

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND PRINCIPAL EVALUATION POLICY

5.201

Guidelines and Criteria

Local boards of education shall develop or adopt evaluation models for teachers and principals. To be approved, these evaluation models must meet the following guidelines and criteria.

General Guidelines

- (1) The primary purpose of annual teacher and principal evaluations is to identify and support instruction that will lead to high levels of student achievement.
- (2) Evaluations will be used to inform human capital decisions, including, but not limited to individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.
- (3) Annual evaluations will differentiate teacher and principal performance into five (5) effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations (level 5), above expectations (level 4), at expectations (level 3), below expectations (level 2), and significantly below expectations (level 1). The Department of Education will monitor observation scores throughout the year and enforce consistent application of standards across districts. Upon the conclusion of the school year and relevant data collection, the department will publish evaluation results by district. Districts *and schools* that fall outside the acceptable range of results, subject to student achievement scores, will be subject to additional training and monitoring by the department as outlined in section (4).
- (4) For the purposes of these guidelines, performance level discrepancies between individual student achievement growth scores and observation scores of three or more will be considered outside the acceptable range of results. The ten percent (10%) of schools with the highest percentage of teachers falling outside the acceptable range of results will be required to participate in additional training and support as determined by the department. Districts that have twenty (20%) percent or more of their teachers fall outside the acceptable range of results will, as determined by the commissioner, lose their ability to apply for or implement alternate evaluation models or TEAM Flexibility the following school year.

State Approved Evaluation Model (TEAM) Weighting Flexibility

The Tennessee Teaching Evaluation Enhancement Act of 2015 (Tenn. Code Ann. § 49-1-302) adjusted the weighting of student growth data in an educator's evaluation to lessen the evaluation score impact of TNReady, as well as the social studies and science assessments. The Act established a phase-in approach for how TNReady assessments administered in school years 2015-16 through 2017-18 will be weighted in an educator's evaluation.. Additional flexibility was provided in Chapter 712 of the *Tennessee Public Acts of 2016*. Details of the weighting adjustments for the 2015-16 school year are contained in Appendix A.

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State Approved Evaluation Model (TEAM)

Fifty percent (50%) of the evaluation criteria shall be comprised of student achievement data, including thirty-five percent (35%) based on student growth data and fifteen percent (15%) based on other measures of student achievement. The remaining fifty percent (50%) of the evaluation criteria shall be based on a rating using the qualitative appraisal instrument contained in each approved evaluation model.

(1) Fifty percent (50%) student achievement data. This portion of the evaluation model will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.

(a) Thirty-five percent (35%) student growth measures.

1. For teachers with individual Tennessee Value Added Assessment System (TVAAS) scores, the student growth measures shall be comprised of TVAAS scores.
2. For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs will choose from a list of student growth portfolio models that have been shown capable of measuring student growth. The list of options will be approved by the Department of Education prior to the start of each school year. The current list of student growth portfolio models includes:
 - a. 2nd Grade Assessment
 - b. Fine Arts Student Growth Portfolio Model
 - c. World Languages Student Growth Portfolio Model
 - d. Physical Education Student Growth Portfolio Model
 - e. Pre-K/Kindergarten Student Growth Portfolio Model
 - f. 1st grade Student Growth Portfolio Model
3. In order to implement one of the student growth portfolio models above, LEAs must:
 - a. Provide training to evaluators to assess whether the students instructed by the educator being evaluated have demonstrated sufficient growth for the chosen measure, and
 - b. Implement the state's multiple rating categories to measure levels of performance for the chosen measure.
4. For educators without individual growth measures who are not principals or school administrators, TVAAS school composite scores will be the standard student growth measure and shall account for fifteen percent (15%) of the overall evaluation score. The qualitative portion of the overall evaluation for these educators shall be increased to seventy percent (70%) and the other measures of student achievement shall account for fifteen percent (15%).
5. For principals and other school administrators who spend at least fifty percent (50%) of their time on administrative duties, the student growth measure will be school-level value-added scores.

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6. Districts have the option to allow teachers who score a level 4 or 5 on individual growth to use their individual growth score for the entirety of their overall level of effectiveness.

(b) Fifteen percent (15%) other measures of student achievement.

1. Principals and assistant principals, classroom teachers, librarians and all other educators in grades kindergarten through 8 (K-8) and nine through twelve (9-12) will select, in collaboration with the evaluator, from the list of achievement measures included in Appendix D. The agreed-upon measure should be a measure aligned as closely as possible to the educator's primary responsibility. If the two parties do not agree on a measure, the educator being evaluated will select a measure.
2. Principals and teachers may use a student growth measure of level 3, 4, or 5 in lieu of the achievement measure if it results in a higher overall score.
3. The Department of Education will continually monitor and make recommendations to the State Board of Education for revising the menu of achievement measures based on increasing availability of higher quality measures of performance.

(2) Fifty percent (50%) qualitative measure. This portion of the evaluation model will use multiple data sources to evaluate educator practice against the qualitative appraisal instrument contained in each approved evaluation model. One possible data source can be a State Board of Education approved student survey instrument weighted in accordance with the approved observation model. See Appendix B for the approval process for student survey instruments.

(a) All classroom teachers and non-instructional, certified staff (other than principals and assistant principals who spend at least fifty percent (50%) of their time on administrative duties) shall be evaluated with a State Board of Education approved qualitative appraisal instrument.

1. At least half of all observations shall be unannounced. The observation for teachers scoring level 5 on individual growth or overall evaluation shall be unannounced.
2. Evaluators shall provide written feedback within one (1) week of each observation visit to the educator, and schedule an in-person debrief with the educator within one (1) week of each observation visit. At the end of each school year, evaluators will rate educators based on the selected evaluation model using notes collected through observation visits, conferences, a review of progress made in relation to the prior year's evaluation (when available) and other means.
3. Observation pacing for teachers shall meet the requirements included in the chart below:

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Licensure Status	Previous Individual Growth or Overall Evaluation Score	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	Six (6) observations, with a minimum of three (3) domains observed in each semester.	3 Instruction 2 Planning 2 Environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes
Professional	Level 1	Six (6) observations, with a minimum of three (3) domains observed in each semester.	3 Instruction 2 Planning 2 Environment	90 minutes
	Levels 2-4	Four (4) observations with a minimum of two (2) domains observed in each semester.	2 Instruction 1 Planning 1 Environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes

***NOTE:** An LEA may choose to allow principals to conduct an observation of the instruction domain in conjunction with an observation of either environment or planning domain provided the requisite minimum time, semester, distribution and notice (announced versus unannounced) are met.

(b) Principals and assistant principals who spend fifty percent (50%) or more of their time on administrative duties will be evaluated according to an approved evaluation model based on the Tennessee Instructional Leadership Standards (TILS) and approved by the State Board of Education. The evaluation process will also include:

1. A review of the quality of the principals' teacher evaluations.
2. School climate and/or teaching and learning conditions surveys.
3. Principals shall have at least two (2) onsite observations annually, conducted by the director of schools or designee. The Department of Education will provide user friendly, manageable standardized forms to document observation visits and/or personal conferences. The approved forms will provide space for feedback in enough detail to allow the

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teacher or principal to understand specific areas of strength and areas for development. LEAs that elect to use an alternative appraisal instrument for evaluation must submit the observation recording forms to the Department of Education for approval.

- (c) All evaluations shall be conducted by certified evaluators. To be certified, an evaluator must meet certification requirements as determined by the Department of Education.

Alternate Evaluation Models

- (1) In lieu of the state evaluation model (TEAM), LEAs may select an alternate evaluation model from a State Board of Education approved list.

- (a) The list of currently approved alternate teacher evaluation models includes:

1. The Teacher Instructional Growth for Effectiveness and Results (TIGER)
2. Project COACH
3. Teacher Effectiveness Model (TEM)
4. The Achievement Framework for Excellent Teaching (AFET)

- (b) The list of currently approved alternate principal evaluation models includes:

1. Project COACH Administrator
2. Achievement School District Leadership Framework

- (2) All alternate models must fall within the legal guidelines regarding evaluation and comply with the sections of this policy regarding the fifty percent (50%) quantitative data, including the achievement and growth measures.
- (3) All alternate models must submit data into the state provided evaluation data system on annual basis in compliance with timelines determined by the Department of Education.
- (4) All alternate models must ensure that observations are conducted by certified evaluators. A plan describing the method for evaluator certification must be submitted with the pilot.
- (5) All alternate models must contain a qualitative appraisal instrument that addresses the following domains: Planning, Environment, Professionalism, and Instruction. Qualitative instruments should be research based. All approved models shall include, but are not limited to: a review of prior evaluations, personal conferences to discuss strengths, weaknesses and remediation, and classroom or school observation visits.
- (6) Alternate evaluation models may be proposed via the following process:
 - (a) A formal request to pilot a new evaluation model must be made to the Department of Education by June 1.
 - (b) The request to pilot must include the proposed instruments, the research base for the particular model, information about the proposed weighting of the model, a plan

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for evaluator certification, and information regarding the numbers of teachers and schools to be involved in the pilot process.

- (c) The Department of Education will review the proposed pilot and determine whether to grant approval to pilot.
 - (d) If approved, data regarding the outcome of the pilot must be submitted to the Department of Education no later than May 15.
 - (e) The Department of Education will review the pilot outcomes and determine whether to recommend the alternate evaluation model to the State Board of Education for approval.
- (7) Alternate evaluation models are requested to submit the following documents to the Department of Education each year by June 1:
- (a) Documents noting any proposed changes to the evaluation model for the following school year.
 - (b) An annual plan for ensuring all evaluators are certified.
- (8) The approved evaluation model for non-public school teachers is the state's evaluation framework used by all schools prior to 2011-12 school year.
- (9) Charter schools and other state agency schools are also permitted to propose their own evaluation model and may submit an application for approval to the Department of Education. The Commissioner of Education shall have the authority to approve the use of the evaluation model. The State Board of Education must approve any evaluation models from which results will be used to inform licensure advancement.

Local-Level Grievance Procedure

- (1) Purpose.
- (a) T.C.A. § 49-1-302 requires, "the development of a local-level evaluation grievance procedure to provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education."
 - 1. "Accuracy of the data" means only that the data identified with a particular teacher is correct.
 - 2. Minor procedural errors in implementing the evaluation model shall be resolved at the lowest possible step in the grievance procedure but shall not constitute grounds for challenging the final results of an evaluation. Minor procedural errors shall be defined as errors that do not materially affect or compromise the integrity of the evaluation results. The final results of an evaluation may only be challenged

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if the person being evaluated can demonstrate, no later than during step II of the grievance procedure, that the procedural errors made could materially effect or compromise the integrity of the evaluation results. The Department of Education shall provide guidance on which procedural errors may materially effect of compromise the results of the evaluation.

- (b) To efficiently and fairly resolve grievances regarding procedural errors in the evaluation process, not to address disputes regarding employment actions taken based on the results of an evaluation. More significant due process rights are provided pursuant to state law to teachers when actual employment actions are taken.
- (c) To ensure evaluations are fundamentally fair because correct procedures have been followed.
- (d) To address grievances objectively, fairly, and expeditiously by resolving them at the lowest possible step in the procedure.
- (e) To provide teachers and principals a process for resolving grievances without fear, discrimination, or reprisal.

(2) Responsibility.

- (a) LEAs shall be responsible for the proper effectuation of this policy at the local level.
- (b) Local Boards of Education shall charge Directors with the responsibility for ensuring that all teachers, principals, and administrators are aware of the provisions of this policy, including the identification of the administrator designated to conduct Step I of this procedure.

(3) Basic Standards.

- (a) To resolve grievances as expeditiously as possible pursuant to section (1)(d) above, grievances may be filed at the end of each of the three components of the evaluation model – 1) qualitative appraisal; 2) student growth measures; and 3) other measures of student achievement. A grievance must be filed no later than fifteen (15) days from the date teachers and principals receive the results for each component, otherwise the grievance will be considered untimely and invalid. Nothing shall preclude a teacher or principal from filing a grievance at any time prior to the deadlines stated herein.
- (b) The State Department of Education or LEAs may develop and make available to teachers standard grievance forms. No grievance may be denied because a standard form adopted by an LEA has not been used as long as the components required by this policy are included.

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- (c) At the informal hearing before the Director of Schools, an attorney or a representative of an employee may speak on behalf of the employee.
 - (d) An attorney may represent a grievant before the local board of education, which is the final step of this procedure. The grievant and the local board of education may have counsel present at discussions prior to the final step.
 - (e) Each grievance submitted at every step of the process provided below shall contain:
 - 1. The teacher or principal's name, position, school, and additional title, if any;
 - 2. The name of the teacher or principal's immediate supervisor;
 - 3. The name of the evaluator/reviewer;
 - 4. The date the challenged evaluation was received;
 - 5. The evaluation period in question;
 - 6. The basis for the grievance;
 - 7. The corrective action desired by grievant; and
 - 8. Sufficient facts or other information to begin an investigation.
 - (f) A failure to state specific reasons shall result in the grievance being considered improperly filed and invalid.
 - (g) All student achievement data used in evaluations must be made available to individual educators prior to the completion of their evaluations.
- (4) Procedures. Grievances shall be processed by working through the three steps to finality as follows:
- (a) Step I—Evaluator
 - 1. Written grievance submitted to evaluator pursuant to the timeline listed in section (3)(a).
 - 2. Administrative investigation and fact finding.
 - 3. Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.
 - 4. To allow disputes to be resolved at the lowest level possible, the evaluator may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.
 - (b) Step II—The Director of Schools or his/her designee who shall have had no input or involvement in the evaluation for which the grievance has been filed.
 - 1. Written grievance and prior step decision submitted to the Director of Schools or his/her designee within fifteen (15) days of receipt of

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decision from Step I. The designee cannot be used in cases involving a principal's evaluation.

2. Informal discussion or hearing of facts, allegations, and testimony by appropriate witnesses as soon as practical.
3. Investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.
4. To allow disputes to be resolved at the lowest level possible, the Director of Schools may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

(c) Step III—Local Board of Education

1. Teachers and principals may request a hearing before the local board of education by submitting a written grievance and all relevant documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.
2. The board of education, based upon a review of the record, may grant or deny a request for a full board hearing and may affirm or overturn the decision of the Director of Schools with or without a hearing before the board.
3. Any hearing granted by the board of education shall be held no later than thirty (30) days after receipt of a request for a hearing.
4. The local board of education shall give written notice of the time and place of the hearing to the grievant, Director of Schools and all administrators involved.
5. The local board of education's decision shall be communicated in writing to all parties, no later than thirty (30) days after conclusion of the hearing.
6. The local board of education shall serve as the final step for all grievances.

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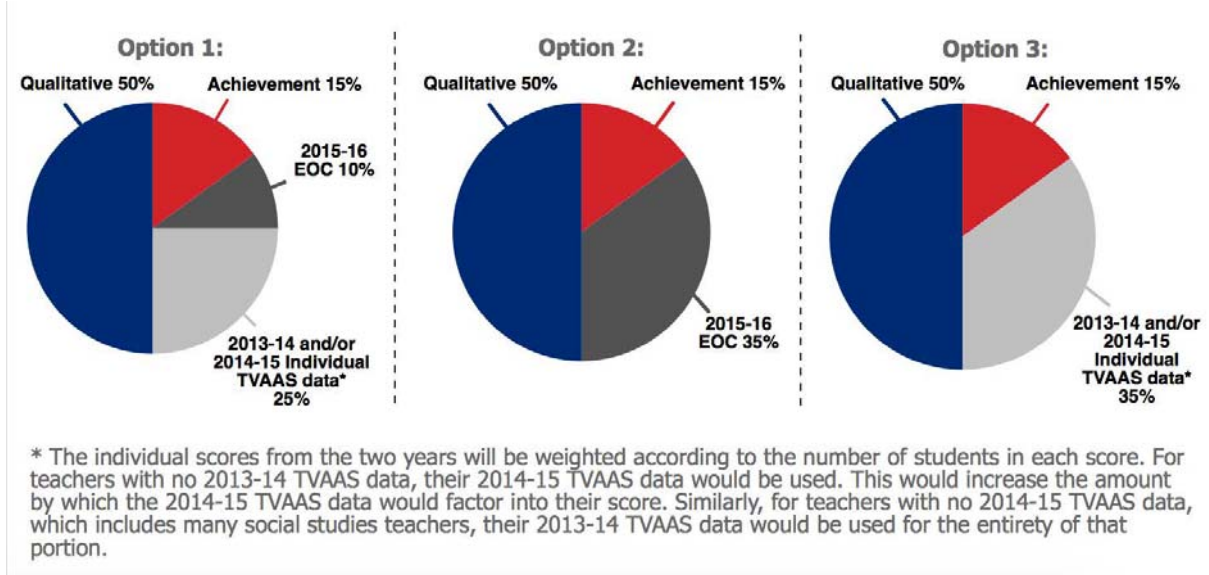
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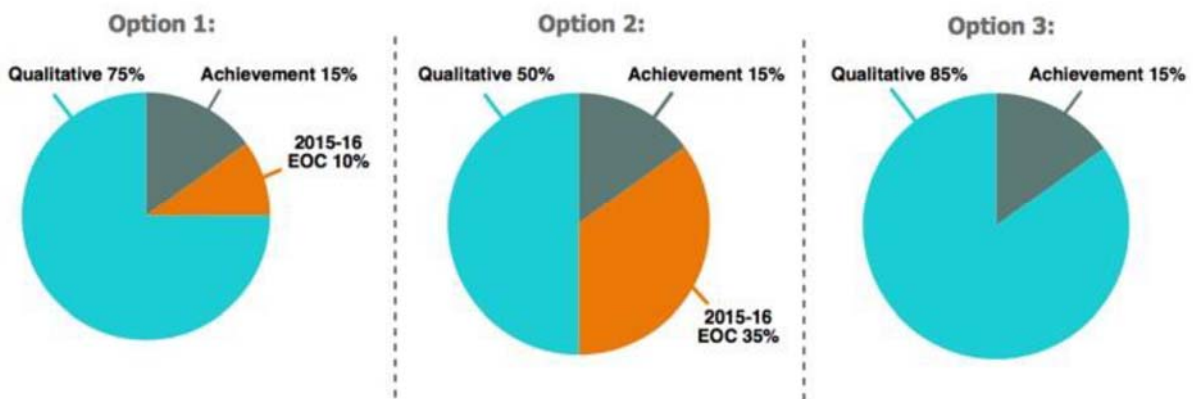
Appendix A: Evaluation Flexibility

2015-16 School Year

For EOC educators who have prior individual TVAAS data:



New EOC educators or EOC educators without previous individual TVAAS data:

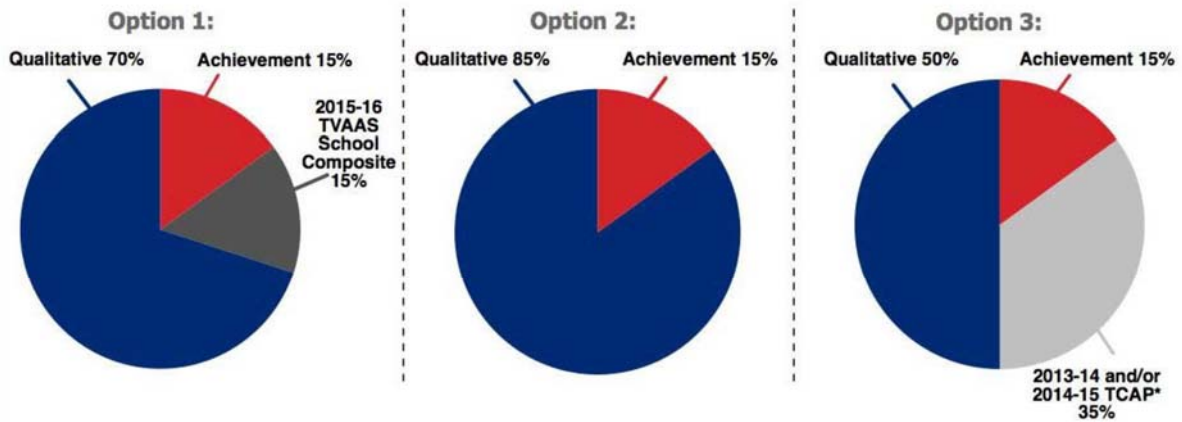


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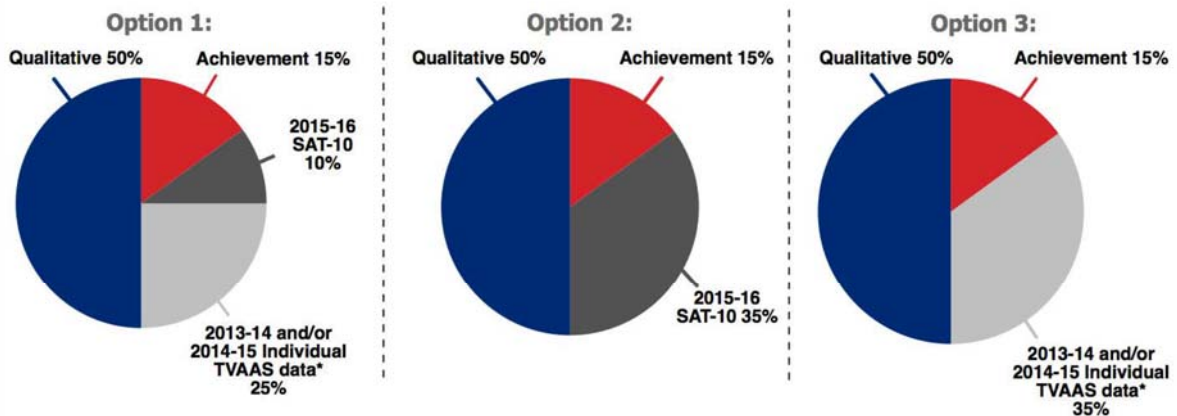
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Middle and elementary school teachers teaching course with TNReady or TCAP:



* The individual scores from the two years will be weighted according to the number of students in each score. For teachers with no 2013-14 TVAAS data, their 2014-15 TVAAS data would be used. This would increase the amount by which the 2014-15 TVAAS data would factor into their score. Similarly, for teachers with no 2014-15 TVAAS data, which includes many social studies teachers, their 2013-14 TVAAS data would be used for the entirety of that portion.

SAT-10 teachers with previous individual TVAAS data



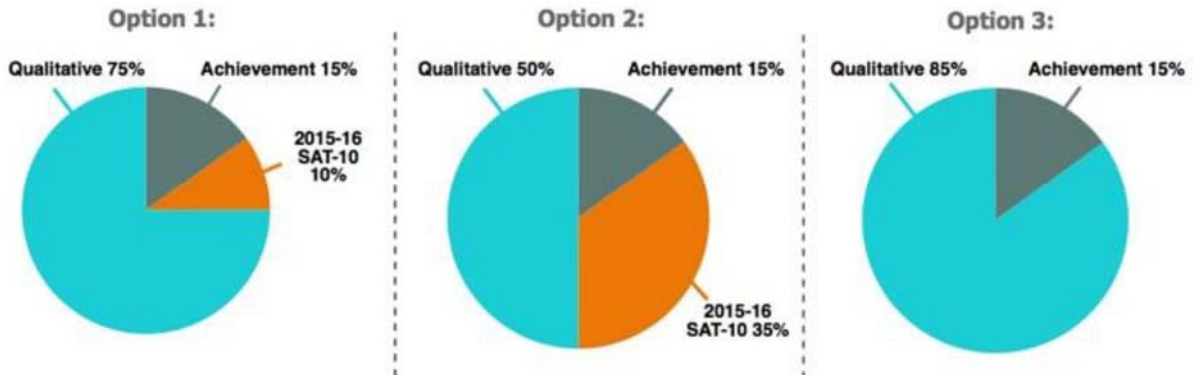
* The individual scores from the two years will be weighted according to the number of students in each score. For teachers with no 2013-14 TVAAS data, their 2014-15 TVAAS data would be used. This would increase the amount by which the 2014-15 TVAAS data would factor into their score. Similarly, for teachers with no 2014-15 TVAAS data, which includes many social studies teachers, their 2013-14 TVAAS data would be used for the entirety of that portion.

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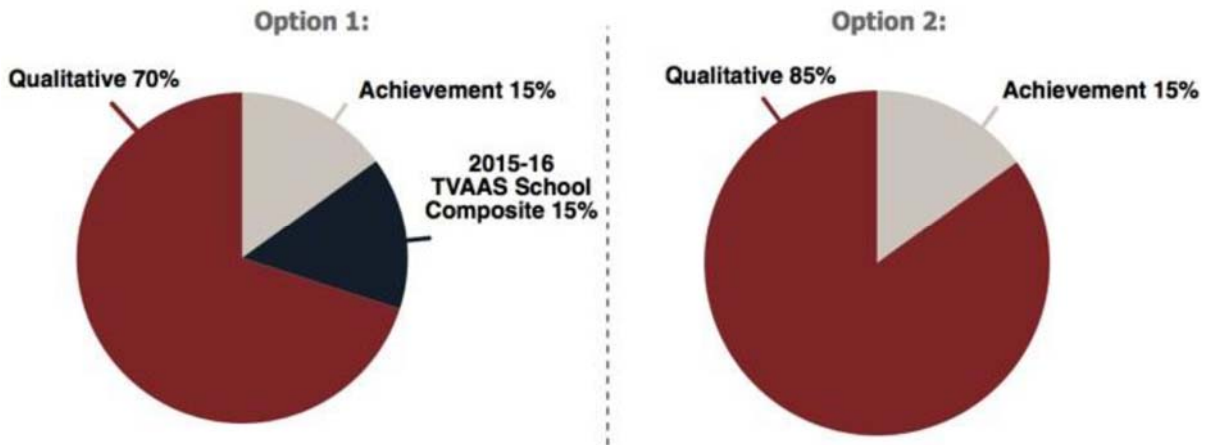
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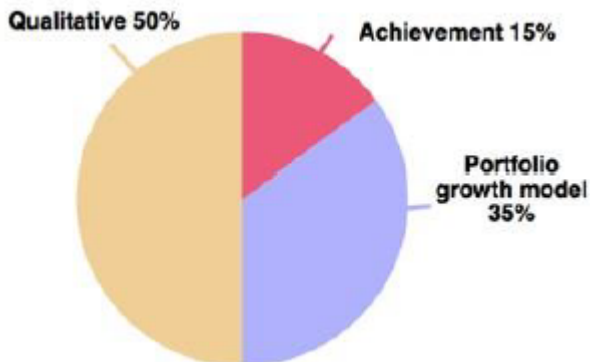
New SAT-10 teachers and those without previous individual TVAAS data:



Teachers in non-tested grades and subjects (no student growth portfolio):



Teachers in non-tested grades and subjects (implementing student growth portfolio):

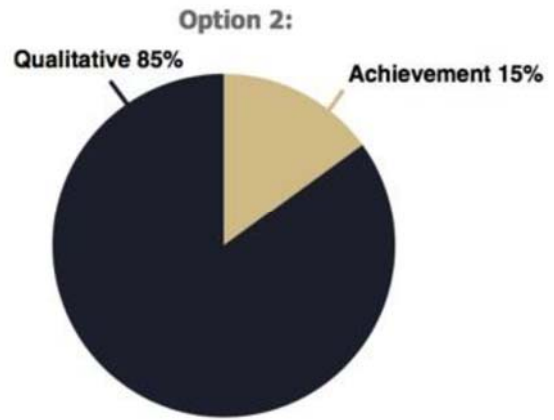
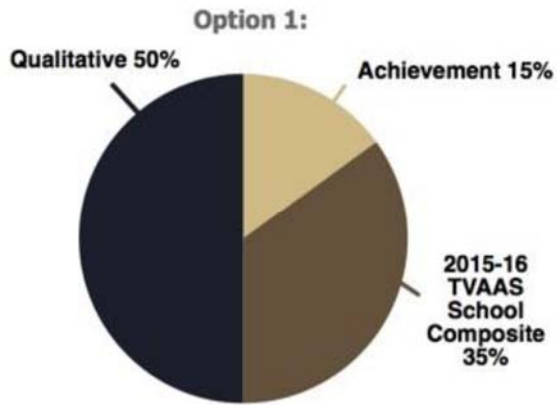


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School administrators:



Appendix B: Student Surveys

Currently approved student survey instruments are:

- Tennessee School Climate Survey
- Tripod Survey
- My Student Survey
- Panorama

Additional surveys instruments may granted approval by the State Board of Education for use as part of an approved evaluation model via the following process:

- **Step 1:** Potential vendor secures an LEA to pilot their instrument.
- **Step 2:** Vendor works with TDOE to determine the appropriate number of survey administrations and/or pilot participants.
- **Step 3:** Vendor shares data generated from pilot with TDOE for analysis.
- **Step 4:** Vendor proposes rating scale based on pilot data.
- **Step 5:** TDOE reviews instrument, rating scale, and analyzes pilot data.
- **Step 6:** TDOE recommends survey vendors to State Board of Education for final approval.
- **Step 6:** LEAs may use the survey instrument for evaluative purpose in the following school year.

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Appendix C: Achievement Measure Worksheet



ACHIEVEMENT MEASURE WORKSHEET

Educator Name _____ School Name _____
 Position _____

Part A: Approved Achievement Measures (Check One)	
State Assessments (discipline-specific/TCAP)	
School-Wide TVAAS	
ACT/SAT Suite of Assessments	
Off the Shelf Assessments (commonly used throughout the state and/or nationally)	
AP/IB/NIC Suites of Assessments	
Graduation Rate	

**For a detailed list of the Achievement Measure Types within each Approved Achievement Measure, see the following pages.*

To be completed at fall conference

Part B: Chosen Measure and Rationale*	
Achievement Score	Measurable Criteria to Meet Effectiveness Rating ¹ To be completed by Administrator and Teacher
1	
2	
3	
4	
5	

For additional guidance on the setting of achievement levels, see guidance documents.

¹Data for the chosen measure must be quantifiable.

°Educator Signature: _____ Date: _____
 Evaluator Signature: _____ Date: _____

Part C: Summative Effectiveness Rating (For Evaluator Use Only)

Achievement Measure Outcome (On Measure Selected Above)

Final Achievement Score: _____

°Educator Signature: _____

Evaluator Signature: _____

Date: _____

**Signatures indicate that the information contained in this document has been discussed.*

Revised 10.23.15

To be completed prior to the summative conference

**When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.*

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Appendix D: Approved Achievement Measures: Achievement Measure Types

State Assessments		
<ul style="list-style-type: none"> • TCAP: Science (system level) • TCAP: Science (classroom level) • TCAP: Science (grade level) • TCAP: Science (school level) 	<ul style="list-style-type: none"> • TCAP: ALT (classroom level) • TCAP: ALT (grade level) • TCAP: ALT (school level) • TCAP: WIDA ACCESS (classroom level) • TCAP: WIDA ACCESS (grade level) • TCAP: WIDA ACCESS (school level) 	<ul style="list-style-type: none"> • EOC: Algebra I (system level) • EOC: Algebra I (classroom level) • EOC: Algebra I (grade level) • EOC: Algebra I (school level) • EOC: Algebra II (system level) • EOC: Algebra II (classroom level) • EOC: Algebra II (grade level) • EOC: Algebra II (school level) • EOC: Biology I (system level) • EOC: Biology I (classroom level) • EOC: Biology I (grade level) • EOC: Biology I (school level) • EOC: Chemistry I (system level) • EOC: Chemistry I (classroom level) • EOC: Chemistry I (grade level) • EOC: Chemistry I (school level) • EOC: English I (system level) • EOC: English I (classroom level) • EOC: English I (grade level) • EOC: English I (school level) • EOC: English II (system level) • EOC: English II (classroom level) • EOC: English II (grade level) • EOC: English II (school level) • EOC: English III (system level) • EOC: English III (classroom level) • EOC: English III (grade level) • EOC: English III (school level) • EOC: Geometry I (system level) • EOC: Geometry I (classroom level) • EOC: Geometry I (grade level) • EOC: Geometry I (school level) • EOC: Integrated Math I (system level) • EOC: Integrated Math I (classroom level) • EOC: Integrated Math I (grade level) • EOC: Integrated Math I (school level)

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		<ul style="list-style-type: none"> • EOC: Integrated Math II (system level) • EOC: Integrated Math II (classroom level) • EOC: Integrated Math II (grade level) • EOC: Integrated Math II (school level) • EOC: Integrated Math III (system level) • EOC: Integrated Math III (classroom level) • EOC: Integrated Math III (grade level) • EOC: Integrated Math III (school level) •
School-Wide TVAAS		
<ul style="list-style-type: none"> • School-Wide: Composite • School-Wide: Literacy • School-Wide: Numeracy • School-Wide: Literacy and Numeracy • School-Wide: Science • School-Wide: Social Studies • School-Wide: Early Grades Composite • School-Wide Early Grades Literacy • School-Wide: Early Grades Numeracy • School-Wide: Early Grades Literacy and Numeracy • School-Wide: TCAP Composite • School-Wide: TCAP Literacy • School-Wide: TCAP Numeracy • School-Wide: TCAP Literacy and Numeracy • School-Wide: TCAP Science 	<ul style="list-style-type: none"> • School-Wide: CTE Concentrator • School-Wide: CTE Concentrator: Literacy • School-Wide: CTE Concentrator: Numeracy • School-Wide: CTE Concentrator: Literacy and Numeracy • School-Wide: CTE Concentrator: Science • School-Wide: CTE Concentrator: Social Studies • School-Wide: CTE Students • School-Wide: CTE Students: Literacy • School-Wide: CTE Students: Numeracy • School-Wide: CTE Students: Literacy & Numeracy • School-Wide: CTE Students: Science • School-Wide: CTE Students: Social Studies 	<ul style="list-style-type: none"> • System-Wide: Composite • System-Wide: Literacy • System-Wide: Numeracy • System-Wide: Literacy and Numeracy • System-Wide: Science • System-Wide: Social Studies • System-Wide: CTE Concentrator • System-Wide: CTE Concentrator: Literacy • System-Wide: CTE Concentrator: Numeracy • System-Wide: CTE Concentrator: Literacy and Numeracy • System-Wide: CTE Concentrator: Science • System-Wide: CTE Concentrator: Social Studies • System-Wide: CTE Students • System-Wide: CTE Students: Literacy • System-Wide: CTE Students: Numeracy • System-Wide: CTE Students: Literacy and Numeracy • System-Wide: CTE Students: Science

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<ul style="list-style-type: none"> • School-Wide: TCAP Social Studies • School-Wide: EOC Composite • School-Wide: EOC Literacy • School-Wide: EOC Numeracy • School-Wide: EOC Literacy and Numeracy • School-Wide: EOC Science • School-Wide: EOC Social Studies • School-Wide: TCAP/EOC Composite • School-Wide: TCAP/EOC Literacy • School-Wide: TCAP/EOC Numeracy • School-Wide: TCAP/EOC Literacy and Numeracy • School-Wide: TCAP/EOC Science • School-Wide: TCAP/EOC Social Studies 		<ul style="list-style-type: none"> • System-Wide: CTE Students: Social Studies
ACT/SAT Suite of Assessments		
<ul style="list-style-type: none"> • ACT • ACT Aspire • SAT • PSAT 		
“Off-the-Shelf” Assessments		
<ul style="list-style-type: none"> • AIMS Web • Children's Progress Academic Assessment • Istation • DIBELS • Discovery Ed/ThinkLink • DRA • MAP • Linguafolio 	<ul style="list-style-type: none"> • STAMP • NOELLA • National Latin Exam • National Greek Exam • Michigan Model • STAR Early Literacy • STAR Reading • STAR Math • SAT 10 	<ul style="list-style-type: none"> • Terranova • Fountas-Pinell • GOLD Assessment • Kindergarten Readiness • Scholastic Suite of Assessments • Learning.com • Voyager • Limelight • Classworks • Other
AP/IB/NIC Suites of Assessments		
<ul style="list-style-type: none"> • IB Assessment • AP-Art History • AP-Biology • AP-Calculus AB 	<ul style="list-style-type: none"> • AP-Macroeconomics • AP-Microeconomics • AP-Music Theory • AP-Physics B 	<ul style="list-style-type: none"> • NIC-ADDA - Drafting (American Design Drafting Association) • NIC-ASE (Automotive Service Excellence)

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<ul style="list-style-type: none"> • AP-Calculus BC • AP-Chemistry • AP-Chinese Language and Culture • AP-Computer Science A • AP-English Language • AP-English Literature • AP-Environmental Science • AP-European History • AP-French Language and Culture • AP-German Language and Culture • AP-Government & Politics, Comp. • AP-Government & Politics, U.S. • AP-Human Geography • AP-Italian Language and Culture • AP-Japanese Language and Culture • AP-Latin 	<ul style="list-style-type: none"> • AP-Physics C • AP-Psychology • AP-Spanish Language • AP-Spanish Literature and Culture • AP-Statistics • AP-Studio Art • AP-U.S. History • AP-World History 	<ul style="list-style-type: none"> • NIC-Autodesk • NIC-Certified Nursing Assistant • NIC-Certified Pharmacy Technician • NIC-First Responder • NIC-HVAC Excellence • NIC-I-CAR • NIC-NCCER (National Center for Construction Education and Research) • NIC-NIMS (National Institute for Metalworking Skills) • AWS (American Welding Society) Certified Welder in FCAS, GTAW, GMAW, SMAW or CWE or CWI • NIC-TN Board of Cosmetology Exam • NIC-Web Design Specialist Certification • NIC-Web Foundations Associate • Other
Graduation Rate		
<ul style="list-style-type: none"> • Graduation Rate 		