 2021[77]
    - No end date
- The department identifies closed schools as those that have:
    - School type 0, 2, or 3
    - An end date between May 31, 2021, and Aug. 31, 2021
- The department identifies CTE schools as those that have:
    - School type 0, 2, or 3
    - Instructional type 6

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[74] The department sends notification letters to any districts affected by such changes as a result of the appeals process.
[75] Stockpiled days are not considered in the total of instructional days. As such, some schools and districts may have denominators of 167 instructional days.
[76] School types 0, 2, and 3 refer to public, state special, and charter schools, respectively.
[77] 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.

- o Active status
- o No end date

- The department identifies alternative schools as those that have:
    - o School type 0, 2, or 3
    - o Instructional type 8
    - o Active status
    - o No end date
- The department identifies adult schools as those that have:
    - o School type 0, 2, or 3
    - o Instructional type 9
    - o Active status
    - o No end date
- The department identifies special education schools as those that have:
    - o School type 0, 2, or 3
    - o Instructional type 7
    - o Active status
    - o 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.[78]

3.1 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.[79]
- **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.

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.[80]

> **Updated Performance Level Descriptors**
>
> The performance level descriptors are updated. "On track" is now replaced with "Meets Expectation." "Mastered" is not replaced with "exceeds expectation."

$$\text{Percent } exceeds\ expectation = \frac{\#\ exceeds\ expectation}{\#\text{ valid tests}} * 100$$

$$\text{Percent } meets\ expectation = \frac{\#\ meets\ expectation}{\#\text{ valid tests}} * 100$$

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

---

[78] The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report is available here.

[79] Consult Section 2.3.1 for more information.

[80] Records with missing or null performance levels are not included in these counts.

The percent of students scoring *meets expectation*/*exceeds expectation* for a given subject(s) is calculated by dividing the number of *meets expectation* and *exceeds expectation* records by the total number of valid tests.[81]

$$\text{Percent } meets\ expectation \text{ or } exceeds\ expectation = \frac{\#meets\ expectation\ + \#\ exceeds\ expectation}{\#\ \text{valid tests}} * 100$$

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.

$$\text{Percent below} = 100 - (\text{percent } exceeds\ expectation + \text{percent } meets\ expectation + \text{percent } approaching)$$

3.3 One-Year and Three-Year Success Rates

Success rates represent the total number of valid tests with a performance level of *meets expectation* or *exceeds expectation* divided by the total number of valid tests. District success rates are calculated by combining all eligible subjects by grade band (i.e., 3-5, 6-8, and 9-12). 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[82] in that content area and year for the given student group. For 2021-22 school and district accountability, only math and ELA content areas will be included in success rate calculations.

Two types of success rates are calculated for accountability purposes: one-year and three-year success rates. One-year success rates are used as the achievement measure for school and district accountability every year. Three-year success rates are used when determining Priority/Comprehensive Support and Improvement (CSI) identification. However, due to incomplete 2020-21 achievement data and the prohibited use of 2021-22 achievement data in Priority/CSI identification under PC2 provision, the department will calculate two-year success rates using 2018-19 and 2021-22 achievement data for the Priority/CSI identification in 2021-22. The two-year success rate formula mirrors the three-year success rate formula. The Priority/CSI identification process is discussed in detail in Section 4.5. All success rates are rounded to one decimal place.

The following formula illustrates how **one-year success rates** are calculated:

$$\text{One} - \text{year success rate} = \frac{\#\ meets\ expectation \text{ or } exceeds\ expectation \text{ (math + ELA + HS math + HS ELA)}}{\#\text{valid tests (math + ELA + HS math + HS ELA)}}$$

The following formula illustrates how **three-year success rates** are calculated:

$$\text{Three} - \text{year success rate} = \frac{\#\ meets\ expectation \text{ or } exceeds\ expectation \text{ (math + ELA + HS math + HS ELA + ACT[83])}}{\#\text{valid tests (math + ELA + HS math + HS ELA + ACT)}}$$

---

[81] 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 of them had test scores. The number of valid tests used to compute percent *meets expectation* or *exceeds expectation* is 95 (enrollment number X 0.95), not 85.

[82] For example, if the All Students group had only 29 valid tests in math in 2019 and 32 valid tests in math in 2022, the 2019 math tests would be *excluded* from the three-year success rate for All Students group. High school eligibility will be based on the content areas of HS math (Algebra I, Algebra II, Geometry, Integrated Math I, II, and III) and HS ELA (English I and English II).

[83] In addition to the components of one-year success rates, three-year success rates include the number of students scoring 21 or higher on the ACT in the numerator and the number of on-time, regular graduates in the denominator.

It is important to note that when computing success rates, the department adjusts the number of valid tests when schools and districts do not meet the 95% participation rate.[84] 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

> **Important Notes on # Valid Tests When Calculating Success Rates**
>
> 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.

to compute percent *meets expectation* or *exceeds expectation* is 95 (enrollment number X 0.95), not 85.

Success rates for both the K-8 and high school (HS) pools[85] 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[86].

3.4 Graduation Rates

The graduation rate[87] is equal to the number of graduates with a **regular diploma** or an **alternate academic diploma** on-time[88], 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 districts and certain 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 district and school in which they were most recently enrolled.

3.5 *Ready Graduate* Indicator

As outlined in [Tennessee's state ESSA plan](#), the *Ready Graduate* indicator[89] is calculated for all schools **with at least 30 students** in a graduation cohort. The indicator is calculated by dividing the number of graduates (as defined in Section 3.4) 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:

$$Ready\ Graduate\ \text{Rate} = \frac{\text{\# graduates}^{90}\ \text{meeting at least one } Ready\ Graduate\ \text{criterion}}{\text{\# students in the graduating cohort}} * 100$$

---

[84] This adjustment rule is an existing practice. This section is added to the protocol for clarification and information only.

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

[86] Students in grade 11 who do not take a math EOC but who do have a valid ACT or SAT subscore for math from the current year state testing day will be included in the success rate computation (see [Section 2.4.1.3](#)).

[87] The graduation rate data lag for one year; hence, the graduation rates used for the 2021-22 accountability are based on the data of the 2020-21 graduating cohort.

[88] On-time graduation is defined as completing high school in four years plus a summer. Starting 2020-21, students with an alternate academic diploma are included in the graduation rate calculation. This has implications on *Ready Graduate* status as well as ACT participation rate calculation. Please see [Section 3.5](#) for more information.

[89] It should be noted that *Ready Graduate* status or meeting *Ready Graduate* indicators is *not* a requirement for graduation.

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

There are four pathways for graduates to earn a *Ready Graduate* status; they must meet one of the following criteria to be counted:[91]

- 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.)

> **Implications of ACT/SAT Participation Rate for School and District Accountability**
>
> Schools with an ACT/SAT participation rate less than 95% receive a score of 0 under their *Ready Graduate* indicator. Districts with an ACT/SAT participation rate less than 95% receive a score of 0 under their Graduate Rate indicator. This rule applies to all student groups.

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.

ACT/SAT participation rate has an important implication for school and district accountability. Schools with an ACT/SAT participation less than 95% receive 0 points for their R*eady Graduate* indicator; districts with an ACT/SAT participation rate less than 95% receive 0 points for their Graduation Rate indicator. The same business rule applies for all student groups. The ACT/SAT participation rate calculation formula is presented below:

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

As discussed in Section 3.4, students who earn an ***alternate academic diploma (AAD)*** on time are counted as graduates in addition to students who earn a regular diploma. This business rule was first implemented with the 2020-21 graduating cohort. As a result, this business rule also has a direct impact on the calculations of the *Ready Graduate* rate and ACT/SAT participation rate for 2021-22 accountability. *Ready Graduate* and ACT data lag for one year; the data used in 2021-22 accountability come from the 2021 graduating cohort. The implications are summarized below:

> **Implications of Including Alternate Academic Diploma in Graduation Rate Calculation**
>
> Students who earn an alternative academic diploma on time are included in the graduation rate calculation starting in 2020-21. This business rule has implications on the calculations of *Ready Graduate* rate and ACT/SAT participation rate.

- The numerator of the *Ready Graduate* rate is derived from the numerator of the graduation rate. Therefore, for the 2021-22 accountability which uses the 2020-21 graduating cohort's graduation data, the *Ready Graduate* rate calculation will include graduates with an alternate academic diploma in the numerator.

- The denominator of the ACT participation rate is derived from the numerator of the graduation rate. Therefore, for the 2021-22 accountability in which the 2020-21 graduating cohort's graduation data are used, the ACT/SAT participation rate calculation will include graduates with an AAD in both denominator and numerator.

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 2021-22 *Ready Graduate* process applied to the 2020-21 graduation cohort is described in detail in the 2021-22 *Ready Graduate* Manual.

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[91] Students can only be counted once even if they met multiple criteria.

3.6 *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 days[92] for which they are enrolled in a Tennessee public school or district. A (Excused Absence), U (Unexcused Absence), X (Unexcused Absence, but Present for Transportation), or T (Excused Absence, but Present for Transportation) are considered absent for accountability purposes. Consult the EIS Extract Layouts and Appendix F of the EIS Appendices for more information regarding attendance codes. These data are pulled from EIS at the completion of the school year. The chronic absenteeism rate is rounded to one decimal place.

The formula for calculating the absentee rate is shown below:

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

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 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.

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

3.7 Annual Measurable Objective (AMO) Targets

AMO targets are yearly targets for improving performance based on prior-year results. School and district AMO targets expect schools and districts to decrease the percentage of students whose performance does not meet the standard (less than *meets expectation*) by half over the course of eight years. Double AMO targets expect the percent of students not meeting the standard (less than *meets expectation*) to decrease by half in four years. AMO targets are rounded to one decimal place. The department only sets AMO targets when a school or district has 30 or more valid tests or students in the prior year. For 2021-22 accountability calculations, 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:

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

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

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

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

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

---

[92] Stockpiled days are not included in the denominator.

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	✓	

3.8 Confidence Intervals

A confidence interval (CI) is a range of values that captures the true percentage with greater confidence. The department calculates 95 percent confidence intervals for the AMO pathways for the success rates (i.e., Achievement indicator), chronically out of school rate, graduation rate, and *Ready Graduate* 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 D.

> **Starting 2022-23, CI methods will be removed from the AMO pathway calculation for the indicators of chronically out of school, graduation rate, and *Ready Graduate* rate**
>
> Starting with 2022-23 accountability, the department will adjust its methodology to replace the use of confidence intervals in AMO evaluation for three accountability indicators, including Cohort Graduation rate, *Ready Graduate* rate, and Chronically out of School rate. More information are provided in Sections Section 4.4.3 (Chronically Out of School), Section 4.4.4 (Graduation Rate), and Section 4.4.5 (*Ready Graduate* rate).

A 95 percent CI means that:

3.8.1   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:

3.8.2   95 percent of the data fall within the calculated interval.

3.8.3   There is a 95 percent probability that the true performance level percentage falls within the calculated interval.

3.9 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 average[93]. All values leading into the final score are neither rounded nor truncated.

[93] 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 Priority schools (aka Comprehensive Support and Improvement [CSI] schools)[94], Focus schools (also known as Targeted Support and Improvement [TSI] and Additional Targeted Support and Improvement [ATSI] schools), and Reward schools[95]. This section provides in-depth information regarding how the letter grades 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.

- **K-8 pool**: Schools with fewer than 30 students in the prior year's graduating cohort and 30 or more students with valid tests in a single subject. Subjects would include grades 3-8 math, grades 3-8 ELA, high school (HS) math, and HS English.[96]
- **HS pool**: Schools with 30 or more students in the prior year's graduating cohort.[97]

Certain business rules are considered when assigning letter grades and school designations:

- The following schools and school types are ineligible to earn school accountability designations:[98]

    o   Non-public schools
    o   Adult high schools
    o   Alternative schools[99]
    o   CTE schools[100]

- Schools that are closed[101] are included in the overall pool of schools but are not eligible to earn designations since they are not eligible to receive interventions.

- Schools, such as closed schools, with only graduation rate or ACT/SAT data in the current year are included in the overall pool of schools but are not eligible to earn designations.

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[94] Priority schools are sometimes referred to as "schools identified for comprehensive support and improvement (CSI)." When Priority schools are identified, they also receive an overall grade of "F".

[95] Reward schools receive an overall grade of "A".

[96] 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.

[97] 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.

[98] These types of schools are excluded from the denominator of the bottom 5% calculation for priority identification.

[99] Records from alternative schools will be remanded back to the most recent traditional school in which the student was enrolled if that school is in the same district as the alternative school at which the student tested. Students will be considered enrolled for 50 percent of the year if the number of instructional days for which they are enrolled across both the traditional and alternative school is at least half the greater number of instructional days between the traditional or alternative school. The department will also contact districts if no prior enrollment in a traditional school can be found.

[100] Student records associated with CTE schools are excluded from the accountability because the data should be remanded to the student's base school.

[101] The department identified closed schools as those that are either public, state special, or charter schools and have an end date between May 31 and August 31, 2021 (see Section 2.4.9).

- Special education schools are included in the overall pool of schools but are not eligible for Priority status.

- Schools with only one year of data[102] are included in the overall pool of schools but are not eligible to earn letter grades or designations (i.e., Priority, TSI, ATSI, Reward) since they do not have data to evaluate improvement.

- New schools are not eligible to receive letter grades or designations (i.e., Priority, TSI, ATSI, Reward) since they only have one year of data. However, exceptions may apply as described in Section 4.2.1.

4.2.1 Priority Designations and Letter Grades for New or Merged Schools

New schools are not eligible to receive letter grades or earn designations since they do not have data to evaluate improvement. However, some exceptions may apply depending on student enrollment as described below:

- If a new or merged school has at least 50% of the enrollment coming from a school with a Priority designation, the new or merged school will receive the Priority status and a letter grade F.

- If a new school has less than 50% of the enrollment coming from a school with a Priority designation, the school will be treated as a new school and will not be eligible to earn a letter grade or any designations.

Clarification for School Designations and Letter Grades for New or Merged Schools.

New or merged schools may receive Priority designation when more than 50% of student enrollment come from a school with Priority status.

These rules are applied so that appropriate funds can be provided to ensure new schools are receiving the support needed to serve students. The department will examine enrollment data per the specified criteria to determine appropriate school designations and letter grades for new schools and merged schools before the State Report Card release. New and merged schools will have the opportunity to appeal their designation and letter grade during the State Report Card appeals window.

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 Subgroup[103] 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.

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

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[102] The minimum n count of 30 rule is applied to determine whether a school has valid data for the accountability year.
[103] See Section 2.2.2 for the definition and identification of the Super Subgroup.

score that reflects the even weight of the performance of these two student groups. Each overall average is rounded to one decimal place.

Final grades weight *All Students* and student group grades at 60 percent and 40 percent, respectively. Final grades are rounded to the one decimal place. Schools receive final grades[104] based on the points scale below:

- **A**: 3.1–4.0
- **B**: 2.1–3.0
- **C**: 1.1–2.0
- **D**: 0.0–1.0

Table 10 is an example of how the letter grade from each accountability indicator from each student group is converted into a letter grade for each school.

Table 10: An Example of Converting Indicator Letter Grades across Student Groups into A Letter Grade for a High School

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

4.4 Indicators and Weighting

Table 11 details the indicators included in school accountability. The weights are applied to compute an overall school score/grade 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 11: School Accountability Indicators and Weighting

Indicator	Definition	Measure for *All Students* and Student Groups	Weight
Achievement	Percent of students *meets expectation* or *exceeds expectation*	Absolute performance **or** AMO targets (set to increase the percent of students scoring *meets expectation* or *exceeds expectation*)	**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 *Ready Graduate* criteria	Absolute performance **or** AMO targets (set to increase the percent of *Ready Graduates*)	**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%

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[104] Schools receiving a school grade of "F" will be those who are designated as Priority. See for more information regarding Priority school identification.

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.[105]

- The Super Subgroup[106] 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.

> **Important Notes About Weighting Indicators**
>
> Schools only receive scores for the indicators that meet minimum n-counts; schools must have sufficient data for both pathways—absolute and AMO targets—to receive scores for each indicator. When there are missing indicators, different rules are applied. These rules are applied to all student groups.

- 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,

  o If a school is missing the ELPA indicator, the weight for ELPA (10%) will be evenly distributed to the achievement and growth indicators.

  o 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**).

  o 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' one-year success rates relative to the state (i.e., absolute performance) and school performance compared to their AMO targets for for *All Students* group and other student groups (see Table 12). The 2020-21 assessment data will be used to calculate the 2022 AMO targets for the Achievement indicator following the established AMO calculation methods specified in Section 3.7. The 2022 AMO targets for the Achievement indicator will be used to determine the appropriate letter grades for the indicator for schools.[107]

To receive an A-D rating for the Achievement indicator, schools must meet a ***minimum TCAP participation rate of 95 percent*** for any group of students (including the *All Students* group and other student groups). Schools missing the 95% threshold for a given student group will receive a score of 0 for the Achievement indicator (both absolute

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[105] Reference the TVAAS Technical Report for additional business rules used in the growth metric. The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report can be accessed here.

[106] See Section 2.2.2 for more information on the Super Subgroup.

[107] Per Public Chapter No. 782, the results from the TCAP administered in the 2020-21 school year will be used to set the annual measurable objectives for schools and local education agencies for the 2021-22 school year, and will be used to assign letter grades to schools.

and AMO pathways) for the corresponding student group. This participation threshold, defined in federal law, helps to ensure transparency and equity.

Table 12: Achievement Score Calculations

Grade	Points	Absolute Performance	AMO Targets for 2021-22 Accountability
		(*All Students* Group and Other Student Groups)	
A	4	≥ 45	One-year success rate ≥ double AMO target
B	3	35 – 44.9	One-year success rate ≥ AMO target
C	2	27.5 – 34.9	Upper bound of one-year success rate confidence interval ≥ AMO target
D	1	20 – 27.4	Upper bound of one-year success rate confidence interval > prior one-year success rate
F	0	< 20	Upper bound of one-year success rate confidence interval is ≤ to prior one-year success rate

4.4.2 Growth

School growth scores reflect TVAAS Overall Composite levels for the *All Students* group and other student groups. For 2021-22 accountability, TVAAS Overall Composites will include the subjects of math and ELA only. Therefore, 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. Table 13 shows the calculation of TVAAS Combined Literacy and Numeracy Composites and letter grades.

Table 13: Growth Score Calculations

Grade	Points	TVAAS Combined Literacy and Numeracy Composite
		(*All Students* Group and Other Student Groups)
A	4	Level 5
B	3	Level 4
C	2	Level 3
D	1	Level 2
F	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 (see Table 12). Chronic absenteeism calculations include only students who are enrolled for at least 50 percent of the instructional days in the school year.[108] 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 14. As shown in Table 14, in 2021-22, the department will apply the prior methods using confidence intervals for the evaluation of Chronically Out of School indicator. Starting 2022-23, the department will apply the alternative method (i.e., Quarter AMO) to assign a grade for the indicator.

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[108] For more information regarding chronic absenteeism calculations, reference Section 3.6.

Table 14: Chronic Absenteeism Calculations

Grade	Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets for 2021-22 Accountability	AMO Targets for 2022-23 Accountability
				(*All Students* Group and Other Student Groups)	
A	4	≤ 6	≤ 10	Percent of chronically absent students ≤ double AMO target	Percent of chronically absent students ≤ double AMO target
B	3	6.1 – 9	10.1 – 14	Percent of chronically absent students ≤ AMO target	Percent of chronically absent students ≤ AMO target
C	2	9.1 – 13	14.1 – 20	Lower bound of confidence interval of percent of chronically absent students ≤ AMO target	Percent of chronically absent students ≤ 0.25 AMO target
D	1	13.1 – 20	20.1 – 30	Lower bound of confidence interval of percent of chronically absent students < prior year percent of chronically absent students	-0.75 AMO ≥ Percent of chronically absent students > 0.25 AMO target
F	0	> 20	> 30	Lower bound of confidence interval of percent of chronically absent students ≥ prior year percent of chronically absent students	Percent of chronically absent students > -0.75 AMO target

4.4.4 Graduation Rate

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. Graduation rates[109] reflect the percent of students in each cohort who graduate with a ***regular diploma*** or an ***alternate academic diploma*** 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 15. As shown in Table 15, in 2021-22, the department will apply the prior methods using confidence intervals for the evaluation of the graduation rate indicator. Starting in 2022-23, the department will apply the alternative method (i.e., Quarter AMO) to assign a grade for the indicator.

Table 15: Graduation Rate Calculations

Grade	Points	Absolute Performance	AMO Targets for 2021-22 Accountability	AMO Targets for 2022-23 Accountability
			(*All Students* and Other Student Groups)	
A	4	≥ 95	Graduation rate ≥ double AMO target	Graduation rate ≥ double AMO target
B	3	90 – 94.9	Graduation rate ≥ AMO target	Graduation rate ≥ AMO target
C	2	80 – 89.9	Upper bound of confidence interval of graduation rate ≥ AMO target	Graduation rate ≥ 0.25 AMO target
D	1	67 – 79.9	Upper bound of confidence interval of graduation rate > prior graduation rate	0.25 AMO > Graduation rate ≥ -0.75 AMO target
F	0	< 67	Upper bound of confidence interval of graduation rate is ≤ prior year graduation rate	Graduation rate < -0.75 AMO target

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[109] For more information regarding graduation rate calculations, reference Section 3.4.

4.4.5 *Ready Graduate*

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*[110] 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 according to the following scale. Schools receive points for the *Ready Graduate* indicator according to the scale presented in Table 16. However, schools that **miss the 95 percent minimum participation rate for ACT/SAT** will receive a score of 0 for both pathways (i.e., absolute performance and AMO targets) of the *Ready Graduate* indicator for the student group(s) for which the

schools tested less than 95 percent of graduates. As shown in Table 16, in 2021-22, the department will apply the prior methods using confidence intervals for the evaluation of the *Ready Graduate* rate indicator. Starting 2022-23, the department will apply the alternative method (i.e., Quarter AMO) to assign a grade for the indicator.

Table 16: Ready Graduate Calculation

Grade	Points	Absolute Performance	AMO Targets for 2021-22 Accountability	AMO Targets for 2022-23 Accountability
			(*All Students* and Other Student Groups)	
A	4	≥ 40	Percent of *Ready Graduates* ≥ double AMO target	Percent of *Ready Graduates* ≥ double AMO target
B	3	30 – 39.9	Percent of *Ready Graduates* ≥ AMO target	Percent of *Ready Graduates* ≥ AMO target
C	2	25 – 29.9	Upper bound of percent of *Ready Graduates* confidence interval ≥ AMO target	*Ready Graduate* rate ≥ 0.25 AMO target
D	1	16 – 24.9	Upper bound of percent of *Ready Graduates* > prior percent of *Ready Graduates*	0.25 AMO > *Ready Graduate* rate ≥ -0.75 AMO target
F	0	< 16	Upper bound of percent of *Ready Graduates* is ≤ prior percent of *Ready Graduates*	*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 composite performance levels in both the current and prior year(s). The ELPA indicator reflects the percent of students meeting the growth standard. Growth standards are differentiated based on students' prior-year composite performance according to Table 17.[111]

WIDA and WIDA-Alt testing data do not count toward the 95% participation rate requirement for the Achievement indicator.

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[110] For more information regarding *Ready Graduate* calculations, reference Section 3.5
[111] These growth standards represent the 60th percentile of growth performance for each given score band from prior data.
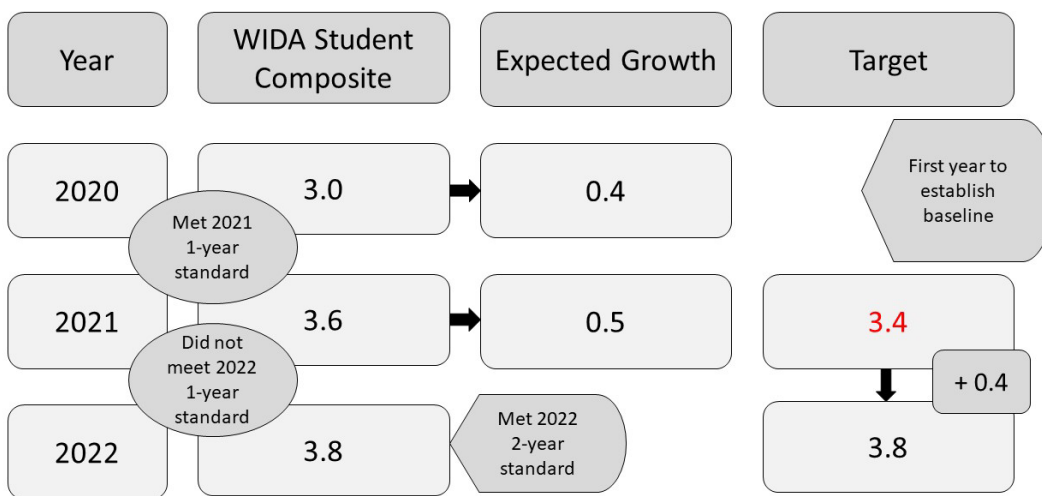
Table 17: ELPA Growth Standards

Prior Year Score Range	Growth Standard
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.[112] 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 criteria in the most recent year, regardless of whether their year-over-year growth meets the standard for their prior composite score.

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

Schools receive points for the percent of students meeting growth standards based on their performance relative to the state's long-term goals. Table 18 summarizes how schools earn points for the performance of **EL students** on the WIDA ACCESS 2.0 assessment for the ELPA indicator.

Table 18: Percent of Students Meeting Growth Standards

Grade	Points	Percent of Students Meeting Growth Standards (*All Students* and Other Student Groups)
A	4	≥ 60
B	3	50 – 59.9
C	2	40 – 49.9

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[112] Students meeting WIDA Access exit criteria are included as "meeting the growth standard." Starting in 2019-20, the criteria for exiting is a composite of 4.4 and a literacy performance level of 4.2.

Grade	Points	Percent of Students Meeting Growth Standards (*All Students* and Other Student Groups)
D	1	25 – 39.9
F	0	< 25

4.5 Priority School Identification

Priority schools, also known as the Comprehensive Support and Improvement Schools (CSI), are identified at least every three years and have the opportunity to exit each year according to the exit criteria discussed in [Section 4.5.1](#).

Priority/CSI schools were last identified at the end of 2017-18 based on 2015-16, 2016-17, and 2017-18 data.[113] According to the approved Tennessee ESSA plan, Priority identification should be based

> **Updates on Priority Identification Timeframe**
>
> In 2021-22, the department will generate a one-year Priority list so that low performing schools are able to receive timely support. The department will generate a three-year Priority list in 2022-23 to replace the one-year list in its entirety. See [Section 4.5](#) for more detail.

on three years of assessment data. However, due to incomplete data from 2019-20 and 2020-21 as a result of the COVID-19 pandemic, the department is adjusting the identification process for the 2021-22 Priority Identification cycle. The department will identify Priority/CSI schools based on the two-year success rates using 2018-19 and 2021-22 achievement data as discussed in [Section 3.3](#). Priority schools will be the lowest-performing five percent of schools based on the two-year success rates in each school pool. Schools with a TVAAS Composite Level of a 4 or 5 in the two most recent years (i.e., 2020-21, 2021-22) for all accountability subjects[114] will not receive Priority status (i.e., Safe Harbor provision). Additional schools will be identified to replace schools that are removed due to Safe Harbor using the two-year success rates formula.

Furthermore, any school with a graduation rate less than 67 percent will earn Priority status.[115] Schools in the bottom five percent that earn a score of A or B for the *All Students* group on all indicators, except the achievement indicator[116] for which they are eligible based on the absolute performance pathway, will not be identified as Priority schools.

Understanding the need to provide timely support for low-performing schools while recognizing the limitation of data availability and data quality for Priority identification in 2021-22,[117] Priority schools identified in 2021-22 will be a one-year identification that will receive Priority/CSI support in 2022-23. A new three-year Priority identification will be generated in 2022-23 using data from the two most recent years (i.e., 2021-22, 2022-23). This three-year identification will replace the previous one-year identification in its entirety. This plan ensures that schools needing the greatest amounts of support will experience an entire three-year support cycle.

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[113] 2015-16 data were only included for high schools due to the suspension of testing in grades 3-8 in 2015-16. 2017-18 data were included in CSI identification and were only used in Priority identification if they removed a school from the bottom 5 percent of its pool. In this previous identification cycle, schools earned Priority designations if their one- or two-year success rates—for the K-8 and high school pools, respectively—were in the bottom five percent statewide **and** the schools did not have TVAAS composites of 4 or 5 in both 2016-17 and 2017-18 for all subjects. These success rates included 2015-16 and 2016-17 data for schools in the high school pool and 2016-17 data only for schools in the K-8 pool. Schools with graduation rates less than 67 percent were also designated as Priority schools.

[114] For 2021-22 accountability, the TVAAS Combined Literacy and Numeracy Composite will be used for this safe harbor provision. In subsequent years, additional subjects may be added to accountability. Therefore, a different TVAAS Composite may be used for this safe harbor provision after the 2021-22 accountability cycle.

[115] Based on a lagged, one-year graduation rate for all students in schools with at least 30 students in the graduation cohort in that year (i.e., the 2021-22 Priority list will include schools with All Students graduation rates from 2021 of less than 67 percent, assuming those schools have at least 30 students in the cohort).

[116] The Achievement indicator is included by way of success rates.

[117] Priority identification in 2021-22 will be based on two years of data (i.e., 2018-19 & 2021-22), which is one year less and one year older than the predefined priority identification method.

Lastly, ESSA requires schools that remain identified for Additional Targeted Support and Improvement (ATSI) for the same student group(s) for multiple years to become Priority schools. This means schools identified for Additional Target Support and Improvement (ATSI) for two consecutive cycles will become Priority schools. Specifically, schools that are identified as ATSI schools in the 2022-23 identification cycle (the three-year identification) and again in the 2025-26 ATSI identification cycle for the same student group will earn Priority status, which will take effect in 2026-27. ATSI schools that are identified for multiple student groups must exit ATSI status for each identified group at least once within the three-year cycle to avoid Priority identification. More information about ATSI identification is in Section 4.6.2.

4.5.1 Priority Exit Criteria

To exit priority status, a school must meet one of the following:

- The school's one-year 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 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 a 4 or 5 in all accountability subjects/content areas (i.e., for 2021-22 the individual Literacy composite and Numeracy composite would have been used if it was not an identification year) for both of the two most recent years with TVAAS data;
- If the school was identified for graduating less than 67 percent of its students, the school can exit by graduating at least 67 percent of its students in both of the two most recent years;
- If the school was identified for consistently underperforming student groups (i.e., ATSI), the school can exit by meeting **or** exceeding success rate AMO targets for **each** student group for which the school was identified.[91] 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.

Additionally, schools may exit Priority status every three years by not appearing on the subsequent Priority list.

4.6 Focus School Identification

Focus schools have one or more significantly and/or consistently underperforming student group(s). The final grades of Focus schools will be indicated with a minus sign (e.g., a school with an overall grade of C that is identified as a Focus school will have a reported grade of C-).[118] Schools receiving a Focus designation **may not** earn a letter grade higher than a "B-". This includes schools with overall accountability scores greater than 3.1. In other words, a school with an overall accountability score of 3.2 will receive a letter grade of B- if the school is identified as a Focus school.

Focus school identification includes two categories of federal school designations: Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both groups of schools are considered Focus schools. ATSI schools that earn a designation based on the same historically underserved student group(s) for two consecutive identification cycles will earn a Priority designation starting 2026-27. 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)

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[118] With the exception of schools that earn a grade of D. These will not be labeled with a minus sign.

- 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.

4.6.1 Targeted Support and Improvement

The department identifies TSI schools each year. Schools are eligible[119] for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators.[120] 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 department identifies ATSI schools every three years. ESSA defines ATSI schools as those in which any student group on its own, would lead to identification as a Priority school.[121] Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification.[122] TSI schools whose student group success rates[123] are less than or equal to the maximum success rate of any Priority school in their pool[124] will be identified as ATSI if they do not also have a score of A or B for each indicator for which that student group is eligible.

In 2021-22, a one-year ATSI identification will be generated and receive ATSI services for one year in 2022-23. A new three-year ATSI identification will be generated again in 2022-23. This three-year identification will replace the previous one-year list in its entirety. This plan ensures that the consistently low-performing schools among student groups experience an entire three-year support cycle. As discussed earlier, schools that are identified as ATSI schools in the 2022-23 identification cycle and again in the 2025-26 ATSI identification cycle will earn Priority status, which will take effect in 2026-27.

4.6.3 Focus 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.[125] ATSI schools that meet the minimum required number of students for the given student group in the year of identification but not in subsequent years will retain their ATSI status. Such schools will automatically exit during the next identification cycle if they still do not meet the required minimum student counts for the given student group. Schools that continue to meet the minimum required number of students in the next identification cycle will be eligible for ATSI identification and exit.

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[119] A school that is identified for Comprehensive Support and Improvement may not also be identified as Targeted Support and Improvement
[120] 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.

[121] See ESEA of 1965 §1111 (d)(2)(C).
[122] The department will calculate the TSI list before determining the ATSI school list. For example, the TSI list generated at the end of the 2021-22 school year, which will be based on 2021-22 data, will determine which schools are eligible for ATSI designation in 2022-23.
[123] These success rates will include the same subjects and multiple years of data that are included in the Priority school success rates to which they are compared.
[124] Based on the Priority list identified that same year (i.e., 2021-22).
[125] When no new TSI list of schools is generated, TSI schools will retain their prior TSI status since last identification.

Schools may exit ATSI status annually by meeting one of the following exit criteria:

- The school's one-year 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 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 a 4 or 5 in all accountability subjects/content areas (i.e., for 2021-22 the individual Literacy composite and Numeracy composite will be used) for both of the two most recent years with TVAAS data for each student group for which they were identified; **or**
- If it was identified for graduating less than 67 percent of its students, 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.

ATSI is another federal designation which differs from CSI schools in that the ATSI designation is tied to specific groups of students. For a school to exit ATSI status, it must satisfy the exit criteria in the state's approved ESSA plan. Federal designations are contingent upon the approval of Tennesses's ESSA state plan waiver.

4.7 Reward School Identification

Schools earn Reward status based on the most recent year of data.[126] Schools earn Reward status if they earn an overall rating of 3.1 or higher (with a letter grade of A) and are not identified as Priority or Focus schools.

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[126] The Graduation Rate and *Ready Graduate* indicators are lagged measures by one year; therefore, the most recent year of data.

Section 5: District Accountability

5.1 Indicators and Designations

The following indicators[127] 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

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)[128]
- Students with Disabilities (SWD)
- Super Subgroup[129]

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.

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[127] For the success rate indicators, the subjects will include math and ELA data for 2021-22 accountability.
[128] English learners include Transition 1-4 students.
[129] 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.

Like schools, districts will only receive scores for the indicators for which they have sufficient data for **both** the AMO and absolute performance pathways.[130]

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
- Graduation Rate
- English Language Proficiency Assessment (ELPA)

Districts earn between 0 and 4 points for each goal and indicator for which they are eligible[131]. District performance goals and definitions are outlined in Table 19.

Table 19: 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.**[132]
- 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**.

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[130] 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.

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

[132] 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.

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 20).

Table 20: 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

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 21 shows an example of how the Student Group average is calculated for BHN.

Table 21: 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 22). 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 22: Student Group Status Calculation

Indicator	BHN	ED	EL	SWD
3-5 Success Rate	2.5	1		1
6-8 Success Rate	2.5	3.5		1.5
9-12 Success Rate	2	1		0
Chronically Out of School	1.5	2		1.5
Graduation Rate	2.5	2		1.5
English Language Proficiency	2.5	2.5		1.5
Student Group Average	2.25	2		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 23).

Table 23: 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**[133]
- 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**.

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 24): Absolute performance which identifies the percent of students scoring *meets expectation* or *exceeds expectation* on the TCAP assessment, AMO targets, and growth as measured by the TVAAS Combined Literacy and Numeracy Composite levels.[134] [135]

> **Implications of Participation Rate on Success Rate Indicator**
>
> If districts fail to meet the 95% minimum TCAP participation rate for any group of students, the composition of the *All Students* can no longer be accurately measured. For those districts with any student group below 95% participation for any of these indicators, 0 will be given *across All Students* and all Student Groups for each respective indicator.

Table 24: Grade Band Success Rate Calculation

Points	Absolute Performance	AMO	Value-Added
		(*All Students* and Historically Underserved Student Groups)	
4	≥ 45	Success rate ≥ double AMO target.[136]	TVAAS Composite level 5
3	35 - 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 - 27.4	Upper bound of success rate CI > prior year success rate	TVAAS Composite level 2
0	< 20	Upper bound of success rate CI ≤ prior year success rate.	TVAAS Composite level 1

Districts that miss the 95% minimum TCAP participation rate will receive a score of 0 for all pathways of the success rate indicator(s) for which they test fewer than expected for the minimum participation rate for the student group and grade band.

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[133] 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.

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

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

[136] See Section 3.1 for more details about AMO target and double AMO target calculations.

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 25): 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 25: Chronically out of School Indicator Calculation

Points	Absolute Performance	AMO[137]	Value-Added
		(*All Students* and Historically Underserved Student Groups)	
4	≤ 8	Absenteeism rate ≤ double AMO target	Top quintile of statewide performance
3	8 - 11.5	Absenteeism rate ≤ AMO target	Fourth quintile of statewide performance
2	11.6 - 16.5	Lower bound of absenteeism CI ≤ AMO target	Third quintile of statewide performance
1	16.6 - 25	Lower bound of absenteeism CI < Prior year absenteeism rate	Second quintile of statewide performance
0	> 25	Lower bound of absenteeism CI ≥ prior year absenteeism rate	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 26): absolute performance, which will represent the percent of graduates, graduation rate AMO targets, and the value-added measure which calculates the difference in the district's percent of *Ready Graduates*[138] to the prior year as compared to statewide performance.

Table 26: Graduation Rate Indicator Calculation

Points	Absolute Performance	AMO[139]	Value-Added
		(*All Students* and Historically Underserved Student Groups)	
4	≥ 95	Graduation rate ≥ double AMO target	Top quintile of statewide performance
3	90 – 94.9	Graduation rate ≥ AMO target	Fourth quintile of statewide performance
2	80 - 89.9	Upper bound of graduation rate CI ≥ AMO target.	Third quintile of statewide performance
1	67 – 79.9	Upper bound of graduation rate CI > prior year graduation rate	Second quintile of statewide performance
0	< 67	Upper bound of graduation rate CI ≤ prior year graduation rate	Bottom quintile of statewide performance

Additionally, districts that miss the 95 percent minimum participation rate for ACT/SAT will receive a score of 0 for all pathways of the graduation rate indicator for the student group(s) for which the district tested less than 95 percent of graduates.

5.3.5 English Language Proficiency Assessment Indicator

The English Language Proficiency Assessment (ELPA) indictor observes K-12 students' progress toward language acquisition as performed on WIDA ACCESS. Districts will be measured across three pathways (see Table 27):

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[137] In 2022-23, the Quarter AMO method will be applied.

[138] Refer to Section 3.5 for more information on *Ready Graduates.*
[139] In 2022-23, the Quarter AMO method will be applied.

absolute performance, which will represent the percent of students meeting growth standards,[140] AMO targets, and the value-added goal which calculates the change in the percent of transitional EL students whose score *meets expectation* or *exceeds expectation* in ELA content areas.

Table 27: ELPA Indicator Calculation

Points	Absolute Performance	AMO	Value-Added
4	≥ 60	Percent of students meeting growth standards ≥ double AMO target.	Top quintile of statewide performance
3	50 -59.9	Percent of students meeting growth standards ≥ AMO target	Fourth quintile of statewide performance
2	40-49.9	Upper bound of percent of students meeting growth standards CI ≥ AMO target	Third quintile of statewide performance
1	25 -39.9	Upper bound of percent of students meeting growth standard CI > prior year rate	Second quintile of statewide performance
0	< 25	Upper bound of percent of students meeting growth standards CI ≤ prior year rate	Bottom quintile of statewide performance

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[140] Students meeting WIDA Access exit criteria are included as "meeting the growth standard."

Section 6: Files Delivered to Districts

Districts can access various data files from the Accountability application. Table 28 outlines the purpose and structure of all accountability-related files for 2021-22. Appendix B provides detailed information regarding accountability data sources. Appendix C provides the estimated timeline[141] for major accountability file releases for the 2021-22 school year. An overview of each type of file is provided in the following sections.

Table 28. Accountability Files Purpose and Structure

Category	File Name	Description
TCAP Assessment Data[142] Files	District Assessment Data File	This file displays data at the test/subject/grade/student group levels for all tested grades and subjects for the past three years, if available.
	School Assessment Data File	This file displays data at the subject/grade/student group levels for all tested grades and subjects for the past three years, if available.
	Student-Level Assessment Data File	This file displays all TCAP testing data, including alternate assessment data, at the student level, prior to accountability rules being applied. This file will also indicate in which district/school a student's score will be used for accountability purposes once the 50% enrollment rule is applied.
English Language Proficiency Assessment (ELPA) Data Files	WIDA ACCESS District-Level Data File	This file displays the percent of students exiting and the percent of students meeting growth standards.
	WIDA ACCESS School-Level Data File	This file displays the percent of students exiting and the percent of students meeting growth standards.
	WIDA ACCESS Student-Level Data File	This file displays scale scores and performance levels for each domain and overall.
Chronic Out of School Data Files	Chronic Absenteeism District-Level File	This file details the percentages of students who are chronically absent by student group.
	Chronic Absenteeism School-Level File	This file details the percentages of students who are chronically absent by student group.
	Chronic Absenteeism Student-Level File	This file includes students' absenteeism rates. Students may appear in the file who are not included in accountability calculations (e.g., enrolled less than 50 percent of the year).
Graduation Data Files[143]	Graduation District-Level Data File	This file contains district-level graduation data.
	Graduation School-Level Data File	This file contains school-level graduation data. Data lag for one year.
	Graduation Student-Level Data File	This file contains student-level graduation data. Data lag for one year.
Ready Graduate Data Files[144]	*Ready Graduate* District-Level File	This file contains the percentage of students who are identified as *Ready Graduates* by meeting detailed criteria by student group for the district.
	Ready Graduate School-Level File	This file contains the percentage of students who are identified as *Ready Graduates* by meeting detailed criteria by student group for each school.
	Ready Graduate Student-Level File	This file details the students who are identified as *Ready Graduates* by meeting detailed criteria by student group.
ACT/SAT Data Files[145]	ACT/SAT District-Level File	This file contains average composite and subscore information for the highest scores graduates earned, as well as the percent of students meeting readiness benchmarks.
	ACT/SAT School-Level File	This file contains average composite and subscore information for the highest scores graduates earned, as well as the percent of students meeting readiness benchmarks.

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[141] The department will strive to meet these milestones; however, please note that these release dates are *estimates* that may vary due to the timeliness of delivery of data by the department's vendor and the quality assurance process. The department will communicate all releases to districts through the *Commissioner's Update for Directors.*

[142] Data include TCAP, MASS, TCAP-Alt, and Grade 2 assessment.

[143] Data lag for one year. For 2021-22 accountability, graduation data from the 2020-21 graduating cohort are used.

[144] Data lag for one year. For 2021-22 accountability, *Ready Graduate* data from the 2020-21 graduating cohort are used.

[145] Data lag for one year. For 2021-22 accountability, ACT/SAT data from the 2020-21 graduating cohort released in fall 2021 are used. 2022 ACT/SAT data will be released to schools and districts for appeal in preparation for the 2022-23 accountability.

Category	File Name	Description
	ACT/SAT Student-Level File	This file contains composite and subscore information for the highest scores graduates earned.
	ACT/SAT Spring Test Day Substitution Student-Level File	This file includes student-level ACT/SAT data used to replace EOC math data for 11th graders who do not have an EOC math score. [146]
TVAAS Data Files	TVAAS District Evaluation Composites Data File	This file includes district TVAAS composites by test type.
	TVAAS School Evaluation Composites Data File	This file includes school TVAAS composites by test type.
	TVAAS Teacher Evaluation Composites Data File	This file includes teacher TVAAS composites (both single- and multi-year) by test type.
	TVAAS District Subject-Level Data File	This file includes district growth measures, indices, and levels for individual grades and subjects.
	TVAAS School Subject-Level Data File	This file includes school growth measures, indices, and levels for individual grades and subjects.
	TVAAS Teacher Subject-Level Data File	This file includes teacher growth measures, indices, and levels for individual grades and subjects.
Accountability Data files	District Accountability Data File	This file displays the aggregated data included in district accountability.
	School Accountability Data File	This file displays the aggregated data included in school accountability.
	School Accountability List File	This file displays school pool and eligibility information.
AMO[147] Data Files	District-Level AMO Targets	This file contains targets for reducing the percent of students who are not meeting standards.
	School-Level AMO Targets	This file contains targets for reducing the percent of students who are not meeting standards.
Heat Map Files	District Heat Map File[148]	This file contains the details of each component included to calculate districts' final determinations.
	School Heat Map File	This file contains the details of each indicator included to calculate a school's final grade.

Note. File layouts will be available on the Accountability application before data release.

6.1 Assessment Data Files

Assessment data files display the counts and percentages for each test, grade, subject, and student group. This includes results that do not factor into accountability calculations. The counts and percentages listed in this file detail the results **before** subject reassignment or ACT substitution rules are applied. Assessment data files are created for the student-, school-, district-, and state levels and contain data for up to the three most recent years. This file, at the student level, will also indicate in which district/school a student's score will be used for accountability purposes once the 50% enrollment rule is applied.

6.2 Accountability Data Files

Accountability files display only the counts and percentages for each grade band, indicator, and student group included in accountability calculations. These files are created for the school, district, and state levels and contain data for the two most recent years.

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[146] See Section 2.4.1.3 for more details.
[147] The 2022-23 AMOs files will be generated for the 2022-23 accountability.
[148] The department will provide District Heat Maps file in 2021-22.

6.3 TVAAS Data Files

TVAAS files list composite and subject-level performance at the district, school, and teacher levels.

6.4 English Language Proficiency Assessment Data Files

English Language Proficiency Assessment (ELPA) files detail the performance and progress of English learners on the WIDA ACCESS exam. These files are created for the student, school, and district levels and contain data for the current school year.

6.5 Chronically Out of School Data Files

Chronically out of school files display counts and percentages of students who count in accountability calculations as chronically out of school. These files are created for the student-, school-, and district levels and contain data for the current school year. The student-level file includes absenteeism rates for all students, regardless of whether they are included in accountability.

6.6 Graduation Data files

Graduation data includes counts and percentages of students who count in the graduation rate calculation. These files are created for the student, school, and district levels and contain data for the current school year.

6.7 ACT/SAT Data files

ACT/SAT data files include counts and percentages of students who participated in ACT/SAT. These files are created for the student, school, and district levels and contain data for the current school year. Student-level files also include ACT retake data collected from students who participated in the fall retake opportunity, and ACT/SAT substitution data.[149]

6.8 *Ready Graduate* Data Files

Ready Graduate files display the counts and percentages of students who count in accountability calculations as meeting college and career readiness. These files are created for the student, school, and district levels and contain data for the current accountability cycle, based on the performance of the previous year's graduation cohort (1-year lag).

6.9 AMO Data Files

AMO files outline district- and school-level performance targets.

6.10   Heat Map Files

The final determination district heat map files outline how the district determination was calculated and includes the following information:

- Achievement Pathway
  - o Displays the breakdown of how all students performed on each indicator and pathway
- Student Group Performance

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[149] See for more details.

- o Displays the breakdown of how individual student groups performed on each indicator and pathway
- Final Determination
  - o Provides final determination status and summarizes each component of the accountability model
- Individual Student Groups
  - o Displays the performance of each student group for each indicator and pathway before the data are aggregated in the historically underserved student groups pathway

The final school heat map files outline how the school grade was calculated and consists of the following information:

- Achievement indicator
  - o Displays the breakdown of how the *All Students* and student groups performed on each pathway
- Growth indicator
  - o Displays the breakdown of how the *All Students* and student groups performed on TVAAS
- Chronically Out of School indicator
  - o Displays the breakdown of how the *All Students* and student groups performed on each pathway
- English Language Proficiency Assessment indicator
  - o Displays the breakdown of how the *All Students* and student groups performed on the WIDA ACCESS exam relative to growth expectations
- Graduation Rate indicator (high school only)
  - o Displays the breakdown of how the *All Students* and student groups performed on each pathway
- *Ready Graduate* indicator (high school only)

  - o Displays the breakdown of how the *All Students* and student groups performed on each pathway
- Final determination
  - o Provides final grade and summarizes each component of the accountability model

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: Data Sources

The department integrates the following data sources containing achievement, enrollment, and demographic data for accountability calculations.

- TCAP achievement data (grades 2-8) come in one file (i.e., Comprehensive Data File [CDF]) from NCS Pearson Inc. (Pearson).
- EOC data (grades 9-12) for fall and spring administrations come in two files (i.e., CDFs) from Pearson.
- TCAP-Alternative Assessment data come in two files (i.e., CDFs)at the end of the academic year.
    - One file contains data for ELA and math data for grades 3-11 and comes from the Multi-State Alternate Assessment (MSAA) provided by Cognia.
    - The other file contains data for science and social studies for grades 3-11 and comes from Pearson.
- English Language Proficiency Assessment (ELPA) data come in two files from the WIDA vendor, Data Recognition Cooperation (DRC), at the end of the academic year.
    - One file contains ACCESS data.
    - The other file contains Alternate ACCESS data.
- TVAAS data come in multiple files. This includes a student-level growth file and teacher-, school-, and district-level data from SAS.
- Graduation cohort data come from the department's graduation cohort application, which is fed by EIS.
- Attendance, enrollment, and school calendar data come from EIS and reflect the extracts districts send from their student information systems (SIS).
- *Ready Graduate* data come from a variety of sources. These sources include testing vendors (e.g., ACT, College Board, etc.), the Department of Defense, and course code and enrollment information[150] from EIS.
    - **ACT** testing data come in four files from ACT.
        - One file contains data for the spring state testing day from the current year.[151]
        - One file contains data for the spring state testing day from the previous year.
        - One file includes students' highest scores in the three years leading up to June of their self-identified graduation year.
        - One file contains data from the senior retake day from the current year.
    - **SAT** data come in a single file from the College Board, which includes records from the current year from both in-school and national day administrations.
    - **Early postsecondary opportunity** course data come from course codes and flags submitted to EIS through a district's SIS. EPSO course data include:
        - Advanced Placement courses (AP)
        - Cambridge International Examination courses (CIE)
        - Dual Enrollment courses (DE)
        - International Baccalaureate courses (IB)
        - Local Dual Credit courses (LDC)
        - Statewide Dual Credit courses (SDC)
    - **EPSO** examination data include:
        - **AP** data, which come from College Board each summer and include test scores from the previous academic year.
        - **CIE** data, which are provided on an annual basis from Cambridge International Education.
        - **CLEP** data, which the department receives in one file from College Board.

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[150] Districts can look up early postsecondary course codes in EIS or search courses at https://ccms-search.tneducation.net/.
[151] State testing day data from the current year are used for ACT/SAT substitution. See Section 2.4.1.3 for more details.

- **IB** data, which come from an annual list of students who attempt either IB assessments or earn an IB diploma as part of the International Baccalaureate program.
- **SDC** assessment data, which come from the Early Postsecondary data system (EPS) and reflect the results of the Online Challenge Exam.
- **Industry Credential** data are self-reported data provided by districts starting 2020-21. The data are subject to audit by the department. Districts' CTE Directors review and certify the data following the requirements specified by each industry credential. For the 2021-22 school year, the department will follow the same process to collect industry credential data and continue to provide opportunities for districts to review and appeal IC data during the Ready Graduate appeals window. Consult the [Tennessee Promoted Industry Credential Report](#) for more information on industrial credentials.

- A file listing the following types of schools comes from School Directory.
  - New schools
  - Closed schools
  - Career and technical education (CTE) schools
  - Alternative schools[152]
  - Adult schools
  - Special education schools

These files contain all records included in accountability calculations. These files may contain other data not used in accountability.

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[152] Records from alternative schools will be remanded back to the most recent traditional school in which the student was enrolled if that school is in the same district as the alternative school at which the student tested. Students will be considered enrolled for 50 percent of the year if the number of instructional days for which they are enrolled across both the traditional and alternative school is at least half the greater number of instructional days between the traditional or alternative school. The department will also contact districts if no prior enrollment in a traditional school can be found.

Appendix C: Accountability Files and Timelines

This appendix provides the estimated timeline for major 2021-22 accountability file releases on the Accountability application.[153] The department will strive to adhere to the timeline; however, please note that the timeline is an *estimate* that is subject to change due to the timeliness of the delivery of data by the department's vendor and the quality assurance process. The department will communicate all releases to districts through the *Commissioner's Update for Directors and other accountability communication channels (i.e., monthly email, office hours).* If districts have questions about Accountability files and their release, please contact TNED.Accountability@tn.gov.

Milestone	Process and Timeline
TCAP Assessment data files available	• The assessment data files, including TCAP, MSAA, and Grade 2 Assessment, will be released on the Accountability application on **July 11.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **July 25**. • TCAP-Alt (science and social studies) will be released on the Accountability application on **August 8.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **August 22**.
English Language Proficiency Assessment Data Files	• The WIDA ACCESS data files will be released on the Accountability application on **July 11.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **July 25**.
Chronically Out of School data files available	• The assessment data files, including TCAP, MSAA, and Grade 2 Assessment, will be released on the Accountability application on **July 11.** • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **July 25**.
Graduation Rate data files available	• The data files (i.e., 2020-21 graduating cohort) will be released on the Accountability application on **July 11.** • The files are *not* subject to appeals and are embargoed through **July 25.**
Ready Graduate data files available	• The *Ready Graduate*-related data files will be released on the Accountability application on **July 11.** • The files are *not* subject to appeals and are embargoed through **July 25.**
ACT/SAT substitution data available[154]	• The data files will be released on the Accountability application on **July 11.** • The files are *not* subject to appeals and are embargoed through **July 25.**
TVAAS data files available	• The data files will be released on the Accountability application on **August 1.** • The files are *not* subject to appeals and are embargoed through **August 15.**
Accountability data files and accountability designations available	• The accountability files and preliminary designations will be released on the Accountability application on **August 1**. • Districts have 10 business days to review and submit appeals. • Finalized data files will be released on the Accountability application on **August 15.** • Final accountability files and designations will be posted to the department's website on **August 15.**
Heat Map files available	• The accountability files and preliminary designations will be released on the Accountability application on **August 1**. • The files are *no*t subject to appeals and are embargoed through **August 15.**
State Report Card available	• Report card data will be released under embargo in **late September/early October.** • Districts have 10 business days to review and submit appeals before public release.

Note. State Board typically reviews and approves the following school year's AMOs during the September meeting. The department will release the 2022-23 AMOs on the Accountability application within 5 working days.

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[153] When the finalized data files become available on the Accountability website, the department will simultaneously upload the files on Data Downloads.

[154] Other ACT/SAT files, including district-, school-, and student-level data files, for the 2020-21 graduating cohort have undergone review and appeals process in fall 2021. These data are currently available on the Accountability application and will also be used for the 2021-22 accountability.

Appendix D: 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, *Z95* = 1.96 from a standard normal distribution to have a 95 percent confidence interval, and *p* is the percentage of *meets expectation* or *exceeds expectation* (or below) students.

Appendix E: 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.

E.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 value[155].
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

E.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.[156]

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[155] This step only applies to Priority and ATSI designations.
[156] The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report can be accessed here.