



Department of Education

2026-27 School Letter Grade Protocol

Technical Document | July 2026

Table of Contents

2026-27 School Year Updates.....	4
Section 1: Document Intent and Overview	6
Section 2: Data Preparations and Calculation Procedures.....	8
2.1 Achievement Indicator Data	8
2.1.1 TCAP, TCAP-Alt, and Early Postsecondary Tests	8
2.1.2 Data Preparation—Source Files	10
2.1.3 Calculation Procedures	22
2.2 Tennessee Value-Added Assessment System (TVAAS) Composites.....	31
2.2.1 Data Preparation	32
2.2.2 Calculation Procedure	32
2.3 College and Career Readiness (CCR) Data	35
2.3.1 Data Preparation	38
2.3.2 Calculation Procedure	41
2.4 Rounding and Truncating Procedures	44
Section 3: Letter Grade Methodology.....	45
3.1 Letter Grade Eligibility.....	45
3.2 Letter Grade Indicators and Weights	46
3.3 Letter Grade Calculation.....	47
Appendices	49
Appendix A: Opportunity Public Charter School Accountability Framework Proposal.....	49
The Background:	49
Accountability Working Group	49
Proposed Accountability Framework	50
Conclusion:	53
Appendix B: List of Acronyms.....	54

Appendix C: Substitutable Courses Updated in 2026-27.....	55
Appendix D. DLM Data File Preparation.....	57

2026-27 School Year Updates

The 2026-27 school letter grade protocol is similar to past protocols regarding state accountability framework, data sources, and school letter grade indicators and methodology. Throughout this document, “**Important Updates**” are incorporated in the relevant sections to highlight the key updates and provide clarifications on existing business rules. Key updates include:

- TVAAS Adjustments on Hold
 - In light of flexibility under the Every Student Succeeds Act (ESSA) that will allow unification of the state and federal accountability models, the department will delay the implementation of the previously announced update (i.e., multi-year composites with effect size integrated in level categorization) to the Tennessee Value-Added Assessment System (TVAAS) composite calculation for the 2026-27 state accountability calculation and reporting. This previously announced modification will be a necessary component in future accountability calculations, but a delay ensures coherence with subsequent changes that may arise from the engagement and avoids piecemeal updates.
- State Dual Credit Courses Phase-Out
 - Students in Tennessee can take advanced placement (AP), Cambridge International Examinations (CIE), International Baccalaureate (IB), or Statewide Dual Credit (SDC) tests if they choose to enroll in the substitutable courses in lieu of end-of-course (EOC) courses. These substitutable courses are factored into the success rate calculation for the evaluation of the Achievement indicator (consult [Section 2.1.1](#) for more detail). The department started phasing out SDC courses in the fall of 2025. By fall 2027, SDC program courses will be fully discontinued, and no SDC courses will be available to any students. SDC courses will then be removed from the substitutable course list from the success rate calculation. Please consult the [SDC Phase-out FAQ](#) for more details.

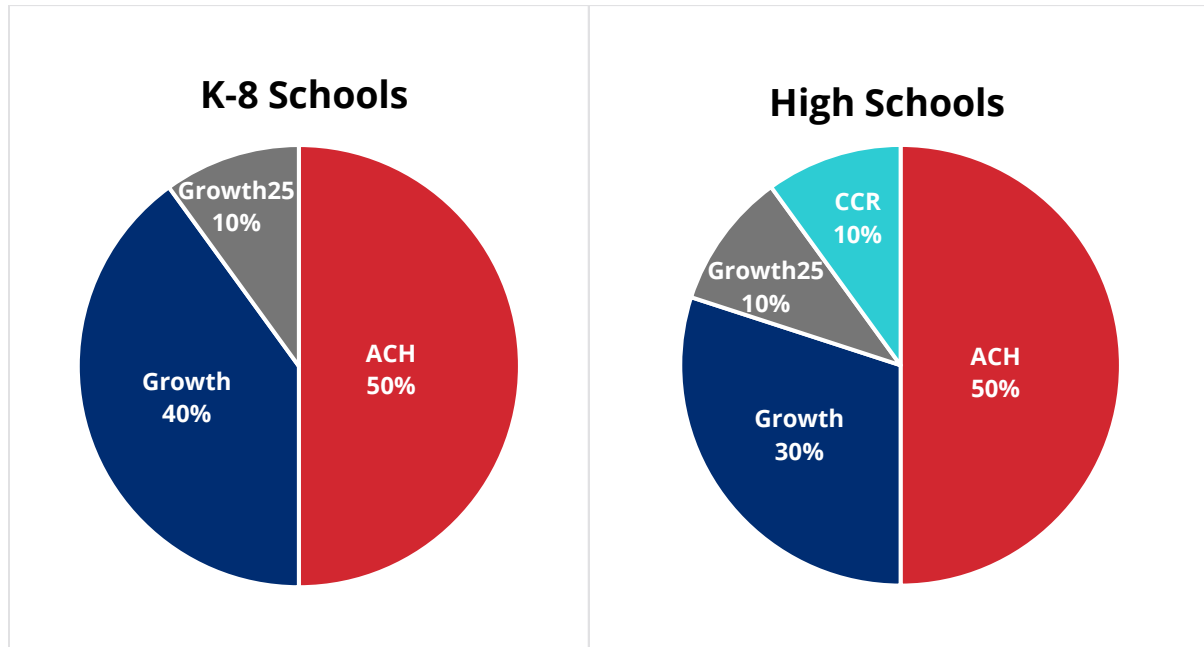
- ACT Science
 - State-sponsored testing day will continue to include Science. CCR data metrics will continue to utilize composite scores that include science.
 - National testing day records can be used for accountability if they contain a valid science score. The department will calculate the composite according to the business rules outlined in [Section 2.6.1](#) of ACT Technical Manual.
- Opportunity Public Charter School (OPCS) Accountability Framework
 - [Chapter 1066 of the Public Acts of 2024](#) (PC 1066) establishes the creation of opportunity public charter schools, which are public charter schools that serve a student population in grades 6-12 composed of at least seventy-five percent (75%) “at-risk” students, as defined in PC 1066. Opportunity public charter schools are intended to boost academic proficiency and provide pathways to post-high school success for students despite prior educational and personal challenges.
 - OPCS will not be assigned official letter grades in their first year of operation.
 - Appendix A contains the OPCS Accountability Framework proposal, presented to the Tennessee State Board of Education in fall 2024. Implementation will begin in 2027-28 for OPCSs opening in 2026-27.

Section 1: Document Intent and Overview

In 2016, Tenn. Code Ann. § 49-1-228 was established and required the Tennessee Department of Education (department) to develop a school letter grading system to provide parents and families with information that shows how our public schools are performing. The state's school letter grade rating system intends to provide a snapshot of how each school performed during the previous academic year and compare those results over time. Per Tenn. Code Ann. § 49-1-228, the letter grade system should be based on (1) student performance on the Tennessee Comprehensive Assessment Program (TCAP) tests or end-of-course exams (EOCs); (2) student growth as indicated by Tennessee Value-Added Assessment System (TVAAS) data or data from other measures of student growth; and (3) other outcome indicators of student achievement.

In Fall 2023, the department developed a new letter grade system following a series of statewide engagement efforts. The new letter grade system, presented to the Tennessee State Board of Education in November 2023 and released in December 2023, provides an annual A-F letter grade rating for each public school in Tennessee. Figure 1 provides an overview of the key indicators and the associated weights for each indicator for letter grade calculation by school type (i.e., K-8 and High School). K-8 schools are evaluated based on three key indicators: Achievement (Ach), Growth, and Growth for Bottom 25% (Growth25). In addition to these indicators, high schools are also evaluated on their College and Career Readiness (CCR) indicator.

Figure 1. Letter Grade Indicators and Weights by School Type



This document is a technical manual that outlines detailed methodology and business rules applied to calculate school letter grades. [Section 2](#) discusses data sources and business rules for preparing data files. [Section 3](#) discusses letter grade methodology, including indicator calculation and weights. A list of acronyms used in this technical document is presented in Appendix B.

Section 2: Data Preparations and Calculation Procedures

This section discusses the underlying data, including test and non-test data, and the business rules applied to prepare the data files for each indicator.

2.1 Achievement Indicator Data

Three types of achievement data are included in the evaluation of the Achievement indicator, including the Tennessee Comprehensive Assessment Program (TCAP), TCAP Alternate Assessment (TCAP-Alt), and early postsecondary tests.

2.1.1 TCAP, TCAP-Alt, and Early Postsecondary Tests

The Tennessee Comprehensive Assessment Program (TCAP) is the umbrella program of state assessments required by federal law, state statute, and State Board rule. The department administers the program. As shown in Table 1, students in grades 2-8 and students enrolled in end-of-course (EOC) tested subjects are tested. Grade 2 assessments are optional to districts, and they are not included in the calculation of the Achievement indicator. Students in grades 3-8 take the TCAP achievement tests each spring across all subject areas, including ELA, math, science, and social studies. Students in Tennessee can take EOC tests as early as middle school and throughout high school in spring and fall, depending on the school schedule.

Table 1. TCAP Testing Portfolio

English Language Arts	Math	Science	Social Studies
TCAP grades 2-8 ¹ (grade 2 optional); English I; English II	TCAP grades 2-8 (grade 2 optional); Algebra I/Integrated Math I; Geometry/Integrated Math II; Algebra II/Integrated Math III	TCAP Grades 3-8; Biology	TCAP grades 6-8; U.S. History

¹ Grade 2 assessment is optional and is not used for letter grade calculation.

The TCAP-Alt Assessments are designed for students with significant cognitive disabilities and are based on alternative content standards. A student's participation in the alternate assessment must be based on the decision of their Individualized Education Program (IEP) team and must be documented in the IEP.² Table 2 shows Tennessee's current TCAP-Alt testing portfolio.³

Table 2. TCAP-Alt Testing Portfolio

English Language Arts	Math	Science	Social Studies
DLM grades 2-8 (grade 2 optional); DLM grade 11	DLM grades 2-8 (grade 2 optional); DLM grade 11	TCAP-Alt grades 3-8 and grade 10	TCAP-Alt grades 3-8

In addition to taking TCAP tests, students in Tennessee can take advanced placement (AP), Cambridge International Examinations (CIE), International Baccalaureate (IB), or Statewide Dual Credit (SDC) tests⁴ if they choose to enroll in the substitutable courses instead of EOC courses. When calculating the success rates for the evaluation of the Achievement indicator, the department will only take substitutable U.S. History and Biology courses and tests into account **ONLY** when students choose to enroll in these courses in lieu of U.S. History or Biology EOC courses. For students who have enrolled in U.S. History or Biology EOC courses, their participation and performance on the EOC tests will be accounted, and any other substitutable tests taken will be excluded. For students who are enrolled in substitutable courses in lieu of U.S. History or Biology without any prior enrollment in U.S. History or Biology (i.e., substitution-eligible students), their substitutable tests will be included in the success rate calculation **ONLY IF** at least 95 percent

² In compliance with federal requirements in ESEA section 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.

³ The department transitioned the alternate assessments for English language arts (ELA) and math from Multi-State Alternate Assessment to Dynamic Learning Maps (DLM) in 2023-24.

⁴ The department began phasing out SDC courses in the fall of 2025. 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 details.

(95%) of the substitution-eligible students enrolled in the substitutable course are tested.⁵

The department will then use the **best of** the success rate with substitution and the success rate without substitution when calculating the G9-12 grade-band success rate. The list of substitutable courses for U.S. History and Biology and the qualifying cut score applied for each course when determining proficiency is provided in Appendix C.

2.1.2 Data Preparation—Source Files

The department receives TCAP and TCAP-Alt science and social studies⁶ assessment data files from the assessment vendor in the form of Comprehensive Data Files (CDF). The department receives DLM assessment data files in the form of General Research File (GRF)⁷. More information on DLM data preparation is provided in Appendix D. Course records for AP, CIE, IB, and SDC come from course codes and flags submitted to the Tennessee Education Data System (TEDS) through districts' SIS, and the test results come from various vendors. More information about early postsecondary courses and exams is discussed in detail in [Section 2.3](#).

2.1.2.1 Enrolled, Tested, and Valid TCAP Tests

Counts of enrolled and tested students are primarily used for determining minimum n count eligibility and TCAP participation rates. Definitions for enrolled, tested, and valid tests 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 state accountability, enrolled counts will

⁵ The department checks up to four years of assessment and enrollment data to ensure students do not have any prior enrollment and testing records in U.S. History or Biology for the past four school years.

⁶ TCAP-Alt science and social studies have three performance level: 1 = approaching; 2 = met expectations; 3 = exceeded expectations.

⁷ DLM has four performance levels: 1 = below; 2 = approaching; 3 = met expectations; 4 = exceeded expectations.

be based on the course enrollment information reflecting that they are registered for a tested grade/subject course. Data is derived from the 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.

- **Non-Enrolled** represents the number of records removed from assessment files derived from the course registration data, due to not being enrolled (Student-Not-Tested [SNT] code of 2), not scheduled (SNT code of 3), and medically exempted (SNT code of 4). Non-enrolled records are removed from the denominator and numerator of the participation rate calculation.
- **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 being tested due to one or more of the following circumstances:
 - Test Record without a scale score or a performance level; these records will be considered absent (SNT code of 1) for the purposes of accountability calculations
 - Test records with an SNT value of 1 (absent), 2 (not enrolled), 3 (not scheduled), 4 (medically exempt)⁸, or 5 (residential facility)⁹
 - Test record with a Report of Irregularity (RI) value > 0¹⁰

⁸ Medically exempt (SNT-4) students are excluded from the participation rate calculation. Districts must complete the required [medically exempt documentation process](#) to accurately exclude these students from the participation rate calculation.

⁹ Residential facility records (SNT-5) mean students are enrolled in a residential facility but did not have a valid test score; these records are counted as enrolled but not tested. Schools can submit appeals to remove students from the participation rate calculation if they are enrolled in an out-of-state residential facility. More appeals guidance will be provided before the opening of the appeals window.

¹⁰ Records with RI codes of 1, 2, 3, 4, or 5 are considered enrolled but non-tested as they do not produce a valid scale score and performance level. These records will remain in the denominator but counted as non-tested in the participation rate calculation.

- Test record with attemptedness value of N or without test status code (i.e., SNT, RI)¹¹
- **Valid** test counts include tested records with a valid scale score and performance level.

Table 3 summarizes 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 values (AV). More information on the testing status and examples can be found in the [TCAP ACH Building Testing Coordinator Guide](#).

¹¹ Blank or non-attempted records are counted as enrolled but not tested 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 remain in the denominator but counted as non-tested.

Table 3. Business Rules by Testing Status

Status	Test Status Description	Enrolled ?	Tested?
SNT = 0	Not applicable (i.e., student tested)	Yes	Yes
SNT = 1	Absent	Yes	No
SNT = 2	Not enrolled	No	No
SNT = 3	Not scheduled	No	No
SNT = 4	Medically exempt	No	No
SNT = 5	Residential facility	Yes ¹²	No
SNT = 6	Student tested on alternative assessment	Yes	Based on test data
RI = 0	No RI Status (i.e., student test was valid)	Yes	Yes
RI = 1	Adult potential breach of security	Yes	No
RI = 2	Student security breach (i.e., student cheating)	Yes	No
RI = 3	Irregular Administration (i.e., wrong accommodations, calculator use)	Yes	No
RI = 4	Student tested incorrect grade or subject	Yes	No
RI = 5	Student did not participate (i.e., refusal to answer questions)	Yes	No
AV = Y	Attempted; student completed enough questions on each subpart to produce a valid score	Yes	Yes
AV = N	Did not attempt; student did not complete enough questions on each subpart to produce a valid score	Yes	No
Blank	No student answer document / submitted test was received for this student's test record	Yes	No

¹² All residential facility records will be counted as enrolled, and the records that do not have a valid score will then be reported as non-tested with one exception. If a student is in an out-of-state residential facility, the student will not be included in the participation rate calculation. For such cases, districts shall submit appeals during the accountability data appeals process and provide appropriate documentation to support such appeals.

An SNT status other than 0 will override any RI status that exists in terms of whether the record is considered enrolled and tested.

2.1.2.2 Excluded, Missing, and Duplicate TCAP Data

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

- Student testing records from the following types of schools are excluded from state accountability:
 - Juvenile Detention Center students¹³ tested under school number of 999
 - Individualized Education Account (IEA) records (with a school number of 982)
 - Homeschooled¹⁴ records (school number of 981)
 - Education Savings Account (ESA) records
- Adult high schools, alternative schools, and CTE schools are not eligible to receive school letter grade. Their students' testing records are mapped back to their sending school to calculate success rates only if they enrolled for more than 50% of the school year at the sending school.
- The following testing records are excluded from school-, district-, and state-level files:
 - Records with a district number greater than or equal to 990 (private or parochial testing records).
 - Records with grades of 13 (i.e., students over the age of 18 are defined as adult learners).
 - 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.

¹³ Districts should maintain accurate student classification tags for all students at a Juvenile Detention Center (JDC) following the guidelines outlined in the [Education of Incarcerated Youth FAQ](#) and [Juvenile Justice and Incarcerated Youth Overview](#).

¹⁴ 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.

- Records with a subject of ELA are excluded if the student has other records with a valid performance level and a subject of English I or English II.

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

- Records with missing race/ethnicity values are counted in the *All Students* group and not in any additional historically underserved student group(s).
- Records with missing school numbers are included in the district- and state-level files if the record has a valid district number.¹⁵
- Records with missing district numbers are included at the state level.¹⁶
- Records with missing grades for EOC subjects are included in both the assessment files and state accountability files.
- Records with missing English learner (EL) status count as not EL unless they appear in an EL proficiency assessment (i.e., WIDA, WIDA-Alt) file.
- Records with missing special education status count as not SWD unless they appear in an alternative testing file (i.e., TCAP-Alt).
- Records with missing ED status do not count as ED.
- Records with missing 50 percent enrollment status count as having been enrolled for at least 50 percent of the year.

Below are the department's guidelines for handling duplicate TCAP records:¹⁷

¹⁵ 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).

¹⁶ 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)

¹⁷ 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.

- Testing records with duplicated student first names, last names, dates of birth, schools, and districts will be screened to prevent duplication in testing records due to alternative IDs 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.¹⁸
 - 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 Achievement¹⁹
 - 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.
- 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.

¹⁸ If students have records for multiple test types, the first record from the hierarchy with a non-missing performance level is included.

¹⁹ 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 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.

Data management rules applied to the TCAP tests are also applied to TCAP-Alt tests. Additional rules that are specific to TCAP-Alt data are summarized below:

- Students who take alternate assessments 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 Alternate Academic Diploma (AAD) course based on the students' instructional needs; cannot be both. When a student is placed in both a comprehensive course and an 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 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 grades 9, 10, and 12 grade students are excluded from letter grade calculation.
- 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 grades 9, 10, and 12 grade students are excluded from letter grade calculation.
- TCAP-Alt biology tests are included as biology records.

- Students with at least one valid TCAP-Alt assessment are considered students with disabilities (SWD).²⁰

2.1.2.3 Data Corrections

Although the school letter grade system does not consider specific student groups in the calculation, some student group data, such as recently arrived English learners (RAEL), are managed differently when used for the participation rate and success rate calculation.

- Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days will be considered tested, and their performance level will be modified to null for accountability files.²¹
- Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days will be considered not tested for all subjects with missing performance levels.
- Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days with valid performance levels will be considered tested in those subjects but will have their performance level modified to null in all subject areas for achievement indicator purposes.
- Year 1 Recently arrived EL students were excluded from the 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

²⁰ 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.

²¹ 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 the 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 in TEDS).

EL students are included in the TVAAS calculation using Year 1 testing data as their prior scores for the analysis.²²

Additionally, the department modifies testing subjects and grades in situations where the grade is either missing or before grade 9 (see Table 4).

Table 4: 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
Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, Integrated Math III	< grade 9	Math	Do not modify
English I or English II	Missing	Do not modify	9-12
English I or English II	< grade 9	ELA	Do not modify
U.S. History or substitutable course	Missing	Do not modify	9-12
U.S. History or substitutable course	< grade 9	Social studies	Do not modify
Biology or substitutable course	Missing	Do not modify	9-12
Biology or substitutable course	< grade 9	Science	Do not modify

²² Please consult the [TVAAS Technical Report](#) for details.

2.1.2.4 Substitutable Courses and Tests

As stated earlier in [Section 2.1](#), students who are enrolled in substitutable courses in lieu of U.S. History or Biology will be included in the success rate calculation ONLY IF they do not have any current or prior enrollment in Biology or U.S. History. Additionally, at least 95% of eligible students (students enrolled in an eligible course without enrollment in a corresponding EOC course) must take the exam. The following steps are taken to identify the records of interest:

- **Step 1.** Students who are enrolled in the substitutable courses (see Appendix C) based on course enrollment data in the current year are first identified.
- **Step 2.** Students who have any existing record of enrollment in Biology in the current or prior school years' CDFs are removed from the substitutable for biology pool, and students who have any existing record of enrollment in U.S. History in the current or prior school years' CDFs are removed from the substitutable for U.S. History pool.
- **Step 3.** The participation rate is calculated for each course based on students who remain in the pool, and only the classes with at least a 95% participation rate are eligible to be included.
- **Step 4.** Students who remain in the eligible classes will be counted in the TCAP participation rate calculation and success rate calculation. Specifically, students who are enrolled in the substitutable courses and remain in the pool will be counted as "enrolled;" those with a valid test score will be counted as "tested;" and those with a qualifying score to meet proficiency will be counted as "met expectations." Consult [Section 2.1.2.1](#) for participation rate calculation and [Section 2.1.2.3](#) for success Rate calculation.

2.1.2.5 Accountability Attribution Rule

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.²³ The total number of days in the school year is based on district calendar.

Important note. Instructional days calculation. 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 days²⁴ and inclement weather days used during the school year.²⁵ 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).”

The 50 percent enrollment rule does not affect TCAP participation rate calculation; however, it does affect the calculation of the success rates and growth. As summarized in Table 5, the rules are:

- If a student with a valid test score was enrolled less than 50 percent of the instruction days in any Tennessee school, the student is excluded from the calculations of success rates and TVAAS composites.
- 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.

²³ 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.

²⁴ 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.²⁴ Waived days are counted as non-instruction days in the 50 percent enrollment calculation.

²⁵ Stockpiled days are not considered in the total count of instructional days. As such, some schools and districts may have denominators of 167 instructional days.

- If a student with a valid test score was enrolled for exactly 50 percent in two schools, the student's test score is assigned to the school where the student was tested.

Table 5. Success Rate Calculation by Enrollment and Testing Scenarios

Enrollment Scenario	Testing Scenario	Count in Participation Rate	Count in Success Rate and Growth	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 in School A	Yes, in School A	No	None
Student was enrolled for at least 50 percent of the school year in School A in Tennessee.	Student was present and tested in School B in Tennessee	Yes, in School B	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, in School A	Yes	School A

2.1.3 Calculation Procedures

This section discusses formulas and calculations for letter grade matrices, including percent meeting each performance level, success rate, and TCAP participation rate.

2.1.3.1 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.²⁶

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

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

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

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

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

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.

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

2.1.3.2 Success Rates

Success rates represent the number of valid tests with a performance level of *met expectations* or *exceeded expectations* (or meeting proficiency) divided by the total number of valid tests as presented below.

$$\text{Success rate (SR)} = \frac{\# \text{met or exceeded expectations (tests of interest)}}{\# \text{valid tests (tests of interest)}}$$

²⁶ Records with missing or null performance levels (e.g., test records of recently arrived ELs) are not included in these counts.

Within the letter grade system, a school's performance on the Achievement indicator is evaluated based on the grade-band success rate within the given school year across all four tested subject areas, including English language arts (ELA), math, science, and social studies. This section discusses the steps taken to calculate grade-band success rates for the Achievement indicator for letter grade calculation.

Step 1. Calculate grade-band subject success rates

Within the letter grade system, four subject success rates are calculated as presented below.

$$\text{ELA SR} = \frac{\# \text{ met or exceeded expectations (ELA tests)}}{\# \text{ valid tests (ELA tests)}}$$

$$\text{Math SR} = \frac{\# \text{ met or exceeded expectations (math tests)}}{\# \text{ valid tests (Math tests)}}$$

$$\text{Science SR} = \frac{\# \text{ met or exceeded expectations (science tests)}}{\# \text{ valid tests (Science tests)}}$$

$$\text{Social Studies SR} = \frac{\# \text{ met or exceeded expectations (social studies tests)}}{\# \text{ valid tests (Social studies tests)}}$$

Depending on the grade levels served, a school may have between three to eleven grade-band subject success rates. Specifically, ELA, math, and science success rates are calculated for schools serving grades 3-5, 6-8, and 9-12. Social studies success rates are calculated for schools serving grades 6-8 and 9-12. A school must have at least 20²⁷ valid testing records per subject per grade band to generate a grade-band subject success rate.

Step 2. Adjust subject success rate if not meeting 95% TCAP participation for a given subject

²⁷ Minimum n count was adjusted from 30 to 20 in response to Public Chapter 219 of 2025.

The department will adjust a grade-band subject success rate if the grade-band TCAP participation rate for the given subject is less than 95%. The department adjusts the number of valid tests for a given grade-band subject success rate using the formula below when the grade-band TCAP participation rate for the given subject is less than 95%. A school will not be eligible to receive a grade band success rate if the school does not have sufficient count to generate an ELA success rate **AND** math success rate within the given grade band.

$$\text{Adjusted subject SR} = \frac{\# \text{ met or exceeded expectations (subject tests)}}{\# \text{ **adjusted valid tests** (subject tests)}}$$

$$\text{Adjusted valid tests} = (\# \text{ enrolled}^{28} \text{ in tested subject courses} * 0.95)$$

Table 6 shows some examples of adjusted Grades 3-5 ELA success rates. The impact of the adjustment is greater when the grade-band subject TCAP participation rate for the given subject is lower.

Table 6. Adjusted Success Rates: G3-5 ELA Success Rate as an Example

Metrics	Example 1	Example 2	Example 3
Participation Rate for G3-5 ELA	86%	76%	66%
Number of enrolled G3-5 ELA count	100	100	100
Number of valid G3-5 ELA tests	86	76	66
Number of G3-5 ELA met or exceeded expectations	43	38	33
G3-5 ELA Success Rate	50%	50%	50%
Number of Adjusted valid G3-5 ELA tests	100 x 0.95 = 95	100 x 0.95 = 95	100 x 0.95 = 95
Adjusted G3-5 ELA success rate	43/95 = 45.3%	38/95 = 40.0%	33/95 = 34.7%

²⁸ Recently arrived EL students are removed from the enrollment count because their achievement data are exempted from the success rate calculation per ESEA section 1111(b)(3)(A)(i) (20 U.S.C. § 6311(b)(3)(A)(i)).

Step 3. Calculate grade-band success rates

Three grade-band success rates with different subject weights applied can be calculated as presented below. **Important note:** The department calculated two grades 9-12 success rates for each school serving any students from grades 9 to 12—one with the substitutable courses included (see [Section 2.1](#) and [Section 2.1.1.4](#) for how substitutable data are managed) and the other with substitutable courses excluded. The higher success rate is then used for the letter grade calculation.

G3 – 5 Success Rate

$$\begin{aligned}
 &= \left(\frac{\# \text{ met or exceeded expectations (ELA)}}{\# \text{ valid tests (ELA)}} \right) \times 0.40 \\
 &+ \left(\frac{\# \text{ met or exceeded expectations (math)}}{\# \text{ valid tests (math)}} \right) \times 0.40 \\
 &+ \left(\frac{\# \text{ met or exceeded expectations (science)}}{\# \text{ valid tests (science)}} \right) \times 0.20
 \end{aligned}$$

G6 – 8 Success Rate

$$\begin{aligned}
 &= \left(\frac{\# \text{ met or exceeded expectations (ELA)}}{\# \text{ valid tests (ELA)}} \right) \times 0.35 \\
 &+ \left(\frac{\# \text{ met or exceeded expectations (math)}}{\# \text{ valid tests (math)}} \right) \times 0.35 \\
 &+ \left(\frac{\# \text{ met or exceeded expectations (science)}}{\# \text{ valid tests (science)}} \right) \times 0.15 \\
 &+ \left(\frac{\# \text{ met or exceeded expectations (social studies)}}{\# \text{ valid tests (social studies)}} \right) \times 0.15
 \end{aligned}$$

$$\text{G9 – 12 Success Rate} = \left(\frac{\# \text{ met or exceeded expectations (all subject EOCs)}}{\# \text{ valid tests (all subject EOCs)}} \right)$$

When one or more subject success rates are not calculated due to not meeting a minimum n count of 20²⁹ per subject per grade band, the weights of the missing subject(s) are redistributed to other subject areas. Table 7 shows the business rules for redistributing weights for Grades 3-5 Success Rate.

²⁹ Minimum n count was adjusted from 30 to 20 in response to Chapter 219 of the Public Acts of 2025.

Table 7. Redistributing Subject Weights: Grades 3-5 Success Rate

Missing Subject Success Rate	Redistributed Weight for ELA	Redistributed Weight for Math	Redistributed Weight for Science
ELA	0%	70%	30%
Math	70%	0%	30%
Science	50%	50%	0%
ELA & Math	Not eligible to receive a success rate	Not eligible to receive a success rate	Not eligible to receive a success rate
ELA & Science	0%	100%	0%
Math & Science	100%	0%	0%

Note. Original Weight is 40% for ELA, 40% for math, and 20% for science.

Table 8 shows the business rules for redistributing weights for Grades 6-8 Success Rate.

Table 8. Redistributing Subject Weights: Grades 6-8 Success Rate

Missing Subject Success Rate	Redistributed Weight for ELA	Redistributed Weight for Math	Redistributed Weight for Science	Redistributed Weight for Social Studies
ELA	0%	50%	25%	25%
Math	50%	0%	25%	25%
Science	40%	40%	0%	20%
Social Studies	40%	40%	20%	0%
ELA & Math	Not eligible to receive a success rate	Not eligible to receive a success rate	Not eligible to receive a success rate	Not eligible to receive a success rate
ELA & Science	0%	70%	0%	30%
ELA & Social Studies	0%	70%	30%	0%
Math & Science	70%	0%	0%	30%

Missing Subject Success Rate	Redistributed Weight for ELA	Redistributed Weight for Math	Redistributed Weight for Science	Redistributed Weight for Social Studies
Math & Social Studies	70%	0%	30%	0%
Science & Social Studies	50%	50%	0%	0%

Note. Original Weight is 35% for ELA, 35% for math, 15% for science, and 15% for social studies.

If some subjects lack sufficient data for Grades 9-12 Success Rate, their weight is proportionally distributed to the remaining subjects—except when both ELA and math have insufficient data; in that case, no success rate is given for Grades 9-12.

2.1.3.3 TCAP Participation Rates

The TCAP participation rate is the percent of the number of tested records divided by the number of enrolled records. Consult [Section 2.1.1.1](#) for the definition of tested and enrolled records.

- **Tested** counts include the number of tested records with a valid performance level.
- **Enrolled** counts include the number of tested and non-tested records.

$$\text{Participation rate} = \frac{\# \text{ tested (valid tests)}}{\# \text{ enrolled}} * 100$$

Important note: TCAP Participation rate is rounded to the nearest whole number and is calculated at subject-level within each grade band (i.e., 3-5, 6-8, 9-12). A grade-band subject TCAP participation rate of 94.1% or higher but less than 94.9% is rounded to 95%. The grade-band subject TCAP participation rate is used to determine whether a grade-band subject success rate would be adjusted or not due to not meeting the grade-band subject TCAP participation rate of 95%. Participation rates are calculated *after* all data preparations described in [Section](#)

[2.1.1](#) are completed. The post-appeal student-level assessment data file³⁰ is used to calculate the grade-band subject TCAP participation rates and the grade-band subject success rates. Consult [Section 2.1.2.3](#) for more detail regarding how subject-level grade band TCAP participation rate may affect subject-level grade band success rate calculation.

2.1.3.4 Achievement Indicator Score

The department utilized the 2021-22 assessment data³¹ to establish the cut scores to evaluate the Achievement indicator. That is, cut scores are established based on quintile cuts for each grade band—the score falls on the 20th-, 40th-, 60th-, and 80th-percentiles are used as the cut scores as presented in Table 9.

Table 9. Cut-Scores for Determining Achievement Indicator Scores by Grade Band

Achievement Indicator Score	Success Rate Cut Scores: G3-5	Success Rate Cut Scores: G6-8	Success Rate Cut Scores: G9-12
1	0.0-19.9	0.0-17.2	0.0-14.3
2	20.0-30.4	17.3-27.3	14.4-23.9
3	30.5-38.6	27.4-36.0	24.0-31.6
4	38.7-49.4	36.1-45.3	31.7-40.0
5	49.5-100.0	45.4-100.0	40.1-100.0

To calculate the Achievement indicator score, the grand-band success rates are evaluated against the cuts presented in Table 9 and receive one or more Achievement indicator scores depending on grade levels served. For instance, traditional elementary schools serving students in kindergarten to 3rd grade would receive an Achievement indicator score based on their G3-5 success rates. K-8 schools would receive two Achievement indicator scores based on their G3-5 success rates and Grades 6-8 success rates. K-12 schools would receive three Achievement indicator scores based on their G3-5 success rates, G6-8 success rates,

³⁰ The finalized student-level assessment data from the annual accountability appeals process, which include assessment data for all subjects, are used for letter grade calculation.

³¹ Please consult the 2022-23 School Letter Grade Protocol and Appeals Guide for details regarding the baseline data.

and G9-12 success rates. For schools with more than one Achievement indicator score, an overall Achievement indicator score is calculated based on the school's student enrollment³² weights. Table 10 shows examples of how the Achievement indicator scores are calculated for schools with various grade compositions.

Table 10. Use case of Achievement Indicator Scores Calculation

Scenario	Success Rate (Indicator Score) ³³	Enrollment	Overall Achievement Indicator Score
School A serves students from kindergarten to grade 8	G3-5 success rate is 35% (3)	100% enrollment is G3-5	$3 \times 1.0 = 3.0$
School B serves students from grades 6 to 8	G6-8 success rate is 20% (2)	100% enrollment is G6-8	$2 \times 1.0 = 2.0$
School C serves students from grades 9 to 12	G9-12 success rate is 35% (4)	100% enrollment is G9-12	$2 \times 1.0 = 4.0$
School D serves students from kindergarten to grade 8	G3-5 success rate is 35% (3) and G6-8 success rate is 20% (2)	70% enrollment is G3-5 and 30% enrollment is G6-8	$(3 \times 0.7) + (2 \times 0.3) = 2.7$
School E serves students from Kindergarten to grade 12	G3-5 success rate is 35% (3); G6-8 success rate is 20% (2); and G9-12 success rate is 35% (4)	50% enrollment is G3-5; 25% enrollment is G6-8; and 25% enrollment is G9-12	$(3 \times 0.5) + (2 \times 0.25) + (4 \times 0.25) = 3.0$

³² Only tested grades based on school enrollment records are included in the enrollment count. For instance, if a school serves students from kindergarten to 5th grade, only students from grades 3 and 5 are counted in the enrollment number. If a school serves students from grades 10 to 12, all students in 10th to 12th grades are counted.

³³ Use Table 9 to identify corresponding indicator score.

Scenario	Success Rate (Indicator Score) ³³	Enrollment	Overall Achievement Indicator Score
School F serves students from grade 5 to 12	G3-5 success rate is 35% (3); G6-8 success rate is 20% (2); and G9-12 success rate is 35% (4)	10% enrollment is G3-5; 45% enrollment is G6-8; and 45% enrollment is G9-12	$(3 \times 0.1) + (2 \times 0.45) + (4 \times 0.45) = 3.0$
School G serves students from Kindergarten to grade 6	G3-5 success rate is 35% (3) and G6-8 success rate is 20% (2)	90% enrollment is G3-5 and 10% enrollment is G6-8	$(3 \times 0.9) + (2 \times 0.1) = 2.9$

2.2 Tennessee Value-Added Assessment System (TVAAS) Composites

For school letter grade calculation, the department calculates two types of growth measures:

- State Growth measure (Growth) is the TVAAS All Subjects composite for the All Students group.
- State Growth25 measure (Growth25) is the TVAAS All Subjects composite for the bottom 25 percent student group.³⁴

These growth measures include test data from all subject areas as specified in [Section 2.2.2](#). The 50 percent enrollment rule is applied in the calculation of Growth and Growth25. 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.³⁵

³⁴ Districts may consult the [Projected Bottom 25 Percent Student Group Identification Guide](#) for guidance on how to identify students who are **likely** to be in Growth25 based on their prior achievement using TVAAS student projections for a given assessment.

³⁵ Although Career and Technical Education (CTE) schools are not eligible for school designations, the department reports TVAAS composites for CTE schools.

2.2.1 Data Preparation

As stated in [Section 2.1.1.5](#), the department applies the 50 percent enrollment rule to determine accountable schools for student performance on TCAP assessment results. Hence, for TVAAS calculation, only students who spent at least 50 percent of the school year at the school are accounted for. Please consult [Section 2.1.1.5](#) for how the 50 percent enrollment is calculated and applied in the data preparation process. Additional business rules in the TVAAS data file preparation process are discussed in detail in the TVAAS [Technical Report](#) Section 7.2.9 and Section 7.3.1.

2.2.2 Calculation Procedure

Within the letter grade system, all tested subjects, with few exceptions, are included in the calculation of Growth and Growth25, including:

- ELA, including TCAP ELA 3-8, English I, English II
- Math, including TCAP math 3-8, Algebra I/Integrated Math I, Geometry/Integrated Math II, Algebra II/Integrated Math III
- Science, including TCAP science 5-8, Biology
- Social studies, including TCAP social studies 6-8, U.S. History

The exceptions are:

- Grade 3 and Grade 4 science tests³⁶
- Substitutable courses/tests³⁷
- TCAP-Alt assessments³⁸

2.2.2.1 TVAAS All Subjects Composite

The TVAAS All Subjects composite is used as the Growth indicator in the letter grade system. The TVAAS All Subjects composite will include the **better score** between composites that include early grades (3rd grade) and

³⁶ Grade 3 and 4 Science tests are used as predictors and are included in testing history in TVAAS calculation. However, TVAAS composites do not include value-added measures for grades 3 and 4 Science mainly because these assessments do not have sufficient stretch in the scales (consult TVAAS Technical Report Section 7.1.1 for more detail).

³⁷ Substitutable courses are not included in the TVAAS calculation.

³⁸ TCAP-Alt assessments are not used as predictors and are only included in testing history in TVAAS calculation.

those that do not³⁹. Table 11 shows the mapping of TVAAS levels and the corresponding score for which schools would receive their Growth indicator.

Table 11. School Growth Indicator Score and TVAAS Levels Mapping and Interpretation

Growth Score	TVAAS All Subjects Composite Level	Interpretation
1	Level 1	There is significant evidence that students made less growth than expected.
2	Level 2	There is moderate evidence that students made less growth than expected.
3	Level 3	There is evidence that students made growth as expected.
4	Level 4	There is moderate evidence that students made more growth than expected.
5	Level 5	There is significant evidence that students made more growth than expected.

2.2.2.2 TVAAS All Subjects Composite for the Bottom 25 Percent

TVAAS All Subjects Composites for the bottom 25 percent are used as the Growth25 indicator in the letter grade system. The bottom 25 percent include students who are at the bottom 25 percent based on their TCAP test results (highest need students) within the school per subject and grade level (i.e., TCAP tests) or per course (i.e., EOC courses). The TVAAS All Subjects composite for the bottom 25 percent will include the **better score** between composites that include early grades (3rd grade) and those that do not⁴⁰. The process for identifying the bottom 25 percent does vary slightly by model (i.e., gain vs. predictive model):

- For the gain model⁴¹, students are identified based on their average score, which is the average of the current and prior-year NCE values. This is conducted separately for each school/subject/grade since the students are not necessarily the same in each set. Therefore, it is possible that a student

³⁹ For schools that only have grade 3 growth data (i.e. K-3 schools), grade 3 growth data will be used for TVAAS calculations.

⁴⁰ For schools that only have grade 3 growth data (i.e. K-3 schools), grade 3 growth data will be used for TVAAS calculations.

⁴¹ The gain model is applied when calculating growth measures for TCAP 3-8 math and ELA.

may be identified in math and/or ELA, depending on their TCAP scores in each subject.

- For the predictive model⁴², it is the predicted score based on the school-level predictive model. Again, this is conducted separately for each school/course or school/subject/grade since the students are not necessarily the same in each set. Therefore, it is possible that a student may be identified in multiple subject areas depending on their TCAP scores across all subjects.

Using these values, students are selected within a school/subject/grade or school/course if their average NCE score or predicted score is in the bottom 25 percent. If the 25 percent threshold does not provide an integer, then the model will include the next lowest-score student to have at least 25 percent.

Once the bottom 25 percent of students are identified, there are additional steps to create the school growth measure, and the exact process varies by model.

- For the gain model, all of the students' current and prior test scores in math and ELA are included, just as they are in the overall school gain model, and the same calculation is performed as in the overall school model to produce the growth measures in the specific assessment. This is done separately for each subject since each has a separate set of students. Ultimately, a combined ELA and math model is used to create a composite standard error of any composite measures using components from this overall run and the separate subject models.
- For the predictive model, the students' predicted scores calculated from the overall school model with all students are used to create residuals for the individual students selected in the bottom 25 percent group. Their residual is based on the difference between students' predicted and actual scores, just like the overall school model. The average residual for the bottom 25 percent of students within a school/course or school/subject/grade is shrunk back toward zero because it is based on the number of students in the bottom 25 percent student group. Standard errors are then created based on this subset of students.

⁴² The predictive model is applied when calculating growth measures for TCAP 3-8 science and social studies and EOC tests.

It is important to note that the expectation of growth for these students is based on the average amount of growth made by all students within a year/subject/grade or year/course and their own prior testing history. The same requirement applies to the minimum number of students in each school/year/subject/grade or school/year/course to create growth measures. For the gain model, the minimum n count of 6 per school/year/subject/grade is applied. For the predictive model, the minimum n count of 10 per school/year/course is applied. In other words, the minimum number of students must be met by the bottom 25 percent group of students. For example, if there are 12 students overall in a school/year/subject/grade, the bottom 25 percent would be too small (n = 3) to report a growth measure.

Table 12 shows the mapping of TVAAS levels and the corresponding score for which schools would receive their Growth25 indicator.

Table 12. School Growth25 Indicator Score and TVAAS Levels Mapping and Interpretation

Growth Score	TVAAS All Subjects Composite Level for the Highest Need Students	Interpretation
1	Level 1	There is significant evidence that students made less growth than expected.
2	Level 2	There is moderate evidence that students made less growth than expected.
3	Level 3	There is evidence that students made growth as expected.
4	Level 4	There is moderate evidence that students made more growth than expected.
5	Level 5	There is significant evidence that students made more growth than expected.

2.3 College and Career Readiness (CCR) Data

The letter grade system includes the College and Career Readiness (CCR) indicator for high schools as a measure of student readiness for postsecondary education and careers. Various data sources are used for CCR evaluation, including ACT/SAT and early postsecondary performance data. Table 13 summarizes 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 13. 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.
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, which provides a matched data file to the department.

Data Type	Data Source(s)
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) ⁴³	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.

For the letter grade system, the current graduating cohort’s CCR data are used. The CCR Data Verification Guide, which provides details regarding the data verification process and timeline, is updated annually on the [department’s website](#).⁴⁴ The following sections discuss business rules applied to preparing data files and how each data element is used in the CCR calculation.

⁴³ The department started phasing out SDC courses in the fall of 2025,. 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.

⁴⁴ CCR Data Verification guide is updated annually and released on the [TDOE Accountability webpage](#) in early spring.

2.3.1 Data Preparation

Business rules applied to prepare CCR data files are briefly described in this section. Consult the annual [CCR Data Verification Guide](#) for more details regarding annual key updates.

2.3.1.1 ACT/SAT Data

ACT and SAT results offer students information about their preparation for postsecondary opportunities and the workforce through an assessment of career and college readiness. Below are the guidelines the department uses to prepare ACT and SAT data:

- For ACT⁴⁵ and SAT composite scores, a student's highest score from a single administration obtained within their high school years⁴⁶ including June of their self-reported graduation year is used.⁴⁷ Records containing students' highest composite scores among the cohort file are provided by ACT.
- The department does not use "superscores."⁴⁸
- The department reconciles instances in which students have multiple records, either from a single file or across multiple of the files above, as follows:
 - The record with the highest composite score is included if there are multiple records for the same student with different composite scores.
 - The record with the highest math subscore is included if there are multiple records for the same student with the same composite score.

⁴⁵ Only tests with science scores are acceptable for the CCR indicator calculation. Any tests without science will not be accepted for accountability purposes.

⁴⁶ ACT and SAT data are aggregated by the department for the three most recent school years and are matched to their cohort.

⁴⁷ There may be scores earned within this timeframe that may not be included (e.g., tests taken in another state or records that do not include a state student ID in any of the files described above).

⁴⁸ A superscore is the average of one's best subject scores from all ACT test attempts.

- The record with the highest reading⁴⁹ subscore is included if there are multiple records for the same student with the same composite and math scores.
- The record with the highest English subscore is included if there are multiple records for the same student with the same composite, math, and reading scores.
- The record with the highest science subscore is included if there are multiple records for the same student with the same composite, math, reading, and English scores.
- The most recent test record is included if there are multiple records for the same student with the same composite, math, reading, English, and science scores.

2.3.1.2 Early Postsecondary Performance Data

TEDS and local student information systems (SIS) use specific course codes for early postsecondary courses. Student 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) courses⁵⁰
- Local Dual Credit (LDC)

AP, CIE, DE, and IB courses are all denoted with specific course codes following the [Course Code Management System](#) (CCMS). To prepare the initial CCR data files, the department pulled these various data, including transcripts, course enrollment, and course codes, to help determine which students were enrolled in the qualifying postsecondary courses. For all CCR elements, a student must be appropriately

⁴⁹ For SAT, the department considers the critical reading score as the reading subscore.

⁵⁰ The department started phasing out SDC courses in the fall of 2025. 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.

placed in the correct course code, and/or the appropriate flags must be checked to reflect that the course was offered as an early postsecondary course eligible for postsecondary credit. For questions about early postsecondary course enrollment, please email Early.Postsecondary@tn.gov.

In addition to collecting enrollment information, the department also receives various test scores from various data vendors as presented in Table 13, including AP, CIE, CLEP, IB, and SDC. The department then utilizes course enrollment and test information to identify postsecondary courses that are eligible for being counted for CCR status, followed by district verification to finalize the data during the CCR Data Verification process.

Lastly, the department relies on districts for three key data elements:

- **Industry credentials (ICs).** Districts self-reported ICs earned by their students to the department on an annual basis. Districts' CTE directors review and certify the data following the requirements specified by each IC. As noted in the department's Tennessee Promoted Industry Credential [webpage](#), within the constraints of the local district abilities, any student may attempt to earn any industry credential. Consult the [Tennessee Promoted Industry Credential Report](#) for more information on ICs.
- **Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).** Districts self-reported ASVAB test data to the department during the annual CCR data verification process.
- **LDC testing records.** District self-reported LDC testing records to the department during the annual CCR data verification process.

2.3.1.3 Special Cases and Business Rules

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

- The department will not count Intervention (e.g., G02H22, etc.) or Study Hall (G25H10) courses marked with the LDC flag as postsecondary credits.
- Courses marked with the LDC flag that have a course code corresponding to another early postsecondary course type (e.g., an AP course marked with the LDC flag) will be considered as the type corresponding to the course code rather than the LDC flag.

- Classes for students completed between grades 9 and 12 are considered in the counts of EPSOs students earn.

2.3.1.4 Resolving Duplicated Early Postsecondary Data

The department follows the steps below to retain a single record per student per course when preparing the data file for district review:

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

2.3.2 Calculation Procedure

This section discusses formulas and calculations for the CCR indicator and how the cut-scores are established to evaluate the CCR indicator.

2.3.2.1 CCR Rates

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

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

The number of students in the graduating cohort is defined as the number of students entering grade 9 for the first time four years prior, removing withdrawn students and adding students who join that cohort in later years. Graduates are defined as students who graduated in four years plus a summer with a traditional diploma or an alternate academic diploma, having met the graduation requirements in [State Board Rule 0520-01-03-.06](#) and [High School Policy 2.103](#).⁵¹ Please consult the [Cohort protocol](#) for more guidance on cohort and graduation status determination.

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)
- Earns a score of 31 or higher on the ASVAB AFQT
- 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)
- Earns one or more “postsecondary credits”

Students must obtain the IC (either by earning the required exam score or completing the licensure requirements) for the credential to count toward the CCR indicator. Only ICs that are on the [department’s promoted list](#) are considered for the CCR indicator.

To be counted as earning one or more “postsecondary credits,” students must meet one of the attainment criteria as specified in Table 14. Please note that students who took AP, CIE, CLEP, IB, and SDC tests without enrolling in the associated course are eligible for accounting and will count as receiving postsecondary credits if they

⁵¹ Also see CHAPTER 0520-01-03-.06

meet the specified attainment requirement. Course enrollment is not a requirement for these early postsecondary opportunities. However, students who earn postsecondary credits via the DE and LDC pathways must have enrollment records with a valid state or local course code in the [CCMS](#).

Table 14. Postsecondary Credit Attainment Criterion by Data Element

Data	Attainment Requirement	Course Enrollment
AP	Score of 3, 4, or 5 on associated exam	Not Required
CIE	Exam grade of A*, A, B, C, D, or E (A Level) OR Exam grade of a, b, c, d or e (AS Level)	Not Required
CLEP	Exam score of 50 or higher	Not Required
DE	College credit earned evidenced by passing dual enrollment course requirements that are eligible for earning postsecondary credits	Required
IB	<i>Subject Area Tests</i> : Exam score of 3+ (SL or SL/HL); Exam score of 4+ (HL) <i>Theory of Knowledge Exam</i> : Exam score of A, B, or C	Not Required
LDC	College credit earned evidenced by passing local dual credit examination or course requirements that are eligible for earning postsecondary credits	Required
SDC	Challenge exam score necessary to obtain credit at TN public university (varies by exam; see CCR Data Verification Guide Appendix A for a full list of individual SDC exam cut scores.	Not Required

2.3.2.2 CCR Indicator Score

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 distribution⁵² across the state—the score falls on the 20th-, 40th-, 60th-, and 80th-percentiles are used as the cut scores as presented in Table 15.

⁵² Please consult the 2022-23 School Letter Grade Protocol and Appeals Guide for details regarding the baseline data.

Table 15. Cut-Scores for Determining CCR Indicator Score

CCR Indicator Score	CCR Rate Cut Scores
1	0.0-31.4%
2	31.5-43.5%
3	43.6-54.4%
4	54.5-65.6%
5	65.7-100.0%

2.4 Rounding and Truncating Procedures

When calculating and reporting the success rates, the department only rounds the grade band subject success rates to the nearest one decimal place. The department does not round any other success rates. When reporting, all calculations are truncated to one decimal place for the Achievement indicator score, the weighted achievement indicator, and the overall letter grade score. For example, a school with an Achievement indicator score of 2.153 will have an Achievement indicator score of 2.1 displayed in reporting.

Section 3: Letter Grade Methodology

This session discusses how the indicators are used to inform a final letter grade for schools that are eligible for a letter grade.

3.1 Letter Grade Eligibility

All schools 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 receiving a letter grade with few exceptions. The following types of schools are not eligible for receiving a letter grade:

- Adult high schools⁵³ (schools with an instructional type of 9 in the School Directory)
- Alternative schools⁵⁴ (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

⁵³ 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.

⁵⁴ 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.¹ 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 School for Blind (schools with an instructional type of 7 in the School Directory)
- Tennessee Schools for the Deaf⁵⁵ (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 only
- Schools without an Achievement **or** Growth indicator

Although the above school types are not eligible for letter grades, the department report letter grade related data⁵⁶ for them on state report card when data is available.

3.2 Letter Grade Indicators and Weights

Table 16 summarizes the key indicators included in the school letter grade calculation and the corresponding weights by school type. Schools with at least 20⁵⁷ students in the current year's graduating cohort are identified as high schools and are evaluated on four indicators: Achievement, Growth25, and CCR. All other schools are identified as K-8 schools and are evaluated on three indicators: Achievement, Growth, and Growth25.

⁵⁵ 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.

⁵⁶ Available data include success rate, achievement score, Growth, and Growth25. CCR data are not available 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 letter grade of the most recently enrolled TN public school. CTE schools are eligible for a cohort; hence CTE schools with enrollment data in TEDS receive CCR data. However, CTE schools are not eligible for school letter grade; hence, their CCR data are not used in school letter grade.

⁵⁷ Minimum n count was adjusted from 30 to 20 in response to Public Chapter 219 of 2025.

Table 16. Letter Grade Indicators and Weights by School Type

Indicators	K-8 Schools	High Schools
Achievement	50%	50%
Growth	40%	30%
Growth25	10%	10%
CCR	0%	10%

Table 17 shows the re-distribution of weights when one or more indicators are missing due to insufficient data.

Table 17. Indicator Weight Redistribution

School Type	Missing Indicator	Weights Distribution
K-8	Achievement OR Growth	Not Eligible for Letter Grade
K-8	Growth25	Achievement (50%) & Growth (50%)
HS	Achievement OR Growth	Not Eligible for Letter Grade
HS	Growth25	Achievement (50%), Growth (40%) & CCR (10%)
HS	CCR ⁵⁸	Achievement (50%), Growth (40%) & Growth25 (10%)
HS	Growth25 & CCR	Achievement (50%) & Growth (50%)

3.3 Letter Grade Calculation

The letter grade calculations are presented below by school type:

$$\begin{aligned}
 &K - 8 \text{ School Letter Grade Score} \\
 &= (\text{Achievement Indicator Score} \times 0.50) + (\text{Growth Score} \times 0.40) \\
 &+ (\text{Growth25 Score} \times 0.1)
 \end{aligned}$$

$$\begin{aligned}
 &High School Letter Grade Score \\
 &= (\text{Achievement Indicator Score} \times 0.50) + (\text{Growth Score} \times 0.30) \\
 &+ (\text{Growth25} \times 0.1) + (\text{CCR Score} \times 0.1)
 \end{aligned}$$

⁵⁸ A school that is assigned to HS pool (i.e., must have at least 30 students in the graduating cohort) will always have sufficient data for the CCR indicator.

Once the letter grade scores are calculated for all eligible schools, each school receives a letter grade of A, B, C, D, or F based on the cut scores below:

Table 18. Score Range for Letter Grade Assignment

Letter Grade	Score Range
A	4.5-5.0
B	3.5-4.4
C	2.5-3.4
D	1.5-2.4
F	1.0-1.4

Appendices

Appendix A: Opportunity Public Charter School Accountability Framework Proposal

The Background:

[Chapter 1066 of the Public Acts of 2024](#) (PC 1066) establishes the creation of opportunity public charter schools, which are public charter schools that serve a student population in grades 6-12 composed of at least seventy-five percent (75%) “at-risk” students, as defined in PC 1066. Opportunity public charter schools are intended to boost academic proficiency and provide pathways to post-high school success for students despite prior educational and personal challenges. Opportunity public charter schools may open beginning in the 2026-27 school year.

PC 1066 requires the Tennessee Department of Education (department) to propose, and the State Board of Education to adopt an accountability framework for opportunity public charter schools that includes multiple measures and performance metrics and targets that ensure students are prepared for post-high school success.

Accountability Working Group

In developing the accountability framework for opportunity public charter schools, the department was required by PC 1066 to convene an Accountability Working Group to provide input and feedback prior to the recommendation of an accountability framework to the State Board of Education.

On September 26, 2024, and October 30, 2024, the department held meetings with the working group to discuss and review the accountability framework. Multiple stakeholders participated in the working group including representatives from the following organizations:

- Local Education Agencies (LEAs) that authorize public charter schools
 - Hamilton County Schools
 - Tennessee Public Charter School Commission

- Charter Schools and Charter School Management Organizations
 - Green Dot Public Schools
 - Libertas School
 - Rock Academy
 - Valor Collegiate Academies
- State Agencies
 - State Board of Education
- Additional Organizations with Charter School Expertise
 - State Collaborative on Reforming Education (SCORE)
 - TennesseeCAN
 - Tennessee Charter School Center
 - Tennesseans for Student Success

At both meetings of the accountability working group, participants shared thoughtful input and feedback for the department's consideration.

Recommendations included a greater emphasis on student growth, incorporating a persistence measure, and ensuring the accountability framework aligned with other accountability and funding systems in Tennessee.

Proposed Accountability Framework

The proposed opportunity public charter school accountability framework is a modified version of the existing [A-F school letter grade formula](#) that was first implemented in 2023. The opportunity public charter school accountability framework includes several key adjustments designed to both acknowledge the populations of at-risk students these schools will serve while maintaining transparency about how well each school is preparing students academically. The changes in this framework adjust how student progress is measured with a greater emphasis on academic growth and rewarding schools for maintaining continuous enrollment of students. Below is a table of the indicator weights for opportunity public charter school A-F letter grades.

Table A1. Letter Grade Indicator Weights

Indicators	Existing A-F School Letter Grade: Middle School	Existing A-F School Letter Grade: High School	OPCS Letter Grade: Middle School	OPCS Letter Grade: High School
Achievement	50%	50%	45%	45%
Growth	40%	30%	45%	30%
Growth - Lowest 25%*	10%	10%	10%	10%
College & Career Readiness	N/A	10%	N/A	15%

*For Opportunity Public Charter Schools, the Growth – Lowest 25% indicator will be *either* the growth of the lowest 25% of the student population *or* a growth measure based on students with continuous enrollment, whichever results in a higher letter grade for the school. For further details, see the description of Opportunity Public Charter School Alternative Growth Measure below.

Additional details for the opportunity public charter school accountability framework include:

- **Deferring Letter Grade Assignment in the First Year of Operation:** Given the unique role intended for opportunity public charter schools, they will not be assigned official letter grades in their first year of operation. This flexibility allows the Department more time to study the program offerings and student population served in these schools.
- **Proficiency Adjustments and Weighted Growth:** The weight of indicators in the letter grade calculation will be adjusted for opportunity public charter schools. Five percent (5%) of the weight of the achievement indicator will shift to the growth indicator for middle schools and the college and career readiness indicator for high schools. As such, for middle schools, the growth indicator will be increased by five percent (5%) and for high schools, the college and career readiness indicator will be increased by five percent (5%).
- **Continuous Enrollment Focus:** Certain performance metrics are adjusted to account for students enrolled for multiple years. The achievement, college

and career readiness indicator, and the opportunity public charter school alternative growth indicator will be weighted based on continuous enrollment of students attaining proficiency on the Tennessee Comprehensive Assessment Program (TCAP). Specifically, students continuously enrolled for two years who meet or exceed expectations on the TCAP will be counted twice. Students continuously enrolled for three years who meet or exceed expectations on the TCAP will be counted three times. This allows schools to emphasize long-term stability and reward progress over time for schools serving populations of students for whom stable educational placements may have been difficult.

- **Opportunity Public Charter School Alternative Growth Measure:** The current A-F school letter grade system includes a metric weighting the growth of students in the bottom 25 percent (25%) of academic performance. In the proposed opportunity public charter school accountability framework, schools will be scored on *either* the growth of the bottom 25% of their students *or* the growth of students continuously enrolled in their school, whichever results in a higher letter grade for the school. This revision is in keeping with the focus throughout this accountability framework on continuously enrolled students.
 - The opportunity public charter school Alternative Growth Measure is calculated by comparing each student's performance only to other students who performed similarly in the prior year. Students demonstrating typical growth will score at the 50th percentile. This statistic can be averaged across tests and students to estimate average growth for a school. Schools with average growth percentiles above 50% accelerated student performance relative to the average in Tennessee, regardless of how high or lower performing they may have been at the start of the year. Continuous enrollment weighting is also factored into this Alternative Growth Measure, using the same weighting applied to proficient students. Either the Growth of the Lowest 25% or the Alternative Growth Measure, whichever results in a higher letter grade for the school, will be used for an opportunity public charter school.

- ***Alternative College and Career Readiness Metrics:*** The opportunity public charter school accountability framework introduces a second pathway for ACT-based college and career readiness. Unlike traditional public schools' A-F letter grades, where students must score 21 to qualify, the accountability framework for opportunity public charter schools also recognize students who improve their ACT score by at least four points from the junior year administration provided by the State to the senior re-take administration provided by the State, even if they don't reach a composite score of 21.

Conclusion:

Opportunity public charter schools are intended to serve students facing significant challenges and disengagement from the traditional classroom environment. PC 1066 requires the Department to develop an accountability framework for opportunity public charter schools that include performance metrics and targets to ensure students are prepared for post-high school success. By focusing on long-term growth, postsecondary readiness, and supporting continuous enrollment, the Department's proposed accountability framework acknowledges the unique population of students these schools are meant to serve and their potential to serve as a critical solution for students who need more tailored educational opportunities.

Appendix B: List of Acronyms

Term	Definition
AP	Advanced Placement
ASVAB/AFQT	Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)
CIE	Cambridge International Examinations
CLEP	College Level Examination Program
CTE	Career Technical Education Schools
DE	Dual Enrollment
ED	Economically Disadvantaged Student Group
ELA	English Language Arts
EOC	End of Course
IC	Industry Credential
IB	International Baccalaureate
LDC	Local Dual Credit
RAEL	Recently Arrived English Learner
RI	Reports of Irregularity
SAT	Scholastic Aptitude Test
SDC	Statewide Dual Credit
SIS	Student Information System
TCAP	Tennessee Comprehensive Assessment Program
TEDS	Tennessee Education Data System

Appendix C: Substitutable Courses Updated in 2026-27

Type	Course	Substitutable Course Number / Title	Min	Max	Proficiency Cut Score
AP	Biology	G03H10 AP Biology	1	5	3
AP	Biology	G03H93 AP Access for All: AP Biology	1	5	3
CIE	Biology	G03H58 CIE Biology AS & A Level	U	A*/a	E/e
SDC	Biology	C18H09 SDC Introduction to Plant Science* (Set to retire for 2026-27)	0	100	70
AP	US History	G04H21 AP U.S. History	1	5	3
AP	US History	G04HC5 AP Access for All: AP U.S. History	1	5	3
CIE	US History	G04H57 CIE Geography I AS Level	U	a	e
CIE	US History	G35H33 CIE History - US AS Level	U	a	e
CIE	US History	G35H34 CIE History - US A Level	U	A*	E
CIE	US History	G04H60 CIE History - International AS & A Level	U	A*/a	E/e
IB	US History	G34H32 IB History of the Americas I SL/HL (Old course code G04H08)	1	7	3
IB	US History	G34H33 IB History of the Americas II SL/HL (Old course code G04H09)	1	7	3
IB	US History	G34H30 IB History I SL (Old course code and name: G04H98 IB History I SL/HL)	1	7	3
IB	US History	G34H31 IB History II SL (Old course code and name: G04H99 IB History II SL/HL)	1	7	3
SDC	US History	G04HB3 SDC American History*	0	100	75

* By Fall 2027, SDC program courses will be fully discontinued and no SDC courses will be available to any students.

Appendix D. DLM Data File Preparation

The TCAP Alternate (TCAP-Alt) Assessments are designed for students with significant cognitive disabilities. The department started using the Dynamic Learning Maps (DLM) ELA and math tests as the TCAP-Alt assessments in place of MSAE ELA and math tests. 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 grade 11.

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. Hence, for high school accountability purposes, the grade 11 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:

1. DLM ELA records in grades 3 to 8 are included as ELA records.
2. DLM math records in grades 3 to 8 are included as math records
3. DLM ELA records in grades 9 or above are included as English II records.
4. 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).
5. 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.⁵⁹

⁵⁹ In TN, 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.

6. 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).
7. 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 are 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)
8. 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 a 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) flags 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).

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the “Tennessee Department of Education”. If you wish to use the materials for reasons other than non-commercial educational purposes,

please contact the office of general counsel at TDOE.GeneralCounsel@tn.gov or (615) 741-2921.