

# 2025-26 College and Career Readiness (CCR) Data Verification Guide: Phases I-II

February 2026

The college and career readiness (CCR) data verification process involves three distinct phases, and each phase requires district completion of various tasks. This document provides detailed guidelines to help districts focus on the key tasks in hand during Phases I and II. A protocol focusing on Phase III tasks will be released in Fall 2026 to help districts navigate the appealable issues in Phase III. An overview of each phase and timeline is provided in [Section I](#) of this document for district planning purposes.

## Key Updates:

- Beginning with the 2025-26 school year, the *Ready Graduate* indicator will be replaced by the College and Career Readiness (CCR) indicator for federal accountability calculations (refer to [Section 1.1](#) of the 2025-26 Federal Accountability Protocol). As a result, the Tennessee Department of Education (department) will discontinue verification of *Ready Graduate* data with the implementation of the 2025-26 CCR process.
- With the discontinuation of *Ready Graduate* verification, districts will no longer verify course enrollment data for early postsecondary opportunities (EPSOs) associated with advanced placement (AP), Cambridge International Examinations (CIE), International Baccalaureate (IB), and Statewide dual credit (SDC). Related data files and file layouts will be updated to reflect the changes and be published in the Accountability application. More details are discussed in [Section 2.2](#).
- The 2025-26 CCR Data Verification Process and timeline have been updated to ensure timely State Report Card release. Please review [Section I](#) carefully for timeline adjustments.
- Data for the 2025-26 CCR data verification will come from a combination of sources, including both EIS and TEDS. However, student legacy ID (USID) and student name in TEDS will be the source of truth when verifying student basic information when a data issue is due to a name mismatch. For more information regarding how TEDS and EIS data are used to determine CCR and TISA rosters, please consult [Section 2.1.1](#) of the 2025-26 Graduation Cohort Process Phase I guide.

Please contact [TNEA.Accountability@tn.gov](mailto:TNEA.Accountability@tn.gov) for questions not addressed in this document.

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# Section 1. Overview

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

The 2025-26 CCR Data Verification process will involve three distinct phases. Tables 1-3 provide an overview of the objectives of each phase, district tasks, and a high-level timeline. Additional details for Phase III will be released later.

## 1.1 2025-26 CCR Data Verification Process and Timeline Overview

### 1.1.1 Phase I: Prior Existing Data Review and Appeals

**Objectives:** Districts review *all existing CCR-related data obtained between August 1, 2021, and July 31, 2025*, and submit appeals as needed. **Important update:** At a minimum, districts shall correct data used to inform the two key CCR data metrics (i.e., CCR indicator and TISA High School Outcome) for the 2025-26 graduating class and the 2025-26 graduating cohort.

**Table 1. 2025-26 CCR Data Verification Phase I Timeline**

Phase I	Timeline
Appeals Submission Window	February 17—April 10, 2026
Initial Response	May 1, 2026
Remediation Window	May 4—8, 2026
Final Response	May 22, 2026

**District Tasks—Data Review and Appeals:** Data files containing CCR-related industrial certifications, test records, and the associated course records *between August 1, 2021, and July 31, 2025*, will be released to districts for review and appeals. These files are:

- 2021-2025 ACT/SAT data file
- 2021-2025 Industry credential (IC) data file
- 2021-2025 Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT) data file
- 2021-2025 EPSO file, which includes test records for Advanced placement (AP), Cambridge International Examinations (CIE), College-level Examination Program (CLEP), International Baccalaureate (IB), and Statewide dual credit (SDC).
- 2021-2025 Dual enrollment (DE) data file
- 2021-2025 Local dual credit (LDC) data file
- Phase I Local Dual Credit Course List **(new for 2025-26)**

**Important Notes:**

- Any students who have been counted in CCR or TISA Outcome status prior to 2025-26 will be excluded from the relevant data files.
- By the end of Phase I, all underlying CCR related data between August 1, 2021, and July 31, 2025, are final and are no longer appealable in Phases II and III.

In summary, during the 2025-26 CCR process , districts shall review and submit appeals for all school years between 2021-22 and 2025-26.

To assist districts in navigating the data review process, the department will release additional data files that are not appealable but can be used as a resource guide to inform their review decisions (Consult [Section 3.1.3](#) for more details). These files are:

- Phase I CCR Data Quality Report
- Phase I CCR Roster<sup>1</sup>
- CCR Phase I Preliminary CCR Summary data file

### 1.1.2 Phase II: Current School Year Data Submission

**Objectives:** Districts submit transcript, LDC, and ASVAB data for all students enrolled during the 2025-26 school year.

**Table 2. 2025-26 CCR Data Verification Phase II Timeline**

Phase II	Timeline
Data Submission Window	June 1 – August 7, 2026

**District Tasks—Data Submission:** Districts shall submit the following data by the specified deadline:

- 2025-26 Student Transcript Records
- 2025-26 LDC Course and Testing Scores
- 2025-26 ASVAB/AFQT Testing Scores

**Important Notes:**

- Districts will submit 2025-26 student transcripts data in Excel file format (the transcript submission template will be provided in Phase II). At a minimum, districts will submit transcript data for students from grades 9 to 12 who completed DE and LDC courses in 2025-26. The department is working with districts and SIS vendors to determine best practices for exporting transcript data from TEDS/SIS. More information will be made available to districts before the CCR Phase II window opens in June 2026.
- Districts shall submit the LDC and ASVAB data using the [Phase II worksheet](#).

Districts that did not submit 2025-26 LDC and ASVAB/AFQT data by the specified timeline will not be able to appeal the data in Phase III. The department will utilize the transcript data as well as LDC and ASVAB data files for Phase III file preparation. It is critical that complete data is provided to avoid unnecessary data appeals in Phase II.

### 1.1.3 Phase III: Current School Year and Summary File Data Review and Appeals

**Objectives:** In 2025-26, the Phase III process has been updated to include two major tasks—(1) 2025-26 data review and appeals; and (2) summary file data review and appeals. More information regarding the appealable issues in Phase III will be available with the release of the CCR Phase III Guide in the fall of 2026.

**Important notes.** The start of the phase III timeline is driven by the availability of the AP, IB, CIE, and CLEP testing data from the test vendors, which is typically between mid- and late-September. To ensure the timely release of the State Report Card, Phase III timeline is tight and intensive. Districts are highly encouraged to review Phase III timeline and make appropriate staffing plans accordingly to ensure the required tasks can be accomplished by the specified timeline. This further highlights the importance of completing Phases I and Phase II tasks by the appropriate deadlines, so that time and resources can be allocated to focusing on Phase III data issues when the submission window opens.

<sup>1</sup> During Phase I, students are assigned to the school and district of their most recent enrollment.

**Table 3. 2025-26 CCR Data Verification Phase III Timeline**

Phase III	Timeline
Appeals Submission Window	September 28—October 16, 2026
Initial Response	October 23, 2026
Remediation Window	October 26-30, 2026
Final Response	November 6, 2026

**District Task 1—2025-26 Data Review & Appeals:** Data files containing CCR-related industrial certifications, test records, and the associated course records **between August 1, 2025, and July 31, 2026**, will be released to districts for review and appeals. These files are:

- 2025-2026 ACT/SAT data file
- 2025-2026 ASVAB/AFQT data file
- 2025-2026 EPSO (AP/IB/CIE/SDC/CLEP) data file
- 2025-2026 DE data file
- 2025-2026 LDC data file

**Important notes and updates.**

- Phase III has a much tighter timeline in comparison with Phase I, with fall break. Districts shall plan accordingly to ensure resources are allocated to complete the required tasks within the timeline.
- The 2025-26 ACT/SAT data file will contain two data tabs. The first tab contains all ACT/SAT scores obtained in 2025-26. The second tab contains the highest ACT/SAT score earned by the 2025-26 graduating cohort, which is used to calculate ACT/SAT participation rate for federal accountability purposes and determine whether the students in the graduating cohort meet the ACT/SAT benchmark for CCR and TISA reporting purposes. In Phase III, districts will be able to submit a medical exemption for students who did not take the ACT/SAT due to medical reasons and remove them from the ACT/SAT participation rate calculation. More information will be provided in Phase III.
- Districts shall verify and finalize all ICs completed in the 2025-26 school year during the CTE IC Reporting window. Resources to support IC reporting are available on the Tennessee Promoted Student Industry Credentials [webpage](#). Any questions related to IC report shall be directed to [Candi.Collier@tn.gov](mailto:Candi.Collier@tn.gov). The department will release the 2025-26 IC data in Phase III for district reference only. It is critical that district staff finalize 2025-26 IC data by the end of the CTE IC Reporting window.
- TISA graduate and cohort memberships are finalized by the end of the 2025-26 Cohort process; CCR and TISA rosters are not appealable during the CCR process.

To assist districts navigating the data review process, the department will release several preliminary data files that are not appealable during the initial appeals submission window (September 28 through October 16) but can be used as a resource guide to inform their initial review decisions. These files are:

- 2025-26 IC data file
- Phase III CCR Data Quality Report
- Phase III CCR Roster<sup>2</sup>
- 2025-26 preliminary Student-, school-, and district-level TISA summary data files

<sup>2</sup> During Phase III, students in the 2025-26 graduating cohort are assigned to their cohort school/district; all other future cohorts are assigned to the school and district of their most recent enrollment. Districts may view TISA Roster, which is a data file released as part of the Cohort process, in the Accountability application. Both CCR and TISA rosters are not appealable under the CCR process.

- 2025-26 preliminary student-, school-, and district-level CCR summary data file
- 2025-26 preliminary ACT/SAT Participation Rate data files

**District Task 2—Summary File Review and Appeals:** All data files finalized by the end of Phases I and II, as well as all the approved appeals processed by the end of the Phase III appeals submission window, are used to produce the following summary files. Districts will review and submit appeals as needed during the **Phase III remediation window**, including:

- 2025-26 ACT/SAT participation rate school- and district-level data files,
- 2025-26 student-, school-, and district-level TISA summary data files, and
- 2025-26 student-, school-, and district-level CCR summary data file.

By the end of Phase III, all 2025-26 CCR and TISA-related data are final.

## 1.2 Student Population

During the 2025-26 CCR data verification process, the department will finalize all current (2025-26) and prior year (2021-22 through 2024-25) data for the following students:

- Students who entered 9<sup>th</sup> grade in 2021-22:
  - These students will show up in the CCR-related data files between 2021 and 2026 if they are enrolled in Tennessee public schools during this period.
- Students who entered 9<sup>th</sup> grade in 2022-23
  - These students will show up in the CCR-related data files between 2022 and 2026 if they are enrolled in Tennessee public schools during this period.
- Students who entered 9<sup>th</sup> grade in 2023-24
  - These students will show up in the CCR-related data files between 2023 and 2026 if they are enrolled in Tennessee public schools during this period.
- Students who entered 9<sup>th</sup> grade in 2024-25
  - These students will show up in the CCR-related data files between 2024 and 2026 if they are enrolled in Tennessee public schools during this period.
- Students who entered 9<sup>th</sup> grade in 2025-26
  - These students will show up in the CCR-related data files between 2025 and 2026 if they are enrolled in Tennessee public schools during this period.

Any students who have been counted in CCR or TISA Outcome status in prior years will be excluded from the relevant data files. For TISA purposes, students may only generate one outcome bonus in high school; thus, students will only be counted as a TISA graduate one time. However, any student who was previously counted as a TISA graduate may be retained in the data files if they were not counted in the prior graduating cohorts.

During Phases I and II, students are assigned to the school and district of their most recent enrollment. During Phase III, students in the CCR summary file are assigned to their accountable cohort school and district, while students in TISA summary file are assigned to the districts that will receive TISA funding, as determined during the 2025-26 Cohort process.

In summary, it is crucial for districts to be actively engaged in the CCR verification process as the data will be utilized for federal accountability and school letter grade evaluation (CCR data metrics) and TISA funding purposes (TISA High School Outcome Bonus). **Given the complexity of the required tasks within each phase, this document focuses on Phases I and II tasks only.** More guidance regarding Phase III tasks will be released later. Any questions about the 2025-26 CCR verification process can be sent to [TNE.Accountability@tn.gov](mailto:TNE.Accountability@tn.gov).

## Section 2. Data Metrics and Calculations

The CCR indicator and TISA High School Outcome Bonus are built on many of the same underlying data elements (e.g., ACT/SAT scores, ASVAB scores, IC, EPSO data, etc.). However, each metric serves a different purpose, is calculated differently, and applies to a different student population. Table 4 provides an overview of the main differences between the two metrics.

**Table 4. CCR and TISA High School Outcome Bonus Metrics Overview**

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

As shown in Table 4, the CCR indicator includes students of a **Graduation Cohort**, while TISA High School Outcomes bonuses are awarded to graduates of a **Graduating Class**. A graduation cohort is defined by the year a cohort of students first enters ninth grade; a graduating class is defined based on the year a class of students graduates. The difference between a Graduation Cohort and a Graduating Class<sup>4</sup> is outlined below.

### **Graduating Cohort**

- Used in federal and state accountability
- Includes all students who entered 9th grade in 2022-23, regardless of completion status by the summer of 2025-26
- Includes students who entered 9th grade in 2022-23 and graduated early (i.e., prior to 2025-26)
- Only students with an enrollment status of “P” in at least one enrollment are included
- Students enrolled at alternative schools and adult high schools are included in the cohort of the previous traditional high school in which they were most recently enrolled (i.e., home school)

### **Graduating Class**

- Used for calculating TISA outcomes bonuses
- Includes all students who received a traditional diploma or an AAD during the 2025-26 school year (including summer 2026), regardless of their first year entering 9th grade or the number of years taken to complete high school
- Includes some students who entered 9th grade before 2022-23 and graduated late or who entered 9th grade after 2022-23 and graduated early (in both cases, students must graduate in 2025-2026)
- Students who graduate from an adult high school with a “P” in their enrollment status are eligible for TISA bonuses

<sup>3</sup> [TISA High School Outcomes](#) awards district a bonus for each student meeting the goal.

<sup>4</sup> Individualized education account (IEA) and educational savings account (ESA) students are excluded from the cohort and are not eligible for TISA outcomes.

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

## 2.1 Pathways to Earning Status

Both CCR indicator and TISA Outcomes share the same underlying data elements. However, the criteria necessary for earning status are different. Table 5 provides an overview of the pathways for earning CCR status and TISA High School Outcomes Goal 1 Bonus status.

**Table 5. Pathways to Earning Status**

	<b>Pathways to CCR Status (Federal Accountability and School Letter Grade)</b>	<b>Pathways to TISA High School Outcome Goal 1 Bonus Status (TISA Funding)</b>
<b>Students Included</b>	A cohort graduate who meets <i>one</i> of the following criteria	A TISA graduate who meets <i>one</i> of the following criteria
<b>Criteria 1</b>	Meets or exceeds a composite of 21 (ACT) or 1060 (SAT)	Earns two EPSO credits <i>and</i> meets or exceeds a composite score of 21 on the ACT
<b>Criteria 2</b>	Earns a qualifying score on the ASVAB AFQT	Earns two EPSO credits <i>and</i> increases their ACT composite by at least 4 points
<b>Criteria 3</b>	Earns a Tier III (Preferred) IC	Earns two EPSO credits and achieves a qualifying score on the ASVAB AFQT
<b>Criteria 4</b>	Earns a Tier II (Valued) IC <i>and</i> one other IC (any tier)	Earns three EPSO credits
<b>Criteria 5</b>	Earns one or more “postsecondary credits” <sup>5</sup>	N/A

## 2.2 Data Elements and Files

Table 6 provides an overview of how each data element is measured or defined. Tables 5 and 6 should be used together to determine whether an individual student has achieved each pathway.

**Table 6. Attainment Criteria by Data Element and CCR Metrics**

<b>Element</b>	<b>CCR Indicator</b>	<b>TISA High School Goal 1 Outcomes Bonus</b>
<b>ACT/SAT<sup>6</sup></b>	A score of 21 or higher for ACT; or a score of 1060 or higher for SAT	A score of 21 or higher for ACT; or A minimum of 4-point increase from the first junior administration <sup>7</sup> and any subsequent administration through the end of the 12 <sup>th</sup> grade year
<b>ASVAB AFQT</b>	A score of 31 or higher <sup>8</sup>	A score of 31 or higher

<sup>5</sup> Postsecondary credits include passing cut scores in AP, CIE, CLEP, IB, and SDC as well as earning eligible postsecondary credits in DE and LDC.

<sup>6</sup> Superscores are not accepted.

<sup>7</sup> The first Junior year administration is considered the first test administration on or after August 1<sup>st</sup> of the student's *first* Junior year.

<sup>8</sup> The qualifying ASVAB score is the score sufficient for admission into at least one branch of the U.S. military as of the month of June during the year in which that student graduates. The current minimum score is 31.

Element	CCR Indicator	TISA High School Goal 1 Outcomes Bonus
<b>Industry Credential (IC)<sup>9</sup></b>	One Tier III IC (Preferred); or One Tier II IC (Valued) and any other IC (any tier)	One Tier II (Valued); or One Tier III (Preferred) IC <sup>10</sup>
<b>Advanced Placement (AP)</b>	A score of 3, 4, or 5 on associated exam	A score of 3, 4, or 5 on associated exam
<b>Cambridge International (CIE)</b>	An exam grade of A*, A, B, C, D, or E (A Level); <i>or</i> An exam grade of a, b, c, d or e (AS Level)	An exam grade of A*, A, B, C, D, or E (A Level); <i>or</i> An exam grade of a, b, c, d or e (AS Level)
<b>CLEP</b>	A score of 50 or higher	A score of 50 or higher
<b>Dual Enrollment (DE)<sup>11</sup></b>	College credits earned evidenced by: (1) course credits attempted are greater than 0, AND (2) course credits earned are equal or greater than course credits attempted.	College credits earned evidenced by: (1) course credits attempted are greater than 0, AND (2) course credits earned are equal or greater than course credits attempted.
<b>International Baccalaureate (IB)</b>	Subject Area Tests: <ul style="list-style-type: none"> <li>Exam score of 3+ (SL or SL/HL)</li> <li>Exam score of 4+ (HL)</li> </ul> Theory of Knowledge Exam: Exam score of A, B, or C	Subject Area Tests: <ul style="list-style-type: none"> <li>Exam score of 3+ (SL or SL/HL)</li> <li>Exam score of 4+ (HL)</li> </ul> Theory of Knowledge Exam: Exam score of A, B, or C
<b>Local Dual Credit (LDC)<sup>12</sup></b>	College credits earned evidenced by: (1) course credits attempted are greater than 0, <b>AND</b> (2) course credits earned are equal or greater than course credits attempted, <b>AND</b> (3) earning a passing score or a passing grade per the terms of the district's MOU with participating postsecondary institution.	College credits earned evidenced by: (1) course credits attempted are greater than 0, <b>AND</b> (2) course credits earned are equal or greater than course credits attempted, <b>AND</b> (3) earning a passing score or a passing grade per the terms of the district's MOU with participating postsecondary institution.
<b>Statewide Dual Credit (SDC)</b>	Earn a challenge exam score necessary to obtain credit at a Tennessee public university (varies by exam <sup>13</sup> )	Earn a challenge exam score necessary to obtain credit at a Tennessee public university (varies by exam)

There are four key data elements that are considered: (1) ACT/SAT, (2) ASVAB AFQT, (3) ICs, and (4) EPSOs. Each data element is explained in more detail below.

### 2.2.1 ACT/SAT

The ACT data file is built from ACT state contract records, including Junior Day and Senior Retake files, as well as national administrations obtained from the ACT, INC. The department does not use superscores for the determination of CCR and TISA status. All available ACT and SAT records for the school years 2021-22 through 2024-25 (test dates between August 1, 2021, and July 31, 2025) will be available for review and appeal during Phase I.<sup>14</sup> ACT/SAT records for the school year 2025-26 (test dates between August 1, 2025, and July 31, 2026) will be available

<sup>9</sup> Only ICs that are on the department's promoted list can be counted; please check the [Tennessee Promoted Student Industry Credentials webpage](#) for the up to date information.

<sup>10</sup> ICs are counted as EPSO credits for TISA funding purposes.

<sup>11</sup> Student must have been enrolled in the corresponding high school course to be eligible for DE credit

<sup>12</sup> Student must have been enrolled in the corresponding high school course to be eligible for LDC credit

<sup>13</sup> See the [Statewide Dual Credit Articulation](#) for SDC course and exam information.

<sup>14</sup> Any students who have been counted in CCR or TISA Outcome status prior will be excluded from the relevant data files.

for review and appeal during Phase III<sup>15</sup>. Refer to Table 5 and Table 6 for how SAT/ACT is used in the various CCR metrics.

**Important Note.** Beginning in April 2025, the ACT composites reported by ACT, Inc. do not include the science subtest score. The department will continue to require the science subtest score to be included in ACT composite calculations in 2025-26. The department will only accept the state- and national-testing day ACT test records with a valid science subtest for accountability purposes. While ACT, Inc. is no longer computing or reporting a composite for students on their individual score reports (ISRs) with all four subjects (i.e., English, math, reading, science), the department will calculate the composite for all state- and national-testing day records following the [ACT Technical Manual](#) (consult Section 2.6.1):

1. Add all four subtests (English, math, reading, and science) scores
2. Divide total by 4
3. Round to the nearest whole number (fractions of 0.5 or greater round up)

The department has developed an ACT calculator tool for district use that is available on the Accountability application.

The composite scores in all ACT-related data files, including 2021-2025 ACT/SAT data file released in Phase I and the 2025-26 ACT/SAT data file released in Phase III will only reflect the department-calculated average of all four subtests. No composites missing a subtest will be reported.

### 2.2.2 ASVAB AFQT

The department does not have access to student ASVAB data from the Department of Defense (DOD); instead, schools receive ASVAB test scores from DOD directly. Districts are encouraged to establish a formal process to collect ASVAB data from schools annually in preparation for the data request from the department during the annual CCR data verification process.

During Phase I, districts shall review and appeal any ASVAB data obtained between 2021 and 2025 and submit those appeals through the [CCR Phase I worksheet](#) according to timeline specified in Table 1. Refer to Table 5 and Table 6 for how ASVAB is used in CCR and TISA High School Outcomes Bonus status.

During Phase II, districts shall submit all 2025-26 ASVAB testing records via the [CCR Phase II worksheet](#).

### 2.2.3 Industry Credentials (ICs)<sup>16</sup>

IC data is collected from districts annually during the CTE IC reporting window. During Phase I, the department will release a student-level IC data file containing all ICs earned between 2021-22 and 2024-25 for district review and appeal, as appropriate.<sup>17</sup> During Phase III, the 2025-26 ICs collected via the 2025-26 CTE IC Reporting window will be released to districts for review only. It is critical that district staff submit complete 2025-26 IC data via the CCR portal by the end of the CTE IC Reporting window to ensure complete 2025-26 IC records are incorporated in the Phase III file release. Resources to support IC reporting are available on the Tennessee Promoted Student Industry Credentials [webpage](#). Any questions related to the IC report shall be directed to [Candi.Collier@tn.gov](mailto:Candi.Collier@tn.gov).

As shown in Table 5 and Table 6, ICs are considered differently in the CCR and TISA Outcomes status. An IC may qualify as a unique EPSO or unique data element. Table 7 provides additional details on how ICs are counted.

<sup>15</sup> Districts will review and appeal for the 2025-26 graduating cohort's highest score data file and ACT/SAT participation rate in Phase III. Details for Phase III tasks will be provided in fall 2026.

<sup>16</sup> Only ICs earned in high school years can be counted toward the CCR indicator and TISA outcomes.

<sup>17</sup> Any students who have been counted in CCR or TISA Outcome status prior will be excluded from the relevant data files.

**Table 7. Use of Industry Credentials (ICs)**

	<b>CCR Indicator</b>	<b>TISA High School Goal 1 Outcomes Bonus<sup>18</sup></b>
<b>Tier Earning</b>	Earns a Tier 3 (Preferred) IC or earns a Tier 2 (Valued) IC and one other IC (any tier)	Only Tier II and Tier III ICs can be counted
<b>EPSO Count</b>	N/A	An IC is counted as one EPSO
<b>IC Conversion</b>	IC conversion is not applicable	IC conversion is not applicable

**2.2.4 Early Postsecondary Opportunities (EPSOs)**

There are seven data elements that provide EPSO credits for students, including AP, CIE, CLEP, DE, IB, LDC, and SDC. As described in Table 6, different criteria are applied when awarding EPSOs across these metrics. The department will use various data sources to ensure EPSO credits are correctly awarded to students. The data sources include student transcript data (i.e., credits attempted and credits earned for DE and LDC) and testing scores (i.e., AP, IB, CIE, CLEP, LDC, SDC). The following rules will be applied for awarding postsecondary credits for CCR and EPSOs for TISA purposes.

- Students are awarded one postsecondary credit for earning a qualifying score on AP, CIE, CLEP, IB, or SDC exams.
- **(Business rules updated)** Students are awarded one postsecondary credit for a DE course when the attempted credits are greater than 0, **AND** the credits earned are equal to or greater than the credits attempted.
- **(Business rules updated)** Students are awarded one postsecondary credit for a LDC course when (1) the attempted credits are greater than 0, **AND** (2) the credits earned are equal or greater than credits attempted, **AND** (3) they earn a passing test or a passing grade per the terms of the district’s memorandum of understanding with participant postsecondary institution.

**Important.** It is extremely important that districts have a formal process in place to set up state course codes for all EPSO courses correctly in SIS that are in alignment with TEDS CCMS. The department will **NOT** accept any EPSO courses that do not have a unique state course code listed in CCMS.

<sup>18</sup> Consult TISA Outcome Bonus rule ([see definition in SBE Chapter 0520-12-05-.02](#))

## Section 3. Phase I Tasks and Process

The first phase of the 2025-26 CCR data verification process includes one major task: data review and appeals. The phase I timeline is discussed in detail in Table 1. Any late submission after the specified timeline will not be reviewed and will result in an automatic denial.

### 3.1 District Task: Data Review and Appeals

The major task in Phase I is historical data review and appeals. A total of 11 data files will be released; some (seven data files) are appealable while others (four data files) are not, as discussed in the following sections.

#### 3.1.1 Appealable Data Files

The department will release seven data files for district review and appeals. They are:

- **2021-2025 ACT/SAT data file** includes all ACT/SAT tests completed between August 1, 2021, and July 31, 2025.
- **2021-2025 IC data file** contains IC records earned between August 1, 2021, and July 31, 2025.
- **2021-2025 ASVAB data file** includes ASVAB scores for tests taken between August 1, 2021, and July 31, 2025.
- **2021-2025 EPSO data file** includes students' AP, CIE, CLEP, IB, and SDC test records between August 1, 2021, and July 31, 2025.
- **2021-2025 Dual enrollment (DE) data file** includes students' DE course records from school years 2021-22, 2022-23, 2023-24, and 2024-25. Only DE records that remained in the DE data file finalized by the end of 2024-25 CCR Phase II data verification process, are included (see [Appendix A](#) for how the department defines a DE course).
- **2021-2025 Local dual credit (LDC) data file** includes students' LDC course records, LDC test scores (if available), and LDC numeric/passing grades (if available) from school years 2021-22, 2022-23, 2023-24, and 2024-25. Only LDC records that remained in the LDC data file finalized by the end of 2024-25 CCR Phase II data verification process are included (see [Appendix A](#) for how the department defines a LDC course).
- **Phase I Local Dual Credit Course List (new for 2025-26)** includes a comprehensive list of the LDC courses offered by the district for 2025-26. This course list is pulled based on the finalized LDC data file from the 2024-25 CCR process.

Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25, excluding data prior to 2021-22 and students who have been counted in CCR and TISA Outcome status by 2024-25. **Important update.** During the 2025-26 CCR data verification process, it is critical that districts review and verify **all** data for the 2025-26 graduating cohort/class for school years between 2021-22 and 2024-25. The department will no longer accept appeals for historical data in Phases II or III except for transfer students. More guidance on how the department will manage transfer students will be provided in Phase III.

When reviewing the data for 2025-26 graduating class for TISA reporting, districts shall make sure CCR data for students who took 6 or more years to earn a traditional or AAD diploma are included and/or maintained in the relevant data files. If there are any missing EPSO courses or testing records for these students, districts shall submit an appeal with proper documentation (e.g., transcript or score report, depending on type of missing data). Prior to submitting an appeal, districts must ensure that these students have completion information (e.g., diploma type, completion date) entered in TEDs; otherwise, the appeal will be denied.

To help districts navigate the review process and identify appealable issues, included in these data files are some key flags created by the department. Districts shall review the following flags and submit appeals as appropriate:

- **CCR\_Postsec\_Count** is used in the DE and LDC data files and shows the total number of postsecondary credits awarded for the corresponding DE and LDC record toward the given student's CCR status (used in federal accountability and school letter grade calculation).
- **TISA\_EPSOCredit\_Count** is used in the DE and LDC data files and shows the number of EPSO credits awarded for the corresponding DE and LDC record toward the given student's TISA status.
- **TotalCredits\_Warning\_flag (new for 2025-26)** is used in the DE data file to indicate that the flagged DE record has more total credits earned than possible for the course. Most courses have an attempted credit value of 0.5 or 1. However, errors in course registration can create scenarios where the student shows more credits earned than possible for the unique course code. It is a known issue that historically districts across the state may not use the state course codes appropriately to identify each distinct, unique course in SIS/TEDS correctly. The TotalCredits\_Warning\_flag was created to help districts quickly identify the courses that may be eligible for appeal (i.e., the same state course code was used for multiple independent courses). In general, each unique course, when meeting the requirements (see Table 6), is typically counted as one postsecondary credit for CCR, and one EPSO credit for TISA. Districts shall review the TotalCredits\_Warning\_flag along with the CCR\_Postsec\_Count and TISA\_EPSOCredit\_Count flags to determine if an appeal is needed.

Under certain circumstances, a student may be eligible to receive more than one EPSO or EPSO credits for courses offered under a Tennessee College of Applied Technology (TCAT) program of study for hours earned prior to 2024-25. To receive additional EPSO counts for these types of courses, districts may submit appeals by providing a complete TCAT transcript showing clock hours completed per course per school year. Please consult [Appendix C](#) for instructions to submit appeals for TCAT hours. **Important note.** This type of appeal (i.e., TCAT hours) is no longer appealable with any TCAT hours completed in 2024-25 and beyond. Starting in 2024-25, districts shall follow the [Course and Program of Study Guide](#) to create a unique state course code for each unique postsecondary course, and each unique course will then be counted as one EPSO or one EPSO credit.

- **ASVAB\_IDError\_flag** is used in the ASVAB data file to indicate that the flagged ASVAB test score has some data issue; districts shall review these records and submit appeals as needed. **Any ASVAB test score with this flag will be excluded from CCR or TISA reporting purposes if districts do not address the issue during the appeal.** In the ASVAB data file, three types of ID errors are identified below. When appealing for any of these errors, districts shall enter the correct state student ID and student name as presented in TEDS. No documentation is needed for correcting this error flag.
  - **Name mismatch** means the ASVAB record has a student ID and name pair that do not match to student ID and name in TEDS.
  - **No ID** means the student name in ASVAB data file does not match to any student ID in TEDS.
  - **Cannot identify unique ID** means that there are multiple students with the same student name within the same school; the department is unable to identify the unique student ID for the student.
  - **Student is not eligible for CCR reporting** means the student currently does not have a cohort assignment based on year enter grade 9 information pulled from TEDS, or is in a cohort outside of the five most recent cohort (i.e., 2021-22, 2022-23, 2023-24, 2024-25, 2025-26), or is a TISA graduate who took six or more years to graduate.<sup>19</sup>

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<sup>19</sup> In some rare cases, a student may take 6 years or more to graduate; these students are eligible to be counted for TISA reporting. Districts must submit appeals to include the associated ASVAB record for TISA reporting. For these cases, districts must have already submitted completion information (i.e., diploma type, completion date) in TEDS for these students; no additional documentation of the student's completion status is required.

- **IC\_Error\_flag** is used in the IC data file to indicate potential appealable data issues; districts shall review these records and submit appeals as needed. **Any IC record with this flag will be excluded from CCR or TISA reporting purposes if districts do not address the issue during the appeal.** In the IC data file, four types of error are identified below.
  - **Name mismatch** means the IC record has student ID and name that do not match to student ID and name in TEDS. See [Appendix B](#) for how to submit appeals to correct this error.
  - **Not on promoted list** means the IC is not on the department's promoted list.
  - **Earned prior to effective date** means the IC was reported prior to the adoption of the IC. For example, if an IC was reported as earned during the 2021-2022 school year but was not effective until the 2022-2023 school year, the record will be flagged.
  - **Incomplete IC** means students did not complete the suite of IC modules to earn the IC.
  - **Student is not eligible for CCR reporting** means the student currently does not have a cohort assignment based on year enter grade 9 information pulled from TEDS, or is in a cohort outside of the five most recent cohort (i.e., 2021-22, 2022-23, 2023-24, 2024-25, 2025-26), or is a TISA graduates who took six or more years to graduate.<sup>20</sup>
- **LDC\_testing\_error** flag is used in the LDC data file to highlight LDC records that require district review and correction as appropriate. **Any LDC records and/or testing scores with this flag will be excluded from CCR or TISA reporting purposes if districts do not address the issue during the appeal.** Districts must use the [CCR Phase I Appeals Worksheet](#) and complete the LDC Appeals tab to submit appeals. Consult Table 11 in [Section 3.1.2](#) for proper documentation to support the appeal. The types of error identified in the LDC testing file are discussed below:
  - **Student not eligible**—This means the student currently does not have a cohort assignment based on year enter grade 9 information pulled from TEDS, or is in a cohort outside of the five most recent cohort (i.e., 2021-22, 2022-23, 2023-24, 2024-25, 2025-26), or is a TISA graduate who took six or more years to graduate.<sup>21</sup>
  - **Course identified as DE**—A testing record is flagged with this type of error when the course is identified by the department as a DE course (please consult Appendix B for how the department defines an LDC course). If this error is due to the department's decision to assign the course as a DE course, and if this course is truly an LDC course, districts shall submit two appeals. The first appeal is to add the LDC course and testing records by completing the LDC Appeals with an appeal reason of "missing course enrollment," and enter all necessary information in the appeals sheet to include the LDC testing score and the cut score. The second appeal is to remove the relevant records from the dual enrollment data file by completing the DE Appeals tab with an appeal reason as "not a DE course." Districts must submit both appeals to receive approval.
  - **Counted as IC**—A testing record is flagged with this type of error when the IC earned via the LDC course has been counted as an IC through the IC pathway. This is not an appealable issue; any records with this flag are excluded from the local dual credit data file.

<sup>20</sup> In some rare cases, a student may take 6 years or more to graduate; these students are eligible to be counted for TISA reporting. Districts must submit appeals to include the associated IC record for TISA reporting. For these cases, districts must have already submitted completion information (i.e., diploma type, completion date) in TEDS for these students; no additional documentation of the student's completion status is required.

<sup>21</sup> In some rare cases, a student may take 6 years or more to graduate; these students are eligible to be counted for TISA reporting. Districts must submit appeals to include the associated LDC testing record for TISA reporting. For these cases, districts must have already submitted completion information (i.e., diploma type, completion date) in TEDS for these students; no additional documentation of the student's completion status is required.

- **No testing score**—A testing record is flagged with this type of error when the record does not have a valid testing score. Districts may submit appeals by completing the LDC Appeals tab with an appeal reason of “Correct existing LDC course record,” and entering all necessary information in the appeals sheet to include the LDC testing score and the cut score.
- **Extreme testing score**—A testing record is flagged with this type of error when the value of the testing scores was extremely high and exceeded a typical score range compared to other scores in the data file. Districts may submit appeals by completing the LDC Appeals tab with an appeal reason of “Correct existing LDC course record,” and entering all necessary information in the appeals sheet to include the LDC testing score and the cut score.
- **No cut score**—A testing record is flagged with this type of error when the cut score does not exist in the LDC course list provided by the district. Districts may submit appeals by completing the LDC Appeals tab with an appeal reason of “Correct existing LDC course record,” and entering all necessary information in the appeals sheet to include the LDC testing score and the cut score.
- **Multiple cut scores**—A testing record is flagged with this type of error when multiple cut scores are associated with the same state course code, and the local course codes provided between the LDC testing file and the LDC course list do not match. Districts may submit appeals by completing the LDC Appeals tab with an appeal reason of “Correct existing LDC course record,” and entering all necessary information in the appeals sheet to include the LDC testing score and the cut score.
- **LDC testing score format does not match cut score format**—A testing record is flagged with this type of error when the format of the testing scores does not match the format of the cut score provided. For instance, when a district enters “Pass” as the cut score for a course but reports a numeric value for the same course in the LDC testing file, the record is flagged as an error. Vice versa, when a district enters a numeric cut score but reports “Pass” for the same course in the LDC testing file, the record is flagged as an error. Districts may submit appeals by completing the LDC Appeals tab with an appeal reason of “Correct existing LDC course record,” and entering all necessary information in the appeals sheet to include the LDC testing score and the cut score.

Districts shall submit appeals to correct the records with the error flag as necessary during Phase I. Any uncorrected records with an error flag associated with the 2025-26 graduating class and 2025-26 graduating cohort will be excluded from the calculation of the TISA High School Outcome Bonus and CCR indicator in Phase III.

### 3.1.2 Appealable Issues

Table 8 provides an overview of ACT/SAT and EPSO data files regarding appealable and non-appealable issues, as well as the required documentation for appeals. Districts may submit appeals using the [CCR Phase I Appeals Form](#). Districts must submit both the appeals [worksheet](#) and required supporting documentation via the form.

**Table 8. ACT/SAT and EPSO Data Files and Submission Process**

	ACT/SAT	EPSO
<b>Students included</b>	Students in grades 9 to 12 with ACT/SAT scores obtained between August 1, 2021, and July 31, 2025.	Students in grades 9 to 12 with AP, CIE, CLEP, IB, and SDC scores obtained between August 1, 2021, and July 31, 2025.
<b>Description of File</b>	Contains all unique ACT and SAT test administrations <sup>22</sup> on file for the school years 2021-22 through 2025-26.	Contains all unique AP, CIE, CLEP, IB, and SDC test scores on file for tests

<sup>22</sup> Only ACT administrations in which the student took all four subparts (English, math, reading, and science) are included in the data file.

	ACT/SAT	EPSO
		administered during the school years 2021-22 through 2024-25.
<b>Initial Data Sources</b>	Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25, excluding data prior to 2021-22 and students who have been counted in CCR, or TISA Outcome status in 2024-25	Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25, excluding data prior to 2021-22 and students who have been counted in CCR, or TISA Outcome status in 2024-25
<b>Error Flags included</b>	None	None
<b>Appealable Issues:</b> Districts can submit appeals for	<ul style="list-style-type: none"> <li>• Add missing exam score</li> <li>• Correct existing exam score</li> </ul>	<ul style="list-style-type: none"> <li>• Add missing exam score</li> <li>• Correct existing exam score</li> </ul>
<b>Required Documentation</b>	An official ACT/SAT score report <sup>23</sup> including student full name, test date, and composite score. ACT/SAT scores that are included on a printed transcript are not acceptable documentation. Documentation shall be saved as an Excel or PDF file <b>sorted by state student ID</b> to be submitted following the naming convention: <b>###_ACTSATdocumentation</b> . Ex: 999_ACTSATdocumentation	An official score files or score reports directly from the exam vendor. Documentation must be saved as an Excel or PDF file, <b>sorted by state student ID</b> , and uses the naming convention based on EPSO type. For instance, for documentation to support AP appeals, the naming convention is <b>###_APdocumentation</b> . Ex: 999_Apddocumentation. For SDC appeals, the file name should be <b>###_SDCdocumentation</b> .
<b>Non-appealable issues</b>	<ul style="list-style-type: none"> <li>• ACT superscore<sup>24</sup> or subtest scores</li> <li>• ACT 4-point growth calculation<sup>25</sup></li> <li>• ACT composite not including the science subtest score</li> </ul>	<ul style="list-style-type: none"> <li>• Course Enrollment</li> </ul>

Table 9 provides an overview of ASVAB and IC data files regarding appealable and non-appealable issues, as well as the required documentation for appeals. Districts may submit appeals using the [CCR Phase I Appeals Form](#). Districts must submit both the appeals [worksheet](#) and required supporting documentation via the form.

<sup>23</sup> In the case where the student score report is not available to the district, the department will accept a screenshot of the student's MyACT.org account that provides the student's first and last name, student's date of birth, test date, and visible ACT scores including the composite and all subtest scores.

<sup>24</sup> Superscoring reports the highest possible ACT composite score across multiple ACT tests and ACT Section Retests. It calculates the average of the four best subject scores from each of the student's ACT test attempts. The department does not use superscore for any of the CCR data metrics.

<sup>25</sup> ACT 4-point growth is calculated by the department and is not subject to appeal during Phase I. This metric will be available for district review during Phase III. During Phases I, districts should make sure all student ACT records from the school years 2021-25 are included in the file.

**Table 9. ASVAB and IC Data Files and Submission Process**

	<b>ASVAB</b>	<b>IC</b>
<b>Students included</b>	Students in grades 9 to 12 with ASVAB scores obtained between August 1, 2021, and July 31, 2025.	Students in grades 9 to 12 with industry credentials obtained between August 1, 2021, and July 31, 2025.
<b>Description of File</b>	Contains all unique ASVAB test scores between August 1, 2021, and July 31, 2025.	Contains all unique IC records as reported during the school years 2021-22 through 2024-25.
<b>Initial Data Sources</b>	Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25, excluding data prior to 2021-22 and students who have been counted in CCR or TISA Outcome status in 2024-25.	Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25, excluding data prior to 2021-22 and students who have been counted in CCR or TISA Outcome status in 2024-25.
<b>Error Flags included</b>	ASVAB_IDError_flag will identify (1) student ID and student name in ASVAB data file does not match to student ID and student name in TEDS ( <b>Name mismatch</b> ); (2) student name in ASVAB data file does match to any student ID in TEDS ( <b>No ID</b> ); and (3) multiple students have the same name within the same school ( <b>Cannot identify unique ID</b> ).	IC_Error_flag will identify (1) IC title does not match the department's promoted list ( <b>Not on promoted list</b> ); (2) student ID and student name in IC record does not match to student ID and student name in TEDS ( <b>Name mismatch</b> ); (3) the same student ID attaches to the same IC multiple times ( <b>Duplicated record</b> ); and (4) the IC was earned prior to IC effective date ( <b>Earned prior to effective date</b> ).
<b>Appealable Issues:</b> Districts can submit appeals for	<ul style="list-style-type: none"> <li>• Add missing exam score</li> <li>• Correct existing exam score</li> <li>• Address issues identified by the ASVAB_IDError_flag<sup>26</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Add missing IC</li> <li>• Correct existing IC</li> <li>• Address issues identified by the IC_Error_flag<sup>27</sup></li> </ul>
<b>Required Documentation</b>	<p><b>Adding or correcting exam scores:</b> An official score files or score reports from the Department of Defense. Documentation must be saved as a PDF, <b>sorted by state student ID</b>, and follow the naming convention: <b>###_ASVABdocumentation</b>. Ex: 999_ASVABdocumentation.</p> <p><b>Correcting ASVAB_IDError_flag:</b> Enter the correct student ID and name in the appeal worksheet; student name and ID must match to TEDS record; no additional documentation required.</p>	<p>An official certificate or license from the certifying organization, or an official score file or score report indicating that the student earned the credential. Documentation must be saved as a PDF file, <b>sorted by state student ID</b>, and follow the naming convention: <b>###_ICdocumentation</b>. Ex: 999_ICdocumentation</p> <p><b>Correcting name mismatch:</b> consult <a href="#">Appendix B</a> for how to submit appeals for name mismatch issues.</p>

<sup>26</sup> Records associated with 2025-26 graduating class and 2025-26 graduating cohort with an error flag that are not appealed will be excluded from the CCR and TISA reporting.

<sup>27</sup> Records associated with 2025-26 graduating class and 2025-26 graduating cohort with an error flag that are not appealed will be excluded from the CCR and TISA reporting.

	ASVAB	IC
<b>Non-appealable issues</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• IC Tier</li> </ul>

Table 10 provides an overview of DE data file regarding appealable and non-appealable issues as well as the required documentation for appeals. Districts may submit appeals using the [CCR Phase I Appeals Form](#). Districts must submit both the appeals [worksheet](#) and required supporting documentation via the form.

**Table 10. DE Data File and Submission Process**

	Dual Enrollment (DE)
<b>Students included</b>	Students in grades 9 to 12 with DE course records and/or postsecondary credits earned in the school years 2021-22, 2022-23, 2023-24, and 2024-25.
<b>Description of File</b>	Contains student course enrollment status and eligible postsecondary credits earned associated relevant courses. The CCR_flag and TISA_flag are added to the file indicating the attainment of EPSO/postsecondary credits/EPSO credits. See Table 6 for attainment criteria across the two key CCR metrics.
<b>Initial Data Sources</b>	Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25, excluding data prior to 2021-22 and students who have been counted in CCR, or TISA Outcome status in 2024-25.
<b>Important Flags for Review</b>	Districts must review and submit appeals, as appropriate, to correct any course/enrollment identification errors. Key flags that help districts identify possible appealable records include CCR_Postsec_Count, TISA_EPSOCredit_Count, and TotalCredits_Warning_flag.
<b>Appealable Issues:</b> Districts can submit appeals for	<ul style="list-style-type: none"> <li>• Not a DE course</li> <li>• TCAT conversion hours</li> <li>• Duplicated state course code</li> <li>• Correct existing DE course record</li> <li>• Add missing DE course record</li> </ul>
<b>Required Documentation</b>	<p>All DE appeals require the student’s high school transcript that shows that the student earned a full credit in the course.</p> <p>In addition to student high school transcripts, districts will need to provide further documentation for the following appeals:</p> <ul style="list-style-type: none"> <li>• <b>Not a DE Course:</b> When submitting appeals to correct issues related to “Not a DE course,” districts shall provide detailed information in the appeal reason explaining the correction and provide relevant documentation to support the appeal.</li> <li>• <b>Duplicated State Course Code:</b> For appeals to correct unique course identification issues (i.e., the same state course code is used for multiple independent courses), districts shall provide detailed information in the appeal reason explaining the number of independent courses that should be counted. A student transcript must be provided to support the appeals. The explanation shall be supported by the information presented in the transcript.</li> <li>• <b>TCAT Conversion hours:</b> If the appeal is regarding TCAT clock hours that potentially impact the CCR_Postsec_Count/TISA_EPSOCredit_Count number for a record, districts must provide a TCAT transcript showing clock hours earned per course per school year.</li> </ul>

<b>Dual Enrollment (DE)</b>	
	<p>See <a href="#">Appendix C</a> for how to submit TCAT appeals. TCAT hours will no longer be an appealable issue for any TCAT hours earned in 2024-25 and beyond.</p> <p>Documentation must be saved as a PDF sorted by state student ID and follows the naming convention: <b>###_DEdocumentation</b>. Ex: 999_DEdocumentation.</p>

Table 11 provides an overview of the two LDC data files regarding appealable and non-appealable issues, as well as the required documentation for appeals. Districts may submit appeals using the [CCR Phase I Appeals Form](#). Districts must submit both the appeals [worksheet](#) and required supporting documentation via the form.

**Table 11. LDC Course List and LDC Data Files and Submission Process**

	<b>Local Dual Credit (LDC)</b>	<b>LDC Course List</b>
<b>Students included</b>	Students in grades 9 to 12 with LDC course records, testing records, and/or eligible postsecondary credits earned in the school years 2021-22, 2022-23, 2023-24, and 2024-25.	All 2025-26 course sections that the department has a record of the district offering that may be LDC.
<b>Description of File</b>	Contains student enrollment status, test scores, eligible postsecondary credits earned, and/or passing grades associated with relevant courses. The CCR_Postsec_Count and TISA_EPSOCredit_Count are added to the file indicating the attainment of EPSO/postsecondary credits/EPSO credits. See Table 6 for attainment criteria across the two key CCR metrics.	Contains local course codes for 2025-2026 that the department has a record of the district offering as LDC in the past.
<b>Initial Data Sources</b>	Districts have previously reviewed these data files during Phase II of the 2024-25 CCR data verification process. These files contain data finalized by the end of Phase II in 2024-25 excluding data prior to 2021-22 and students who have been counted in CCR or TISA Outcome status in 2024-25.	The department pulled the confirmed LDC courses from data finalized by the end of Phase II in 2024-25. The department used these course codes to look up the local course codes in TEDs.
<b>Important Flags for Review</b>	Districts must review and submit appeals, as appropriate, to correct any course/test score errors. Key flags that help districts identify possible appealable records include CCR_Postsec_Count, TISA_EPSOCredit_Count, and LDC_testing_error.	<p>Districts must review the LDC Course List file and confirm that the course is a LDC course and has the correct MOU requirement listed in the file.</p> <p>In addition to confirming the course offerings, if districts find any courses missing from the file will be able to submit an appeal to include that course.</p>
<b>Appealable Issues:</b> Districts can submit appeals for	<ul style="list-style-type: none"> <li>• Add missing LDC course record</li> <li>• Correct existing LDC course record</li> <li>• Not an LDC course</li> </ul>	<ul style="list-style-type: none"> <li>• Add missing 2025-26 LDC Course</li> <li>• Updated MOU agreement for 2025-26 LDC Course</li> </ul>

	Local Dual Credit (LDC)	LDC Course List
		<ul style="list-style-type: none"> <li>• New MOU agreement for 2025-26 LDC Course</li> </ul>
<b>Required Documentation</b>	<p>All LDC appeals require the student's high school transcript showing that the student was enrolled in the course.</p> <p>In addition to the student's high school transcript, districts will need to provide further documentation for the following appeals:</p> <ul style="list-style-type: none"> <li>• <b>Not a LDC Course:</b> When submitting appeals to correct issues related to "Not a LDC course," districts shall provide detailed information in the appeal reason explaining the correction and provide relevant documentation to support the appeal.</li> <li>• <b>Missing/correcting course records:</b> For adding missing or correcting existing scores for LDC, districts must enter the cut core and score in the LDC appeals worksheet. Score report is not required for LDC appeals for the historical testing data prior to 2023-24. However, it will be a requirement for LDC testing data starting in the 2024-25 school year. District shall work with the postsecondary institution to establish a formal data-sharing process to obtain LDC testing scores on an annual process moving forward.</li> </ul> <p>Documentation must be saved as a PDF, <b>sorted by state student ID</b>, and follow the naming convention: <b>###_LDCdocumentation</b>. Ex: 999LDCdocumentation.</p>	<p>The 2025-26 LDC Course List must be saved as an Excel file with the naming convention: <b>###_LDCCourseList</b>. Ex: 999_LDCCourseList.</p> <p>If a new LDC course was created or an existing MOU was updated in the 2025-26 school year, districts shall enter the most current information in the data submission worksheet and submit the new and/or updated memorandum of understanding (MOU). MOU submission is only needed when districts have a new LDC course or an updated MOU for an existing LDC course.</p> <p>Documentation must be saved as a single PDF file using the naming convention: <b>###_MOU</b>. Ex: 999_MOU.</p>

### 3.1.3 Non-Appealable Data Files

During Phase I, four non-appealable data reports and files will be released to help districts navigate the data review process:

- **Phase I CCR Data Quality Report** will provide a quick summary for each district regarding their CCR data and identify any potential issues (e.g., error flags) that districts have not yet addressed by the end of the 2024-25 CCR process.
- **Phase I CCR Roster** will contain cohort- and class-related flag to show how students are attached to schools and districts throughout the CCR verification process. During Phases I and II, students are assigned to the school and district of their most recent enrollment. During Phase III, students of the 2025-26 graduating cohort in the CCR summary files are assigned to their accountable cohort school and district, and all other students are assigned to school/districts in which they are currently enrolled. Students in TISA summary files are assigned to the districts that will receive TISA funding, as determined during the 2025-26 Cohort process. The department will continue to update the roster throughout the CCR process. Districts may use this roster to help prioritize their review process at each phase.

- **Phase I preliminary student-level CCR summary data file** will contain data reflecting students' CCR and TISA status as well as the underlying data elements that are being credited to the students. Districts shall use this information to assist with the appeals process.

### 3.2 Phase I Appeals Submission Process

Phase I appeals shall be submitted using the [2025-26 CCR Data Verification Phase I Appeals Worksheet](#), and the worksheet shall be submitted via the [2025-26 CCR Phase I Appeals Form](#). Instructions are described below:

- The [worksheet](#) must be saved as an Excel file using the naming convention: **###\_CCRPhaseIworksheet**. Ex: 999\_CCRPhaseIworksheet
- All supporting documentation must be saved as an Excel or PDF file, **sorted by state student ID**, and follows the naming conventions detailed in [section 3.1.2](#).

## Section 4. Phase II Tasks and Process

### 4.1 District Task: Data Submission

The major task in Phase II is to submit data for the 2025-26 school year. During Phase II, the department will request various data from districts, including:

- 2025-26 LDC Testing Scores
- 2025-26 ASVAB/AFQT Testing Scores
- 2025-26 Student Transcript Records

Districts must use the [2025-26 CCR Phase II worksheet](#) to submit the requested LDC and ASVAB data in Excel file format using the naming convention: **###\_CCRPhaseIIworksheet** (ex: 999\_CCRPhaseIIworksheet). 2025-26 transcript data must be saved in Excel format using the naming convention: **###\_transcriptdata** (ex: 999\_transcriptdata). Districts shall submit the requested data files via the [2025-26 CCR Data Verification Phase II Form](#). See details below regarding how to submit the requested data.

#### 4.1.1 2025-26 LDC Testing Data Submission

To receive postsecondary credits for an LDC course, students must pass the required end-of-course assessment (i.e., challenge exam, skills test, or faculty-developed evaluation instrument), or pass the course, as stipulated in the district's memorandums of understanding (MOU) agreement for that LDC course. When submitting the 2025-26 LDC Testing data

- Districts that did not submit 2025-26 LDC Testing data in Phase II will not be able to appeal their 2025-26 LDC data in Phase III.
- Districts must use the [2025-26 CCR Phase II worksheet](#) to submit the requested data under the "LDC Course&Testing" tab. Any deviation from the LDC Course & Testing tab worksheet may result in denial. Districts may access the data submission worksheet via the Accountability application under the Announcement page, CCR Data Verification Section.
- For 2025-26, districts must provide the official score reports from the postsecondary institution in Excel file format and submit the data to the department as supporting documentation for LDC testing records. This supporting documentation should be saved using the naming convention: **###\_LDCdocumentation**. Ex: 999LDCdocumentation.
- Districts shall save the file in Excel format and submit the data via the [2025-26 CCR Data Verification Phase II Form](#).

Districts will have the opportunity to review and appeal 2025-26 LDC Course and Testing data during Phase III.

#### 4.1.2 2025-26 ASVAB/AFQT Testing Data File

Districts shall submit the ASVAB/AFQT scores earned between August 1, 2025, and July 31, 2026, by the timeline specified in Table 2. When submitting the data file

- Districts that did not submit 2025-26 ASVAB/AFQT testing data in Phase II will not be able to appeal their 2025-26 ASVAB data in Phase III.
- Districts must use the [2025-26 CCR Phase II worksheet](#) to submit the requested data under the "ASVAB Testing" tab. Any deviation from the ASVAB Testing tab worksheet may result in denial. Districts may access the data submission worksheet via the Accountability application under the Announcement page, CCR Data Verification Section.

- Districts do not need to submit the official DoD testing file to the department; however, districts shall maintain the official DoD testing file for their own records in case of audit.
- Districts shall save the file in Excel format and submit the data via the [2025-26 CCR Data Verification Phase II Form](#).

#### **4.1.3 2025-26 Student Transcript Data**

Student transcript data contains the most accurate course records information for all DE and LDC courses. Given the transition from EIS to TEDS, the department has decided to accept student transcript data submission in Excel file format for the 2025-26 CCR Data Verification Process.

Districts will submit 2025-26 student transcripts data in Excel file format (template will be available in Phase II). At a minimum, districts will submit transcript data for students from grades 9 to 12 who completed DE and LDC courses in 2025-26. The department is working with districts and SIS vendors to determine best practices for exporting transcript data from TEDS/SIS. More information will be made available to districts before the CCR Phase II window opens in June 2026.

Districts shall submit the 2025-26 student transcript data by the timeline specified in Table 2. When submitting the data file:

- Districts shall follow the transcript data file template (available in Phase II) when submitting transcript data. Any deviation from the template may result in denial.
- Districts shall save the file in Excel format using the naming convention: **###\_transcriptdata** (ex: 999\_transcriptdata) and submit the data via the [2025-26 CCR Data Verification Phase II Form](#).

#### **4.2 Phase II Data Submission Process**

Phase II data submissions shall be submitted via the [2025-26 CCR Data Verification Phase II Form](#). Instructions are described below:

- All LDC and ASVAB testing scores must be submitted using the [2025-26 CCR Phase II worksheet](#). The [worksheet](#) must be saved as an Excel file using the naming convention: **###\_CCRPhaseIIworksheet**. Ex: 999\_CCRPhaseIIworksheet
- 2025-26 transcript data must be saved in excel format using the naming convention: **###\_transcriptdata** (ex: 999\_transcriptdata).
- Supporting documentation for LDC testing scores must be saved as either an Excel or PDF file, **sorted by state student ID**, and follows the naming convention: **###\_LDCdocumentation**.

## Section 4. Summary

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

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## Appendix A. DE/LDC/SDC Data Management

In 2023-24, districts submitted LDC course lists, MOUs, and LDC testing scores to the department as part of the CCR data verification process. The department also extracted course information from TEDS to help identify/classify EPSO type. Based on the data submitted, the department found that many courses reported by districts as LDC are identified as DE per the department's existing business rules. Additionally, some districts also identify SDC courses as LDC. However, for CCR reporting purposes, one course can only be assigned with one type. The following business rules are applied when managing DE/LDC/SDC data:

- Any course with course title containing DE or dual enrollment is identified as DE
- Any course identified as SDC on the [TDOE SDC course list](#) are identified as SDC.
- Any course with a LDC flag in TEDS or is identified by districts as LDC is identified as LDC.
- If a course is identified with more than one EPSO type, the following business rules are applied:
  - The course is a SDC course if it is on the [TDOE SDC course list](#);
  - The course is a DE if it is not a SDC course and has DE or dual enrollment in its course name
  - The course is a LDC if it is not a SDC or DE and it is flagged as LDC in TEDS or listed as a LDC course in the LDC course list.

Districts should review the CCR Phase I DE and LDC student-level file carefully for any courses that are incorrectly listed. If there is a record found that is incorrectly labeled either a DE or an LDC course, the district should email [TNEA.Accountability@tn.gov](mailto:TNEA.Accountability@tn.gov) for further instructions on how to appeal the records.

With the transition from EIS to TEDs and potential complications confirming LDC course offerings for 2025-26, the department will provide a Phase I LDC Course List to districts to review. The following steps were completed to generate the information in the LDC Course List:

- Use the finalized 2024-25 LDC file to identify the courses districts attributed to students
- Query TEDS to pull current LDC course codes (including the expanded section code and student enrollment counts) for the 2025-26 school year

The Phase I LDC Course List will provide districts with course-level information. Districts will need to confirm the information in the file by completing the following columns:

- Column O ("course was an LDC course in 2025\_26"): Enter Yes/No confirming that the course section code is correct and is an LDC course
- Column O ("mou\_requirement is correct"): Enter Yes/No confirming the MOU requirement for the course
- **IF** districts have additional course section codes to add, they will do so through the [Phase I worksheet](#)

The department will use the LDC course list from Phase I to query TEDS to match student enrollment records with student LDC testing records submitted during the Phase II data submission phase. This information will be used to populate the 2025-26 LDC data file available for district review during Phase III.

# Appendix B. Instructions to Correct IC Name Mismatch Issues

The following scenarios provide instructions on how to address IC name mismatch issues. In most cases, districts will need to submit an appeal using the [2025-26 CCR Data Verification Phase I Appeals Worksheet](#) and submit the appeal via the [2025-26 CCR Phase I Appeals Form](#).

## **Scenario 1:** IC is correctly assigned to the student name; student ID is wrong; **student is currently enrolled at the district**

- **District Action:**
  - Complete the IC tab of the appeals worksheet, selecting “IC\_Error\_flag” for the appeal reason
  - Enter the appeal explanation that the student ID is incorrect
  - Enter the correct student ID as it appears in TEDS
  - Make sure that all other correct information, including student name (it appears in TEDS) and IC name are correctly entered into the worksheet
- **TDOE Action:**
  - The department will keep this IC record only if the IC information is the same as the IC information shown in the IC file; Otherwise deny and remove the record

## **Scenario 2:** IC is correctly assigned to the student ID; student name is wrong; **student is currently enrolled at the district**

- **District Action:**
  - Complete the IC tab of the appeals worksheet, selecting “IC\_Error\_flag” for the appeal reason
  - Enter the appeal explanation that the student name is incorrect
  - Enter the correct student name as it appears in TEDS
  - Make sure that all other correct information, including student ID (it appears in TEDS) and IC name are correctly entered into the worksheet
- **TDOE Action:**
  - The department will keep this IC record only if the IC information is the same as the IC information shown in the IC file; Otherwise deny and remove the record

## **Scenario 3:** IC is assigned to incorrect student ID and incorrect student name; **student is currently enrolled at the district**

- **District Action:**
  - Complete the IC tab of the appeals worksheet, selecting “IC\_Error\_flag” for the appeal reason
  - Enter the appeal explanation that the student information is incorrect
  - Enter the correct student ID name as it appears in TEDS

- Make sure that all other correct information, including IC name are correctly entered into the worksheet
- **TDOE Action:**
  - The department will keep this IC record only if the IC information is the same as the IC information shown in the IC file; Otherwise deny and remove the record

**Scenario 4:** IC is assigned to incorrect student ID and/or incorrect student name; **student is currently enrolled at a different district**

- **District Action:** None
- **TDOE Action:** Remove record

## Appendix C: Instructions for Submitting TCAT Hours

For courses completed prior to the 2024-25 school year, students who earned TCAT hours may receive more than one EPSO or EPSO credit per course entry indicated on a student's high school transcript. Specifically, every 90 TCAT hours earned **during the course of one academic year** related to a unique state course code will be counted as one EPSO or EPSO credit (rounding down). For example:

Billy's high school transcript at Jefferson High School contains an entry in 2021-2022 for "DE Welding I" and in 2022-2023 for "DE Welding II," resulting in two DE EPSOs for *Ready Graduate* and two DE EPSO credits for TISA credited to Billy's initial student summary file. Jefferson High submits an appeal including Billy's TCAT transcript, which indicates that he earned 165 TCAT clock hours in 2021-2022 and 195 in 2022-2023 while enrolled in a Welding-themed TCAT program. Based on the number of earned clock hours on the transcript, Billy should receive one EPSO for the 165 TCAT clock hours in 2021-22 and two EPSOs for the 195 in 2022-23. Currently, he is being appropriately credited for his TCAT experiences in 2021-22, but not for his TCAT experiences in 2022-23 (he is credited for one DE EPSO that year when, based on earned clock hours, he should be credited with two). The appeal is approved, and Billy will be credited with a total of three DE EPSOs for *Ready Graduate* and three DE EPSO credits for TISA.

### Appeals Instruction:

1. District will submit an appeal and enter the following information in the CCR Phase I Appeals Worksheet:
  - o Appeal Reason = TCAT Hours conversion
  - o Appeal Explanation = detailed explanation for the appeal showing the TCAT hours and EPSO conversion
  - o Supporting documentation
    1. Official high school transcript; **AND**
    2. Official TCAT transcript
2. The department will review the documentation to approve or deny CCR\_EPSO\_Count and TISA\_EPSOCredit\_Count as appropriate. Specifically, the department will determine how many EPSO or EPSO credits the student should be awarded for each academic year (including fall, spring, summer) based on the documents provided.
  - o Credits are awarded based on "earned hours;" absent clock hours do not count
  - o A minimum of 1 EPSO/EPSC credit is awarded per course completed (i.e., 1 EPSO); two EPSO/EPSC credits would be awarded if the total earned hours is equal or greater than 180; three EPSO/EPSC credits would be awarded if the total earned hours is equal or greater than 270.
3. When submitting TCAT appeals, districts must show a clear alignment between the information presented on student transcript and TCAT transcript. Specifically, the course name presented on the student transcript must be clearly aligned with the course name presented on the TCAT transcript. The department would deny the appeal if the documentation submitted fails to demonstrate a clear alignment. Additionally, at a minimum, the TCAT transcript shall contain clock hours per course per school year.

### Examples of Proper Documentation

Below is an example of the TCAT transcripts required when submitting a TCAT hours conversion appeal. The course title and hours must be visible and the official transcript signed. Using this example, the student earned 68 hours in the Medical Assistant program, which translates to 1 DE credit. The student earned 131 hours in the Nursing program, which equals 1 DE credit.



**TENNESSEE COLLEGE  
OF APPLIED TECHNOLOGY**



OPEID: [REDACTED] Transcript 10/29/2024

Course Level: Credit  
First Admit: Spring 2023  
Last Admit: Fall 2023

Program Major : Pre-Practical Nursing  
Start Date: 04-AUG-2023 End Date: 10-MAY-2024

SUBJECT	COURSE TITLE	GRADE	EARNED HOURS
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INSTITUTION CREDIT:

Spring 2023			
PCT 1020	Anatomy & Physiology and Medical Terminology	A	68.00
	TERM EARNED HOURS:	68.000	GPA: 4.00
	ABSENT HOURS:	20.000	

Fall 2023			
PPN 0001	Worker Characteristic	CONT	5.00
PPN 1040	Anatomy and Physiology Pre-PN	CONT	78.00
	TERM EARNED HOURS:	83.000	GPA: 0.00
	ABSENT HOURS:	4.000	

Spring 2024			
PPN 1040	Anatomy and Physiology Pre-PN	A	48.00
	TERM EARNED HOURS:	48.000	GPA: 4.00
	ABSENT HOURS:	40.000	

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

INSTITUTION	EARNED HOURS	ABSENT HOURS	GPA
INSTITUTION	199.000		4.00
TRANSFER	0.000		

\*\*\*\*\* PROGRAM TOTALS \*\*\*\*\*

PROGRAM	EARNED HOURS	ABSENT HOURS	GPA
Patient Care Tech Medical	68.00	20.00	4.00
Asst Pre-Practical Nursing	131.00	44.00	4.00

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*

*Cliff Wightman* 10/29/2024  
President's Signature Date

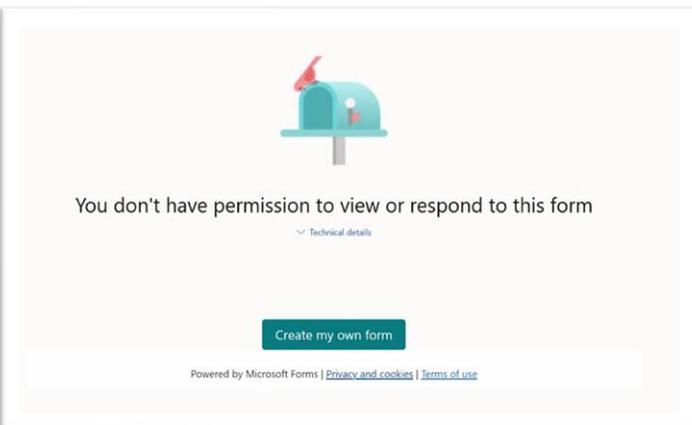
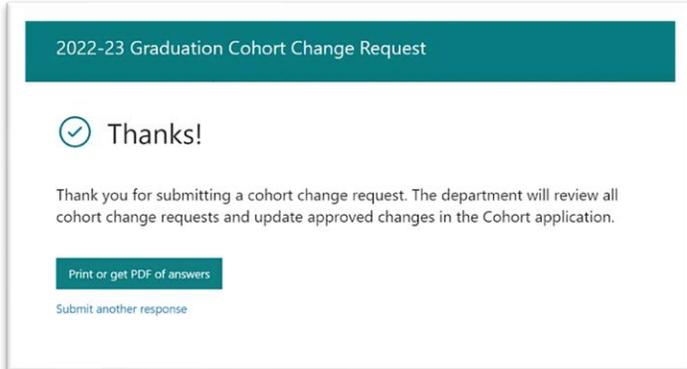
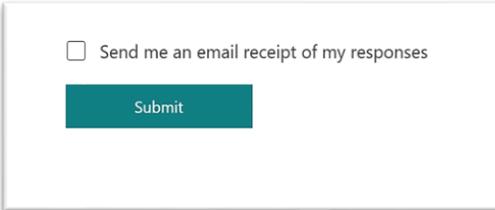
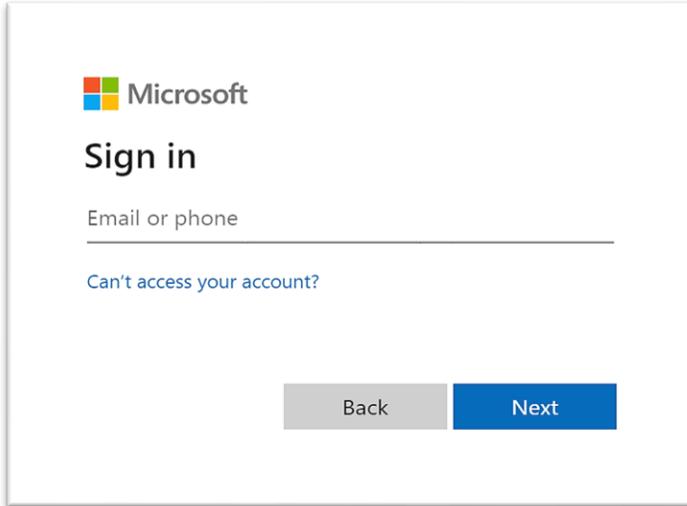
## No More TCAT Hours Appeals in 2024-25 and Beyond

Starting in the 2024-25 school year, districts shall use the full slate of new programs of study course codes for dual enrollment courses that represent a significant time commitment, such as TCAT hours. Revised for the 2024-25 school year, each CTE program of study offers up to 10 course codes for a dual enrollment course for each unique program of study. A unique state course code must be used and will be counted as one EPSO across a student's high school career, regardless of credits earned (e.g., 0.5, 1.0, 2.0) or number of times the course code is used in students' transcript. Specific instructions are provided below:

- Districts should use state course codes from the CCMS list.
- Districts should include "DE" or "Dual Enrollment" in the course title and get as close to the title from the CCMS list as possible.
- Districts should not reuse course codes unless a student is re-taking the same course again after failing.
- There are now enough state course codes to enroll students for up to ten unique state course codes in a single TCAT program of study. Please consult the [Course and Program of Study Guide](#) for more guidance.

Starting in 2024-25, the department will no longer accept TCAT appeals because districts should have created an appropriate state course code for each unique course under the TCAT program umbrella. Each unique course code would be counted as one EPSO.

# Appendix D: Microsoft Form Login and Troubleshooting Guide



## Microsoft Form Login Requirements

- School and district accountability staff must have an SSO/Orion account to submit Microsoft Forms for accountability-related data appeals, including ACT, Cohort, CCR, accountability data files, accountability and designation, and Report Card data verification process.
- When clicking on the Microsoft Form link, staff will be prompted to sign in. Make sure to sign in with your SSO/Orion account.
- If staff have trouble logging into their SSO/Orion account, they should refer to the [User Guide](#) and contact [DT.Support@tn.gov](mailto:DT.Support@tn.gov) for assistance.

## Submitting a Form

- Staff shall answer all questions and upload the required documentation following the instructions provided by the department.
- After clicking the Submit button, staff also have the option to save a PDF version of the submission by selecting "Print or get PDF of answers."

## Troubleshooting Common IT Issues

If seeing "you don't have permission to view or respond to this form," please attempt the following:

- If the SSO/Orion login information has been saved in the internet browser previously, and if
- Using Google Chrome, open a new incognito window and re-sign into the SSO/Orion account.
- Using Microsoft Edge, open a new InPrivate window and re-sign into the SSO/Orion account.
- Using Firefox or Safari, open a new private window and re-sign into the SSO/Orion account.

If attempting to open the Microsoft forms link from within the data appeals resource guides, make sure the form window opens in the same browser in which the resource guide was opened.