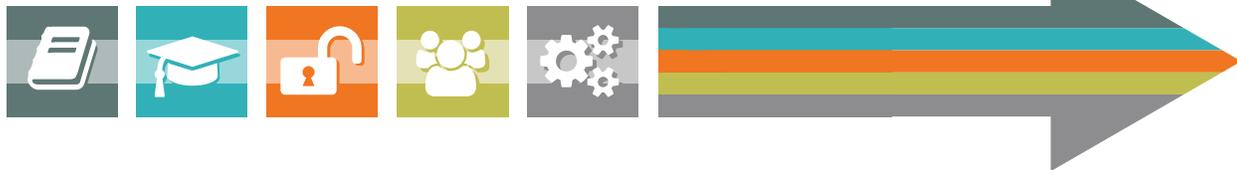


TENNESSEE SUCCEEDS



Strategies for Our Districts

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INTRODUCTION

At the start of the 2015–16 school year, the department laid out our goals for Tennessee’s students and what it will take to reach them. This strategic plan—called *Tennessee Succeeds*—aims to give a clear, overarching vision for what we believe are the most important strategies our state should undertake over the next several years to build strong schools.

Tennessee Succeeds outlines the critical components of the Tennessee Department of Education’s work that build on the educational foundation Tennessee has laid over the past several years. But we also want to ensure that you—our district and school leaders—understand our goals and priorities and have the ability to take the department’s work and make it your own. This document provides a set of proposed actions that will allow districts to best take advantage of the state’s ongoing initiatives in order to advance our shared goals.

Ultimately, we believe if our work is aligned around these similar elements, teaching will be strengthened, students will make progress, and we will achieve our joint vision for education in Tennessee.

OUR BIG GOALS

1 Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.



2 75 percent of Tennessee third graders will be **proficient in reading** by 2025.



3 The **average ACT composite score** in Tennessee will be a 21 by 2020.



4 The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

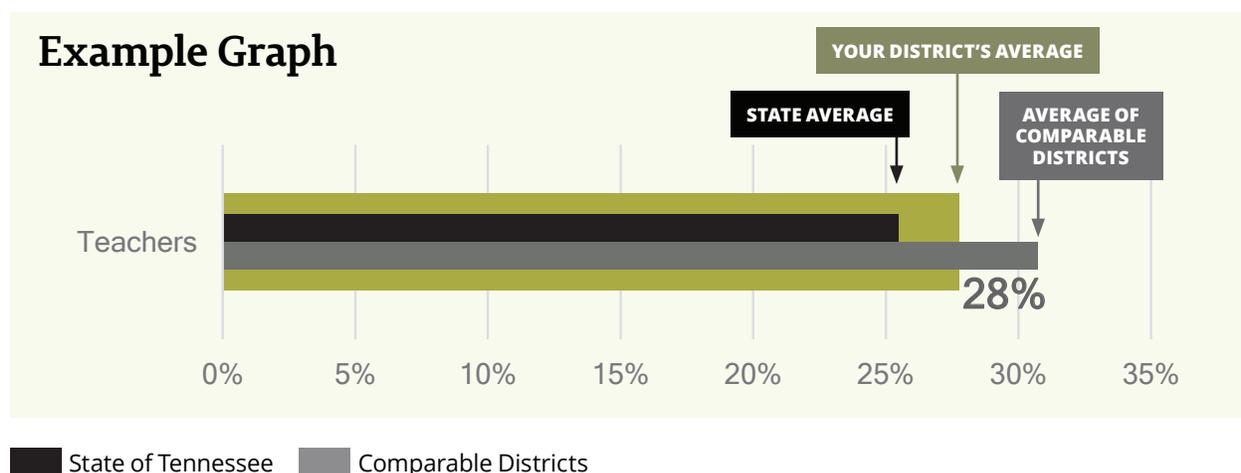


HOW TO USE THIS DOCUMENT

This is not a checklist. Instead, these are a series of targeted strategies that we believe will help move our schools towards greater levels of success. We want to share them with you to start the conversation with your teams, but we encourage you to determine what makes sense for your schools. We hope that now—and in the years to come—this guidance will contribute to informing your decisions on how to invest your time, energy, and resources.

Within each area of our state strategic plan, we have identified two district-level strategies that we believe will have the biggest impact in progressing the work in those respective areas. We have also included additional strategies you can take to go further. None of these efforts exist in a silo, so you will see overlapping strategies and connections that show how work in one area may benefit efforts in another. Each set of strategies is accompanied by a set of guiding questions and data to help ground your thinking. The metrics we show match the data we are tracking at the state level to gauge our state’s progress.

This document contains graphs that show your district’s and state averages, as well as the average of four comparable districts. The colored bar and numbered label are your district’s average, while the black and gray bars reflect the state’s and comparable districts’ average, respectively. In the example graph below, the district outperformed the state average, but performed below comparable districts. The comparable districts were chosen based on per pupil expenditure, student enrollment, and student demographics. The data for the individual averages of the comparable districts are show in the chart in the Data Appendix at the end of the document.



Throughout this document, we have noted where we are providing additional resources, training, guidance, and support. As we engage more with this work, in partnership with you, we expect to further increase our efforts and adjust as needed based on what we hear from you and what students and teachers are experiencing.

Note: This version of the District Strategies document only contains state-level data.





HOW WE ARE WORKING TOWARD OUR GOALS IN 2016–17



STANDARDS AND ASSESSMENT

We must continue our focus on **helping educators understand the full depth of our academic standards**—especially in the transition to new math and English language arts standards in 2017–18, and new science and social studies standards in subsequent years. This happens through **outcomes-focused training and resources** designed for district teams that connect standards to student work. These should be coupled with **aligned assessments and practice tools that give us better information for decision making at every level**—student, classroom, school, district, and state.



EARLY GRADES READING

We must ensure that **all of our students are reading proficiently every year** and that every child receives a rich literacy foundation from birth. That is the purpose of the state’s Read to be Ready campaign. This means we must better **prepare educator candidates** to teach reading in a way that integrates both knowledge- and skill-based competencies. It also requires **developing tools and data** to measure the effectiveness of early instruction and intervention practices. With that information as well as solid coaching and training, educators will be equipped to provide the **highest quality early learning opportunities** for our students.



CLEAR AND GUIDED PATHWAYS FOR STUDENTS

Students must be on clear and guided pathways that move them toward realizing their potential and the opportunities afforded through Tennessee Promise. This requires a **deliberate focus on student planning and engagement**—beginning in middle school—coupled with redefining the **role of the school counselor** to serve as an advisor and guide on college and career pathways. To ensure those pathways create opportunity for all students, we must focus on **rigorous and engaging coursework** that includes both early postsecondary opportunities and work-based learning experiences.

DISTRICT STRATEGIES

That Align with Tennessee Succeeds

FOCUS AREAS



Standards & Assessment

Continue to build teachers' understanding around the **new academic standards and associated instructional shifts** to set the expectation for critical thinking and the development of knowledge that sets all of our students on the path to success.

Support teachers' **transition to a new state assessment** through the use of aligned formative assessments while emphasizing that the best TNReady preparation is strong classroom instruction.



Early Foundations & Literacy

Incorporate TDOE's **Early Learning Model (ELM)** into your vision for early literacy success.

Support educators in **refining their teaching** through purposeful coaching.



High School & Bridge to Postsecondary

Adopt **new statewide definition of college- and career-readiness** and create student experiences in middle and high school to meet that vision.

Ensure you have a **diverse portfolio of early postsecondary and capstone opportunities** for students that are aligned with postsecondary and workplace opportunities.

SUPPORTING WORK



All Means All

Ensure the **best teachers** are in front of the most at-risk students **every day** by analyzing **teacher equity gap data** and acting on areas of concern.

Target **chronic absenteeism** and support school environments that **promote social and emotional learning**.



Educator Support

Improve the quality of feedback that teachers receive and their ability to act on this feedback by implementing strategies aimed at **re-envisioning in-school professional learning**.

Build your pipeline by developing **partnerships around educator preparation** and improving **leadership development and differentiation** of teacher roles, responsibilities, and salaries.



District Empowerment

Develop, communicate, and consistently review your **strategic, data-based vision** for your district's future.

Ensure you are establishing and continuously reviewing your strategic plan for **effective and efficient use of resources**.

EARLY FOUNDATIONS & LITERACY

QUESTIONS TO CONSIDER AS YOU REVIEW YOUR DATA AND PRACTICES

Are students learning to read while reading to learn? In other words, are students learning both foundational skills, such as how to decode and read fluently, alongside developing vocabulary and building knowledge?

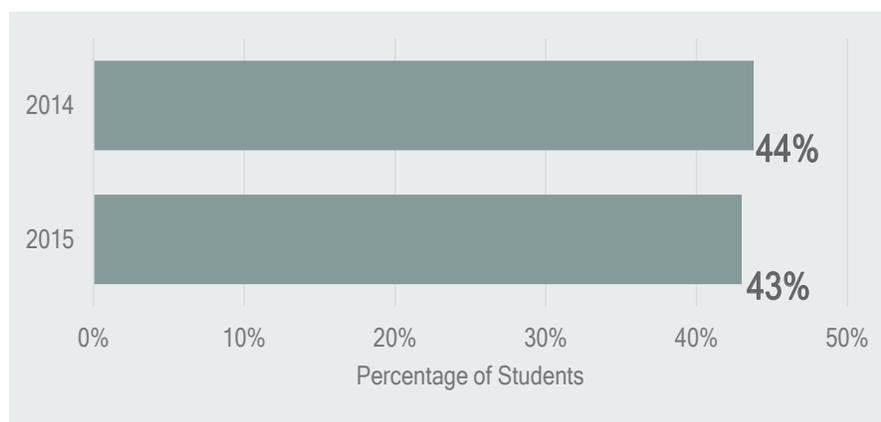
Are students reaching proficiency at crucial early literacy milestones?

What does reading instruction look like in your classrooms?

Are teachers receiving sufficient instructional guidance?

How are you obtaining and using additional teacher and student data to inform decisions in the classroom?

What percentage of Tennessee students are proficient or above in third grade ELA and is that percentage increasing over time?



For more information on the data presented, please see the Data Appendix.

Additional data to inform district and school decisions

→ Information on the skills and abilities of kindergarteners at the beginning of the year

Several schools and districts across Tennessee use screeners to provide information on where kindergarteners are when they enter the classroom at the beginning of the year. This year, TDOE is piloting a **Kindergarten Entry Inventory**, which will go statewide in 2017–18, that will give educators information on the starting skill set of their youngest students.

→ Information on the development of students before third grade

With the SAT10 phased out, TDOE has developed and is rolling out an optional **grade 2 assessment** in 2016–17 that will provide educators information on how their students are progressing before they enter third grade. The assessment is aligned to Tennessee standards and involves innovative new question types aimed to assess the full spectrum of literacy skills that second graders are expected to acquire by the end of the year.

→ Information on educator skills in early grades

The state is rolling out student growth **portfolio models for pre-K and kindergarten teachers** that will allow these educators to receive more personalized evaluations and feedback to continue to support and improve their effectiveness. First grade portfolio models are also available for implementation.

WHY IS EARLY FOUNDATIONS AND LITERACY CRITICAL?

By any measure, too many children in Tennessee struggle to read. Research shows that few students in Tennessee develop a solid foundation of strong decoding skills coupled with deep comprehension and knowledge, which hinders their ability to learn and grow in later grades. Integrated and comprehensive instruction in literacy can change that reality.

TOP AREAS FOR DISTRICT ACTION THIS YEAR

→ Incorporate TDOE's Early Learning Model (ELM) into your vision for early literacy success.

- Use the Early Literacy Council's definition of third grade reading proficiency to guide your work.
- Use department resources to show alignment and explain the "why" behind the early foundations and literacy work.
- Work with pre-K and kindergarten educators in implementing new portfolio models aligned with standards for teacher evaluation.
- Prepare schools for adoption of the Kindergarten Entry Inventory (KEI) in 2017-18 by using TDOE's communications resources to build educator, parent, and community understanding about the purpose of the KEI and what students will experience.
- Complement the ELM by adopting TDOE's grade 2 assessment to provide better information to your teachers and parents that will help ensure our younger students are developing and strengthening foundational literacy and math skills.

→ Support educators in refining their teaching through purposeful coaching.

- Participate in TDOE's Read to be Ready Coaching Network by sending at least one participant to TDOE's Read to be Ready coach training and working with CORE reading coach consultants who are providing targeted training.
- Send elementary leaders to TDOE's Integrated Leadership Course on connecting literacy initiatives with best practices of instructional coaches and on managing and supporting instructional coaches.
- Create additional opportunities for reading and literacy educators to collaborate with each other.
- Encourage pre-K through fourth grade teachers to attend TDOE's literacy-focused trainings, as they are available through the department and CORE consultants.

FOUNDATIONS

Standards

The instructional shifts in our academic standards set the expectation for a focus on critical thinking and the development of knowledge that sets our youngest students on the path to success.

Assessment

The development of a new, optional grade 2 assessment provides the state with a new tool to help inform instruction and decision-making.

Accountability

Portfolio models for pre-K and kindergarten teachers help strengthen the instructional feedback that early grades teachers receive within the teacher evaluation system.



HIGH SCHOOL & BRIDGE TO POSTSECONDARY

QUESTIONS TO CONSIDER AS YOU REVIEW YOUR DATA AND PRACTICES

Do you have a vision for what student readiness for college—meaning any form of postsecondary education—and career looks like in your district?

Are students achieving college- and career-ready milestones?

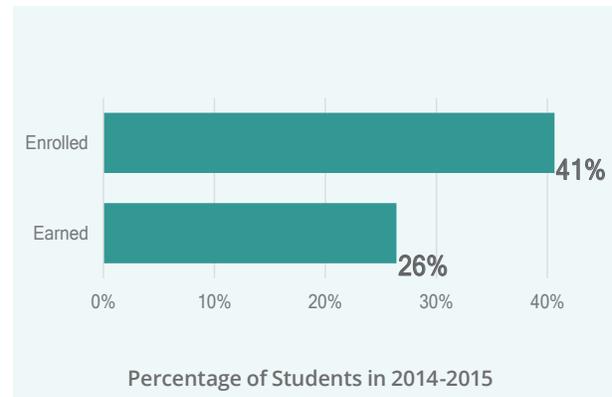
What capstone experiences are available in your district, and how are you appropriately advising students along intentional pathways?

What percentage of students are matriculating into postsecondary institutions after graduation?

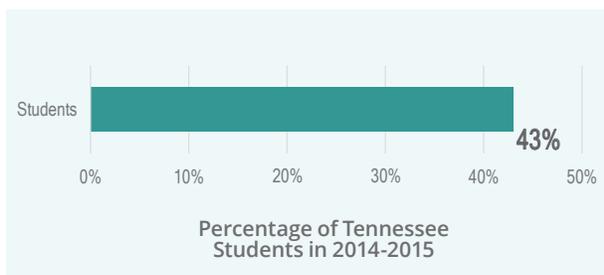
What are average Tennessee public school ACT scores by subject?



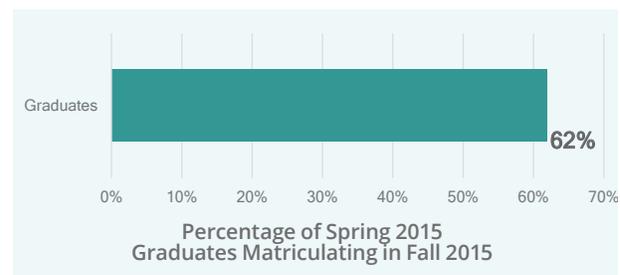
What percentage of Tennessee seniors graduate with early postsecondary credit hours?



What percentage of Tennessee students concentrate in CTE (earn three credits in a program of study or career cluster)?



What percentage of Tennessee students are matriculating into postsecondary institutions after graduation?



For more information on the data presented, please see the Data Appendix.

WHY IS HIGH SCHOOL AND BRIDGE TO POSTSECONDARY CRITICAL?

Too few students have access to (or participate in) coursework and real-world experiences that ready them for the next step after high school. If we increase early postsecondary, work-based learning, and industry certification opportunities for students in high school and create robust, career-aligned learning pathways, we can strengthen our overall workforce and economy, while increasing students' overall quality of life.

TOP AREAS FOR DISTRICT ACTION THIS YEAR

→ Adopt new statewide definition of college- and career-readiness and create student experiences in middle and high school to meet that vision.

- Require annually updated postsecondary and career counseling plans for *all* students beginning as early as seventh grade.
- Engage community, higher education, and business leaders to develop, promote, and achieve a career-ready workforce locally and regionally.
- Use feedback from additional databases to track how well students are successfully transitioning and progressing into and through postsecondary and the workforce.

→ Ensure you have a diverse portfolio of early postsecondary and capstone opportunities that are aligned with postsecondary and workplace opportunities.

- Increase the number of early postsecondary opportunities by increasing the different types of offerings made available to your students and encourage all students to participate in various early postsecondary opportunities.
- Supplement TDOE's promoted capstone opportunities—work-based learning, early postsecondary courses and exams, and industry certifications—by expanding local and regional partnerships among high schools, Tennessee Colleges of Applied Technology, community colleges, four-year institutions, and local businesses.
- Allocate district resources and/or seek out other public and private resources to offset any early postsecondary exam fees for students.

FOUNDATIONS

Standards

The instructional shifts in our academic standards set the expectation for a focus on critical thinking that matches our state's vision of postsecondary readiness.

Assessment

Our new state assessments go deeper to match the more rigorous college- and career-readiness standards, particularly through new integrated math questions and revamped writing assignments.

Accountability

The inclusion of the ACT in our district accountability model reaffirms our state's focus on supporting all students in taking the ACT.

ALL MEANS ALL

QUESTIONS TO CONSIDER AS YOU REVIEW YOUR DATA AND PRACTICES

Does your district have multi-tiered systems of support in place to meet the needs of all students—including those who need additional support and those who are ready to excel?

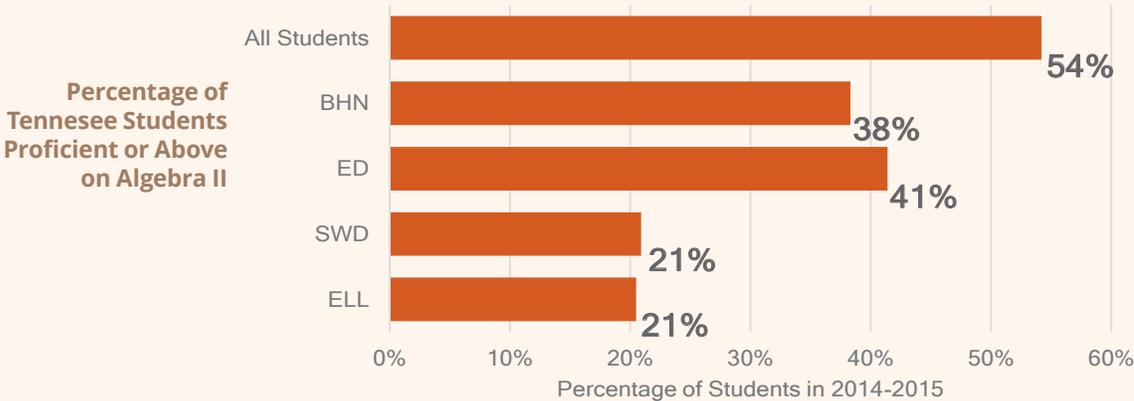
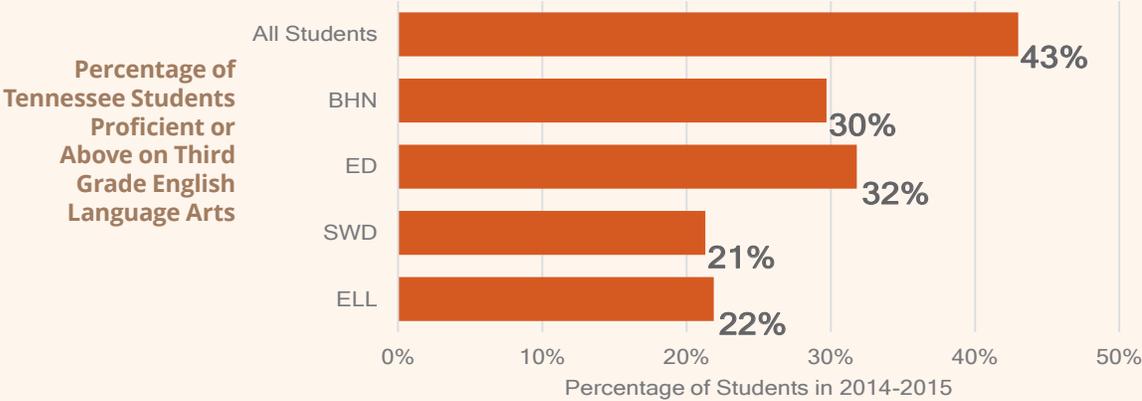
Are major subgroups reaching proficiency at comparable rates to their peers?

Do all students have access to effective teachers?

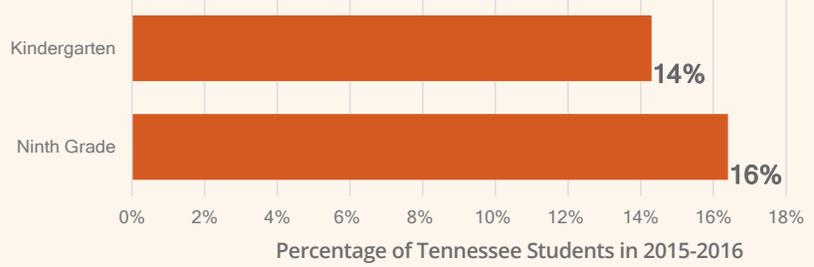
Are all students receiving effective non-academic support? What percentage of students are missing more than 10 percent of instructional days? Who are those students? What percentage of students are receiving suspensions and expulsions? Who are those students?

Are you sufficiently supporting schools with a substantial percentage of non-proficient students?

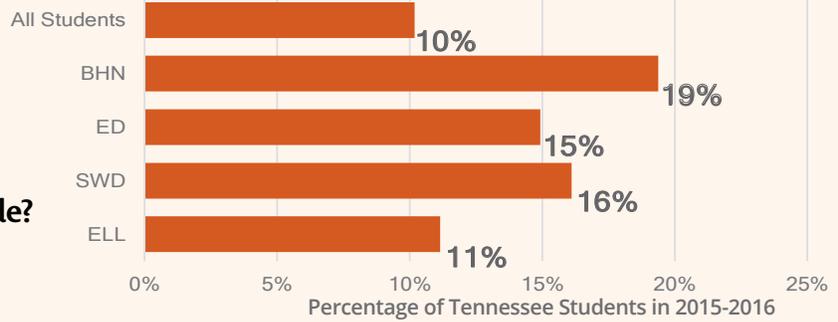
Are major subgroups reaching proficiency at comparable rates to their peers?



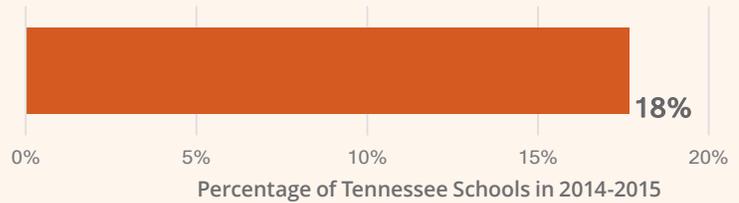
What percentage of students are chronically absent in kindergarten and in ninth grade?



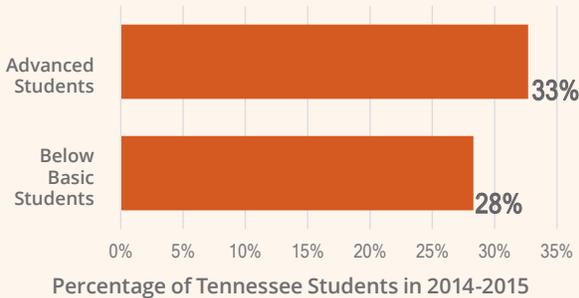
What percentage of students are receiving suspensions and expulsions in ninth grade?



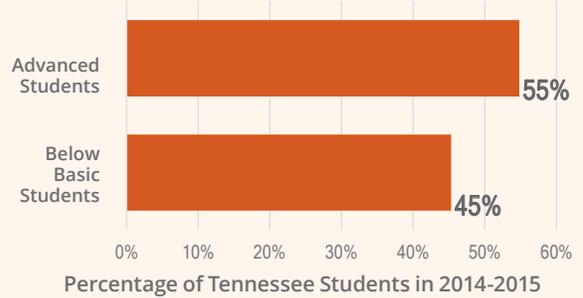
What percentage of schools have fewer than 4 in 10 students reaching proficiency benchmarks?



Are all students getting access to effective teachers in grades 4–8 English language arts?



Are all students getting access to effective teachers in grades 4–8 math?



WHY IS ALL MEANS ALL CRITICAL?

Tennessee continues to demonstrate large achievement gaps among students of different race and socioeconomic status. Research shows our lowest performing students are less likely to have access to our most effective teachers—and they miss more days of school than their peers. By increasing quality core instruction and intensive intervention supports, we can better support all students.

TOP AREAS FOR DISTRICT ACTION THIS YEAR

→ Ensure the **best teachers** are in front of the most at-risk students **every day** by analyzing teacher **equity gap data** and acting on areas of concern.

- Ensure all educators have a firm grasp of their academic standards and understand how those should be aligned to quality instruction that is differentiated to meet student needs.
- Participate in TDOE’s training on teacher equity gaps and take advantage of targeted assistance. Create short and long term plans to address teacher equity gaps.
- Align differentiated pay plans with the information provided in the human capital data reports to address supply, retention, and equity gap issues.
- Align ePlan Needs Assessment, funding streams, and district professional development/growth plans with the effectiveness information in data reports.

→ Target **chronic absenteeism** and support school environments that **promote social and emotional learning**.

- Use attendance data available at the district, building, and classroom levels to identify schools, grades and/or student groups in which kids are missing more than 10 percent of instructional days for any reason.
- Identify absentee issues early in the school year and address student/family supports that may be needed, including out-of-school concerns.
- Build school cultures where educators are continually collaborating and problem-solving to identify and support students’ individual needs by working with TDOE on effective implementation, evaluation, and refinement of multi-tiered systems of support through RTI², adopting RTI²-B to address non-academic behavior, and identifying opportunities for growth of the whole student.
- Build capacity to increase mental health awareness and access in schools and communities.

FOUNDATIONS

Standards

Our standards establish a strong academic foundation for all students’ growth.

Assessment

Multiple sources of data, including state tests and the universal screener for RTI², can identify additional ways to support growth for all students.

Accountability

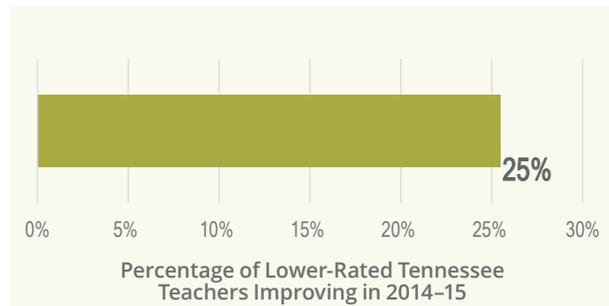
Under the Every Student Succeeds Act, our state will add a student support measure into the accountability system for schools and districts and increase the focus on supporting English learners within those frameworks.

EDUCATOR SUPPORT

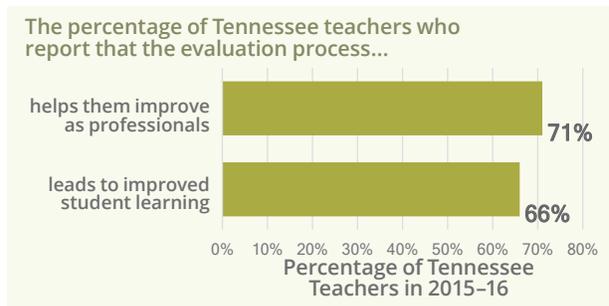
QUESTIONS TO CONSIDER AS YOU REVIEW YOUR DATA AND PRACTICES

- How are you recruiting, developing, and retaining an exceptional workforce?
- How are you attracting new teachers and filling teacher shortage gaps in your district?
- Are teachers receiving sufficient instructional guidance?
- Are teachers receiving sufficient career support?

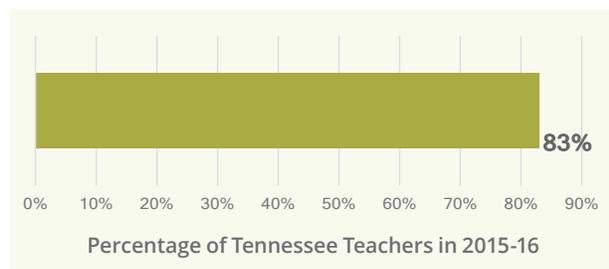
Are lower-rated Tennessee teachers improving over time?



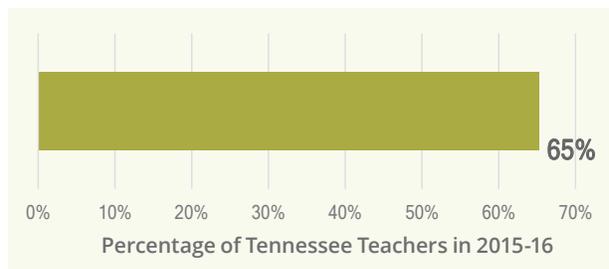
Do teachers feel that the evaluation process leads to instructional improvement?



Do Tennessee teachers report receiving support toward the achievement of long-term career goals?



Do teachers report that professional learning is targeted with specific suggestions and opportunities tailored to their individual needs?



For more information on the data presented, please see the Data Appendix.

WHY IS EDUCATOR SUPPORT CRITICAL?

Teachers report that professional learning is too often not useful to their practice. Stronger, more relevant and personalized professional learning that targets what teachers and leaders need can help them become more effective educators in the classroom.

TOP AREAS FOR DISTRICT ACTION THIS YEAR

→ Improve the quality of feedback that teachers receive and their ability to act on this feedback by implementing strategies aimed at re-envisioning in-school professional learning.

- Create feedback loops within the evaluation process to better support educators' development and utilize TDOE training to help support those efforts.
- Consider taking part in the Instructional Partnership initiative to effectively tap into the expertise within your school.
- Use data from the Tennessee Educator Survey to evaluate whether teachers say they are receiving useful feedback and have sufficient opportunities for collaboration.
- Employ TDOE's evaluation/planning rubric and evaluation results from TNCompass to guide decisions around selection of rigorous and differentiated professional learning opportunities.
- Make use of state portfolio models to improve the evaluation process for non-tested teachers.

→ Build your pipeline by developing partnerships around educator preparation and improving leadership development and differentiation of teacher roles, responsibilities, and salaries.

- Develop high-quality partnerships with Education Preparation Providers (EPPs) to learn and highlight best practices, facilitate connections, and develop a needs assessment for EPPs to better recognize what you are looking for—both for the immediate and longer-term future.
- Assist in developing regional Transformational Leadership Programs and help identify and support candidates for programs that exist (i.e., Governor's Academy for School Leadership).
- Join TDOE's Teacher Leader network, which includes guided facilitation for the development of a comprehensive Teacher Leader model for your district.

FOUNDATIONS

Standards

Most teachers in Tennessee have taken advantage of state trainings on shifts in state standards, providing a solid base for making crucial instructional changes.

Assessment

Our new TNReady assessment will provide better information on students' growth and mastery of the standards, and provide insight into ways educators can strengthen their practice year over year.

Accountability

After five years of statewide teacher evaluation, seven in ten teachers report that the teacher evaluation system in their school helps to improve their instructional practice and their students' learning.



DISTRICT EMPOWERMENT

WHY IS DISTRICT EMPOWERMENT CRITICAL?

Tennessee's progress represents the progress of all of our districts and schools. We can only take a leap forward if we are aligned in strategies that lead to a shared vision of improvement.

TOP AREAS FOR DISTRICT ACTION THIS YEAR

→ **Develop, communicate, and consistently review your strategic, data-based vision for your district's future.**

- Ensure your goals are aligned around your district's needs. Pay particular attention to the major focus areas of standards and assessments, early foundations and literacy, and high school and bridge to postsecondary, but without neglecting the work in the supporting areas.
- Take stock of the existing feedback sources—including accountability, human capital, heat map, and absenteeism data—and think about which to utilize and to better inform decisions at the district, school, and classroom level.
- Create routine checks on your vision to ensure you are growing in the right direction and your larger district and school communities are in sync.

→ **Ensure you are establishing and continuously reviewing your strategic plan for effective and efficient use of resources.**

- Continue to use ePlan as a tool to determine how to use resources more comprehensively and efficiently in planning focus areas and moving towards goals for the year.
 - Utilize TDOE district training and technical assistance to create comprehensive district plans through the use of the coordinated spending guide and focused needs assessment and continue to review these plans throughout the year
- Move out of budget silos, aligning resources to integrate district efforts and fund initiatives, with support from the TDOE in supporting optimal flexibility in the use of all available resources.
 - Utilize TDOE tools and guidance documents during the budget planning process in partnership with stakeholders.

FOUNDATIONS

Standards

Sending educators to training on the new standards and sharing what is changing with your families and students will lead to more seamless transitions to new standards.

Assessment

The new state assessment goes deeper to match the more rigorous college- and career-readiness standards and aligns to the instructional shifts teachers have been using. Communication with your families about the role of each assessment in your schools is key.

Accountability

Heat maps and reporting metrics identify areas of growth and areas of success. The transition to the new federal education law will lead to revisiting areas where the state can strengthen and build out its accountability frameworks for districts and schools.



NOW, YOU HAVE
THE OPPORTUNITY
TO **GO FURTHER.**

We know the strategies and ideas laid out in these pages may already feel like a tremendous amount of work. We also know the top strategies we outlined for 2016–17 may be ones you have already adopted, or they may not make sense for you to take on this year, or you may want to explore different avenues to reach our goals.

Our 146 districts in Tennessee are in 146 different places. As a state partner, we want to support a variety of different initiatives and let you pick the ones that make the most sense for your schools. We do believe the top areas for action we outlined in the earlier pages are where you should focus to best leverage your resources and maximize student achievement. But those are not an exhaustive list of strategies, and they do not encompass the multitude of supports that the state has provided or the range of initiatives that districts have taken on.

We want to be loose on means and tight on goals. The following Go Further section provides you with additional strategies and approaches to consider for each of the priority areas, some of which dig deeper into the top areas for action and some of which are new but related ideas. We believe that by adopting these strategies, you will accelerate the growth and achievement of your schools, teachers, and students—and ultimately be successful as a district leader.

EARLY FOUNDATIONS & LITERACY

- **Ensure all of our learners are developing strong literacy foundations and progressing, by providing supports to both those who need additional help and those who need additional challenges.**
 - Use data from the Response to Instruction and Intervention (RTI²) universal screener to help identify both students who may be at risk of falling behind as well as students who are able to accelerate in their learning.
 - Promote effective multi-tiered frameworks that provide high-quality instruction to all students and increasingly intensive support to students based on need.
 - Support inclusive practices by training teachers how to differentiate core instruction for at-risk learners and increase the percentage of children on IEPs who attend regular early childhood programs and receive the majority of their special education services in that setting.
- **Ensure our youngest learners have a solid foundation.**
 - Apply for Voluntary Pre-K funding.
 - Use TDOE's individualized family service plans, developmental assessments, and early childhood outcomes exit ratings to provide a smooth transition planning process for TEIS-eligible children.

CALENDAR OF AVAILABLE TRAININGS

Summer 2016 <i>(June–Aug.)</i>	Fall 2016 <i>(Sept.–Nov.)</i>	Winter 2016–17 <i>(Dec.–Feb.)</i>	Spring 2017 <i>(March–May)</i>	Summer 2017 <i>(June–Aug.)</i>
Regional Educator Summits/CORE Training Catalog (June–July)	SPDG Workshop Strand 1	Initial Standards Rollout Training for District Teams (Jan.)	Standards Rollout for District Teams	Early Learning Model Workshop for district teams
Read to be Ready Interactive Read Aloud Training (Aug.)	Read to be Ready Coaching Network Kickoff (Sept.)	SPDG Workshop Strand 1	SPDG Workshop Strand 1	Read to be Ready Training
Early Learning Model (KEI/Portfolio) Workshop for district teams (Aug.)	Early Learning Model Workshop for district teams (late Fall)	Read to be Ready Training	Early Learning Model (KEI/Portfolio) Workshop for district teams	
	Superintendent's Conference (Sept.)	PIE (Feb.)		
	LEAD (Oct.)			
Ongoing	Ongoing support of Regional Educator Summit/CORE Training Catalog Content	Reading Course	Read to be Ready Coaching for Participating Districts	TEAM Coaches support Early Learning Model



EARLY FOUNDATIONS AND LITERACY INITIATIVES

The diagram below describes Early Foundations and Literacy Initiatives for 2016–17, including trainings offered and additional resources and guidance available.

EARLY FOUNDATIONS AND LITERACY INITIATIVES		2016–17
TIER 1 INSTRUCTIONS	SPECIFIC STUDENT POPULATIONS' NEEDS	
<p>Trainings Available</p> <ul style="list-style-type: none"> – ELA and Math Standards Rollout – Content from Regional Educator Summits and CORE Training Catalog – Reading Course (Grades K-3 Instruction) – Tennessee Early Literacy Network (NICs) <p>Additional Resources/Guidance</p> <ul style="list-style-type: none"> – RTI² Manual with Revised Tier I Guidance – EPP Literacy Standards (preservice educators) 	<p>Trainings Available</p> <ul style="list-style-type: none"> – State Personnel Development Grant (SPDG) – English Learner (EL) modules in CORE Training Catalog – Reading Course (Grades K-3, 4-5, and 6-12 Intervention) – Differentiation and Scaffolding <p>Additional Resources/Guidance</p> <ul style="list-style-type: none"> – Read to be Ready Summer Reading Camps 	
EDUCATOR GROWTH AND PROFESSIONAL LEARNING	FORMATIVE AND SUMMATIVE ASSESSMENTS	
<p>Trainings Available</p> <ul style="list-style-type: none"> – Pre-K-K Portfolio Growth Model* – Read to be Ready Coaching Network – Instructional Partnership Initiative (IPI) <p>Additional Resources/Guidance</p> <ul style="list-style-type: none"> – Rubric for Interventionists* – PLC Guides and other publications from the Early Literacy Council 	<p>Trainings Available</p> <ul style="list-style-type: none"> – Kindergarten Entry Inventory (KEI) (please note that training on this topic is occurring in conjunction with training on the pre-K-K portfolio growth model under the title of “Early Learning Model” trainings) <p>Additional Resources/Guidance</p> <ul style="list-style-type: none"> – Optional Grade 2 Assessment – Read to be Ready Program Evaluation – WiDA ACCESS for ELs* 	

An asterisk (*) denotes a requirement for districts. All other initiatives are optional and should be selected based on alignment with district needs and priorities.

Bold font indicates initiatives that are new in the 2016–17 school year.

HIGH SCHOOL & BRIDGE TO POSTSECONDARY

→ Increase **ACT or SAT participation rates** and benchmark goals, paying particular attention to which students are meeting or missing those benchmarks.

- Create a culture among all schools in the district that ACT is essential for every student.
- Promote school-based goal-setting in coordination with the district's ACT accountability measure, and provide space for vertical collaboration on those goals among elementary, middle, and high school educators.
- Provide an opportunity for all educators to develop greater understanding of the ACT standards, which start in second grade.
- Share and use TDOE's best practices guides and additional resources to strengthen teacher knowledge of the complex texts on the ACT and demonstrate how to incorporate these types of skill-building into ongoing instruction.
- Utilize TDOE's ACT preparation course as a complement to other district-based and school-based options.
- Actively promote and facilitate student registration for the state's no-cost ACT retake initiative for first semester seniors this fall.
- Communicate and celebrate student participation rates, successes, and growth rates across all stakeholder groups.

→ Participate in local and regional collaboratives that will build seamless transitions for students from education to employment.

- Ensure secondary CTE programs of study are aligned to local and regional postsecondary offerings and industry/workforce needs.
- Join a regional collaborative as part of the state's Pathways Tennessee program.
- Become a member of a work-based learning professional learning community.

→ Support **comprehensive K-12 school counseling and student advising, with a strong focus on college and career readiness.**

- Remove non-counseling duties from school counselors' assignments to allow for more advisory time and student-specific service delivery.
- Provide opportunities for school counselors to participate in trainings on new counseling and career guidance standards.
- Help counselors ensure that all students create CollegeforTN.org profiles in middle school, and encourage counselors to meet with students and families starting in middle school to discuss potential career pathways and what is needed academically, technically, and employability to achieve desired pathways, utilizing student plans and other resources.
- Empower counselors to coordinate and utilize non-profit and mentorship program activities for their school and/or district (e.g., TN Promise, Advise TN) to enhance their comprehensive student advising program.

ALL MEANS ALL

→ Turn around the lowest performing schools.

- Work with the TDOE, as appropriate, on identification of needs and school-level turnaround planning.
- Use U.S. Department of Education’s turnaround principles in each Priority School, and work with TDOE on turnaround strategies moving forward during the 2017–18 transition to the new federal education law, the Every Student Succeeds Act (ESSA).
- Ensure the most effective principals and school operators—district, charter or contract—are leading the turnaround of each struggling school.
 - Give leaders broad autonomy, rigorous accountability for student growth and achievement, and priority access to the talent, funding, and teacher and family support services they need to accomplish their goals.
 - Encourage iZone/district School Improvement leadership teams to participate in School Improvement Leadership Convenings.
 - Provide the opportunity for Priority Schools’ principals to participate in the TDOE Turnaround Principal Cohort during their first year in a turnaround setting.
- Partner with iZones and the Achievement School District to learn their promising practices of school turnaround and create positive conversations about the purpose of school turnaround in strengthening student achievement.
 - Learn from and share promising practices across the district.
- Seek thoughtful partnership and resources from the Achievement School District on operator authorization, accountability and monitoring of student and family rights during school turnaround planning and implementation.
 - As appropriate, partner with TDOE’s Achievement School District to improve services to students in Priority Schools that are not under the management of the Achievement School District.

→ Renew focus on supporting English learners.

- Collaborate with the TDOE on the development of a comprehensive framework to improve instruction for English learners and professional development opportunities for districts.
- Work with TDOE regional English learner consultants to support educator development.
- Join TDOE outreach sessions with stakeholder groups and districts to determine how to more meaningfully improve instructional practices and incorporate English learner students into accountability systems.



EDUCATOR SUPPORT

→ **Use Human Capital Reports to inform strategic personnel decisions.**

- Share human capital data among your core team and with your school leaders to empower them to learn where your most effective educators are located and where educators are growing, and to discuss how you can strengthen your educator network.
- Align existing work streams, such as those in ePlan and the teacher equity plan, as well as funding with your strategic plan to support district and educator growth.

→ **Continue support of special education teachers.**

- Work with TDOE to ensure educators understand the new intervention endorsement licensure for special education.
- Partner with EPPs through the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) grant to improve programming for educators to better teach at-risk students and students with disabilities.
- Send general education teachers, special education teachers, and administrators to instructionally focused training from special populations staff, including TDOE-sponsored trainings on the RTI² academic and behavioral framework as well as trainings supported through the State Personnel Development Grant (SPDG) activities in selected districts.
 - If appropriate, TDOE will provide Instructionally Appropriate Individualized Education Program training to districts based on needs intervention status and through regional communities of practice.
- Encourage speech-language therapist and special education teachers to use TDOE-developed tools, resources, and training on communication devices and assistive technology.
- Support attendance at professional learning community (PLC) opportunities in each CORE region that focus on improving instruction for students with disabilities.
- Encourage middle and secondary special education teachers to access the Tennessee Transition Blueprint on transitionTN.org to increase knowledge of evidenced-based transition practices that lead to creating pathways for postsecondary success.

DISTRICT EMPOWERMENT

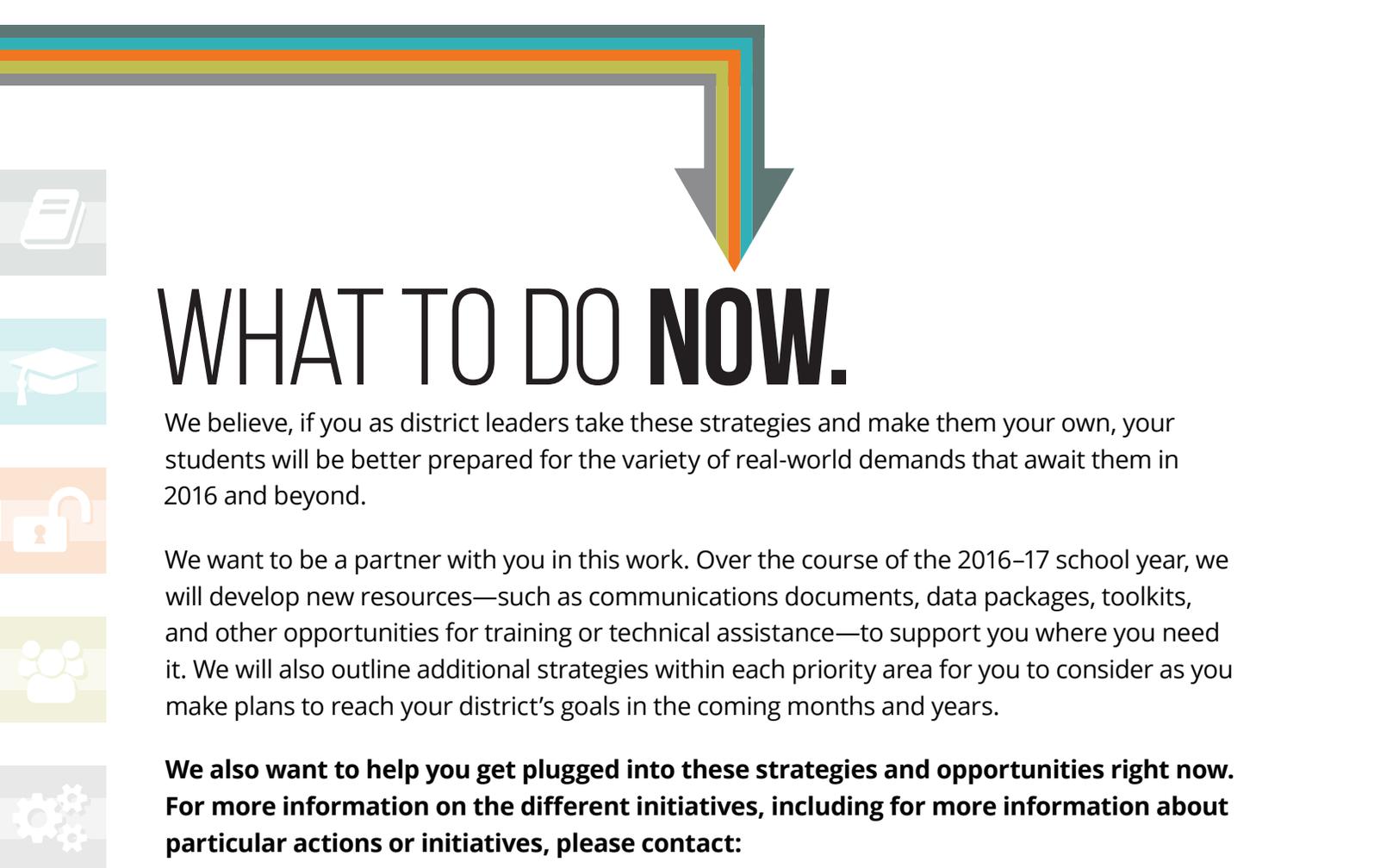
→ Create opportunities for personalized and differentiated learning for students and teachers.

- Offer programs that provide gifted and advanced students an opportunity to accelerate their learning, such as TDOE's online Algebra I course, which uses the principles of personalized learning and blended learning environments.
 - TDOE will offer Algebra I as a supplemental program in pilot classrooms in fall 2016; it will be available to all districts in fall 2017 if research supports expansion.
 - TDOE will develop and deploy content for teacher training on effective use of online coursework beginning with and aligned to the Algebra I supplemental pilot.
- Consider piloting the competency-based diploma option.
 - TDOE will work with a pilot of 10 to 15 innovative high schools beginning in 2017-18 to provide a competency-based diploma that would allow students to move through high school at their own pace—faster or slower—while providing greater access to early postsecondary opportunities.
- Offer teachers an opportunity to participate in TDOE's micro-credentialing pilot to support mastery of specific skills (e.g. thinking, problem-solving, and questioning) beginning in 2017-18.

→ Support new tools that enhance teaching.

- Encourage educators to use the new data dashboard—called ImpactTN—which will give teachers easy access to student specific data to help inform instructional decision-making.
 - TDOE will provide training and development for maximum potential usability of the data dashboard by district leadership and educators to inform and personalize instruction.
- Access affordable computer and tablet devices, technology support, and Internet services through TDOE's state contract options.
- Pilot TDOE's predictive analytics dashboard prototype with your educators and provide feedback that TDOE will use to inform tool improvements.





WHAT TO DO **NOW.**

We believe, if you as district leaders take these strategies and make them your own, your students will be better prepared for the variety of real-world demands that await them in 2016 and beyond.

We want to be a partner with you in this work. Over the course of the 2016–17 school year, we will develop new resources—such as communications documents, data packages, toolkits, and other opportunities for training or technical assistance—to support you where you need it. We will also outline additional strategies within each priority area for you to consider as you make plans to reach your district’s goals in the coming months and years.

We also want to help you get plugged into these strategies and opportunities right now. For more information on the different initiatives, including for more information about particular actions or initiatives, please contact:



STANDARDS & ASSESSMENT

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EARLY FOUNDATIONS & LITERACY

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HIGH SCHOOL & BRIDGE TO POSTSECONDARY

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ALL MEANS ALL

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EDUCATOR SUPPORT

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DISTRICT EMPOWERMENT

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Deputy Commissioner and Chief Operations Officer

You can also reach out to your Center of Regional Excellence (CORE) office contact or Meghan Curran, executive director of CORE, at meghan.curran@tn.gov to talk through how these strategies best apply to your district given your unique circumstances and data.

DATA APPENDIX

Prompt	State
Early Foundations and Literacy	
Percentage of students who were proficient or above in third grade ELA in 2014	44%
Percentage of students who were proficient or above in third grade ELA in 2015	43%
High School and Bridge to Postsecondary	
Average ACT Composite Score	19.4
Average ACT English Score	19.0
Average ACT Math Score	18.9
Average ACT Reading Score	19.7
Average ACT Science Score	19.5
Percentage of students who concentrate in CTE	43%
Percentage of seniors graduate who enrolled in early postsecondary credit hours	41%
Percentage of seniors graduate who earned early postsecondary credit hours	26%
Percentage of students matriculating into postsecondary institutions after graduation	62%

DATA APPENDIX

Prompt	State
All Means All	
Percentage of students who are proficient or above in third grade ELA	43%
Percentage of Black, Hispanic, and Native American students who are proficient or above in third grade ELA	30%
Percentage of Economically-Disadvantaged students who are proficient or above in third grade ELA	32%
Percentage of Students with Disabilities who are proficient or above in third grade ELA	21%
Percentage of English Learners who are proficient or above in third grade ELA	22%
Percentage of students who are proficient or above in Algebra II	54%
Percentage of Black, Hispanic, and Native American students who are proficient or above in Algebra II	38%
Percentage of Economically-Disadvantaged students who are proficient or above in Algebra II	41%

DATA APPENDIX

Prompt	State
Percentage of Students with Disabilities who are proficient or above in Algebra II	21%
Percentage of English Learners who are proficient or above in Algebra II	21%
Percentage of Below Basic students with access to Highly Effective Teachers in Grades 4-8 Math	45%
Percentage of Advanced students with access to Highly Effective Teachers in Grades 4-8 Math	55%
Percentage of Below Basic students with access to Highly Effective Teachers in Grades 4-8 ELA	28%
Percentage of Advanced students with access to Highly Effective Teachers in Grades 4-8 ELA	33%
Percentage of students who are chronically absent in 9th grade	16%
Percentage of students who are chronically absent in Kindergarten	14%
Percentage of students who receive suspensions or expulsions in 9th grade	10%

DATA APPENDIX

Prompt	State
Percentage of Black, Hispanic, and Native American students who receive suspensions or expulsions in 9th grade	19%
Percentage of Economically-Disadvantaged students who receive suspensions or expulsions in 9th grade	15%
Percentage of Students with Disabilities who receive suspensions or expulsions in 9th grade	16%
Percentage of English Learners who receive suspensions or expulsions in 9th grade	11%
Percentage of Schools with fewer than 4 in 10 teachers reaching proficiency benchmarks	18%
Educator Support	
Percentage of teachers with TVAAS of one or two who achieve a three or above in the following year	25%
Percentage of teachers who report that the evaluation process leads to improved student learning	66%

DATA APPENDIX

Prompt	State
Percentage of teachers who report that the evaluation process helps them improve as professionals	71%
Percentage of teachers who report that professional learning is targeted with specific suggestions and opportunities tailored to their individual needs	65%
Percentage of teachers who report receiving support toward the achievement of long-term career goals	83%

DATA SOURCES

DATA PROMPT	DATA SOURCE
Early Foundations and Literacy	
What percentage of Tennessee students are proficient or above in third grade ELA and is that percentage increasing over time?	State and district-level numeric accountability files.
High School and Bridge to Postsecondary	
What are the average ACT scores for students?	State and district-level files sent from ACT. The average ACT scores reflect the last, but not necessarily the highest, score that the student achieved.
What percentage of seniors graduate with early postsecondary credits hours? ... <i>Enrolled</i>	Student-level course data collected through EIS with the assumption that a student needed to be enrolled in the course for a minimum of six weeks to be considered in the class. The data is indicative of the enrollment of the most recent graduating cohort throughout their high school career.
What percentage of seniors graduate with early postsecondary credits hours? ... <i>Earned</i>	<p><i>AP</i> – Student-level data is obtained from College Board and a student is considered to have earned the credit if the student scored a three or higher on the AP exam (or higher than the course-specific level based on TBR rules (citation: https://www.tbr.edu/cc/common-ap-and-clep-test-standards)).</p> <p><i>Dual Enrollment</i> – Student-level data is obtained through the Tennessee Longitudinal Data System (TLDS) in partnership with the Tennessee Higher Education Commission (THEC).</p> <p><i>Dual Credit</i> – A student is considered to have earned credit if the student passes the Challenge exam. Student-level data is obtained from the Early Postsecondary Data System.</p>
What percentage of students concentrate in CTE (earn three credits in a program of study or career cluster)?	Education Information System (EIS) confirmed with eTiger.
What percentage of students are matriculating into postsecondary institutions after graduation?	Student-level data is obtained through the Tennessee Longitudinal Data System (TLDS) in partnership with the Tennessee Higher Education Commission (THEC).

DATA SOURCES

All Means All	
Are major subgroups reaching proficiency at comparable rates to their peers? ... <i>Percentage Proficient or Above in third Grade ELA</i>	State and district-level numeric accountability files.
Are major subgroups reaching proficiency at comparable rates to their peers? ... <i>Percentage Proficient or Above in Algebra II</i>	State and district-level numeric accountability files.
What percentage of students are chronically absent in kindergarten and in ninth grade?	Education Information System (EIS). A district had to have at least 10 students in each subgroup to have data for that subgroup.
What percentage of students are receiving suspensions and expulsions in ninth grade?	Education Information System (EIS). Data for subgroups are only shown if there are at least 10 students in the subgroup in the district.
How many schools have fewer than 4 in 10 students reaching proficiency benchmarks?	Data is derived from the school success rates as calculated for accountability. A school is flagged if the school's success rate is less than or equal to 40%.
Are all students getting access to effective teachers?	Highly effective teachers are those who had a prior-year TVAAS level of 4 or 5. Student proficiency levels are based on the student's performance at the end of the previous year. The district must have at least 6 highly effective teachers, 10 students who scored below basic in the prior year, and 10 students who scored advanced in the prior year for the gap to be calculated at the district-level.
Educator Support	
Are lower-rated teachers improving over time?	This calculation reflects the percentage of teachers with TVAAS level 1 or 2 (in 2013–2014) who improved to a level 3 or better (in 2014–2015). Teachers had to have a TVAAS-score for both years to be included in the calculation.
Do teachers feel that the evaluation process leads to instructional improvement?	Data is from the TN Educator Survey administered in the spring of each school year. The district must have at least 45% of its teacher respond to the survey and at least 10 teachers for the response of the teachers in the school to be reported at a district level.
Do teachers report receiving support toward the achievement of long-term career goals?	Data is from the TN Educator Survey administered in the spring of each school year. The district must have at least 45% of its teacher respond to the survey and at least 10 teachers for the response of the teachers in the school to be reported at a district level.
Do teachers report that professional learning is targeted with specific suggestions and opportunities tailored to their individual needs?	Data is from the TN Educator Survey administered in the spring of each school year. The district must have at least 45% of its teacher respond to the survey and at least 10 teachers for the response of the teachers in the school to be reported at a district level.

