



Department of  
**Education**

# Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) Schools Resource Guide

Tennessee Department of Education | Updated August 2019

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# Overview

This resource guide is designed to support schools identified for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). TSI and ATSI schools are charged with creating a focused and specific plan of improvement to improve student outcomes for all students and student groups. This guide will support the development of that improvement plan in two ways. First, the resource guide provides a comprehensive diagnostic tool that schools can use to assess their implementation of best practices to support student groups. Second, the guide contains a listing of key resources developed by the department that support these best practices.

The department is committed to prioritizing equitable outcomes and success for all students. As part of this commitment, the division of school improvement (DSI), Centers of Regional Excellence (CORE), the division of federal programs and oversight (FPO), and other divisions within the department will provide resources and opportunities to support TSI and ATSI schools in their efforts to improve student outcomes.

## School Identification and Designation

The federal Every Student Succeeds Act (ESSA) requires the department to identify those schools with the lowest performance across accountability indicators and student groups.

### ***Targeted Support and Improvement***

- Identified annually starting in 2019
- Must have at least one student group with both of the following:
  - Data for all accountability indicators
  - An accountability score in the bottom five percent for that student group

### ***Additional Targeted Support and Improvement***

- ATSI schools are a subset of TSI schools
- Identified in 2018, 2019, and then thereafter in sync with Priority designations in 2021
- ATSI schools:
  - are identified for TSI, and
  - have one or more TSI student groups that, if considered as schools on their own, would be Priority schools

# How to Use This Resource Guide

The resource guide was created to support the school planning process, with a specific lens of ensuring the identified student group is reflected in the needs assessment and aligned strategies. TSI and ATSI schools and districts are encouraged to use the guide to help refine their school plans and support improvement with identified student groups.

The resource guide is organized into three major sections:

- [Economically Disadvantaged Student Group and Racial Student Groups](#)
- [English Learners Student Group](#)
- [Students with Disabilities Student Group](#)

School planning teams should refer to the appropriate major section based on the school's designation(s). Schools with multiple designations may need to prioritize based on the school determining if it should take a whole school approach, a designated student group approach, or a combination of both.

Each major section is then organized into three subparts:

- Review current practices using the diagnostic tool's guiding questions.
- Assess implementation of these practices using the diagnostic tool's self-assessment.
- Determine strategies for improvement using the department resources under each major section.

## ***Evidence-Based Requirement***

The Every Student Succeeds Act (ESSA) requires that schools identified for improvement must implement strategies that have resulted in positive student outcomes. The three applicable tiers of evidence-based criteria<sup>1</sup> for strategies funded with Title I, Part A School Improvement are:

- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies
- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias)

[IES Clearinghouse](#) and [ESSA Evidence](#) are two of the main locations for evidence. Districts should ensure that the selected strategy aligns with the needs of the school and identified student groups—as determined by the needs assessment and additional data review—and are implemented as directed by evidence.

Strategies listed in this resource guide that have are known to have available Tier 1, 2, or 3 evidence have been highlighted in red. Please note these highlights are not exhaustive.

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<sup>1</sup> <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusseinvestment.pdf>

Research is in the process of catching up to the implementation of strategies such as supports for English learners, RTI<sup>2</sup>, and mental health and wellness.

Strategies funded with Title I, Part A School Improvement can meet Tier 4 – Demonstrates a Rationale:

- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

### ***Prior to Utilizing Resource Guide***

Prior to utilizing this resource guide, schools should utilize the data in InformTN and additional data available to the school to conduct an in-depth needs assessment, thinking about all students, and digging deeper into the identified student group. The school should conduct a root cause analysis and then use the review of current practices to determine which strategy to implement, continue, or change based on the identified root cause. Please reach out to your regional CORE office for support on planning, conducting a root cause analysis, and utilizing the resource guide to identify strategies.

### ***Action 1: Review Current Practices Using the Guiding Questions***

Based on the school's ATSI/TSI designation, school planning teams will review their needs assessment and disaggregated data. As they disaggregate the data, teams can review the key practices to assess current areas of strength and challenges with the outcomes of particular student groups. The practices listed in this guide do not represent an exhaustive list.

Next, school planning teams can utilize the guiding questions to facilitate a discussion about the current implementation and effectiveness of these practices. The guiding questions are a starting point for discussion, and along with other relevant data and local context, they can inform the self-assessment in the next section.

### ***Action 2: Assess Implementation of Practices Using the Self-Assessment***

Under each practice is a self-assessment section that consists of a number of implementation indicators. These indicators are school-wide actions, policies, and/or processes that schools can implement and monitor to address student needs. Again, these are suggested indicators and not an exhaustive list. School planning teams can then self-score (on a scale of 1 to 4) each indicator to evaluate how effectively and comprehensively the school is implementing these indicators. The self-scoring scale is defined as:

1. The action is not yet in place.
2. The action is sometimes in place or at the beginning stages.
3. The action is mostly in place or fairly embedded.
4. The action is well-established and embedded.

For the purpose of this guide, school administrators are defined as principals, assistant principals, deans, and other staff that have administrative responsibilities. Instructional staff are defined as teachers (general and special education), education/teaching assistants, instructional coaches, interventionists, and other staff that provide instruction to students. School staff are defined as

school administrators, instructional staff, guidance counselors, social workers, nurses, and any other staff who work in the school.

Based on the summative scores for each practice and other relevant school data, school planning teams may choose to identify priority areas to address in the school improvement plan. Schools are encouraged to develop a focused and small list of practices to prioritize in their school improvement plans.

A full, stand-alone self-assessment that includes all student groups is located in the [Appendix](#) and provides easily printable version for school planning team use.

### ***Action 3: Determine Strategies for Improvement***

After school planning teams have determined priority areas, they may use the resources section to develop strategies and action steps for their improvement plan and/or identify opportunities to enhance implementation of the plan. The department is committed to supporting equitable outcomes for all students and has published a variety of research-based frameworks, guides, and resources to improve student outcomes. The resource section is located after the self-assessment at the end of each major section and is organized by practice.



# Economically Disadvantaged Student Group and Racial Student Groups

## ***Diagnostic Tool***

The Economically Disadvantaged (ED) student group and racial student groups' diagnostic tool identifies six practices to improve student outcomes. It is suggested that school planning teams review the key practices and use the guiding questions to help facilitate a discussion to determine how effectively and comprehensively the school is implementing these practices. Then, school planning teams will calculate a score using the 1-4 scoring scale based on the discussions and tally the total score to help identify priority areas to address in the school improvement plan. A consolidated self-assessment for all the key practices may be found in [Appendix A](#).

## **Implementation of a Multi-Tiered System of Support (MTSS)**

MTSS is an evidence-based framework integrating practices, programs, and interventions in order to meet students' needs both within an individual classroom and across the school building. The MTSS framework includes academic and non-academic supports that utilize school data to identify students and tailor programming to meet their needs. The four components of effective MTSS Tier I practices include: school climate and connectedness, engaging academic instruction, social and personal competence, and health and wellness. Implementing a comprehensive MTSS framework with fidelity can improve academics and school climate, decrease the disproportionate use of discipline for certain student groups, and reduce chronic absenteeism.

## **Practice 1: Promote a Positive School Climate**

School staff implement a MTSS that provides a positive school culture of high expectations and accountability as well as an environment where educators, students, and families are physically and emotionally safe and valued.

## **Guiding Questions**

1. In what ways does the school ensure there is a positive school culture for all students and families, especially those who are economically disadvantaged or from historically underserved student groups? How is school climate data used to improve the school culture?
2. How is the school staff engaged in planning, implementing, and promoting a positive school climate of high expectations and accountability that aligns to the [Tennessee School Climate model](#)?
3. In what ways is the school addressing chronically out-of-school and discipline data? What social and academic inclusionary practices are in place?
4. In what ways are school staff trained in Adverse Childhood Experiences (ACEs) and trauma-informed classroom strategies (e.g., respond vs. react, use discipline to teach not punish, supportive relationships)?
5. How are students and families proactively engaged to support positive school culture efforts?

## ***Economically Disadvantaged Student Group and Racial Student Groups***

### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Promote a Positive School Climate Indicators	Rating
School staff, students, and families have developed and implemented a shared vision and system for high expectations and accountability.	
All school staff are trained and supported in developing, implementing, and monitoring the key components of the <a href="#">Tennessee School Climate Model</a> .	
The school has well-established policies and regular procedures to monitor and track student attendance and uses these to identify possible barriers that inhibit student attendance as well as family engagement in school.	
School staff have received professional development in trauma-informed strategies such as ACEs.	
The school consistently collects feedback (e.g., surveys, focus groups) from all key stakeholders to incorporate this feedback in the school improvement plan and proactively address student challenges.	
<b>Total Score</b>	

### **Practice 2: Ensure High-Quality Core Instruction**

All students receive high-quality core instruction that is aligned to state standards and expectations.

#### **Guiding Questions**

1. In what ways does the school ensure curriculum, instruction, and assessments are aligned with state standards and grade-level expectations?
2. How is the instructional staff supported in planning and assessing student learning both formatively and summatively on a consistent basis?
3. How is instructional staff trained and engaged in an ongoing cycle of planning, teaching, analyzing, and adjusting their Tier I instruction?
4. How does the school ensure instructional staff have access to high-quality instructional materials and receive training to utilize these materials appropriately?
5. In addition to a formal evaluation process, how does the school use structures such as collaborative planning, walkthroughs, and coaching to develop appropriate professional learning opportunities and improve instruction?
6. In what ways are students regularly engaged in quality reading, writing, listening, and speaking throughout the day?

### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |



### ***Economically Disadvantaged Student Group and Racial Student Groups***

<b>Ensure High-Quality Core Instruction Indicators</b>	<b>Rating</b>
All instructional staff participate in systematic processes (e.g., aligned walkthrough tools, instructional rounds, lesson plan review, and PLCs) to evaluate and monitor both their own and their peers' core instruction so that classroom instruction can be adjusted quickly and appropriately as needed.	
School staff carry out effective processes and procedures to administer formative assessments, identify gaps in student learning, and adjust classroom instruction accordingly.	
A high quality curriculum has been implemented.	
All instructional staff have access to and receive adequate training to use high-quality instructional materials that are approved by the State Board of Education and aligned to state standards.	
All instructional staff can effectively differentiate instruction so that it is aligned to student development and learning needs.	
All students are engaged in high-quality disciplinary literacy practices as specified in Tennessee academic standards every day.	
<b>Total Score</b>	

### **Practice 3: Implement Response to Instruction and Intervention (RTI<sup>2</sup>) Effectively**

All students, especially those in the identified student groups, receive high-quality and timely intervention and/or enrichment supports.

#### **Guiding Questions**

1. What are the system and process to determine which instructional staff teach Tier II and III interventions, and how are they assigned to specific tiers of interventions?
2. What are the system and process to determine which instructional staff teach enrichment activities, and how are they assigned to these activities?
3. How effectively has instructional staff been trained and supported to implement and assess Tier II and III interventions and enrichment activities?
4. What is the process for school staff to review data to determine whether student needs are being adequately addressed?
5. How is the effectiveness of RTI<sup>2</sup> monitored? Is RTI<sup>2</sup> adjusted regularly and consistently as a result of this collected data?

#### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

## ***Economically Disadvantaged Student Group and Racial Student Groups***

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Implement RTI <sup>2</sup> Effectively Indicators	Rating
The school has an established system, processes, and procedures for assigning the most effective instructional staff to students most in need of academic intervention.	
The school schedule supports the effective implementation of the RTI <sup>2</sup> framework, especially for students in need of the most intensive interventions.	
All instructional staff have been consistently trained and supported to implement and assess both interventions and enrichment activities.	
School staff effectively implement and monitor the implementation of the RTI <sup>2</sup> framework and provide flexible and more intensive levels of support based on students' needs.	
School staff effectively execute a progress monitoring system that regularly and consistently informs instructional practices at the individual student level.	
<b>Total Score</b>	

### **Practice 4: Implement Positive Behavioral Supports Effectively**

The school staff implements a MTSS that employs positive behavioral supports effectively to decrease chronic absenteeism and behavior referrals and promotes a positive school culture.

#### **Guiding Questions**

1. In what ways is school staff trained to develop and implement positive behavioral supports especially as it relates to students in racial groups and/or students who are economically disadvantaged?
2. How are behavioral expectations for students developed, communicated, monitored, and enforced across the school?
3. How does the school staff review discipline data to improve student academic outcomes and ensure that students in racial groups and/or students who are economically disadvantaged are not disciplined at disproportionately higher rates?
4. How are students and families proactively engaged in advising school administrators on discipline policy and procedures?

#### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Implement Positive Behavioral Supports Effectively Indicators	Rating
School staff, students, and families have designed a tiered positive behavioral support system that provides appropriate behavioral supports to promote a positive and inclusive school culture.	
Classroom and school-wide behavior expectations for staff and students are clearly defined, communicated, visually displayed throughout the school, and consistently enforced.	

## ***Economically Disadvantaged Student Group and Racial Student Groups***

<b>Implement Positive Behavioral Supports Effectively Indicators</b>	<b>Rating</b>
School staff routinely review school climate, discipline, attendance, and other relevant data to find trends to improve academic outcomes for students, especially those who are most at risk academically.	
School staff effectively implement behavioral policies, procedures, and supports to reduce suspensions, expulsions, and other disciplinary referrals to promote a positive and inclusive school culture.	
All school staff participate in regular professional development to engage and support students who are struggling to meet expectations consistently.	
<b>Total Score</b>	

### **Practice 5: Promote Social and Personal Competences**

School staff promote social and personal competences (SPCs) to help students learn to manage emotions, establish and achieve goals, develop and maintain positive relationships, and make responsible decisions to be successful in life.

#### **Guiding Questions**

1. How is the school staff trained and supported in understanding, developing, implementing, and modeling SPCs?
2. In what ways has the school staff discussed and incorporated SPCs into the school culture and instructional practices to improve academic and non-academic outcomes?
3. In what ways has the school staff informed students and families about SPCs? Are students and families able to make connections between SPCs and academic and non-academic outcomes?

#### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

<b>Promote SPCs Indicators</b>	<b>Rating</b>
The school has established policies and procedures to implement a school-wide system of SPCs.	
All instructional staff are trained in how SPCs align to academic achievement to improve instructional practices and student behaviors.	
All instructional staff are trained and supported to teach on the social teaching practices: student-centered discipline, teacher language, responsibility and choice, and warmth and support to improve non-academic outcomes.	

## *Economically Disadvantaged Student Group and Racial Student Groups*

Promote SPCs Indicators	Rating
All educators are trained and supported to teach on the instructional teaching practices: cooperative learning, classroom discussions, self-assessment and self-reflection, balanced instruction, academic press and expectations, and competence building to improve academic outcomes.	
Families and communities are informed and understand the connection between SPCs and academic and non-academic outcomes.	
<b>Total Score</b>	

### **Practice 6: Promote Health and Wellness**

School staff promote physical and mental health to ensure students and staff are engaged in school.

#### **Guiding Questions**

1. What are the barriers to student attendance as it relates to health?
2. What are the school's structures and practices to optimize the health of students and staff and identify needed resources?
3. How are students' health and wellness supported?

#### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Promote Health and Wellness Indicators	Rating
Schools have access to school-based health services (e.g., school nurses, health clinics) to address students' academic and non-academic needs.	
The school has established structures and practices and procedures to optimize the health of students and staff and identify needed resources.	
The school provides comprehensive health education for all students that are aligned to Tennessee standards.	
Students have access to annual health screenings so that they are engaged in school.	
School staff, students, families and communities are informed about the school's health and wellness resources.	
<b>Total Score</b>	

### **Practice 7: Promote a Postsecondary- and Career-Going School Culture**

All students should receive information and guidance on postsecondary and career opportunities, access to early postsecondary opportunities (EPSOs) and career and technical education (CTE) coursework, and training on the ACT.

#### **Guiding Questions**

## ***Economically Disadvantaged Student Group and Racial Student Groups***

1. In what ways does the school ensure all students are exposed to college and career opportunities and requirements? What additional supports are provided for first-generation postsecondary students?
2. In what ways does the school celebrate successes in ACT, early postsecondary coursework, and postsecondary acceptance?
3. How does the school ensure preparedness to take the ACT?
4. What percentage of students, by student group, scored a 21 or higher on the ACT on junior test day, therefore demonstrating college and career readiness?
5. How many students, by student group, are completing EPSOs and, if applicable, participating in the culminating exam? Is there a disparity across student groups?
6. How many students, by student group, concentrate in each program of study? Is there a disparity across student groups?

### **Self-Assessment**

Rate the level of current implementation for each indicator using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

<b>Promote a Postsecondary- and Career-Going School Culture Indicators</b>	<b>Rating</b>
All students, either in high school or middle school, take a career exploration course.	
Information on college and career is seamlessly interwoven into general education and CTE courses.	
Alignment to the ACT is incorporated into general education and CTE courses.	
All students attend at least one postsecondary visit or college fair.	
The school offers a portfolio of EPSO offerings (i.e., more than one type of EPSO).	
All students take EPSO courses that are aligned with their interests and future aspirations.	
All educators hold the belief that all students, regardless of their background, can be successful in postsecondary.	
All students receive training on the test taking requirements of the ACT.	
The CTE courses offered align with regional labor market demands.	
All seniors apply for TNPromise, complete the FAFSA, and complete the required community service hours.	
<b>Total Score</b>	

<b>ED and Racial Student Groups Practices</b>	<b>Total Score</b>
<b>Promote a Positive School Climate</b>	
<b>Ensure High-Quality Core Instruction</b>	
<b>Implement RTI<sup>2</sup> Effectively</b>	

***Economically Disadvantaged Student Group and Racial Student Groups***

<b>ED and Racial Student Groups Practices</b>	<b>Total Score</b>
<b>Implement Positive Behavioral Supports Effectively</b>	
<b>Promote SPCs</b>	
<b>Promote Health and Wellness</b>	
<b>Promote a Postsecondary- and Career-Going School Culture</b>	



## Resources

### Practice 1: Promote a Positive School Culture

Department guides, frameworks, and toolkits:

- [School Climate Measurement Package](#) – Provides information to measure and understand school climate data
- [Tennessee Leaders for Equity Playbook](#) – Helps schools, districts, and community leaders provide and sustain equitable outcomes for all students
- [Family Friendly School Walkthrough Checklist](#) – Helps schools ensure they are “family friendly”
- [Chronically Out of School](#) – Provides information on chronic absenteeism

Department web pages:

- [Creating Safe and Healthy Learning Environments](#) – Lists available resources on school safety, school climate, safe schools training, and coordinated school health
- [Family & Community Engagement](#) – Provides information including a guide to develop parent and family engagement policies, plans, and a school-parent compact
- [ACEs-Building Strong Brains in Tennessee](#) – Provides information on ACEs

Department contacts:

[Pat Conner](#), Senior Director, Whole Child Division

[Kimberly Daubenspeck](#), Safe Schools Coordinator

[Brinn Obermiller](#), Director of Titles IV, V, and Family Engagement

[Joann Runion](#), Coordinator of Culturally Inclusive Practices

[Justin Singleton](#), McKinney-Vento and Migrant Education Coordinator

### Practice 2: Ensure High-Quality Core Instruction

Department guides, frameworks, and toolkits:

- [Academic Standards](#) – The Tennessee Academic Content Standards provide statewide common expectations for what students will know and be able to do at the end of each grade level for each subject area. While academic standards establish desired learning outcomes, curriculum provide high quality materials and instructional programming designed to help students reach these outcomes. Districts should locally establish curricular programs that support student mastery of the Tennessee Academic Standards while reflecting unique community values. Instructional practices should provide each student with the best opportunity to meet these standards by supporting the learning needs of each student. (See Curriculum Adoption Framework Tool below)
- [ACCESS Differentiation Handbooks](#) – These handbooks feature content and strategies including guidance for face-to-face learning, as well as materials designed to extend educator understanding and support teachers as they design differentiated lessons and tasks in their own classrooms. In addition, the handbooks balance clarifying what differentiation is—and isn’t—while also building teachers’ skills in planning for and implementing differentiation.
- [Instructional Focus Documents](#) – These documents are designed to provide guidance on assessment and instruction to districts, principals, and teachers for every K-8 and tested high school math standard. They help clarify each standard by providing evidence of learning statements which indicate what students can do as they progress along the leaning continuum as well as a narrative providing guidance around what strong classroom instruction should look like and sound like.
- [Literacy Learning Walk Tool](#) – The TDOE adapted Student Achievement Partners’ [K-2 Instructional Practice Guide](#) and the [Grade 3-12 Instructional Practice Guide](#) to focus on high quality literacy instruction in Tennessee. The Literacy Learning Walk Tool helps guide instructional walkthroughs

<b>Practice 2: Ensure High-Quality Core Instruction</b>
<p>and should be used to provide teachers with strong next steps to develop their instructional practice. Your regional CORE office can support you with an overview of these tools.</p>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Curriculum Support Guide</a> – This tool supports districts and instructional leadership teams in the adoption of high-quality curriculum. This tool helps districts ensure that teachers deliver strong instruction with high quality materials.</li> <li>• TDOE is in the process of finalizing and launching Tennessee Math Learning Walk Tools. As this tool is finalized, districts are encouraged to use the <a href="#">K-8 Instructional Practice Guide</a> and <a href="#">High School Instructional Practice Guide</a> developed by Student Achievement Partners. These tools help guide instructional walk-throughs and should be used to provide teachers with strong next steps to develop their instructional practice.</li> </ul>
<p>Department contacts:</p> <p><a href="#">Lisa Coons</a>, Assistant Commissioner, Standards and Materials Division  <a href="#">Regional CORE Office</a>  <a href="#">Virginia Mayfield</a>, STEAM Director for the Standards and Materials Division  <a href="#">Becky Cox</a>, Director of Literacy, ELA and Social Studies for the Standards and Materials Division  <a href="#">Joann Runion</a>, Coordinator of Culturally Inclusive Practices, Office of Special Populations</p>
<b>Practice 3: Implement RTI<sup>2</sup> Effectively</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">Intellectually Gifted Evaluation Guidance</a> – Provides guidance to identify and instruct students whose intellectual abilities and potential exceed general education programming</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">RTI<sup>2</sup> web page</a> – Lists information on implementing the RTI<sup>2</sup> framework effectively including the manual and implementation guide</li> <li>• <a href="#">Intellectually Gifted web page</a> – Provides a variety of resources for school staff to understand and support the various gifted characteristics</li> </ul>
<p>Department contacts:</p> <p><a href="#">Karen Jensen</a>, Director of Response to Intervention and Instruction  <a href="#">Nancy Williams</a>, Gifted Education Specialist</p>
<b>Practice 4: Implement Positive Behavioral Supports Effectively</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">Response to Instruction and Intervention for Behavior (RTI<sup>2</sup> -B) Framework</a> – Provides information on a quality RTI<sup>2</sup> -B program that includes universal prevention efforts within Tier I instruction to promote a positive school- and class-wide climate</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Creating Safe and Healthy Learning Environments web page</a> – Lists available resources on school safety, school climate, safe schools training and coordinated school health</li> <li>• <a href="#">Student Supports web page</a> – Provides resources for academic, non-academic, and family and community support including a MTSS framework</li> <li>• <a href="#">ACEs-Building Strong Brains in Tennessee web page</a> – Provides information on ACEs</li> </ul>
<p>Department contacts:</p> <p><a href="#">Pat Conner</a>, Senior Director, Whole Child Division  <a href="#">Kimberly Daubenspeck</a>, Safe Schools Coordinator  <a href="#">Joann Runion</a>, Coordinator of Culturally Inclusive Practices</p>

<b>Practice 4: Implement Positive Behavioral Supports Effectively</b>
<b>Practice 5: Promote Social and Personal Competencies</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators</a> – Provides guidance to help administrators and teachers integrate SPCs in the classroom and as a part of students’ school experience</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Social and Personal Competencies web page</a> – Lists available resources on SPCs including the resource guide and modules</li> </ul>
<p>Department contacts:</p> <p><a href="#">Pat Conner</a>, Senior Director, Whole Child Division  <a href="#">Kimberly Daubenspeck</a>, Safe Schools Coordinator  <a href="#">Sara Smith</a>, Project AWARE Co-Director, Office of the Whole Child  <a href="#">Janet Watkins</a>, Project AWARE Co-Director, Office of the Whole Child</p>
<b>Practice 6: Promote Health and Wellness</b>
<p>Department guides, frameworks, and toolkits</p>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Creating Safe and Healthy Learning Environments web page</a> – Lists available resources on Tennessee Advancing Wellness and Resilience in Education (AWARE), school nutrition, and coordinated school health</li> </ul>
<p>Department contacts:</p> <p><a href="#">Pat Conner</a>, Senior Director, Whole Child Division  <a href="#">Kimberly Daubenspeck</a>, Safe Schools Coordinator  <a href="#">Sara Smith</a>, Project AWARE Co-Director, Office of the Whole Child  <a href="#">Janet Watkins</a>, Project AWARE Co-Director, Office of the Whole Child</p>
<b>Practice 7: Promote a Postsecondary- and Career-Going School Culture</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">Path of Choice: Building a Postsecondary-going School culture</a> – provides key questions, student milestones, and resources to assist schools and districts in assessing their strengths and weaknesses and prompts action on important indicators of student progress toward postsecondary readiness</li> <li>• <a href="#">2018-19 Programs of Study</a> – approved CTE programs of study</li> <li>• <a href="#">Drive to 55 Pathways to Postsecondary Report</a> – provides district and school leaders with data on their graduates’ progress to and through postsecondary education (each district can find their individual report in InformTN)</li> </ul>
<p>Department webpages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Career and Technical Education</a> – includes programs of study, ready graduate information, career clusters and standards, CTE educator resources, promising practices, work-based learning, and TN Pathways information</li> <li>• <a href="#">ACT</a></li> <li>• <a href="#">Early Postsecondary Opportunities</a> – information on the eight EPSO opportunities and the <a href="#">ESPO Implementation Guide</a></li> </ul>
<p>Department Contacts:</p>

<b>Practice 7: Promote a Postsecondary- and Career-Going School Culture</b>
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<a href="#">Jerre Maynor</a> , Senior Director K-12 Programs, College Career and Technical Education
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<a href="#">Steve Playl</a> , Senior Director, College & Career Experiences
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<a href="#">Sarah Williams</a> , Director College & Career Experiences
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# English Learners Student Group

The English Learners (EL) student group's diagnostic tool identifies five practices to help improve student outcomes including language acquisition. It is suggested that school planning teams review the key practices and use the guiding questions to help facilitate a discussion to determine how effectively and comprehensively the school is implementing these practices. Then school planning teams will calculate a score using the 1-4 scoring scale based on the discussions and tally the total score to help identify priority areas to address in the school improvement plan. A consolidated self-assessment for all the key practices may be found in [Appendix B](#).

## Diagnostic Tool

### Practice 1: Develop Individual Learning Plans (ILPs)

School administrators and instructional staff develop high-quality ILPs to improve instruction to meet students' learning needs.

#### Guiding Questions

1. What are the school's structures and processes to ensure all ELs have an ILP?
2. What are the school's structures and processes to ensure that all appropriate school staff have adequate time and resources to develop, monitor, and adjust ILPs according to student needs?
3. What are the school's structures and processes to address a student's language strengths and needs once they exit from active EL status?
4. In what ways is school staff trained and supported in monitoring and communicating student ILPs?
5. How does school staff engage students and families in developing and implementing student ILPs?

#### Self-Assessment

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Develop ILPs Indicators	Rating
The school has an established system and protocol for developing, executing, communicating, and monitoring ILPs.	
All appropriate school staff are trained and supported in developing, executing, communicating, and monitoring ILPs.	
Student ILPs are adjusted at a minimum of every 4.5 weeks based on students' performance and needs.	
Following their exit from active EL status, students are regularly monitored and supported in the general education classroom.	
School staff effectively communicate and collaborate with students and families in a language they understand so that they can be engaged in students' ILPs.	
<b>Total Score</b>	

## **Practice 2: Implement the WIDA Framework Effectively**

All school staff are trained and supported in effectively utilizing the WIDA framework to meet students' academic needs through high-quality instruction that is aligned to state standards.

### **Guiding Questions**

1. Do instructional staff use the WIDA framework to plan, instruct, reflect, and assess student understanding of academic content?
2. How are all instructional staff trained and supported in developing lessons that incorporate all four language domains and providing differentiated instruction for ELs?
3. In what ways do the school's structures and processes support students in reading, writing, listening, and speaking when they interact with content standards? How is this differentiated by English proficiency levels?
4. How are students' instructional and assessment accommodations determined? Are the accommodations across all instructional areas?

### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

<b>Implement the WIDA Framework Effectively Indicators</b>	<b>Rating</b>
All appropriate school staff are trained in the WIDA framework including the Can Do philosophy, language domains, standards and English Language Proficiency screening, and summative assessments.	
All instructional staff overlay their English language develop standards with grade-level standards.	
The school has established processes and procedures for determining a student's instructional and assessment accommodations based on their ability and needs.	
Students are engaged daily in reading, writing, speaking, and listening strategies based on the Can-Do descriptors.	
Instructional and assessment accommodations are regularly incorporated into the student's academic services across all instructional areas (e.g., bilingual dictionaries all year long).	
<b>Total Score</b>	

## **Practice 3: Increase Authentic Language Use**

All school staff receive initial and ongoing training and supports to increase students' authentic language usage as measured by an English language proficiency assessment.

### **Guiding Questions**

1. In what ways do appropriate school staff develop, execute, and monitor service delivery programs (e.g., sheltered English instruction, structured English immersion, content-based English instruction) for identified student needs?



2. How is school staff trained and given regular professional learning opportunities to develop their understanding of language acquisition skills across grade levels, content areas and social environments?
3. What are the school's process and procedures for using English language proficiency assessments to assist in identifying students' instructional needs?

### Self-Assessment

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Increase Authentic Language Use Indicators	Rating
All appropriate school staff are trained and supported to develop, execute, and monitor service delivery programs using local assessment data to provide appropriate accommodations for grade-level instruction.	
All instructional staff effectively implement and monitor language acquisition supports that build upon academic vocabulary and language functions across multiple content areas.	
All instructional staff identify and teach content and grade-level vocabulary and expressive and receptive language functions.	
All instructional staff effectively incorporate reading, vocabulary instruction, speaking and listening to peers, and writing daily within their content areas.	
All appropriate school staff effectively use WIDA ACCESS 2.0 scores to monitor and evaluate student performance.	
<b>Total Score</b>	

### Practice 4: Promote Inclusive Academic Partnering

Schools effectively partner with students, families, and communities to improve services and academic outcomes for all English language learners.

### Guiding Questions

1. How does the school ensure that students and families are engaged, respected, and accepted for their culture?
2. How are school staff trained and supported to communicate student and family rights? Are there opportunities to provide families with English language acquisition services?
3. In what ways are school policies (e.g., absenteeism, discipline), expectations, supports, and other key information communicated to students and families?
4. How are students and families included in developing and supporting school policies, expectations, and the school improvement plan?
5. What is the process the school staff uses to provide translation services when they are needed?

### Self-Assessment

Rate the level of current implementation for each indicator listed using the scale below:

- |                     |                                       |
|---------------------|---------------------------------------|
| 1. not yet in place | 3. mostly in place or fairly embedded |
|---------------------|---------------------------------------|

2. sometimes in place or in the beginning stages

4. well-established and embedded

Promote Inclusive Academic Partnering Indicators	Rating
The school has well-established policies and procedures to identify and address possible barriers to academic partnering in school.	
The school staff effectively implements a family engagement plan that promotes student and family participation in school programs, especially those that do not speak English or have limited English speaking skills.	
The school staff effectively executes a communication plan for families that addresses their rights (e.g., right to enroll, right to participate in develop school improvement plans, eligibility for EL services). This includes those who do not speak English or have limited English speaking skills.	
School staff leverage data (e.g., academic and school climate) to develop appropriate strategies to increase student and family academic partnering and engagement.	
School staff have access to translation and/or interpretation services for students and families at school events.	
<b>Total Score</b>	

### Practice 5: Ensure Equitable Access

The school staff implements clear policies, systems, and practices to ensure ELs have equitable access to gifted, enrichment, and post-graduation college and career courses.

#### Guiding Questions

1. What is the system and process to identify, select, and support ELs' access to gifted, enrichment, and post-graduation college and career courses?
2. How do the processes and procedures for scheduling and staffing decisions ensure that ELs' individual needs are the basis of services provided and courses accessed?
3. What are the processes and procedures to review student schedules to ensure they have equitable access to gifted, enrichment, and/or post-graduation college and career courses?
4. In what ways does school staff review data to address student goals and opportunities including post-graduate career plans?
5. How does school staff collaborate with students and families in setting student goals and plans for secondary and postsecondary success?

#### Self-Assessment

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

<b>Ensure Equitable Access Indicators</b>	<b>Rating</b>
The school has established processes and procedures to ensure that ELs have the same level of access to resources, programming, and services as all other students.	
The school makes scheduling and staffing decisions for ELs based on individual student needs.	
The school has established processes and procedures to collaborate with students and families in setting student goals and plans for student growth including secondary and postsecondary success.	
The school has established processes and procedures to help appropriate school staff identify and support ELs' academic goals toward post-graduate career plans, including access to a variety of career opportunities aligned to their interests.	
ELs have access to participate in student career pathway courses regardless of language proficiency or written skills.	
<b>Total Score</b>	

<b>EL Practices</b>	<b>Total Score</b>
<b>Develop ILPs</b>	
<b>Implement the WIDA Framework Effectively</b>	
<b>Increase Authentic Language Use</b>	
<b>Promote Inclusive Academic Partnering</b>	
<b>Ensure Equitable Access</b>	

## Resources

<b>Practice 1: Develop ILPs</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">English as a Second Language Manual</a> – Provides guidance on managing an English as a Second Language (ESL) program</li> <li>• <a href="#">Supporting All English Learners across Tennessee: A Framework for English Learners</a> – Outlines framework to support and service ELs effectively</li> </ul>
<p>Department web page:</p> <ul style="list-style-type: none"> <li>• <a href="#">English Learners</a> – Provides information and resources to support ELs</li> </ul>
<p>Department contacts:</p> <p><a href="#">Jan Lanier</a>, Director of English Learner and Immigrant Programs</p> <p><a href="#">Katie Barcy</a>, EL Compliance Coordinator</p> <p><a href="#">Joann Runion</a>, Coordinator of Culturally Inclusive Practices, Office of Special Populations</p>
<b>Practice 2: Implement WIDA Framework Effectively</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">English as a Second Language Manual</a> – Provides guidance on managing an ESL program</li> <li>• <a href="#">Teaching Literacy in Tennessee: English Learner Companion</a> – Outlines a statewide vision for EL instruction based on research and the WIDA Can Do Philosophy</li> <li>• <a href="#">Accessibility Guide: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students</a> – Reflects state-level accessibility policies and practices to support students with diverse needs</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">English Learners</a> – Provides information and resources to support ELs</li> </ul>
<p>Department contacts:</p> <p><a href="#">Jan Lanier</a>, Director of English Learner and Immigrant Programs</p> <p><a href="#">Katie Barcy</a>, EL Compliance Coordinator</p>
<b>Practice 3: Increase Authentic Language Use</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">English as a Second Language Manual</a> – Provides information and resources to support ELs</li> <li>• <a href="#">Teaching Literacy in Tennessee: English Learner Companion</a> – Outlines a statewide vision for EL instruction based on research and the WIDA Can Do Philosophy</li> <li>• <a href="#">Implementing Unit Starters to Improve Student Literacy</a> – Offers guidance in using integrated literacy instruction and concepts from content areas to build skills and knowledge through a variety of texts</li> <li>• <a href="#">The RTI<sup>2</sup> Implementation Guide</a> – Refer to section 1.7 for procedures with ELs</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Read to be Ready web page</a> – Provides early literacy information and resources</li> <li>• <a href="#">RTI<sup>2</sup> web page</a> – Web page dedicated to understanding and implementing a quality RTI<sup>2</sup> program aligned to the framework</li> </ul>
<p>Department contacts:</p> <p><a href="#">Jan Lanier</a>, Director of English Learner, Immigrant, and Migrant Programs</p> <p><a href="#">Katie Barcy</a>, EL Compliance Coordinator</p>

**Practice 4: Promote Inclusive Academic Partnering**

Department guides, frameworks, and toolkits:

- [English as a Second Language Manual](#) – Provides information and resources to support ELs
- [Family Friendly School Walkthrough Checklist](#) – Helps schools ensure they are “family friendly”

Department web pages:

- [Family & Community Engagement](#) – Provides information including a guide to develop parent and family engagement policies and plans and a school-parent compact

Department contacts

[Jan Lanier](#), Director of English Learner and Immigrant Programs

[Katie Barcy](#), EL Compliance Coordinator

[Brinn Obermiller](#), Director of Titles IV, V, and Family Engagement

**Practice 5: Ensure Equitable Access**

Department guides, frameworks, and toolkits:

- [EPSO Implementation Guide](#) – Helps prioritize equity and data-driven decision making to ensure access for all
- [School Counseling Implementation Guide](#) – Provides guidance on implementing an effective school counseling program
- [A Path of Choice](#) – Provides an outline of key questions, student milestones, and resources for building a postsecondary-going school culture

Department web pages:

- [English Learners](#) – Provides information and resources to support ELs
- [Intellectually Gifted](#) – Provides a variety of resources for educators to understand and support the various gifted characteristics
- [Career and Technical Education](#) – Lists information and available resources

Department contacts:

[Joann Runion](#), Coordinator of Culturally Inclusive Practices, Office of Special Populations

[Nancy Williams](#), Gifted Education Specialist, Special Populations and Student Support

[Yvette Carter](#), Coordinator for School Counseling, College, Career & Technical Education

[Zachary Adams](#), Early Postsecondary Program Manager

# Students with Disabilities Student Group

The Students with Disabilities (SWD) student group's diagnostic tool identifies four practices to help improve student outcomes. It is suggested that school planning teams review the key practices and use the guiding questions to help facilitate a discussion to determine how effectively and comprehensively the school is implementing these practices. Then school planning teams will calculate a score using the 1-4 scoring scale based on the discussions and tally the total score to help identify priority areas to address in the school improvement plan. A consolidated self-assessment for all the key practices may be found in [Appendix C](#).

## Diagnostic Tool

### Practice 1: Implement Instructionally Appropriate Individual Education Plans (IAIEPs) Effectively

School administrators and appropriate school staff develop, execute, and monitor high-quality IAIEPs to improve student outcomes.

#### Guiding Questions

1. What are the school's structures, processes, and procedures to train appropriate school staff to develop high-quality IAIEPs in collaboration with students and families?
2. How is the instructional staff trained to develop IAIEP goals and services in all settings throughout the year?
3. How are IAIEPs including any student accommodations and modifications monitored throughout the school year to improve student academic achievement?

#### Self-Assessment

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Implement IAIEPs Effectively Indicators	rating
Appropriate school staff develop and write high-quality IAIEPs at 3 or above on all components of the IAIEP self-assessment rubric.	
Appropriate school staff implement high-quality IAIEPs at 3 or above on all the components of the IAIEP self-assessment rubric.	
All appropriate school staff are trained to develop, execute, monitor, and communicate IAIEPs.	
All instructional staff, including general education teachers, are trained in providing differentiated instruction and appropriate accommodations for SWDs to meet grade-level expectations and IAIEP goals.	
All appropriate school staff are trained to perform and monitor student-identified accommodations across all instructional areas.	
<b>Total Score</b>	



## **Practice 2: Support the Least Restrictive Environment Placement**

SWDs are instructed daily in the least restrictive environment (LRE) with integrated services to best address students' needs. The LRE is a flexible placement within the student's day based on identified needs and services.

### **Guiding Questions**

1. In what ways does the school staff provide a continuum of services from general education to the most intensive intervention to ensure SWDs are at the highest level of independence to participate in general education instruction?
2. What are the processes and procedures to review data and identify the LRE for each student?
3. What are the structures and processes that ensure SWDs are provided access to active participation in the general education setting?
4. How is the school staff supported in planning, implementing, and monitoring high-quality instruction aligned to state standards for SWDs in the general education setting?

### **Self-Assessment**

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

<b>Support LRE Placement Indicators</b>	<b>Rating</b>
School staff effectively provide a continuum of services to ensure a high level of independence for SWDs based on their IAIEP goals.	
The school has well-established processes and procedures to review data and identify the LRE for each student.	
All instructional staff are trained to provide accommodations to SWDs in the general education setting.	
All instructional staff have dedicated, collaborative planning time to ensure the integration of accommodations within the content and instruction of grade-level standards.	
All SWDs actively participate in the general education setting to the maximum extent appropriate to the student.	
<b>Total Score</b>	

## **Practice 3: Implement Positive Behavioral Supports Effectively**

School staff implement a Multi-Tiered System of Support (MTSS) that employs positive behavioral supports effectively to decrease chronic absenteeism and behavior referrals and promotes a positive school culture.

### **Guiding Questions**

1. In what ways are school staff trained to develop and execute positive behavioral supports, especially as it relates to SWDs?
2. How are behavioral expectations for students developed, communicated, monitored, and enforced across the school?
3. How does school staff review school climate, discipline, attendance data, and other relevant data to find trends to improve academic outcomes for SWDs?

4. What are the processes and procedures for school staff to review behavioral data including functional behavior assessments (FBAs) and behavior intervention plans (BIPs) to address behavior expectations in order to improve student academic outcomes?
5. How are students and families proactively engaged in informing school administrators on discipline policy and procedures?

### Self-Assessment

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

Implement Positive Behavioral Supports Effectively Indicators	Rating
School staff, students, and families have designed a tiered positive behavioral supports system that provides appropriate behavioral supports to promote a positive and inclusive school culture.	
Classroom and school-wide behavior expectations for staff and students are clearly defined, communicated, visually displayed throughout the school, and consistently enforced.	
School staff routinely review school climate, discipline, attendance and other relevant data to find trends to improve academic outcomes for SWDs.	
School staff is effectively implementing behavioral policies, procedures, and supports to reduce suspensions, expulsions, and other disciplinary referrals to promote a positive and inclusive school culture.	
All school staff participate in regular professional development to engage and support students who are struggling to meet expectations consistently.	
<b>Total Score</b>	

### Practice 4: Promote Inclusive Academic Partnering

Schools effectively partner with students and families to improve services and academic outcomes for SWDs.

### Guiding Questions

1. How does the school establish an environment that encourages productive dialogue between students, families and schools staff and active participation in school programs?
2. In what ways are school policies (e.g., absenteeism, discipline), expectations, supports, and other key information communicated to students and families? How are students and families included in developing school policies, expectations and the school improvement plan?
3. How is the school staff adequately trained and supported to develop, execute and monitor academic partnerships with SWDs and their families?
4. How does the school staff collaborate with students and families in the process of setting student goals and plans for secondary and post-secondary success?
5. What are the structures and processes that encourage collaboration between general education and special education teachers to promote inclusive practices for SWDs?

### Self-Assessment

## ***Students with Disabilities Student Group***

Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

<b>Promote Inclusive Academic Partnering Indicators</b>	<b>rating</b>
The school has well-established policies and procedures to identify and address possible barriers to academic partnering in school.	
School staff effectively implements and monitors a family engagement plan that promotes student and family participation in school programs.	
School staff leverage data (e.g., academic and school climate) to develop appropriate strategies to increase student and family academic partnering and engagement.	
The school has established processes and procedures to collaborate with students and families in setting student goals and plans for secondary and post-secondary success.	
The schools has established structures and processes to promote inclusive practices for SWDs in the general education setting.	
<b>Total Score</b>	

<b>SWD Student Group Practices</b>	<b>Total Score</b>
<b>Implement IAIEPs Effectively</b>	
<b>Support the LRE Placement</b>	
<b>Implement Positive Behavioral Supports Effectively</b>	
<b>Promote Inclusive Academic Partnering</b>	

## **Resources**

<b>Practice 1: Implement IAIEPs Effectively</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">IAIEP Self-Assessment Rubric</a> – Evaluates IAIEP development including Narrative, Present Levels of Educational Performance (PLEPs), Measurable Annual Goals (MAG), accommodations/modifications, testing accommodations, services, transition, and overall IEP procedures</li> <li>• <a href="#">Accessibility Guide: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students</a> – Reflects state-level accessibility policies and practices to support students with diverse needs and characteristics</li> <li>• <a href="#">Special Education Secondary Transition</a> – List of available resources on secondary transition</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Special Populations</a> – Provides multiple resources including the Special Education framework, instructional resources, and professional development</li> </ul>
<p>Department contacts:</p> <p><a href="#">Allison Davey</a>, Senior Director, Division Operations  <a href="#">Joanna Bivins</a>, Director of School Psychology and Behavior Services  <a href="#">Blake Shearer</a>, Director of Support Services for Student Readiness</p>
<b>Practice 2: Support the LRE Placement</b>
<p>Department guides, frameworks, and toolkits</p>
<p>Department web page:</p> <ul style="list-style-type: none"> <li>• <a href="#">Special Populations</a> – Provides multiple resources including rules, regulations, policies, and related guidance that covers the LRE placement</li> </ul>
<p>Department contacts:</p> <p><a href="#">Blake Shearer</a>, Director of Support Services for Student Readiness <a href="#">Karen Jensen</a>, Director of Response to Intervention and Instruction  <a href="#">Gary Smith</a>, Director of Early Childhood Special Education</p>
<b>Practice 3: Implement Positive Behavioral Supports Effectively</b>
<p>Department guides, frameworks, and toolkits:</p> <ul style="list-style-type: none"> <li>• <a href="#">Response to Instruction and Intervention for Behavior (RTI<sup>2</sup> -B) Framework</a> – Provides information on a quality RTI<sup>2</sup> -B program that includes universal prevention efforts within Tier I instruction to promote a positive school- and class-wide climate</li> <li>• <a href="#">Significant Disproportionality Presentation</a> – Presents information regarding the role of implicit bias in identification</li> </ul>
<p>Department web pages:</p> <ul style="list-style-type: none"> <li>• <a href="#">Creating Safe and Healthy Learning Environments</a> – Lists available resources on school safety, school climate, safe schools training, and coordinated school health</li> <li>• <a href="#">Student Supports</a> – Provides resources for academic, non-academic, and family and community support, including a MTSS framework</li> </ul>

**Practice 3: Implement Positive Behavioral Supports Effectively**

Department contacts:

[Pat Conner](#), Senior Director, Whole Child Division

[Kimberly Daubenspeck](#), Safe Schools Coordinator

[Alison Gauld](#), Low Incidence and Autism Coordinator

[Joann Runion](#), Coordinator of Culturally Inclusive Practices, Office of Special Populations

**Practice 4: Promote Inclusive Academic Partnering**

Department guides, frameworks, and toolkits:

- [Family Friendly School Walkthrough Checklist](#) – Helps schools ensure they are “family friendly”
- [School Counseling Implementation Guide](#) – Provides guidance on implementing an effective school counseling program

Department web page

- [Family & Community Engagement](#) – Provides information including a guide to develop parent and family engagement policies, plans, and a school-parent compact

Department contacts:

[Allison Davey](#), Senior Director, Division Operations

[Joann Runion](#), Coordinator of Culturally Inclusive Practices, Special Populations and Student Support

[Brinn Obermiller](#), Director of Titles IV, V, and Family Engagement

[Yvette Carter](#), Coordinator for School Counseling, College, Career & Technical Education

# Appendix

## Appendix A: ED and Racial Student Groups Self-Assessment

This self-assessment tool is designed to rate the current implementation of the indicators within all five identified practices for Economically Disadvantaged student group and racial student groups. Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

ED and Racial Student Group Self-Assessment	Rating
<b>Practice 1: Promote a Positive School Climate Indicators</b>	
School staff, students, and families have developed and implemented a shared vision and system for high expectations and accountability.	
All school staff are trained and supported in developing, implementing, and monitoring the key components of the <a href="#">Tennessee School Climate Model</a> .	
The school has well-established policies and regular procedures to monitor and track student attendance and uses these to identify possible barriers that inhibit student attendance as well as family engagement in school.	
School staff have received professional development in trauma-informed strategies such as ACEs.	
The school consistently collects feedback (e.g., surveys, focus groups) from all key stakeholders to incorporate this feedback in the school improvement plan and proactively address student challenges.	
<b>Score: Promote a Positive School Climate</b>	
<b>Practice 2: Ensure High-Quality Core Instruction Indicators</b>	
All instructional staff participate in systematic processes (e.g., aligned walkthrough tools, instructional rounds, lesson plan review, and PLCs) to evaluate and monitor both their own and their peers' core instruction so that classroom instruction can be adjusted quickly and appropriately as needed.	
School staff carry out effective processes and procedures to administer formative assessments, identify gaps in student learning, and adjust classroom instruction accordingly.	
<b>A high quality curriculum has been implemented.</b>	
All instructional staff have access to and receive adequate training to use high-quality instructional materials that are approved by the State Board of Education and aligned to state standards.	
All instructional staff can effectively differentiate instruction so that it is aligned to student development and learning needs.	
All students are engaged in high-quality disciplinary literacy practices as specified in Tennessee academic standards every day.	
<b>Score: Ensure High-Quality Core Instruction</b>	
<b>Practice 3: Implement RTI<sup>2</sup> Effectively Indicators</b>	
The school has an established system, processes, and procedures for assigning the most effective instructional staff to students most in need of academic intervention.	
The school schedule supports the effective implementation of the RTI <sup>2</sup> framework, especially for students in need of the most intensive interventions.	

ED and Racial Student Group Self-Assessment	Rating
All instructional staff have been consistently trained and supported to implement and assess both interventions and enrichment activities.	
School staff effectively implement and monitor the implementation of the RTI <sup>2</sup> framework and provide flexible and more intensive levels of support based on students' needs.	
School staff effectively execute a progress monitoring system that regularly and consistently informs instructional practices at the individual student level.	
<b>Score: Implement RTI<sup>2</sup> Effectively</b>	
<b>Practice 4: Implement Positive Behavioral Supports Effectively Indicators</b>	
School staff, students, and families have designed a tiered positive behavioral support system that provides appropriate behavioral supports to promote a positive and inclusive school culture.	
Classroom and school-wide behavior expectations for staff and students are clearly defined, communicated, visually displayed throughout the school, and consistently enforced.	
School staff routinely review school climate, discipline, attendance, and other relevant data to find trends to improve academic outcomes for students, especially those who are most at risk academically.	
School staff effectively implement behavioral policies, procedures, and supports to reduce suspensions, expulsions, and other disciplinary referrals to promote a positive and inclusive school culture.	
All school staff participate in regular professional development to engage and support students who are struggling to meet expectations consistently.	
<b>Score: Implement Positive Behavioral Supports Effectively</b>	
<b>Practice 5: Promote SPCs Indicators</b>	
The school has established policies and procedures to implement a school-wide system of SPCs.	
All instructional staff are trained in how SPCs align to academic achievement to improve instructional practices and student behaviors.	
All instructional staff are trained and supported to teach on the social teaching practices: student-centered discipline, teacher language, responsibility and choice, and warmth and support to improve non-academic outcomes.	
All educators are trained and supported to teach on the instructional teaching practices: cooperative learning, classroom discussions, self-assessment and self-reflection, balanced instruction, academic press and expectations, and competence building to improve academic outcomes.	
Families and communities are informed and understand the connection between SPCs and academic and non-academic outcomes.	
<b>Score: Promote SPCs</b>	
<b>Practice 6: Promote Health and Wellness Indicators</b>	
Schools have access to school-based health services (e.g., school nurses, health clinics) to address students' academic and non-academic needs.	
The school has established structures and practices and procedures to optimize the health of students and staff and identify needed resources.	
The school provides comprehensive health education for all students that are aligned to Tennessee standards.	
Students have access to annual health screenings so that they are engaged in school.	

ED and Racial Student Group Self-Assessment	Rating
School staff, students, families and communities are informed about the school's health and wellness resources.	
<b>Score: Promote Health and Wellness</b>	
<b>Practice 7: Promote a Postsecondary- and Career-Going School Culture Indicators</b>	
All students, either in high school or middle school, take a career exploration course.	
Information on college and career is seamlessly interwoven into general education and CTE courses.	
Alignment to the ACT is incorporated into general education and CTE courses.	
All students attend at least one postsecondary visit or college fair.	
The school offers a portfolio of EPSO offerings (i.e., more than one type of EPSO).	
All students take EPSO courses that are aligned with their interests and future aspirations.	
All educators hold the belief that all students, regardless of their background, can be successful in postsecondary.	
All students receive training on the test taking requirements of the ACT.	
The CTE courses offered align with regional labor market demands.	
All seniors apply for TNPromise, complete the FAFSA, and complete the required community service hours.	
<b>Score: Promote a Postsecondary- and Career- Going School Culture</b>	
<b>TOTAL SCORE: ED AND RACIAL STUDENT GROUPS</b>	



## Appendix B: EL Self-Assessment Tool

This self-assessment tool is designed to rate the current implementation of the indicators within all five identified practices for English learner student group. Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

EL Self-Assessment Tool	Rating
<b>Practice 1: Develop ILPs Indicators</b>	
The school has an established system and protocol for developing, executing, communicating, and monitoring ILPs.	
All appropriate school staff are trained and supported in developing, executing, communicating, and monitoring ILPs.	
Student ILPs are adjusted at a minimum of every 4.5 weeks based on students' performance and needs.	
Following their exit from active EL status, students are regularly monitored and supported in the general education classroom.	
School staff effectively communicate and collaborate with students and families in a language they understand so that they can be engaged in students' ILPs.	
<b>Score: Develop ILPs</b>	
<b>Practice 2: Implement the WIDA Framework Effectively Indicators</b>	
All appropriate school staff are trained in the WIDA framework including the Can Do philosophy, language domains, standards and English Language Proficiency screening, and summative assessments.	
All instructional staff overlay their English language develop standards with grade-level standards.	
The school has established processes and procedures for determining a student's instructional and assessment accommodations based on their ability and needs.	
Students are engaged daily in reading, writing, speaking, and listening strategies based on the Can-Do descriptors.	
Instructional and assessment accommodations are regularly incorporated into the student's academic services across all instructional areas (e.g., bilingual dictionaries all year long).	
<b>Score: Implement the WIDA Framework Effectively</b>	
<b>Practice 3: Increase Authentic Language Use Indicators</b>	
All appropriate school staff are trained and supported to develop, execute, and monitor service delivery programs using local assessment data to provide appropriate accommodations for grade-level instruction.	
All instructional staff effectively implement and monitor language acquisition supports that build upon academic vocabulary and language functions across multiple content areas.	
All instructional staff identify and teach content and grade-level vocabulary and expressive and receptive language functions.	
All instructional staff effectively incorporate reading, vocabulary instruction, speaking and listening to peers, and writing daily within their content areas.	
All appropriate school staff effectively use WIDA ACCESS 2.0 scores to monitor and evaluate student performance.	
<b>Score: Increase Authentic Language Use</b>	

<b>EL Self-Assessment Tool</b>	<b>Rating</b>
<b>Practice 4: Promote Inclusive Academic Partnering Indicators</b>	
The school has well-established policies and procedures to identify and address possible barriers to academic partnering in school.	
The school staff effectively implements a family engagement plan that promotes student and family participation in school programs, especially those that do not speak English or have limited English speaking skills.	
The school staff effectively executes a communication plan for families that addresses their rights (e.g., right to enroll, right to participate in develop school improvement plans, eligibility for EL services). This includes those who do not speak English or have limited English speaking skills.	
School staff leverage data (e.g., academic and school climate) to develop appropriate strategies to increase student and family academic partnering and engagement.	
School staff have access to translation and/or interpretation services for students and families at school events.	
<b>Score: Promote Inclusive Academic Partnering</b>	
<b>Practice 5: Ensure Equitable Access Indicators</b>	
The school has established processes and procedures to ensure that ELs have the same level of access to resources, programming, and services as all other students.	
The school makes scheduling and staffing decisions for ELs based on individual student needs.	
The school has established processes and procedures to collaborate with students and families in setting student goals and plans for student growth including secondary and postsecondary success.	
The school has established processes and procedures to help appropriate school staff identify and support ELs' academic goals toward post-graduate career plans, including access to a variety of career opportunities aligned to their interests.	
ELs have access to participate in student career pathway courses regardless of language proficiency or written skills.	
<b>Score: Ensure Equitable Access</b>	
<b>TOTAL SCORE: EL</b>	

## Appendix C: SWD Student Group Self-Assessment Tool

This self-assessment tool is designed to rate the current implementation of the indicators within all four identified practices for Students with Disabilities student group and racial student groups. Rate the level of current implementation for each indicator listed using the scale below:

- |  |                                       |
|--|---------------------------------------|
| 1. not yet in place                              | 3. mostly in place or fairly embedded |
| 2. sometimes in place or in the beginning stages | 4. well-established and embedded      |

SWD Student Group Self-Assessment Tool	Rating
<b>Practice 1: Implement IAIEPs Effectively Indicators</b>	
Appropriate school staff develop and write high-quality IAIEPs at 3 or above on all components of the IAIEP self-assessment rubric.	
Appropriate school staff implement high-quality IAIEPs at 3 or above on all the components of the IAIEP self-assessment rubric.	
All appropriate school staff are trained to develop, execute, monitor, and communicate IAIEPs.	
All instructional staff, including general education teachers, are trained in providing differentiated instruction and appropriate accommodations for SWDs to meet grade-level expectations and IAIEP goals.	
All appropriate school staff are trained to perform and monitor student-identified accommodations across all instructional areas.	
<b>Score: Implement IAIEPs Effectively</b>	
<b>Practice 2: Support LRE Placement Indicators</b>	
School staff effectively provide a continuum of services to ensure a high level of independence for SWDs based on their IAIEP goals.	
The school has well-established processes and procedures to review data and identify the LRE for each student.	
All instructional staff are trained to provide accommodations to SWDs in the general education setting.	
All instructional staff have dedicated, collaborative planning time to ensure the integration of accommodations within the content and instruction of grade-level standards.	
All SWDs actively participate in the general education setting to the maximum extent appropriate to the student.	
<b>Score: Support LRE Placement</b>	
<b>Practice 3: Implement Positive Behavioral Supports Effectively Indicators</b>	
School staff, students, and families have designed a tiered positive behavioral supports system that provides appropriate behavioral supports to promote a positive and inclusive school culture.	
Classroom and school-wide behavior expectations for staff and students are clearly defined, communicated, visually displayed throughout the school, and consistently enforced.	
School staff routinely review school climate, discipline, attendance and other relevant data to find trends to improve academic outcomes for SWDs.	
School staff is effectively implementing behavioral policies, procedures, and supports to reduce suspensions, expulsions, and other disciplinary referrals to promote a positive and inclusive school culture.	
All school staff participate in regular professional development to engage and support students who are struggling to meet expectations consistently.	
<b>Score: Implement Positive Behavioral Supports Effectively</b>	

<b>SWD Student Group Self-Assessment Tool</b>	<b>Rating</b>
<b>Practice 4: Promote Inclusive Academic Partnering Indicators</b>	
The school has well-established policies and procedures to identify and address possible barriers to academic partnering in school.	
School staff effectively implements and monitors a family engagement plan that promotes student and family participation in school programs.	
School staff leverage data (e.g., academic and school climate) to develop appropriate strategies to increase student and family academic partnering and engagement.	
The school has established processes and procedures to collaborate with students and families in setting student goals and plans for secondary and post-secondary success.	
The schools has established structures and processes to promote inclusive practices for SWDs in the general education setting.	
<b>Score: Promote Inclusive Academic Partnering</b>	
<b>TOTAL SCORE: SWD STUDENT GROUP</b>	

**Appendix D: Glossary**

ACCESS	All Children Challenged and Equipped for Success in School – Tennessee’s support for building skills in planning for and implementing differentiation.
ACCESS 2.0	Assessing Comprehension and Communication in English State-to-State – an exam given to English learners to measure listening, speaking, reading, and writing skills
AMO	Annual measurable objective – a target that is set for meeting goals within the accountability model
ATSI	Additional Targeted Support and Improvement
AWARE	Advancing Wellness And Resilience Education
BHN	Black/Hispanic/Native American – student group used in the accountability model
CORE	Centers of Regional Excellence – eight offices located across the state that provide technical assistance and support to districts and schools
CPM	Consolidated Planning and Monitoring – division within the department that provides technical assistance and support to districts and schools for multiple federal programs
CTE	Career and technical education
CTSO	Career and Technical Student Organizations
ED	Economically Disadvantaged – student group used in the accountability model
EL	English learner – ELs are a student group used in the accountability model
ELA	English language arts – includes all related courses for grades K–12
ePlan	Tennessee’s online grants management system
EPSO	Early postsecondary opportunity
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Education Act – law ensuring services to children with disabilities throughout the nation
IEP	Individualized Education Plan – plan or program developed to ensure that a child who has a disability identified under the law receives specialized instruction and related services
LEA	Local educational agency – a public school district
LRE	Least restrictive environment
MTSS	Multi-tiered system of supports
OSI	Office of School Improvement
PLC	Professional learning community
RTI <sup>2</sup>	Response to Instruction and Intervention
RTI <sup>2</sup> -B	Response to Instruction and Intervention for Behavior
SPCs	Social and Personal Competencies
SWD	Students with a disability – student with an IDEA-defined disability as well as a student group used in accountability model
<i>Tennessee Succeeds</i>	The department’s strategic plan
Transitional student	Student scoring fluent English proficient and exited from ESL services who is monitored academically for a four-year period
WIDA	A non-profit cooperative group whose purpose is to develop standards and assessments that meet federal requirements and promote educational equity for English learners