2025-26 Federal Accountability Protocol

September 2025

Contents

Section 1: Document Intent and Overview

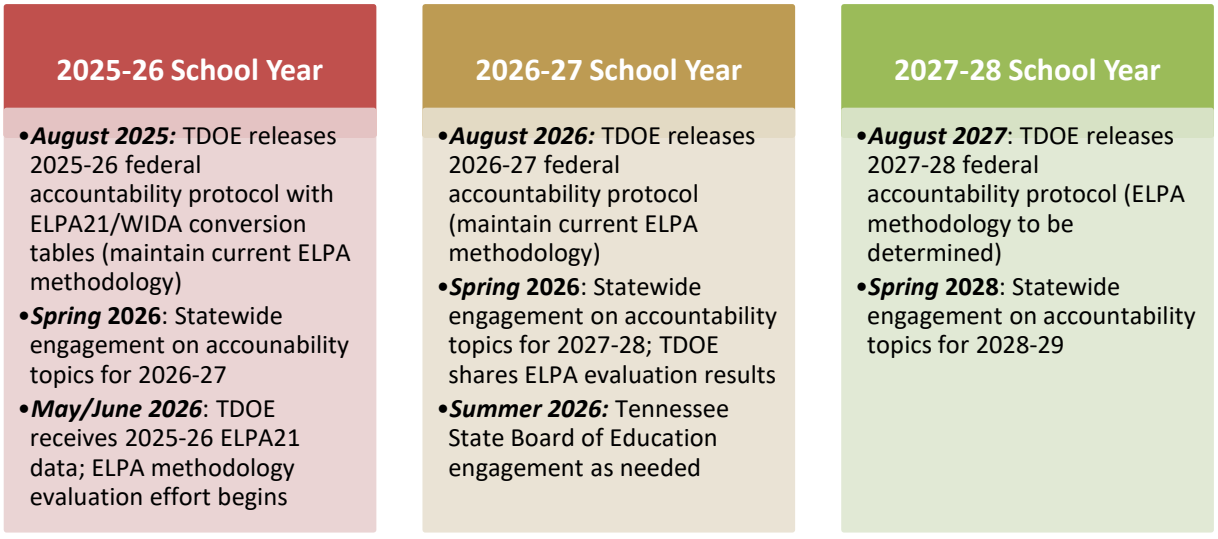
The Federal Accountability Protocol is the technical manual that outlines how the Tennessee Department of Education (department) and the State Board of Education (SBE) will fulfill the federal requirements to meaningfully differentiate schools based on student outcomes. Appendix A includes a table of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

1.1 Federal Accountability Updates

This document provides technical guidance for federal accountability. For consistency, the protocol is similar to past protocols regarding federal accountability framework, data sources, and accountability indicators and methodology. Throughout this document, "**Important Updates**" are incorporated in the relevant sections to highlight the key updates for the school year and provide clarifications on existing business rules. This section highlights the key adjustments made to the protocol and describes the implications for 2025-26 federal accountability.

- **English Language Proficiency Assessment ("ELPA")**
  - In the 2024-25 school year, Tennessee transitioned its English language proficiency assessment (ELPA) system from WIDA ACCESS to ELPA21. During the first year of transition, the department, in consultation with ELPA21, implemented a simple, technically sound approach that allows the department to preserve the existing ELPA evaluation methodology. This approach is called domain-level equipercentile-based conversion that involves converting ELPA21 domain scores to WIDA domain scores using equipercentile concordance table. The same methodology will be implemented in 2025-26 and 2026-27 to maintain the stability of the ELPA indicator. The department will then have sufficient time to monitor the data trend, evaluate the current methodology, and update the methodology as necessary for the 2027-28 school year. Figure 1 below summarizes the implementation plan for the next three school years.

Figure 1. ELPA Methodology Evaluation Timeline



- **Replacing *Ready Graduate* (RG) Indicator with College and Career Readiness (CCR) Indicator**
    - Based on the feedback received from a series of statewide engagement efforts in 2024-2025, the department will replace the RG indicator with the CCR indicator for federal accountability starting 2025-26. This transition will help streamline college and career readiness related data collection and verification effort, enhance clarity and interpretation of readiness metrics, and align state and federal accountability systems using current cohort data. Specifically, in 2025-26, the department will:
        - Submit an ESSA amendment to the U.S. Department of Education (USED)
        - Use current cohort graduation rate data for federal accountability (i.e., 2025-26 graduation rate will be used for the 2025-26 federal accountability calculation)
        - Calculate 2025–26 CCR AMOs using the 2024-25 graduating cohort's CCR data[1]
        - Maintain the 95% ACT participation threshold for the evaluation of the CCR indicator (non-compliance results in a CCR score of 0) (see Section 4.4.5 for detail)
    - This transition will have implications on the accountability and reporting timeline:
        - Federal accountability data appeals timeline is impacted as now the production of the federal accountability results is dependent on the finalization of the CCR data verification process. Federal school and district designations will be finalized following the finalization of the CCR data.
        - School letter grade data appeals timeline is not impacted given that the school letter grade system has been using current year cohort and CCR data since its inception.
        - State Report Card preview and public release timeline is impacted because Tennessee State Board of Education (SBE) must approve the school and district designations before these designations can be publicly released on the State Report Card. Hence, the state report card release timeline is dependent on the SBE meeting schedule.
        - The 2025-26 complete accountability calendar, including federal accountability, school letter grade, and State Report Card, will be released in Spring 2026.
- **TVAAS Adjustments**
    - Based on the feedback received from a series of statewide engagement efforts in 2024-2025, the department will implement two adjustments in the calculation of TVAAS accountability measures. The adjustments are:
        - Use a weighted multi-year average (67% current year, 33% prior year) to reduce volatility and improve stability in accountability ratings.
        - Incorporate effect size into level categorization to enhance interpretability and reduce year-to-year churn.
    - The adjustments are applied exclusively to TVAAS measures used for federal and state accountability purposes, including:

[1] The 2024-25 CCR data verification process will conclude in November 2025. Consult 2024-25 CCR data verification resources on the TDOE website for more information. The 2025-26 AMOs will be submitted to the Tennessee State Board of Education for approval at the first meeting in 2026.

- ***Federal School Growth measures:*** TVAAS Combined Literacy and Numeracy composites for All Students, historically underserved student groups, and racial/ethnic groups. These are used as the federal growth measure for schools.
- ***District Growth measures:*** TVAAS Combined Literacy and Numeracy composites for All Students and historically underserved student groups, disaggregated by grade bands (Grades 3–5, 6–8, and 9–12). These serve as the federal growth measure for districts.
- ***State Growth measure:*** TVAAS All Subjects composites for All Students***,*** used as the state Growth measure for schools.
- ***State Growth25 measure:*** TVAAS All Subjects composites for the bottom 25 percent student group, used as the state Growth25 measure for schools.

- To support consistent interpretation, one set of effect size cutoffs will be established for all school-level growth measures, and a separate set will be established for all district-level growth measures. Final effect size cutoffs will be released in fall 2025. These cutoffs will be fixed for future years. More details regarding the methodologies applied to identify effect size cutoffs are discussed in Section 2.4.6.
- The department will continue reporting single-year TVAAS composites for TVAAS Numeracy, TVAAS Literacy, and Combined TVAAS Literacy and Numeracy without effect size integration in level categorization. These TVAAS measures will remain in use for CSI/ATSI exit evaluations and for Safe Harbor provisions, which require the two most recent years of single-year TVAAS data.

- **State Dual Credit Courses Phase-Out**
  - Starting in the fall of 2025, the department will begin phasing out SDC courses. By fall 2027, SDC program courses will be fully discontinued and no SDC courses will be available to any students. SDC courses offered to students prior to phasing out will be counted in the CCR rate calculation. This transition will ultimately remove SDC courses from the CCR rate calculation starting 2027-28. Please consult the SDC Phase-out FAQ for more detail.
- **ACT Science Transition**
  - State-sponsored testing day will continue to include Science. CCR and ACT/SAT participation rate data metrics will continue to utilize composite scores that include science.
  - National testing day records can be used for accountability if they contain a valid science score. The department will calculate the composite according to the business rules outlined in Section 2.6.1 of ACT Technical Manual
- **Chronically Out of School (COS) Indicator**
  - In 2024-25, M (Medically Excused) code was added to the attendance codes in response to the passage of Chapter 1005 of the Public Acts of 2024 (PC 1005). Districts may use the code to document excused absences due to medical or health related reasons. However, per USED requirements[2], the M code is counted as absence for the calculation of the COS rate.
  - Tenn. Code Ann. § 49-6-3004(a)(6) provides that in the event of a natural disaster or serious outbreaks of illness affecting or endangering students or staff during a school year, the Commissioner of Education may waive for that school year the requirement of 180 days of classroom instruction, if a request is submitted to the commissioner by the director of schools.[3]

[2] ESEA § 1111(c)(4)(B)(v) (20 U.S.C. § 1111(c)(4)(B)(v)) requires that a School Quality or Student Success indicator be valid, reliable, comparable, and statewide and include all students (i.e., it does not allow exceptions for specific populations of students).
[3] Please consult the 2025-26 LEA calendar approval process for more information.

When calculating the COS rate, the granted waived days are counted as non-instructional days in the denominator of the absentee rate calculation. Students' attendance on the waived days are not counted in the numerator of the absentee rate calculation.

- **Minimum N-Count Adjustment Exclusively for School Letter Grade Calculation**
    - Chapter 219 of Public Acts of 2025 modifies Tennessee's school letter grade framework by lowering the minimum n-count from 30 to 20. This law has no impact on federal accountability. The department maintains a minimum n-count of 30 for federal accountability. This law will include more schools for school letter grade calculation. More high schools will receive cohort related data including graduation rate and CCR rate.

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 The Elementary and Secondary Education Act ("ESEA") § 1111(b)(2) (20 U.S.C. § 6311(b)(2)) and ESEA § 1111(c) (20 U.S.C. § 6311(c)), only ELA and math tests shall be included in the evaluation of the achievement indicator and annual meaningful differentiation. USED also requires the accountable ELA and math tests to be a single, standards-aligned test administered to all students within the same cohort. The accountable assessments following federal guidelines are discussed below.

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

- 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[4] 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 § 1111(b)(2) (20 U.S.C. § 6311(b)(2)) and ESEA § 1111(c) (20 U.S.C. § 6311(c)), the department will implement a 10th grade cohort model using Algebra I or Integrated Math I and English II as the accountable assessments for high school students for federal accountability

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

purposes. The 10th grade cohort will include 10th grade students who are actively enrolled[5] at the end of the spring testing window. These students' ***first Algebra I or Integrated Math I test and English II test*** results obtained by the end of the spring testing window will be included for accountability purposes.[6] Exceptions may apply for accelerated students, English learners ("ELs"), 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 in 10th grade will be used for accountability.
- For accelerated students who took Algebra I or Integrated Math I in middle school, their ***first math EOC test*** taken in high school by 10th grade will be used for accountability.
- For EL students who took English Language Development ("ELD") 10 in 10th grade and took English II in 11th grade, their English II tests will be used during their 11th grade year.[7]
- For students who are enrolled in comprehensive courses[8] and took their ***first Algebra I or Integrated Math I*** and ***first English II*** in 11th grade in 2025-26, their tests are used for accountability.[9]
- For students who are on the AAD track and took ***Dynamic Learning Maps*** (***"DLM") ELA and DLM math*** tests in 11th grade in 2025-26, their tests are used for accountability.[10]

Special case to be removed from the 10th grade cohort. Several scenarios will allow schools to remove students from the 10th grade accountable cohort for 2025-26 accountability.

- As discussed above, students who are in 10th grade in 2025-26 and are enrolled in comprehensive math and/or ELA courses on the last day of the appropriate testing window(s) **AND** do not have any prior EOC testing history will be removed from the 10th grade cohort. These students will be included in the 2026-27 accountability when they take the accountable assessments in 11th grade.
- As discussed above, students who are in 10th grade in 2024-25 and are enrolled in AAD math and/or ELA courses on the last day of the appropriate testing window(s) **AND** do not have any prior EOC testing history will be removed from the 10th grade cohort. These students will be included in 2026-27 accountability when they take the accountable assessments in 11th grade.
- ELs who are enrolled in an ELD10 course in 10th grade in 2025-26 **AND** do not have any prior EOC testing history will be removed from the 10th grade cohort. These students will be included in 2026-27 accountability and are expected to take English II. If they do not take English II in 11th grade in 2026-27, they will be counted against the participation rate.

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[5] With the cohort method, the enrollment is based on the school enrollment rather than course enrollment. Students will only be counted once; hence, students who repeat 10th grade will only be counted when they first enrolled in 10th grade. For instance, if a student first enrolled in 10th grade in 2024-25 and repeat 10th grade again in 2025-26, the student was included in the 2024-25 10th grade cohort.

[6] For students who repeated 9th grade, their first accountable assessments taken when they first enrolled in grade 9 are used.

[7] ELs enrolled in ELD10 in 10th grade will be pulled out of the 10th grade cohort and will be added back to the cohort when they are in 11th grade. If they do not take English II when they are in 11th grade, they would be counted against the participation rate for the accountable schools.

[8] Students enrolled in both comprehensive courses and AAD courses will be considered comprehensive course students for accountability purposes.

[9] The department uses course enrollment data to identify students who are enrolled in the comprehensive courses. For students who are in 10th grade, are enrolled in the comprehensive courses, ***AND*** do not have any prior EOC testing history by the end of 10th grade, they are removed from the 10th grade accountable cohort. These students are banked and added back to the cohort when they are in 11th grade. If they did not take the accountable assessments in 11th grade, they are counted against the participation rate.

[10] The department uses course enrollment data to identify students who are enrolled in the AAD courses. For students who are in 10th grade, are enrolled in the AAD courses, ***AND*** do not have any prior EOC testing history by the end of 10th grade, they are removed from the 10th grade accountable cohort. These students are banked and added back to the cohort when they are in 11th grade. If they did not take the accountable assessments in 11th grade, they are counted against the participation rate.

- Students who are medically exempted during the 2025-26 spring testing window will be removed from the 10th grade cohort (see Section 2.4.1 for more information).
- Students who are actively enrolled in 10th grade during the 2025-26 spring testing window but have completed all coursework and earned credits equivalent to Algebra I and English II in a non-public (or out-of-state) school prior to enrolling in a Tennessee public school may be removed from the 10th grade cohort. Schools serving these students shall submit appeals during the accountability appeals window to remove them from the 10th grade cohort. Schools must provide proper documentation, such as the results of tests equivalent to Algebra I or Integrated Math I and English II, or student transcripts from the prior school demonstrating the student had completed coursework equivalent to Algebra I and English II. The document must be sufficient to make the case of why it is inappropriate to administer the accountable assessments to the student during the 2025-26 testing window.
- Students who are in an out-of-state residential facility during the 2025-26 spring testing window can be removed from the 10th grade cohort (see Section 2.4.1 for more information). Schools serving these students shall submit appeals with proper documentation during the accountability appeals window to remove them from the 10th grade cohort. More guidance will be provided prior to the opening of the appeals window.
- Students who repeated 10th grade in 2025-26 are removed from the cohort.
- International students are included in the accountable cohort only when they are enrolled in the accountable courses. Districts may submit appeals to remove an international student from the 10th grade cohort if the student is not enrolled in any accountable courses. If the student is enrolled in an accountable course but did not take the test, the student is counted against the participation rate.

Special case to be added to the 10th grade cohort. As discussed above, several types of students will be added to the 10th grade cohort when students are enrolled as of the last day of the testing window of their 11th grade year for 2025-26 accountability.

- ELs who were enrolled in an ELD10 course in 10th grade during the 2024-25 spring testing window **AND** did not have any prior EOC testing history were removed from the 10th grade cohort in 2024-25. These students are added to the cohort as 11th graders for 2025-26 accountability. These students' English II test records are used for success rate calculation. If they did not take English II tests, they are counted against the participation rate.
- Students who were in 10th grade in 2024-25 and were enrolled in comprehensive math and/or ELA courses or 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 were removed from the 10th grade cohort in 2024-25. These students are added to the cohort as 11th graders for 2025-26 accountability. If these students are enrolled in comprehensive courses in 2025-26, they are expected to take Algebra I/Integrated Math I or English II in 11th grade as their accountable assessments. If these students are enrolled in AAD courses, they are expected to take DLM ELA and math as their accountable assessments. If they fail to take the accountable assessments corresponding to their course enrollment, they will be counted against the participation rate. If a student is enrolled in both comprehensive course and AAD course in the same subject, the student's TCAP test is used for accountability.[11] ***Important note:*** Schools and districts shall ensure student course enrollment records are up to date in the Tennessee Education Data System (TEDS)—students shall only be

[11] Based on this assessment provisioning, students shall be enrolled in either AAD course codes or comprehensive course codes, not both. Starting with 2025-26 accountability, any student who is enrolled in both comprehensive courses and AAD courses in the same subject will be considered as a comprehensive course student and is expected to complete the corresponding TCAP tests for accountability purposes. If the student did not take TCAP, the student will be counted against the participation rate. The department will not accept these students' alternate assessment testing records for federal accountability.

enrolled in a comprehensive course or an AAD course; it cannot be both—so that appropriate accountable assessments are accounted accurately in school and district accountability.

- Any students who were removed from the 10th grade cohort in 2024-25 under the special case scenarios and repeated 10th grade in 2025-26 will not be added to the cohort until they are enrolled in 11th grade.

When calculating the participation rate, students' testing records are assigned to schools in which they are tested. For students who have their ELA and math testing records assigned to the same school in which they are actively enrolled in 10th grade on the last day of the testing window, their ELA and math tests will be included in the participation rate calculation for the school. For students who have their ELA and math testing records assigned to different schools, the test that is assigned to the schools in which they are actively enrolled in 10th grade during the time of spring testing will be included in the participation rate calculation. Below are examples of use cases. A student is actively enrolled in 10th grade in School A during the 2025-26 spring testing window, …

- the student took Algebra I in 9th grade and English II in 10th grade in the same school. This student's Algebra I and English II tests will be included in the participation rate calculation for School A.
- the student took Algebra I in 8th grade in a middle school, took Geometry in 9th grade in School A, and took English II in 10th grade in School A. This student's Geometry and English II tests will be included in the participation rate calculation for School A.
- the student took English II in 10th grade in School A, but took Algebra I in 9th grade in School B. This student's English II test will be included in the participation rate calculation for School A. This student's Algebra I test will not be included in the participation rate calculation for either school.
- the student is enrolled in a comprehensive math and/or ELA course on the last day of the appropriate testing window(s)[12] and does not have any prior EOC testing history. The student will be removed from the accountable cohort for the 2025-26 accountability.[13]
- the student is enrolled in an AAD math and/or ELA course on the last day of the appropriate testing window(s)[14] and does not have any prior EOC testing history. The student will be removed from the accountable cohort for the 2025-26 accountability.[15]

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

Table 1. High School Participation Rate Scenarios

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

When calculating success rate, students' testing records are assigned to schools in which students spent at least 50% of the school year in the year they took the test (see Section 2.3.2.1 for detail regarding 50% enrollment rule).

[12] The testing window can be fall or spring, depending on the student's course schedule.
[13] This student will be included in the accountability cohort when they take the applicable accountable tests in 2026-27.
[14] The testing window can be fall or spring, depending on the student's course schedule.
[15] This student will be included in the accountability cohort when they take the applicable accountable tests in 2026-27.

Below are examples of use cases for a student who is actively enrolled in 10th grade in School A during the 2025-26 spring testing window.

- The student took Algebra I in 9th grade and spent ***at least 50%*** of the school year in School A. The student took English II in 10th grade and spent ***at least 50%*** of the school year in School A. This student's Algebra I and English II tests will be included in the success rate calculation for School A.
- The student took Algebra I in 9th grade and spent ***at least 50%*** of the school year in School A. The student took English II in 10th grade but spent ***less than 50%*** of the school year in School A. This student's Algebra I will be included in the success rate calculation for School A. This student's English II will not be included in the success rate calculation for School A.
- The student took Algebra I in 9th grade but spent ***less than 50%*** of the school year in School A. The student took English II in 10th grade but spent ***less than 50%*** of the school year in School A. This student's Algebra I and English II will not be included in the success rate calculation for School A
- The student took Algebra I in 9th grade but spent ***less than 50%*** of the school year in School A. The student took English II in 10th grade and spent ***at least 50%*** of the school year in School A. This student's Algebra I will not be included in the success rate calculation for School A. This student's English II will be included in the success rate calculation for School A.
- The student took English II and Algebra II in 9th grade and spent ***more than 50%*** of the school year in School A in 2024-25. This student's Algebra II and English II are included in the success rate calculation.
- The student took English II and Algebra II in 9th grade and spent ***less than 50%*** of the school year in School A in 2043-25. This student's English II and Algebra II will be counted in the participation rate calculation for School A, but these tests will not be included in the success rate calculation for School A.

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

Table 2. High School Success Rate Scenarios

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

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

The TCAP Alternate ("TCAP-Alt") Assessments are designed for students with significant cognitive disabilities and are based on alternative content standards. In 2023-24, the department started administering the Dynamic Leaning Maps ("DLM") ELA and math tests as the TCAP-Alt assessments in place of the Multi-State Alternate Assessment ("MSAA"). This transition has no implications on how the TCAP-Alt ELA and math tests are used in accountability.

For students in grades 3 to 8, students are tested annually, and their scores are included in accountability. For high school students, students who are on the Alternate Academic Diploma ("AAD") track are expected to take DLM math and ELA once in 11th grade.

Per USED requirements, students from the same cohort are expected to take one high school math and one high school ELA during their high school years (20 U.S.C. § 6311(b)(2)). Hence, for high school accountability purposes,

the 11th grade AAD track students are the accountable cohort, and their DLM math and ELA tests are the accountable assessments.

Business rules applied when managing DLM data file are summarized below:

- DLM ELA records in grades 3 to 8 are included as ELA records.
- DLM math records in grades 3 to 8 are included as math records.
- DLM ELA records in grades 9 or above are included as English II records.
- DLM math records in grades 9 or above are included as Algebra I or Integrated Math I records, depending on the district's curriculum sequence (i.e., whether the district has more Algebra or Integrated Math records).
- Any DLM test records in the DLM general research file ("GRF") with a Current_grade_Level other than 3, 4, 5, 6, 7, 8, or 11 are removed.[16]
- Any DLM test records in the DLM GRF with a Current_grade_Level equal 3, 4, 5, 6, 7, 8, or 11 are included in the denominator of the participation rate calculation (i.e., counted as enrolled).
- Any DLM test records in the DLM GRF with a Performance Level of 1, 2, 3, or 4 are counted as "tested". The interpretation of the performance level is summarized below:
    - 1 = emerging (equivalent to below expectations)
    - 2 = approaching the target (equivalent to approaching expectations)
    - 3 = at target (equivalent to meet expectations)
    - 4 = advanced (equivalent to exceed expectations)
- Any DLM test records in the DLM GRF with a Performance Level of 9 are counted as "not tested" with two exceptions:
    - Medically exempted students are excluded from the participation rate calculation. Hence, when a student has a Performance Level of 9 AND has one or more essential element flagged with medial waiver, the student will be removed from the denominator and numerator of the participation rate calculation.
    - Students with special treatment center (i.e., residential facilities) flag in the testing records are included in the denominator of the participation rate calculation. However, districts may submit appeals if they are able to provide documentation indicating the student was in an out-of-state residential facility or treatment center during all possible testing windows throughout the school year (see Appealable Issues in Section 3.1 for how to submit such appeals).
- A student's participation in the alternate assessment must be based on the decision of his or her IEP team and must be documented in the IEP.[17]
    - Students who take DLM tests are included in the TCAP participation rate and success rate calculation, with one exception. **(IMPORTANT!)** The IEP team shall make the most appropriate course placement decision to support student learning. It is important to know that, according to the Assessment Provisioning, a student can only be placed in a comprehensive course ***OR*** an AAD

[16] In Tennessee, high school students on the AAD track are expected to take DLM math and ELA tests once when they are in 11th grade. Students who are unable to take the test in 11th grade due to medical conditions can be exempted from the participation rate calculation with a medical waiver and take the test while they are in 12th grade in order to meet their graduation requirements. High school students who took DLM tests prior to 11th grade will be counted against school/district participation rate at the school/district in which they are enrolled in 11th grade.
[17] In compliance with federal requirements in ESEA § 1111(b)(2)(D)(i)(I) (20 U.S.C. § 6311(b)(2)(D)(i)(I)), the percentage of students taking alternate assessments cannot exceed 1% of the total student enrollment within the state.

course based on the students' instructional needs; it cannot be both. When a student is placed in both a comprehensive course and a AAD course for the same subject, it is a violation of the Assessment Provisioning. The student is expected to take TCAP assessments, and the TCAP results will be used for accountability. The student's TCAP-Alt assessments will not be used for accountability. If the student did not take TCAP, the student will be counted against the participation rate.

- 11th grade DLM ELA records are included as English II records. Any DLM tests administered to students in grades 9, 10, and 12 are excluded.
- 11th grade DLM math records 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). Any DLM tests administered to students in grades 9, 10, and 12 are excluded.
- Students with at least one valid TCAP-Alt assessment as accountable assessment are considered students with disabilities ("SWD").[18]

2.1.1.3 The ACT and SAT

ACT[19] and SAT results offer information about student preparation for postsecondary opportunities and the workforce through an assessment of career and college readiness. These data are used in the *CCR* indicator.

- For ACT and SAT composite scores, a student's highest score from a single administration throughout the high school years is used. The department does not use "superscores."[20]

2.1.1.4 English Language Proficiency Assessment ("ELPA")

All active ELs[21] take the English language proficiency assessment, which assesses student progress toward English proficiency. Started in 2024-25, the department transitioned from WIDA ACCESS to ELPA21. EL students with significant cognitive disabilities take ELPA21-Alt. The department does not include ELPA-Alt test records for accountability. Please consult Section 2.4.5 regarding ELPA methodology.

2.1.1.5 Early Postsecondary Examination Data

Early postsecondary examination data assesses student performance on college-level coursework and/or career readiness. More information about specific early postsecondary examination data that are used in the accountability process is discussed in Section 2.4.4.1.

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.

[18] If a student does not have the SWD status in TEDS, the student will be assigned with the SWD status for accountability purposes. If a student has both TCAP and DLM assessments, TCAP results are used for accountability, and DLM results are not used. Students SWD status adjustment is made after the appropriate accountable assessment is defined.

[19] ACT state-sponsored testing days (Junior and Senior Retake) in the 25-26 school year will include the science portion of the assessment. Between now and then only tests with science scores are acceptable for the CCR indicator calculation. Any tests without science will not be accepted for accountability purposes, including ACT participation rate as part of the CCR indicator.

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

[21] T1-T4 EL students do not take English language proficiency tests.

2.1.2.1 Absenteeism

Absenteeism is measured by the percentage of days students miss instruction during the school year. Absenteeism data come from student attendance records. The following attendance codes are considered as absent for accountability purposes.

- A (Excused Absence);
- U (Unexcused Absence);
- X (Unexcused Absence, but Present for Transportation);
- T (Excused Absence, but Present for Transportation); or
- I (Homebound Absent)
- M (Medically Excused)[22]

The department pulls student attendance 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

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 traditional high school diploma[23] or an ***alternate academic diploma*** within four years and a summer of entering grade 9 for the first time.

Important update. As part of the transition from RG to CCR in the 2025–26 school year, the department will discontinue the use of lagged graduation rate data for federal accountability reporting. Instead, the graduation rate for the 2025–26 graduating cohort—finalized through the 2025–26 Cohort process[24] —will be used directly in that year's federal accountability calculation. For additional details on graduation rate calculations, please refer to Section 3.4.

2.1.2.3 Early Postsecondary Data (EPSO)

Early postsecondary course enrollment information comes from the course codes and flags submitted to TEDS, including:

- Advanced Placement (AP)
- Cambridge International Examinations (CIE)
- Dual Enrollment (DE)
- International Baccalaureate (IB) courses
- Statewide Dual Credit (SDC) courses[25]
- 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.

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[22] M (Medically Excused) code was created in 2024-25 in response to a state law (Tenn. Code Ann. § 49-1-602(g)). However, ESEA section 1111(c)(4)(B)(v) (20 U.S.C. § 6311(c)(4)(B)(v)) requires that an SQSS indicator be valid, reliable, comparable, and statewide and include all students (i.e., it does not allow exceptions for specific populations of students). As a result, the law specified in Tenn. Code Ann. § 49-1-602(g) has no effect.

[23] Traditional high school diploma is also known as regular diploma or regular high school diploma.

[24] The Cohort process typically begins in early spring and concludes in late fall. Resources to support the process are updated annually on the TDOE website.

[25] Starting in the fall of 2025, the department will begin phasing out SDC courses. By fall 2027, SDC program courses will be fully discontinued and no SDC courses will be available to any students. Please consult the SDC Phase-out FAQ for more detail.

Important update. Beginning in the 2025–26 school year, with the transition from RG to CCR, the department will no longer use lagged CCR data for federal accountability purposes. Instead, the CCR rate for the 2025–26 graduating cohort—finalized through the 2025–26 CCR data verification process[26]—will be used directly in that year's federal accountability calculation. For details on how CCR rates are calculated, please refer to Section 3.5.

2.1.2.4 Industry Credential ("IC") Data

Only ICs included on the department's promoted list are eligible for consideration under the CCR indicator. To count toward the CCR indicator, students must earn the credential by either achieving the required exam score or completing the necessary licensure requirements. As noted on the department's Tennessee Promoted Industry Credential webpage, and within the constraints of local district capacity, any student may attempt to earn any industry credential.

Any IC earned by a student before the credential's expiration will be counted. For example, if an IC was on the department's promoted list during the 2019–20 school year and expired in July 2022, then credentials earned in 2019–20, 2020–21, or 2021–22 will be counted. However, the same IC will not count for the 2022–23 school year.

Currently, IC data are self-reported by districts through the CCR Portal. District Career and Technical Education (CTE) directors are responsible for reviewing and certifying the data in accordance with the requirements specified for each IC. These data are subject to audit by the department.

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) (ELs)[27]
- Economically disadvantaged students (ED)
- Students with disabilities (SWD)[28]

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 CCR indicators is 30.[29] For English Learner Proficiency Assessment (ELPA), the n-count is 10 for school accountability and 30 for district accountability.

Students with a test record but no corresponding demographic information in TEDS will count in the *All Students* group but not in any historically underserved student group. Figure 2 shows the progression applied when students have multiple indicated races or ethnicities.

[26] The CCR data verification process typically begins in early spring and concludes in late fall. Resources to support the process are updated annually on the TDOE website.

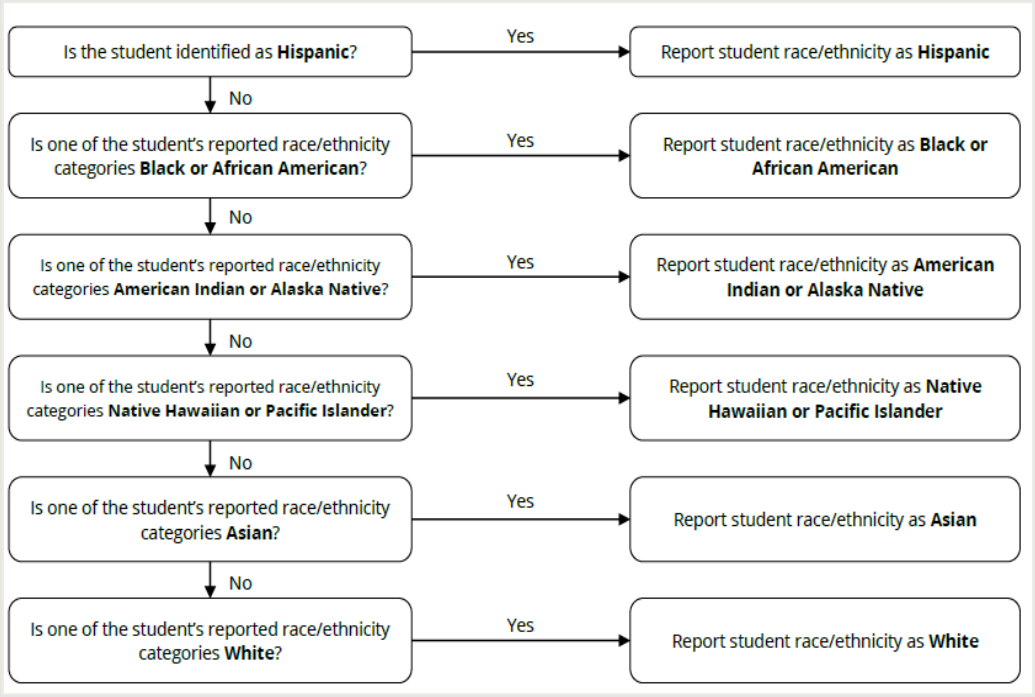
[27] ELs (i.e., recently arrived ELs, active ELs, and transitional ELs [T1-T4]) take TCAP tests. Active and T1-T4 ELs are included in the participation rate and success rate calculation, while recently arrived ELs are included in the participation rate but are excluded in the success rate calculation.

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

[29] Public Chapter 219 of 2025 modifies Tennessee's school letter grade framework by lowering the minimum n-count from 30 to 20. The department will maintain the minimum n count of 30 for federal accountability.

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.[30] For graduation and CCR 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 CCR rates reporting. For instance, if a student is identified as ED in grade 10 but not in grades 9, 11, or 12, the students' graduation rate and CCR data are included in the calculations for the *All Students* group and the ED group.

Figure 2: Hierarchy for Determining Reported Race/Ethnicity



2.2.2 Super Subgroup

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

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

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

[30] The department uses student demographic data from TEDS as of the last day of the testing window to determine student group membership. For students who withdrew before that date, the demographic information recorded in TEDS on the day prior to their withdrawal is used.

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.[31] Business rules for determining enrolled and tested students per ESEA § 1111(b)(2)(B)(i)(II) (20 U.S.C. § 6311(b)(2)(B)(i)(II)) are specified below.

- **Enrolled** counts include the number of tested and non-tested records representing the total number of students who are actively enrolled on the final day of the testing window.
    - ***For students in 3-8***, enrolled counts will be based on the course enrollment information which reflects students are registered for a tested grade/subject course. Data is derived from 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[32] will be counted as "enrolled":
            - 0 (not applicable, i.e., student tested)
            - 1 (absent)
            - ***5 (residential facility)***
            - 6 (student tested on alternative assessment)

    Important note: Records of students tested in residential facilities that have a valid test score are assigned to the sending schools and districts for accountability purposes, including the calculation of the participation rate and success rates. Per ESEA section 1111(b)(2)(B)(i)(II) (20 U.S.C. § 6311(b)(2)(B)(i)(II)), all residential facility records are counted as enrolled, and the records that do not have a valid score, which is identified by the SNT code of 5, are reported as non-tested with one exception—students who are enrolled in an out-of-state residential facility are excluded from the participation rate calculation through district appeals. Districts shall submit appeals with appropriate documentation during the accountability appeals process to remove these out-of-state

[31] See Section 3.1 for more information regarding participation rates.
[32] 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.

residential facility records from the participation rate calculation. More guidance regarding out-of-state residential facility record appeals is provided prior to the opening of the appeals window.

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

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

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

- Test record with attemptedness value of N.
- Test record without test status code (i.e., SNT, RI).

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

2.3.2 Enrollment and Testing Scenarios

2.3.2.1 50 Percent Enrollment Rules

The department applies the 50 percent enrollment rule to determine accountable schools for student performance on TCAP assessment results. 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.[33] The total number of days in the school year is based on district calendar. See Section 2.4.8.2 for instructional days calculation.

The 50 percent enrollment rule, in general, does not affect how the department calculates the data for the state-level accountability files or some school-level accountability indicators, including TCAP participation rate[34] or Cohort-related indicators (i.e., Graduation rate, CCR rate, ACT/SAT participation rate).[35]

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 for 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 for 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 in exactly 50 percent of two schools, the student's test score is assigned to the school in which the student was tested.

[33] 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.
[34] 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.
[35] A different enrollment rule is applied to cohort related data, including graduation rate, CCR rate and ACT/SAT participation rate. A student who was enrolled for less than 60 days of the most recent school year should be reassigned to the high school at which the student was enrolled for the greatest proportion of school days in grades 9–12. Tenn. Code Ann. § 49-1-601 requires the department to count these students in the cohort of the school in which the student was enrolled for the greatest proportion of days during high school. Such students may only be moved during the appeals process. Please consult the cohort Phase II-III appeals guide, published and updated annually on the TDOE website, for more information.

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

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

High school success rate. As detailed in Section 2.1.1.1, as a result of USED monitoring findings, the high school success rate is calculated based on students who are included in the 10th grade cohort model and their accountable assessments. When calculating success rate, the 50 percent enrollment rule specified in Table 3 still applies[36] with an additional condition—schools are accountable for students who spent at least 50% of the school year at their school in the year students took the test. See Table 2 for use case scenarios.

2.4 Data Preparations

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

2.4.1 Testing Status

ESEA § 1111(b)(2)(B)(i)(II) (20 U.S.C. § 6311(b)(2)(B)(i)(II)) requires that a state's assessments be administered to all public elementary and secondary school students in the state. Except for medically exempt students, a student who does not receive a valid score 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.[37]

Table 4: Business Rules by Testing Status

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

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

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

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

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

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

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

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

2.4.1.1 Excluded, Missing, and Duplicated TCAP Data

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

- Student testing records from the following types of schools are excluded from accountability:
    - Juvenile Detention Center records (school number of 999)
    - Individualized Education Account (IEA) records (with a school number of 982)
    - Homeschooled[38] records (school number of 981)
    - Education Savings Account (ESA) records
- Adult high schools[39], alternative schools[40], 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 (see Appendix E for more information regarding accountability and reporting for alternative public schools).
- 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.

[38] 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.

[39] State Board Rule 0520-01-02-.05(2)(d) states "Adult high school students must be at least seventeen (17) years of age." Districts shall review their current adult high school enrollment procedure as well as the status of each student's enrollment in an adult high school to ensure this rule is implemented appropriately.

[40] Tenn. Code Ann. § 49-6-3402 establishes that an alternative school or program is a school for a student that has been suspended or expelled from the student's regular school program. As stated in Tenn. Code Ann. § 49-6-3402(b), students in alternative programs receive instruction in accordance with the instructional program at a corresponding "home school," and "[a]*ll course work completed and credits earned in alternative schools or alternative programs shall be transferred to and recorded in the student's home school, which shall grant credit earned and progress thereon as if earned in the home school.*" Consistent with the law, high school students who are currently enrolled in an alternative school must have a designated home school in their current district. Districts must review alternative school enrollment records to ensure every student has a designated home school as their "primary enrollment" prior to enrolling in an alternative school as the "secondary enrollment." It is critical that every student enrolled at an alternative school have a primary enrollment at a home school in the same district. No school district may serve a student in an alternative school or program without having a primary enrollment in a traditional high school.

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.[41]
- Records with missing district numbers are included at the state level.[42]
- 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 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:[43]

- 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.[44]
    - TCAP EOC
        - For example, when a middle school student has a TCAP math and a math EOC (i.e., Algebra I), math EOC is used for accountability. When a middle school student has a TCAP ELA and English I, English I is used for accountability.
    - TCAP Achievement[45]
        - For example, when a student has both a valid TCAP ELA record and a valid TCAP-Alternative assessment record, TCAP ELA is used for accountability, assuming both records have non-missing performance levels.
    - TCAP-Alternate assessment
- The record with the highest performance level is included if there are multiple records for the same student, original subject, and test type.

[41] 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).
[42] 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)
[43] 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.
[44] If students have records for multiple test types, the first record from the hierarchy with a non-missing performance level is included.
[45] 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.

- 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.[46]
- Students will be assigned to the English learner ("EL") student group if they took the ELPA21 assessment or the ELPA21 alternate assessment.
- Students with records on the ELPA21 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 as null for accountability files.[47]
    - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days without valid performance levels will be considered not tested.
    - 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.[48]
- The department modifies testing subjects and grades in situations where the grade is either missing or before grade 9 (see Table 5).

[46] 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.

[47] Per ESEA §§ 1111(b)(3)(A)(i)–(ii) (20 U.S.C. §§ 6311(b)(3)(A)(i)–(ii)), 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. The number of days enrolled is based on the difference between the last date of the spring testing window and the first day when the student was first enrolled in a school in the United States (i.e., date_1st_enrolled_us_school variable from the student_new table). Recently arrived EL students are reported in all other performance indicators, including Chronically Out of School rate, ELPA rate, graduation rate, and CCR rate.

[48] Please consult TVAAS Technical Report for detail.

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.[49] 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 during their high school years. These data are used in the CCR rate calculation. The department **does not** recognize ACT or SAT superscores.[50] Schools and districts may appeal ACT and SAT data during the CCR data verification window.[51]

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 ***traditional high school diploma*** recipients in the 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).
- The highest composite file is created based on all ACT/SAT testing records that students have throughout their high school years. The department reconciles instances in which students have multiple records as follows:
    - The record with the highest composite score is included if there are multiple records for the same student with different composite scores.
    - The record with the highest math subscore is included if there are multiple records for the same student with the same composite score.
    - The record with the highest reading[52] 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.

[49] 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.

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

[51] Please consult the CCR data verification guide on TDOE website for more information.

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

- The record with the highest science subscore is included if there are multiple records for the same student 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

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)

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 TEDS)	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

Table 7 summarizes the data sources for various CCR data elements. For all listed data elements, districts have opportunities to review and verify the data prior to finalization during the CCR Data Verification Process.

Table 7. CCR Data Sources

Data Type	Data Source(s)
ACT	• ACT, Inc. provides a score file to the department that includes all students who attempted the exam and their highest composite score, including scores from national administrations
SAT	• The College Board provides a score file to the department that includes all students who attempted the SAT exam on an in-school or national test administration
Advanced Placement (AP)	• Student information system (SIS) data on course enrollment in AP courses will be obtained from the TEDS. • The College Board provides a score file to the department that includes all students who attempted an AP exam, along with exam scores
Cambridge International Examinations (CIE)	• SIS data on course enrollment in Cambridge International Education courses will be obtained from TEDS • Cambridge International Education provides a score file to the department that includes all students who attempted a Cambridge exam, along with exam scores

Data Type	Data Source(s)
College Level Examination Program (CLEP)	• The College Board provides a score file to the department that includes all students who attempted a CLEP exam, along with exam scores
Dual Enrollment (DE)	• SIS data on dual enrollments are obtained from TEDS • The Tennessee Higher Education Commission (THEC) submits postsecondary student enrollment information to the state's longitudinal data system (P20Connect), which provides a matched data file to the department
International Baccalaureate (IB)	• SIS data on course enrollment in IB courses are obtained from TEDS • International Baccalaureate provides a score file to the department that includes all students who attempted an IB exam.
Local Dual Credit (LDC)	• SIS data on course enrollment in high school courses that have been appropriately flagged as "local dual credit" are obtained from TEDS
Statewide Dual Credit (SDC) [53]	• SIS data on course enrollment in high school courses that have been appropriately flagged as "statewide dual credit" are obtained from TEDS • Results of the challenge exam are provided through the Early Postsecondary (EPS) Data System
Industry Credential (IC)	• Districts provide IC data annually including all students who successfully earned a credential during the current school year
Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)	• The U.S. Department of Defense provides results to districts, who then provide data to the department during CCR data verification process

Important Update. Starting 2025-26, the current graduating cohort's CCR data will be used for federal accountability calculation. That is, the 2025-26 graduating cohort's CCR data, verified by districts during the 2025-26 CCR Data Verification process, will be used. The CCR Data Verification Guide, which provides details regarding the data verification process and timeline, is updated annually on the TDOE website. [54]

2.4.5 ELPA Data Preparations

Important note: Below are the department's guidelines for handling duplicate ELPA21 test records:

- 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 marked as "Complete" in the Test Status Column will be retained. Tests labeled as "Reset" will be removed from the assessment file.
- The hierarchy below indicates which testing record is included if a student has multiple "Complete" tests.
    - If a student has more than one complete test, the **first** complete test will be retained.
    - If a student has more than one complete test, the test associated with a **valid student ID** will be prioritized.

Important Update. In 2024-25, Tennessee transitioned its English language proficiency assessment (ELPA) system from WIDA ACCESS to ELPA21. During the first year of transition, the department in consultation with ELPA21 implemented a simple, technically sound approach that allows the department to preserve the existing ELPA evaluation methodology. This approach is called domain-level equipercentile-based conversion that involves

[53] Starting in the fall of 2025, the department will begin phasing out SDC courses. By fall 2027, SDC program courses will be fully discontinued and no SDC courses will be available to any students. Please consult the SDC Phase-out FAQ for more detail.
[54] The 2025-26 CCR Data Verification guide will be released on the TDOE Accountability webpage in early spring 2026.

converting ELPA21 domain scores to WIDA domain scores using equipercentile concordance table. The same methodology will be implemented in 2025-26 and 2026-27 to maintain the stability of the ELPA indicator. The department will then have sufficient time to monitor the data trend, evaluate the current methodology, and update the methodology as necessary for the 2027-28 school year (see implementation plan for the next three years in Section 1.1).

Steps to create the equipercentile concordance tables are summarized below.

1. Create equipercentile concordance tables to map ELPA21 domain scale scores to WIDA domain scale scores for each domain and grade[55].
2. Convert each student's ELPA21 domain scale scores to the corresponding WIDA domain scale scores using the concordance tables created in Step 1.
3. Apply WIDA composite weighting formula (15% Listening + 15% Speaking + 35% Reading + 35% Writing) to the converted ELPA21 domain scale scores. The resulting value is the overall composite scale score on WIDA's composite scale.
4. Convert the overall composite scale scores to the corresponding proficiency levels using ACCESS for ELLs Scale Scores to Proficiency Level Lookup Tables.

2.4.6 TVAAS Data Preparations

For federal accountability purposes, the department calculates two types of growth measures for various student groups:

- Federal School Growth Measures: These are TVAAS Combined Literacy and Numeracy composites calculated for All Students, historically underserved student groups, and racial/ethnic groups.
- District Growth Measures: These are TVAAS Combined Literacy and Numeracy composites calculated for All Students and historically underserved student groups, disaggregated by grade bands (Grades 3–5, 6–8, and 9–12).

These growth measures include test data from the following content areas: math and ELA, including TCAP 3-8 ELA, TCAP 3-8 math, Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III, English I, and English II. The 50 percent enrollment rule is applied in the calculation of federal school growth measures as well as district growth measures (see Section 2.3.2.1 for more detail).[56]

Important update. Starting 2025-26, the department will implement two adjustments in the calculation of the above two TVAAS measures. The adjustments are:

1. Use a weighted multi-year average (67% current year, 33% prior year) to reduce volatility and improve stability in accountability ratings[57]
2. Incorporate effect size into level categorization to enhance interpretability and reduce year-to-year churn. This adjustment will be a two-step process when categorizing TVAAS levels:
    - Use index values (+/- 1.0) to determine if a school/district is above or below level 3,
    - Use index values (+/- 2.0) **AND** effect size to differentiate between levels 1/2 and 4/5.

[55] The ELPA21/WIDA conversion table is available on the Accountability application.
[56] Consult the TVAAS Technical Report, updated annually, for more information regarding TVAAS data preparations and business rules. More reporting, not limited to accountability, are updated annually on the TVAAS website to aid schools and districts in understanding their data.
[57] Schools with one year of data will still receive a multi-year effect size incorporated composites based on available data with the available year of data weighted in 100%.

Specifically, the department will:

- **Use the most recent two years of data (2023–24 and 2024–25)** to establish baseline thresholds for effect size cutoffs. Effect size cutoffs will be released later in the fall of 2025.
- **Apply the adjustments exclusively to TVAAS measures used for federal and state accountability purposes**, including:
    - ***Federal School Growth measures:*** TVAAS Combined Literacy and Numeracy composites for All Students, historically underserved student groups, and racial/ethnic groups. These are used as the federal growth measure for schools.
    - ***District Growth measures:*** TVAAS Combined Literacy and Numeracy composites for All Students and historically underserved student groups, disaggregated by grade bands (Grades 3–5, 6–8, and 9–12). These serve as the federal growth measures for districts.
    - ***State Growth measure:*** TVAAS All Subjects composites for All Students**,** used as the state Growth measure for schools.
    - ***State Growth25 measure:*** TVAAS All Subjects composites for the bottom 25 percent student group, used as the state Growth25 measure for schools.
- **Establish one set of effect size cutoffs** to support consistent interpretation. These cutoffs will be fixed for future years**.**
    - The baseline distribution of the State Growth measure (i.e., TVAAS All Subjects composites for All Students) will be used to determine the cutoffs for all school-level growth measures.[58]
    - The baseline distribution of the District Growth measure (i.e., TVAAS Combined Literacy and Numeracy composites for All Students) will be used to determine the cutoffs for all district-level growth measures.
- **Establish effect size cutoffs** based on the following considerations:
    - Identify approximately 20% of schools and districts as Level 5 and 20% as Level 1[59]
    - Ensure cutoffs are educationally meaningful, grounded in research literature (e.g., Kraft, 2019: <0.05 = small, 0.05–0.19 = medium, ≥0.20 = large) [60]
    - Prefer symmetrical thresholds to ensure clarity in communication and to avoid perceptions of unequal standards for high- and low-performing districts [61]
- **Grade 2 assessments will be excluded from the effect size cutoff determination process,** as not all districts administer assessments at that grade level. For accountability purposes, the department will use the better of the TVAAS accountability measures—with and without Grade 3 growth measure—based on availability.

2.4.7 Graduation Data Preparations

The department and districts collaborate through a thorough cohort process involving data review and an appeals process to finalize the graduation rate data every year. Please consult the cohort protocols and resources available

[58] Same cut-offs will be applied for the school letter grade growth measures (i.e., Growth and Growth 25).
[59] Quintile distribution is considered as it is a familiar methodology used to determine cutoffs for accountability indicators in the current federal and state accountability systems.
[60] Kraft (2019) suggests an effect size less than 0.05 is small, 0.05-0.19 is medium, and 0.20 or higher is large. According to Kraft, small effect sizes can be educationally meaningful when interpreted in context. For instance, a small effect size from a low-cost, easily scalable intervention may be more policy-relevant than a large effect from a costly, hard-to-scale program.
[61] A cut point for Level 5 that is greater in absolute magnitude than the cut point for Level 1 may send the message that there is a desire to see lower scores in general and make it harder for top districts/schools to distinguish themselves. On the other hand, a cut point for Level 1 that is greater in absolute magnitude than the cut point for Level 5 may send the message that the department is interested in being conservative when assigning the lowest level as a means of protecting low performing districts/schools.

on the department's website, as well as the Accountability application for more information on graduation data preparations.

Important update. Starting 2025-26, the department will use the current graduating cohort's graduation rate for federal accountability. That means, the 2025-26 graduating cohort's graduation rate data will be used in the calculation of 2025-26 federal accountability.

2.4.8 Attendance Data Preparations

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

2.4.8.1 Absences

Table 8 summarizes the attendance codes. The total number of absences includes all instructional days in which students were enrolled for a given school or district.

- A (Excused Absence)
- T (Excused Absence, but Present for Transportation)
- U (Unexcused Absence)
- X (Unexcused Absence, but Present for Transportation); or
- I (Homebound Absent)
- M (Medically Excused)[62]

Districts are responsible for submitting and verifying correct absentee codes in TEDS.

Table 8: Attendance Codes

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

[62] See Section 2.1.2.1 for more information.

2.4.8.2 Instructional Days

The total number of instructional days counts all days in which students were enrolled in a school that was classified as instructional days minus any waived days[63] and inclement weather days used during the school year. Instructional days are days with 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)," or "WN (Waived Days)."

Important update. Tenn. Code Ann. § 49-6-3004(a)(6) provides that in the event of a natural disaster or serious outbreaks of illness affecting or endangering students or staff during a school year, the Commissioner of Education may waive for that school year the requirement of 180 days of classroom instruction, if a request is submitted to the commissioner by the director of schools.[64] When determining total instructional days, the granted waived days are counted as non-instructional days.

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[65]
    - For the 2025-26 school year, a begin date between May 31, 2025, and Aug. 31, 2025[66]
    - No end date
- The department identifies closed schools as those that have:
    - School type 0, 2, or 3
    - For the 2025-26 school year, an end date between May 31, 2025, and Aug. 31, 2025
- 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

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[63] Tenn. Code Ann. § 49-6-3004(a)(6) provides that in the event of a natural disaster or serious outbreaks of illness affecting or endangering students or staff during a school year, the Commissioner of Education may waive for that school year the requirement of 180 days of classroom instruction, if a request is submitted to the commissioner by the director of schools.[63] Waived days are counted as non-instruction days in the 50 percent enrollment calculation.

[64] Please consult the 2025-26 Local Education Agency Calendar Approval Process memo for more information.

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

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

  - Active status
  - No end date

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

Section 3: Calculation Procedures

This section discusses calculation procedures and formulas (as presented in Appendix B) 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.[67]
- **Enrolled** counts include the number of tested and non-tested records.

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

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

3.2 Performance Level Percentages

The percent of students at a given performance level for a given subject(s) is equal to the number of valid tests at that performance level, divided by the number of valid tests at all performance levels.[68]

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

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

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

[67] Consult Section 2.3.1 and Section 2.4.1 for more information.

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

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

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

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

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

3.3 Success Rates

Success rates represent the total number of valid tests with a performance level of *met expectations* or *exceeded expectations* divided by the total number of valid tests. School success rates are calculated by combining all eligible subjects across all eligible grades within the school. Content areas are only included in success rates for all students or any student group if there are 30 valid tests in that content area and year for the given student group. Per federal guidelines of ESEA § 1111(b) (20 U.S.C. § 6311(b)), science and social studies are excluded from the success rate calculation. Therefore, only math and ELA content areas will be included in success rate calculations. Additionally, for high schools, success rates include the valid tests of students who are actively enrolled on the last day of the testing window and spent at least 50 percent of the school year in the school in which they were tested.

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

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

The only difference between the one-year and multi-year success rates is that the one-year success rate includes all valid tests within the current year, while the multi-year success rate includes all valid tests within the relevant years permitted by federal waivers and state laws up to three years.[69] In 2024-25, for the first time, the multi-year success rate included three years of data from 2022-23, 2023-24, and 2024-25.

As discussed in Section 2.1.1.1, the department updated the portfolio of accountability assessments among high school students in 2022-23 to be in compliance with ESSA § 1111(b) (20 U.S.C. § 6311(b)). The same accountable assessments are applied for the 2025-26 school year, which include TCAP and TCAP-Alt math and ELA tests from grades 3–8 and constrain the high school EOC tests to Algebra I/Integrated Math (IM) I test and English II test from the same cohort of students (i.e., 10th grade cohort). With this cohort model, the success rate methodology for 3-8

[69] As stated in the 2018 state ESSA plan, the department intended to use three years of data for school designations; however, the department has yet to implement the plan as intended due to various challenges, including (1) testing issues in 2015-16 which resulted in receiving a waiver from USED to exclude 2015-16 TCAP 3-8 testing results from accountability, (2) restricted use of 2017-18 resting data in priority identification per Chapter 881 of the Public Acts of 2018, (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 Tenn. Code Ann. § 49-1-228 and Tenn. Code Ann. § 49-1-602.

test records remain the same; however, some adjustments were made when calculating the success rate for the 10th grade cohort as detailed in Section 2.1.1.1.

The one-year success rate, known as the ***cohort success rate***, calculated based on the accountable assessments is used to evaluate school performance on the Achievement indicator and assess district performance on the Grade Band Success Rates. The multi-year success rate will be used for federal designation identification, including CSI/Priority and ATSI identification. The 2027-28 school year is the next federal designation identification year. The identification process is discussed in detail in Section 4.5.

Penalty for not meeting 95% TCAP participation rate. It is important to note that when computing success rates, the department adjusts the number of valid tests when schools do not meet the 95% participation rate. As per ESSA § 1111(c)(4)(E) ((20 U.S.C. § 6311(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. ***Important note:*** It should be noted that the recently arrived EL students are removed from the enrollment count because their achievement data are exempted from the success rate calculation per ESEA § 1111(b)(3)(A)(i) (20 U.S.C. § 6311(b)(3)(A)(i)).[70]

Success rates for both the K-8 and high school (HS) pools[71] 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[72] though they are assigned to the K-8 pool.

3.4 Graduation Rates

The graduation rate is equal to the number of graduates who earned a ***traditional high school diploma*** or an ***alternate academic diploma (AAD)*** on-time[73], 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.[74] Therefore, they are placed in the K-8 pool. Students count in the school in which they were most recently enrolled.

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

When calculating the federal graduation rate, only students that complete all required coursework in all subject areas per the requirements of ESSA § 8101(25) (20 U.S.C. § 7801(25)) are included in the numerator of the federal graduation rate calculation. The Graduation Requirements Rules in State Board Rule 0520-01-03-.06 provide an alternative pathway for students with disabilities to earn a traditional high school diploma without completing

[70] This is an existing business rule added for clarification.
[71] To locate more information regarding school pools, reference Section 4.3.
[72] These schools may have a 10th grade cohort when they have at least 30 accountable math tests or 30 accountable ELA tests.
[73] On-time graduation is defined as completing high school in four years plus a summer of entering grade 9 for the first time.
[74] Chapter 219 of the Public Acts of 2025 modifies Tennessee's school letter grade framework by lowering the minimum n-count from 30 to 20. This law has no impact on federal accountability. The department maintains a minimum n-count of 30 for federal accountability.

Algebra II (or integrated Math III) and/or Chemistry or Physics. Per federal guidelines, students taking the alternative pathway shall not be counted as graduates in the federal graduation rate calculation.

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

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

3.5 College and Career Readiness (CCR) Indicator

Important Update. Starting 2025-26, the CCR indicator will replace the RG indicator in the calculation of Federal accountability. The current graduating cohort's CCR data will be used. All high schools with ***at least 30 students***[75] in a graduation cohort will be evaluated with the CCR indicator.

To evaluate school performance on the CCR indicator, the CCR rate is calculated for high schools. The CCR rate formula is presented below:

$$\text{CCR rate} = \frac{\#\text{ graduates earning CCR status}}{\#\text{ students in the graduating cohort}} * 100$$

When calculating the CCR rate, the graduates defined by the Tennessee graduation rate (i.e., students who earned a traditional high school diploma or AAD following graduation requirements in State Board Rule 0520-01-03-.06) are counted in the numerator. The CCR rate is rounded to one decimal place.

To be counted as earning the CCR status, students must be a graduate who meet one of the following criteria:

- Meets or exceeds a composite of 21 (ACT) or 1060 (SAT); or
- Earns a score of 31 or higher on the ASVAB AFQT; or
- Earns a Tier 3 IC ***OR*** earns a Tier 2 IC and at least one other IC (any tier is acceptable for the second credential); or
- Earns one or more "postsecondary credits"

When calculating the CCR rate, the graduates defined by the Tennessee graduation rate (i.e., students who earned a traditional high school diploma or AAD following graduation requirements in State Board Rule 0520-01-03-.06) are counted in the numerator. The department and districts collaborate through a thorough CCR data verification process involving data review and appeals process to finalize the CCR data every year. The department updates the resources to support the CCR process annually. The most updated versions are available on the department's website.

[75] Chapter 219 of the Public Acts of 2025 modifies Tennessee's school letter grade framework by lowering the minimum n-count from 30 to 20. This law has no impact on federal accountability. The department maintains a minimum n-count of 30 for federal accountability.

3.6 ACT/SAT Participation Rate

In Tennessee's federal accountability system, ACT/SAT participation rate has an important implication for school accountability. ***Important update.*** Historically, schools with an ACT/SAT participation rate less than 95% automatically receive 0 points for their *Ready Graduate* indicator. In 2025-26, the CCR indicator will replace the *Ready Graduate* indicator, the same rules will be applied for the evaluation of the CCR indicator—schools with an ACT/SAT participation rate less than 95% automatically receive 0 points for their *CCR* indicator. The same business rule applies for all applicable student groups.

Students who earned an AAD are excluded from the calculation when calculating the ACT/SAT participation rate.[76] That is, AAD on-time graduates will no longer be included in the numerator or denominator of the ACT/SAT participation rate calculation. The updated ACT/SAT participation rate represents the percentage of students with a traditional high school diploma having a valid ACT/SAT score per State Board Rule 0520-01-03-.06. The updated ACT/SAT participation rate calculation formula is presented below. ACT participation/SAT rate is rounded to the nearest whole number.

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

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, students who are medically exempted from taking the ACT or SAT as a graduation requirement are excluded from the ACT/SAT participation rate calculation (see Section 3.6). The department provides opportunities for districts to submit appeals to remove these students from the ACT/SAT participation rate calculation during the CCR data verification process.[77]

3.7 Chronically Out of School

The Chronically Out of School indicator is intended to measure the amount of instructional 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 for which they are enrolled in a Tennessee public school or district. The following attendance codes are considered absent for accountability purposes:

- A (Excused Absence)
- T (Excused Absence, but Present for Transportation)
- U (Unexcused Absence)
- X (Unexcused Absence, but Present for Transportation); or
- I (Homebound Absent)
- M (Medically Excused)[78]

The chronic absenteeism rate is rounded to one decimal place. The formula for calculating the absentee rate is shown below:

[76] this business rule was first implemented in 2022-23.
[77] The department updates the resources to support the CCR process annually. The most updated versions are available on the department's website.
[78] See Section 2.1.2.1 for more information.

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

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.

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

Important update. Districts may submit appeals to exempt Individualized Education Program ("IEP") students from the COS calculation if these students have received a diploma or other certificate of graduation and are exempt from compulsory attendance pursuant to Tenn. Code Ann. § 49-6-3001(c)(2). These students may be enrolled in Tennessee public schools to receive IEP services through the school year in which they turn 22. SBE Rule 0520-01-09-.05(2) says that Free Appropriate Public Education ("FAPE") shall be made available to all children with disabilities, including those children who reach twenty-two years of age during the school year. More guidance on how to appeal these students is provided in the Federal Accountability Data Appeals Guide updated annually on the TDOE website.

Additionally, Tenn. Code Ann. § 49-6-3004(a)(6) provides that in the event of a natural disaster or serious outbreaks of illness affecting or endangering students or staff during a school year, the Commissioner of Education may waive for that school year the requirement of 180 days of classroom instruction, if a request is submitted to the commissioner by the director of schools.[79] When calculating the COS rate, the granted waived days are counted as non-instructional days in the denominator of the absentee rate calculation. Students' attendance on the waived days are not counted in the numerator of the absentee rate calculation.

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 CCR Rate 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:

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

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

[79] Please consult the 2025-26 Local Education Agency Calendar Approval Process memo for more information.

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

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

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

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

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

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

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 C.

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 falls 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 CCR rate are measures based on the full population of students for the measure and for which use of a confidence interval, therefore would not be appropriate. For example, the ESEA defines both the numerator and denominator for adjusted cohort graduation rates based on the adjusted cohorts that include all students. It is not appropriate to use a confidence interval in such cases, where there is no measurement error (i.e., regarding whether a student graduated) and the

measure is based on the full population (i.e., based on the full population of a given cohort and not based on a sample of a school's population).

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

To replace confidence interval in the AMO calculation for the specified indicators (i.e., Graduation rate, CCR rate, and Chronically Out of School rate), the department applies the Quarter AMO method to calculate the AMO targets for indicator scores of 2, 1, and 0. Table 10 is an example of how the Chronically Out of School AMOs will be calculated using the quarter AMO methodology.[80] 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	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 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.

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

Table 11: AMO Formulas by Indicator

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

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
CCR Rate	45	50	56.3	53.1	50.8	47.7	0 points
COS Rate	8	10	8.8	9.4	9.8	10.5	4 points
COS Rate	12	10	8.8	9.4	9.8	10.5	0 points

3.10 Rounding Procedures

Unless otherwise noted, all calculations are rounded to one decimal place at the end of all calculation steps. For example, overall school accountability scores are rounded to the tenths place only when creating the final average[81]. All values leading into the final score are neither rounded nor truncated.

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

Section 4: School Accountability

4.1 Background and Designations

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

4.2 School Pools and Eligibility for Accountability Designations

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

- **K-8 pool**: Schools with fewer than 30 students in the prior year's graduating cohort and have a score for the absolute performance pathway for the Achievement indicator.[82]
- **HS pool**: Schools with 30 or more students in the prior year's graduating cohort.[83]

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

- Adult high schools[84] (schools with an instructional type of 9 in the School Directory)
- Alternative schools[85] (schools with an instructional type of 8 in the School Directory)
- CTE schools (schools with an instructional type of 6 in the School Directory)
- Special education schools, including:
    - Tennessee School for Blind (schools with an instructional type of 7 in the School Directory)

[82] 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.

[83] 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.

[84] State Board Rule 0520-01-02-.05 (2)(d) states "Adult high school students must be at least seventeen (17) years of age." Districts shall review their current adult high school enrollment procedure as well as the status of each student's enrollment in an adult high school to ensure this rule is implemented appropriately.

[85] Tenn. Code Ann. § 49-6-3402 establishes that an alternative school or program is a school for a student that has been suspended or expelled from the student's regular school program. As stated in Tenn. Code Ann. § 49-6-3402(b), students in alternative programs receive instruction in accordance with the instructional program at a corresponding "home school," and "[a]*ll course work completed and credits earned in alternative schools or alternative programs shall be transferred to and recorded in the student's home school, which shall grant credit earned and progress thereon as if earned in the home school.*" Consistent with the law, high school students who are currently enrolled in an alternative school must have a designated home school in their current district. Districts must review alternative school enrollment records to ensure every student has a designated home school as their "primary enrollment" prior to enrolling in an alternative school as the "secondary enrollment." It is critical that every student enrolled at an alternative school have a primary enrollment at a home school in the same district in TEDS. No school district may serve a student in an alternative school or program without enrolling the student in TEDS.

- Tennessee Schools for the Deaf[86] (schools with an instructional type of 7 in the School Directory)
- Department of Children's Services Education Division (DCS)

- Closed schools that have an end date between May 31 and August 31, 2025.
- Schools serving kindergarten to 2nd grade students.
- Schools with only one year of assessment data, including new schools that have a begin date between May 31 and August 31, 2024.

Important updates. Schools that are not eligible for federal designations are excluded from the denominator of the bottom 5 percent calculation for CSI/Priority identification. Additionally, it is important to note that, new schools that have a begin date between May 31 and August 31, 2025, are eligible to receive CSI/Priority designation under specific conditions as described in Section 4.2.1.

Although adult high schools, alternative schools, CTE schools, and special education schools are not eligible for federal school accountability, their students' data are included in the district-level accountability calculation and contribute to district performance and district designation decisions. Additionally, districts who oversee special education schools, including Tennessee School for Blind, Tennessee Schools for the Deaf, and Department of Children's Services are eligible for district designations. Please consult Appendix E for more information.

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

A school that has a begin date between May 31 and August 31, 2026, may be eligible for receiving CSI/Priority designation if certain conditions are met:

- If the school has less than 50% of the enrollment coming from a school with a CSI/Priority designation, the school will be treated as a new school for the 2025-26 school year and will not be eligible for CSI/Priority designation for the 2025-26 school year.
- If the school has at least 50% of the enrollment coming from one or more schools with a CSI/Priority designation, the school will receive the CSI/Priority status for the 2025-26 school year. For example,
    - A new school opens between May 31 and August 31, 2026. Based on the 2026-27 enrollment in the fall of 2026, 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 2025-26 school year. In this case, the new school will receive the CSI/Priority designation. The school can exit CSI/Priority status when it meets the CSI/Priority exit criteria.
    - Two separate schools merged into one school, and the district decided to create a brand-new school ID for the merged school with a start date between May 31 and August 31, 2026. The new school ID has a beginning date between May 31 and August 31, 2026. Based on the 2026-27 enrollment data in the fall of 2026, it shows that 51% of the students enrolled were served by a previously identified CSI/Priority school that was closed in the 2025-26 school year. In this case, the merged school with a new school ID will carry the CSI/Priority designation in the 2025-26 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.

[86] Tennessee Schools for the Deaf includes Tennessee School for the Deaf Nashville, Tennessee School for Deaf Elementary School, Tennessee School for the Deaf Middle School, Tennessee School for the Deaf High School.

These rules are applied so that appropriate funds can be provided to ensure new schools are receiving the support needed to serve students in a timely manner. The department will examine enrollment 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)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The department will consider Super Subgroup[87] 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
CCR Rate (20%)	1	3	1.8
Graduation Rate (5%)	2	2	2.0
Chronically Out of School (10%)	3	3	3.0
English Language Proficiency (10%)	3	3	3.0
Overall School Score (100%)			**2.8**

4.4 Indicators and Weighting

Table 14 details the indicators included in school accountability. The weights are applied to compute an overall school score for each school. For each accountability indicator, two types of measures are computed—absolute performance and AMO targets. Whichever measure has the best outcome for schools is used for accountability purposes. The computation methods for these two measures are discussed in detail in the following sections. It is

[87] See Section 2.2.2 for the definition and identification of the Super Subgroup.

important to note that ***schools must have sufficient data for both measures (i.e., absolute and AMO) to receive scores for indicators***. For instance, a high school with at least 30 students in the graduation cohort that has a graduation rate (i.e., absolute performance) but lacks AMO targets would not receive a score for the graduation rate indicator.

Table 14: School Accountability Indicators and Weighting

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

Important notes regarding the weighting methods are summarized below:

- Student groups with at least 30 valid records are included in accountability calculations, with the exception of the ELPA indicator, which uses a minimum n-count of 10 valid records for school accountability, and the Growth indicator (TVAAS) which student counts vary by model.[88]
- The Super Subgroup[89] 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

[88] Reference the TVAAS Technical Report for additional business rules used in the growth metric.
[89] See Section 2.2.2 for more information on the Super Subgroup.

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' 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 prior year's cohort success rate will be used to calculate the AMO Targets for the Achievement indicator following the established AMO calculation methods specified in section 3.9. The AMO targets for the Achievement indicator will be used to determine the appropriate score for the indicator for schools.

All schools meeting minimum n-count of 30 valid tests in one subject area for both the current and prior school year will receive an achievement score based on their student performance.

Table 15: Achievement Score Calculations

Points	Absolute Performance	AMO Targets
	(*All Students* Group and Other Student Groups)	
4	≥ 45	Current cohort success rate ≥ double AMO target
3	35 – 44.9	Current cohort success rate ≥ AMO target
2	27.5 – 34.9	Upper bound of current cohort success rate confidence interval ≥ AMO target
1	20 – 27.4	Upper bound of current cohort success rate confidence interval > prior cohort success rate
0	< 20	Upper bound of current cohort success rate confidence interval is ≤ to prior cohort success rate

4.4.2 Growth

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

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

The TVAAS levels range from 1 to 5. Starting 2025-26, the interpretation of each level is updated in Table 16.

Table 16: School Growth Score and TVAAS Levels Mapping and Interpretation

Points	TVAAS Combined Literacy and Numeracy Composite	Interpretation
	(*All Students* Group and Other Student Groups)	
4	Level 5	Index value >=2 & Effect size (to be determined) There is **significant evidence** that students made more growth than expected and the **magnitude of growth is larger** than that of a Level 4 designation.
3	Level 4	Index value >=1 and one of the following: (1) index value <2 or (2) effect size < TBD value There is either **moderate evidence** that students exceeded expected growth OR **significant evidence** that students exceeded expected growth, but the magnitude of growth is **smaller** than that of a Level 5 designation
2	Level 3	index value >= -1 and < 1 Evidence suggests that students **made growth as expected.**
1	Level 2	Index value <-1 and one of the following: (1) index value >= -2 or (2) effect size >= TBD value (to be determined) There is either **moderate evidence** that students fell short of expected growth OR **significant evidence** that students fell short of expected growth, but the magnitude of this shortfall is **smaller** than that of a Level 1 designation.
0	Level 1	Index value < -2 & Effect size (to be determined) There is **significant evidence** that students made less growth than expected and the **magnitude of this shortfall is larger** than that of a Level 2 designation.

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. 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 percent of the year. Schools receive points for the chronically out of school indicator according to the scale presented in Table 17.

Table 17: Chronic Absenteeism Calculations

Points	K-8 Absolute Performance	HS Absolute Performance	AMO Targets
	(*All Students* Group and Other Student Groups)		
4	≤ 6	≤ 10	Percent of chronically absent students ≤ 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, as measured by the federal graduation rate (see Section 3.4 for the definition of federal graduation rate), reflect the percentage of students in each cohort who graduate with a ***traditional high school 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.[90] 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.

Table 18: Graduation Rate Calculations

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

4.4.5 CCR Rate

Important Update. ***Graduates defined by the Tennessee graduation rate*** are used to evaluate the CCR indicator for school accountability (see Section 3.4 for the definition of Tennessee graduation rate). The CCR rate reflects ***the better score*** between schools' CCR 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 CCR rate is calculated by dividing the number of on-time graduates from the cohort who meet the CCR status by the number of students in that cohort. Only schools in the high school pool receive points for the CCR indicator. Schools receive points for the CCR rate indicator according to the scale presented in Table 19.[91] Schools that did not meet the 95% ACT/SAT participation rate will automatically receive a score of 0 for the CCR indicator.

Table 19: CCR Indicator Calculation

Points	Absolute Performance	AMO Targets
	(*All Students* and Other Student Groups)	
4	≥ 65.7	CCR rate ≥ double AMO target
3	54.5 – 65.6	CCR rate ≥ AMO target
2	43.6 – 54.4	CCR rate ≥ 0.25 AMO target

[90] The cut scores for the absolute performance pathway are adjusted in 2023-24 to mitigate the downward shift of the graduation rate across the state as a result of federal requirement on federal graduation rate reporting.

[91] The CCR indicator was established in 2022-23 when the school letter grade system was first launched. The department utilizes the 2021-22 CCR rate to establish the cut scores to evaluate the CCR indicator. That is, cut scores are established based on quintile cuts of the baseline 2021-22 CCR rate distribution across the state—the score falls on the 20th-, 40th-, 60th-, and 80th-percentiles are used.

Points	Absolute Performance	AMO Targets
	(*All Students* and Other Student Groups)	
1	31.5 – 43.5	0.25 AMO > CCR rate ≥ -0.75 AMO target
0	≤ 31.4	CCR 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 at least two years of ELPA data from the last three years. ***Important Update.*** As stated in Section 2.4.5, the department will continue the implementation of ELPA21/WIDA conversion in 2025-26 and 2026-27 to maintain the stability of the ELPA indicator. In the meantime, the department will monitor the data trend, evaluate the current methodology, and update the methodology as necessary for the 2027-28 school year (see implementation plan for the next three years in Section 1.1).

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.

Table 20: ELPA Growth Standards

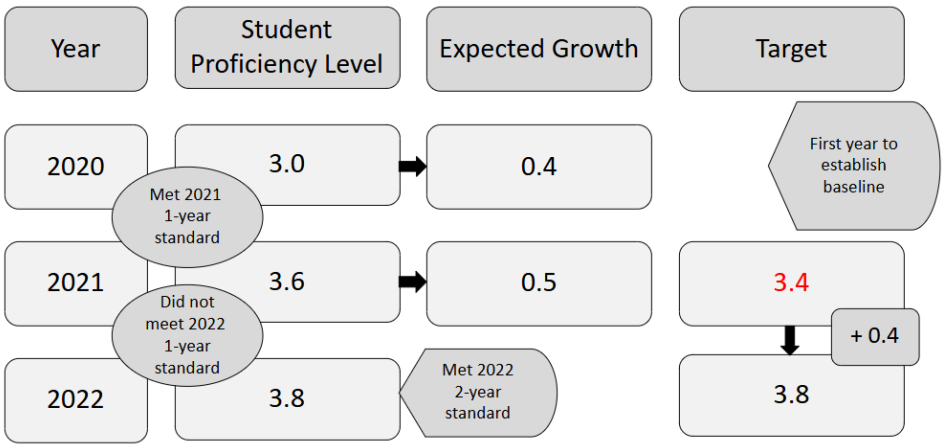
Prior Year Score Range	Growth Standard (Difference Between Current and Prior Score)
1.0–1.4	1.3
1.5–1.9	0.7
2.0–2.4	0.8
2.5–2.9	0.7
3.0–3.4	0.4
3.5–3.9	0.5
4.0–4.4	0.4
4.5-4.9	0.2

Students are considered to have met the growth standard if the difference between their current year and prior year proficiency level is greater than or equal to the corresponding growth standard based on their prior year proficiency 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 for ELPA21, as specified by SBE[92], in the most recent year, regardless of whether their year-over-year growth meets the standard for their prior proficiency level. It is important to note that, to be included in ELPA calculation, students must have at least two years of data, from current and prior year(s), to be assessed on their performance in meeting growth standards.

Figure 3 illustrates both the application of a one-year and a 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.

[92] SBE English as a second language (ESL) program policy (SBE Policy 3.207) & SBE Rule 0520-01-19

Figure 3: ELPA 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 ELPA indicator.

Table 21: Percent of Students Meeting Growth Standards

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

4.5 CSI/Priority School Identification

The first CSI/Priority identification was in 2017-18 when the state ESSA plan was first implemented, followed by the second identification cycle in 2021-22[93], the third identification cycle in 2022-23 [94], and the fourth identification cycle in 2024-25[95]. The next identification year is 2027-28.

Schools can be identified as CSI/Priority schools through one of the three identification criteria.

- ***Lowest bottom 5 percent:*** The first criterion includes schools that are the lowest-performing five percent of schools[96] based on multi-year success rates (up to three years) in each school pool. The Safe Harbor provision will be applied to remove schools from CSI/Priority designation. That is, schools with a TVAAS

[93] The identification was delayed for one year and was a one-year identification due to COVID.
[94] The department identified CSI schools per USED requirement for a two-year identification; the department did not identify Priority due to the lingering effect of COVID.
[95] The first time three years of multi-year success rate was used for the identification for a full three-year identification cycle.
[96] Percentile rank formula is presented in Appendix D.

Composite Level of a 4 or 5 in the two most recent years for all accountability subjects[97] ***OR*** have a score of 3 or 4 on all other non-Achievement, non-growth accountability indicators (i.e., chronically out of school, graduation rate, CCR, ELPA) will not receive CSI/Priority status (i.e., Safe Harbor provision). Additional schools will be identified to replace schools that are removed due to Safe Harbor to ensure at least five percent of schools are identified for CSI/Priority designation.

- ***Low graduation rate:*** The second identification criterion is based on federal graduation rate—high schools with a federal graduation rate less than 67 percent will receive the CSI/Priority designation.
- ***ATSI to CSI/Priority pathway:*** The third criterion is the ATSI to CSI/Priority pathway. Per USED requirements, ESEA § 1111(d)(3)(A)(i)(II) (20 U.S.C. § 6311(d)(3)(A)(i)(II)), an ATSI school that fails to exit and is identified as ATSI again for the same student group in the next identification cycle will receive the CSI/Priority designation (i.e., CSI-Not Exiting). ATSI schools are not eligible for ATSI to CSI/Priority pathway if they exited the status between the identification cycles. The first ATSI to CSI/Priority identification was implemented in 2024-25[98]; the next identification will be in 2027-28.

4.5.1 CSI/Priority Exit Criteria

For a school to exit CSI/Priority status, it must satisfy at least one corresponding exit criterion as discussed below.

- CSI/Priority schools identified based on multi-year success rates may exit if they meet one of the exit criteria below. CSI/Priority schools are eligible for being evaluated for exit in the following years as long as they meet the minimum n count of 10 tests for either ELA or math:
    - The school's one-year success rate (i.e., cohort success rate) for the *All Students* group exceeds the 10th percentile in the state in both two most recent years with success rate data;
    - The school's one-year success rate (i.e., cohort success rate) for the *All Students* group exceeds the 15th percentile in the state in the most recent year;
    - The school earns a TVAAS composite level of 4 or 5 in TVAAS Numeracy composite ***AND*** TVAAS Literacy composite for both two most recent years with TVAAS data.
- CSI/Priority schools identified based on low federal graduation rates may exit if they meet the exit criterion below:
    - If the school was identified for graduating less than 67 percent of its students per the federal graduation rate, the school can exit by graduating at least 67 percent of its students in both of the two most recent years.
- CSI/Priority schools identified as a result of ATSI to CSI/Priority pathway may exit if they meet the exit criterion below. These schools are eligible for being evaluated for exit in the following years as long as they meet the minimum n count of 10 tests for either ELA or math:
    - If the school was identified for consistently underperforming student groups (i.e., ATSI to CSI/Priority pathway), the school can exit by meeting **or** exceeding success rate AMO targets for **each** student group for which the school was identified. A school identified for multiple student groups may exit for individual student groups by meeting AMO targets for that given group. A school need not meet AMO targets for all student groups in all years to exit. However, a school

[97] 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.

[98] The timeline for the ATSI to CSI/Priority pathway started in 2022-23. ATSI schools that were identified in 2022-23 and did not exit AND were identified as ATSI again for the same student group became CSI/Priority in 2024-25.

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. Federal law and Tennessee's approved ESSA plan require the department to identify TSI and ATSI schools for 10 student groups. They are:

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

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

4.6.1 Targeted Support and Improvement

The department identifies TSI schools each year. Schools are eligible[99] for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators.[100] 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

ATSI identification follows CSI identification. Hence, the first ATSI identification was in 2017-18 when the state ESSA plan was first implemented, followed by the second identification cycle in 2021-22, the third identification cycle in 2022-23, and the fourth identification cycle in 2024-25. The next identification year is 2027-28.

ESSA defines ATSI schools as those in which any student group on its own, would lead to identification as a CSI school.[101] Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification.[102] TSI schools whose student group success rates[103] are less than or equal to the maximum success rate of any CSI

[99] A school that is identified for CSI may not also be identified as TSI.
[100] Schools must be eligible for all indicators in their pool other than ELPA (and Graduation Rate and CCR indicators for K-8 schools) to be eligible for TSI identification.
[101] See ESEA of 1965 § 1111(d)(2)(C) ((20 U.S.C. § 6311(d)(2)(C)).
[102] The department will calculate the TSI list before determining the ATSI school list during the identification year.
[103] 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.

school in their pool will be identified as ATSI. TSI schools that have a score of 3 or 4 on ***all other*** non-Achievement accountability indicators (i.e., chronically out of school, graduation rate, CCR, ELPA) for a given student group will not receive ATSI status. Additionally, TSI schools whose student group federal graduation rates are less than 67 percent will be identified as ATSI.

4.6.3 TSI/ATSI Exit Criteria

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

For a school to exit ATSI status, it must satisfy at least one corresponding exit criterion as discussed below.

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

4.7 Reward School Identification

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

Section 5: District Accountability

5.1 Indicators and Designations

The following indicators 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)[104]
- Students with Disabilities (SWD)
- Super Subgroup[105]

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 ELPA indicator if there are at least 30 students with valid composite and literacy performance levels based on the ELPA21 test in the current and prior year.

[104] English learners include Transition 1-4 students.
[105] 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.

- Student groups with at least 30 students in grades K- 12 who are enrolled for at least 50 percent of instructional days are included for the chronically out of school indicator.
- Student groups with at least 30 students in the graduation cohort are included in the graduation rate indicator.

Like schools, districts will only receive scores for the indicators for which they have sufficient data for **both** the AMO and absolute performance pathways.[106]

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[107]. District performance goals and definitions are outlined in Table 22.

Table 22: District Performance Goals and Definitions

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

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

[106] 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.
[107] All indicators are weighted evenly. Meaning, if a district served only K-8 students, their determination will be based off 5 indicators averaged together.

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.**[108]
- Scores greater than or equal to 2.1 but less than 3.1 will be labeled **advancing**.
- Scores greater than or equal to 1.1 but less than 2.1 will be labeled **satisfactory**.
- Scores less than 1.1 will be labeled **marginal**.

5.3.1.1 Step 1: *All Students* Status

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

Table 23: All Student Status Calculation

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

5.3.1.2 Step 2: Student Group Average

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

Table 24: Student Group Average Calculation

Indicator	Absolute Performance	AMO Targets	Value-Added	Indicator Score
3-5 Success Rate	1	1	4	2.5

[108] 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.

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

5.3.1.3 Step 3: Student Group Status

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

Table 25: Student Group Status Calculation

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

5.3.1.4 Step 4: Final District Determination

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

Table 26: Final District Determination Calculation

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

Districts earn final accountability determinations based on the following scale.

- Districts with an overall score greater than or equal to 3.1 will be labeled **exemplary.**[109]
- 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 27): Absolute performance which identifies the percent of students scoring *met expectations* or *exceeded expectations* on the TCAP assessment, AMO targets, and growth as measured by the TVAAS Combined Literacy and Numeracy Composite levels. The TVAAS Combined Literacy and Numeracy composites for grades 3-5 will include the better score between composites that include early grades (3rd grade) and those that do not. ***Important Update.*** The TVAAS levels range from 1 to 5. Starting 2025-26, the interpretation of each level is updated in Table 27.

The 9-12 grade band success rate is calculated using the 10th grade cohort success rate model. Please refer to Section 2.1.1.1 for more detail. Additionally, districts that have a TCAP participation rate less than 95% will receive an adjusted success rate, which will then be used for the evaluation (see Section 3.3 for more information).

Table 27: Grade Band Success Rate Calculation

Points	Absolute Performance	AMO	Value-Added (Interpretation)
	(***All Students*** **and Historically Underserved Student Groups)**		
4	≥ 45.0	Success rate ≥ double AMO target.	Index value >=2 & Effect size (to be determined) There is **significant evidence** that students made more growth than expected and the **magnitude of growth is larger** than that of a Level 4 designation.
3	35.0 - 44.9	Success rate ≥ AMO target	Index value >=1 and one of the following: (1) index value <2 or (2) effect size < TBD value There is either **moderate evidence** that students exceeded expected growth OR **significant evidence** that students exceeded expected growth, but the magnitude of growth is **smaller** than that of a Level 5 designation
2	27.5 - 34.9	Upper bound of success rate CI ≥ AMO target	index value >= -1 and < 1 Evidence suggests that students **made growth as expected.**
1	20.0 - 27.4	Upper bound of success rate CI > prior year success rate	Index value <-1 and one of the following: (1) index value >= -2 or (2) effect size >= TBD value (to be determined) There is either **moderate evidence** that students fell short of expected growth OR **significant evidence** that students fell short of expected growth,

[109] 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.

Points	Absolute Performance	AMO	Value-Added (Interpretation)
	(*All Students* and Historically Underserved Student Groups)		
			but the magnitude of this shortfall is **smaller** than that of a Level 1 designation.
0	< 20.0	Upper bound of success rate CI ≤ prior year success rate.	Index value < -2 & Effect size (to be determined) There is **significant evidence** that students made less growth than expected and the **magnitude of this shortfall is larger** than that of a Level 2 designation.

5.3.3 Chronically Out of School Indicator

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

Chronic absenteeism calculations include only students who are enrolled for at least 50 percent of the instructional days in the school year. 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.

Table 28: Chronically out of School Indicator Calculation

Points	Absolute Performance	AMO	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 CCR rate. Districts will be measured across three pathways (see Table 29)[110]: absolute performance, which will

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

represent the percent of ***federal*** graduates, ***federal graduation rate*** AMO targets, and the value-added measure which calculates the difference in the district's CCR rate[111] 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 29: Graduation Rate Indicator Calculation

Points	Absolute Performance	AMO	Value-Added
	(***All Students*** **and Historically Underserved Student Groups)**		
4	≥ 92.0	Graduation rate ≥ double AMO target	Top quintile of statewide performance
3	87.0 – 91.9	Graduation rate ≥ AMO target	Fourth quintile of statewide performance
2	77.0 – 86.9	Graduation rate ≥ 0.25 AMO target	Third quintile of statewide performance
1	67.0 – 76.9	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

Districts are eligible for the English Language Proficiency Assessment (ELPA) indicator if at least 30 students have at least two years of ELPA data from the last three years. Districts are measured across three pathways (see Table 30): absolute performance, which will represent the percent of students meeting growth standards,[112] 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.

Important Update. As stated in Section 2.4.5, the department will continue the implementation of ELPA21/WIDA conversion in 2025-26 and 2026-27 to maintain the stability of the ELPA indicator. At the meantime, the department will monitor the data trend, evaluate the current methodology, and update the methodology as necessary for the 2027-28 school year (see implementation plan for the next three years in Section 1.1).

Table 30: 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

[111] Refer to Section 3.5 for more information on the CCR indicator. CCR rate is the percentage of ***Tennessee graduates*** who met CCR status.
[112] Students meeting exit criteria as specified by SBE per English as a second language program policy (SBE Policy 3.207) and English as a second language programs rule (SBE Rule 0520-01-19) are included as "meeting the growth standard." A student must have at least two years of data as specified in Section 4.4.6 to be eligible for the exit pathway.

Points	Absolute Performance	AMO	Value-Added
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

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
TEDS	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

Term	Definition
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
TEDS	Tennessee Education Data System
TSI	Target Support and Improvement

Appendix B: Accountability Formulas

Metric	Formula	Reference Sections
TCAP participation rate	$\frac{\#\text{ tested}}{\#\text{ enrolled}} * 100$	2.3.1. Enrolled, Tested, and Valid Tests 2.4.1. Testing Status 3.1. TCAP Participation Rate
Percent exceeded expectations	$\frac{\#\ exceeded\ expectations}{\#\text{ valid tests}} * 100$	3.2 Performance Level Percentages
Percent met expectations	$\frac{\#\ met\ expectations}{\#\text{ valid tests}} * 100$	
percent met or exceeded expectations	$\frac{\#met\ expectations\ +\#\ exceeded\ expectations}{\#\text{ valid tests}} * 100$	
Percent approaching expectations	$\frac{\#\ approaching\ expectations}{\#\text{ valid tests}} * 100$	
Percent below expectations	100 − (percent exceeded expectations + percent met expectations + percent approaching)	
Cohort success rate	$\frac{\#\ met\ expectations \text{ or } exceeded\ expectations\ (\text{math} + \text{ELA} + \text{HS math} + \text{HS ELA})}{\#\text{valid tests (math} + \text{ELA} + \text{HS math} + \text{HS ELA)}}$	3.3 One-Year and Three-Year Success Rates
Absentee rate	$\frac{\#\text{ absence (A} + \text{T} + \text{ U} + \text{X} + \text{I} + \text{ M)}}{\#\text{ instructional days enrolled}} * 100$	3.7 Chronically Out of School
Chronically Out of School Rate	$\text{Chronic absenteTEDSm Rate } = \frac{\#\text{ chronically absent students}}{\#\text{ students enrolled}} * 100$ ***Note.*** Students who are chronically absent due to illness are removed from the calculation.	

Metric	Formula	Reference Sections
Graduation rate	$\frac{\text{\# on time graduates earned either a regular or AAD diploma}}{\text{\# students included graduation cohort}} * 100$ ***Note.*** Graduates used in this formula are defined by the federal graduation rate—students who completed all required coursework in all subject areas and earned either a regular or AAD diploma.	3.4 Graduation Rate
CCR rate	$\frac{\text{\# graduates meeting CCR status}}{\text{\# students in the graduating cohort}} * 100$ ***Note.*** This formula applies the graduates defined by the Tennessee graduation rate—students receiving a regular or AAD diploma per Tennessee State Board of Education graduation policy.	3.5 CCR Rate Indicator
AMO targets for achievement	$\text{AMO target } = 1 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $\text{Double AMO target } = 2 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$	3.8 AMO Targets 3.9 Confidence Interval vs. Quarter AMO methodology
AMO targets for Graduation Rate indicator	$\text{AMO target } = 1 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $\text{Double AMO target } = 2 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $0.25 \text{ AMO target } = 0.25 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $-0.75 \text{ AMO target } = \text{prior performance} - 0.75 * (\frac{100 - \text{prior performance}}{8 * 2})$ ***Note.*** These formulas apply the graduates defined by the federal graduation rate are students who completed all required coursework and earned either a regular or AAD diploma.	
AMO targets CCR rate indicators	$\text{AMO target } = 1 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $\text{Double AMO target } = 2 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $0.25 \text{ AMO target } = 0.25 * (\frac{100 - \text{prior performance}}{8 * 2}) + \text{prior performance}$ $-0.75 \text{ AMO target } = \text{prior performance} - 0.75 * (\frac{100 - \text{prior performance}}{8 * 2})$ ***Note.*** These formulas apply the graduates defined by the Tennessee graduation rate are students receiving a regular or AAD diploma per Tennessee State Board of Education graduation policy.	
AMO targets for Chronically Out of School indicator	$\text{AMO reducation target } = \text{prior performance} - 1 * (\frac{\text{prior performance}}{8 * 2})$ $\text{Double AMO reduction target } = \text{prior performance} - 2 * (\frac{\text{prior performance}}{8 * 2})$ $0.25 \text{ AMO target } = \text{prior performance} - 0.25 * (\frac{100 - \text{prior performance}}{8 * 2})$	

Metric	Formula	Reference Sections
	$-0.75\ \text{AMO target } = \text{prior performanc} + 0.75 * (\frac{100 - \text{prior performance}}{8 * 2})$	
ACT/SAT participation rate	$\frac{\#\ \text{Traditional high school diploma graduates with a valid ACT/SAT score}}{\#\ \text{Traditional high school diploma graduates}} * 100$ ***Note.*** Traditional high school diploma graduates will include students receiving a traditional high school diploma per State Board Rule 0520-01-03-.06 and High School Policy 2.103.	3.6 ACT/SAT Participation Rate

Appendix C: Confidence Interval Calculations

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

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

In the equation above, *n* represents the number of students with a valid test, *Z95* = 1.96 from a standard normal distribution to have a 95 percent confidence interval, and *p* is the percentage of *met expectations* or *exceeded expectations* (or below) students.

Appendix D: 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.

D.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.[113]
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

D.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.[114]

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

Appendix E. Accountability and Reporting for Alternative Public Schools

This appendix provides guidance on how alternative public schools are treated in federal and state accountability; how their student records are managed for accountability purposes; and how their data are reported on the State Report Card and other public reporting per federal and state requirements. The alternative public schools discussed in this appendix include adult high schools, alternative schools, college and technical education (CTE) schools, and special education schools as identified in the state school directory.

Federal Accountability and School Letter Grades

The alternative public schools, including adult high schools, alternative schools, CTE schools, and special education schools[115] are not eligible for federal school accountability. However, their students' data are included in the district-level accountability calculation and contribute to district performance and district designation decisions. Additionally, districts who oversee special education schools, including Tennessee School for Blind, Tennessee Schools for the Deaf, and Department of Children's Services are eligible for district designations.

Student Attribution and Reporting

Although alternative public schools are exempted from federal accountability, their student records are included in accountability for accountable schools and districts whenever appropriate. Student attribution rules for adult high schools, alternative schools, and CTE schools and their districts are summarized below:

- The department reports ***TCAP Participation rate, success rate, growth, ELPA and COS data*** for adult high schools, alternative schools, and CTE schools when data is available. Students in these schools are included in the district-level level calculation and are included in the district accountability.
- Student TCAP assessment records from these schools are counted toward their district ***TCAP participation rate***.
- Student assessment records (i.e., TCAP, TCAP-Alt, ELPA) from these schools are mapped back to the sending school if they meet the 50% enrollment rule and are included in the sending school's ***success rate*** and ***ELPA*** calculation as well as the sending school's district success rate calculation.
- Student assessment records from these schools are included in the district-level ***growth*** calculation.
- ***Graduation rate*** and ***CCR rate*** are not calculated or reported for adult high schools and alternative schools because they are not eligible to have a cohort; students from these schools are included in the cohort of the most recently enrolled TN public school. Their data are used in school and district accountability of the most recently enrolled TN public school and district. CTE schools are eligible for a cohort; hence CTE schools with enrollment data receive graduation rate and CCR rate. However, CTE schools are not eligible for school accountability; hence, their graduation rate and CCR rate are not used in school accountability; yet these data are used in district accountability.

[115] Districts who oversee the operation of special education schools in Tennessee including Tennessee School for Blind, Tennessee Schools for the Deaf, and Department of Children's Services. Tennessee School for Blind has one special education school. Tennessee School for the Deaf has four schools: Tennessee School for Deaf Elementary School, Tennessee School for the Deaf Middle School, Tennessee School for the Deaf High School, and Tennessee School for the Deaf Nashville. Department of Children's Services (DCS) Education Division has two school: Barbara Ward Cooper Education Center and DCS-affiliated schools.

Student attribution rules for special education schools, including Department of Children's Services school, Tennessee School for Blind, and Tennessee Schools for the Deaf, and their districts are summarized below:

- The department reports ***TCAP Participation rate, success rate, growth, ELPA, COS, Graduation rate and CCR rate data*** for the special education schools and districts when data is available. Special education schools are not eligible for federal school accountability; yet their districts are eligible for district accountability. Hence, student records within special education schools are attributed to their district for district accountability.