

# 2022-23 Federal Accountability Protocol

Updated: January 2024

**Key updates include adding information regarding:**

- District accountability (see [Section 5](#)).
- Reward school designation (see [Section 4](#))
- Priority and Focus school designations (see [Section 4](#))

Please reach out to [TNE.Accountability@tn.gov](mailto:TNE.Accountability@tn.gov) for all questions related to federal accountability.

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# Section 1: Document Intent and Overview

The 2022-23 Federal Accountability Protocol is the technical manual that outlines how the Tennessee Department of Education (department) and the State Board of Education (SBE) will fulfill the federal requirements to meaningfully differentiate schools based on student outcomes from the 2022-23 school year. [Appendix A](#) includes a table of terms and acronyms found throughout this document.

## 1.1 2022-23 Federal Accountability Updates (January 2024)

- District accountability system will continue to align with federal accountability system. Business rules updated for federal school accountability as described in [Section 1.2](#) will be applied to district accountability as appropriate (see [Section 5](#) for detail).
- Reward school methodology will continue to align with federal accountability system—Schools with an overall score of 3.1 or higher and are not identified as Priority (or comprehensive support and improvement [CSI]) or Focus (targeted support and improvement [TSI]/additional targeted support and improvement [ATSI]) school will receive the Reward School designation.
- For the 2022-23 school year, the department will not identify Priority or Focus schools; however, the department will evaluate Priority exit using the one-year exit criteria as specified in [Section 4.5.1](#). The next identification year for Priority and Focus schools is 2024-25, and the identification of Priority and Focus Schools will be aligned with federal designations:
  - Criteria used to identify CSI will be applied to identify Priority schools.
  - Criteria used to identify TSI and ATSI schools will be applied to identify Focus schools.
- The department will release district accountability data files and Reward designation list for districts to review and submit appeals, as appropriate, prior to finalizing the data (see Section 6 for the list of district files to be released on the Accountability application). Then, district and Reward designation lists will be submitted to Tennessee State Board of Education for approval prior to release to the public.

## 1.2 Overview of Updates for 2022-23 Federal Accountability Protocol

This document provides technical guidance for the 2022-23 federal accountability.

For consistency, the federal accountability protocol is similar to past protocols regarding federal accountability framework, data sources, and accountability indicators and methodology. However, several adjustments to the business rules have to be made following the U.S. Department of Education’s (USED) 2021 monitoring findings and approval of the 2021-22 COVID-19 Waiver addendum. Additionally, the department continues to solicit feedback from schools and districts through various engagement opportunities, including feedback webinars, regional study council meetings, superintendent engagement groups, and accountability office hours. The feedback was used to inform federal accountability updates within the constraints of federal requirements when appropriate. Throughout this document, callout boxes (like the one on the right-hand side) are incorporated in the relevant sections to highlight the key updates and provide clarifications on existing business rules.

### Callout Boxes

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

This section highlights the key adjustments made to the protocol and describes the implications for 2022-23 federal school accountability.

- **Accountable Assessments**

- **Federal Guideline:** Per federal guidelines ESEA section 1111 (b), *science and social studies tests shall not be included in the evaluation of the Achievement indicator*. Additionally, the accountable English language arts (ELA) and math tests shall be a single, standards-aligned test administered to the same cohort of students (i.e., cohort model).
- **Accountability Adjustments:** The department will make several adjustments in the accountability protocol to comply with the above federal guidelines. The adjustments are summarized below.
  - Only the accountable ELA and math assessments will be included in the participation rate and success rate calculation (i.e., cohort success rate<sup>1</sup>). Additionally, the cohort model requires a clear definition of an accountable cohort and the accountable assessments for high school students. After consulting with district leaders and USED, the department will implement a 10<sup>th</sup> grade cohort model using Algebra I or Integrated Math I and English II as the accountable assessments for school accountability purposes. The 10<sup>th</sup> grade cohort will include 10<sup>th</sup> grade students who are actively enrolled<sup>2</sup> at the end of the spring testing window in 2022-23. These students' Algebra I or Integrated Math I test and English II test obtained by the end of the spring testing window in 2022-23 will be included for accountability purposes. Exceptions may apply for accelerated students, students who are enrolled in comprehensive course codes, students taking the alternative assessments or those working toward the alternate academic diploma, and special case of English learners. Please consult [Section 2.1.1.1](#) for more detail on the accountable assessments and how the cohort model may affect the attribution rules for the participation rate and success rate calculation.
  - The 2021-22 cohort success rate<sup>3</sup>, which only includes accountable assessments using the cohort success rate methodology, will be used to calculate the annual measurable objectives (AMO) for the evaluation of the 2023 Achievement indicator. See [Section 3.3](#) for the updated success rate formula.
  - The 2022-23 cohort success rate will be used to evaluate school performance on the 2023 Achievement indicator. See [Section 3.3](#) for the updated success rate formula.

- **Graduation Rate Update**

- **Federal Guideline:** For federal reporting, the four-year graduation rate counts a student who completes **all required coursework in all subject areas** per ESSA § 8101(25) and graduates with a regular diploma or an alternate academic diploma (AAD) within four years and a summer as a high school graduate in his or her original graduation cohort.
- **Accountability Adjustments:** The department will calculate and report two graduation rates for accountability purposes and both will be used to inform school accountability. First, the **federal graduation rate** will be calculated following federal guideline as described above. Second, the **Tennessee graduation rate** will be calculated based on the number of students who meet the Tennessee graduation requirements as outlined in State Board of Education [Graduation](#)

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<sup>1</sup> Given the adjustment to the success rate methodology, the term "cohort success rate" and "success rate" will be used interchangeably hereinafter throughout the protocol.

<sup>2</sup> With the cohort method, the enrollment is based on the school enrollment rather than course enrollment.

<sup>3</sup> District will have the opportunity to review the 2021-22 cohort success rate and submit appeals, as appropriate, during the Phase I of the accountability appeals window.

[Requirements Rules 0520-01-03-.06](#) and High School Policy 2.103.. How these two graduation rates are used in accountability are specified below.

- When calculating the federal graduation rate, only students who completed all required coursework in all subject areas will be included in the numerator of the federal graduation rate calculation. The State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) provides an alternative pathway for students with disabilities to earn a traditional high school diploma without completing Algebra II (or integrated Math III) and/or Chemistry or Physics. Per federal guidelines, students taking the alternative pathway shall not be counted as graduates in the federal graduation rate calculation. The federal requirement on graduation rate calculation only affects federal reporting; it does not supersede SBE's graduation policy governing the awarding of regular diplomas to students with disabilities. This adjustment shall not change what students experience in the classroom. See [Section 3.4](#) for the updated federal graduation rate calculation. The federal graduation rate will be used to evaluate the Graduation Rate indicator for school accountability (see [Section 4.4.4](#)). It will also be used to identify Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) schools (i.e., any school with a graduation rate less than 67% will earn CSI status; any school with a graduation rate less than 67% for a given student group will earn the ATSI designation during the identification year; see [Section 4.5](#) and [Section 4.6.2](#) for more information).
- When calculating the Tennessee graduation rate, students taking the alternative pathway and earning the regular high school diploma per the State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) will be counted as graduates and be included in the numerator of the Tennessee graduation rate calculation. The graduates defined by the Tennessee graduation rate will be used to calculate the *Ready Graduate* rate (see [Section 3.5](#)) and the ACT/SAT participation rate (see [Section 3.6](#)) for schools.

• **Federal School Designations and Exit**

- **Federal Guideline:** ESEA section 1111(d)(3)(A) requires that, in order to exit its identified federal designation status, a school must demonstrate improvement in student academic achievement and school success. Additionally, ESEA section 1111(c)(4)(D)(i)(I) requires an SEA to identify not less than the lowest performing five percent of Title I schools **each time** it identifies CSI schools (see question C-2 of the department's [Accountability FAQs](#)).
- **Accountability Adjustments:** Following the above guideline, the department made several adjustments in 2022-23 as summarized below:
  - The one-year exit criteria for the one-year CSI and ATSI identifications are revised to ensure that schools only exit the status when they demonstrate improvement. Schools must meet one of the one-year exit criteria to exit; otherwise, they will continue to receive the designation or until exit. See [Section 4.5](#) for the revised exit criteria for the one-year CSI identification. See [Section 4.6.2](#) for the revised exit criteria for the one-year ATSI identification.
  - The 2022-23 cohort success rate will be used to identify schools for federal designations in 2022-23. See [Section 4.5](#) for more details regarding the rationale and the updated identification methodology.
  - In 2022-23, schools receiving the designations (i.e., CSI and ATSI) will receive the designation for 2 years or until exit. See [Section 4.5](#) and [Section 4.6.2](#) for more detail.

- **Residential Facility Records Update**

- **Federal Guideline:** The department must assign both participation and achievement results of students tested in a residential facility to the sending school for accountability purposes.
- **Accountability Adjustments:** The records of students tested in a residential facility and have a valid test score are assigned to the sending schools for accountability purposes, including the calculation of the participation rate and success rate. Previously, residential facility records without a valid score were assigned a student-not-tested (SNT) code of 5 and were excluded from the calculation of participation and achievement results. To comply with federal requirements, starting with the 2022-23 accountability, **all residential facility records will be counted as enrolled, and the records that do not have a valid score will then be reported as non-tested with one exception.** If a student is in an out-of-state residential facility, the student will not be included in the participation rate calculation. For such cases, schools and districts shall submit appeals during the accountability data appeals process (in July of each year) and provide appropriate documentation to support such appeals. More information on the appeals process will be provided prior to the accountability data appeals window in 2023. See [Section 2.3.1](#) and [Section 2.4.1](#) for more detail.

- **ACT/SAT Participation Rate Update**

- **Update Context:** Since the 2020-21 school year, students with an alternate academic diploma (AAD) on time are counted as graduates. This adjustment has a subsequential impact on the calculation of ACT/SAT participation rate, which is the percentage of on-time graduates, including students with a regular diploma or an AAD, with a valid ACT/SAT score. AAD is awarded to students with the most significant cognitive disabilities. Therefore, ACT/SAT participation is not a graduation requirement for students receiving AAD according to the [State Board Graduation Requirements Rule 0520-01-03-.06](#); instead, students are required to complete a transition assessment(s) as their postsecondary readiness measure. For that reason, AAD students shall be excluded from the ACT/SAT participation rate calculation.

Additionally, SBE updated its [Graduation Requirements Rule 0520-01-03-.06](#) in October 2022 indicating that ACT or SAT participation is not a graduation requirement among medically exempted students. Given this update, medically exempted students will be excluded from the ACT/SAT participation rate calculation starting with the 2023 graduating cohort.

- **Accountability Adjustments:** Starting with the 2022-23 accountability, students who earned an alternate academic diploma (AAD) on time will be excluded from the ACT/SAT participation rate calculation. That is, ACT/SAT participation rate is the percentage of on-time regular diploma graduates with a valid ACT/SAT score. Additionally, the on-time regular diploma graduates include students with disabilities taking the alternative pathway and earning the regular high school diploma per the State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) (see [Section 3.6](#)).

Additionally, starting with the 2023 graduating cohort, whose graduation and ACT data will be used in the 2023-24 accountability, students who are medically exempted from taking ACT or SAT as a graduation requirement will be excluded from the ACT/SAT participation rate calculation. Schools and districts will have the opportunity to submit appeals during the 2023-24 ACT appeals window to remove these students from the ACT/SAT participation rate calculation for the 2023-24 accountability cycle (see [Section 3.6](#)). More guidance will be provided prior to the ACT appeals window in fall 2023.

- **Attendance Codes Update**



- The department uses attendance data for the evaluation of the Chronically Out of School indicator. In 2022-23, five new codes are added in EIS: N (Remote Learning-Present), Y (Absent Due to Quarantine), H (Homebound Present), I (Homebound Absent), and Z (Absent Due to Quarantine or Self-Isolation; Unexcused). Codes of Y, I, and Z are counted as absent, while codes of N and H are counted as present. Please consult [Section 2.1.2.1](#) for the updated Chronically Out of School rate calculation. Schools and districts shall consult the EIS [website](#) for more guidance on how to use the new codes.
- **Other 2022-23 Federal Accountability Adjustments Per Stakeholder Feedback**
  - The department continues to solicit feedback from schools and districts through various engagement opportunities. Adjustments made in the 2022-23 accountability protocol in response to stakeholder feedback are summarized below.
    - The department will apply the 50% enrollment rule in the calculation of ELPA and Growth (i.e., TVAAS) indicators. This ensures that schools and districts are only accountable for the ELPA and Growth outcomes of students who enrolled at least 50% of the school year in their school. See [Section 2.3.2.1](#) for more information regarding how the 50% enrollment rule will be applied when managing ELPA and calculate Growth data.
    - Students who took the Multi-State Alternate Assessment (MSAA) exam and received an Early Stopping Rule (ESR) flag will be counted as “tested” in the participation rate calculation. These students will also be included in the success rate calculation with a performance level of 1 (below expectations). These business rules are the recommended practice by MSAA and are commonly applied among the MSAA consortium states.
    - Schools identified as a CSI or ATSI during the identification year will be eligible to be evaluated for exit as long as they meet the minimum n count of 10 for the specified exit criteria (see [Section 4.5](#) and [Section 4.6](#) for more information).
    - Schools that do not meet the 95% TCAP participation requirement will **not** automatically receive a zero for the school Achievement indicator. Instead, all schools will receive a 0- 4 rating for the Achievement indicator based on their performance, regardless of their TCAP participation rate. Schools with a TCAP participation rate of 94.1% or higher but less than 95% will receive a participation rate of 95%. Schools with a TCAP participation rate less than 95% will have their success rate adjusted (see [Section 3.3](#) for success rate adjustment).
- **2021-22 COVID Adjustments Update**
  - In the 2021-22 school year, the department made several adjustments to the accountability protocol considering the impact of COVID-related disruptions. These adjustments will no longer apply in the 2022-23 school year. Specifically, the department will resume the following business rules in the accountability calculation for the 2022-23 school year:
    - Schools that do not meet 95% ACT participation rate will automatically receive a 0 for the *Ready Graduate* indicator.
    - The cut-offs for the absolute performance rating of the Chronically Out of School indicator will revert back to the cut-offs established in 2017-18 as specified in [Section 4.4.3](#) for school accountability.

# Section 2: Data Types and Preparations

## 2.1 Data Types

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

### 2.1.1 Types of Test Data

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

#### 2.1.1.1 Tennessee Comprehensive Assessment Program

The Tennessee Comprehensive Assessment Program (TCAP) is the umbrella program of state assessments required by federal law, state statute, and state board rule which are administered by the department. These include students in grades 3-8 and students enrolled in end-of-course (EOC) tested subjects. Students in grades 3-8 take the TCAP achievement tests each spring across all subject areas, including ELA, math, science, and social studies. Per federal regulation under ESEA section 1111 (b)(2) and ESEA section 1111(c), only ELA and math tests shall be included

in the evaluation of the Achievement indicator and annual meaningful differentiation. USED also requires the accountable ELA and math tests to be a single, standards-aligned test administered to all students within the same cohort. The accountable assessments following federal guidelines are discussed below.

#### Accountable Assessments in 2022-23

*Per federal regulation, only ELA and math tests will be included in the participation rate and success rate calculation. Additionally, USED requires the implementation of a cohort model for high school accountability. See more detail in [Section 2.1.1.1](#).*

**Accountable assessments for students in grades 3-8:** Students in grades 3-8 take TCAP achievement tests each spring. For 2022-23 accountability:

- Math and ELA TCAP records in grades 3-8 are included in the performance (i.e., success rates) and participation rate calculations.
- Students from grades 6-8 who take an EOC exam<sup>4</sup> in the courses below are included in the middle school counts that correspond to that subject.
  - Middle school Algebra I, Geometry, Integrated Math I, and Integrated Math II records count as Math for school accountability calculations.
  - Middle school English I records count as ELA for school accountability calculations.
- If a student from grades 3-8 takes both TCAP grade-level exams and EOC exams for the same subject, the TCAP grade-level record is dropped from accountability calculations and replaced with the EOC record. Consult [Section 2.4.1](#) for more detailed information on data preparations.

**Accountable assessments for students in grades 9-12:** Under ESEA section 1111 (b)(2) and ESEA section 1111(c), the department will implement a 10<sup>th</sup> grade cohort model using Algebra I or Integrated Math I and English II as the

<sup>4</sup> Tennessee has a long history of offering three types of off-grade testing opportunities for students and families. First, middle school students as early as 7<sup>th</sup> grade may be enrolled and assessed in either of the two high school math course progressions offered in Tennessee (Algebra I, Geometry and Algebra II; or Integrated Math I, Integrated Math II, and Integrated Math III). Second, 8<sup>th</sup> grade students are eligible to be enrolled and assessed in the high school English I course or its equivalent. Third, middle school students in 6<sup>th</sup> or 7<sup>th</sup> grade are eligible to be administered more advanced middle school assessments. The department submitted an [off grade testing waiver](#) to USED in 2023 and received the approval which will allow Tennessee to continue such practice for the 2022-23 and 2023-24 school years.

accountable assessments for high school students for federal school accountability purposes. The 10<sup>th</sup> grade cohort will include 10<sup>th</sup> grade students who are actively enrolled<sup>5</sup> at the end of the spring testing window in 2022-23. These students' **first Algebra I or Integrated Math I test and English II test** obtained by the end of the spring testing window in 2022-23 will be included for accountability purposes. Exceptions may apply for accelerated students, students taking comprehensive courses, and students taking the alternative assessments or those working toward the alternate academic diploma; they are:

- For accelerated students who took English I in middle school, their **first English II** test taken by 10<sup>th</sup> grade will be used for accountability.
- For accelerated students who took Algebra I or Integrated math I in middle school, their **first math EOC test** taken by 10<sup>th</sup> grade will be used for accountability.
- For students who are enrolled in comprehensive courses and took their **first Algebra I or Integrated Math I** and **first English II** in 11<sup>th</sup> grade in 2022-23, their tests are used for accountability.<sup>6</sup>
- For students who are on the AAD track and took **MSAA ELA and MSAA** math tests in 11<sup>th</sup> grade in 2022-23, their tests are used for accountability.<sup>7</sup>

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

- As discussed above, students who are in 10<sup>th</sup> grade in 2022-23 and are enrolled in comprehensive math and/or ELA courses on the last day of the appropriate testing window(s) **AND** do not have any prior EOC testing history will be removed from the 10<sup>th</sup> grade cohort. These students will be included in 2023-24 accountability when they take Algebra I or Integrated Math I and English II in 11<sup>th</sup> grade.
- As discussed above, students who are in 10<sup>th</sup> grade in 2022-23 and are enrolled in AAD math and/or ELA courses on the last day of the appropriate testing window(s) **AND** do not have any prior EOC testing history will be removed from the 10<sup>th</sup> grade cohort. These students will be included in 2023-24 accountability when they take MSAA ELA and math in 11<sup>th</sup> grade.
- Students who are actively enrolled in 10<sup>th</sup> grade during the 2022-23 spring testing window but have completed all coursework and earn credits equivalent to Algebra II and English II in a private (or out-of-state) school prior to enroll in a Tennessee public school may be removed from the 10<sup>th</sup> grade cohort. Schools serving these students shall submit appeals during the accountability appeals window to remove them from the 10<sup>th</sup> grade cohort. Schools must provide proper documentation, such as the results of tests equivalent to Algebra II or Integrated Math III and English II, or student transcripts from the prior school demonstrating the student had completed coursework equivalent to Algebra II and English II. The document must be sufficient to make the case of why it is inappropriate to administer the accountable assessments with the student during the 2022-23 testing window.

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<sup>5</sup> With the cohort method, the enrollment is based on the school enrollment rather than course enrollment. Students will only be counted once; hence, students who repeat 10<sup>th</sup> grade will only be counted when they first enrolled in 10<sup>th</sup> grade. For instance, if a student first enrolled in 10<sup>th</sup> grade in 2022 and repeat 10<sup>th</sup> grade again in 2023, the student is included in the 2022 10<sup>th</sup> grade cohort.

<sup>6</sup> The department uses course enrollment data to identify students who are enrolled in the comprehensive courses. For students who are in 10<sup>th</sup> grade, are enrolled in the comprehensive courses, **AND** do not have any prior EOC testing history by the end of 10<sup>th</sup> grade, they are removed from the 10<sup>th</sup> grade accountable cohort. Instead, students who are enrolled in the comprehensive courses in 11<sup>th</sup> grade in 2022-23, they are included in the accountable cohort.

<sup>7</sup> The department uses course enrollment data to identify students who are enrolled in the AAD courses. For students who are in 10<sup>th</sup> grade, are enrolled in the AAD courses **AND** do not have any prior EOC testing history by the end of 10 grade, they are removed from the 10<sup>th</sup> grade accountable cohort. Instead, students who are enrolled in the AAD courses in 11<sup>th</sup> grade in 2022-23, they are included in the accountable cohort.

- English learners who are actively enrolled in an ELD course in 10<sup>th</sup> grade during the 2022-23 spring testing window and are enrolled in English II in 11<sup>th</sup> grade in 2023-24, districts can submit appeals to remove them from the 10<sup>th</sup> grade cohort. These students will be included in the 2023-24 10<sup>th</sup> grade cohort as 11<sup>th</sup> grade students, and their accountable math and ELA assessments will be included in the 2023-24 accountability.
- Students who are medically exempted during the 2022-23 spring testing window will be removed from the 10<sup>th</sup> grade cohort (see [Section 2.4.1](#) for more information).
- Students who are in an out-of-state residential facility during the 2022-23 spring testing window can be removed from the 10<sup>th</sup> grade cohort (see [Section 2.4.1](#) for more information). Schools serving these students shall submit appeals with proper documentation during the accountability appeals window to remove them from the 10<sup>th</sup> grade cohort. More guidance will be provided prior to the open of the appeals window.

When calculating the participation rate, students’ testing records are assigned to schools in which they are tested. For students who have their ELA and math testing records assigned to the same school in which they are actively enrolled in 10<sup>th</sup> grade on the last day of the testing window, their ELA and math tests will be included in the participation rate calculation for the school. For students who have their ELA and math testing records assigned to different schools, the test that is assigned to the schools in which they are actively enrolled in 10<sup>th</sup> grade during the time of spring testing will be included in the participation rate calculation. Below are examples of use cases. A student is actively enrolled in 10<sup>th</sup> grade in School A during the 2022-23 spring testing window, ...

- the student took Algebra I in 9<sup>th</sup> grade and English II in 10<sup>th</sup> grade in the same school. This student’s Algebra I and English II tests will be included in the participation rate calculation for School A.
- the student took Algebra I in 8<sup>th</sup> grade in a middle school, took Geometry in 9<sup>th</sup> grade in School A, and took English II in 10<sup>th</sup> grade in School A. This student’s Geometry and English II tests will be included in the participation rate calculation for School A.
- the student took English II in 10<sup>th</sup> grade in School A, but took Algebra I in 9<sup>th</sup> grade in School B. This student’s English II test will be included in the participation rate calculation for School A. This student’s Algebra I test will not be included in the participation rate calculation for either school.
- the student is enrolled in a comprehensive math and/or ELA course on the last day of the appropriate testing window(s)<sup>8</sup> and does not have any prior EOC testing history. The student will be removed from the accountable cohort for the 2022-23 accountability.<sup>9</sup>
- the student is enrolled in a AAD math and/or ELA course on the last day of the appropriate testing window(s)<sup>10</sup> and does not have any prior EOC testing history. The student will be removed from the accountable cohort for the 2022-23 accountability.<sup>11</sup>

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

*Table 1. High School Participation Rate Scenarios*

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

<sup>8</sup> The testing window can be fall or spring depending on the student’s course schedule.

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

<sup>10</sup> The testing window can be fall or spring depending on the student’s course schedule.

<sup>11</sup> This student will be included in the accountability cohort when they take the applicable accountable tests in 2023-24.

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

When calculating success rate, students' testing records are assigned to schools in which students spent at least 50% of the school year in the year they took the test (see [Section 2.3.2.1](#) for detail regarding 50% enrollment rule). Below are examples of use cases for a student who is actively enrolled in 10<sup>th</sup> grade in School A during the 2022-23 spring testing window:

- The student took Algebra I in 9<sup>th</sup> grade and spent **at least 50%** of the school year in School A. The student took English II in 10<sup>th</sup> grade and spent **at least 50%** of the school year in School A. This student's Algebra I and English II tests will be included in the success rate calculation for School A.
- The student took Algebra I in 9<sup>th</sup> grade and spent **at least 50%** of the school year in School A. The student took English II in 10<sup>th</sup> grade but spent **less than 50%** of the school year in School A. This student's Algebra I will be included in the success rate calculation for School A. This student's English II will not be included in the success rate calculation for School A.
- The student took Algebra I in 9<sup>th</sup> grade but spent **less than 50%** of the school year in School A. The student took English II in 10<sup>th</sup> grade but spent **less than 50%** of the school year in School A. This student's Algebra I and English II will not be included in the success rate calculation for School A.
- The student took Algebra I in 9<sup>th</sup> grade but spent **less than 50%** of the school year in School A. The student took English II in 10<sup>th</sup> grade and spent **at least 50%** of the school year in School A. This student's Algebra I will not be included in the success rate calculation for School A. This student's English II will be included in the success rate calculation for School A.
- The student took English II and Algebra II in 9<sup>th</sup> grade and spent **more than 50%** of the school year in School A in 2021-22. This student's Algebra II and English II are included in the success rate calculation.
- The student took English II and Algebra II in 9<sup>th</sup> grade and spent **less than 50%** of the school year in School A in 2021-22. This student's English II and Algebra II will be counted in the participation rate calculation for School A, but these tests will not be included in the success rate calculation for School A.

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

Table 2. High School Success Rate Scenarios

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

### 2.1.1.2 TCAP-Alternate (TCAP-Alt) Assessment

Business rules for MSAA ESR records are updated to be aligned with the common practice implemented by the MSAA consortium states.

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 must be based on the decision of his or her Individualized Education Plan (IEP) team and must be documented in the IEP.<sup>12</sup>

- All students who take TCAP-Alt assessments are considered students with disabilities (SWD).<sup>13</sup>
- Students who take MSAA tests are included in the TCAP participation rate and success rate calculation.
- MSAA 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).
- MSAA ELA records in grades 9 or above are included as English II records.

**New in 2022-23.** Starting in 2022-23, students who took the Multi-State Alternate Assessment (MSAA) exam and received an Early Stopping Rule (ESR) flag will be counted as "tested" in the participation rate calculation. These students will also be included in the success rate calculation with a performance level of 1 (below expectations). These are the recommended practice by MSAA and are commonly applied among the MSAA consortium states.

### 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. 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.<sup>14</sup> The department does not use "superscores."<sup>15</sup>

ACT and SAT data lag by one year. Hence, the 2022-23 accountability determinations using ACT or SAT data will reflect data for students who graduated with their cohort in 2021-22. Scores for national administrations of the SAT and ACT that are not automatically included are eligible for inclusion by appeal.<sup>16</sup>

### 2.1.1.4 English Language Proficiency Assessment (ELPA)

All active English learners (EL)<sup>17</sup> take the WIDA ACCESS 2.0 exam, which assesses student progress toward English proficiency. EL students with significant cognitive disabilities take the WIDA Alternate (WIDA-Alt) ACCESS. The department does not include WIDA-Alt test records for accountability.

### 2.1.1.5 Early Postsecondary Examination Data

<sup>12</sup> 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.

<sup>13</sup> 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).

<sup>14</sup> 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.

<sup>15</sup> A [superscore](#) is the average of one's best subject scores from all ACT test attempts.

<sup>16</sup> More information regarding ACT appeals can be accessed through the Accountability application.

<sup>17</sup> T1-T4 EL students do not take WIDA tests.

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 2022-23 accountability calculations using early postsecondary examination data will reflect data for students who graduated with their cohort in 2021-22.

## 2.1.2 Types of Non-Test Data

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

### 2.1.2.1 Absenteeism

Absenteeism is measured by the percentage of days students miss instruction during the school year. Absenteeism data come from Extract 049 in the Education Information System (EIS). Students with primary enrollments in grades K-12 and the following attendance codes are considered absent for accountability purposes.

- A (Excused Absence);
- D (Distance Learning / Virtual Classroom due to Quarantine)
- U (Unexcused Absence);
- X (Unexcused Absence, but Present for Transportation);
- T (Excused Absence, but Present for Transportation);
- Y (Absent due to Quarantine); or
- I (Homebound Absent)
- Z (Absent due to Quarantine or Self Isolation; Unexcused)

#### New Attendance Code

*In 2022-23, five new attendance codes are added in EIS: N (Remote Learning-Present), Y (Absent Due to Quarantine), H (Homebound Present), I (Homebound Absent), and Z (Absent due to Quarantine or Self Isolation; Unexcused. Codes of Y, I, and Z are counted as absent, while codes of N and H are counted as present.*

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

### 2.1.2.2 Graduation Data

Final graduation rate data comes from the state's Cohort application. The department counts students in a cohort according to the first year in which they enrolled in grade 9. Students count as graduates if they are included in the cohort and earn a **regular diploma** or an **alternate academic diploma** within four years and a summer of entering grade 9 for the first time. Graduation data lag by one year. The 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 is available on the department's [website](#).<sup>18</sup>

#### Graduation Rate Update

*Starting with the 2022-23 accountability, only students that complete all required coursework in all subject areas will be included in the numerator of the federal graduation rate calculation.*

### 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, including:

<sup>18</sup> The department updates the Cohort appeals resources annually. Resources are typically available before the Cohort appeals process window opens.

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

AP, CIE, DE and IB courses are all denoted with specific course codes. SDC courses must be indicated with **both** the appropriate course code and course flag. LDC courses are denoted with the course flag only. The 2022-23 accountability determinations using early postsecondary data will reflect data for students who graduated with their cohort in 2021-22.

### 2.1.2.4 Industry Credential (IC) Data

Only ICs that are on the [department's promoted list](#) (updated in 2023) are considered for the *Ready Graduate* indicator. Students must obtain the IC (either by earning the required exam score or by completing the licensure requirements) for the credential to count toward the *Ready Graduate* indicator. Any IC that students earned prior to the expiration of the credential will be counted toward students' *Ready Graduate* records. For instance, an IC on the department's promoted list in the 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 the 2021-22 school year.

Currently, IC data are self-reported data provided by districts. Districts' CTE directors review and certify the data following the requirements specified by each IC. The data are subject to audit by the department. The department continues to provide opportunities for districts to review and appeal IC data during the *Ready Graduate* appeals window. More information regarding the *Ready Graduate* appeals process is available on the department's [website](#).<sup>19</sup> As noted in the TDOE's Tennessee Promoted Industry Credential [webpage](#), within the constraints of the local district abilities, any student may attempt to earn any industry credential. Consult the [Tennessee Promoted Industry Credential Report](#) for more information on ICs.

## 2.2 Student Groups

### 2.2.1 Historically Underserved Student Groups

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

- Black, Hispanic, and Native American students (BHN)
- English learners (transitional T1-T4 students are included for accountability) (EL)<sup>20</sup>
- Economically disadvantaged students (ED)
- Students with disabilities (SWD)<sup>21</sup>

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

<sup>19</sup> The department updates the *Ready Graduate* appeals resources annually. Resources are typically available before the appeals window opens.

<sup>20</sup> ELs (i.e., recently arrived ELs, active ELs, and transitional ELs [T1-T4]) take TCAP tests. Active and T1-T4 ELs are included in the participation rate and success rate calculation, while recently arrived ELs are included in the participation rate but are excluded in the success rate calculation.

<sup>21</sup> Students identified with a primary disability of Functionally Delayed or Gifted are not included in the SWD student group.

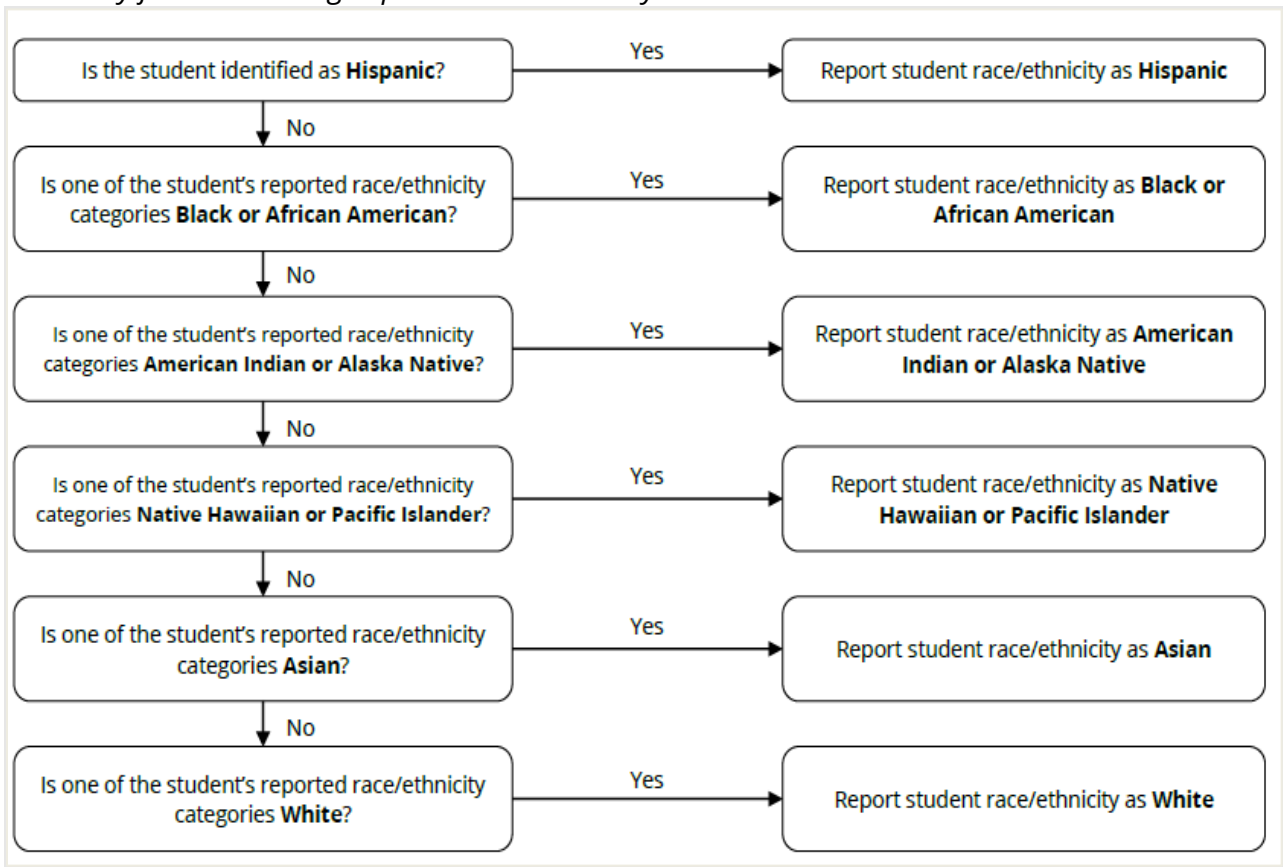


Learner Proficiency Assessment (ELPA), the n-count is 10 for school accountability and 30 for district accountability.<sup>22</sup>

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

The department recognizes that student membership in certain student groups may change over time (e.g., ED, EL). When reporting on school accountability by student group, students' most current membership in student groups during the reporting year are used. For graduation and *Ready Graduate* rates, once a student is identified in the historically underserved student group (i.e., BHN, EL, ED, SWD) during any of the high school years, the student will be assigned to that underserved student group for graduation and *Ready Graduate* rates reporting.<sup>23</sup> 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.

Figure 3: Hierarchy for Determining Reported Race/Ethnicity



### 2.2.2 Super Subgroup

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

<sup>22</sup> This is an existing rule. The information is added to this protocol for clarification.

<sup>23</sup> This is an existing rule. The information is added to this protocol for clarification.

same would be true of a student identified with only one of the historically underserved student groups, as in the case of a student whose race/ethnicity is listed as BHN.

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

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

### 2.2.3 Other Racial/Ethnic Student Groups

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

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

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

## 2.3 Data Definitions

### 2.3.1 Enrolled, Tested, and Valid Tests

Counts of enrolled and tested students are primarily used for determining eligibility and participation rates.<sup>24</sup> Business rules for determining enrolled and tested students have been updated in compliance with ESEA section 1111(b)(2)(B)(i)(II). The updated business rules and data definitions are summarized below.

Business rules for participation rate and success rate calculation are updated per USED requirements. Details are discussed in [Section 2.3.1](#) and [Section 2.1.1.1](#).

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

<sup>24</sup> See [Section 3.1](#) for more information regarding participation rates.

**Important update:** Records of students tested in residential facilities that have a valid test score are assigned to the sending schools and districts for accountability purposes, including the calculation of the participation rate and success rates. This is an existing business rule. However, previously, students in the residential facilities who did not have a valid score, which is flagged with a SNT code of 5, were excluded from the participation rate calculation. Per ESEA section 1111(b)(2)(B)(i)(II), starting with the 2022-23 accountability, all residential facility records will be counted as enrolled, and the records that do not have a valid score, which is identified by the SNT code of 5, will then be reported as non-tested with one exception. If a student is in an out-of-state residential facility, the student will not be included in the participation rate calculation. For such cases, schools shall submit appeals during the accountability data appeals process (in July/August of each year) and provide appropriate documentation to support the appeals. More guidance will be provided prior to the opening of the appeals window.

- **For students in the 10th grade cohort**, enrolled counts will be based on the school enrollment status in EIS—students who are actively enrolled in 10th grade on the final day of the testing window. All students in the 10th grade cohort are expected to complete one ELA and one math test by the end of the 10th grade.
  - For the 10<sup>th</sup> grade cohort, the SNT/RI/Attemptedness codes will be used as a reference for data quality checks. Once the school enrollment records are merged with the testing records, the SNT/RI/Attemptedness codes will be checked to ensure the following testing records are appropriately included in the Enrolled counts:
    - 0 (not applicable; i.e., student tested)
    - 1 (absent)
    - **3 (not scheduled)**<sup>25</sup>
    - **5 (residential facility)**
    - 6 (student tested on alternative assessment)

**Important update:** The testing records with a SNT code of 3 (not scheduled) will be counted as enrolled per USED requirement (i.e., all students who are actively enrolled in a TN school in 10<sup>th</sup> grade during the time of testing should be included in the cohort for participation rate and success rate calculation). If the student has an accountable assessment by 10<sup>th</sup> grade (i.e., English II), the record will be counted as tested. If the student does not have any accountable assessment by 10<sup>th</sup> grade, the record will be counted as not tested.

- **Non-Enrolled** represents the number of records removed from assessment files derived from EIS course registration data due to the following circumstances:
  - **For students in grades 3-8:** Test records with SNT values of 2 (not enrolled), 3 (not scheduled), and 4 (medically exempt) are reported as “non-enrolled”; and they are removed from the participation rate calculation.
  - **For students in the 10<sup>th</sup> grade cohort:** the SNT/RI/Attemptedness codes will be used as a reference for data quality checks. Once the school enrollment records are merged with the testing records, the following SNT codes will be checked to ensure the final enrolled counts do not include any testing records with an SNT code of 2 (not enrolled) and 4 (medically exempt). Additionally, as noted in Section 2.1.1.1, there are several scenarios allowing schools to remove students from the 10<sup>th</sup> grade accountable cohort, including (1) students who are enrolled in comprehensive ELA and math courses in 10<sup>th</sup> grade (these students are expected to take accountable assessments in 11<sup>th</sup>

<sup>25</sup> The testing records with a SNT code of 3 (not scheduled) for grades 3-8 are counted as non-enrolled because these codes are used for instances such as: the student was scheduled for the wrong grade level course codes and the tests were still in PAN; the student should take ALT instead of ACH; or the student was scheduled ALT and tested ACH.

grade); students (2) students who are enrolled in AAD ELA and math courses in 10<sup>th</sup> grade (these students are expected to take MSAA ELA and math in 11<sup>th</sup> grade); (3) advanced students who have completed all required coursework prior to enrolled in TN; and (4) students who are in an out-of-state residential facility during the 2022-23 spring testing window.

- **Tested** counts include the number of tested records (SNT code of 0). A tested record is defined as a student test record that results in a valid scale score and performance level.
- **Non-Tested** counts include the number of student test registrations that do not meet the criteria for tested due to one or more of the following circumstances:
  - Test Record without a scale score
  - Test Record without a performance level
  - These records will be considered as SNT value of 1 (absent) for the purposes of accountability calculations
  - Test record with an SNT value of 1 (absent), 2 (not enrolled), 3 (not scheduled), 4 (medically exempt), or 5 (residential facility)
  - Test record with a Report of Irregularity (RI) value > 0
  - Test record with attemptedness value of N
  - Test record without test status code (i.e., SNT, RI)
- **Valid** test counts include tested records with a valid scale score and performance level.

## 2.3.2 Enrollment and Testing Scenarios

### 2.3.2.1 50 Percent Enrollment Rules

The calculation for 50 percent enrollment is measured by the number of days a student has been enrolled from the total number of instructional days.<sup>26</sup> 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. It is important to note that demographic data that are incorrect by the end of the testing window will remain incorrect in the final accountability data. For students whose demographic data differ across multiple school enrollments (e.g., a student is marked as homeless in one school but not another), the department will take the demographic data of the enrollment that matches the school in which they tested.

**50 percent enrollment rule will be applied to the calculation of ELPA and Growth indicators for school accountability.**

*Starting with the 2022-23 accountability, schools will be accountable for students' WIDA performance and Growth, as measured by TVAAS, when students spent at least 50% of the school year at the school during the accountability year.*

The 50 percent enrollment rule, in general, does not affect how the department calculates the data for the state-level accountability files or some school-level accountability indicators, including TCAP participation rate<sup>27</sup> or Cohort-related indicators (i.e., Graduation rate, *Ready Graduate* rate, ACT/SAT participation rate).<sup>28</sup>

<sup>26</sup> Counts of instructional days are not affected by the instructional model. That is, The instructional model experienced by a student (e.g., learning remotely, hybrid, in-person, etc.) is not considered when determining inclusion in enrollment.

<sup>27</sup> The TCAP participation rates include those who are expected to test at a school during the testing window. Therefore, the 50 percent enrollment rule does not affect the TCAP participation rate calculation.

<sup>28</sup> A different enrollment rule is applied to cohort related data, including graduation rate, *Ready Graduate* rate, and ACT/SAT participation rate. A student who was enrolled for less than 60 days of the most recent school year should be reassigned to the high school at which the student

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

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

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

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

**Important note for high school success rate in 2022-23.** As detailed in [Section 2.1.1.1](#), as a result of USED monitoring findings, the high school success rate is calculated based on students who are included in the 10<sup>th</sup> grade cohort model and their accountable assessments. When calculating success rate, the 50 percent enrollment rule specified in Table 3 still apply with an additional condition—schools are accountable for students who spent at least 50% of the school year at their school in the year students took the test. See Table 2 for use case scenarios.

## 2.4 Data Preparations

was enrolled for the greatest proportion of school days in grades 9–12. TCA §49-1-601 requires the department to count these students in the cohort of the school in which the student was enrolled for the greatest proportion of days during high school. Such students may only be moved during the appeals process. Please consult the cohort Phase II-III appeals guide, published and updated annually on the [TDOE website](#), for more information.

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

## 2.4.1 Testing Status

ESEA subsection 1111(b)(2)(B)(i)(II) requires that a state’s assessments are administered to all public elementary and secondary school students in the state. Except for medically exempt students, a student who does not receive a valid score must be counted as a non-participant, and results for any student who receives a valid score must be included in calculations of achievement results. This document is updated to ensure the business rules are aligned with the above guidelines. Table 4 presents a high-level summary of decisions to include or exclude records from the participation rate calculation by testing status, including Student-Not-Tested (SNT) codes, Report of Irregularity (RI) codes, and attemptedness codes.<sup>29</sup>

Table 4: Business Rules by Testing Status

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
<b>SNT Codes</b>				
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	<b>No for grades 3-8; Yes for 10<sup>th</sup> grade cohort (see Section 2.1.1.1 for more detail)</b>	<b>Based on the availability of an accountable test in 10<sup>th</sup> grade (see Section 2.1.1.1 for more detail)</b>
4	Medically exempt	Null	No	No
5	Residential facility	Null	<b>Yes</b>	No
6	Student tested on alternative assessment	As reported in alternative assessment testing file	Yes	Based on data in the alternate testing file
<b>RI Codes</b>				
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
<b>Attemptedness Value</b>				
Y	Yes (Attempted) Student completed enough questions on each subpart to produce a valid score	As reported	Yes	Yes
N	No (Did Not Attempt) Student did not complete enough questions on each subpart to produce a valid score	Null	Yes	No

<sup>29</sup> More information on the testing status and examples can be found in the [TCAP ACH Building Testing Coordinator Guide](#).

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
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 list below summarizes the updates to the protocol as a result of USED requirements.

- **Medically exempt** (SNT-4) students are excluded from the participation rate calculation. Medically exempt students are not included in either the denominator or numerator of the participation rate calculation. Districts must complete the required [medically exempt documentation process](#) found in the Assessment Logistics LiveBinder for the department to accurately exclude these students from the participation rate calculation.
- **Reports of Irregularity** (RI code of 1, 2, 3, 4, or 5) are not considered tested, as they do not produce a valid scale score and performance level. RI codes outlined above will not be included in the numerator and will remain included in the denominator of the participation rate calculation.
- **Blank or non-attempted** records are included in the participation rate calculation, as they represent students who were registered to take the exam but did not receive a valid scale score or performance level. These records will be included in the assessment data files provided by the vendor and will be included in only the denominator of the participation rate calculation.
- **Residential facility records** (SNT-5) will be included in the participation rate calculation as discussed in [Section 2.3.1](#). Records of students tested in residential facilities who have valid test scores are assigned to the sending schools for accountability purposes, including the calculation of the participation rate and success rate. For students in the residential facilities who did not have valid scores, they will not be counted as “enrolled” and “not-tested”. Schools will be able to submit appeals for students enrolled in the out-of-state residential facilities during the accountability data appeals window to remove these students from the participation rate calculation. More appeals guidance will be provided prior to the opening of the appeals window.
- **(For 10<sup>th</sup> grade cohort only) Not Scheduled records (SNT-3)** will be counted as enrolled per USED requirement (i.e., all students who are actively enrolled in a TN school in 10<sup>th</sup> grade during the time of testing should be included in the cohort for participation rate and success rate calculation). If the student has an accountable assessment in 10<sup>th</sup> grade (i.e., English II), the record will be counted as tested. If the student does not have any accountable assessment in 10<sup>th</sup> grade, the record will be counted as not tested.

### 2.4.1.1 Excluded, Missing, and Duplicated TCAP Data

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

- Student testing records from the following types of schools are excluded from school accountability:
  - Juvenile Detention Center records (school number of 999)
  - Individualized Education Account (IEA) records (with a school number of 982)
  - Homeschooled<sup>30</sup> records (school number of 981)
  - Education saving account (ESA) records

<sup>30</sup> Homeschool students are students who no longer attend school within the district and are independently enrolled with other providers for the curriculum. These students are excluded from school accountability.

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

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

- Records with missing race/ethnicity values are counted in the *All Students* group and not in any additional historically underserved student group(s).
- Records with missing school numbers are included in the district- and state-level files if the record has a valid district number.<sup>31</sup>
- Records with missing district numbers are included at the state level.<sup>32</sup>
- 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:<sup>33</sup>

- Testing records with duplicated student first name, last name, date of birth, school, and district will be screened to prevent duplication in testing records due to the use of alternative ID when students are tested in residential facilities. When there are duplicates, the records with valid test scores will be used for accountability and the records without test scores will be removed from the assessment file.
- The hierarchy below indicates which testing record is included if a student has multiple testing records for two different test types for the same subject area, both with non-missing performance levels.<sup>34</sup>
  - TCAP-Alternate assessment
  - TCAP EOC

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<sup>31</sup> 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).

<sup>32</sup> 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)

<sup>33</sup> 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.

<sup>34</sup> If students have records for multiple test types, the first record from the hierarchy with a non-missing performance level is included.



- TCAP Achievement<sup>35</sup>
  - 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.<sup>36</sup>
- 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.<sup>37</sup>
  - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days will be considered not tested for all subjects with missing performance levels.
  - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days with valid performance levels will be considered tested in those subjects but will have their performance level modified to null in all subject areas for achievement indicator purposes.
  - Year 1 Recently arrived EL students were excluded from TVAAS calculation; however, these students' scores are included in future years as they are prior scores that can be used in the analysis. Year 2 Recently arrived EL students are included in TVAAS calculation using Year 1 testing data as their prior scores for the analysis.<sup>38</sup>

<sup>35</sup> 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.

<sup>36</sup> 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.

<sup>37</sup> Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days are included in the participation rate calculation, but they are excluded from success rate calculation. Recently arrived EL students are reported in all other performance indicators, including Chronically Out of School rate, ELPA rate, graduation rate, and *Ready Graduate* rate.

<sup>38</sup> Please consult [TVAAS Technical Report](#) for detail.

- The department modifies testing subjects and grades in situations where the grade is either missing or before grade 9 (see Table 5).

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

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

## 2.4.2 TCAP-Alternate Assessment Data Preparations

For the TCAP-Alternate assessment for students in grades 9 and above, math records are considered Algebra I or Integrated Math I, depending on the district's curriculum.<sup>39</sup> 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<sup>40</sup> including June of their self-reported graduation year.<sup>41</sup> These data used in the *Ready Graduate* indicator lag by one year (i.e., 2022-23 accountability determinations use ACT and SAT data for the graduating cohort of 2022). The department **does not** recognize ACT or SAT superscores.<sup>42</sup> Schools and districts may appeal ACT and SAT data during the ACT/SAT data appeals window.<sup>43</sup>

### 2.4.3.1 ACT and SAT Data Preparation for Cohort Process

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

- The department includes students who are on-time **regular diploma** recipients in the prior year's graduating cohort (i.e. 2022-23 accountability analyzes graduation data from the 2022 graduating cohort), and the cohort data are used to compute the ACT/SAT participation rate (see [Section 3.6](#) for ACT/SAT participation rate calculation).
- Records containing students' highest composite scores among the cohort file are provided by ACT. This highest composite file includes the ACT retake file and the two most recent state spring test day files.
  - The department reconciles instances in which students have multiple records, either from a single file or across multiple of the files above, as follows:
    - The record with the highest composite score is included if there are multiple records for the same student with different composite scores.
    - The record with the highest math subscore is included if there are multiple records for the same student with the same composite score.

<sup>39</sup> 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.

<sup>40</sup> ACT and SAT data are aggregated by the department for the three most recent school years and are matched to their cohort.

<sup>41</sup> 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).

<sup>42</sup> A [superscore](#) is the average of one's best subject scores from all ACT test attempts.

<sup>43</sup> Please consult the ACT/SAT Appeals resources on TDOE [website](#) for more information on ACT/SAT data review and appeals.

- The record with the highest reading<sup>44</sup> subscore is included if there are multiple records for the same student with the same composite and math scores.
- The record with the highest English subscore is included if there are multiple records for the same student with the same composite, math, and reading scores.
- The record with the highest science subscore is included if there are multiple records for the same student with the same composite, math, reading, and English scores.
- The most recent test record is included if there are multiple records for the same student with the same composite, math, reading, English, and science scores.

## 2.4.4 Early Postsecondary Opportunities (EPSOs) Data Preparations

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

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

EPSO data lag for one year. 2022-23 accountability determinations using EPSO data will reflect data for students who graduated with their cohort in 2021-22.

### 2.4.4.1 Enrollment and Examination Verification

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

*Table 6: First School Years of Available EPSO Data Sources*

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

### 2.4.4.2 Enrollment and Examination Verification

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

<sup>44</sup> For SAT, the department considers the critical reading score as the reading subscore.

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<sup>45</sup> to pass the exam), students must earn the minimum required score to earn the EPSO credit.

The department uses the identifiable information about each student (name, date of birth, school, grade, etc.) to identify the student keys for each student using P20 Connect TN, the state’s longitudinal data system. This identifying information is used to match enrollment and examination records.<sup>46</sup> The department does not apply school year or grade constraints to verify student enrollments. A student who takes an early postsecondary course in grades below grade 9 or takes a course in a year other than the year in which they take the exam will still count that EPSO toward their total (assuming they complete both the course and the exam) with one exception—Classes for students in grades below grade 9 that are flagged as LDC will not be considered in the counts of EPSOs students earned (see [Section 2.4.4.4](#)).

It is important to note that some exceptions were made during the 2019-20 school year due to the COVID-19 pandemic. Specifically, in 2019-20, students who were enrolled in any of the AP, IB, or SDC courses automatically received EPSO credit because the required exams for these courses were cancelled due to the COVID-19 pandemic. Credit for these exams was based on course completion<sup>47</sup> 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.<sup>48</sup> Typical business rules for awarding EPSO credits are resumed in the *Ready Graduate* process after 2019-20. Table 7 is a summary of data sources and typical requirements for awarding EPSOs by type. Exceptions made for the 2019-20 school year are noted in the table.

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

Element	Data Source	Requirements for Inclusion
<a href="#">Advanced Placement (AP)</a>	<ul style="list-style-type: none"> <li>Student information system (SIS) data on course enrollment in AP courses will be obtained from Education Information System (EIS).</li> <li>The College Board will provide a score file for the department that includes all students who attempted an AP exam.</li> </ul>	<ul style="list-style-type: none"> <li>Complete course and attempt exam (no minimum score required).<sup>49</sup></li> <li><i>For the 2019-20 school year: automatic EPSO credit for course completion.</i></li> </ul>
<a href="#">Cambridge International Examinations (CIE)</a>	<ul style="list-style-type: none"> <li>SIS data on course enrollment in Cambridge International Education courses will be obtained from EIS.</li> <li>Cambridge International Education will provide a score file to the department that includes all students who attempted a Cambridge exam.</li> </ul>	<ul style="list-style-type: none"> <li>Complete course and attempt exam (no minimum score required).<sup>50</sup></li> <li><i>For the 2019-20 school year: receive EPSO credit for course completion with documentation proving exam cancellation.</i></li> </ul>
<a href="#">College Level Examination Program (CLEP)</a>	<ul style="list-style-type: none"> <li>The College Board will provide a score file for the department that includes all students who attempted a CLEP exam.</li> </ul>	<ul style="list-style-type: none"> <li>Earn a passing score of 50 or higher.</li> </ul>

<sup>45</sup> The current minimum score is subject to change; the department will update the information as it changes in the future.

<sup>46</sup> For students earning Statewide Dual Credit (SDC), the Early Postsecondary Data System will be used with EIS to identify student enrollment and examination records.

<sup>47</sup> 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.

<sup>48</sup> 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.

<sup>49</sup> This is subject to change depending on postsecondary institution testing protocols.

<sup>50</sup> 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.

Element	Data Source	Requirements for Inclusion
<a href="#">International Baccalaureate (IB)</a>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Complete course and attempt exam (no minimum score required).<sup>51</sup></li> <li><i>For the 2019-20 school year: automatic EPSO credit for course completion.</i></li> </ul>
<a href="#">Dual Enrollment (DE)</a>	<ul style="list-style-type: none"> <li>SIS dual enrollments and courses will be obtained from EIS.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Complete course.</li> </ul>
<a href="#">Local Dual Credit (LDC)</a>	<ul style="list-style-type: none"> <li>SIS data on course enrollment in high school courses that have been appropriately flagged as "local dual credit" will be obtained from EIS.</li> </ul>	<ul style="list-style-type: none"> <li>Complete course and attempt exam (no minimum score required).<sup>52</sup></li> <li><i>For the 2019-20 school year: receive EPSO credit for course completion with documentation proving exam cancellation.</i></li> </ul>
<a href="#">Statewide Dual Credit (SDC)</a>	<ul style="list-style-type: none"> <li>SIS data on course enrollment in high school courses that have been appropriately flagged as "statewide dual credit" will be obtained from EIS.</li> <li>Results of the challenge exam will be provided through the Early Postsecondary (EPS) Data System.</li> </ul>	<ul style="list-style-type: none"> <li>Complete course and attempt exam (no minimum score required).<sup>53</sup></li> <li><i>For the 2019-20 school year: automatic EPSO credit for course completion.</i></li> </ul>
<a href="#">Industry Credential (IC)</a>	<ul style="list-style-type: none"> <li>Districts provided the department with data that includes all students who successfully earned a credential during the fall window.</li> </ul>	<ul style="list-style-type: none"> <li>Complete all requirements of a specific credential included on the <a href="#">department's promoted list</a>, including earning a passing score on any assessment(s) and/or completing a licensure application.<sup>54</sup></li> </ul>

### 2.4.4.3 Specific Exam Requirements

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

All International Baccalaureate (IB) exam subjects other than those titled "Theory of Knowledge" and "Reference Project" are eligible for *Ready Graduate* calculations. A student is considered to have attempted an IB exam if they receive a numeric score (i.e., 1-7) and do not have an illegal score code (i.e., result code "I"). The department will consider any non-numeric score an invalid attempt, and the EPSO will not count toward the student's total.<sup>55</sup>

### 2.4.4.4 Special Cases and Business Rules

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

- The department will not count Intervention (e.g., GO2H22, etc.) or Study Hall (G25H10) courses marked with the LDC flag as EPSOs.

<sup>51</sup> This is subject to change depending on postsecondary institution testing protocols.

<sup>52</sup> This is subject to change depending on postsecondary institution testing protocols.

<sup>53</sup> This is subject to change depending on postsecondary institution testing protocols.

<sup>54</sup> Please consult the department's industry credential [webpage](#) for the specific requirements for each credential.

<sup>55</sup> 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.

- Classes for students in grades below grade 9 that are flagged as LDC<sup>56</sup> will not be considered in the counts of EPSOs students earn.
- Courses marked with the LDC flag that have a course code corresponding to another early postsecondary opportunity (EPSO) course type (e.g., an AP course marked with the LDC flag) will be considered as the EPSO type corresponding to the course code rather than the LDC flag.

#### 2.4.4.5 Resolving Duplicated *Ready Graduate* Data

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

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

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

#### 2.4.5 ELPA Data Preparations

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

- The department resolves duplicate records as follows:
  - The record with the highest composite performance level is included if there are multiple records for the same student that have different composite performance levels.
  - The record with the highest literacy performance level is included if there are multiple records for the same student that have the same composite performance level.
  - The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student that have the same composite and literacy performance levels.
  - The record with a non-missing value for grade is included if there are multiple records for the same student that have the same race/ethnicity and composite and literacy performance levels.
- Any duplicated records that remain after the department applies the steps above are included in accountability.
- The department removes records with a tested grade level that does not match the corresponding cluster. There are seven clusters:<sup>57</sup>

<sup>56</sup> As stated on the [TDOE LDC webpage](#), local dual credit is a **high school course** aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and the postsecondary institution.

<sup>57</sup> For example, records with a tested grade of 3 and a cluster of 4 would be removed.

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grades 4-5
- Grades 6-8
- Grades 9-12
- **New in 2022-23:** Starting in the 2022-23 school year, 50 percent enrollment rule will be applied when managing students' WIDA test records (see [Section 2.3.2.1](#) for more detail).

## 2.4.6 TVAAS Data Preparations

School and district TVAAS composites in the 2022-23 school year will include test data from the following content areas: math and ELA. **Important note.** The ESSA amendment will not have any impact on how TVAAS composites are calculated for accountability purposes in the 2022-23 school year. TVAAS school and district composites will include all TCAP ELA and math tests and EOC ELA and math tests, including TCAP 3-8 ELA, TCAP 3-8 math, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, English I, and English II. Consult the TVAAS [Technical Report](#) for more information regarding TVAAS data preparations and business rules.<sup>58, 59</sup> More reporting, not limited to accountability, are updated annually on the TVAAS [website](#) to aid schools and districts in understanding their data.

**New in 2022-23:** Starting in the 2022-23 school year, 50 percent enrollment rule will be applied in the calculation of TVAAS composites for school accountability purposes (see [Section 2.3.2.1](#) for more detail).

## 2.4.7 Graduation Data Preparations

Graduation data lag for one year. Therefore, the graduation data used for 2022-23 school and district accountability will be based on the data from the 2021-22 graduating cohort. The department and districts collaborate through a thorough cohort process involving data review and appeals process to finalize the graduation rate data every year. The cohort process resources are published on the department's [website](#) annually.

**60 Days Enrollment Rule:** Enrollment data used for dropout calculations reflect EIS data from the collection pull as of Oct. 1, 2022. 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.<sup>60</sup> Each year, the department allows schools and districts to appeal their graduation cohort calculations. Schools and districts can only file appeals during a specified appeals window that typically occurs in July. If a school or district submits an appeal and documents that a student was enrolled in their school or district for less than 60 days of the most recent school year, that student would be reassigned to the school or district in which they spent the majority of their time in high school. Please consult the Graduation Cohort Protocol published on the department's [website](#) for more information on 60 Days appeals.

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

<sup>58</sup> SAS updates the technical report annually after the release of TVAAS data on the TVAAS website.

<sup>59</sup> Although CTE schools are not eligible for school designations, the department reports TVAAS composites for CTE schools.

<sup>60</sup> The rules are currently in practice. This section is added to the protocol for information only.

**Management of Cohort Data from Adult High Schools and Alternative Schools.** Adult high schools and alternative schools do not have official cohorts; therefore, students’ graduation data from these schools are mapped back to their sending school.<sup>61</sup> Specifically,

- If a student withdrew to an adult high school or alternative school in the same district and earned a regular diploma or AAD, the student counts as a graduate for the sending school. If the student did not graduate on time, the student counts as a dropout for the sending school.
- If a student withdrew to an adult high school or alternative school in another Tennessee district and earned a regular diploma or AAD, the sending school and district shall submit appeals during the Cohort Phase II appeals window (typically in July/August each year) to remove the student from their cohort with proper completion documentation. Otherwise, the student would count as a dropout if there were no official completion documentation.

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

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

### 2.4.8.1 Absences

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

- A (Excused Absence)
- D (Distance Learning / Virtual Classroom due to Quarantine)
- T (Excused Absence, but Present for Transportation)
- U (Unexcused Absence)
- X (Unexcused Absence, but Present for Transportation)
- Y (Absent due to Quarantine), or
- I (Homebound Absent)
- Z (Absent due to Quarantine or Self Isolation; Unexcused)

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

*Table 8: Attendance Codes (Newly Updated in 2022-23)*

Code	Type of Attendance Description	Absent or Present
A	Excused Absence	<b>Absent</b>
D	Distance Learning / Virtual Classroom due to Quarantine	<b>Absent</b>
P	Present for Attendance	Present
T	Excused Absence, But Present for Transportation	<b>Absent</b>

<sup>61</sup> This is an existing practice. The information is added to this protocol for clarification..



<b>U</b>	Unexcused Absence	<b>Absent</b>
<b>X</b>	Unexcused Absence, but Present for Transportation	<b>Absent</b>
<b>N*</b>	Remote Learning-Present (Use ONLY for remote learning when utilized pursuant to <a href="#">Tennessee Public Chapter 897 (2022)</a> ). Virtual schools do not use this code	Present
<b>Y*</b>	Absent due to Quarantine (excused absence)	<b>Absent</b>
<b>H*</b>	Homebound-Present	Present
<b>I*</b>	Homebound-Absent	<b>Absent</b>
<b>Z*</b>	Absent due to Quarantine or Self Isolation; Unexcused	<b>Absent</b>

### 2.4.8.2 Instructional Days

The total number of instructional days counts all days in which students were enrolled in a school that were classified as instructional days minus any inclement weather days used during the school year.<sup>62</sup> Instructional days are days with extract 11 submissions containing a value of “ID (Instructional Days)” for School Day Type and do not have a value of Event Type of either “SI (Stockpiled Day)” or “MI (Missed Instructional Day).” Consult the EIS [website](#) more information regarding these extracts.

### 2.4.9 School Directory Data Preparations

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

- The department identifies new schools as those that have:
  - School type 0, 2, or 3<sup>63</sup>
  - A begin date between May 31, 2021, and Aug. 31, 2022<sup>64</sup>
  - 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, 2022
- The department identifies CTE schools as those that have:
  - School type 0, 2, or 3
  - Instructional type 6
  - Active status
  - No end date
- The department identifies alternative schools as those that have:
  - School type 0, 2, or 3
  - Instructional type 8
  - Active status
  - No end date
- The department identifies adult schools as those that have:
  - School type 0, 2, or 3
  - Instructional type 9
  - Active status
  - No end date
- The department identifies special education schools as those that have:

<sup>62</sup> Stockpiled days are not considered in the total of instructional days. As such, some schools and districts may have denominators of 167 instructional days.

<sup>63</sup> School types 0, 2, and 3 refer to public, state special, and charter schools, respectively.

<sup>64</sup> 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](mailto:School.Directory@tn.gov) for review prior to June 1 of the school year to open.

- School type 0, 2, or 3
- Instructional type 7
- Active status
- No end date

## Section 3: Calculation Procedures

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

### 3.1 TCAP Participation Rates

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

- **Tested** counts include the number of tested records with a valid performance level.<sup>65</sup>
- **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](#). Participation rate is rounded to the nearest whole number.

### 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.<sup>66</sup>

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

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

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

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

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

<sup>65</sup> Consult [Section 2.3.1](#) and [Section 2.4.1](#) for more information.

<sup>66</sup> Records with missing or null performance levels (e.g., test records of recently arrived ELs) are not included in these counts.

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

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

### 3.3 Success Rates

Success rates represent the total number of valid tests with a performance level of *met expectations* or *exceeded expectations* divided by the total number of valid tests. School success rates are calculated by combining all eligible subjects across all eligible grades within the school. Content areas are only included in success rates for all students or any student group if there are 30 valid tests<sup>67</sup> in that content area and year for the given student group. **Important update.** Per federal guidelines of ESEA section 1111 (b), science and social studies are excluded from the success rate calculation. Therefore, only math and ELA content areas will be included in success rate calculations. Additionally, for high schools, success rates include the valid tests of students who are actively enrolled on the last day of the testing window and spent at least 50% of the school year in the school in which they were tested.

Prior to 2022-23, two types of success rates were calculated for accountability purposes: one-year and three-year (or multi-year) success rates. One-year success rates are used as the achievement measure for school and district accountability every year. Three-year (or multi-year) success rates are used when determining Comprehensive Support and Improvement (CSI)/Priority identification. The formula for one-year and three-year (or multi-year) success rates is the same. The following formula illustrates how the success rates are calculated:

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

The only difference between the one-year and three-year (or multi-year) success rates is that the one-year success rate includes all valid tests within the current year, while the three-year (or multi-year) success rate includes all valid tests within the past three years (or relevant years permitted by federal waivers and state laws).<sup>68</sup>

**Important update in 2022-23:** As discussed in [Section 2.1.1.1](#), the department must update the portfolio of accountability assessments among high school students to be in compliance with ESSA Section 1111(b). Starting in 2022-23, the accountable assessments will only include the TCAP and MSAA math and ELA tests from grades 3 – 8 and constrain the high school EOC tests to Algebra I/Integrated Math (IM) I test and English II test from the same cohort of students (i.e., 10<sup>th</sup> grade cohort). With this cohort model, the success rate

<sup>67</sup> 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 accountable assessments (see [Section 2.1.1.1](#)).

<sup>68</sup> As stated in the initial [2018 state ESSA plan](#), the department intended to use three years of data for school designations; however, the department has yet to implement the plan as intended due to various challenges, including (1) testing issues in 2015-16 which resulted in receiving a [waiver](#) from USED to exclude 2015-16 TCAP 3-8 testing results from accountability, (2) restricted use of 2017-18 testing data in priority identification per [Public chapter no. 881](#), (3) missing statewide 2019-20 assessment data due to the COVID-19 pandemic ([waiver](#)), and (4) prohibited use of 2020-21 assessment data for priority identification in pursuant of [TCA, § 49-1-228](#) and [TCA, § 49-1-602](#).

methodology for 3-8 test records remain the same; however, some adjustments will be made when calculating success rate for the 10<sup>th</sup> grade cohort as detailed in [Section 2.1.1.1](#).

Starting in 2022-23, the success rate calculated based on the accountable assessment will be referred as "**cohort success rate**" which will be used to evaluate school performance on the Achievement indicator. Additionally, due to COVID-19 (no assessment data in 2019-20) and the prohibited use of 2020-21 achievement data in CSI/Priority identification under the provision of Chapter 2 of the Tennessee Public Acts of 2021, First Extraordinary Session, the department also need to make adjustments to the identification method for federal designations (i.e., CSI and ATSI) identification in 2022-23—The 2022-23 cohort success rate will be used for CSI and ATSI identification. The CSI/Priority identification process is discussed in detail in [Section 4.5](#).

**Penalty for not meeting 95% TCAP participation rate.**<sup>69</sup> It is important to note that when computing success rates, the department adjusts the number of valid tests when schools do not meet the 95% participation rate. As per ESSA § 1111(c)(4)(E), if the number of valid tests represents less than the minimum participation rate of 95%, the denominator becomes the number of expected valid tests at the minimum participation rate. For instance, if a school has a participation rate of 85%, the school has 100 students and 85 had test scores. The number of valid tests used to compute percent *met expectations* or *exceeded expectations* is 95 (enrollment number X 0.95), not 85.

Success rates for both the K-8 and high school (HS) pools<sup>70</sup> include both EOC and achievement subjects because schools are assigned to a pool based on the number of students in the graduation cohort. Consequently, some schools may serve high school students though they are assigned to the K-8 pool.

### 3.4 Graduation Rates

The graduation rate data lag for one year; hence, the graduation rates used for the 2022-23 accountability are based on the data of the 2021-22 graduating cohort. The graduation rate is equal to the number of graduates who earned a **regular diploma** or an **alternate academic diploma** on-time<sup>71</sup>, divided by the total number of students in the graduation cohort, rounded to one decimal place.

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

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

#### Graduation Rate Update

*Starting with 2022-23 accountability, The department will calculate and report two graduation rates for accountability purposes. First, the **federal graduation rate** will be calculated following federal guideline. Second, the **Tennessee graduation rate** will be calculated following SBE's graduation policy.*

<sup>69</sup> The penalty is an existing practice. This section is added to the protocol for clarification and information only.

<sup>70</sup> To locate more information regarding school pools, reference [Section 4.3](#).

<sup>71</sup> On-time graduation is defined as completing high school in four years plus a summer of entering grade 9 for the first time.

When calculating the **federal graduation rate**, only students that complete all required coursework in all subject areas per the requirements of ESSA § 8101(25) will be included in the numerator of the federal graduation rate calculation. The State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) provides an alternative pathway for students with disabilities to earn a traditional high school diploma without completing Algebra II (or integrated Math III) and/or Chemistry or Physics. Per federal guidelines, students taking the alternative pathway shall not be counted as graduates in the federal graduation rate calculation.

The graduates defined by the federal graduation rate will be used to calculate the graduation rate for schools (see [Section 4.4.4](#)) and be used to evaluate the Graduation Rate indicator. Federal graduation rate will also be used to identify CSI/Priority and ATSI schools (i.e., Any school with a graduation rate less than 67% will earn CSI/Priority status; any school with a graduation rate less than 67% for a given student group will earn ATSI designation during the identification year; see [Section 4.5](#) and [Section 4.6.2](#) for more information).

The **Tennessee graduation rate** will be calculated based on number of students who meet the Tennessee graduation requirements as outlined in State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) and High School Policy 2.103.. Students with disabilities and earned a regular high school diploma via the alternative pathway as specified in the State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) will continue to receive a traditional high school diploma and be included in the numerator of the Tennessee graduation rate calculation. The graduates defined by the Tennessee graduation rate will be used to calculate the *Ready Graduate* rate (see [Section 3.5](#)) and the students who earned a regular high school diploma per [Graduation Requirements Rules 0520-01-03-.06](#) will be included in the ACT/SAT participation rate calculation (see [Section 3.6](#)).

### 3.5 Ready Graduate Indicator

As outlined in [Tennessee’s state ESSA plan](#), the *Ready Graduate* indicator<sup>72</sup> is calculated for all schools **with at least 30 students** in a graduation cohort. The indicator is calculated by dividing the number of graduates meeting at least one *Ready Graduate* criterion by the total number of students in that graduating cohort. The *Ready Graduate* Rate calculation formula is below:

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

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

There are four pathways for graduates to earn a *Ready Graduate* status; they must meet one of the following criteria to be counted:<sup>73</sup>

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

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

<sup>72</sup> *Ready Graduate* status or meeting *Ready Graduate* indicators is *not* a requirement for graduation.

<sup>73</sup> Students can only be counted once even if they met multiple criteria.

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

### 3.6 ACT/SAT Participation Rate

In Tennessee's Accountability system, ACT/SAT participation rate has an important implication for school accountability. Schools with an ACT/SAT participation rate less than 95% automatically receive 0 points for their *Ready Graduate* indicator. The same business rule applies for all applicable student groups. Participation rate is rounded to the nearest whole number.

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

**ACT/SAT Participation Rate Update**

*Starting with the 2022-23 accountability, students who earned an alternate academic diploma (AAD) will be **excluded** from the ACT/SAT participation rate calculation. Additionally, regular diploma graduates will include students who earned the regular diploma per State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#). Starting with the 2022-23 graduating cohort, whose graduation data will be used for the 2023-24 accountability, students who are exempted from taking ACT or SAT as graduation requirement will be removed from the ACT/SAT participation rate calculation.*

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

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

Additionally, SBE updated its [High School Policy 2.103](#) graduation policy in July 2022 indicating that ACT or SAT participation is not a graduation requirement among medically exempted students. Given this update, starting with the 2023 graduating cohort, whose graduation and ACT data will be used in the 2023-24 accountability, students who are medically exempted from take ACT or SAT as a graduation requirement will be excluded from the ACT/SAT participation rate calculation (see [Section 3.6](#)). Schools will have the opportunity to submit appeals during the 2023-24 ACT appeals window to remove these students from the ACT/SAT participation rate calculation for the 2023-24 accountability cycle. Schools must submit [medical exemption form](#) for the qualified students indicating that they were unable to take ACT during the Junior Day in their junior year, or the two additional retake opportunities (fall and spring) during their senior year. More guidance will be provided prior to the ACT appeals window in fall 2023.

### 3.7 Chronically Out of School

The Chronically Out of School indicator is intended to measure the amount of class time a student has with his or her teacher of record. Chronic absenteeism is defined as a student who is absent for 10 percent or

more of the instructional days<sup>74</sup> for which they are enrolled in a Tennessee public school or district. The following attendance codes are considered absent for accountability purposes:

- A (Excused Absence)
- D (Distance Learning / Virtual Classroom due to Quarantine)
- T (Excused Absence, but Present for Transportation)
- U (Unexcused Absence)
- X (Unexcused Absence, but Present for Transportation)
- Y (Absent due to Quarantine), or
- I (Homebound Absent)
- Z (Absent due to Quarantine or Self Isolation; Unexcused)

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

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

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.

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

### 3.8 Annual Measurable Objective (AMO) Targets

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

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

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

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

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

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

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

<sup>74</sup> Stockpiled days are not included in the denominator.



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

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

Table 9 provides a snapshot of the AMOs used for school 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 Accountability by Indicator

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

### 3.9 Confidence Intervals vs. Quarter AMO Methodology

**Confidence Interval:** A confidence interval (CI) is a range of values that captures the true percentage with greater confidence. Confidence interval is useful when evaluating data based on a sample of the full student population, to account for variation that may occur between the sample and the full population. The department calculates 95 percent confidence intervals for the AMO pathways for the success rates (see [Section 4.4.1](#) for school accountability) and ELPA rate. These rates may not be equal to the true proportion of students whose skills and knowledge correspond to a given performance level. The procedure for calculating a 95 percent confidence interval is such that, over many iterations, the interval will contain the true performance level percentage in 95 percent of cases. For more details on the formula used to calculate upper and lower confidence bounds, see [Appendix D](#).

A 95 percent CI means that:

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

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

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

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

Starting with the 2022-23 accountability cycle, the department will adjust its methodology to replace the use of confidence intervals in AMO calculation for the three specified accountability indicators in school accountability. The Achievement indicator will continue to use the 95% confidence interval calculation for AMO targets.

To replace confidence interval in the AMO calculation for the specified indicators (i.e., Graduation rate, *Ready Graduate* rate, and Chronically Out of School rate), the department will apply the Quarter AMO method to calculate the AMO targets for indicator scores of 2, 1, 0. Table 10 is an example of how the Chronically Out of School AMOs will be calculated using the quarter AMO methodology.<sup>75</sup> Table 11 shows the AMO formulas for Double AMO, AMO, 0.25 AMO, and -0.75 AMO by indicator. Table 12 shows the use case for the Quarter AMO methods.

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

Points	AMO Targets for 2022-23 Accountability	What does this mean?
4	Percent of chronically absent students ≤ double AMO target	Schools that meet their Double AMO target will receive a score of 4 on the indicator for the AMO target pathway.
3	Percent of chronically absent students ≤ AMO target	Schools that meet their AMO target will receive a a score of 3 on the indicator for the AMO target pathway.
2	Percent of chronically absent students ≤ 0.25 AMO target	Schools that meet their 0.25 AMO target will receive a score of 2 on their indicator for the AMO target pathway.
1	-0.75 AMO ≥ Percent of chronically absent students > 0.25 AMO target	Schools that made progress but missed their 0.25 AMO target, or those regressed slightly from their prior performance by 0.75 AMO will receive a score of 1 on their indicator for the AMO target pathway.
0	Percent of chronically absent students > - 0.75 AMO target	Schools that regressed noticeably from their prior performance for more than 0.75 AMO target will receive a score of 0 on their indicator for the AMO target pathway.

*Table 11: AMO Formulas by Indicator*

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

*Table 12: Use Case*

Indicator	Current performance	Prior Performance	AMO Targets				Score Points for the AMO pathway
			Double AMO	AMO	0.25 AMO	-0.75 AMO	
Graduation Rate	55	50	56.3	53.1	50.8	47.7	3 Points
Ready Graduate Rate	45	50	56.3	53.1	50.8	47.7	0 points

<sup>75</sup> The department conducted additional analysis to understand the extent of impact on replacing the confidence interval approach with the Quarter AMO methods on individual indicators as well as final school scores using data from 2018 to 2021). Findings suggested that the impact was trivial (e.g., 1% of K8 schools and 1-2% of high schools have their final score shifted).

Indicator	Current performance	Prior Performance	AMO Targets				Score Points for the AMO pathway
			Double AMO	AMO	0.25 AMO	-0.75 AMO	
COS Rate	8	10	8.8	9.4	9.8	10.5	4 points
COS Rate	12	10	8.8	9.4	9.8	10.5	0 points

### 3.10 Rounding Procedures

Unless otherwise noted, all calculations are rounded to one decimal place at the end of all calculation steps. For example, overall school accountability scores are rounded to the tenths place only when creating the final average<sup>76</sup>. All values leading into the final score are neither rounded nor truncated.

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<sup>76</sup> For example, a final accountability score of 2.04 will round to 2.0 while a final accountability score of 2.05 will round to 2.1.

# Section 4: School Accountability

## 4.1 Background and Designations

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

## 4.2 School Pools and Eligibility for Accountability Designations

Schools are included in one of two pools based on the number of students within the prior year's graduating cohort.

- **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.<sup>77</sup>
- **HS pool:** Schools with 30 or more students in the prior year's graduating cohort.<sup>78</sup>

Certain business rules are considered when assigning school designations:

- Non-public schools are not eligible for receiving accountability scores or school designations. Only data from public schools are used for school accountability.
- Adult high schools, alternative schools, and CTE schools are ineligible to earn accountability scores or school designations. Hence, they are excluded from the denominator of the bottom 5 percent calculation for CSI/Priority identification.
- Schools that are closed<sup>79</sup> are included in the denominator of the bottom 5 percent calculation for CSI/Priority identification 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 denominator of the bottom 5 percent calculation for CSI/Priority identification but are not eligible to earn designations.
- Special education schools are included in the denominator of the bottom 5 percent calculation for CSI/Priority identification but are not eligible for CSI/Priority status.

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<sup>77</sup> 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.

<sup>78</sup> 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.

<sup>79</sup> 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 each year (see [Section 2.4.9](#)).

- Schools with only one year of accountability data<sup>80</sup> are included in the denominator of the bottom 5 percent calculation for CSI/Priority identification but are not eligible to earn accountability scores or designations (i.e., CSI/Priority, TSI, ATSI) since they do not have data to evaluate improvement.
- New schools are not eligible to receive accountability scores or designations (i.e., CSI/Priority, TSI, ATSI) since they only have one year of data. However, exceptions may apply as described in [Section 4.2.1](#).

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

New schools are not eligible to receive accountability scores 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 school has less than 50% of the enrollment coming from a school with a CSI/Priority designation, the school will be treated as a new school and will not be eligible to earn a accountability score or any designations for the given school year.
- If a new or merged school has at least 50% of the enrollment coming from one or more schools with a CSI/Priority designation, the new or merged school will receive the CSI/Priority status. For example,
  - A new school opens in the 2023-24 school year. Based on the 2023-24 enrollment data, it shows that 55% of the students enrolled in the new school were served by two previously identified CSI/Priority schools that were closed in the 2022-23 school year. In this case, the new school will carry the CSI/Priority designation in the 2023-24 school year. The new school can exit CSI/Priority status when it meets the CSI/Priority exit criteria or during the next identification cycle if not being identified.
  - Two separate schools merged into one school in the 2023-24 school year, and the district decided to create a brand new school ID for the merged school. Based on the 2023-24 enrollment data, it shows that 51% of the students enrolled were served by a previously identified CSI/Priority school that was closed in the 2022-23 school year. In this case, the merged school with a new school ID will carry the CSI/Priority designation in the 2023-24 school year. The school can exit CSI/Priority status when it meets the CSI/Priority exit criteria or during the next identification cycle if not being identified. **Note:** If the district used an existing school ID for the merged school, the designation, if any, will follow the school ID.

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

## 4.3 Student Groups and Pathways

School accountability calculations include students in applicable historically underserved student groups to ensure all Tennessee students achieve high levels of success. The *All Students* group includes all students. When applicable, students are also included in the following student groups:

- Black, Hispanic, and Native American students (BHN)

<sup>80</sup> The minimum n count of 30 rule is applied to determine whether a school has valid data for the accountability year. In 2022-23, two-year success rates will be calculated using the 2021-22 and 2022-23 achievement data.

- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The department will consider Super Subgroup<sup>81</sup> 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 score that reflects the even weight of the performance of these two student groups. Each overall average is rounded to one decimal place.

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

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

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

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

## 4.4 Indicators and Weighting

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

*Table 14: School Accountability Indicators and Weighting*

Indicator	Definition	Measure for All Students and Student Groups	Weight
<b>Achievement</b>	Percent of students <i>met expectations</i> or <i>exceeded expectations</i>	Absolute performance <b>or</b> AMO targets (set to increase the percent of students scoring <i>met expectations</i> or <i>exceeded expectations</i> )	<b>K-8:</b> 45% <b>HS:</b> 30%
<b>Growth</b>	School-level TVAAS Composite	TVAAS (student-level growth measure across achievement continuum)	<b>K-8:</b> 35% <b>HS:</b> 25%
<b>Ready Graduate</b>	Percent of students who graduate <b>and</b> meet <i>Ready Graduate</i> criteria	Absolute performance <b>or</b> AMO targets (set to increase the percent of <i>Ready Graduates</i> )	<b>K-8:</b> NA <b>HS:</b> 20%

<sup>81</sup> See [Section 2.2.2](#) for the definition and identification of the Super Subgroup.

Indicator	Definition	Measure for <i>All Students and Student Groups</i>	Weight
<b>Graduation Rate</b>	Percent of students in the graduation cohort that graduate on time with a regular diploma	Absolute performance <b>or</b> AMO targets (set to increase the graduation rate)	<b>K-8:</b> NA <b>HS:</b> 5%
<b>Chronically Out of School</b>	Chronic absenteeism, including out-of-school suspension	Absolute performance <b>or</b> AMO targets (set to decrease the percent of chronically absent students)	<b>K-8:</b> 10% <b>HS:</b> 10%
<b>English Language Proficiency Assessment (ELPA)</b>	Performance on WIDA ACCESS	The percent of students meeting growth standards	<b>K-8:</b> 10% <b>HS:</b> 10%

Important notes regarding the weighting methods are summarized below:

- Student groups with at least 30 valid records are included in accountability calculations, with the exception of the ELPA indicator, which uses a minimum n-count of 10 valid records for school accountability, and the Growth indicator (TVAAS) which student counts vary by model.<sup>82</sup>
- The Super Subgroup<sup>83</sup> will be used when schools are ineligible for all indicators for all four historically underserved student groups, assuming the school has enough valid records for the Super Subgroup for at least one indicator.
- Any school accountability indicator that does not meet minimum number counts will not be evaluated, and the indicator weight will be redistributed in different ways depending on the missing indicator(s). For instance,
  - If a school is missing the ELPA indicator, the weight for ELPA (10%) will be evenly distributed to the achievement and growth indicators.
  - If a school is missing two indicators and one of them is ELPA, the weight of the ELPA is first redistributed *evenly* between the achievement and growth indicators. The weight of the other indicator is then *proportionally* distributed to the remaining indicators. For example, a K-8 school with missing achievement and ELPA indicators would first have the weight of ELPA reassigned to growth and achievement (45% + 5% = **50% achievement**, 35% + 5% = **40% growth, and 10% chronically out of school**). Then the missing achievement weight would be distributed proportionally between growth and chronically out of school (40% + 10% = remaining indicators; 40%/50% = **80% growth**, 10%/50% = **20% chronically out of school**).
  - If a school is missing non-ELPA indicator(s), the weight of the missing indicator(s) is *proportionally* distributed to the remaining indicators.

### 4.4.1 Achievement

School achievement scores reflect **the better score** between schools' 2022-23 cohort success rate relative to the state (i.e., absolute performance) and school performance compared to their AMO targets for *All Students* group and other student groups (see Table 15). The 2021-22 cohort success rate will be used to calculate the 2022-23 AMO Targets for the Achievement indicator following the established AMO calculation methods specified in [section 3.9](#). The 2023 AMO targets for the Achievement indicator will be used to determine the appropriate score for the indicator for schools. **Important note for 2022-23.** Schools that do not meet the 95% TCAP participation requirement will not automatically receive a zero for the school Achievement indicator. Instead, all schools will receive a 0- 4 rating for the Achievement indicator based on their performance, regardless of their TCAP participation rate. However, schools that did not meet the 95% TCAP participation rate will have their success rate adjusted (see [Section 3.3](#) for success rate adjustment).

<sup>82</sup> Reference the TVAAS [Technical Report](#) for additional business rules used in the growth metric.

<sup>83</sup> See [Section 2.2.2](#) for more information on the Super Subgroup.

Table 15: Achievement Score Calculations

Points	Absolute Performance	AMO Targets
	<i>(All Students Group and Other Student Groups)</i>	
4	≥ 45	2022-23 cohort success rate ≥ double AMO target
3	35 – 44.9	2022-23 cohort success rate ≥ AMO target
2	27.5 – 34.9	Upper bound of 2022-23 cohort success rate confidence interval ≥ AMO target
1	20 – 27.4	Upper bound of 2022-23 cohort success rate confidence interval > 2021-22 cohort success rate
0	< 20	Upper bound of 2022-23 cohort success rate confidence interval is ≤ to 2021-22 cohort success rate

### 4.4.2 Growth

School growth scores reflect TVAAS Overall Composite levels for the *All Students* group and other student groups in the math and ELA subject areas. As discussed in [Section 2.4.6](#), all TCAP and EOC math and ELA tests from grades 3 to 12 will be included in the TVAAS calculation. Specifically, the TVAAS Combined Literacy and Numeracy Composites will be used as the Growth measure for schools and districts. The TVAAS Combined Literacy and Numeracy Composites will include **the better score** between composites that include Early Grades (Grade 3) and those that do not. Only schools within districts that administer 2<sup>nd</sup> grade assessments during the prior and current school year would receive the grade 3 growth scores. Schools must administer the 2nd grade assessment in both the prior and current year to receive early grades growth measures. **For schools (i.e., K-3) that only have composites including Early Grades (Grade 3), the composites including early grades are used for school accountability.** Table 16 shows the calculation of TVAAS Combined Literacy and Numeracy Composites and indicator points.

Table 16: Growth Score Calculations

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

### 4.4.3 Chronically Out of School

Chronically Out of School scores reflect **the better score** between schools' chronically out of school rate relative to the state (i.e., absolute performance) and school performance compared to their AMO targets for *All Students* group and other student groups. Chronic absenteeism calculations include only students who are enrolled for at least 50 percent of the instructional days in the school year.<sup>84</sup> The percent of chronically out of school students is based on the number of students who are chronically absent divided by the number of students enrolled for at least 50% of the year. Schools receive points for the chronically out of school indicator according to the scale presented in Table 17. **Important note for 2022-23.** Starting in the 2022-23 school year, confidence intervals will no longer be used to calculate the AMO targets for scores 2, 1, and 0 of the indicator; instead, the Quarter AMO methodology will apply as presented in Table 17. Consult [Section 3.8](#) for more guidance on Quarter AMO formulas.

<sup>84</sup> For more information regarding chronic absenteeism calculations, reference [Section 3.6](#).



Table 17: Chronic Absenteeism Calculations

Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets
	(All Students Group and Other Student Groups)		
4	≤ 6	≤ 10	Percent of chronically absent students ≤ double AMO target
3	6.1 – 9	10.1 – 14	Percent of chronically absent students ≤ AMO target
2	9.1 – 13	14.1 – 20	Percent of chronically absent students ≤ 0.25 AMO target
1	13.1 – 20	20.1 – 30	-0.75 AMO ≥ Percent of chronically absent students > 0.25 AMO target
0	> 20	> 30	Percent of chronically absent students > -0.75 AMO target

#### 4.4.4 Graduation Rate

Graduation rates reflect the percentage of students in each cohort who graduate with a **regular diploma** or an **alternate academic diploma (AAD)** within four years and a summer since entering grade 9. Only schools in the high school pool receive points for the Graduation Rate indicator. Schools receive points for the graduation rate according to the scale presented in Table 18. Graduation Rate scores reflect **the better score** between the school graduation rate relative to the state (i.e., absolute performance) and the school's performance compared to their AMO targets for *All Students* group and other student groups. Starting in 2022-23, the **Federal graduation rate** will be used to evaluate the Graduation Rate indicator for school accountability (see [Section 3.4](#) for the definition of federal graduation rate). **Important note for 2022-23.** Starting in the 2022-23 school year, confidence intervals will no longer be used to calculate the AMO targets for scores 2, 1, and 0 of the indicator; instead, the Quarter AMO methodology will apply as presented in Table 18. Consult [Section 3.8](#) for more guidance on Quarter AMO formulas.

Table 18: Graduation Rate Calculations

Points	Absolute Performance	AMO Targets
	(All Students and Other Student Groups)	
4	≥ 95	Graduation rate ≥ double AMO target
3	90 – 94.9	Graduation rate ≥ AMO target
2	80 – 89.9	Graduation rate ≥ 0.25 AMO target
1	67 – 79.9	0.25 AMO > Graduation rate ≥ -0.75 AMO target
0	< 67	Graduation rate < -0.75 AMO target

#### 4.4.5 Ready Graduate

**Graduates defined by the Tennessee graduation rate** are used to evaluate the *Ready Graduate* indicator for school accountability (see [Section 3.4](#) for the definition of Tennessee graduation rate). The *Ready Graduate* rate reflects **the better score** between schools' *Ready Graduate* rate relative to the state (i.e., absolute performance) and school performance relative to their AMO targets (i.e., AMO targets) for *All Students* group and other student groups. The *Ready Graduate*<sup>85</sup> rate is calculated by dividing the number of on-time graduates from the cohort who meet at least one of the *Ready Graduate* criteria by the number of students in that cohort. Only schools in the high school pool receive points for the *Ready Graduate* indicator. Schools receive points for the *Ready Graduate* indicator according to the scale presented in [Table 19](#). **Important note for 2022-23.** Starting in the 2022-23 school year, confidence intervals will no longer be used to calculate the AMO targets for scores 2, 1, and 0 of the indicator; instead, the Quarter AMO methodology will apply as presented in Table 19. Consult [Section 3.8](#) for more guidance on Quarter AMO formulas. **Important note for 2022-23.** Schools that did not meet the 95% ACT/SAT participation rate will automatically receive a score of 0 for the Ready Graduate indicator.

Table 19: Ready Graduate Calculation

<sup>85</sup> For more information regarding *Ready Graduate* calculations, reference [Section 3.5](#)

Points	Absolute Performance	AMO Targets
		(All Students and Other Student Groups)
4	≥ 40	Percent of <i>Ready Graduates</i> ≥ double AMO target
3	30 – 39.9	Percent of <i>Ready Graduates</i> ≥ AMO target
2	25 – 29.9	<i>Ready Graduate</i> rate ≥ 0.25 AMO target
1	16 – 24.9	0.25 AMO > <i>Ready Graduate</i> rate ≥ -0.75 AMO target
0	< 16	<i>Ready Graduate</i> rate < -0.75 AMO target

### 4.4.6 English Language Proficiency Assessment

Schools are eligible for the English Language Proficiency Assessment (ELPA) indicator if at least 10 students have valid WIDA composite performance levels in **both** the current and prior year(s). The ELPA indicator reflects the percentage of students meeting the growth standard. Growth standards are differentiated based on students’ prior-year composite performance according to Table 20.<sup>86</sup>

Table 20: ELPA Growth Standards

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

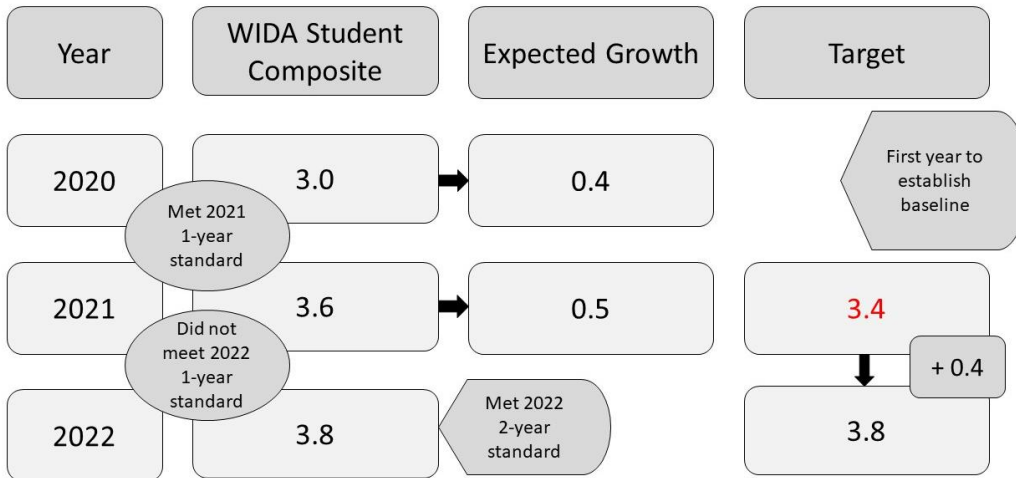
Students are considered to have met the growth standard if the difference between their current year and prior year composite performance levels is greater than or equal to the corresponding growth standard based on their prior year composite performance level. Alternatively, students who miss the growth standard in the most recent year but meet a combined two-year growth standard will also count as having met the growth standard. The department will also consider students to have met the growth standard if they meet the reclassification criteria<sup>87</sup> in the most recent year, regardless of whether their year-over-year growth meets the standard for their prior composite score. It is important to note that, to be included in ELPA calculation, students must have at least two years of WIDA data, from current and prior year(s), to be assessed on their performance of meeting growth standards.

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

<sup>86</sup> These growth standards represent the 60th percentile of growth performance for each given score band from prior data.

<sup>87</sup> Reclassification criteria is the criteria to be reclassified and no longer be considered an English Learner. They would then be a Transitional 1 student the next year. Reclassification criteria is composite of 4.4 and a literacy performance level of 4.2.

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 21 summarizes how schools earn points for the performance of **EL students** on the WIDA ACCESS 2.0 assessment for the ELPA indicator.

Table 21: Percent of Students Meeting Growth Standards

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

## 4.5 CSI/Priority School Identification

As stated in the 2018 [Tennessee ESSA plan](#), Comprehensive Support and Improvement Schools (CSI) are the lowest-performing five percent of schools based on the three-year success rates in each school pool. Priority School identification will continue to align with federal CSI identification; however, **the department will not identify Priority schools for the 2022-23 school year.**

Schools with a TVAAS Composite Level of a 4 or 5 in the two most recent years for all accountability subjects<sup>88</sup> will not receive CSI/Priority status (i.e., Safe Harbor provision). Additional schools will be identified to replace schools that are removed due to Safe Harbor to ensure at least 5% of schools are identified for CSI/Priority designation.

### CSI Identification Update

*In 2022-23, the department will generate a two-year CSI list based on the 2022-23 cohort success rate. The one-year CSI schools identified in 2021-22 will stay in CSI status if they did not meet the one-year exit criteria in 2022-23 and continue receiving CSI support until they meet the typical exit criteria as specified in [Section 4.5.1](#). More details are provided in [Section 4.5](#).*

<sup>88</sup> Per USED guideline, the accountable subjects include ELA and math. Therefore, to be removed from the CSI identification under the Safe Harbor provision, schools must have a TVAAS Combined Literacy and Numeracy Composite level of 4 or 5 in the most two recent years.

CSI/Priority schools 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](#).

Following the approval of [Tennessee ESSA plan](#) in 2018, CSI/Priority schools were first identified in 2018 based on 2015-16, 2016-17, and 2017-18 data.<sup>89</sup> The following identification was delayed due to the COVID-19 pandemic, and the identification methods were adjusted due to incomplete data from 2019-20 and the prohibited use of 2020-21 for the state's priority identification. Specifically, in 2021-22, the department identified CSI/Priority schools based on the two-year success rates using 2018-19 and 2021-22 achievement data, and the identification is only for one year. The identified CSI/Priority schools were the lowest-performing five percent of schools based on the two-year success rates in each school pool. Furthermore, high schools with a graduation rate less than 67 percent also received the CSI/Priority designation.<sup>90</sup> The Safe harbor provision was applied to remove schools that demonstrated significant growth (TVAAS Growth measure) in the two most recent years from the identification.

**Important update in 2022-23:** CSI/Priority schools identified in 2021-22 was a one-year identification and received CSI/Priority support in 2022-23. To exit this one-year designation, a school must meet one of the following:

- The school's 2022-23 cohort success rate for the All Students group is greater than the cohort success rate for the All Students group in 2021-22.
- The school earns a TVAAS Numeracy and Literacy Combined level of 4 or 5 in 2023.
- If the school was identified for graduating less than 67 percent of its students per the **federal graduation rate**, the school can exit by graduating at least 67 percent of its students in 2023.

The one-year exit criteria are only applicable in 2022-23. In Fall 2023, CSI identification<sup>91</sup> will be the lowest-performing schools (1) failing to meet the minimum performance goal by performing in the lowest five percent of schools based on the **2022-23 cohort success rates** in each school pool; and (2) having a TVAAS Combined Literacy and Numeracy Composite score of 3 or lower in the most two most recent years; and (3) having a score lower than 3 on any other relevant accountability indicators (e.g., chronically out of school, graduation rate, Ready Graduate, ELPA).

Schools identified as CSI designation in Fall 2023 will start their **2-year** CSI Designation cycle in 2023-24. CSI schools that did not exit the 1-year designation in 2022-23 will continue to receive CSI designation for the next two years or until they meet the CSI exit criteria specified in the state ESSA plan (see [Section 4.5.1](#)). Lastly, schools identified as a CSI during the identification year will be eligible for being evaluated for exit in the following years as long as they meet the minimum n count of 10 for the specified exit criteria.

## 4.5.1 CSI/Priority Exit Criteria

Below are the CSI/Priority exit criteria specified in the 2018 [Tennessee ESSA plan](#). **Important note:** In 2022-23, the exit criteria below are not applicable; instead, schools that are identified in the 1-year list will be evaluated using the 1-year CSI/Priority exit criteria. Additionally, given the change to the success rate methodology, the

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<sup>89</sup> 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 CSI identification if they removed a school from the bottom 5 percent of its pool. In this previous identification cycle, schools earned CSI 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 CSI schools.

<sup>90</sup> 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 2022-23 CSI list included schools with All Students **federal graduation rates** from 2022 of less than 67 percent).

<sup>91</sup> The department will not identify Priority schools in 2022-23.

exit criteria as described below will be revised in 2023-24 reflecting the success rate methodology that will be implemented in 2023-24.

- The school's one-year success rate for the *All Students* group exceeds the 10<sup>th</sup> 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 15<sup>th</sup> 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 the 2022-23 school year 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 per the federal graduation rate, the school can exit by graduating at least 67 percent of its students in both of the two most recent years;
- 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. A school identified for multiple student groups may exit for individual student groups by meeting AMO targets for that given group. A school need not meet AMO targets for all student groups in all years to exit. However, a school must meet targets for all identified student groups in at least one of the years between identification.

## 4.6 TSI and ATSI/Focus School Identification

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

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

TSI and ATSI schools are identified based on different timelines and methodologies, as outlined below. Focus School identification will continue to align with federal TSI and ATSI identification; however, ***the department will not identify Focus schools for the 2022-23 school year.***

### 4.6.1 Targeted Support and Improvement

The department identifies TSI schools each year. Schools are eligible<sup>92</sup> for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators.<sup>93</sup> 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 CSI school.<sup>94</sup> Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification.<sup>95</sup> TSI schools whose student group success rates<sup>96</sup> are less than or equal to the maximum success rate of any CSI school in their pool<sup>97</sup> will be identified as ATSI if they do not also have a score of 3.0 or higher for each indicator for which that student group is eligible. Additionally, TSI schools whose student group federal graduation rates are less than 67 percent will be identified as ATSI.

**Important update in 2022-23:** In the 2021-22 school year, a one-year ATSI identification was generated and receive ATSI services for one year in the 2022-23 school year. To exit this one-year designation, a school must meet one of the following in the 2022-23 school year:

- The school's 2022-23 cohort success rate for each student group for which it was identified is greater than the cohort success rate for the given student group in 2021-22.
- The school earns a TVAAS Numeracy and Literacy Combined level of 4 or 5 in 2023 for each student group for which it was identified.
- If the school was identified for graduating less than 67 percent of its students per the federal graduation rate, the school can exit by graduating at least 67 percent of its students for each student group for which it was identified in 2023.

The one-year exit criteria are only applicable in the 2022-23 school year. In Fall 2023, additional ATSI schools will be identified based on the ATSI identification criteria using the **2022-23 cohort success rate**. This pool of ATSI schools will experience a **two-year cycle**. ATSI schools that did not exit the 1-year designation in the 2022-23 school year will continue to receive ATSI designation for the next two years or until they meet the ATSI exit criteria specified in the state ESSA plan (see [Section 4.6.3](#)).

Schools identified as ATSI in the 2022-23 school year will receive the designation for two years in the 2023-24 and 2024-25 school years. The next identification will be at the end of the 2024-25 school year, with a new three-year cycle starting in the 2025-26 school year. Per USED requirements, ESEA section 1111(d)(3)(A)(i)(II), the timeline for the ATSI to priority pathway will start in the 2022-23—An ATSI school identified in the 2022-23 school year that fails to exit and is identified as ATSI again in 2024-25 will receive the CSI/Priority designation (i.e., CSI-Not Exiting). ATSI schools are not eligible for ATSI to CSI/Priority pathway if they exited the status in the 2023-24 or 2024-25 school years.

Lastly, schools identified as an ATSI school during the identification year will be eligible for being evaluated for exit as long as they meet the minimum n count of 10 for the specified exit criteria.

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<sup>92</sup> A school that is identified for CSI may not also be identified as Targeted Support and Improvement

<sup>93</sup> 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.

<sup>94</sup> See ESEA of 1965 §1111 (d)(2)(C).

<sup>95</sup> The department will calculate the TSI list before determining the ATSI school list. For example, the TSI list generated at the end of the 2022-23 school year, which will be based on 2022-23 data, will determine which schools are eligible for ATSI designation in 2023-24.

<sup>96</sup> These success rates will include the same subjects and multiple years of data that are included in the CSI school success rates to which they are compared.

<sup>97</sup> Based on the CSI list identified that same year (i.e., 2022-23).

### 4.6.3 TSI/ATSI Exit Criteria

TSI schools are identified annually and may only exit if they are not identified as TSI schools in the following year. If no new TSI school list is generated for a given year, schools will retain the TSI designation from the previous year until a new TSI list is generated. ATSI schools that meet the minimum required number of students for the given student group in the year of identification but not in subsequent years will be eligible to be evaluated for exit as long as they met the minimum n count of 10 for the specified exit criteria (*new in 2022-23*).

Below are the ATSI exit criteria specified in the 2018 [Tennessee ESSA plan](#). **Important note.** In 2022-23, the exit criteria below are not applicable; instead, schools that are identified in the 1-year list will be evaluated using the 1-year ATSI exit criteria. Additionally, given the change to the success rate methodology, the exit criteria as described below will be revised in 2023-24 reflecting the success rate methodology that will be implemented in 2023-24.

- 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 2022-23 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 per the federal graduation rate, the school can exit by graduating at least 67 percent of its students for each student group for which it was identified in both of the two most recent years.

ATSI is another federal designation which differs from CSI/Priority 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.

### 4.7 Reward School Identification

Schools earn Reward status based on the most recent year of data.<sup>98</sup> Schools earn Reward status if they earn an overall rating of 3.1 or higher and are not identified as Priority/CSI or Focus (TSI/ATSI) schools.

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<sup>98</sup> The Graduation Rate and Ready Graduate indicators are lagged measures by one year.

# Section 5: District Accountability

## 5.1 Indicators and Designations

The following indicators<sup>99</sup> 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)<sup>100</sup>
- Students with Disabilities (SWD)
- Super Subgroup<sup>101</sup>

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.

<sup>99</sup> For the success rate indicators, the subjects will include math and ELA data for 2021-22 accountability.

<sup>100</sup> English learners include Transition 1-4 students.

<sup>101</sup> 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.<sup>102</sup>

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<sup>103</sup>. 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**.<sup>104</sup>
- 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**.

<sup>102</sup> 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.

<sup>103</sup> All indicators are weighted evenly. Meaning, if a district served only K-8 students, their determination will be based off 5 indicators averaged together.

<sup>104</sup> 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
<b>All Students</b> 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
<b>BHN</b> 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		1.0
6-8 Success Rate	2.5	3.5		1.5
9-12 Success Rate	2.0	1.0		0.0
Chronically Out of School	1.5	2.0		1.5
Graduation Rate	2.5	2.0		1.5
English Language Proficiency	2.5	2.5		1.5
<b>Student Group</b> Average	2.25	2.0		1.17
<b>Student Group</b> 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**<sup>105</sup>
- 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 *met expectations* or *exceeded expectations* on the TCAP assessment, AMO targets, and growth as measured by the TVAAS Combined Literacy and Numeracy Composite levels.<sup>106 107</sup>

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

Table 24: Grade Band Success Rate Calculation

Points	Absolute Performance	AMO	Value-Added
	<i>(All Students and Historically Underserved Student Groups)</i>		
4	≥ 45.0	Success rate ≥ double AMO target. <sup>108</sup>	TVAAS Composite level 5
3	35.0 - 44.9	Success rate ≥ AMO target	TVAAS Composite level 4
2	27.5 - 34.9	Upper bound of success rate CI ≥ AMO target	TVAAS Composite level 3
1	20.0 - 27.4	Upper bound of success rate CI > prior year success rate	TVAAS Composite level 2
0	< 20.0	Upper bound of success rate CI ≤ prior year success rate.	TVAAS Composite level 1

### 5.3.3 Chronically Out of School Indicator

<sup>105</sup> 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.

<sup>106</sup> For 2021-22 accountability, district TVAAS composites will include the subjects of math and ELA only.

<sup>107</sup> TVAAS composites for grades 3-5 will include the better score between composites that include early grades (3rd grade) and those that do not.

<sup>108</sup> See [Section 3.1](#) for more details about AMO target and double AMO target calculations.

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 <sup>109</sup>	Value-Added
	(All Students and Historically Underserved Student Groups)		
4	≤ 8.0	Percent of chronically absent students ≤ double AMO target	Top quintile of statewide performance
3	8.1 - 11.5	Percent of chronically absent students ≤ AMO target	Fourth quintile of statewide performance
2	11.6 - 16.5	Percent of chronically absent students ≤ 0.25 AMO target	Third quintile of statewide performance
1	16.6 - 25.0	-0.75 AMO ≥ Percent of chronically absent students > 0.25 AMO target	Second quintile of statewide performance
0	> 25.0	Percent of chronically absent students > -0.75 AMO target	Bottom quintile of statewide performance

### 5.3.4 Graduation Rate Indicator

The Graduation Rate indicator aims to evaluate districts on postsecondary readiness both through graduation rate and *Ready Graduate* criteria. Districts will be measured across three pathways (see Table 26): absolute performance, which will represent the percent of **federal** graduates, **federal graduation rate** AMO targets, and the value-added measure which calculates the difference in the district's percent of *Ready Graduates*<sup>110</sup> to the prior year as compared to statewide performance.

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

Table 26: Graduation Rate Indicator Calculation

Points	Absolute Performance	AMO <sup>111</sup>	Value-Added
	(All Students and Historically Underserved Student Groups)		
4	≥ 95.0	Graduation rate ≥ double AMO target	Top quintile of statewide performance
3	90.0 - 94.9	Graduation rate ≥ AMO target	Fourth quintile of statewide performance
2	80.0 - 89.9	Graduation rate ≥ 0.25 AMO target	Third quintile of statewide performance
1	67.0 - 79.9	0.25 AMO > Graduation rate ≥ -0.75 AMO target	Second quintile of statewide performance
0	< 67.0	Graduation rate < -0.75 AMO target	Bottom quintile of statewide performance

### 5.3.5 English Language Proficiency Assessment Indicator

The English Language Proficiency Assessment (ELPA) indicator observes K-12 students' progress toward language acquisition as performed on WIDA ACCESS. Districts will be measured across three pathways (see Table 27): absolute performance, which will represent the percent of students meeting growth standards,<sup>112</sup>

<sup>109</sup> In 2022-23, the Quarter AMO method will be applied.

<sup>110</sup> Refer to [Section 3.5](#) for more information on *Ready Graduate* indicator. *Ready Graduate* rate is the percentage of **Tennessee graduates** who met one of the *Ready Graduate* pathways.

<sup>111</sup> In 2022-23, the Quarter AMO method will be applied.

<sup>112</sup> Students meeting WIDA Access exit criteria are included as "meeting the growth standard."

AMO targets, and the value-added goal which calculates the change in the percent of transitional EL students whose score *met expectations* or *exceeded expectations* in ELA content areas.

Table 27: ELPA Indicator Calculation

Points	Absolute Performance	AMO	Value-Added
4	≥ 60.0	Percent of students meeting growth standards ≥ double AMO target	Top quintile of statewide performance
3	50.0-59.9	Percent of students meeting growth standards ≥ AMO target	Fourth quintile of statewide performance
2	40.0-49.9	Percent of students meeting growth standards ≥ 0.25 AMO target	Third quintile of statewide performance
1	25.0-39.9	0.25 AMO > Percent of students meeting growth standards ≥ -0.75 AMO target	Second quintile of statewide performance
0	< 25.0	Percent of students meeting growth standards < -0.75 AMO target	Bottom quintile of statewide performance

## Section 6: Files Delivered to Districts

Districts can access various data files from the Accountability application. Table 31 outlines the purpose and structure of all accountability-related files for 2022-23. [Appendix B](#) provides detailed information regarding accountability data sources. [Appendix C](#) provides the estimated timeline<sup>113</sup> for major accountability file releases for the 2022-23 school year. An overview of each type of file is provided in the following sections.

**Important note.** Table 31 is updated to include two additional files marked with an asterisk that will be released to districts during District and Reward Designation Appeals window; they are (1) district accountability data file, and (2) district heat map file. Additionally, the School Accountability data file and School Accountability List data file marked with two asterisks is updated to include Reward data and designation in the associated data tabs.

*Table 31: Accountability Files Purpose and Structure*

Category	File Name	Description
TCAP Assessment Data <sup>114</sup> 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 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).
10 <sup>th</sup> Grade Cohort Data Files <b>(NEW)</b>	10 <sup>th</sup> Grade Cohort Student-Level Data File	This file contains the following information for the 10 <sup>th</sup> grade cohort for each school and district: students included in the 10 <sup>th</sup> grade cohort, accountable assessments available, accountable assessment flag for participation rate, and accountable assessment flag for success rate.
2021 & 2022 Federal Graduation Rate Verification File: Science <b>(NEW)</b>	Student-level data file	This file contains the list of students receiving a regular diploma without any records of completing a Chemistry or Physics course. This file is added for district review and appeals only and the data will be used to update the 2021 and 2022 federal graduation rate calculation.
Graduation Data Files <sup>115</sup>	Graduation District-Level Data File	This file contains district-level graduation data, including both federal graduation rate and Tennessee graduation rate. Data lag for one year.
	Graduation School-Level Data File	This file contains school-level graduation data, including both federal graduation rate and Tennessee graduation rate. Data lag for one year.
	Graduation Student-Level Data File	This file contains student-level graduation data, including both federal graduation rate and Tennessee graduation rate. Data lag for one year.
	<i>Ready Graduate</i> District-Level File	This file contains the percentage of students who are identified as <i>Ready</i>

<sup>113</sup> 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*.

<sup>114</sup> Data include TCAP, MASS, TCAP-Alt, and Grade 2 assessment.

<sup>115</sup> Data lag for one year. For 2022-23 accountability, graduation data from the 2021-22 graduating cohort are used.

Category	File Name	Description
Ready Graduate Data Files <sup>116</sup>		<i>Graduates</i> by meeting detailed criteria by student group for the district. Data lag for one year.
	Ready Graduate School-Level File	This file contains the percentage of students who are identified as <i>Ready Graduates</i> by meeting detailed criteria by student group for each school. Data lag for one year.
	Ready Graduate Student-Level File	This file details the students who are identified as <i>Ready Graduates</i> by meeting detailed criteria by student group. Tennessee graduation rate will be reported in this data file. Data lag for one year.
TVAAS Data Files	TVAAS District Composites Data File	This file includes district TVAAS composites by test type.
	TVAAS School 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	<b>Federal School Accountability Data File **</b>	This file displays the aggregated data included in school accountability. A new data tab with the updated school-level 2022 cohort success rate is added to the 2022 school accountability data file. The reward metric in the “overall performance” tab is added to identify Reward school. <b>(January 2024 updated)</b>
	<b>School Designation List **</b>	This file displays federal (CSI/TSI/ATSI) and Reward designations. The “Designation” data tab is updated to include schools receiving the Reward designation. <b>(January 2024 updated)</b>
	<b>District Accountability Data File*</b>	This file displays the aggregated data included in district accountability. <b>(January 2024 release)</b>
	Federal School Accountability List File	This file displays school pool and eligibility information.
Accountability Designation files	Federal School Designation file	This file displays schools identified as CSI, TSI, and ATSI and the data used for identification.
Heat Map Files	School Heat Map File	This file contains the details of each indicator included to calculate a school’s final accountability score.
	<b>District Heat Map File*</b>	This file contains the details of each indicator included to calculate a district’s final accountability score. <b>(January 2024 release)</b>

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. 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 school a student’s score will be used for accountability purposes once the 50% enrollment rule is applied.

## 6.2 Accountability and Designation Data Files

Federal school 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

<sup>116</sup> Data lag for one year. For 2022-23 accountability, *Ready Graduate* data from the 2021-22 graduating cohort are used.

state levels and contain data for the two most recent years. School Designation Lists data file includes schools receiving federal school designations, including CSI, TSI, and ATSI, as well as Reward school designation.

## 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 10<sup>th</sup> Grade Cohort Data Files (NEW)

The 10<sup>th</sup> grade cohort data files detail the accountable assessments and participation rate status for the 10<sup>th</sup> grade cohort in the current accountability year that will be used for high school accountability. These files are created for the student, school, and district levels and contain data for the current school year. These are the new files that will be added to the annual accountability data release per USED requirements. In 2022-23, the 2022 10<sup>th</sup> Grade Cohort data will be released during the Phase I accountability appeals window for districts to review and verify the 2022 cohort success rate, which will be used to calculate the 2023 AMOs for the Achievement indicator. The 2023 10<sup>th</sup> Grade Cohort data will be released during Phase II of the accountability appeals window for districts to review and verify the 2023 cohort success rate that will be used to evaluate school and district performance on the Achievement indicator in 2022-23.

## 6.7 2021 and 2022 Federal Graduation Rate Verification File: Science (NEW)

This file is a student-level data file created for districts to verify their 2021 and 2022 graduating cohorts' federal graduation rates. This file includes a list of students who received a regular high school diploma without any records of completing a chemistry or physics course. This is a new file added to the data verification process in 2022-23 per USED requirements. Federal graduation rate verification process will be embedded in the annual cohort process moving forward.

## 6.8 Graduation Data Files

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

## 6.9 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).

## 6.10 Heat Map Files

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

- Achievement indicator
  - Displays the breakdown of how the *All Students* and student groups performed on each pathway
- Growth indicator
  - Displays the breakdown of how the *All Students* and student groups performed on TVAAS
- Chronically Out of School indicator
  - Displays the breakdown of how the *All Students* and student groups performed on each pathway
- English Language Proficiency Assessment indicator
  - 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)
  - Displays the breakdown of how the *All Students* and student groups performed on each pathway
- *Ready Graduate* indicator (high school only)
  - Displays the breakdown of how the *All Students* and student groups performed on each pathway
- Final determination
  - Provides final accountability score and summarizes each component of the accountability model

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

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

# 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<sup>117</sup> 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.
    - 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.
    - **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.

<sup>117</sup> Districts can look up early postsecondary course codes in EIS or search courses at <https://ccms-search.tneducation.net/>.

- **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 2022-23 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
    - Adult schools
    - Special education schools

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

# Appendix C: Federal Accountability Files and Timelines

This appendix provides the estimated timeline for major 2022-23 accountability file releases on the Accountability application.<sup>118</sup> 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 [TNE.Accountability@tn.gov](mailto:TNE.Accountability@tn.gov).

**Important note.** All files will be updated on the Accountability application when they are finalized. However, these data files will be under embargo until Report Card public release unless otherwise noted. Table below is updated to include timeline for district accountability and Reward school designation data release.

Milestone	Process and Timeline
TCAP Assessment data files available	<p>The assessment data files, including TCAP, MSAA, TCAP-Alt (science and social studies), and Grade 2 Assessment, will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Districts have 20 business days to review and submit appeals.</li> <li>An additional 5 business days are provided following the initial appeal submission for the department to review, district to re-submit appeals for remediation, and the department to process the final review.</li> <li>Finalized data files will be released on the Accountability application on <b>September 15</b>.</li> </ul>
English Language Proficiency Assessment Data Files	<p>The WIDA ACCESS data files will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Districts have 20 business days to review and submit appeals.</li> <li>An additional 5 business days are provided following the initial appeal submission for the department to review, district to re-submit appeals for remediation, and the department to process the final review.</li> <li>Finalized data files will be released on the Accountability application on <b>September 15</b>.</li> </ul>
Chronically Out of School data files available	<p>The Chronically Out of School data files will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Districts have 20 business days to review and submit appeals.</li> <li>An additional 5 business days are provided following the initial appeal submission for the department to review, district to re-submit appeals for remediation, and the department to process the final review.</li> <li>Finalized data files will be released on the Accountability application on <b>September 15</b>.</li> </ul>
2022 10 <sup>th</sup> Grade Cohort Files available <b>(ADDED)</b>	<p>The 2022 10<sup>th</sup> grade cohort file, including the student-level 2022 10<sup>th</sup> grade cohort file, school-level 2022 cohort success rate file (a new data tab is added to the 2022 school accountability data file), and district-level 2022 cohort success rate file (a new data tab is added to the 2022 district accountability data file), will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Districts have 20 business days to review and submit appeals.</li> <li>An additional 5 business days are provided following the initial appeal submission for the department to review, district to re-submit appeals for remediation, and the department to process the final review.</li> <li>Finalized data files will be released on the Accountability application on <b>September 15</b>.</li> </ul>
2021 & 2022 Federal Graduation Rate	<p>The science exclusion list for the 2021 and 2022 graduating cohorts will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Districts have 20 business days to review and submit appeals.</li> </ul>

<sup>118</sup> When the finalized data files become available on the Accountability website, the department will simultaneously upload the files on Data Downloads.

Milestone	Process and Timeline
Verification File: Science <b>(ADDED)</b>	<ul style="list-style-type: none"> <li>An additional 5 business days are provided following the initial appeal submission for the department to review, district to re-submit appeals for remediation, and the department to process the final review.</li> <li>Finalized data files will be released on the Accountability application on <b>September 15</b>.</li> </ul>
<i>Ready Graduate</i> data files available	<p>The <i>Ready Graduate</i>-related data files will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Data are not appealable.</li> <li>Data are under embargo until report card public release.</li> </ul>
TVAAS data files available	<p>The data files will be released on the Accountability application on <b>August 9, 2023</b></p> <ul style="list-style-type: none"> <li>Data are not appealable.</li> <li>Data are under embargo until <b>September 13</b>.</li> </ul>
2021 & 2022 Graduation Data Files <b>(UPDATED)</b>	<p>The finalized graduation rate files for the 2021 and 2022 graduating cohorts, including federal and Tennessee graduation rates, will be released on the Accountability application on <b>September 15, 2023</b></p> <ul style="list-style-type: none"> <li>Data are not appealable.</li> <li>Data are under embargo until report card public release.</li> </ul>
Accountability data files and accountability designations available	<p>The accountability data files and school accountability designations will be released on the Accountability application on <b>October 9, 2023</b></p> <ul style="list-style-type: none"> <li>Districts have 10 business days to review and submit appeals.</li> <li>An additional 5 business days are provided following the initial appeal submission for the department to review, district to re-submit appeals for remediation, and the department to process the final review.</li> <li>Finalized data files will be released on the Accountability application on <b>October 27</b>.</li> </ul>
School Heat Map files available	<p>Heat map files will be released on the Accountability application on <b>October 9, 2023</b></p> <ul style="list-style-type: none"> <li>The heat map files contains accountability indicator data; they are designed for districts' internal use, which are <b>not</b> subject to appeals.</li> <li>Heat map files reflecting the appeal results will be updated and released on the Accountability application <b>October 27</b>.</li> </ul>
District accountability data files and accountability designations available	<p>The accountability data files and school accountability designations will be released on the Accountability application on <b>January 16, 2024</b></p> <ul style="list-style-type: none"> <li>Districts have 10 business days to review and submit appeals by <b>January 29</b>.</li> <li>The department will provide a response letter by <b>January 31</b>.</li> </ul> <p>Finalized data files will be released on the Accountability application on <b>January 31</b>.</p>
District Heat Map files available	<p>District heat map files will be released on the Accountability application on <b>January 16, 2024</b></p> <ul style="list-style-type: none"> <li>The heat map files contains accountability indicator data; they are designed for districts' internal use, which are <b>not</b> subject to appeals.</li> <li>Heat map files reflecting the appeal results will be updated and released on the Accountability application <b>January 31</b>.</li> </ul>
State Report Card available	<ul style="list-style-type: none"> <li>Timeline for the State Report Card is to be determined.</li> </ul>

**Note.** The 2023-24 AMOs will be released upon State Board Approval.

## 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,  $Z_{95} = 1.96$  from a standard normal distribution to have a 95 percent confidence interval, and  $p$  is the percentage of *met expectations* or *exceeded expectations* (or below) students.

# Appendix 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<sup>119</sup>.
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.<sup>120</sup>

<sup>119</sup> This step only applies to CSI and ATSI designations.

<sup>120</sup> The 2021-22 TVAAS Technical Report will be released in August 2022; the 2020-21 TVAAS Technical Report can be accessed [here](#).



# Appendix F: Accountability Formulas

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

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