



2019-20 Accountability Protocol

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Section 1: Document Intent and Overview

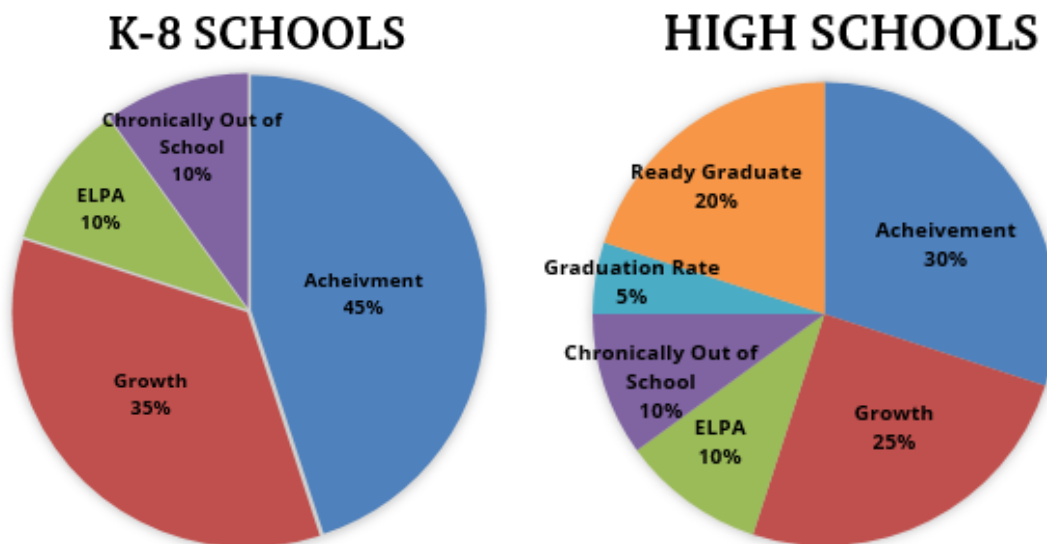
The *2020 Accountability Protocol* is a technical guide that outlines how the Tennessee Department of Education (the department) and State Board of Education will evaluate performance of Tennessee public schools and districts for the 2019-20 school year. This document describes the systems, outlines the data types, and specifies the procedures used in accountability determinations. Our goal is to provide a transparent and consistent framework for making accountability determinations. We hope schools and districts will be empowered to use their data files to target improvement for their students.

The department makes accountability determinations both at the school and district levels. The two frameworks are outlined and described in the subsequent sections of this document. Please note, all accountability files and procedures go through appeals processes. For details regarding the appeals timelines, requirements, and outcomes, please reference appeals guidance via the [Tennessee Department of Education website](https://www.tn.gov/education/department-of-education/2020-accountability-protocol).

Please direct any questions to TNED.Accountability@tn.gov.

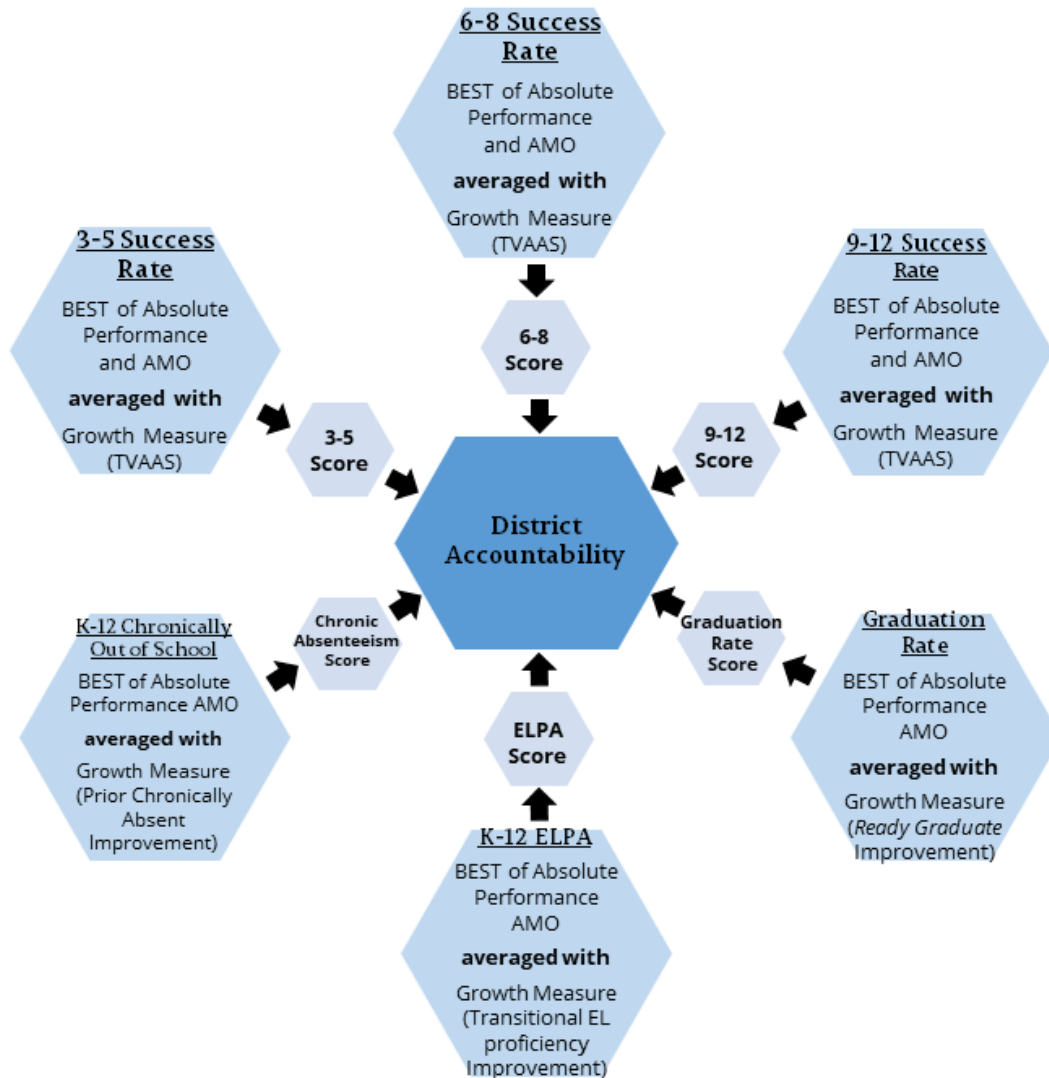
1.1 Overview of the Systems

The Tennessee school and district accountability systems take into account multiple indicators reflecting both student performance and improvement while evaluating both all students and historically underserved student populations as required in the Every Student Succeeds Act (ESSA) and approved by the United States Department of Education. The graphics below highlight the indicators for each system and their corresponding weights. Specific definitions and business rules of these systems are outlined in subsequent sections of this document. School accountability consists of the following¹:



¹ Please note, schools not meeting minimum number counts, will have indicator weights redistributed proportionally to the Achievement and Growth indicators.

Additionally, district accountability evaluates six indicators weighted equally² and averaged together through multiple pathways. Details describing the calculation procedures and applied business rules can be found in [section 5](#).



1.2 School and District Ratings

Schools receive an overall A-F rating, as well as an A-F rating for each indicator. The rating labels for the 2019-20 school year are as follows:

Schools eligible for accountability will receive an A-D rating that represents their final average of each appropriately weighted indicator and student group. Schools receiving a rating of F are schools that were identified as Priority status in 2018 and have not met exit criteria in the prior or most recent year. Additionally, all schools meeting

² Please note, districts that do not meet minimum number counts will not be evaluated for those specific indicators. Indicator weights will be redistributed equally across all remaining indicators.

number counts as described below, and having an instructional status other than Alternative, Adult or CTE are eligible to receive accountability³. The following table outlines school grading options for 2019-20.

A-D Rating	F Rating
<ul style="list-style-type: none"> Schools meet number counts (n=30; ELPA-n=10) Meet school type requirements (i.e., no Alternative, Adult, or CTE school) Eligible to be named Reward school =A Eligible for federal designation of TSI and ATSI 	<ul style="list-style-type: none"> Identified in 2018 Identified every three years Only schools who have not exited Priority or CSI status

Districts have the opportunity to be designated one of the following:

- Exemplary
- Advancing
- Satisfactory
- Marginal
- In Need of Improvement

Districts identified as In Need of Improvement are those with a final score in the bottom five percent of districts state wide, even if their accountability score qualifies them for another named designation. For more details around district accountability, please see [section 5](#).

Additionally, districts will be evaluated on the indicators for which they meet requirements. Therefore, each indicator is equally weighted and calculation procedures reflect that of an average of indicators.

³ Please note, schools must have both current and prior year data to determine pathways. For more information regarding this, see [section 4](#).

Section 2: Data Types and Preparations

2.1 Data Types

2.1.1 Types of Test Data

2.1.1.1 Tennessee Comprehensive Assessment Program

The Tennessee Comprehensive Assessment Program (TCAP) is the umbrella program of state assessments required for students in grades 3-8 and for those students enrolled in end-of-course (EOC) tested subjects. The TCAP Alternative Assessment is designed for students in grades 3-11 with significant cognitive disabilities.

Students in grades 3-8 take the TCAP achievement tests each spring.

- TCAP records in grades 3-8 with subjects of math and ELA are included in accountability calculations.
- If a student takes both 3-8 achievement and EOC exams for the same subject, the 3-8 TCAP record is dropped from accountability calculations and replaced with the EOC record. Please consult [section 2.4.1](#) for more detailed information on data preparations.

EOC testing records include students in grades 6-12 who test in any of the following subjects during either the fall or spring test administration:

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

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

- Middle school Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III records count as Math for accountability calculations.⁴
- Middle school English I and English II records count as ELA for accountability calculations.

2.1.1.2 TCAP-Alternate Assessment

The TCAP-Alternate Assessment is designed for students with significant cognitive disabilities and is based on alternative content standards. A student's participation in the alternative assessment is based on the decision of his or her Individualized Education Plan (IEP) team and must be documented in the IEP.

- Students in grades 3-12 who take the TCAP-Alternate Assessment are included in accountability calculations.
- All students who take the TCAP-Alternative Assessment are considered students with disabilities (SWD).
- TCAP-Alternate Assessment math records in grades 9 or above are included as Algebra I or Integrated Math I records, depending on the district's curriculum sequence (i.e., whether the district has more Algebra or Integrated Math records).
- TCAP-Alternate Assessment ELA records in grades 9 or above are included as English II records.

⁴ Success rates are defined as the total number of valid tests with a performance level of on track or mastered out of the total number of valid tests for the subjects in a given grade band. Please consult [section 3.3](#) for more information.

2.1.1.3 The ACT and SAT

The ACT and SAT assess students' cumulative knowledge from grades K-12. Students gain valuable information about their preparation for postsecondary opportunities and the workforce by taking an assessment of career and college readiness. This data is used in the *Ready Graduate* indicator.

For ACT and SAT composite scores, a student's highest score from a single administration will be used.⁵ The department does not use "super scores."

Please note that ACT and SAT data lag by one year (i.e., 2020 accountability determinations use ACT or SAT data for the graduating class of 2019).⁶ Please also note that SAT scores earned on national administrations will not automatically be included in accountability unless the student has also taken the SAT on an in-school administration. Scores for national administrations of the SAT and ACT that are not automatically included are eligible for inclusion by appeal.⁷

2.1.1.4 English Language Proficiency Assessment

All English learners (EL) take the WIDA ACCESS 2.0 exam, which assesses student progress toward English proficiency. Students with the most severe cognitive disabilities take the WIDA Alternate ACCESS.⁸

2.1.1.5 Early Postsecondary Examination Data

Early postsecondary examination data assess student performance on college-level coursework and/or career readiness. The early postsecondary test data used in accountability lag by one year (i.e., 2020 accountability will reflect data for students who graduated with their cohort in 2019).

2.1.2 Types of Non-Test Data

2.1.2.1 Absenteeism

Absenteeism data come from extract 049 in EIS. Students with primary enrollments in grades K-12 and attendance codes of A, U, X, or T are considered absent for accountability purposes. Please consult the [EIS Extract Layouts](#) and [Appendix F of the EIS Appendices](#) for more information regarding attendance codes. These data are pulled from EIS at the completion of the school year.

2.1.2.2 Graduation Rates

Final graduation rate data come from the state's graduation cohort application. Students count in the cohort based on the first year in which they enrolled in grade 9. Students count as graduates if they are included in the cohort and earn an on-time regular diploma.⁹ The data from the cohort application reflect EIS data with school and district edits that the department approves. Please consult the [2020 Graduation Cohort Protocol](#) for more information.

⁵ A student's highest ACT composite score includes all records in the three years including and up to June of the student's self-reported graduation year.

⁶ For the subject replacement, as detailed in [section 2.4.1.4](#), current year ACT or SAT testing data will be used from the state testing day.

⁷ More information regarding [ACT and SAT appeals guidance](#) can be accessed through the Accountability application.

⁸ Currently the department does not include WIDA Alternative ACCESS data because of small numbers of students and the resulting difficulty of computing expected growth.

⁹ The department considers graduates "on-time" if they earn regular diplomas within four years plus a summer after first entering grade 9.

Graduation data lag by one year (i.e., 2020 accountability will reflect data for the cohort of students who were expected to graduate in 2019).

2.1.2.3 Early Postsecondary Enrollment Data

Early postsecondary course enrollment information comes from the course codes and flags submitted to EIS via extract 030. AP, CIE, DE, and IB courses are all denoted with specific course codes. SDC courses must be indicated with **both** the appropriate course code and course flag. LDC courses are denoted with the course flag only. Courses marked with the LDC flag that have a course code that corresponds to another EPSO course type (e.g., an AP course marked with the LDC flag) will be considered as the EPSO type that corresponds to the course code rather than the LDC flag.

2.1.2.4 Industry Certification Data

Only industry certifications that are on the [department's promoted list](#) as of students' cohort graduation year are considered for the *Ready Graduate* indicator. Students must obtain the industry certification (either by earning the required exam score or by completing the licensure requirements) for the certification to count toward the *Ready Graduate* indicator. Industry certifications that have expired will count toward students' total number of EPSOs completed¹⁰. Students who earn an industry certification that is on the department's promoted list but is subsequently removed from the list by their cohort graduation year may be appealed to have this information included in their *Ready Graduate* status. Industry certifications may count for multiple EPSOs toward students' *Ready Graduate* status, including some industry certifications which satisfy the entire *Ready Graduate* criteria on their own. Please consult the [promoted list](#) for more information.

2.2 Historically Underserved Student Groups

2.2.1 Included Student Groups

All students are included in the all students group. Students are assigned¹¹ to the following historically underserved student groups¹² as applicable:

- Black, Hispanic, and Native American students (BHN)
- English learners (EL)¹³
- Economically disadvantaged students (ED)
- Students with disabilities (SWD)¹⁴

The following progression is applied when students have multiple indicated races or ethnicities.

¹⁰ For more information regarding Industry Certification conversions to EPSOs, please access the [Industry Certification Conversion Table](#).

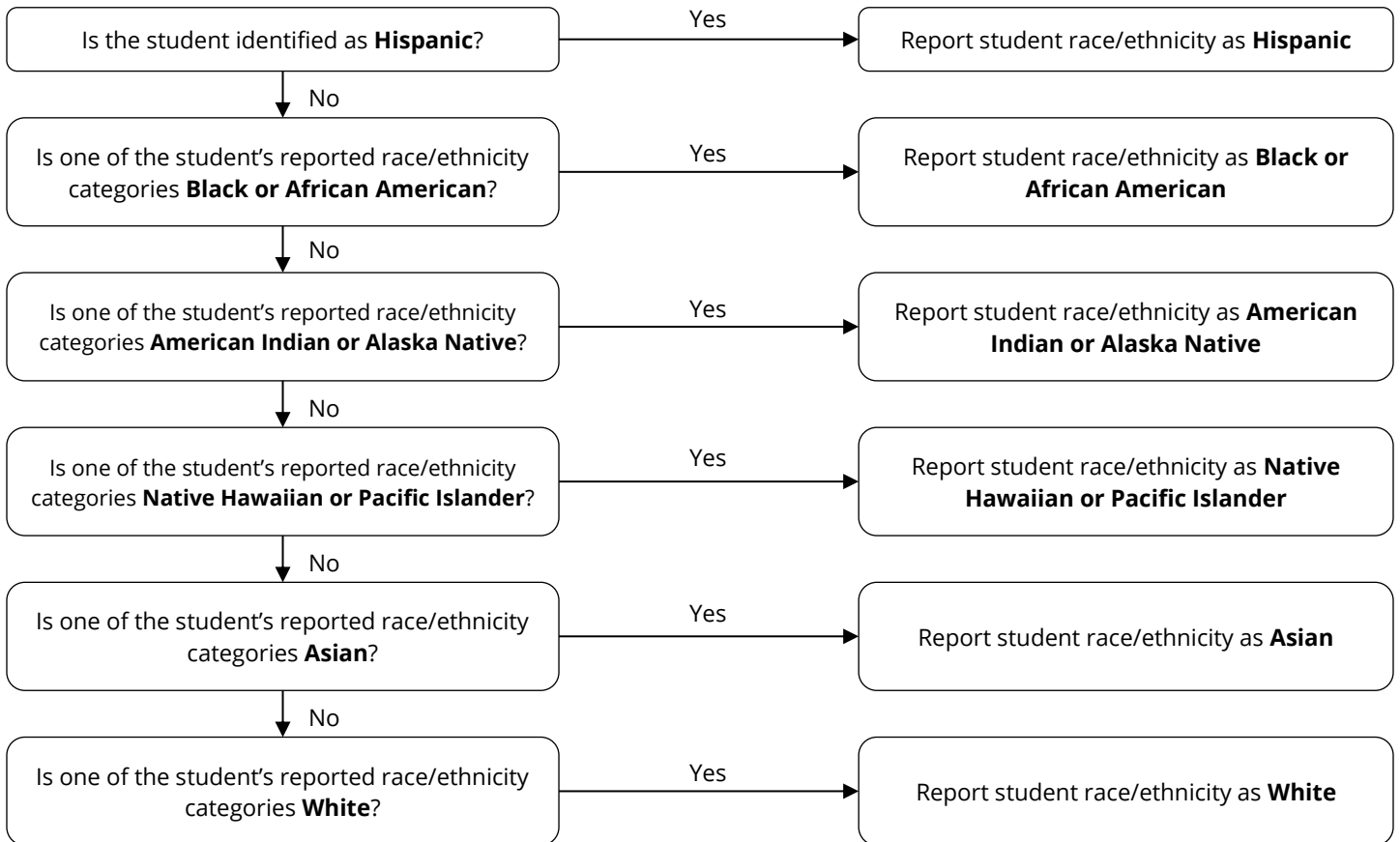
¹¹ This document will use the terms "historically underserved student groups" and "student groups" interchangeably.

¹² Students with a test record but no corresponding demographic information in EIS will count in the all students group but not in any historically underserved student group.

¹³ The assessment data file includes separate groups for EL and EL with Transitional students. In the accountability file, the EL subgroup includes transitional students. Transitional ELs comprise T1 through T4 students.

¹⁴ Students identified with a primary disability of Functionally Delayed or Gifted are not included in the SWD student group.

Hierarchy for Determining Reported Race/Ethnicity



2.2.2 Super Subgroup

The Super Subgroup consists of all students identified with one or more of the historically underserved student groups mentioned in [section 2.2](#), counting each student only once regardless of how many student groups they identify with. For example, a student who is classified both as EL and as SWD counts once in the Super Subgroup. The same would be true of a student identified with only one of the historically underserved student groups, as in the case of student whose race/ethnicity is listed as Black, Hispanic, or Native American (BHN).

2.3 Data Definitions

2.3.1 Enrolled, Tested, and Valid Tests Definitions

Counts of enrolled and tested students are primarily used for determining eligibility and participation rates.¹⁵

- **Enrolled** counts include the number of tested and non-tested records.
- **Tested** counts include the number of tested records.
- **Valid test** counts include tested records with a valid performance level.¹⁶

¹⁵ Please see [section 3.1](#) for more information regarding participation rates.

¹⁶ Valid ACT or SAT tests are those taken with no accommodations or approved ACT accommodations that produce a valid, college-reportable composite score. For the purposes of the *Ready Graduate* indicator, the department will use the number of

Please note that all counts are calculated after excluded and duplicated records have been resolved. Please see [section 2.4.1.2](#) for more details.

Records that are marked as **enrolled** but **not tested**¹⁷ will count against participation rates. That is, these records will be reflected in the data as follows:

- For calculating the percent of students tested:
 - The record will count in the numerator (number tested) as a **0**, and
 - The record will count in the denominator (number of enrolled students) as a **1**.
- For calculating the percent of students scoring on track or mastered:
 - The record will **not** be included and will not change performance level calculations.

Records that are marked as **enrolled** and **tested** but do not have a performance level will be reflected in the data as follows:

- For calculating the percent of students tested:
 - The record will count in the numerator (number tested) as a **1**, and
 - The record will count in the denominator (number of enrolled students) as a **1**.
- For calculating the percent of students scoring on track or mastered:
 - The record will **not** be included and will not change performance level calculations.

2.3.2 Enrollment and Testing Scenarios

2.3.2.1 Assessment Enrollment and Testing Scenarios

Any student who is not enrolled in a school or district for at least 50 percent of the instructional days will not count in success rate calculations but will count toward participation rates.¹⁸ The calculation for 50 percent enrollment is measured by the number of days a student has attended out of the total number of instructional days. The total number of days in the school year is pulled from EIS on the final day of the testing window. This pull applies to all assessment data, including demographic data.¹⁹

Students who were enrolled less than 50 percent of the year in the school or district in which they tested and were enrolled at least 50 percent in another Tennessee school or district will have their test score reassigned for success rate calculations to the school and/or district in which they were enrolled for at least 50 percent of the year²⁰. The

students included in the cohort to determine eligibility. The chronically out of school indicator will consider the number of students enrolled for 50 percent of the year or more to determine eligibility.

¹⁷ Examples of when this situation might arise are detailed in the testing flag hierarchy in [section 2.4.1.1](#).

¹⁸ Students who are enrolled for less than 50 percent of the year will count toward state-level accountability calculations and will count for ACT/SAT and *Ready Graduate* performance depending on the cohort in which they appear. They will also be included in TVAAS calculations if they meet the criteria described in the [TVAAS technical manual](#). Please see [section 2.4.6](#) for more information.

¹⁹ Demographic data that are incorrect as of the end of the testing window will remain incorrect in the final accountability data. Students whose demographic data differ across multiple school enrollments (e.g., a student is marked as homeless in one school/district but not another, will take the demographic data of the enrollment that matches the school and district in which they tested.

²⁰ For instances where a student is enrolled exactly 50 percent in two schools or districts will be applied the following: Chronic Absenteeism indicator will include the student in both schools and/or districts, where the Achievement indicator will include the record in the school or district where the student tested.

department will use attendance data to reassign scores in this instance.

The following table details how records are included in calculations for test participation rates and school-, district-, and state-level accountability determinations.

Enrollment Scenario	Testing Scenario	Counts in Participation Rate ²¹	Counts in School/District-Level Performance	Counts in State-Level Performance
Student was not enrolled for at least 50 percent of the school year in any school or district	Student was present and tested	Yes	No	Yes
Student was enrolled for at least 50 percent of the school year in a school and/or district	Student was present and tested in the same school/district in which s/he was enrolled for at least 50 percent of the year	Yes	Yes	Yes
	Student was present and tested in a different school/district in which s/he was enrolled for at least 50 percent of the year	Yes	Yes ²²	Yes

2.4 Data Preparations

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

2.4.1.1 Testing Status and Reports of Irregularity (RI)

The department uses the test statuses (i.e., testing flags) below to exclude data from accountability calculations. Please see [section 2.4.1.2](#) for other general exclusions.

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
0	Not applicable (i.e., student tested)	As reported	Yes	Yes
1	Absent	Null	Yes	No
2	Not enrolled	Null	No	No
3	Not scheduled	Null	No	No

²¹ A student who was present and tested will count **for** a district's participation rate (that is, as a 1 in both the numerator and denominator) whereas a student who was absent will count **against** a district's participation rate (that is, as a 0 in the numerator and a 1 in the denominator).

²² The student counts for the school and/or district in which s/he was enrolled at least half the year rather than the school and/or district in which s/he tested.

Test Status	Test Status Description	Performance Level	Is the record considered enrolled?	Is the record considered tested?
4	Medically exempt ²³	Null	Yes	Yes
5	Residential facility	Null	Yes	Yes
6	Student tested on alternative assessment	As reported in alternative assessment testing file	Yes	Based on data in the alternate testing file
7	Student did not submit test	Null	Yes	Yes

Any student not tested status other than 0 will override any Reports of Irregularity (RI) status that exists in terms of whether the record is considered enrolled and tested. The RI status codes are:

- 0: No RI status (i.e., student tested, received score, and is reported normally)
- 1: Adult potential breach of security
- 2: Student security breach
- 3: Irregular administration (e.g., wrong accommodations, calculator use)
- 4: Student tested incorrect grade or subject
- 5: Student did not participate (student refused to test)
- 6: Failed attemptedness

Records with an RI status other than 0 count as neither enrolled nor tested and will be invalidated and excluded from all accountability calculations.²⁴ Records with RI status codes of 0 are considered enrolled and tested.

2.4.1.2 Excluded, Missing, and Duplicated TCAP Data

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

- Records are considered homebound if they are flagged as both homeschooled and homebound.
- Homebound records are excluded from school-level files. These records are included at the state and district levels.
- Homeschooled records (school number of 981) are excluded.
- Juvenile Detention Center records (school number of 999) are excluded.
- Individualized Education Account (IEA) records (with a school number of 982) are excluded.
- Records with a district number greater than or equal to 990 (private or parochial testing records) are excluded.
- Records associated with adult high schools are excluded.²⁵
- Records associated with CTE schools are excluded, as the data should be remanded to the student's base school.
- Records associated with alternative schools are excluded, as the data should be remanded to the student's sending school.
- Records associated with a residential facility flag are excluded.

²³ Districts must complete required medically exempt documentation. Per HIPPA, all information regarding medical exemptions remains at the district level. The department excludes these records only for those students coded appropriately, as described in [section 2.4.1.1](#).

²⁴ Note that all records tested will receive a raw score and score report from the testing vendor, but those records marked with an RI code other than 0 will **not** be included in accountability calculations.

²⁵ Please consult [section 2.4.9](#) for more information on adult high schools.

- Records with grades of 13 are excluded.
- Records with a subject of math are excluded if the student has other records with a valid performance level and a subject of Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, or Integrated Math III.
- Records with a subject of ELA are excluded if the student has other records with a valid performance level and a subject of English I or English II.

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

- Records with missing race/ethnicity values are counted in the All Students group and not in any additional historically underserved student group(s).
- Records with missing school numbers are included in the district and state levels if the record has a valid district number.²⁶
- Records with missing district numbers are included in the state level.²⁷
- Records with missing grades for EOC subjects will be included in both the assessment files and accountability files.
- Records with missing EL status count as not EL unless they appear in an English language proficiency assessment file.
- Records with missing special education status count as not SWD unless they appear in an alternative testing file.
- Records with missing economically disadvantaged status count as not 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:²⁸

- 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.²⁹
 - TCAP-Alternate Assessment
 - TCAP EOC
 - TCAP Achievement³⁰
 - For example, the English II TCAP-Alternate Assessment record is used when a student has both a valid TCAP EOC record and a valid TCAP-Alternative Assessment record for English II, assuming both records have non-missing performance levels.
 - Alternatively, the TCAP EOC record is used when a student has both a TCAP EOC record and a TCAP-Alternate Assessment record if the performance level for the TCAP-Alternate Assessment is missing and the performance level for the TCAP EOC is not missing.

²⁶ 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 not duplicate school names).

²⁷ If the district number is missing, the department checks if the district name is also missing.

²⁸ 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.

²⁹ If students have records for multiple test types, the first record from the hierarchy with a non-missing performance level is included.

³⁰ If students have two achievement records in the same content area in two different tested grades, the record with the absent flag is dropped and the non-absent record is retained.

- The record with the highest performance level is included if there are multiple records for the same student, original subject, and test type.
- The record with the highest scale score is included if there are multiple records for the same student, original subject, test type, and performance level.
- The record with the most recent test date is included if there are multiple records for the same student, original subject, test type, performance level, and scale score.
- The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student, original subject, test type, performance level, scale score, and test date.
- The record with a non-missing value for grade is included if there are multiple records for the same student, original subject, test type, performance level, scale score, test date, and race/ethnicity.
- If there are still duplicate records after the department applies the steps above, those duplicate records are all included.

2.4.1.3 Modifying TCAP Student Group Data

The department modifies student group information and testing data only in the cases described below.

- Students will be assigned to the Students with Disabilities (SWD) student group if they took the TCAP-Alternate Assessment.³¹
- Students will be assigned to the English Learner (EL) student group if they took the WIDA ACCESS assessment.³²
- 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.
 - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days will be considered not tested for all subjects with missing performance levels.
 - Recently arrived EL students who have been enrolled in a U.S. school for less than 731 days with valid performance levels will be considered tested in those subjects but will have their performance level modified to null in all subject areas for achievement indicator purposes.

The department modifies testing subjects and grades in situations where the grade is either missing or less than 9 according to the following table.

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

2.4.1.4 Modifying TCAP Performance Levels

The department modifies performance levels in the following instances.

- Modify the performance level to null if the test record has a testing status other than 0.

³¹ Students with records on the TCAP-Alternate Assessment who are not initially included as SWD in other data files will be changed and included as SWD.

³² Students with records on the WIDA ACCESS assessment who are not initially included as EL in other data files will be changed and included as EL.

- Modify the performance level to null if the record is marked as absent. The record will count as not tested.

Students in grade 11 who do not take a math EOC but who do have a valid ACT or SAT subscore for math from the current year state testing day will be included in accountability for the corresponding high school subject. The department will compare students' math subscores to the ACT College Readiness Benchmarks, or equivalent ACT score,³³ for those subjects. Students who score at or above the benchmark will be included as on track for the corresponding subject. Students who score below the benchmark will be relabeled as approaching.³⁴

EOC Subjects without Test Scores	Student Grade	ACT/SAT Subject-Area Test	ACT (SAT) College Readiness Benchmark	Student Subject Score	Modified Performance Level
Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, and Integrated Math III	11	Math	22 (540)	≥ 22 (540)	on track
				< 22 (540)	approaching
				Missing	Do not modify

This ACT/SAT substitution process will not include students in grades 10 or 12 who take either test on the state testing day.

2.4.2 TCAP-Alternate Assessment Data Preparations

For the TCAP-Alternate Assessment for students in grades 9 and above, math records are considered Algebra I or Integrated Math I, depending on the district's curriculum.³⁵ ELA TCAP-Alternate Assessment records are considered English II for grades 9 and above. All testing records will be relabeled and modified accordingly in accountability files.

Assessment data file calculations will use the original subject before TCAP-Alternate Assessment reassignments.

2.4.3 ACT and SAT Data Preparations

ACT and SAT data represent students' highest scores obtained within the three years³⁶ up to and including June of their self-reported graduation year.³⁷ ACT and SAT data used in accountability lag by one year (i.e., 2020 accountability determinations use ACT and SAT data for the graduating cohort of 2019) **except** for the use of junior

³³ Please visit the [ACT website](#) for more information regarding the ACT College Readiness Benchmarks and the [Concordance Guide](#) for SAT equivalencies.

³⁴ The department provides a file on the Accountability application that includes students whose scores were reassigned according to the procedures of this section.

³⁵ The department assigns records **by district** to either Algebra I or Integrated Math I based on whichever subject has the higher number of EOC test records. That is, all TCAP-Alternate Assessment records will be labeled with a subject of "Integrated Math I" if the district has more valid Integrated Math I records than valid Algebra I records.

³⁶ ACT and SAT data are aggregated by the department for the three most recent school years and are matched to their cohort. SAT files are single-year files, which requires the three most-recent years' files to be appended together.

³⁷ 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).

day test data, as described below.

Please note, the department does not recognize super scores for these data.

2.4.3.1 Cohort Data Preparations

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

- The department includes only those students who are on-time regular education diploma recipients in the prior year's graduating cohort.
- Records containing students' highest composite scores among the cohort file are provided by ACT. This highest composite file includes the ACT retake file, and the two most recent state spring test day files.
 - The department reconciles instances in which students have multiple records, either from a single file or across multiple of the files above, as follows:
 - The record with the highest composite score is included if there are multiple records for the same student that have different composite scores.
 - The record with the highest math subscore is included if there are multiple records for the same student that have the same composite score.
 - The record with the highest reading³⁸ subscore is included if there are multiple records for the same student that have the same composite and math scores.
 - The record with the highest English subscore is included if there are multiple records for the same student that have the same composite, math, and reading scores.
 - The record with the highest science subscore is included if there are multiple records for the same student that have the same composite, math, reading, and English scores.
 - The most recent test record is included if there are multiple records for the same student that have the same composite, math, reading, English, and science scores.

2.4.3.2 State Testing Day Data Preparations

Below are the guidelines the department uses to prepare ACT data from the current year's state spring test day.

- The department includes only those students who have a test record from the ACT or SAT junior test day administration **and** do not have an EOC test record for any high school math subject.³⁹ These business rules apply to both all students and student groups.
- The department resolves duplicate records as follows:
 - The record with the highest composite score is included if there are multiple records for the same student that have different composite scores.
 - The record with the highest math subscore is included if there are multiple records for the same student that have the same composite score.
 - The record with the highest reading subscore is included if there are multiple records for the same student that have the same composite and math scores.
 - The record with the highest English subscore is included if there are multiple records for the same student that have the same composite, math, and reading scores.
 - The record with the highest science subscore is included if there are multiple records for the same student that have the same composite, math, reading, and English scores.

³⁸ For SAT, the department considers the critical reading score as the reading subscore.

³⁹ High school math consists of Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, and Integrated Math III.

2.4.4 Ready Graduate Data Preparations

2.4.4.2 Enrollment and Examination Verification

The following table indicates the first year all EPSO data sources were available.

EPSO Type	First School Year of Available Data
Advanced Placement	2007-08
Cambridge International Examinations	2014-15
College Level Examination Program	2015-16
Dual Enrollment (as captured in P20Connect TN)	2007-08
Dual Enrollment (as captured in EIS)	2014-15
Industry Certifications	2015-16 (varies by certification)
International Baccalaureate	2014-15
Local Dual Credit	2014-15
Statewide Dual Credit	2013-14

2.4.4.2 Enrollment and Examination Verification

For EPSOs with both a course and exam component, students must complete the course and receive a valid numeric score on the corresponding culminating challenge/final exam for their participation to be reflected in *Ready Graduate* calculations.⁴⁰ For EPSOs that only require a minimum exam score (i.e., CLEP - 50 and ASVAB AFQT - 31), students must earn the minimum required score.⁴¹ Please note, these are the current minimum scores and could be subject to change in future years.

The department uses the identifiable information about each student (name, date of birth, school, grade, etc.) to identify the state student ID for each student using P20 Connect TN, the state's longitudinal data system. This identifying information is used to match enrollment and examination records.⁴² The department does not apply school year or grade constraints to verify student enrollments. That is, a student who takes an early postsecondary course in grades less than 9 **or** takes a course in a year other than the year in which they take the exam will still count that EPSO toward their total (assuming they complete both the course and the exam).

Students are considered to have completed a given early postsecondary course if they were enrolled for at least 50 percent of the course. Furthermore, a student in which their most recent enrollment indicates he or she was withdrawn from the school or district (i.e., students who have a withdrawal code and an enrollment end date) will not count as enrolled in the course in question. Additionally, both primary and service enrollments in early postsecondary courses are considered for the purposes of *Ready Graduate* calculations.

⁴⁰ The only exception to this rule is that students who earn a score of 3 or higher on an AP, a C or higher on CIE AS/A level exams, or score of 4 or higher on IB exams (HL and SL) but do not have an EIS enrollment record in the corresponding course will count that EPSO toward their *Ready Graduate* status. For more information regarding CIE scoring, please access [Cambridge score guidance](#).

⁴¹ Industry Certifications also require a minimum examination score. These scores vary by certification and can be located with other Industry Certification information in the [department's promoted list](#).

⁴² For students earning Statewide Dual Credit (SDC), the Early Postsecondary Data System will be used with EIS to identify student enrollment and examination records.

2.4.4.3 Specific Exam Requirements

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

All IB exam subjects other than those titled “Theory of Knowledge” and “Reference Project” are eligible for *Ready Graduate* calculations. A student is considered to have attempted an IB exam if they receive a numeric score (i.e., 1-7) and do not have an illegal score code (i.e., result code “I”). The department will consider any non-numeric score an invalid attempt, and the EPSO will not count toward the student’s total.⁴³

2.4.4.4 Specific Course Enrollment Requirements

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

2.4.4.5 Resolving Duplicated *Ready Graduate* Data

The department follows the steps below to retain a single record per student per course:⁴⁴

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

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

2.4.5 ELPA Data Preparations

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

- The department resolves duplicate records as follows:

⁴³ Please note that there are two types of IB courses: higher level and standard level. Both levels count the same for *Ready Graduate* calculations. However, these different levels result in different amounts of awarded credits, but will count for one EPSO.

⁴⁴ To verify course codes, please reference [Appendix F](#).

- The record with the highest composite performance level is included if there are multiple records for the same student that have different composite performance levels.
- The record with the highest literacy performance level is included if there are multiple records for the same student that have the same composite performance level.
- The record with a non-missing value for race/ethnicity is included if there are multiple records for the same student that have the same composite and literacy performance levels.
- The record with a non-missing value for grade is included if there are multiple records for the same student that have the same race/ethnicity and composite and literacy performance levels.
- Any duplicated records that remain after the department applies the steps above are included in accountability.
- The department removes records with a tested grade level that does not match the corresponding cluster. There are seven clusters:⁴⁵
 - Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Grades 4-5
 - Grades 6-8
 - Grades 9-12

2.4.6 TVAAS Data Preparations

For purposes of accountability, school and district TVAAS composites include data from the following content areas: math, and ELA. Please consult the [TVAAS Technical Documentation](#) for more information regarding TVAAS data preparations.

2.4.7 Graduation Data Preparations

Please consult the [2020 Graduation Cohort Protocol](#) for more information regarding graduation data preparations.

Enrollment data used for dropout calculations reflect EIS data from Oct. 1. The department considers students' most recent enrollments if students have multiple enrollments.

2.4.8 Attendance Data Preparations

Attendance data are used to compute the percent of students who are chronically out of school. This requires a count of absences and a count of instructional days enrolled for all students, which are prepared as follows. Students who are enrolled in two schools or districts for exactly 50 percent of the school year will count for both schools and both districts for accountability purposes. Attendance data only reflect schools and districts in which students are primarily enrolled (i.e., type of service of "P").

2.4.8.1 Absences

The total number of absences includes all instructional days students were enrolled for a given school or district in which extract 049 submissions list attendance codes of A, U, X, or T. Please consult the [EIS Extracts Layout](#) and Appendix F of the [EIS Appendices](#) for more information regarding these extracts. Districts are responsible for

⁴⁵ For example, records with a tested grade of 3 and a cluster of 4 would be removed.

submitting and verifying correct absentee codes in accordance with [state attendance policies](#).

2.4.8.2 Instructional Days

The total number of instructional days counts all days students were enrolled in a school or district that were classified as instructional days.⁴⁶ More specifically, instructional days are those with extract 11 submissions that contain a value of "I" for School Day Type and do not have a value of Event Type of either "SI" or "MI." Please consult the [EIS Extracts Layout](#) and Appendix A of the [EIS Appendices](#) for more information regarding these extracts.

2.4.9 School Directory Data Preparations

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

- The department identifies new schools as those that have:
 - School type 0, 2, or 3⁴⁷
 - A begin date between May 31, 2019 and Aug. 31, 2019⁴⁸
 - No end date
- The department identifies closed schools as those that have:
 - School type 0, 2, or 3
 - An end date between May 31, 2019 and Aug. 31, 2019
- The department identifies CTE schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 6
 - Active status
 - No end date
- The department identifies alternative schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 8
 - Active status
 - No end date
- The department identifies adult schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 9
 - Active status
 - No end date
- The department identifies special education schools as those that have:
 - School type 0, 2, or 3
 - Instructional type 7
 - Active status
 - No end date

⁴⁶ Stockpiled days are not considered in the total of instructional days. As such, some schools and districts may have denominators of 167 instructional days.

⁴⁷ School types 0, 2, and 3 refer to public, state special, and charter schools, respectively.

⁴⁸ The only exception to these dates would be for schools that have been previously approved by TDOE to open midyear. This approval must be submitted to School.Directory@tn.gov for review prior to June 1 of the school year to open.

Section 3: Calculation Procedures

3.1 Participation Rates

Participation rates are calculated for any student group with an enrolled count that equals or exceeds 30 in the current year across all grades⁴⁹. The participation rate is equal to the number of students tested divided by the number of students enrolled and rounded to the nearest whole number.⁵⁰ The following equation illustrates how test participation rates are calculated:

$$\text{Participation Rate} = \frac{\text{Number of students tested}}{\text{Number of students enrolled}} * 100$$

Participation rates are calculated at the school, district, and state levels and for each eligible student group.⁵¹ This calculation is rounded to the nearest whole percentage point.

Participation rates are calculated **after** all data transformations have been completed. That is, numbers of tested and enrolled students are used to calculate participation rates once all testing records have been modified, amended, and excluded in accordance with [section 2.4](#).

3.2 Performance Level Percentages

The percentage of students at a given performance level is equal to the number of valid tests at that performance level divided by the number of valid tests at all performance levels.⁵²

- Percent mastered⁵³ = $\frac{\# \text{ mastered}}{\# \text{ valid tests}} * 100$
- Percent on track = $\frac{\# \text{ on track}}{\# \text{ valid tests}} * 100$
- Percent approaching = $\frac{\# \text{ approaching}}{\# \text{ valid tests}} * 100$

The percent of students scoring on track or mastered is calculated by dividing the number of on track and mastered records by the total number of valid tests.

$$\text{Percent on track or mastered} = \frac{\# \text{ on track} + \# \text{ mastered}}{\# \text{ valid tests}} * 100$$

Percent below is calculated during the rounding process to ensure that all percentages sum to 100. Please note that values are rounded to the tenths place only after all calculations and comparisons have been performed.

⁴⁹ ACT and SAT participation rates must meet 30 students for any student group in the given cohort.

⁵⁰ ACT and SAT participation rates, which are calculated by dividing the number of on-time graduates with valid ACT or SAT tests by the number of on-time graduates in the district, represent the only exception to this formula. The Tennessee State Board has produced a [Frequently Asked Questions](#) that guides requirements and procedures associated with TCA 49.2.103, which includes ACT participation.

⁵¹ More information regarding how participation rates will be evaluated can be located in [section 4.4.1](#) and [section 5.3](#).

⁵² Records with missing or null performance levels are not included in these counts.

⁵³ EOC performance levels for math and ELA subjects are used throughout this document.

- Percent below = 100 – (percent mastered + percent on track + percent approaching)

3.3 One-Year and Three-Year Success Rates

Success rates represent the total number of valid tests with a performance level of on track or mastered divided by the total number of valid tests for the subjects in a given grade band. Content areas are only included in success rates for all students or any student group if there are 30 valid tests in that content area⁵⁴ and year for the given student group. For example, if the all students group had only 29 valid tests in math in 2019 and 32 valid tests in math in 2020, the 2019 math tests would be **excluded** from the three-year success rate for all students. Please note, three-year success rates are used when determining Priority/CSI identification, which is detailed in [section 4.5](#).

Only math and ELA subjects are included in success rates, as detailed below. The table below indicates which subjects are **excluded** from success rates in a given school year. All success rates are rounded to one decimal place.

School Year	Subjects Included in Success Rates	Notes
2019-20	English Language Arts and Math	Social Studies: Operational, but no baseline data *Standards setting will occur in June which would delay the release of data
		Science: Test data lacking in grades 3-5 *Standards setting will occur in June which would delay the release of data
2020-21	English Language Arts and Math	Science and Social Studies TBD

The formula below illustrates how **one-year success rates** are calculated. Success rates for both the K8 and high school (HS) pools⁵⁵ include both EOC and achievement subjects because schools are assigned to a pool based on the number of students in the graduation cohort. Consequently, some schools may serve high school students though they are assigned to the K8 pool⁵⁶.

$$\text{Success rate} = \frac{\# \text{ on track or mastered (math + ELA + HS math}^{57} + \text{HS ELA}^{58})}{\# \text{ valid tests (math + ELA + HS math + HS ELA)}}$$

The following formula illustrates how **three-year success rates** are calculated for grades 3-8 and for high school subjects.

$$\text{Success rate} = \frac{\# \text{ on track or mastered (math + ELA + HS math + HS ELA + ACT}^{59})}{\# \text{ valid tests (math + ELA + HS math + HS ELA + ACT)}}$$

⁵⁴ High school eligibility will be based on the content areas of HS math (Algebra I, Algebra II, Geometry, Integrated Math I, II, and III) and HS ELA (English I and English II).

⁵⁵ To locate more information regarding school pools, please reference [section 4.2](#).

⁵⁶ ACT substitution records for high school math only will be included in these success rates.

⁵⁷ High school math consists of all records across all of the following subjects: Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III.

⁵⁸ High school ELA consists of English I and English II

⁵⁹ In addition to the components of one-year success rates, three-year success rates include the number of students scoring 21 or higher on the ACT in the numerator and the number of on-time regular graduates in the denominator.

3.4 Graduation Rates

The graduation rate⁶⁰ is equal to the number of graduates with an on-time regular diploma, divided by the graduation cohort, rounded to one decimal place. This is calculated at the school, district, and state levels using the graduation files from the Cohort application. Some districts and certain schools may not have a graduation rate; for example, they may not meet the minimum required count of 30 students in the graduation cohort therefore placing them in the K-8 pool. Students count in the district and school in which they were most recently enrolled.

3.5 Ready Graduate

The *Ready Graduate* indicator measures the percent of students who earn regular high school diploma and meet success milestones that are aligned to increase the probability for postsecondary success. Students are considered *Ready Graduates* if they meet at least one of the four criteria (a student can only count once):

- Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) **or**
- Complete four EPSOs **or**
- Complete two EPSOs and earn an industry certification **or**
- Complete two EPSOs and earn a score of 31 or higher on the ASVAB AFQT.

The *Ready Graduate* indicator is calculated by dividing the number of on-time graduates from the cohort who meet one of the above criteria by the number of students in that cohort. Students count in the same school and district as they do for graduation cohort purposes. The percent of *Ready Graduates* in a school or district is rounded to one decimal place. Please consult the guidance documents on the Cohort application for more information. The department counts EPSOs that students earn in districts other than the one in which the student counts for accountability purposes. Unless otherwise noted, the department considers all available years of data when counting the number of early postsecondary opportunities students earn.

$$\frac{\text{\# of graduates meeting } \textit{Ready Graduate} \text{ criteria}}{\text{\# in the graduation cohort}}$$

For guidance regarding the *Ready Graduate* indicator, please access the [Ready Graduate Indicator Overview](#), [User Guide and FAQ](#), and [Appeals Guidance](#).

3.6 Chronically Out of School

Chronic absenteeism is defined as a student who is absent for 10 percent or more of the instructional days for which he or she is enrolled in a Tennessee public school or district. The department considers students with a value of X, T, U, or A in the attendance field of EIS extract 049. A student is chronically absent if their absentee rate is 10 percent or higher. The chronic absenteeism rate is rounded to one decimal place.

$$\text{Absentee rate} = \frac{\text{\# of absences (X + T + U + A)}}{\text{\# of instructional days enrolled}^{61}}$$

The calculation below defines the chronic absenteeism rate for a school, district, or the state.

⁶⁰ Graduation rates for the current accountability year are based on the previous year's results.

⁶¹ Stockpiled days are not included in the denominator.

$$\text{Percent chronically out of school} = \frac{\# \text{ of chronically absent students}}{\# \text{ students enrolled}} * 100$$

District- and school-level calculations will include only students who are enrolled for at least 50 percent of the instructional days of the year in the district or school, respectively.

3.7 Annual Measurable Objective (AMO) Targets

AMO targets are yearly targets for improving performance based on prior year results.⁶² School and district AMO targets expect schools and districts to decrease by half the percentage of students whose performance does not meet the standard over the course of eight years. Double AMO targets expect the percent of students not meeting the standard to decrease by half in four years. AMO targets are rounded to one decimal place. The department only sets AMO targets when a school or district has 30 or more valid tests or students in the prior year. For the 2019-20 accountability calculations, AMO targets have been calculated as described:

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

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

Chronically out of school AMO reduction targets subtract expected improvement from prior performance, as outlined below.

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

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

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

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

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

3.8 Confidence Intervals (CIs)

A confidence interval is a range of values that captures the true percentage with greater confidence. The department calculates 95 percent confidence intervals (CI) for success rates, chronic absenteeism rates, graduation rates, and *Ready Graduate* percentages **only**. These rates may not be equal to the true proportion of students whose skills and knowledge correspond to a given performance level. The procedure for calculating a 95 percent

⁶² Targets for reducing the percent of students scoring below or the percent of students who are chronically absent are **subtracted** from prior performance rather than added to it, given that the goal is to reduce these rates.

confidence interval is such that, over many iterations, the interval will contain the true performance level percentage in 95 percent of cases. For more details on the formula used to calculate upper and lower confidence bounds, please see [Appendix D](#).

A 95 percent CI means that:

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

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

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

3.9 Rounding Procedures

Unless otherwise noted, all calculations are rounded to one decimal place at the end of all calculation steps. For example, overall school accountability scores are rounded to the tenths place only when creating the final average⁶³. All values leading into the final score are neither rounded nor truncated.

⁶³ For example, a final accountability score of 2.04 will round to 2.0 while a final accountability score of 2.05 will round to 2.1.

Section 4: School Accountability

4.1 Background and Designations

This section details the procedures involved in calculating school accountability designations. The department identifies Priority schools⁶⁴ at least every three years and all other schools annually. A Priority school may exit Priority status each year between identification cycles if these schools make significant progress.⁶⁵

Reward schools⁶⁶ are those schools that earn an overall weighted average of 3.1 or higher and are not identified as Focus schools.

4.2 School Pools and Eligibility

Schools are included in one of two pools based on graduation cohorts.

- **K-8 pool:** Schools with fewer than 30 students in the prior year graduating cohort and 30 or more students with valid tests in a single subject⁶⁷. Subjects would include: 3-8 math, 3-8 ELA, HS math, and HS English.
- **HS pool:**⁶⁸ Schools with 30 or more students in the prior year graduating cohort.

Schools with only graduation or ACT data in the current year are included in the overall pool of schools but are not eligible to earn designations.

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

Schools with only one year of data included in the overall pool of schools but are not eligible to earn designations since they do not have data to evaluate improvement.

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

The following schools and school types are ineligible to earn school accountability designations since data from these schools remand to the student's sending school:

- CTE
- Adult high schools
- Alternative schools

4.3 Student Groups and Pathways

School accountability calculations include students in applicable historically underserved student groups to ensure

⁶⁴ Priority schools are sometimes referred to as "schools identified for comprehensive support and improvement." Priority schools also receive an overall grade of "F".

⁶⁵ Please see [section 4.5.1](#) for more information regarding Priority exit criteria.

⁶⁶ Reward schools receive an overall grade of "A".

⁶⁷ Subjects would include: 3-8 math, 3-8 ELA, HS math, HS English.

⁶⁸ Schools that serve grade 12 but do not meet the minimum student count will be considered in the K-8 pool for accountability purposes.

all Tennessee students achieve high levels of success. The all students group includes all students. If applicable, students are also included in the following student groups:

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- Students with Disabilities (SWD)

The department will consider Super Subgroup performance for schools that do not have sufficient numbers of students for **any** individual student group listed above but **do** have sufficient numbers of students in the Super Subgroup.

Each overall student group indicator represents the average performance of each eligible student group for that indicator. In other words, a school that is only eligible for the BHN and ED student groups will receive a student group indicator score that reflects the even weight of the performance of these two student groups. Each overall average is rounded to one decimal place.

Final indicator averages weight all students and subgroup indicator averages at 60 percent and 40 percent, respectively. Final indicator averages are rounded to one decimal place.

Consider the example of the high school grades below.

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

Final grades weight all students and subgroup grades at 60 percent and 40 percent, respectively. Final grades are rounded to the one decimal place. Schools receive final grade⁶⁹s based on the points scale below⁷⁰:

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

⁶⁹ Please note, schools receiving a school grade of "F" will be those identified as Priority. See [section 4.5](#) for more information regarding Priority School Identification.

⁷⁰ Schools receiving a Focus designation will be limited to a letter grade of "B-" or lesser values, including those schools with scores greater than 3.1. See [section 4.6](#) for more information.

4.4 Indicators and Weighting

The following table details the indicators included in school accountability. The weights will be used to compute a weighted average for Reward school identification and other federal identifications as described in [section 4.6](#).

Indicator	Definition	Measure for All Students and Student Groups	Weight
Achievement	Progress toward on track or mastered	Absolute performance or AMO targets (set to increase the percent of students scoring on track or mastered)	K-8: 45% HS: 30%
Growth	Progress toward approaching, on track, or mastered	TVAAS (student-level growth measure across achievement continuum)	K-8: 35% HS: 25%
Ready Graduate	Percent of students who graduate and meet <i>Ready Graduate</i> criteria ⁷¹	Absolute performance or AMO targets (set to increase the percent of <i>Ready Graduates</i>)	K-8: NA HS: 20%
Graduation Rate	Percent of students in the graduation cohort that graduate on time with a regular diploma	Absolute performance or AMO targets (set to increase the graduation rate)	K-8: NA HS: 5%
Chronically Out of School	Chronic absenteeism, including out-of-school suspension	Absolute performance or AMO targets (set to decrease the percent of chronically absent students)	K-8: 10% HS: 10%
English Language Proficiency Assessment ⁷²	Performance on WIDA ACCESS	The percent of students meeting growth standards	K-8: 10% HS: 10% ⁷³

Student groups with at least 30 valid records are included in accountability calculations, with the exception of the ELPA indicator, which uses a minimum n-size of 10 valid records and the Growth indicator (TVAAS) which student counts vary by model⁷⁴. The Super Subgroup⁷⁵ will be used when schools are ineligible for all indicators for each of the four student groups listed above, assuming the school has enough valid records for the Super Subgroup for at least one indicator.

Schools only receive scores for indicators in which they have sufficient data for all pathways. For example, a high school with at least 30 students in the graduation cohort that has a graduation rate but lacks AMO targets would not receive a score for the graduation rate indicator.

The 10 percent weight for the English Language Proficiency Assessment (ELPA) indicator is redistributed evenly between the achievement and growth indicators for schools that do not have at least 10 valid tests. Weighting is

⁷¹ For more information regarding *Ready Graduate* criteria, please reference [section 3.5](#).

⁷² The ELPA indicator uses a minimum n-size of 10 valid tests whereas all other indicators require a minimum n-size of 30.

⁷³ The 10 percent weight is redistributed to the achievement and growth indicators equally for schools in either school pool who do not meet the minimum n-size for the ELPA indicator.

⁷⁴ Please reference the [TVAAS technical manual](#) for additional business rules used in the growth metric.

⁷⁵ Please see [section 2.2.2](#) for more information on the Super Subgroup.

scaled up proportionally for schools that are missing indicators other than ELPA. If schools are missing one or more indicators in addition to ELPA, the weight of the ELPA indicator is first redistributed evenly between the achievement and growth indicators. All indicators are then proportionally rescaled.⁷⁶

4.4.1 Achievement

School achievement scores⁷⁷ reflect **the better of** their success rates relative to the state or relative to their AMO targets for both all students and subgroups. Additionally, schools that miss the 95 percent minimum TCAP participation rate will receive a score of 0 for both Achievement indicator pathways for the student group(s) for which the schools tested less than 95 percent of students.

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

4.4.2 Growth

School growth scores reflect composite⁷⁸ TVAAS levels for both all students and student groups.

Grade	Points	TVAAS Composite
		(All Students and Student Groups)
A	4	Level 5
B	3	Level 4
C	2	Level 3
D	1	Level 2
F	0	Level 1

4.4.3 Chronically Out of School

Chronic absenteeism calculations include only students who are enrolled for at least 50 percent of the instructional days in the school year⁷⁹. The percent of chronically out of school students is calculated by dividing the number of students who are chronically absent by the number of students enrolled. Schools receive points for the chronically out of school indicator according to the following scale.

⁷⁶ For example, a K8 school with missing achievement and ELPA indicators would first have the weight of ELPA reassigned to growth and achievement (50% achievement, 40% growth, 10% chronically out of school). Then the missing achievement weight would be distributed proportionally between growth and chronically out of school (80% growth, 20% chronically out of school).

⁷⁷ Success rates will include math and ELA data for 2019-20 accountability.

⁷⁸ For 2019-20 accountability, school TVAAS composites will include the subjects of math and ELA only.

⁷⁹ For more information regarding chronic absenteeism calculations, please reference [section 6](#).

Grade	Points	K8 Absolute Performance	HS Absolute Performance	AMO Targets
		(All Students and Student Groups)		
A	4	≤ 6	≤ 10	Percent of chronically absent students \leq double AMO target
B	3	6.1 – 9	10.1 – 14	Percent of chronically absent students \leq AMO target
C	2	9.1 – 13	14.1 – 20	Lower bound of confidence interval of percent of chronically absent students \leq AMO target
D	1	13.1 – 20	20.1 – 30	Lower bound of confidence interval of percent of chronically absent students $<$ prior year percent of chronically absent students
F	0	> 20	> 30	Lower bound of confidence interval of percent of chronically absent students \geq prior year percent of chronically absent students

4.4.4 Graduation Rate

Graduation rates reflect the percent of students in a given cohort who graduate with a regular diploma within four years and a summer of starting grade 9. Only schools in the high school pool receive points for the graduation rate indicator according to the following scale.

Grade	Points	Absolute Performance	AMO Targets
		(All Students and Student Groups)	
A	4	≥ 95	Graduation rate \geq double AMO target
B	3	90 – 94.9	Graduation rate \geq AMO target
C	2	80 – 89.9	Upper bound of confidence interval of graduation rate \geq AMO target
D	1	67 – 79.9	Upper bound of confidence interval of graduation rate $>$ prior graduation rate
F	0	< 67	Upper bound of confidence interval of graduation rate is \leq prior year graduation rate

4.4.5 Ready Graduate

The *Ready Graduate* indicator is calculated by dividing the number of on-time graduates from the cohort who meet at least one of the *Ready Graduate* criteria by the number of students in that cohort. Only schools in the high school pool receive points for the *Ready Graduate* indicator according to the following scale.

Grade	Points	Absolute Performance	AMO Targets
		(All Students and Student Groups)	
A	4	≥ 40	Percent of <i>Ready Graduates</i> \geq double AMO target
B	3	30 – 39.9	Percent of <i>Ready Graduates</i> \geq AMO target
C	2	25 – 29.9	Upper bound of percent of <i>Ready Graduates</i> confidence interval \geq AMO target
D	1	16 – 24.9	Upper bound of percent of <i>Ready Graduates</i> $>$ prior percent of <i>Ready Graduates</i>
F	0	< 16	Upper bound of percent of <i>Ready Graduates</i> is \leq prior percent of <i>Ready Graduates</i>

Additionally, schools that miss the 95 percent minimum participation rate for ACT/SAT will receive a score of 0 for both pathways of the *Ready Graduate* indicator for the student group(s) for which the schools tested less than 95 percent of graduates.

4.4.6 English Language Proficiency Assessment

Schools are eligible for the ELPA indicator if at least 10 students have valid composite performance levels in both the current and prior year. The ELPA indicator reflects the percent of students meeting the growth standard. Growth standards are differentiated based on students' prior-year composite performance according to the table below.⁸⁰

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

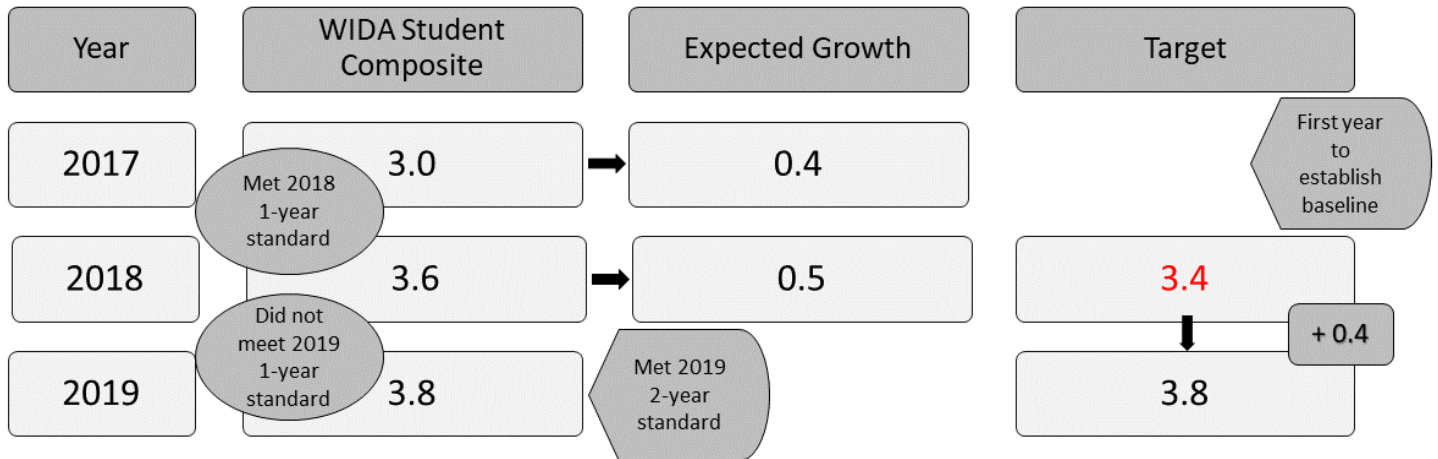
Students are considered to have met the growth standard if the difference between their current year and prior year composite performance levels is greater than or equal to the corresponding growth standard based on their prior year composite performance level⁸¹. Alternatively, students who miss the growth standard in the most recent year but meet a combined two-year growth standard will also count as having met the growth standard. The department will also consider students to have met the growth standard if they meet the reclassification criteria in the most recent year, regardless of whether their year-over-year growth meets the standard for their prior composite score.⁸²

⁸⁰ These growth standards represent the 60th percentile of growth performance for each given score band.

⁸¹ Students meeting WIDA Access exit criteria are included as “meeting the growth standard.” Starting in 2019-20 the criteria for exiting is a composite of 4.4 and literacy performance level of 4.2.

⁸² Students with a valid composite performance level in only the most recent year will not count as having met the growth standard.

See the example below which illustrates both the application of a one-year and two-year growth standard. Note, a two year growth standard is calculated by doubling the year one growth standard.



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

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

4.5 Priority School Identification

Priority schools are identified at least every three years and have the opportunity to exit each year according to the criteria listed in the following section. Priority and Comprehensive Support and Improvement (CSI) schools were last identified at the end of 2017-18 based on 2015-16⁸³, 2016-17, and 2017-18⁸⁴ data.

In 2018, schools earned Priority designations if their one- or two-year success rates—for the K8 and HS pools,⁸⁵ respectively—were in the bottom five percent statewide **and** the schools did not have TVAAS composites⁸⁶ of 4 or 5

⁸³ 2015-16 data were only included for high schools due to the suspension of testing in grades 3-8 in 2015-16.

⁸⁴ 2017-18 data were included in CSI identification and were only used in Priority identification if they removed a school from the bottom 5 percent of its pool.

⁸⁵ Schools in the HS pool have 30 or more students in their graduation cohort in both the current and prior accountability year. All other schools are considered in the K8 pool.

⁸⁶ These one-year TVAAS composites include only accountability subjects and do **not** include ACT value-added data.

in both 2016-17 and 2017-18⁸⁷ for all subjects. These success rates included 2015-16 and 2016-17 data for schools in the HS pool and 2016-17 data only for schools in the K8 pool. Schools with graduation rates less than 67 percent were also designated as Priority schools.

After the 2020-21 school year, the department will identify Priority and CSI schools as the lowest-performing five percent of schools in terms of three-year success rates⁸⁸ in each school pool. Furthermore, any school with a graduation rate less than 67 percent will earn Priority status.⁸⁹ Schools in the bottom five percent that earn a score of A or B for the All Students group on all indicators⁹⁰ for which they are eligible based on the absolute performance pathway will not be identified as Priority schools.

Additionally, the Every Student Succeeds Act requires that Focus schools⁹¹ that remain identified for the same subgroup(s) for multiple years become Priority schools. More specifically, schools that are identified for Additional Targeted Support and Improvement (ATSI) in two consecutive cycles will become Priority schools. For example, schools that are identified during the 2020-21 and 2023-24 ATSI identification cycles will earn Priority status, which will take effect during the 2024-25 school year. Focus schools that are identified for multiple student groups must exit Focus status for each identified group at least once within the three-year cycle to avoid Priority identification.

4.5.1 Priority Exit Criteria

Schools may exit Priority or CSI status annually by meeting one⁹² of the following exit criteria:

- The school's one-year success rate for the all students group exceeds the 10th percentile in the state in both of the two most recent years;
- The school's one-year success rate for the all students group exceeds the 15th percentile in the state in the most recent year;
- The school earns a TVAAS level of 4 or 5 in all accountability subjects/content area composites (Literacy/Numeracy) for both of the two most recent years;
- If it was identified for graduating less than 67 percent of its students, the school can exit by graduating at least 67 percent of its students in both of the two most recent years.
- If it was identified for consistently underperforming student groups (i.e., Focus), the school can exit by meeting **or** exceeding success rate AMO targets for **each** student group for which the school was identified.⁹³ A school identified for multiple subgroups may exit for individual subgroups by meeting AMO

⁸⁷ The federal Every Student Succeeds Act (ESSA) required the department to include 2017-18 data to identify the bottom 5 percent of schools for "Comprehensive Support and Improvement" (CSI). For more information regarding CSI and ATSI identifications, please access the [Accountability User Guide](#).

⁸⁸ These three-year success rates will include data from 2018-19, 2019-20, and 2020-21 and math and ELA subjects, including ACT/SAT substitution. In addition, three-year TVAAS composites will be utilized for these identifications.

⁸⁹ Based on a lagged, one-year graduation rate for all students in schools with at least 30 students in the graduation cohort in that year (i.e., the 2020-21 Priority list will include schools with all students graduation rates from 2020 of less than 67 percent, assuming those schools have less than 30 students in the cohort).

⁹⁰ Except the Achievement indicator, which is included by way of success rates.

⁹¹ For more information regarding Focus school identifications, please reference [section 4.6](#).

⁹² Please note, schools identified for more than one criteria must meet criteria for the areas in which identified to exit. (i.e., a school identified for both success rate and graduation rate must meet one of the first three bullets **and** the fourth bullet to be considered meeting exit criteria).

⁹³ The department does not use confidence intervals when determining whether Priority schools that are identified for consistently underperforming subgroups have met AMO targets.

targets for that given group. A school need not meet AMO targets for all subgroups in all years to exit. However, a school must meet targets for all identified subgroups in at least one of the years between identification.

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

4.6 Focus School Identification

Focus schools have one or more significantly and/or consistently underperforming subgroup(s). The final grades of Focus schools will be indicated with a minus sign (e.g., a school with an overall grade of C that is identified as a Focus school will have a reported grade of C-).⁹⁴ Please note, schools receiving a Focus designation may not earn a letter grade higher than a “B-”. This includes schools with overall accountability scores greater than 3.1.

Focus school identification includes two categories of federal school designations: Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both groups of schools are considered Focus schools. Focus schools that earn a designation based on the same historically underserved student group(s) for three consecutive identification cycles will earn a Priority designation starting in 2020-21. Federal law requires the department to identify TSI and ATSI schools for all four accountability subgroups⁹⁵ and for six individual racial and ethnic groups.⁹⁶ These schools are identified based on different timelines and methodologies, as outlined below.

4.6.1 Targeted Support and Improvement (TSI)

The department identifies TSI schools each year. Schools are eligible⁹⁷ for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators.⁹⁸ Schools whose overall accountability scores for a given student group are in the bottom five percent for that student group will be identified as TSI schools. For example, a school in which Economically Disadvantaged (ED) students perform in the bottom five percent of all eligible ED student groups will be identified as TSI for its ED student group.

4.6.2 Additional Targeted Support and Improvement (ATSI)

The department identifies ATSI schools every three years. The Every Student Succeeds Act defines ATSI schools as those in which “any subgroup of students, on its own, would lead to identification” as a Priority school.⁹⁹ Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification.¹⁰⁰ TSI schools whose student

⁹⁴ With the exception of schools that earn a grade of D. These will not be labeled with a minus sign.

⁹⁵ Accountability subgroups include Black/Hispanic/Native American students, Economically Disadvantaged students, English Learners, and Students with Disabilities.

⁹⁶ These individual racial and ethnic groups are Hispanic/Latino, Black or African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Asian, and White.

⁹⁷ Please note, a school that is identified for Comprehensive Support and Improvement (CSI) may not also be identified as Targeted Support and Improvement (TSI)

⁹⁸ Schools must be eligible for all indicators in their pool other than ELPA (and Graduation Rate and Ready Graduate for K8 schools) to be eligible for TSI identification.

⁹⁹ See [Sec.1111 \[20 U.S.C. 6311\]\(d\)\(1\)\(2\)\(C\)](#).

¹⁰⁰ The department will calculate the TSI list before determining the ATSI school list. For example, the TSI list generated at the end of the 2019-20 school year, which will be based on 2019-20 data, will determine which schools are eligible for ATSI identification in 2020-21.

group success rates¹⁰¹ are less than or equal to the maximum success rate of any Priority school in their pool¹⁰² will be identified as ATSI if they do not also have a score of A or B for each indicator for which that student group is eligible.

4.6.3 Focus Exit Criteria

TSI schools are identified annually and may only exit if they are not identified as TSI schools in the following year. ATSI schools that meet the minimum required number of students in the year of identification but not in subsequent years will retain their ATSI status. Such schools will automatically exit during the next identification cycle if they still do not meet required minimum student counts. Schools that continue to meet the minimum required number of students in the next identification cycle will be eligible for ATSI identification and exit.

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

- The school's one-year success rate for each student group for which it was identified exceeds the "all students" 10th percentile in the state in both of the two most recent years;
- The school's one-year success rate for each student group for which it was identified exceeds the "all students" 15th percentile in the state in the most recent year;
- The school earns a TVAAS level of 4 or 5 in all accountability subjects/content area composites (Literacy/Numeracy) for both of the two most recent years for each student group for which it was identified; **or**
- If it was identified for graduating less than 67 percent of its students, the school can exit by graduating at least 67 percent of its students for each subgroup for which it was identified in both of the two most recent years

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

4.7 Reward School Identification

Schools earn Reward status based on the most recent year of data¹⁰³. Schools earn Reward status if they earn an overall weighted average of 3.1 or higher and are not identified as Priority or Focus schools. Reward schools earn an overall grade of "A".

¹⁰¹ These success rates will include the same subjects and multiple years of data that are included in the Priority school success rates to which they are compared, with the exception of the 2019-20 identification, which will use data from the 2017-18, 2018-19, and 2019-20 school years. In addition, three-year TVAAS composites will be utilized for these identifications.

¹⁰² Based on the Priority list identified that same year. For the 2019-20 school year, the department will use the success rates from the 2017-18 identification because the department will not newly identify Priority schools in the 2019-20 school year.

¹⁰³ The Graduation Rate and *Ready Graduate* indicators are lagged measures by one year; therefore the most recent year of data for these two indicators will be used in the subsequent year.

Section 5: District Accountability

This section outlines the data sources and procedures used in district accountability calculations.

5.1 Indicators and Designations

The following indicators¹⁰⁴ are included in district accountability:

- Grades 3–5 success rate
- Grades 6–8 success rate
- Grades 9–12 success rate
- Grades K–12 chronically out of school
- Grades K–12 English Language Proficiency Assessment (ELPA)
- Graduation rate

District performance across these indicators earns one of five possible determinations:

- Exemplary
- Advancing
- Satisfactory
- Marginal
- In need of improvement

5.2 Historically Underserved Student Groups and Minimum Required Counts

Students are included in applicable student groups to ensure all Tennessee students achieve high levels of success. All students are included in the all students group. If applicable, students are also included in the following historically underserved student groups:

- Super Subgroup¹⁰⁵
- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners¹⁰⁶ (EL)
- Students with Disabilities (SWD)

Student groups are included in accountability calculations for the success rate indicator if there are at least 30 valid tests in a given content area in the current and prior year.¹⁰⁷ Student groups are included in accountability calculations for the ELPA indicator if there are at least 30 students with valid composite and literacy performance levels in the current and prior year. Student groups with at least 30 students in grades K through 12 who are enrolled for at least 50 percent of instructional days are included for the chronically out of school indicator. Student groups with at least 30 students in the graduation cohort are included for the graduation rate indicator.

Districts will only receive scores for the indicators for which they have sufficient data for **both** the AMO and

¹⁰⁴ For the success rate indicators, the subjects will include math and ELA data for 2019-20 accountability.

¹⁰⁵ The Super Subgroup includes all records that identify at least one of the historically underserved student groups listed. Please consult [section 2.3.2](#) for more information.

¹⁰⁶ English Learners include Transition 1-4 students.

¹⁰⁷ Valid tests are those test records for which a performance level can be assigned.

absolute performance pathways.¹⁰⁸

Records with a blank or unknown race/ethnicity will be assigned to the all students group, even if, for example, the student is Black, Hispanic, or Native American and would otherwise be assigned to the BHN student group. The same is true for records that do not accurately reflect students' status as Economically Disadvantaged (ED) students, English Learners (EL), and Students with Disabilities (SWD). **This highlights the importance of ensuring accurate student data at the district and school levels before the final day of the testing window.**

5.3 Indicators and Calculation Procedures

5.3.1 Calculation Procedures

Districts are evaluated on 6 indicators:

- 3-5 Success Rate
- 6-8 Success Rate
- 9-12 success Rate
- Chronically Out of School
- Graduation Rate
- English Language Proficiency Assessment (ELPA)

Districts earn between 0 and 4 points for each goal and indicator for which they are eligible¹⁰⁹. District performance goals and definitions are outlined below:

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

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

This process is conducted for all students group first, then repeated for each historically underserved student group. Final indicator averages weight all students and subgroup indicator averages at 60 percent and 40 percent, respectively. Final indicator averages are rounded to one decimal place.

For each step identified with a status (all students, student groups, and final district), determination scales will

¹⁰⁸ Districts may receive scores for indicators in which they do not have sufficient data for a value-added score so long as they have sufficient data for **both** the AMO and absolute performance pathways.

¹⁰⁹ All indicators are weighted evenly. Meaning, if a district served only K-8 students, their determination will be based off 5 indicators averaged together.

follow as such:

- Scores greater than or equal to 3.1 will be labeled **exemplary**¹¹⁰.
- Scores greater than or equal to 2.1 but less than 3.1 will be labeled **advancing**.
- Scores greater than or equal to 1.1 but less than 2.1 will be labeled **satisfactory**.
- Scores less than 1.1 will be labeled **marginal**.

Consider the example of the district below.

5.3.1.1 Step 1: All Students Status

Average the value-added score with the higher of the Absolute proficiency and the AMO. Then average all overall scores.

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

5.3.1.2 Step 2: Student Group Average

Average the value-added score with the higher of the Absolute proficiency and the AMO. Then average all overall scores for each of the 4 historically underserved student groups.

Indicator	Absolute Proficiency	AMO Targets	Value-Added	Overall Score
3-5 Success Rate	1	1	4	2.5
6-8 Success Rate	3	1	2	2.5
9-12 Success Rate	2	0	2	2
Chronically Out of School	3	1	0	1.5
Graduation Rate	4	1	1	2.5
English Language Proficiency	1	2	3	2.5
BHN Average	2.25			

¹¹⁰ Districts in which **all** schools are identified as Reward, may also be labeled as Exemplary in the event that the district's overall score **is not** greater than or equal to 3.1.

5.3.1.3 Step 3: Student Group Status

Average the overall scores and each student group average to calculate the student group status. Please note that missing values for the English Learners column indicate that the district in the example above does not have at least 30 EL students for any indicator.

Indicator	BHN	ED	EL	SWD
3-5 Success Rate	2.5	1		1
6-8 Success Rate	2.5	3.5		1.5
9-12 Success Rate	2	1		0
Chronically Out of School	1.5	2		1.5
Graduation Rate	2.5	2		1.5
English Language Proficiency	2.5	2.5		1.5
Student Group Average	2.25	2		1.17
Student Group Status	1.81			
	Satisfactory			

5.3.1.4 Step 4: Final District Determination

Final determinations weight all students and subgroup grades at 60 percent and 40 percent, respectively. Final determinations are rounded to the one decimal place.

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

Districts earn final accountability determinations based on the following scale.

- Districts with an overall score greater than or equal to 3.1 will be labeled **exemplary**¹¹¹.
- Districts with an overall score greater than or equal to 2.1 but less than 3.1 will be labeled **advancing**.
- Districts with an overall score greater than or equal to 1.1 but less than 2.1 will be labeled **satisfactory**.
- Districts with an overall score less than 1.1 will be labeled **marginal**.

Please note, districts receive an **in need of improvement** determination if their overall score falls in the bottom five percent of all districts. Districts are labeled in need of improvement regardless of what determination that score would earn according to the scale above. That is, an overall score in the bottom five percent trumps the scale listed above for assigning overall determinations.

¹¹¹ Districts in which **all** schools are identified as Reward, may also be labeled as Exemplary in the event that the district's overall score **is not** greater than or equal to 3.1.

5.3.2 Grade Band Success Rate Indicators

The Grade Band (3-5, 6-8, 9-12) Success Rate Indicators aim to evaluate districts on their assessment performance both in terms of student proficiency and growth. Districts will be measured across three pathways, Absolute performance which identifies the percent of students scoring on track or mastered on the TCAP assessment, AMO targets, and growth as measured by the composite¹¹² TVAAS levels:¹¹³

Points	Absolute Performance	AMO	Value-Added
	(All Students and Historically Underserved Student Groups)		
4	≥ 45	Success rate ≥ double AMO target. ¹¹⁴	TVAAS level 5 composite
3	35 - 44.9	Success rate ≥ AMO target	TVAAS level 4 composite
2	27.5 - 34.9	Upper bound of success rate CI ≥ AMO target	TVAAS level 3 composite
1	20 - 27.4	Upper bound of success rate CI > prior year success rate	TVAAS level 2 composite
0	< 20	Upper bound of success rate CI ≤ prior year success rate.	TVAAS level 1 composite

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

5.3.2 Chronically Out of School Indicator

The Chronically Out of School indicator observes students in K-12 identified as chronically absent, as defined in [section 3.6](#) both in terms of current rate and improvement. Districts will be measured across three pathways: absolute performance, which will represent the percent of students who are chronically absent, AMO targets, and the value-added measure which calculates the percent of students who were chronically absent in the prior year **and** are not chronically absent in the current year as compared to statewide performance.

Points	Absolute Performance	AMO	Value-Added
	(All Students and Historically Underserved Student Groups)		
4	≤ 8	Absenteeism rate ≤ double AMO target	top quintile of statewide performance
3	8 - 11.5	Absenteeism rate ≤ AMO target	fourth quintile of statewide performance
2	11.6 - 16.5	Lower bound of absenteeism CI ≤ AMO target	third quintile of statewide performance
1	16.6 - 25	Lower bound of absenteeism CI < Prior year absenteeism rate	second quintile of statewide performance

¹¹² For 2019-20 accountability, district TVAAS composites will include the subjects of math and ELA only.

¹¹³ TVAAS composites for grades 3-5 will include the better score between composites that include early grades and those that do not.

¹¹⁴ Please see [section 3.7](#) for more details about AMO target and double AMO target calculations.

Points	Absolute Performance	AMO	Value-Added
	(All Students and Historically Underserved Student Groups)		
0	> 25	Lower bound of absenteeism CI \geq prior year absenteeism rate	bottom quintile of statewide performance

Districts receive points for each eligible success rate content area for the AMO goal by comparing performance to AMO targets using the following scale:

5.3.3 Graduation Rate Indicator

The Graduation Rate indicator aims to evaluate districts on post-secondary readiness both through graduation rate and *Ready Graduate* criteria. Districts will be measured across three pathways: absolute performance, which will represent the percent of graduates, graduation rate AMO targets, and the value-added measure which calculates the difference in the district's percent of *Ready Graduates*¹¹⁵ to the prior year as compared to statewide performance.

Points	Absolute Performance	AMO	Value-Added
	(All Students and Historically Underserved Student Groups)		
4	≥ 95	Graduation rate \geq double AMO target	top quintile of statewide performance
3	90 – 94.9	Graduation rate \geq AMO target	fourth quintile of statewide performance
2	80 – 89.9	Upper bound of graduation rate CI \geq AMO target.	third quintile of statewide performance
1	67 – 79.9	Upper bound of graduation rate CI $>$ prior year graduation rate	second quintile of statewide performance
0	< 67	Upper bound of graduation rate CI \leq prior year graduation rate	bottom quintile of statewide performance

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

5.3.4 English Language Proficiency Assessment (ELPA) Indicator

The ELPA indicator observes K-12 students' progress toward language acquisition as performed on WIDA ACCESS. Districts will be measured across three pathways: absolute performance, which will represent the percent of students meeting growth standards¹¹⁶, AMO targets, and the value-added goal which calculated the change in the percent of transitional EL students who score on track or mastered in ELA content areas.

Points	Absolute Performance	AMO	Value-Added
4	≥ 60	Percent of students meeting growth standards \geq double AMO target.	top quintile of statewide performance

¹¹⁵ Please refer to [section 3.5](#) for more information on ready graduates.

¹¹⁶ Students meeting WIDA Access exit criteria are included as "meeting the growth standard."

3	50 -59.9	Percent of students meeting growth standards \geq AMO target	fourth quintile of statewide performance
2	40-49.9	Upper bound of percent of students meeting growth standards $CI \geq$ AMO target	third quintile of statewide performance
1	25 -39.9	Upper bound of percent of students meeting growth standard $CI >$ prior year rate	second quintile of statewide performance
0	< 25	Upper bound of percent of students meeting growth standards $CI \leq$ prior year rate	bottom quintile of statewide performance

Section 6: Files Delivered to Districts

Districts can access the files described in this section from the Accountability application once accountability determinations are complete. These files include:

- TVAAS Files
 - TVAAS District Evaluation Composites
 - TVAAS School Evaluation Composites
 - TVAAS Teacher Evaluation Composites
 - TVAAS District Subject-Level Data
 - TVAAS School Subject-Level Data
 - TVAAS Teacher Subject-Level Data
 - TVAAS Student-Level Growth
- Student-Level Files
 - Student-Level Achievement File
 - ACT/SAT Spring Test Day Substitution Student-Level File
- District Accountability Files
 - District Assessment Data File
 - District Accountability Data File
 - District Heat Map File
- School Accountability Files
 - School Assessment Data File
 - School Accountability Data File
 - School Accountability List File
 - School Heat Maps File
- English Language Proficiency Assessment Files
 - ACCESS District-Level File
 - ACCESS School-Level File
 - ACCESS Student-Level File
- College Entrance Exams Files
 - ACT/SAT Graduate Highest Score District-Level File
 - ACT/SAT Graduate Highest Score School-Level File
 - ACT/SAT Graduate Highest Score Student-Level File
 - ACT Retake District-Level File
 - ACT Retake School-Level File
 - ACT Retake Student-Level File
- AMO Files
 - District-Level AMO Targets
 - School-Level AMO Targets
- Chronic Absenteeism Files
 - Chronic Absenteeism District-Level File
 - Chronic Absenteeism School-Level File
 - Chronic Absenteeism Student-Level File
- *Ready Graduate* Files
 - *Ready Graduate* District-Level File
 - *Ready Graduate* School-Level File

- *Ready Graduate* Student-Level File
- Second Grade Assessment Files
 - Student-Level File
 - School-Level File
 - District-Level File

[Appendix B](#) lists all accountability files, including a description of each. [File layouts](#) are available on the Accountability application.

6.1 Assessment Data Files

Assessment data files display the counts and percentages for each test, grade, subject, and student group. This includes results that do not factor into accountability calculations. Please note that the counts and percentages listed in this file detail the results **before** subject reassignment or ACT substitution rules are applied. Assessment data files are created for the school, system, and state levels and contain data for up to the three most recent years.

6.2 Accountability Files

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

6.3 Final Determination Heat Map Files

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

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

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

- Achievement indicator
 - Displays the breakdown of how the all students and student groups performed on each pathway
- Growth indicator
 - Displays the breakdown of how the all students and student groups performed on TVAAS
- Chronically Out of School indicator
 - Displays the breakdown of how the all students and student groups performed on each pathway
- English Language Proficiency Assessment indicator
 - Displays the breakdown of how the all students and student groups performed on the WIDA ACCESS exam relative to growth expectations

- Graduation Rate indicator (high school only)
 - Displays the breakdown of how the all students and student groups performed on each pathway
- Ready Graduate indicator (high school only)
 - Displays the breakdown of how the all students and student groups performed on each pathway
- Final determination
 - Provides final grade and summarizes each component of the accountability model

6.4 Student-Level Achievement Files

Student-level files contain the scores that are used in accountability determinations for all students, including scores from the alternate assessment. The student-level files also outline which records changed due to accountability procedures, such as students whose scores were reassigned using the ACT/SAT sub-score substitution rules.¹¹⁷

6.5 English Language Proficiency Assessment Files

English Language Proficiency Assessment (ELPA) files detail the performance and progress of English learners on the WIDA ACCESS exam.

6.6 TVAAS Files

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

6.7 Ready Graduate Files

Ready Graduate files display the counts and percentages of students who count in accountability calculations as meeting college and career readiness.

6.8 AMO Files

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

6.9 Chronically Out of School Files

Chronically out of school files display counts and percentages of students who count in accountability calculations as chronically out of school. The student-level file includes absenteeism rates for all students, regardless of whether they are included in accountability.

¹¹⁷ See [section 2.4.1.4](#) for more details.

Appendix A: List of Acronyms

Term	Definition
ACT	American College Testing
AMOs	Annual Measurable Objectives
AP	Advanced Placement
ASVAB AFQT	Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)
ATSI	Additional Targeted Support and Improvement
BHN	Black, Hispanic, Native American student group
CIE	Cambridge International Examinations
CLEP	College Level Examination Program
CSI	Comprehensive Support and Improvement
CTE	Career Technical Education Schools
DE	Dual Enrollment
ED	Economically Disadvantaged student group
EIS	Education Information System
EL	English Learner student group
ELA	English language arts
ELPA	English language proficiency assessment
EOC	End of Course
EPSO	Early postsecondary opportunity
ESSA	Every Student Succeeds Act (most recent reauthorization of the Elementary and Secondary Education Act)
FD	Functionally Delayed
FTTT	First Time Test Taker
IC	Industry Certification
IB	International Baccalaureate
LDC	Local Dual Credit
LEP	Limited English Proficiency
LTEL	Long-term English learner
RAEL	Recently arrived English learner
RI	Reports of Irregularity
SAT	Scholastic Aptitude Test
SDC	Statewide Dual Credit
SIS	Student Information System
SWD	Students with Disabilities student group
TCAP	Tennessee Comprehensive Assessment Program

Appendix B: Data Sources

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

- TCAP achievement data (grades 3-8) come in one file from NCS Pearson Inc. (Pearson)
- EOC data (grades 9-12) for fall and spring administrations come in two files from Pearson.
- TCAP-Alternative Assessment data come in two files at the end of the academic year.
 - One file contains data for ELA and math data for grades 3-11 and comes from the Multi-State Alternate Assessment (MSAA).
 - The other file contains data for science and social studies for grades 3-11 and comes from Pearson.
- English Language Proficiency Assessment (ELPA) data come in two files from WIDA at the end of the academic year.
 - One file contains ACCESS data.
 - The other file contains Alternate ACCESS data.
- TVAAS data come in multiple files. This includes a student-level growth file and teacher-, school-, and district-level data from SAS.
- Graduation cohort data come from the department's graduation cohort application, which is fed by the Education Information System (EIS).
- Attendance, enrollment, and school calendar data come from EIS and reflect the extracts districts send from their student information systems (SIS).
- *Ready Graduate* data come from a variety of sources. These sources include testing vendors (e.g., ACT, College Board, etc.), the Department of Defense, and course code and enrollment information¹¹⁸ from EIS.
 - **ACT** testing data come in four files from ACT.
 - One file contains data for the spring state testing day from the current year.¹¹⁹
 - One file contains data for the spring state testing day from the previous year.
 - The third file includes students' highest scores in the three years leading up to June of their self-identified graduation year.
 - The fourth file contains data from the senior retake day from the current year.
 - **SAT** data come in a single file from the College Board, which includes records from the current year from both in-school and national day administrations.
 - **Early postsecondary opportunity** course data come from course codes and flags submitted to EIS through a district's SIS. EPSO course data include:
 - Advanced Placement (AP) courses
 - Cambridge International Examination (CIE) courses
 - Dual enrollment (DE) courses
 - International Baccalaureate (IB) courses
 - Local Dual Credit (LDC) courses
 - Statewide Dual Credit (SDC) courses
 - **EPSO** examination data include:
 - **AP** data, which come from College Board each summer and include test scores from the previous academic year.

¹¹⁸ A list of early postsecondary course codes can be located in [Appendix E](#). Additionally, a list of industry certification details can be found on the [department's promoted list](#).

¹¹⁹ State testing day data from the current year are used for ACT/SAT substitution. Please see [section 2.5.1.4](#) for more details.

- **CIE** data, which are provided on an annual basis from Cambridge International Education.
- **College Level Examination Program (CLEP)** data, which the department receives in one file from College Board.
- **International Baccalaureate (IB)** data, which come from an annual list of students who attempt either IB assessments or earn an IB diploma as part of the International Baccalaureate program.
- **Statewide Dual Credit (SDC)** assessment data, which come from the Early Postsecondary data system (EPS) and reflect the results of the Online Challenge Exam.
- **Industry Certification (IC)** data, which come from various vendors. Please consult the [department's promoted list](#) for more information on IC data sources.
- A file listing the following types of schools comes from School Directory (SDE).¹²⁰
 - New schools
 - Closed schools
 - Career and technical education (CTE) schools
 - Alternative schools
 - Adult schools
 - Special education schools

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

¹²⁰ Records from alternative schools will be remanded back to the most recent traditional school in which the student was enrolled if that school is in the same district as the alternative school at which the student tested. Students will be considered enrolled for 50 percent of the year if the number of instructional days for which they are enrolled across both the traditional and alternative school is at least half the greater number of instructional days between the traditional or alternative school. The department will also contact districts if no prior enrollment in a traditional school can be found.

Appendix C: Accountability Files Purpose and Structure

This appendix outlines the purpose and structure of all accountability files. Please note that files 3 through 6 are all stored in separate worksheets of the final determination files. Please consult the [File Layout document](#) on the Accountability application for more information.

Category	File Name	Description
2019-20 TVAAS Files	TVAAS District Evaluation Composites	This file includes district TVAAS composites by test type.
	TVAAS School Evaluation Composites	This file includes school TVAAS composites by test type.
	TVAAS Teacher Evaluation Composites	This file includes teacher TVAAS composites (both single- and multi-year) by test type.
	TVAAS District Subject-Level Data	This file includes district growth measures, indices, and levels for individual grades and subjects.
	TVAAS School Subject-Level Data	This file includes school growth measures, indices, and levels for individual grades and subjects.
	TVAAS Teacher Subject-Level Data	This file includes teacher growth measures, indices, and levels for individual grades and subjects.
	TVAAS Student-Level File	Student predicted and actual scores by indicator
2019-20 Student Level Files	Student-Level File	This file displays all TCAP testing data included in accountability, including alternate assessment data.
2019-20 District Files	District Assessment Data File	This file displays data at the test/subject/grade/student group levels for all tested grades and subjects for the past three years, if available.
	District Accountability File	This file displays the aggregated data included in district accountability.
	District Heat Map File	This file contains the details of each component included to calculate districts' final determinations.
2019-20 School Files	School Assessment File	This file displays data at the subject/grade/student group levels for all tested grades and subjects for the past three years, if available.
	School Accountability File	This file displays the aggregated data included in school accountability.
	School Accountability File	This file displays school pool and eligibility information.
	School Heat Map File	This file contains the details of each indicator included to calculate a schools' final grade.
2019-20 English Language Proficiency Assessment Files	ACCESS District-Level File	This file displays the percent of students exiting and the percent of students meeting growth standards.
	ACCESS School-Level File	This file displays the percent of students exiting and the percent of students meeting growth standards.
	ACCESS Student-Level File	This file displays scale scores and performance levels for each domain and overall.

2019-20 ACT Files	ACT District-Level File	This file contains average composite and subscore information for the highest scores graduates earned, as well as the percent of students meeting readiness benchmarks.
	ACT School-Level File	This file contains average composite and subscore information for the highest scores graduates earned, as well as the percent of students meeting readiness benchmarks.
	ACT Student-Level File	This file contains composite and subscore information for the highest scores graduates earned.
	ACT Retake District-Level File	This file contains average composite and subscore information for the scores students earned, as well as the percent of students meeting readiness benchmarks for the fall retake opportunity.
	ACT Retake School-Level File	This file contains average composite and subscore information for the scores students earned, as well as the percent of students meeting readiness benchmarks for the fall retake opportunity.
	ACT Retake Student Level File	This file contains composite and subscore information for students who participated in the fall retake opportunity.
2020-21 AMO Files	District-Level AMO Targets	This file contains targets for reducing the percent of students who are not meeting standards.
	School-Level AMO Targets	This file contains targets for reducing the percent of students who are not meeting standards.
2019-20 Chronic Absenteeism Files	Chronic Absenteeism District-Level File	This file details the percentages of students who are chronically absent by student group.
	Chronic Absenteeism School-Level File	This file details the percentages of students who are chronically absent by student group.
	Chronic Absenteeism Student-Level File	This file includes students' absenteeism rates. Students may appear in the file who are not included in accountability calculations (e.g., enrolled less than 50 percent of the year).
2019-20 <i>Ready Graduate</i> Files	Ready Graduate District-Level File	This file contains the percentage of students who are identified as <i>Ready Graduates</i> by meeting detailed criteria by student group for the district.
	Ready Graduate School-Level File	This file contains the percentage of students who are identified as <i>Ready Graduates</i> by meeting detailed criteria by student group for each school.
	Ready Graduate Student-Level File	This file details the students who are identified as <i>Ready Graduates</i> by meeting detailed criteria by student group.
2019-20 Second Grade	Second Grade Assessment District-Level File	This file details districts' performance on the second grade assessment.
	Second Grade	This file details schools' performance on the second grade

Assessment Files	Assessment School-Level File	assessment.
	Second Grade Assessment Student-Level File	This file details student performance on the second grade assessment.

Appendix D: Confidence Interval Calculations

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

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

In the equation above, n represents the number of students with a valid test, $Z_{95} = 1.96$ from a standard normal distribution to have a 95 percent confidence interval, and p is the percentage of on track or mastered (or below) students.

Appendix E: Percentile Rank Calculations

Percentile rankings identify the school or student ranking, as defined below. Rankings identify the placement of a district, school, or student's performance relative to other districts, schools, or students. Please see below for specific details pertaining to these calculation procedures.

E.1: Rankings

A percentile rank is defined as the percentage of schools or districts with an equal or lesser score for the same year/student group/grade pool (as applicable). Listed below are the steps used to calculate a percentile rank

1. Determine the number of eligible schools/districts according to the eligibility criteria listed in this protocol.
2. Reverse rank schools/districts so that schools with lower scores have a higher rank value¹²¹.
3. Divide each school's/district's rank by the number of eligible schools/districts. The percentile rank is calculated using the following formula:

$$\text{Percentile Rank} = \frac{\text{school rank}}{\text{\# of eligible schools}} * 100$$

In the event of a tie, the following business rule is applied: schools get the best possible rank amongst schools. For example:

School	Score	Rank
A	100	1
B	98	2
C	98	2
D	92	4

E.2: Student Rankings

Student percentile rankings reported in the Student-level Assessment file will follow the calculation procedures outlined by SAS in the [TVAAS technical document](#).

¹²¹ This step only applies to Priority and ATSI designations.

Appendix F: Early Postsecondary Course Codes and Exams

EPSO Type	Course Code	Course Title	Test Name
AP	3013	AP English Language & Composition	ENGLAN
AP	3014	AP English Literature & Composition	ENGLIT
AP	3025	AP Spanish Language & Culture	SPANLA
AP	3026	AP Spanish Literature & Culture	SPANLIT
AP	3036	AP Latin	LATINV
AP	3045	AP French Language & Culture	FRNLAN
AP	3055	AP German Language & Culture	GERLA
AP	3127	AP Calculus AB	CALCAB
AP	3128	AP Calculus BC	CALCBC
AP	3129	AP Statistics	STAT
AP	3145	AP Chinese Language & Culture	CHINES
AP	3146	AP Arabic I	
AP	3147	AP Arabic II	
AP	3149	AP Greek I	
AP	3150	AP Greek II	
AP	3161	AP Italian Language & Culture	ITALIAN
AP	3162	AP Japanese Language & Culture	JAPAN
AP	3167	AP Seminar	
AP	3168	AP Research	
AP	3217	AP Biology	BIOL
AP	3225	AP Chemistry	CHEM
AP	3234	AP Physics C: Electricity & Magnetism	PHYSEM
AP	3236	AP Environmental Science	ENVSCI
AP	3238	AP Physics I: Algebra-Based	PHYS1
AP	3239	AP Physics II: Algebra-Based	PHYS2
AP	3240	AP Physics C: Mechanics	PHYSM
AP	3440	AP U.S. History	USHIST
AP	3441	AP European History	EURHIS
AP	3443	AP Microeconomics	ECONMI
AP	3444	AP Macroeconomics	ECONMA
AP	3445	AP U.S. Government & Politics	
AP	3446	AP Comparative Government & Politics	GOVCOM
AP	3447	AP Psychology	PSYCH
AP	3449	AP World History	WDHIST
AP	3450	AP Human Geography	HUMGEO
AP	3533	AP Studio Art: Drawing	ARTSTD
AP	3534	AP Art History	ARTHIS
AP	3535	AP Music Theory	MUSICT

EPSO Type	Course Code	Course Title	Test Name
AP	3544	AP Studio Art: 3-D Drawing	ART3D
AP	3545	AP Studio Art: 2-D Design	ARTS2
AP	3634	AP Computer Science Principles	COMSCIP
AP	3635	AP Computer Science A	COMSCA
CIE	4138	CIE Mathematics AS & A Level	CAMBRIDGE MATHEMATICS
CIE	4139	CIE Mathematics w/ Mechanics 1 AS Level	CAMBRIDGE MATHEMATICS
CIE	4140	CIE Mathematics w/ Mechanics 2 A Level	CAMBRIDGE MATHEMATICS
CIE	4141	CIE Mathematics w/ Probability & Statistics I AS Level	CAMBRIDGE MATHEMATICS
CIE	4142	CIE Mathematics w/ Probability & Statistics II A Level	CAMBRIDGE MATHEMATICS
CIE	4143	CIE Mathematics Further AS & A Level	CAMBRIDGE MATHEMATICS
CIE	4144	CIE Mathematics w/ Mechanics & Probability & Statistics AS Level	CAMBRIDGE MATHEMATICS
CIE	4150	CIE Biology AS & A Level	CAMBRIDGE BIOLOGY
CIE	4151	CIE Chemistry AS & A Level	CAMBRIDGE CHEMISTRY
CIE	4152	CIE Physics AS & A Level	
CIE	4153	CIE Physical Science AS & A Level	
CIE	4154	CIE Environmental Management AS & A Level	CAMBRIDGE ENVIRONMENTAL MANAGEMENT
CIE	4155	CIE Chemistry A Level	CAMBRIDGE CHEMISTRY
CIE	4156	CIE Biology A Level	CAMBRIDGE BIOLOGY
CIE	4157	CIE Physics A Level	
CIE	4158	Pre-CIE Physical Education IGCSE Level	
CIE	4159	CIE Physical Education AS & A Level	
CIE	4160	CIE Physical Education 2 A Level	
CIE	4164	CIE German Language AS Level	
CIE	4165	CIE German Literature AS Level	
CIE	4166	CIE German A Level	
CIE	4170	CIE Spanish Language AS Level	
CIE	4171	CIE Spanish Literature AS Level	
CIE	4172	CIE Spanish A Level	
CIE	4176	CIE French Language AS Level	
CIE	4177	CIE French Literature AS Level	
CIE	4178	CIE French A Level	
CIE	4182	CIE Chinese Language AS Level	
CIE	4183	CIE Chinese Literature AS Level	
CIE	4184	CIE Chinese A Level	
CIE	4188	CIE Japanese Language AS Level	
CIE	4190	CIE Economics I AS Level	
CIE	4191	CIE Economics II A Level	
CIE	4193	CIE Geography I AS Level	

EPSO Type	Course Code	Course Title	Test Name
CIE	4194	CIE Geography II A Level	
CIE	4195	CIE History - US AS & A Level	CAMBRIDGE HISTORY
CIE	4196	CIE History - International AS & A Level	CAMBRIDGE HISTORY
CIE	4198	CIE History - European AS & A Level	CAMBRIDGE HISTORY
CIE	4199	CIE Psychology I AS Level	CAMBRIDGE PSYCHOLOGY
CIE	4200	CIE Psychology II A Level	CAMBRIDGE PSYCHOLOGY
CIE	4202	CIE Sociology I AS Level	
CIE	4203	CIE Sociology II A Level	
CIE	4205	CIE History - International A Level	CAMBRIDGE HISTORY
CIE	4206	CIE History - European A Level	CAMBRIDGE HISTORY
CIE	4208	CIE Art & Design I AS Level	
CIE	4209	CIE Art & Design II A Level	
CIE	4211	CIE Art & Design: Photography AS & A Level	
CIE	4212	CIE Art & Design: Photography A Level	
CIE	4214	CIE Music I AS Level	CAMBRIDGE MUSIC
CIE	4215	CIE Music II AS Level	CAMBRIDGE MUSIC
CIE	4216	CIE Music III A Level	CAMBRIDGE MUSIC
CIE	4218	CIE Global Perspectives & Research I AS Level	CAMBRIDGE GLOBAL PERSPECTIVES & RESEARCH
CIE	4219	CIE Global Perspectives & Research II A Level	CAMBRIDGE GLOBAL PERSPECTIVES & RESEARCH
CIE	4220	CIE Thinking Skills I AS Level	CAMBRIDGE THINKING SKILLS
CIE	4221	CIE Thinking Skills II A Level	CAMBRIDGE THINKING SKILLS
CIE	4223	CIE English Language I AS Level	CAMBRIDGE ENGLISH LANGUAGE
CIE	4224	CIE English Language II A Level	CAMBRIDGE ENGLISH LANGUAGE
CIE	4225	CIE English Language & Literature AS Level	CAMBRIDGE ENGLISH LANGUAGE
CIE	4228	CIE English Literature I AS Level	CAMBRIDGE LITERATURE ENGLISH
CIE	4229	CIE English Literature II A Level	CAMBRIDGE LITERATURE ENGLISH
CIE	4230	CIE General Paper I A Level	CAMBRIDGE GENERAL PAPER
CIE	4231	CIE General Paper II AS Level	CAMBRIDGE GENERAL PAPER
CIE	4232	CIE Classical Studies I AS Level	
CIE	4233	CIE Classical Studies II A Level	
CIE	4235	CIE Divinity I AS Level	

EPSO Type	Course Code	Course Title	Test Name
CIE	4236	CIE Divinity II A Level	
CIE	4239	CIE Accounting 1 AS Level	
CIE	4240	CIE Accounting 2 A Level	
CIE	4242	CIE Design & Textile AS Level	
CIE	4243	CIE Design & Textile A Level	
CIE	4244	CIE Art & Design: Fashion & Design AS Level	
CIE	4245	CIE Art & Design: Textiles AS Level	
CIE	4247	CIE Computing 1 AS Level	
CIE	4248	CIE Computing 2 A Level	
CIE	4249	CIE Applied ICT 1 AS Level	
CIE	4250	CIE Applied ICT 2 A Level	
CIE	4252	CIE Design & Technology 1 AS Level	
CIE	4253	CIE Design & Technology 2 A Level	
CIE	4255	CIE Environmental Management AS Level	CAMBRIDGE ENVIRONMENTAL MANAGEMENT
CIE	4256	CIE Food Studies 1 AS Level	
CIE	4257	CIE Food Studies 2 A Level	
CIE	4260	CIE Business Studies 1 AS Level	
CIE	4261	CIE Business Studies 2 A Level	
CIE	4263	CIE Travel & Tourism 1 AS Level	CAMBRIDGE TRAVEL AND TOURISM
CIE	4264	CIE Travel & Tourism 2 A Level	CAMBRIDGE TRAVEL AND TOURISM
CIE	6260	CIE Spanish First Language AS Level	CAMBRIDGE FIRST LANGUAGE SPANISH
CIE	9825	CIE Computer Science 1 AS Level	
DE	4000	Dual Enrollment Science	
DE	4001	Dual Enrollment Human Anatomy & Physiology I	
DE	4002	Dual Enrollment Human Anatomy & Physiology II	
DE	4003	Dual Enrollment Biology I	
DE	4004	Dual Enrollment Biology II	
DE	4005	Dual Enrollment General Chemistry I	
DE	4006	Dual Enrollment General Chemistry II	
DE	4007	Dual Enrollment Non-Calculus Based Physics I	
DE	4008	Dual Enrollment Non-Calculus Based Physics II	
DE	4009	Dual Enrollment Calculus Based Physics I	
DE	4010	Dual Enrollment Calculus Based Physics II	
DE	4011	Dual Enrollment Mathematics	
DE	4012	Dual Enrollment College Algebra	
DE	4013	Dual Enrollment Probability & Statistics/Elementary	

EPSO Type	Course Code	Course Title	Test Name
		Statistics	
DE	4014	Dual Enrollment Finite Mathematics	
DE	4015	Dual Enrollment Calculus I	
DE	4016	Dual Enrollment Calculus II	
DE	4017	Dual Enrollment Calculus III	
DE	4018	Dual Enrollment Visual & Performing Arts	
DE	4019	Dual Enrollment Art History I/Survey of Art History I	
DE	4020	Dual Enrollment Art History II/Survey of Art History II	
DE	4021	Dual Enrollment Music Appreciation	
DE	4022	Dual Enrollment Speech/Fundamentals of Speech Communication	
DE	4023	Dual Enrollment Introduction to Theatre	
DE	4024	Dual Enrollment Social Studies	
DE	4025	Dual Enrollment Microeconomics	
DE	4026	Dual Enrollment Macroeconomics	
DE	4027	Dual Enrollment Sociology	
DE	4028	Dual Enrollment Personal Finance	
DE	4029	Dual Enrollment Psychology	
DE	4030	Dual Enrollment American Government	
DE	4031	Dual Enrollment Survey of World History I	
DE	4032	Dual Enrollment Survey of World History II	
DE	4033	Dual Enrollment Survey of American History I	
DE	4034	Dual Enrollment Survey of American History II	
DE	4035	Dual Enrollment Survey of Western Civilization I	
DE	4036	Dual Enrollment Survey of Western Civilization II	
DE	4037	Dual Enrollment World Regional Geography	
DE	4038	Dual Enrollment English Language Arts	
DE	4039	Dual Enrollment English Composition I	
DE	4040	Dual Enrollment English Composition II	
DE	4041	Dual Enrollment Survey of American Literature	
DE	4042	Dual Enrollment Survey of British Literature	
DE	4043	Dual Enrollment Survey of World Literature	
DE	4044	Dual Enrollment Survey of Literature of the Western World	
DE	4045	Dual Enrollment Foreign Language	
DE	4046	Dual Enrollment French	
DE	4047	Dual Enrollment German	
DE	4048	Dual Enrollment Spanish	
DE	4049	Dual Enrollment Latin	
DE	4050	Dual Enrollment Italian	
DE	4051	Dual Enrollment Russian	
DE	4052	Dual Enrollment Japanese	

EPSO Type	Course Code	Course Title	Test Name
DE	4053	Dual Enrollment Chinese (Mandarin)	
DE	4054	Dual Enrollment Arabic	
DE	4055	Dual Enrollment Greek	
DE	4056	Dual Enrollment Spanish III	
DE	4057	Dual Enrollment Spanish IV	
DE	4058	Dual Enrollment Career & Technical Education	
DE	4059	Dual Enrollment Advanced Manufacturing	
DE	4060	Dual Enrollment Machining Technology	
DE	4061	Dual Enrollment Electromechanical Technology	
DE	4062	Dual Enrollment Welding	
DE	4063	Dual Enrollment Mechatronics	
DE	4064	Dual Enrollment Agriculture, Food, Natural Resources	
DE	4065	Dual Enrollment Veterinary & Animal Science	
DE	4066	Dual Enrollment Agricultural Engineering & Applied Technologies	
DE	4067	Dual Enrollment Agribusiness	
DE	4068	Dual Enrollment Food Science	
DE	4069	Dual Enrollment Horticulture Science	
DE	4070	Dual Enrollment Environmental & Natural Resources Management	
DE	4071	Dual Enrollment Architecture & Construction	
DE	4072	Dual Enrollment Residential & Commercial Construction	
DE	4073	Dual Enrollment Structural Systems	
DE	4074	Dual Enrollment Mechanical, Electrical, & Plumbing Systems	
DE	4075	Dual Enrollment Architectural & Engineering Design	
DE	4076	Dual Enrollment Interior Design	
DE	4077	Dual Enrollment Art, Audio/Visual Technology, & Communications	
DE	4078	Dual Enrollment Arts & Design	
DE	4079	Dual Enrollment Audio/Visual Production	
DE	4080	Dual Enrollment Fashion Design	
DE	4081	Dual Enrollment Business Management & Administration	
DE	4082	Dual Enrollment Business Management	
DE	4083	Dual Enrollment Office Management	
DE	4084	Dual Enrollment Health Services Administration	
DE	4085	Dual Enrollment Education & Training	
DE	4086	Dual Enrollment Teaching as a Profession (K-12)	
DE	4087	Dual Enrollment Early Childhood Education (PreK-4)	
DE	4088	Dual Enrollment Educational Support Careers	
DE	4089	Dual Enrollment Finance	

EPSO Type	Course Code	Course Title	Test Name
DE	4090	Dual Enrollment Accounting	
DE	4091	Dual Enrollment Banking & Finance	
DE	4092	Dual Enrollment Government & Public Administration	
DE	4093	Dual Enrollment Public Management & Administration	
DE	4094	Dual Enrollment Health Science	
DE	4095	Dual Enrollment Biotechnology Research	
DE	4096	Dual Enrollment Public Health	
DE	4097	Dual Enrollment Diagnostic Services	
DE	4098	Dual Enrollment Health Informatics	
DE	4099	Dual Enrollment Nursing Services	
DE	4100	Dual Enrollment Emergency Services	
DE	4101	Dual Enrollment Therapeutic Services	
DE	4102	Dual Enrollment Exercise Physiology	
DE	4103	Dual Enrollment Hospitality & Tourism	
DE	4104	Dual Enrollment Culinary Arts	
DE	4105	Dual Enrollment Hospitality & Tourism Management	
DE	4106	Dual Enrollment Human Services	
DE	4107	Dual Enrollment Childhood Development Services	
DE	4108	Dual Enrollment Social Health Services	
DE	4109	Dual Enrollment Dietetics & Nutrition	
DE	4110	Dual Enrollment Cosmetology	
DE	4111	Dual Enrollment Barbering	
DE	4112	Dual Enrollment Information Technology	
DE	4113	Dual Enrollment Coding	
DE	4114	Dual Enrollment Networking Systems	
DE	4115	Dual Enrollment Web Design	
DE	4116	Dual Enrollment Law, Public Safety, Corrections, & Security	
DE	4117	Dual Enrollment Law Enforcement Services	
DE	4118	Dual Enrollment Fire Management Services	
DE	4119	Dual Enrollment Legal & Correction Services	
DE	4120	Dual Enrollment Marketing	
DE	4121	Dual Enrollment Marketing Management	
DE	4122	Dual Enrollment Entrepreneurship	
DE	4123	Dual Enrollment STEM	
DE	4124	Dual Enrollment Engineering	
DE	4125	Dual Enrollment Technology	
DE	4126	Dual Enrollment STEM Education	
DE	4127	Dual Enrollment Transportation, Distribution, & Logistics	
DE	4128	Dual Enrollment Automotive Maintenance & Light Repair	
DE	4129	Dual Enrollment Automotive Collision Repair	
DE	4130	Dual Enrollment Aviation Flight	

EPSO Type	Course Code	Course Title	Test Name
DE	4131	Dual Enrollment Aviation Maintenance	
DE	4132	Dual Enrollment Distribution & Logistics	
DE	4133	Dual Enrollment Diesel Technology	
DE	4266	Dual Enrollment Exercise Science	
DE	4267	Dual Enrollment Health & Wellness	
DE	4268	Dual Enrollment Physical Education	
DE	4272	Dual Enrollment Spanish II	
DE	4273	Dual Enrollment French II	
DE	4274	Dual Enrollment Latin II	
DE	4272	Dual Enrollment Spanish II	
DE	4273	Dual Enrollment French II	
DE	4274	Dual Enrollment Latin II	
DE	6189	Dual Enrollment Geographic Information Systems	
DE	6190	Dual Enrollment Human Resources Management	
DE	6191	Dual Enrollment Cybersecurity	
DE	6192	Dual Enrollment Educational Therapy & Support	
IB	2907	IB Language A: Literature I SL	ENGLISHA
IB	2908	IB Language A: Language & Literature I SL	
IB	3004	IB English I HL	
IB	3006	IB English II HL	
IB	3011	IB English III	
IB	3016	IB Language SSL	
IB	3018	IB English Literature SL/HL	ENGLIT
IB	3029	IB Spanish I HL	SPANISHB
IB	3039	IB French I SL	
IB	3049	IB French I HL	
IB	3056	IB German III SL/HL	GERMANB
IB	3065	IB Language B Ab Initio I SL	
IB	3066	IB Language B Ab Initio II SL	
IB	3069	IB Russian III SL/HL	
IB	3079	IB Theory of Knowledge I	
IB	3086	IB Latin III SL/HL	LATIN
IB	3089	IB Language B I SL/HL	
IB	3093	IB Chinese III SL/HL	
IB	3094	IB Arabic IV SL/HL	
IB	3095	IB Japanese III SL/HL	
IB	3096	IB Language B II SL/HL	
IB	3104	IB Mathematics I SL	IBMATH
IB	3105	IB Mathematics II HL	IBMATH
IB	3106	IB Mathematics II SL/HL	IBMATH
IB	3109	IB Computer Science I HL	COMPSCI

EPSO Type	Course Code	Course Title	Test Name
IB	3110	IB Computer Science II HL	COMPSCI
IB	3137	IB Pre-Calculus	
IB	3138	IB Mathematics I HL	IBMATH
IB	3140	IB Math Studies I SL	MATHSTUDY
IB	3141	IB Math Studies II SL	MATHSTUDY
IB	3154	IB Spanish V SL/HL	SPANISHB
IB	3155	IB Arabic III SL/HL	
IB	3156	IB French V SL/HL	
IB	3157	IB German IV SL/HL	GERMANB
IB	3158	IB Latin IV SL/HL	LATIN
IB	3159	IB Russian IV SL/HL	
IB	3160	IB Chinese IV SL/HL	
IB	3163	IB German A Language & Literature SL	GERMANA
IB	3164	IB German A Language & Literature II SL/HL	GERMANA
IB	3165	IB German V SL/HL	GERMANB
IB	3184	IB Japanese IV SL/HL	
IB	3215	IB Biology I HL	BIO
IB	3218	IB Biology II HL	BIO
IB	3223	IB Chemistry IV SL/HL	CHEM
IB	3227	IB Biology I SL	BIO
IB	3228	IB Chemistry I SL	CHEM
IB	3229	IB Physics I HL	PHYSICS
IB	3232	IB Physics II HL	PHYSICS
IB	3244	IB Chemistry II HL	CHEM
IB	3281	IB Ecosystems and Societies II SL	
IB	3282	IB Environmental Systems & Societies II SL	ENVIROSYS
IB	3283	IB Geography II HL	GEOG
IB	3400	IB History of the Americas I SL	HIST
IB	3406	IB History of the Americas I HL	HIST
IB	3409	IB History of the Americas II HL	HIST
IB	3413	IB History of the Americas I SL/HL	HIST
IB	3414	IB History of the Americas II SL/HL	HIST
IB	3434	IB Psychology I HL	PSYCH
IB	3436	IB Psychology II HL	PSYCH
IB	3437	IB World Arts & Cultures I SL	WORLDSTUD
IB	3438	IB Economics I SL	ECON
IB	3439	IB Geography I HL	GEOG
IB	3453	IB Theory of Knowledge II	
IB	3454	IB Music I SL	MUSIC
IB	3455	IB Psychology I SL	PSYCH
IB	3457	IB History, Route 2, Americas SL/HL I	HIST

EPSO Type	Course Code	Course Title	Test Name
IB	3458	IB History, Route 2, Americas HL II	HIST
IB	3459	IB History, Route 2, Americas HL II	HIST
IB	3460	IB History, Route 2, Europe HL I	HIST
IB	3461	IB History, Route 2, Europe HL II	HIST
IB	3462	IB History, Route 2, Europe SL/HL	HIST
IB	3463	IB History, Route 1, Europe I HL	HIST
IB	3464	IB History, Route 1, Europe I SL	HIST
IB	3465	IB History, Route 1, Europe II HL	HIST
IB	3466	IB Environmental Systems and Societies I SL	ENVIROSYS
IB	3467	IB Biology II HL I	BIO
IB	3468	IB Chemistry I HL	CHEM
IB	3469	IB Physics I SL	PHYSICS
IB	3470	IB Sports, Exercise, & Health Science I SL	SPORTEXSCI
IB	3471	IB Sports, Exercise, & Health Science II SL	SPORTEXSCI
IB	3472	IB Business and Management I HL	BUSMAN
IB	3473	IB Business and Management II HL	BUSMAN
IB	3474	IB Language B French Ab Initio I SL	FRENCHB
IB	3475	IB Language B French Ab Initio II SL	FRENCHB
IB	3476	IB Language B Spanish Ab Initio I SL	SPANISHB
IB	3477	IB Language B Spanish Ab Initio II SL	SPANISHB
IB	3478	IB Music II SL	MUSIC
IB	3479	IB French IV SL/HL	
IB	3480	IB Spanish IV SL/HL	SPANISHB
IB	3481	IB History, Route 2, Americas SL	HIST
IB	3482	IB Theatre Arts SL	THEATRE
IB	3483	IB English IV HL	
IB	3485	IB English I SL	ENGLISHA
IB	3486	IB Visual Arts SL	VISUALART
IB	3487	IB Theatre Arts I SL	THEATRE
IB	3488	IB Theatre Arts II SL	THEATRE
IB	3508	IB Music I SL/HL	MUSIC
IB	3509	IB Visual Arts SL-A	VISUALART
IB	3510	IB Visual Arts SL-B	VISUALART
IB	3511	IB Visual Arts HL	VISUALART
IB	3512	IB Film II HL	FILM
IB	3513	IB Film I HL	FILM
IB	3518	IB Music II SL/HL	MUSIC
IB	3537	IB Visual Arts I SL/HL	VISUALART
IB	3538	IB Visual Arts I HL	VISUALART
IB	3539	IB Visual Arts II HL	VISUALART
IB	3546	IB Theatre Arts I HL	THEATRE

EPSO Type	Course Code	Course Title	Test Name
IB	3547	IB Theatre Arts II HL	THEATRE
IB	3557	IB World Arts and Cultures II SL	WORLDSTUD
IB	3558	IB Visual Arts I SL/HL	VISUALART
IB	3559	IB Visual Arts II SL/HL	VISUALART
IB	3575	IB Film I SL	FILM
IB	3576	IB Visual Arts I SL	VISUALART
IB	3695	IB Information Tech. in a Global Society I HL	ITGS
IB	3696	IB Information Tech. in a Global Society II HL	ITGS
IB	6220	IB Business & Management I SL	BUSMAN
IB	6221	IB Dance I HL	DANCE
IB	6222	IB Dance II HL	DANCE
IB	6223	IB Dance I SL	DANCE
IB	6224	IB Music I HL	MUSIC
IB	6225	IB Music II HL	MUSIC
IB	6230	IB Language A: Language & Literature I HL	
IB	6231	IB Language A: Language & Literature II HL	
IB	6232	IB Language A: Literature I HL	
IB	6233	IB Language A: Literature II HL	
IB	6234	IB Literature & Performance I SL	
IB	6235	IB Computer Science SL	COMPSCI
IB	6236	IB Further Mathematics II HL	FURTHMATH
IB	6237	IB Further Mathematics I HL	FURTHMATH
IB	6238	IB Design Technology I HL	
IB	6239	IB Design Technology II HL	
IB	6240	IB Design Technology SL	
IB	6241	IB Business & Management II SL	BUSMAN
IB	6242	IB Business & Management I SL/HL	BUSMAN
IB	6243	IB Business & Management II SL/HL	BUSMAN
IB	6247	IB Information Technology in a Global Society I SL	ITGS
IB	6248	IB Global Politics I HL	GLOBPOL
IB	6249	IB Geography I SL	GEOG
IB	6250	IB Global Politics II HL	GLOBPOL
IB	6251	IB Global Politics I SL	GLOBPOL
IB	6252	IB History I HL	HIST
IB	6253	IB History II HL	HIST
IB	6254	IB History I SL	HIST
IB	6255	IB Philosophy I HL	PHILOSOPHY
IB	6256	IB Philosophy II HL	PHILOSOPHY
IB	6257	IB Philosophy I SL	PHILOSOPHY
IB	6258	IB Economics I HL	ECON
IB	6259	IB Economics II HL	ECON

EPSO Type	Course Code	Course Title	Test Name
IB	6261	IB Arabic I HL	
IB	6262	IB Arabic II HL	
IB	6263	IB Arabic I SL	
IB	6264	IB Classical Language I HL	
IB	6265	IB Classical Language II HL	
IB	6266	IB Classical Language I SL	
IB	6267	IB French II HL	
IB	6268	IB German I HL	GERMANB
IB	6269	IB German II HL	GERMANB
IB	6270	IB German I SL	GERMANB
IB	6271	IB Japanese I HL	
IB	6272	IB Japanese II HL	
IB	6273	IB Japanese I SL	
IB	6277	IB Latin I HL	LATIN
IB	6278	IB Latin II HL	LATIN
IB	6279	IB Latin I SL	LATIN
IB	6280	IB Russian I HL	
IB	6281	IB Russian II HL	
IB	6282	IB Russian I SL	
IB	6283	IB Spanish II HL	SPANISHB
IB	6284	IB Spanish I SL	SPANISHB
IB	6320	IB Arabic II SL	
IB	6321	IB Arabic I SL/HL	
IB	6322	IB Arabic II SL/HL	
IB	6323	IB Biology II SL	BIO
IB	6324	IB Biology I SL/HL	BIO
IB	6325	IB Biology II SL/HL	BIO
IB	6326	IB Biology III SL/HL	BIO
IB	6327	IB Biology III SL	BIO
IB	6328	IB Biology III HL	BIO
IB	6329	IB Chemistry II SL	CHEM
IB	6330	IB Chemistry I SL/HL	CHEM
IB	6331	IB Chemistry II SL/HL	CHEM
IB	6332	IB Chemistry III SL/HL	CHEM
IB	6333	IB Chemistry SL III	CHEM
IB	6334	IB Chemistry HL III	CHEM
IB	6335	IB Classical Language I SL/HL	
IB	6336	IB Classical Language II SL/HL	
IB	6337	IB Classical Language II SL	
IB	6338	IB Computer Science I SL/HL	COMPSCI
IB	6339	IB Computer Science II SL/HL	COMPSCI

EPSO Type	Course Code	Course Title	Test Name
IB	6340	IB Computer Science II SL	COMPSCI
IB	6341	IB Dance II SL	DANCE
IB	6342	IB Dance I SL/HL	DANCE
IB	6343	IB Dance II SL/HL	DANCE
IB	6344	IB Design Technology II SL	
IB	6345	IB Design Technology I SL/HL	
IB	6346	IB Design Technology II SL/HL	
IB	6347	IB Economics II SL	ECON
IB	6348	IB Economics I SL/HL	ECON
IB	6349	IB Economics II SL/HL	ECON
IB	6350	IB English II SL	
IB	6351	IB English I SL/HL	ENGLISHA
IB	6352	IB English II SL/HL	
IB	6353	IB Film II SL	FILM
IB	6354	IB Film I SL/HL	FILM
IB	6355	IB Film II SL/HL	FILM
IB	6356	IB French II SL	
IB	6357	IB French I SL/HL	
IB	6358	IB French II SL/HL	
IB	6359	IB Geography II SL	GEOG
IB	6360	IB Geography I SL/HL	GEOG
IB	6361	IB Geography II SL/HL	GEOG
IB	6362	IB German A Language and Literature I SL/HL	GERMANA
IB	6363	IB German II SL	GERMANB
IB	6364	IB German I SL/HL	GERMANB
IB	6365	IB German II SL/HL	GERMANB
IB	6366	IB Global Politics II SL	GLOBPOL
IB	6367	IB Global Politics I SL/HL	GLOBPOL
IB	6368	IB Global Politics II SL/HL	GLOBPOL
IB	6369	IB History of the Americas II SL	HIST
IB	6370	IB History II SL	HIST
IB	6371	IB History I SL/HL	HIST
IB	6372	IB History II SL/HL	HIST
IB	6373	IB History, Route 1, Europe II SL	HIST
IB	6374	IB History, Route 1, Europe I SL/HL	HIST
IB	6375	IB History, Route 1, Europe II SL/HL	HIST
IB	6376	IB Information Technology in a Global Society II SL	ITGS
IB	6377	IB Information Technology in a Global Society I SL/HL	ITGS
IB	6378	IB Information Technology in a Global Society II SL/HL	ITGS
IB	6379	IB Japanese II SL	
IB	6380	IB Japanese I SL/HL	

EPSO Type	Course Code	Course Title	Test Name
IB	6381	IB Japanese II SL/HL	
IB	6382	IB Language A: Language and Literature II SL	
IB	6383	IB Language A: Language and Literature I SL/HL	
IB	6384	IB Language A: Language and Literature II SL/HL	
IB	6385	IB Language A: Literature II SL	
IB	6386	IB Language A: Literature I SL/HL	
IB	6387	IB Language A: Literature II SL/HL	
IB	6388	IB English Literature IV SL/HL	ENGLIT
IB	6389	IB English Literature IV SL	ENGLIT
IB	6390	IB English Literature IV HL	ENGLIT
IB	6391	IB English Language and Literature IV SL/HL	ENGLISHLAL
IB	6392	IB English Language and Literature IV SL	ENGLISHLAL
IB	6393	IB English Language and Literature IV HL	ENGLISHLAL
IB	6394	IB French ab initio I SL	FRENCHAB
IB	6395	IB French ab initio II SL	FRENCHAB
IB	6396	IB Spanish ab initio I SL	SPANISHAB
IB	6397	IB Spanish ab initio II SL	SPANISHAB
IB	6398	IB Japanese ab initio I SL	
IB	6399	IB Japanese ab initio II SL	
IB	6400	IB Latin II SL	LATIN
IB	6401	IB Latin I SL/HL	LATIN
IB	6402	IB Latin II SL/HL	LATIN
IB	6403	IB Literature and Performance II SL	
IB	6404	IB Mathematics II SL	IBMATH
IB	6405	IB Mathematics I SL/HL	IBMATH
IB	6406	IB Philosophy II SL	PHILOSOPHY
IB	6407	IB Philosophy I SL/HL	PHILOSOPHY
IB	6408	IB Philosophy II SL/HL	PHILOSOPHY
IB	6409	IB Physics II SL	PHYSICS
IB	6410	IB Physics I SL/HL	PHYSICS
IB	6411	IB Physics II SL/HL	PHYSICS
IB	6412	IB Physics III SL/HL	PHYSICS
IB	6413	IB Physics III SL	PHYSICS
IB	6414	IB Physics III HL	PHYSICS
IB	6415	IB Psychology II SL	PSYCH
IB	6416	IB Psychology I SL/HL	PSYCH
IB	6417	IB Psychology II SL/HL	PSYCH
IB	6418	IB Russian II SL	
IB	6419	IB Russian I SL/HL	
IB	6420	IB Russian II SL/HL	
IB	6421	IB Spanish II SL	SPANISHB

EPSO Type	Course Code	Course Title	Test Name
IB	6422	IB Spanish I SL/HL	SPANISHB
IB	6423	IB Spanish II SL/HL	SPANISHB
IB	6424	IB Social and Cultural Anthropology I SL	SOCCULANTH
IB	6425	IB Social and Cultural Anthropology II SL	SOCCULANTH
IB	6426	IB Theatre Arts I SL/HL	THEATRE
IB	6427	IB Theatre Arts II SL/HL	THEATRE
IB	6428	IB Visual Arts II SL	VISUALART
IB	6429	IB World Religions I SL	WORLDRELIG
IB	6430	IB World Religions II SL	WORLDRELIG
IB	6439	IB Literature & Performance II SL	
SDC	4269	SDC: Introduction to Plant Science	IPLANTSCI
SDC	4270	SDC: Introduction to Agriculture Business	IAGRIBUS
SDC	4271	SDC: Introduction to Sociology	SOCIOLOGY
SDC	6431	SDC: Criminal Justice	CRIM
SDC	6432	SDC: Pre-Calculus	PRECALC
SDC	6433	SDC: Probability and Statistics	STATISTICS
SDC	6434	SDC Pilot: American History	AMHIST
SDC	6435	SDC Pilot: World History	WHISTGEOG
SDC	6436	SDC Pilot: Psychology	PSYCH
SDC	6437	SDC Pilot: Introduction to Business	
SDC	6438	SDC Pilot: Speech and Communication	