

## **Internal Review Report**

### **OVERVIEW AND REVIEW PROCESS**

#### **Key Highlights**

- The internal review process was labor intensive and thorough. The credibility of the review is validated by the fact that the district independently identified many of the same students that the Tennessee Department of Education (TDOE) inquired about.
- After four months of research, the district found no indication of systemic “gamesmanship” where students were being moved out of classes to avoid end-of-course (EOC) exams in order to inflate school performance data, which was the primary allegation made against the district.
- The district did identify a relatively small number of cases where students were removed from EOC courses and placed in credit recovery without having the opportunity to first attempt the second semester of the course in a traditional classroom. Most of these students did not take the EOC exam. However, these students accounted for only 0.1% of EOC exams administered during that particular school year.
- In response to the internal review findings, the district has revised and strengthened its course retake policy to give more specific guidance on when credit recovery should be used to help struggling students.

#### **Review Process**

- Interim Director of Schools Chris Henson asked Chief Operating Officer Fred Carr to investigate the allegations being made against the district related to the use of credit recovery and EOC testing.
- The TDOE separately asked for information on more than 500 students in regard to EOC exam participation.
- The Chief Operating Officer is responsible for testing and accountability through the Department of Research, Assessment and Evaluation (RAE). The Chief Academic Officer is responsible for principal supervision.
  - This structure is set up deliberately to separate the two and keep accountability independent from instructional leadership. One does not answer to the other.
- RAE worked for four months carefully analyzing student data from multiple sources to answer TDOE inquiries and internal questions about student class assignments and EOC participation.
- This was a time-intensive process that required many hundreds of staff hours. The result is an “Internal Review” report, as well as a spreadsheet and multiple pieces of documentation delivered to TDOE.
- In addition, RAE did a system-wide analysis to review school practices related to credit recovery and participation that have resulted in changes to policy and practice.

### **SUMMARY OF ANALYSIS AND FINDINGS**

#### **Credit Recovery**

- There is no system-wide course code to identify credits earned in credit recovery, making it impossible to accurately identify the number of students taking credit recovery.

- Furthermore, there is little state guidance on use of credit recovery programs and great variation from district to district.
- In Metro Schools, there are inconsistencies in the way credit recovery is applied and used.
- In several cases, it appears district policies and procedures were not followed, allowing 42 students to earn course credit through credit recovery without initially completing the second semester of the course in a traditional classroom.
  - 42 students represent 0.1% of the 35,561 EOC exams administered in 2014-15.

## **End-of-Course Exams**

- While there is one outlier among the district's 24 high schools, deep and detailed analysis of EOC participation rates found no evidence of systemic gamesmanship or intentional manipulation of EOC data.
- With the exception of one school, all high schools had EOC errors in numbers small enough to be attributable to human error or complicated student mobility. At the outlier high school, the issue is being addressed with administration.
- The state calculates participation rate in a simple manner that counts the number of attempted tests against the number of answer documents returned. This counts all students who are enrolled in an EOC class on that day, but not all students who were enrolled in that EOC class at some point during the year.
- To account for this difference, RAE used several different methods to calculate participation rate. One included following a cohort of students through four years of high school and analyzing their EOC participation independent of the state's calculation.
  - This method helps account for students moving in and out of classes and taking tests at different times.
  - It also takes into account legitimate exclusions, such as absent students, students in Advanced Placement or International Baccalaureate classes, certain English learner students and others.
- In both calculations, the state's official calculation and the district's more thorough calculation, participation rates were very high.
  - State Calculation
    - 98% overall in 2014-15
    - At or above 97% in each subject for each of the past three years
    - All zoned high schools exceed 95% annually
  - District Cohort Calculation (including legitimate exclusions)
    - Algebra I – 98.4%
    - Algebra II – 96.4%
    - English I – 98%
    - English II – 96.8%
    - English III – 93.1%
    - Biology I – 99.3%
- In the case of English III, some of these students are scheduled to take the EOC this spring. Others missed the test last spring and were not required to take it over the summer because the state did not offer EOCs last summer.
- Given this exceptional circumstance, and in order to get a more typical view of Algebra II and English III participation at these schools, RAE applied the district calculation to the 2013-14 cohort of 11<sup>th</sup> graders.
  - In this analysis, Hunters Lane High School did have an unusually high number of students (21) with no EOC record in Algebra II. All other schools had 7 or fewer.
  - Hunters Lane also had an unusually high number of students (27) with no EOC record in English III. All other schools had 3 or fewer.
  - The majority of these Hunters Lane students were moved out of the course during the second semester and into credit recovery.

## **ACT Participation**

- Calculating ACT participation rate can also be done in multiple ways. To answer media inquiries, RAE was asked to calculate the rate as a percentage of 11<sup>th</sup> graders, which is typically the year students take the test.
- But in fact, TDOE has indicated that official participation rates, soon to be used in district accountability, will likely be based upon high school completers, not tied to a specific grade level. TDOE even encourages the use of vouchers to allow 12<sup>th</sup> graders to take the ACT if they miss it in the 11<sup>th</sup> grade.
- Obviously, this means vastly different rates can be produced depending on the method used. The district believes it should be calculated against high school completers, as the ACT is seen as a culminating activity for students.
- Using this method, the ACT participation rate for the class of 2014 was 94%. That number dropped to 87.4% in 2015 due to a snow storm that closed schools on the ACT test day. The make-up day was during spring break. This caused many students to miss the test entirely.
- In addition, a great deal of data quality issues exist in calculating ACT participation. ACT will often generate multiple records for one student or put students in the district file who are not enrolled in Metro Schools.
- Because of these issues, RAE is hesitant to generate more detailed participation data until TDOE finalizes the rules surrounding accountability for participation.

## **Tennessee Department of Education Inquiries**

- Having TDOE provide a list of specific student names and cases for review was extremely helpful. Some cases could be easily explained by absences, mobility, discipline or other circumstances. Others could not.
- After reviewing cases and sending responses back to TDOE, Department officials still had questions about 86 students. Of these 86 cases, only four schools had more than 5 students on the list:
  - Hunters Lane – 30
  - Maplewood – 14
  - Glenciff – 7
  - Pearl-Cohn – 7
- Another TDOE inquiry centered on a relatively high percentage of 9<sup>th</sup> graders without English I EOC answer documents (20.2% in 2013-14 and 17.8% in 2014-15).
- Analysis of student course history shows that many of these students have been classified as 9<sup>th</sup> graders for more than one year because they have not earned the required number or type of credits to be on track for four-year graduation.
  - In many other districts, students are not listed as “9<sup>th</sup> grade repeaters” regardless of credits earned. That is not the case in Metro Schools.
- So even though these students may be classified as 9<sup>th</sup> graders, most would have taken the English I EOC in a previous year and many were enrolled in English II or III.
- In addition, many of those 9<sup>th</sup> graders were English learners who are taking language development courses before English I.
- Taking these into consideration, course enrollment analysis shows that less than 3% of 9<sup>th</sup> graders during these years were not enrolled in an English class.

## **RECOMMENDATIONS AND NEXT STEPS**

- Metro Schools takes test participation and academic intervention very seriously. While we do not feel there have been widespread, systemic issues in either area, it is clear that more monitoring needs to occur and new policies and procedures implemented.

## **Credit Recovery**

- Credit recovery can provide good reinforcement of core academic concepts, and we stand by our use of it to help students earn credits in classes they previously failed.
- However, the TDOE's current four year calculation for graduation rate puts increased pressure on students and teachers to earn credits, particularly in subjects that require four years of classes like math and English.
- We recommend the state adopt a five year calculation for graduation rate to give students more flexibility in retaking classes and earning credits.
- The new student information system through Infinite Campus will allow for course codes that specifically identify credit recovery. This will make reporting and oversight more robust.
- The course retake policy has been revised and strengthened to give greater guidance for principals, counselors and teachers on the best educational practices for when to use credit recovery to help struggling students.

## **End-of-Course Exams**

- RAE will produce an EOC course enrollment file at the time of testing to help verify which students need to take EOC exams. This will be post-exam verification much more thorough than it is currently.
- RAE will also generate a new report to monitor EOC exam participation based on the more strict calculation method to share with district leadership.
- Based on the arduous data analysis work done by RAE staff to answer TDOE inquiries, a new report will be built in the Data Warehouse that allows for automatic generation of the same data analysis. This report will be available to school counselors and district staff for easy monitoring of student credits earned and EOC requirements.

## **ACT Participation**

- ACT participation is now part of district accountability to TDOE, though districts do not yet know how TDOE will calculate the rate. Once these business rules are finalized, RAE will refine its own reporting.
- RAE will continue working with school staff to identify students eligible to test.
- RAE will continue attempts to address ACT data quality concerns prior to calculating participation rate.
- We recommend that TDOE allow 12<sup>th</sup> graders to test on the one day each year set aside for statewide ACT testing.

## **TNReady and TCAP Tests**

- RAE recommends using the same methods to monitor EOC participation that are detailed above and applying them also to TCAP and TNReady exams in grades 3-8.

Metropolitan Nashville Public Schools

# Internal Review

Report on Review of High School Test Participation

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Department of Research, Assessment & Evaluation  
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# Metropolitan Nashville Public Schools (MNPS) Internal Review

## Background and Review Process

Following some local media reports in November 2015 alleging that testing irregularities were occurring in Metropolitan Nashville Public Schools (MNPS) high schools with respect to state End of Course (EOC) exams, district leadership requested the MNPS Department of Research, Assessment and Evaluation (RAE) conduct an internal review of testing practices. The resulting review focused primarily on EOC exam participation. However, participation on ACT exams and the Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment were also reviewed in response to additional media inquiries.

## TDOE Review

As a follow-up to the allegations reported by the media, on November 19, 2015 MNPS received a request for information from the Tennessee Department of Education (TDOE) pertaining to 42 current or former high school students. A specific course (Algebra I or English II) taken during the 2013-14 or 2014-15 school year was referenced for each student. RAE staff reviewed transcripts, course files and student test records and for each student responded to the following series of questions from the TDOE:

1. Has the student earned the required credit for graduation for the indicated end-of-course subject?
2. If the answer is yes to #1, when did the student earn the credit?
3. If the answer is yes to #1, how did the student earn the credit, i.e., regular coursework, credit recover, other?
4. If the answer is yes to #1, did the student take the end-of-course exam for the course?
5. If the answer is yes to #4, when was the end-of-course exam taken?
6. If the answer is no to #4, please provide an explanation for why the student did not take the end-of-course exam.
7. If the answer is no to #1, please provide a schedule or plan for the student to complete the course and/or earn the credit and take the end-of-course exam.

Over the next four months RAE worked with the TDOE Internal Audit Section to compile similar information for over 500 MNPS students – enrolled in 2013-14 or 2014-15 – identified by the TDOE. The process of reviewing student records in order to respond to the above questions was extremely time intensive. Many of these students were highly mobile and many had excessive absences and/or disciplinary actions. RAE staff worked with MNPS Data Quality and Integrity (DQI) staff to review student records and to pull transcripts or enrollment history for these students. School principals were contacted as well and asked to provide any pertinent information. For each list of students the TDOE generated, RAE compiled relevant information into a spreadsheet, which was delivered to the TDOE along with copies of transcripts or other documentation.

While most TDOE inquiries involved a specific list of students, the TDOE also asked MNPS to look into English I EOC participation for ninth graders in 2013-14 and in 2014-15. District participation

looked low relative to other large urban districts when the number of scanned EOC documents was compared to the ninth grade Average Daily Membership (ADM). The TDOE data for MNPS, however, did not account for grade repeaters or the fact that English Learners often take English Language Development courses in ninth grade. RAE reviewed English course enrollment patterns for ninth graders and provided the TDOE with a detailed breakdown that addressed these matters.

## **Analyses**

In addition to responding directly to the TDOE and to numerous inquiries from the media, RAE staff initiated a variety of system-wide analyses in recent months in order to review school practices in recent years related to credit recovery and test participation.

This section below briefly describes each of these system-wide analyses. Findings from these analyses are provided in the next section.

### Credit recovery

It is not possible to accurately identify all students receiving credit recovery through current MNPS data systems. There is no one specific course code or data field consistently used to identify such students. However, in the early stages of the internal review, RAE staff analyzed course records for all 2014-15 graduates to identify students possibly receiving EOC course credit without having completed the second semester course. It is likely that most of those credits would have been earned through credit recovery.

### Review of official EOC exam participation rates

The TDOE reports official participation rates for those EOC subjects included in district and school accountability determinations: Algebra I, Algebra II, English II and English III. Those participation rates for the past three years were compiled and reviewed for each high school. They were also shared with the House Education Committee on December 10, 2015, during a hearing in which MNPS staff were asked to address the testing anomalies reported by media.

The participation rates computed by the TDOE essentially divide the number of EOC answer documents for students that attempted the test by the total number of answer documents returned, which also includes documents for students coded as absent or exempted from testing. While school test coordinators are instructed to return answer documents for all students enrolled at the school during testing, if a document is not returned with the materials to be scored, the student will not be included in the participation rate calculation.

### EOC exam participation with respect to course enrollment

Since official participation rates are based upon answer documents returned, RAE attempted to compute test participation with respect to course enrollment. This approach should better indicate if students are indeed participating in state mandated testing, since it is not impacted by a failure to turn in absence documents for non-tested students. It is expected that an occasional student may

miss an exam due to absence or to mobility, but there should not be significant numbers of students in EOC courses missing exams and/or exam documents.

A cohort analysis was conducted with the purpose of taking a state graduation rate cohort and following member students through high school to see how many earned credit in the six End of Course (EOC) classes used for state accountability purposes and how many attempted the EOC exam. These courses are Algebra I and II, English I, II, and III, and Biology I. The state graduation cohort was made up of first-time MNPS ninth graders from the 2012-13 school year.

In order to follow students through their high school careers, a file was constructed from the state cohort list available for download from the TDOE. Each student record was matched to records of earned and attempted credit in EOC courses, grades in those courses, and EOC tests in those courses. Valid exclusions from earning credit were then identified. These include being a Student with a Disability (SWD) who is excused in some cases from Algebra II and/or English III, being an active English Learner (EL) who might delay taking English I, II, and III, and/or being a student in advanced coursework in the EOC area. This last exclusion is necessary because students in advanced alternatives to the EOC course are not allowed to sit for EOC exams.

EOC test files generated by the state for the last five years in each subject were then matched to the student records. For each student and subject, codes were generated to indicate whether the student sat for the EOC in any year, the student was coded as absent, the test record was voided for a valid reason (such as there being a test irregularity or for the student being in the first year in the United States), or the student had no test record.

In 2014-15 students in this cohort were in their third year of high school – the year that most students enroll in Algebra II and English III. Not surprisingly, the EOC participation rates for these two courses was lower than for other subjects, as absent students had less time to make-up these exams than they did in courses typically taken earlier in high school. Furthermore, due to a transition in state academic standards and assessments between 2014-15 and 2015-16, the EOC exam was not offered by the TDOE in the summer of 2015. For this reason, students were excused by the TDOE from having to make-up the exam in the summer if they missed the spring test.

In order to get a clearer picture of Algebra II and English III EOC participation, a separate analysis of students enrolled in these two courses during the 2013-14 school year was conducted. Students taking the course in 2013-14 but missing the test that year would still have had the opportunity to make up the test in 2014-15. And to account for students that might have taken the course and the EOC initially in prior years and were repeating the course in 2013-14, course enrollment records were merged with test files containing EOC results as far back as 2011.

### ACT Participation

RAE computed ACT exam participation among eleventh graders for a few specific high schools in response to media inquiries. These requests referenced the ACT as an eleventh grade exam. RAE did look at ACT participation among eleventh graders, by high school, for each of the past five years (2011-2015). However, as described below, there are a number of questions about the validity of using eleventh grade enrollment figures to compute participation rate.



State law (Tennessee Code Annotated § 49-6-6001) does refer to a series of examinations in grades 8, 10 and 11 that “provide educators with diagnostic information to assist in developing interventions for the purpose of increasing high school graduation rates and improving student preparation for postsecondary achievement.” But schools already have considerable data from the 8<sup>th</sup> grade Explore and 10<sup>th</sup> grade PLAN, as well as various EOC exams, to assist them in interventions for twelfth graders that have not yet attempted the ACT.

Furthermore, the ACT is becoming part of high stakes accountability for districts and schools this year, and the TDOE has indicated that official participation rate calculations will likely be based upon high school completers. TDOE staff have also communicated that the ACT is perceived as a culminating activity for high schoolers. In addition, the TDOE not only allows, but encourages, the use of ACT vouchers for 12<sup>th</sup> graders who have not previously tested.

Determining at what point in the student progression to hold schools accountable is a critical issue in computing participation rate. There are many options, and the numbers vary greatly depending upon the computational methods. For example, the denominator may be 11<sup>th</sup> grade enrollment (based upon district grade advancement requirements), third year enrollment in high school, or the number of completers. The target population may include all students or only general education students (excluding exceptional education students). Students may be assigned to a particular school based upon self-reporting (during ACT testing) or by matching test records to enrollment records. And guidelines must be established regarding which school to assign a highly mobile student.

There are also data quality issues with ACT files that can impact the results. The ACT annual student file often contains multiple records for the same student, perhaps due to inconsistencies in the student ID number coded for each test attempt. In some cases records for students not enrolled in MNPS have appeared in our district file, possibly as the result of an improperly coded school number by a test administrator outside of MNPS. ACT scores do not factor into student grades, which may negatively impact data quality and test participation – especially for students who do not see themselves as college bound and who may be lacking motivation to test.

For these reasons, any ACT participation rate numbers should be interpreted with caution at this time. RAE is hesitant to release very detailed participation data until the TDOE finalizes its decision rules, but district-wide estimates among recent graduates are included in this report.

## **Findings**

The pages that follow provide detailed results from the analyses conducted by the Department of Research, Assessment and Evaluation (RAE). While findings from this internal review are reported by topic, or section, there are some general statements to be made first.

Firstly, it should be mentioned that overall district participation on state End of Course (EOC) exams is very high. Participation rates utilizing course enrollment are generally consistent with official numbers that rely heavily on the EOC answer documents returned by school. Individual

school variation, however, does support the need for district monitoring based upon enrollment counts. Furthermore, credit recovery practices do not appear to be consistent across the district.

A second point about participation rates is that there are many different approaches that may be used to compute the ACT participation rate, and results can vary considerably depending upon the method. While RAE will continue to assist schools in identifying students to be tested, public reporting of ACT participation rates cannot proceed until the TDOE provides clear guidance on the methodology that will be used for accountability purposes.

A third topic worth discussion in general terms is that MNPS will share this report with the TDOE Internal Audit Section and Metro Government Office of Internal Audit for review. Those agencies will eventually produce their own independent reports.

#### State student record inquiry findings

While the review of student records required to respond to the TDOE's requests required many man-hours, having specific cases to address was helpful in identifying issues to pursue further. Many of the students identified by the TDOE had received course credit through credit recovery, and several had not completed the second semester regular coursework or not attempted the EOC exam. While some of these cases could be explained by excessive absences, transition between schools, disciplinary actions or other extenuating circumstances, others could not.

The most recent student list sent to MNPS for further review contained the names of 86 students that had appeared on prior lists, and to which the district had previously responded. These were students for whom the TDOE still had questions regarding why they had not tested. RAE reviewed each case further and also asked principals for any additional relevant information. In many cases, information that helped explain the situation was provided. All information was recently shared with the TDOE, and we are awaiting their response.

While we do not know how many of these students will still be of concern to the TDOE, it should be noted that most MNPS schools had only a few students on this list of 86. Only four schools had more than five students on the list, and one school, Hunters Lane, had 30 of the 86 cases. The totals for the most frequently cited schools are as follows:

**Table 1. Schools with Most Unresolved Cases in TDOE Inquiry**

School	Number of Students
Hunters Lane HS	30
Maplewood HS	14
Glencliff HS	7
Pearl Cohn HS	7

Note: All other schools have less than 5 students identified.

State ninth grade English I findings

In response to the inquiry from the TDOE regarding the low percentage of MNPS ninth graders with English I answer documents in 2013-14 (79.8%) and 2014-15 (82.2%), RAE staff analyzed the English course history of students identified as ninth graders those two years. In many or most districts, students are not listed as ninth-grade repeaters, regardless of whether students earn the requisite number or type of credits. MNPS does not promote high school students to the next grade unless the student has the number and types of credits required to be on track for a four year graduation. The ninth grade count used by TDOE therefore included many students that had entered MNPS as ninth graders in prior years. In addition, many MNPS ninth graders in those years were English Learners whose progression plan called for them to take an English Language Development (ELD) course in ninth grade. The tables below show the number of ninth graders enrolled in each English course, by the year the student entered high school, for each of the years 2013-14 (Table 2) and 2014-15 (Table 3).

**Table 2. Students Classified as 9<sup>th</sup> graders in 2013-14**

Year Entered HS	Enrollment	English I	English I Skill Based	English II	English II Skill Based	English III	English AP Composition	English IV	English Language Development	No English Class
SY 2010-11	37	4		6		3		15		9
SY 2011-12	356	20		41	1	238	4	4	10	38
SY 2012-13	800	54	2	651	1	4			45	43
SY 2013-14	5451	5018	60	8		3			278	84
<b>Total</b>	<b>6644</b>	<b>5096</b>	<b>62</b>	<b>706</b>	<b>2</b>	<b>248</b>	<b>4</b>	<b>19</b>	<b>333</b>	<b>174</b>
<b>% of Enrollment</b>	<b>100.0%</b>	<b>76.7%</b>	<b>0.9%</b>	<b>10.6%</b>	<b>0.0%</b>	<b>3.7%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>5.0%</b>	<b>2.6%</b>

**Table 3. Students Classified as 9<sup>th</sup> graders in 2014-15**

Year Entered HS	Enrollment	English I	English I Skill Based	English II	English II Skill Based	English III	English AP Composition	English IV	English Language Development	No English Class
SY 2010-11	1									1
SY 2011-12	23	1				1		12	1	8
SY 2012-13	288	17		30		199	1		6	35
SY 2013-14	681	53		519		2	2		62	43
SY 2014-15	5756	5223	61	4	1	2			387	78
<b>Total</b>	<b>6749</b>	<b>5294</b>	<b>61</b>	<b>553</b>	<b>1</b>	<b>204</b>	<b>3</b>	<b>12</b>	<b>456</b>	<b>165</b>
<b>% of Enrollment</b>	<b>100.0%</b>	<b>78.4%</b>	<b>0.9%</b>	<b>8.2%</b>	<b>0.0%</b>	<b>3.0%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>6.8%</b>	<b>2.4%</b>

As can be seen in these tables, less than three percent of these students each year were not enrolled in an English Class. Many were enrolled in English II or English III, as they had completed English I in previous years. A significant percentage were enrolled in an ELD course. While EOC exam records were not merged with these enrollment records, the number of MNPS students with English I EOC answer documents according to the TDOE actually exceeded the English I enrollment numbers for each of the two years.

### Credit recovery findings

Initial findings from the TDOE's review of credit recovery programs across the state suggest there is little state guidance currently provided to districts and considerable variation from one district to another in the use of credit recovery programs. Without clear guidance, it is difficult to draw many conclusions in the current internal review with respect to MNPS credit recovery policy and procedures. Nonetheless it was apparent during this internal review that there have been inconsistencies in the ways that MNPS schools have utilized credit recovery in recent years, and there is need for further direction.

In addition, there were several students within the district for whom there appear to have been inconsistent practice. For example, students earning first semester credit through credit recovery (due to failure of the first semester) are expected to enroll in and complete the regular second semester course. The only exceptions, which require central office approval, involve a limited number of high school seniors. But a district-wide review of 2014-15 graduates uncovered 42 students that received EOC course credit prior to their senior year without having completed the second semester in a traditional course. It should be noted, however, that 42 cases represents only 0.1% of the 35,561 MNPS students taking EOC exams in 2014-15. The number increases to 128 students if we include twelfth graders.

### Review of official EOC exam participation rates

A review of official EOC exam participation rates computed by the Tennessee Department of Education revealed high participation district-wide. A participation rate of 95% or above – for one year, a two-year average or a three-year average – is necessary to satisfy state accountability requirements. Table A.1 of the appendix shows official district and school level EOC participation rates for the past three years for the four subjects having TDOE-established accountability targets. The results show the following:

- District-wide participation rate was 98% in 2014-15 (35,561 exams administered).
- MNPS participation was at or above 97% for each subject for each of the past three years.
- All comprehensive high schools exceed 95% participation annually.

As indicated in an earlier section, official EOC participation rates are dependent upon the accurate return of test answer documents. If answer documents for absent or other non-tested students are not returned, these students are unlikely to be factored into participation rate calculations. Violation of this policy could cause a school's data to be skewed in such a way that reported participation rate would not be truly representative of actual participation rate. Changes to reporting and monitoring, detailed later in this document, will help resolve this issue.

### EOC exam participation with respect to course enrollment

In order to accurately monitor test participation and ensure that students are not being excluded, test participation should be computed utilizing course enrollment rather than the number of answer documents returned. There are many challenges in generating accurate EOC course

enrollment numbers, such as inconsistencies in the use of course codes and the fact that there are legitimate reasons that some students are excluded from testing. These legitimate exclusions were referenced in an earlier section. Despite these challenges, attempts were made in this internal review to compute participation rates with respect to course enrollment.

The first attempt followed a cohort of 4056 students that entered high school in 2012-13 and were still enrolled in MNPS three years later. Table 4 below shows the number and percent of students that attempted each of six EOC exams through 2014-15, that had legitimate reasons for exclusion, or that did not test and did not have a legitimate exclusion. It should be noted that we could not account for all legitimate exclusions, such as severe disability or enrollment in Dual Credit courses, which are not aligned to state academic standards for EOC courses.

**Table 4. Cohort Analysis of EOC Exam Participation**

	Algebra I		Algebra II		English I		English II		English III		Biology I	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Tested</b>	3983	98.2%	3614	89.1%	3959	97.6%	3899	96.1%	3005	74.1%	3999	98.6%
<b>Nullified</b>	5	0.1%	0	0.0%	5	0.1%	6	0.1%	2	0.0%	1	0.0%
<b>Did Not Attempt</b>	0	0.0%	1	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%
<b>Absent</b>	5	0.1%	43	1.1%	9	0.2%	21	0.5%	76	1.9%	28	0.7%
<b>EL (No English III)</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	104	2.6%	0	0.0%
<b>In AP English (No Eng III)</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	587	14.5%	0	0.0%
<b>SWD (No Algebra)</b>	0	0.0%	253	6.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Test Record or Legitimate Exclusion (sum or previous rows)</b>	3993	98.4%	3911	96.4%	3973	98.0%	3926	96.8%	3775	93.1%	4028	99.3%
<b>No Test or Legitimate Exclusion</b>	<b>63</b>	<b>1.6%</b>	<b>145</b>	<b>3.6%</b>	<b>83</b>	<b>2.0%</b>	<b>130</b>	<b>3.2%</b>	<b>281</b>	<b>6.9%</b>	<b>28</b>	<b>0.7%</b>

Note: The last two rows of the above table total 4056 (cohort size) for each subject.

From our analysis the following results were observed:

- Participation rate (or legitimate exclusion) among total enrollment was 98% or higher for each course typically taken by grade 9 (Algebra I, English I, Biology I).
- Participation rate was 97% for the course typically taken in grade 10 (English II).
- For courses typically taken in grade 11 (Spring 2015), participation rate (or legitimate reason for exclusion) was 96% for Algebra II and 93% for English III.

It is not surprising that participation rate was lowest for the two courses, Algebra II and English III, typically taken in the third year of high school (2014-15). This cohort is currently in the fourth year of high school and students still have time to test. Furthermore, due to a transition in state standards from last school year to this year, students were not required to make up EOCs at a later time if they missed the test last spring.

Further inspection into the data for schools having high numbers for Algebra II and English III, however, revealed that most of these students were in a course not aligned to EOC standards and they did have a legitimate exclusion. For example, many were high achieving students in International Baccalaureate courses, who are not allowed by the TDOE to take an EOC exam. As mentioned previously, there are inconsistencies from school to school in the use of course codes, and one school had been flagged for English III due to the assignment of the wrong course code.

Given that most students in the cohort analysis had only one opportunity to take the Algebra II or English III EOC, a follow-up analysis of EOC participation for MNPS students enrolled in Algebra II or English III the prior school year (2013-14) was conducted.

The last column of the Table 5 shows, by state course number, the total number of MNPS students enrolled in an Algebra II course at least nine weeks into the second semester in 2013-14. Prior columns show the number and percent of enrolled students for whom no EOC answer document was found, the number tested but excluded from reporting summaries, the number tested but whose results were nullified, the number coded as absent, and the number with a valid test score.

**Table 5. MNPS 2013-14 Algebra II EOC Exam Participation**

State Course Number	MNPS Course Numbers		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
3103	MTH4311 (Alg II), MTH4312 (Alg II Honors)	#	41	0	4	74	4409	4528
		%	0.9%	0.0%	0.1%	1.6%	97.4%	100.0%
9108	M89525 (Alg II Foundation)	#	0	0	0	0	2	2
		%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
<b>Total</b>		#	<b>41</b>	<b>0</b>	<b>4</b>	<b>74</b>	<b>4411</b>	<b>4530</b>
		%	<b>0.9%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>1.6%</b>	<b>97.4%</b>	<b>100.0%</b>

As the above table shows, over 99% of MNPS students enrolled in Algebra II in 2013-14 had an EOC answer document and over 97% had a valid score. Less than 1% did not have an EOC document.

Table A.2 in the appendix reports Algebra II EOC participation for these students, by school, in a similar format. While MNPS numbers for students with no test document are small and most school numbers are very small, 21 of the district's 41 cases occurred at Hunters Lane. A closer look at the 21 students at Hunters Lane showed a pattern of students withdrawn from the EOC course after mid-quarter of the third nine weeks (with a third quarter grade). The next highest number was 7, at the Academy at Hickory Hollow and the Academy at Opry Mills – both of which have highly mobile populations. No other school had more than three students without an EOC document.

The table that follows provides similar data for district students enrolled in English III or a corresponding course at least nine weeks into the second semester in 2013-14. Only state course number 3003 is considered by the TDOE to be closely aligned with the state English III standards, so it is the only one for which students should take the EOC. The table rows for other English courses – those not aligned to the standards – are shaded in gray.

**Table 6. MNPS 2013-14 English III EOC Exam Participation**

State Course Number	MNPS Course Numbers		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
3003	ENG1302 (Eng III), ENG1303 (Eng III Honors), ENG1300 (Eng III Honors Amer Studies)	#	46	1	3	76	3348	3474
		%	1.3%	0.0%	0.1%	2.2%	96.4%	100.0%
3004	ENG3004* (IB Eng III Literature)	#	128	0	0	0	0	128
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
3013	ENG1409** (Eng Lang & Composition - AP)	#	791	0	0	1	15	807
		%	98.0%	0.0%	0.0%	0.1%	1.9%	100.0%
3097	ENG1634* (IB Eng III Lang & Literature)	#	263	0	0	3	109	375
		%	70.1%	0.0%	0.0%	0.8%	29.1%	100.0%
9433	E3L9525* (Eng III Skill Based)	#	54	0	0	0	0	54
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
<b>Total</b>		#	<b>1282</b>	<b>1</b>	<b>3</b>	<b>80</b>	<b>3472</b>	<b>4838</b>
		%	<b>26.5%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>1.7%</b>	<b>71.8%</b>	<b>100.0%</b>

The results show that almost 99% of the students enrolled in English 3003, the English III course aligned to state EOC standards, had an EOC answer document. Over 96% eventually received a valid EOC score. Only 1.3% of enrolled students did not have an EOC test document.

Table A.3 in the appendix provides a similar format for English III EOC participation, by school. Of the 46 MNPS students without an EOC document that were enrolled in English 3003 after the third nine weeks, 27 were enrolled at Hunters Lane. These Hunters Lane students were withdrawn after the middle of the third nine weeks. No other high school had more than three such students.

#### ACT exam participation

As explained in an earlier section, there are a variety of methods that can be used to compute participation rates for the ACT exam, and they can lead to very different numbers. Using the number of students with ACT scores in the graduate file generated by ACT as the numerator and the number of MNPS graduates (with a regular diploma, special education diploma or certificate of attendance) as the denominator, 94.0% of district graduates in 2014 attempted the ACT. The number dropped to 87.4% in 2015, due in large part to the impact of inclement weather that closed district schools the day the cohort was scheduled to take the test, as eleventh graders, on a school day. Because the makeup day was scheduled during spring break that year, special buses picked up students from home to take the test. Students missing that opportunity would have to use a voucher and take the ACT when scheduled nationally, on a Saturday.

The calculation described above was based upon total counts and did not attempt to match ACT student test records to MNPS graduation records. Matching student records, the ACT participation rate was 85.0% of 2014 graduates and 83.9% of 2015 graduates.

The differences between these two sets of calculations may be attributed to data quality issues with ACT files, as described previously (e.g., duplicate student records, ID mismatches, etc.).

## **Recommendations and Next Steps**

### High school progression plan and credit recovery:

- We stand by our use of credit recovery as a means for students to make up credit in failed classes. When done properly, credit recovery provides good reinforcement of core academic concepts. However, the state’s current calculation of on-time graduation rate in a four-year period puts increased pressure on teachers and students to pass classes and earn credits. This is especially true in math and English classes, where students are required to earn four credits in four years. If a student fails one of these classes, they would be pressured to take two classes at once in order to be considered an “on-time graduate” and not a dropout.

We therefore recommend the state utilize a five-year plus a summer on-time graduation rate calculation. This would allow greater time and flexibility to provide interventions for students struggling to master course content.

- MNPS looks forward to seeing the recommendations and guidelines that result from the Tennessee Department of Education (TDOE) review of credit recovery programs across the state. Once these guidelines are established, MNPS leadership should review district policy and procedures pertaining to credit recovery and revise as necessary. This policy and all policy and procedures pertaining to students requiring academic intervention must be clearly communicated to all high schools.
- Current district data systems do not clearly identify MNPS students receiving course credit through credit recovery. That is to say, students can not currently be identified through course codes during the period in which they are participating in credit recovery, and transcript codes do not consistently indicate how credit was earned. MNPS will have a new student information system in the coming school year, and implementation needs to include a method that consistently flags students enrolled in credit recovery or similar programs.
- We recommend that MNPS leadership review district content recovery policy and procedures to ensure that schools have clear guidance in the best educational practices for students struggling with mastery of course content.

### Monitoring of EOC exam participation:

- The Department of Research, Assessment and Evaluation (RAE) will generate EOC course enrollment files at the time of testing to verify course participation during the Student Data Demographic Verification (SDDV) process that follows each test administration.
  - Our district typically has only a couple of days at the end of each school year to verify records for tens of thousands of students, so the verification process is extremely hurried. MNPS currently relies on schools to submit an EOC answer document for every student enrolled in an EOC course, including those absent from testing. If a student record is found for a student without an answer document, it is



generally assumed the student is either not enrolled or is in a course that is not required to take the EOC (e.g., an Advanced Placement course).

- MNPS will request that the TDOE provide our district with an electronic file containing the SDDV student information in order to facilitate the course enrollment verification process. If the file cannot be provided, we will ask the TDOE to extend the annual SDDV deadline to provide sufficient time to verify enrollment in EOC courses. Without either a data file or additional time, additional staff would likely be needed to add this step to SDDV processing and still meet the verification deadline.
- The TDOE encourages districts to turn the SDDV process over to schools. MNPS district staff complete the SDDV process for schools in order to ensure a consistent standard with respect to data quality, as well as to protect school staff time at an extremely busy time at the end of the school year. Based upon test participation concerns raised during this internal review, we continue to recommend that district staff complete the SDDV process in order to monitor school test participation
- In addition to monitoring course enrollment during the SDDV, RAE will annually merge student course enrollment files and EOC student test files to monitor EOC test participation by school. The participation rate by school and course will be shared annually with district leadership.
  - Identification of all students who should be tested each year with a particular EOC has been a challenge due to inconsistencies between schools in the use of course codes, as well as by the large number of different codes that have been generated by schools. District staff have been working to address these course code issues and to identify the course codes corresponding to each EOC exam.
  - MNPS will share its monitoring procedures with TDOE staff in the hope that this can become a routine statewide report in the future. We do not believe the test participation issues and challenges we face in MNPS are unique to this district and believe consistent statewide monitoring is warranted.
- We propose the development of new MNPS data warehouse reports to assist school counselors in identifying the status of students with respect to credits in required courses and participation in mandated exams.
  - The majority of cases in which an enrolled student was not tested appear to be due to student absence or mobility (e.g., withdrawal from or enrollment to a school during the testing window). In many cases a student's school or course enrollment history is so complex that it takes considerable time to determine the course credit and/or EOC exam status of the student.
  - The district's data warehouse provides a wealth of information for each enrolled student. However, a counselor may need to go to multiple screens for one student to determine his/her status for critical courses and exams. A single report with this critical information for all of students assigned to that counselor would make it much easier for the counselor to verify that a student is on track.
  - It is recommended that this report include student-level data such as the number of credits earned in required courses, how the credit was earned (e.g., regular credit,

credit recovery, distance learning, credit from outside MNPS), the test score for each EOC exam and the ACT (or whether absent during testing), and the final exam grade entered in the EOC course. The latter should generally be a zero if the student missed the exam with an unexcused absence or never made up the exam if missed with an excused absence. A notes section for each student may be helpful if the new student information system allows the counselor to add pertinent information regarding such things as a credit earned or test taken outside the district.

#### Monitoring of ACT participation:

- With the ACT now part of state accountability, the TDOE will begin reporting test participation rates and whether districts and schools have met targets for the percent of students scoring 21 or above on the ACT Composite. Once the TDOE releases its business rules, RAE will refine reporting to schools regarding ACT test participation.
- RAE will continue to assist school staff in identifying students eligible to test. The identification process will be updated to account for new state policies that allow vouchers for economically disadvantaged students to test a second time.
- RAE staff will continue to attempt to address various data quality issues in ACT files prior to computing participation rates and will encourage the TDOE to do the same in its reporting.
- To support efforts to increase ACT test participation across the state, we recommend the TDOE allow 12th graders that did not test previously to test along with 11<sup>th</sup> graders the one day each year it is administered on a regular school day.

#### Monitoring of TCAP/TNReady participation in grades 3-8:

- The current internal review focused on test participation among high school students, due to the concerns brought to the attention of the district by the media, the House Education Committee, and the TDOE. However, procedures similar to those recommended above for high school exams can and should be implemented to monitor test participation among students in grades 3-8.
  - RAE will generate grade enrollment files at the time of testing to verify course participation during the TNReady SDDV process after each test administration.
  - RAE will annually merge student enrollment files and TNReady student test files to monitor test participation by school. The participation rate by school and grade will be shared annually with district leadership.

In sum, MNPS in general and Research, Assessment, and Evaluation in particular take test participation very seriously. While we do not feel there have been widespread problems at the district level, it is clear that more monitoring needs to occur and that new policies and procedure be implemented. The district looks forward to receiving feedback and guidance from the state and other stakeholders on these matters.

# **Appendix**

**Table A.1. MNPS End of Course (EOC) Exam Participation Rates: 2013-2015**

Note: Reported by Tennessee Department of Education for State Accountability

School #	District/School Name	Subject	Participation Rate					# Students Tested		
			2013	2014	2015	2-Yr Avg	3-Yr Avg	2013	2014	2015
340	Hillwood HS	Algebra I	99	100	99	100	100	291	282	286
340	Hillwood HS	Algebra II	98	99	99	99	99	305	334	396
340	Hillwood HS	Alg I + Alg II	99	100	99	99	99	596	616	682
340	Hillwood HS	English II	99	99	99	99	99	287	284	279
340	Hillwood HS	English III	99	97	97	97	98	248	183	183
340	Hillwood HS	Eng II + Eng III	99	98	98	98	99	535	467	462
355	Hume-Fogg Magnet HS	Algebra I	100	100	100	100	100	115	75	48
355	Hume-Fogg Magnet HS	Algebra II	100	100	99	99	99	243	208	298
355	Hume-Fogg Magnet HS	Alg I + Alg II	100	100	99	99	100	358	283	346
355	Hume-Fogg Magnet HS	English II	100	100	99	99	99	229	234	227
355	Hume-Fogg Magnet HS	English III	100	100	100	100	100	89	98	111
355	Hume-Fogg Magnet HS	Eng II + Eng III	100	100	99	99	100	318	332	338
358	Hunters Lane HS	Algebra I	99	98	98	98	98	397	361	370
358	Hunters Lane HS	Algebra II	97	99	98	98	98	387	298	366
358	Hunters Lane HS	Alg I + Alg II	98	99	98	98	98	784	659	736
358	Hunters Lane HS	English II	97	98	97	98	97	363	389	354
358	Hunters Lane HS	English III	98	98	98	98	98	300	291	324
358	Hunters Lane HS	Eng II + Eng III	97	98	98	98	98	663	680	678
395	John Overton HS	Algebra I	97	99	100	99	98	397	449	428
395	John Overton HS	Algebra II	99	98	99	98	98	426	372	421
395	John Overton HS	Alg I + Alg II	98	98	99	99	98	823	821	849
395	John Overton HS	English II	96	98	100	99	98	426	425	410
395	John Overton HS	English III	98	98	98	98	98	300	244	289
395	John Overton HS	Eng II + Eng III	97	98	99	98	98	726	669	699
437	MNPS Middle College HS	Algebra II	100	100	100	100	100	26	36	43
437	MNPS Middle College HS	Alg I + Alg II	100	100	100	100	100	26	36	43
437	MNPS Middle College HS	English II	100	100	97	99	99	21	33	38
437	MNPS Middle College HS	English III	93	100	100	100	98	13	19	24
437	MNPS Middle College HS	Eng II + Eng III	97	100	98	99	99	34	52	62
443	Cora Howe School	Algebra I	92	100	86	94	94	12	21	12
443	Cora Howe School	Alg I + Alg II	93	100	86	95	94	14	24	12
443	Cora Howe School	English II	89	100	92	96	93	16	14	12
443	Cora Howe School	English III	100	100	90	96	97	7	15	9
443	Cora Howe School	Eng II + Eng III	92	100	91	96	95	23	29	21
445	Maplewood HS	Algebra I	98	99	98	99	98	238	221	227
445	Maplewood HS	Algebra II	98	99	97	98	98	193	194	203
445	Maplewood HS	Alg I + Alg II	98	99	98	98	98	431	415	430
445	Maplewood HS	English II	98	98	96	97	97	215	241	259
445	Maplewood HS	English III	98	100	95	97	97	164	213	211
445	Maplewood HS	Eng II + Eng III	98	99	96	97	97	379	454	470
456	M.L. King Jr. Magnet HS	Algebra I	99	100	100	100	100	126	168	150
456	M.L. King Jr. Magnet HS	Algebra II	100	100	100	100	100	189	159	230
456	M.L. King Jr. Magnet HS	Alg I + Alg II	100	100	100	100	100	315	327	380
456	M.L. King Jr. Magnet HS	English II	100	100	100	100	100	194	211	264
456	M.L. King Jr. Magnet HS	English III	100	100	100	100	100	67	65	79
456	M.L. King Jr. Magnet HS	Eng II + Eng III	100	100	100	100	100	261	276	343

**Table A.1 (Continued)**

School #	District/School Name	Subject	Participation Rate					# Students Tested		
			2013	2014	2015	2-Yr Avg	3-Yr Avg	2013	2014	2015
340	Hillwood HS	Algebra I	99	100	99	100	100	291	282	286
340	Hillwood HS	Algebra II	98	99	99	99	99	305	334	396
340	Hillwood HS	Alg I + Alg II	99	100	99	99	99	596	616	682
340	Hillwood HS	English II	99	99	99	99	99	287	284	279
340	Hillwood HS	English III	99	97	97	97	98	248	183	183
340	Hillwood HS	Eng II + Eng III	99	98	98	98	99	535	467	462
355	Hume-Fogg Magnet HS	Algebra I	100	100	100	100	100	115	75	48
355	Hume-Fogg Magnet HS	Algebra II	100	100	99	99	99	243	208	298
355	Hume-Fogg Magnet HS	Alg I + Alg II	100	100	99	99	100	358	283	346
355	Hume-Fogg Magnet HS	English II	100	100	99	99	99	229	234	227
355	Hume-Fogg Magnet HS	English III	100	100	100	100	100	89	98	111
355	Hume-Fogg Magnet HS	Eng II + Eng III	100	100	99	99	100	318	332	338
358	Hunters Lane HS	Algebra I	99	98	98	98	98	397	361	370
358	Hunters Lane HS	Algebra II	97	99	98	98	98	387	298	366
358	Hunters Lane HS	Alg I + Alg II	98	99	98	98	98	784	659	736
358	Hunters Lane HS	English II	97	98	97	98	97	363	389	354
358	Hunters Lane HS	English III	98	98	98	98	98	300	291	324
358	Hunters Lane HS	Eng II + Eng III	97	98	98	98	98	663	680	678
395	John Overton HS	Algebra I	97	99	100	99	98	397	449	428
395	John Overton HS	Algebra II	99	98	99	98	98	426	372	421
395	John Overton HS	Alg I + Alg II	98	98	99	99	98	823	821	849
395	John Overton HS	English II	96	98	100	99	98	426	425	410
395	John Overton HS	English III	98	98	98	98	98	300	244	289
395	John Overton HS	Eng II + Eng III	97	98	99	98	98	726	669	699
437	MNPS Middle College HS	Algebra II	100	100	100	100	100	26	36	43
437	MNPS Middle College HS	Alg I + Alg II	100	100	100	100	100	26	36	43
437	MNPS Middle College HS	English II	100	100	97	99	99	21	33	38
437	MNPS Middle College HS	English III	93	100	100	100	98	13	19	24
437	MNPS Middle College HS	Eng II + Eng III	97	100	98	99	99	34	52	62
443	Cora Howe School	Algebra I	92	100	86	94	94	12	21	12
443	Cora Howe School	Alg I + Alg II	93	100	86	95	94	14	24	12
443	Cora Howe School	English II	89	100	92	96	93	16	14	12
443	Cora Howe School	English III	100	100	90	96	97	7	15	9
443	Cora Howe School	Eng II + Eng III	92	100	91	96	95	23	29	21
445	Maplewood HS	Algebra I	98	99	98	99	98	238	221	227
445	Maplewood HS	Algebra II	98	99	97	98	98	193	194	203
445	Maplewood HS	Alg I + Alg II	98	99	98	98	98	431	415	430
445	Maplewood HS	English II	98	98	96	97	97	215	241	259
445	Maplewood HS	English III	98	100	95	97	97	164	213	211
445	Maplewood HS	Eng II + Eng III	98	99	96	97	97	379	454	470
456	M.L. King Jr. Magnet HS	Algebra I	99	100	100	100	100	126	168	150
456	M.L. King Jr. Magnet HS	Algebra II	100	100	100	100	100	189	159	230
456	M.L. King Jr. Magnet HS	Alg I + Alg II	100	100	100	100	100	315	327	380
456	M.L. King Jr. Magnet HS	English II	100	100	100	100	100	194	211	264
456	M.L. King Jr. Magnet HS	English III	100	100	100	100	100	67	65	79
456	M.L. King Jr. Magnet HS	Eng II + Eng III	100	100	100	100	100	261	276	343

**Table A.1 (Continued)**

School #	District/School Name	Subject	Participation Rate					# Students Tested		
			2013	2014	2015	2-Yr Avg	3-Yr Avg	2013	2014	2015
470	McGavock HS	Algebra I	99	99	98	98	99	505	444	455
470	McGavock HS	Algebra II	98	96	96	96	96	385	625	559
470	McGavock HS	Alg I + Alg II	99	97	97	97	97	890	1069	1014
470	McGavock HS	English II	98	99	97	98	98	575	543	576
470	McGavock HS	English III	97	97	94	95	96	462	452	453
470	McGavock HS	Eng II + Eng III	98	98	96	97	97	1037	995	1029
512	Nashville School of Arts	Algebra I	99	100	100	100	100	132	102	87
512	Nashville School of Arts	Algebra II	99	99	99	99	99	169	179	144
512	Nashville School of Arts	Alg I + Alg II	99	99	100	99	99	301	281	231
512	Nashville School of Arts	English II	99	99	100	100	100	192	161	156
512	Nashville School of Arts	English III	99	99	98	98	99	131	134	123
512	Nashville School of Arts	Eng II + Eng III	99	99	99	99	99	323	295	279
555	Pearl-Cohn Magnet HS	Algebra I	100	97	97	97	98	210	206	171
555	Pearl-Cohn Magnet HS	Algebra II	97	96	96	96	96	149	192	170
555	Pearl-Cohn Magnet HS	Alg I + Alg II	99	97	96	96	97	359	398	341
555	Pearl-Cohn Magnet HS	English II	99	98	99	98	99	234	230	206
555	Pearl-Cohn Magnet HS	English III	95	93	94	93	94	126	159	147
555	Pearl-Cohn Magnet HS	Eng II + Eng III	98	96	97	96	97	360	389	353
612	Academy at Opry Mills	Algebra I			100	100	100			1
612	Academy at Opry Mills	Algebra II	100	100	100	100	100	7	12	4
612	Academy at Opry Mills	Alg I + Alg II	100	100	100	100	100	7	12	5
612	Academy at Opry Mills	English III	100	100	100	100	100	8	7	3
612	Academy at Opry Mills	Eng II + Eng III	100	100	100	100	100	8	7	3
614	Academy at Old Cockrill	Algebra I	100	100	100	100	100	22	17	10
614	Academy at Old Cockrill	Algebra II	100	100	100	100	100	98	56	41
614	Academy at Old Cockrill	Alg I + Alg II	100	100	100	100	100	120	73	51
614	Academy at Old Cockrill	English III	100	100	100	100	100	6	18	10
614	Academy at Old Cockrill	Eng II + Eng III	100	100	100	100	100	6	18	10
620	Stratford STEM Magnet HS	Algebra I	96	100	97	99	98	190	156	148
620	Stratford STEM Magnet HS	Algebra II	97	95	96	96	96	126	126	174
620	Stratford STEM Magnet HS	Alg I + Alg II	96	98	96	97	97	316	282	322
620	Stratford STEM Magnet HS	English II	94	98	98	98	97	177	176	186
620	Stratford STEM Magnet HS	English III	95	96	95	95	95	145	109	127
620	Stratford STEM Magnet HS	Eng II + Eng III	95	97	97	97	96	322	285	313
704	Whites Creek HS	Algebra I	100	99	99	99	99	218	155	175
704	Whites Creek HS	Algebra II	97	99	98	99	98	181	166	186
704	Whites Creek HS	Alg I + Alg II	98	99	99	99	99	399	321	361
704	Whites Creek HS	English II	95	98	94	96	96	205	203	183
704	Whites Creek HS	English III	94	98	97	97	96	151	163	181
704	Whites Creek HS	Eng II + Eng III	95	98	96	97	96	356	366	364
720	Academy at Hickory Hollow	Algebra II	100	100	100	100	100	24	6	19
720	Academy at Hickory Hollow	Alg I + Alg II	100	100	100	100	100	24	6	19
720	Academy at Hickory Hollow	English III	100	100	100	100	100	19	9	11
720	Academy at Hickory Hollow	Eng II + Eng III	100	100	100	100	100	19	9	11
730	Cohn School	Algebra I	100	92	81	89	91	21	60	25
730	Cohn School	Algebra II	85	95	86	93	90	41	63	18
730	Cohn School	Alg I + Alg II	90	94	83	91	90	62	123	43
730	Cohn School	English II	94	92	85	89	90	33	57	51
730	Cohn School	English III	81	91	88	90	88	35	75	51
730	Cohn School	Eng II + Eng III	87	92	86	89	89	68	132	102

**Table A.1 (Continued)**

School #	District/School Name	Subject	Participation Rate					# Students Tested		
			2013	2014	2015	2-Yr Avg	3-Yr Avg	2013	2014	2015
8003	Lead Academy	Algebra I	100	100	100	100	100	45	46	67
8003	Lead Academy	Algebra II	100	100	100	100	100	62	65	48
8003	Lead Academy	Alg I + Alg II	100	100	100	100	100	107	111	115
8003	Lead Academy	English II	100	100	100	100	100	76	50	67
8003	Lead Academy	English III	100	100	98	99	99	35	47	44
8003	Lead Academy	Eng II + Eng III	100	100	99	100	100	111	97	111
8011	K I P P Nashville Collegiate HS	Algebra I			99	99	99			97
8011	K I P P Nashville Collegiate HS	Alg I + Alg II			99	99	99			97

**Table A.2. Algebra II Spring 2014 Course Enrollment and EOC Exam Participation by School**

School Name	State Course Number		No EOC Document	Nullified	Absent	Valid Score	Total
<b>Antioch HS (9-12)</b>	3103	#	2		6	384	392
		%	.5%		1.5%	98.0%	100.0%
	Total	#	2		6	384	392
		%	.5%		1.5%	98.0%	100.0%
<b>Cane Ridge HS (9-12)</b>	3103	#	1	3	7	306	317
		%	.3%	.9%	2.2%	96.5%	100.0%
	Total	#	1	3	7	306	317
		%	.3%	.9%	2.2%	96.5%	100.0%
<b>Cora Howe School (K-12)</b>	9108	#				2	2
		%				100.0%	100.0%
	Total	#				2	2
		%				100.0%	100.0%
<b>East Nashville School (5-12)</b>	3103	#				174	174
		%				100.0%	100.0%
	Total	#				174	174
		%				100.0%	100.0%
<b>Glenclyff HS (9-12)</b>	3103	#	1		8	260	269
		%	.4%		3.0%	96.7%	100.0%
	Total	#	1		8	260	269
		%	.4%		3.0%	96.7%	100.0%
<b>Hillsboro HS (9-12)</b>	3103	#			6	242	248
		%			2.4%	97.6%	100.0%
	Total	#			6	242	248
		%			2.4%	97.6%	100.0%
<b>Hillwood HS (9-12)</b>	3103	#			2	332	334
		%			.6%	99.4%	100.0%
	Total	#			2	332	334
		%			.6%	99.4%	100.0%
<b>Hume-Fogg Magnet HS (9-12)</b>	3103	#			1	207	208
		%			.5%	99.5%	100.0%
	Total	#			1	207	208
		%			.5%	99.5%	100.0%
<b>Hunters Lane HS (9-12)</b>	3103	#	21		2	301	324
		%	6.5%		.6%	92.9%	100.0%
	Total	#	21		2	301	324
		%	6.5%		.6%	92.9%	100.0%
<b>John Overton HS (9-12)</b>	3103	#	3		4	372	379
		%	.8%		1.1%	98.2%	100.0%
	Total	#	3		4	372	379
		%	.8%		1.1%	98.2%	100.0%



**Table A.2 (Continued)**

School Name	State Course Number		No EOC Document	Nullified	Absent	Valid Score	Total
<b>LEAD Academy (5-12)</b>	3103	# %				65 100.0%	65 100.0%
	Total	# %				65 100.0%	65 100.0%
<b>Maplewood HS (9-12)</b>	3103	# %		1 .5%	2 1.1%	186 98.4%	189 100.0%
	Total	# %		1 .5%	2 1.1%	186 98.4%	189 100.0%
<b>Martin Luther King, Jr. Magnet HS (7-12)</b>	3103	# %				159 100.0%	159 100.0%
	Total	# %				159 100.0%	159 100.0%
<b>McGavock HS (9-12)</b>	3103	# %	3 .5%		20 3.1%	622 96.4%	645 100.0%
	Total	# %	3 .5%		20 3.1%	622 96.4%	645 100.0%
<b>Metro Nashville Virtual School (9-12)</b>	3103	# %				17 100.0%	17 100.0%
	Total	# %				17 100.0%	17 100.0%
<b>MNPS Middle College HS (10-12)</b>	3103	# %				36 100.0%	36 100.0%
	Total	# %				36 100.0%	36 100.0%
<b>Nashville Big Picture HS (9-12)</b>	3103	# %				42 100.0%	42 100.0%
	Total	# %				42 100.0%	42 100.0%
<b>Nashville School of the Arts (9-12)</b>	3103	# %			2 1.1%	178 98.9%	180 100.0%
	Total	# %			2 1.1%	178 98.9%	180 100.0%
<b>Pearl-Cohn HS (9-12)</b>	3103	# %			6 3.1%	185 96.9%	191 100.0%
	Total	# %			6 3.1%	185 96.9%	191 100.0%
<b>Stratford HS (9-12)</b>	3103	# %	1 .8%		5 3.9%	121 95.3%	127 100.0%
	Total	# %	1 .8%		5 3.9%	121 95.3%	127 100.0%

**Table A.2 (Continued)**

School Name	State Course Number		No EOC Document	Nullified	Absent	Valid Score	Total
<b>The Academy at Hickory Hollow (11-12)</b>	3103	#	7		2	17	26
		%	26.9%		7.7%	65.4%	100.0%
	Total	#	7		2	17	26
		%	26.9%		7.7%	65.4%	100.0%
<b>The Academy at Opry Mills (11-12)</b>	3103	#	1			7	8
		%	12.5%			87.5%	100.0%
	Total	#	1			7	8
		%	12.5%			87.5%	100.0%
<b>The Cohn School (8-10)</b>	3103	#	1			35	36
		%	2.8%			97.2%	100.0%
	Total	#	1			35	36
		%	2.8%			97.2%	100.0%
<b>Thurgood Marshall Middle School (5-8)</b>	3103	#				1	1
		%				100.0%	100.0%
	Total	#				1	1
		%				100.0%	100.0%
<b>Whites Creek HS (9-12)</b>	3103	#			1	160	161
		%			.6%	99.4%	100.0%
	Total	#			1	160	161
		%			.6%	99.4%	100.0%

**Table A.3. English III Spring 2014 Course Enrollment and EOC Exam Participation by School**

School Name	State Course Number		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
<b>Antioch HS (9-12)</b>	3003	# %	3 .7%			6 1.5%	398 97.8%	407 100.0%
	3013	# %	28 100.0%			0 0.0%	0 0.0%	28 100.0%
	Total	# %	31 7.1%			6 1.4%	398 91.5%	435 100.0%
<b>Cane Ridge HS (9-12)</b>	3003	# %	1 .3%		1 .3%	9 3.0%	287 96.3%	298 100.0%
	3013	# %	42 100.0%		0 0.0%	0 0.0%	0 0.0%	42 100.0%
	3097	# %	37 53.6%		0 0.0%	0 0.0%	32 46.4%	69 100.0%
	9433	# %	5 100.0%		0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Total	# %	85 20.5%		1 .2%	9 2.2%	319 77.1%	414 100.0%
<b>Cora Howe School (K-12)</b>	9433	# %	3 100.0%					3 100.0%
	Total	# %	3 100.0%					3 100.0%
<b>East Nashville School (5-12)</b>	3003	# %	0 0.0%				126 100.0%	126 100.0%
	3013	# %	37 94.9%				2 5.1%	39 100.0%
	3097	# %	1 6.3%				15 93.8%	16 100.0%
	Total	# %	38 21.0%				143 79.0%	181 100.0%
<b>Glenclyff HS (9-12)</b>	3003	# %	3 1.5%			5 2.5%	192 96.0%	200 100.0%
	3013	# %	56 98.2%			0 0.0%	1 1.8%	57 100.0%
	9433	# %	7 100.0%			0 0.0%	0 0.0%	7 100.0%
	Total	# %	66 25.0%			5 1.9%	193 73.1%	264 100.0%
<b>Harris-Hillman School (PK-12)</b>	9433	# %	3 100.0%					3 100.0%
	Total	# %	3 100.0%					3 100.0%

**Table A.3 (Continued)**

School Name	State Course Number		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
<b>Hillsboro HS (9-12)</b>	3003	# %	0 0.0%			13 7.9%	151 92.1%	164 100.0%
	3004	# %	106 100.0%			0 0.0%	0 0.0%	106 100.0%
	3013	# %	70 85.4%			1 1.2%	11 13.4%	82 100.0%
	9433	# %	4 100.0%			0 0.0%	0 0.0%	4 100.0%
	Total	# %	180 50.6%			14 3.9%	162 45.5%	356 100.0%
<b>Hillwood HS (9-12)</b>	3003	# %	0 .0%			5 2.8%	176 97.2%	181 100.0%
	3013	# %	50 100.0%			0 0.0%	0 0.0%	50 100.0%
	3097	# %	3 50.0%			0 0.0%	3 50.0%	6 100.0%
	9433	# %	5 100.0%			0 0.0%	0 0.0%	5 100.0%
	Total	# %	58 24.0%			5 2.1%	179 74.0%	242 100.0%
<b>Hume-Fogg Magnet HS (9-12)</b>	3003	# %	0 0.0%				98 100.0%	98 100.0%
	3013	# %	131 100.0%				0 0.0%	131 100.0%
	Total	# %	131 57.2%				98 42.8%	229 100.0%
<b>Hunters Lane HS (9-12)</b>	3003	# %	27 8.8%		2 .6%	3 1.0%	276 89.6%	308 100.0%
	3004	# %	22 100.0%		0 0.0%	0 0.0%	0 0.0%	22 100.0%
	9433	# %	4 100.0%		0 0.0%	0 0.0%	0 0.0%	4 100.0%
	Total	# %	53 15.9%		2 .6%	3 .9%	276 82.6%	334 100.0%

**Table A.3 (Continued)**

School Name	State Course Number		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
<b>John Overton HS (9-12)</b>	3003	# %	1 .4%			4 1.6%	242 98.0%	247 100.0%
	3013	# %	102 100.0%			0 0.0%	0 0.0%	102 100.0%
	3097	# %	130 90.9%			0 0.0%	13 9.1%	143 100.0%
	Total	# %	233 47.4%			4 .8%	255 51.8%	492 100.0%
<b>LEAD Academy (5-12)</b>	3003	# %					47 100.0%	47 100.0%
	Total	# %					47 100.0%	47 100.0%
<b>Maplewood HS (9-12)</b>	3003	# %	1 .6%			1 .6%	178 98.9%	180 100.0%
	9433	# %	6 100.0%			0 0.0%	0 0.0%	6 100.0%
	Total	# %	7 3.8%			1 .5%	178 95.7%	186 100.0%
<b>Martin Luther King, Jr. Magnet HS (7-12)</b>	3003	# %	0 0.0%				65 100.0%	65 100.0%
	3013	# %	114 100.0%				0 0.0%	114 100.0%
	Total	# %	114 63.7%				65 36.3%	179 100.0%
<b>McGavock HS (9-12)</b>	3003	# %	2 .4%	1 .2%		14 3.0%	448 96.3%	465 100.0%
	3013	# %	44 100.0%	0 0.0%		0 0.0%	0 0.0%	44 100.0%
	3097	# %	42 71.2%	0 0.0%		0 0.0%	17 28.8%	59 100.0%
	9433	# %	6 100.0%	0 0.0%		0 0.0%	0 0.0%	6 100.0%
	Total	# %	94 16.4%	1 .2%		14 2.4%	465 81.0%	574 100.0%
<b>Metro Nashville Virtual School (9-12)</b>	3003	# %					32 100.0%	32 100.0%
	Total	# %					32 100.0%	32 100.0%

**Table A.3 (Continued)**

School Name	State Course Number		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
<b>MNPS Middle College HS (10-12)</b>	3003	# %					19 100.0%	19 100.0%
	Total	# %					19 100.0%	19 100.0%
<b>Nashville Big Picture HS (9-12)</b>	3003	# %					43 100.0%	43 100.0%
	Total	# %					43 100.0%	43 100.0%
<b>Nashville School of the Arts (9-12)</b>	3003	# %	0 0.0%			1 .7%	134 99.3%	135 100.0%
	3013	# %	34 100.0%			0 0.0%	0 0.0%	34 100.0%
	Total	# %	34 20.1%			1 .6%	134 79.3%	169 100.0%
<b>Pearl-Cohn HS (9-12)</b>	3003	# %	3 2.0%			7 4.7%	138 93.2%	148 100.0%
	3013	# %	52 98.1%			0 0.0%	1 1.9%	53 100.0%
	3097	# %	25 43.9%			3 5.3%	29 50.9%	57 100.0%
	9433	# %	5 100.0%			0 0.0%	0 0.0%	5 100.0%
	Total	# %	85 32.3%			10 3.8%	168 63.9%	263 100.0%
<b>Stratford HS (9-12)</b>	3003	# %	1 .9%			4 3.7%	103 95.4%	108 100.0%
	9433	# %	1 100.0%			0 0.0%	0 0.0%	1 100.0%
	Total	# %	2 1.8%			4 3.7%	103 94.5%	109 100.0%
<b>The Academy at Hickory Hollow (11-12)</b>	3003	# %	1 11.1%				8 88.9%	9 100.0%
	Total	# %	1 11.1%				8 88.9%	9 100.0%
<b>The Academy at Opry Mills (11-12)</b>	3003	# %					5 100.0%	5 100.0%
	Total	# %					5 100.0%	5 100.0%

**Table A.3 (Continued)**

School Name	State Course Number		No EOC Document	Not in Summaries	Nullified	Absent	Valid Score	Total
<b>The Cohn School (8-10)</b>	3003	# %	3 6.4%			2 4.3%	42 89.4%	47 100.0%
	Total	# %	3 6.4%			2 4.3%	42 89.4%	47 100.0%
<b>Whites Creek HS (9-12)</b>	3003	# %	0 0.0%			2 1.4%	140 98.6%	142 100.0%
	3013	# %	31 100.0%			0 0.0%	0 0.0%	31 100.0%
	3097	# %	25 100.0%			0 0.0%	0 0.0%	25 100.0%
	9433	# %	5 100.0%			0 0.0%	0 0.0%	5 100.0%
	Total	# %	61 30.0%			2 1.0%	140 69.0%	203 100.0%