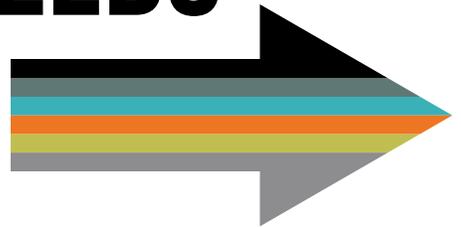


2017

TENNESSEE SUCCEEDS



District Strategies for
State of Tennessee

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INTRODUCTION

In September 2015, Commissioner Candice McQueen and senior leadership at the Tennessee Department of Education laid out goals and priorities for Tennessee’s students and a plan to reach these goals. This strategic plan, [Tennessee Succeeds](#), aimed to give a clear, overarching vision for the key strategies the department would focus on in order to support meaningful improvement in student success across the state. At the same time, the department codified a new vision statement that squarely placed districts and schools as the conduit through which the state’s goals would be met: **Districts and schools will exemplify excellence and equity such that all students have the knowledge and skills to successfully embark upon their chosen path in life.**

The first audience for rolling out *Tennessee Succeeds* was district superintendents across 146 local communities. This is because while it will take the involvement and alignment of all stakeholders—students, parents, teachers, schools, districts, and the state—to meet our goals, district alignment is particularly critical to success. In September 2016, the department released the first version of *Tennessee Succeeds—Strategies for Districts*, which aimed to provide a set of proposed actions to support districts in taking advantage of the state’s ongoing initiatives in order to advance our shared goals. This document is the second iteration of that effort. Similar to last year, in this document you will find information on focus points for the state in 2017–18, high-level data snapshots specific to your district, and suggested strategies and action steps. Within each area of our 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. None of these efforts exist in a silo, so you will see overlapping strategies and connections that demonstrate how work in one area may benefit efforts in another. We are sharing these data and strategies with you to start the conversation with your district and school teams, but you should determine what makes sense for all of your stakeholders. We hope this guidance will contribute to your decisions on how to invest your time, energy, and resources.

Ultimately, we believe that if our work aligns 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 DO WE CONTINUE TO IMPROVE IN SUPPORTING STUDENT SUCCESS AND CREATING OPPORTUNITIES IN 2017–18?

We have made real progress in growing and supporting students over the last few years, but our data indicates that we still have more to do. In 2017–18, in each of the priority areas and strategies, we are putting an additional emphasis on **ensuring equity, aligning to high expectations, and providing authentic pathways to success after high school** for all students in Tennessee.

FIRST, WE MUST COLLECTIVELY ENSURE EQUITY.

Every student deserves the opportunity to succeed. We must do everything possible to provide all students with the resources and supports appropriate to their specific circumstance. **The department is working to ensure equity through:**

-  **Standards, Assessment, & Accountability** Stronger accountability systems that consider growth and achievement for all students and for each student group, but also take a fuller view by looking at data like chronic absenteeism, suspension rates, and preparation for life after graduation.
-  **Early Foundations & Literacy** Improvements to the Voluntary Pre-K program, rollout of the pre-K and K student growth portfolios, and pilot of the Kindergarten Entry Inventory aimed at providing high quality data to ensure that all students receive a solid foundation in literacy.
-  **High School & Bridge to Postsecondary** Continued support to remove barriers to students' postsecondary access, including the ACT retake for high school seniors and a focus on ensuring a diverse set of early postsecondary opportunities.
-  **All Means All** Development of evidence-based, tailored interventions that support growth for every student and at every low-achieving school.
-  **Educator Support** Improved supports for students who have been historically underserved, by better equipping all educators to serve all students.
-  **District Empowerment** Increased transparency about the progress our schools have been making and where there is room for improvement.

SECOND, WE MUST DEEPLY ALIGN TO HIGH EXPECTATIONS.

We have set high expectations in our standards and meeting these expectations will require strong support at all levels of the system. **The department is working to align to high expectations through:**

-  **Standards, Assessment, & Accountability** Continued expansion of the resources available to prepare for TNReady, including introducing a new Classroom Assessment Builder with practice questions and the release of as many items as possible from the prior year's test.
-  **Early Foundations & Literacy** Scaled up literacy coaching opportunities through the Read to be Ready Coaching Network and roll-out of new unit starters and text sets for pre-K to third grade that will help educators enhance instruction.
-  **High School & Bridge to Postsecondary** Additional guidance and supports around developing a portfolio of diverse and high-quality early postsecondary opportunities, industry certifications, and work-based learning opportunities that address postsecondary aspirations of all students and are aligned to regional workforce needs.
-  **All Means All** Rollout of the revisions to the RTI² Manual aimed at ensuring all students access rigorous coursework during Tier I instruction.
-  **Educator Support** Creation of more opportunities for teachers to engage with the standards, resources to help educators with their instructional skills, and improved preparation of future teachers, particularly in literacy.
-  **District Empowerment** Dissemination of high quality standards-level reports aimed at providing educators information regarding how their students are demonstrating proficiency through TNReady tests.

FINALLY, WE MUST PROVIDE AUTHENTIC PATHWAYS TO SUCCESS AFTER HIGH SCHOOL.

Every student should be able to choose their path in life. They should not have their options limited because their school doesn't offer the same types of courses as a school in a different county or different part of the district. **The department is working to ensure authentic pathways to success after high school through:**

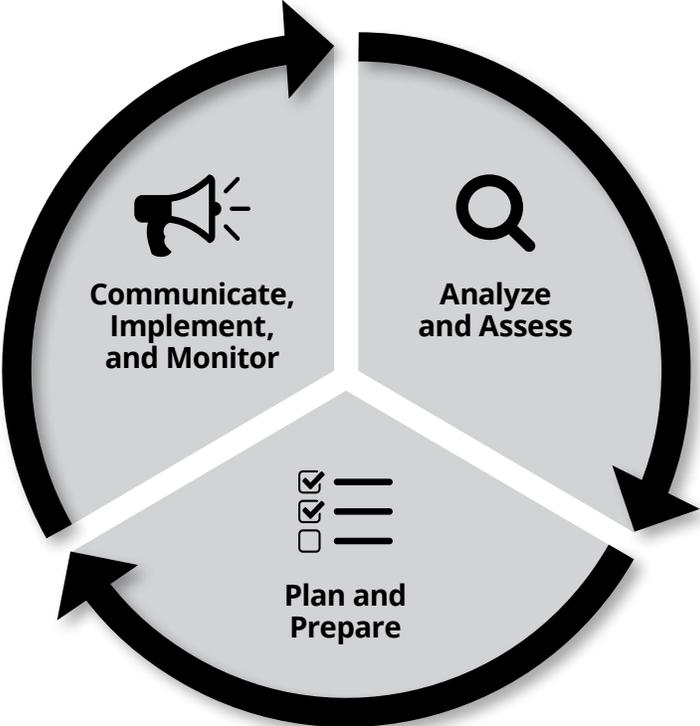
-  **Standards, Assessment, & Accountability** Introduction of a new Ready Graduate indicator that will look at how students in each school are being prepared for college, careers, and the military.
-  **Early Foundations & Literacy** Revision of the school counseling model to ensure that all students are encouraged to consider future aspirations from an early age.
-  **High School & Bridge to Postsecondary** Expansion of opportunities in middle and high school to be exposed to quality college and career training.
-  **All Means All** Development of the Ready Graduate indicator aimed at valuing and growing various ways in which students demonstrate college and career readiness.
-  **Educator Support** Creation of resources aimed at providing guidance for how all educators can support postsecondary-going cultures in all schools.
-  **District Empowerment** Distribution of *Drive to 55: Pathway to Postsecondary* reports designed to share postsecondary-going information with districts.

SECTION I: STRATEGIES

IMPROVING STUDENT SUCCESS

The following pages lay out a series of targeted strategies that we believe will move us forward in improving student success across Tennessee. We want to share these with you to begin the conversation, but we encourage you to determine what makes sense for your district as you aim to address your areas of challenge.

For each priority area, there are two recommended district strategies that we believe will have the biggest impact in advancing and aligning our work across the state. Each strategy is accompanied by a set of suggested action steps for you to consider. The action steps are organized into a continuous improvement cycle including **Analyze and Assess**, **Plan and Prepare**, and **Communicate, Implement, and Monitor**. Each priority area also contains references to various funding options that may be leveraged to support the implementation of the action steps.



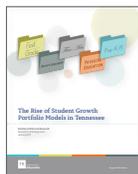
WHAT HAVE WE LEARNED?

The department engages in regular research and analysis to identify areas of need and to refine our areas of focus. The reports below summarize recent department learnings around our major priorities.



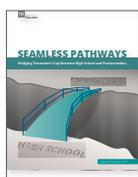
[*Building the Framework: A Report on Elementary Grades Reading in Tennessee*](#)

This report, released as a follow-up to the 2016 [*Setting the Foundation*](#) reading report, summarizes findings from observations of instruction in more than 150 classrooms and offers case studies of three different approaches to the Read to be Ready initiative.



[*The Rise of Student Growth Portfolios in Tennessee*](#)

This reports describes the expansion in the use of student growth portfolio models for the purpose of teacher evaluation in Tennessee and summarizes initial trends in portfolio data.



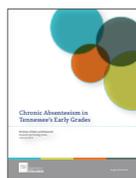
[*Seamless Pathways: Bridging Tennessee's Gap between High School and Postsecondary*](#)

This report draws on student focus groups, data analysis, and case studies of two Tennessee high schools to offer guidance toward attaining statewide goals for postsecondary completion.



[*Supporting Early Grades Student Achievement: An Exploration of RTI² Practices*](#)

This report examines Response to Instruction and Intervention (RTI²) implementation in elementary schools that have experienced different levels of success in moving their students to proficiency.



[*Chronic Absenteeism in Tennessee's Early Grades*](#)

This report details the landscape of early grades chronic absenteeism in Tennessee public schools by documenting which students are most likely to be chronically absent and how chronic absenteeism relates to student achievement.



[*Equitable Access to Highly Effective Teachers*](#)

This report describes the current landscape of Tennessee students' access to highly effective teachers by examining both the supply and distribution of highly effective teachers at the state, district, and school levels.



[*Preparation through Partnership: Strengthening Tennessee's New Teacher Pipeline*](#)

This report looks at the landscape of new teachers in Tennessee and provides recommendations around developing strong partnerships between districts and educator preparation provider.



[*Educator Insights: Takeaways from the 2017 Tennessee Educator Survey*](#)

This report uses data from the Tennessee Educator Survey to highlight central trends and major statewide needs in the areas of instructional time, curriculum and materials, teacher evaluation, and professional learning.

STRATEGIES FOR

STANDARDS, ASSESSMENT, & ACCOUNTABILITY

Our standards set a strong foundation for all students’ growth, our assessments provide actionable feedback on whether students are reaching those standards, and our accountability system ensures we are all aligned towards the same goals. Through these foundational pieces, we can continue to move more and more of our students towards long-term success.

We recommend that your district...

- ➔ Build teachers’ knowledge and understanding of the new academic standards and associated shifts.
- ➔ Use data from TNReady reports and formative assessments, as well as aligned materials, to support successful implementation of new standards and improved performance on TNReady.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Build teachers’ knowledge and understanding of the new academic standards and associated shifts.</p>		
<ul style="list-style-type: none"> ▪ Collect feedback from educators on the effectiveness of standards trainings, including both initial trainings and follow-ups, conducted by state, district, and school leaders. Note areas where teachers need additional supports. ▪ Complete crosswalk between the revised math and ELA standards and current materials; note gaps where adopted/ purchased materials are not aligned with standards or with the level of rigor required by the revised standards. 	<ul style="list-style-type: none"> ▪ Revisit and refine your plan and funding for intentional follow-ups and professional learning on the revised math and ELA standards in the first year of implementation (2017–18), especially for new educators. Leverage state-generated resources and videos to support your planning and training ▪ Partner with TDOE to develop robust professional learning around the revised science standards (2018–19), including initial training (spring/summer 2018) and follow-up throughout the year (2018–19). 	<ul style="list-style-type: none"> ▪ During 2017–18 develop or adapt materials to address gaps and support educators in understanding the new math and ELA standards, and provide support on what strong alignment looks like in practice. ▪ During spring 2018 review science materials from the state’s official instructional materials list using the instructional materials screening instrument.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Use data from TNReady reports and formative assessments, as well as aligned materials, to support successful implementation of new standards and improved performance on TNReady.</p>		
<ul style="list-style-type: none"> ▪ Review Standards Analysis Report to identify areas of strength and targets for improvement in math, ELA and US History. ▪ Review formative assessments for areas of challenge in aligning work to new standards. 	<ul style="list-style-type: none"> ▪ Create a communication plan for ensuring teachers, coaches, and administrators' access and understand state and district-developed materials around TNReady including blueprints and practice materials. ▪ Review training materials for the Classroom Assessment Builder (CAB) [available soon] and consider creating or adapting common assessments for educators utilizing the CAB. ▪ Provide training on standards alignment for science educators who will be working on local adoption; plan to purchase new science materials, and provide training for teachers on effective use of the new materials. 	<ul style="list-style-type: none"> ▪ Set expectations for educator use of practice tools, including CAB and practice tests, in addition to benchmark and/or formative assessments. ▪ Monitor instructional materials and student work to ensure tight alignment to standards and the appropriate level of rigor.



FUNDING OPTIONS

→ In the [Coordinated Spending Guide](#), reference the following Funding Quick Guides:

- Improve Effective Instruction for Literacy & Numeracy
- Provide Instructional Coaches, Specialists, and Other Supports for Teachers
- Upgrading the Existing Curriculum

STRATEGIES FOR

EARLY FOUNDATIONS & LITERACY

Over the last several years, we have seen remarkable collaboration develop across districts to improve literacy outcomes for Pre-K through third graders. Where do we go from here? What are the next steps to ensure that we are aligned in our strategies to provide all students with solid foundational skills coupled with deep comprehension and knowledge? The list below offers a list of department recommendations and resources to keep the work moving forward.

We recommend that your district...

- ➔ Incorporate Tennessee’s Early Learning Model (ELM) into your vision for early literacy success.
- ➔ Support educators to implement high quality literacy practices as defined in the state’s vision for third grade reading proficiency and [Teaching Literacy in Tennessee](#).

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Incorporate TDOE’s Early Learning Model (ELM) into your vision for early literacy success.</p>		
<ul style="list-style-type: none"> ▪ Assess whether your pre-K classrooms meet the quality metrics—around serving the targeted population, effective daily scheduling, high quality curriculum and instructional practices, and positive teacher-student interactions—defined in the revised VPK application. ▪ Review alignment between pre-K curriculum and materials, kindergarten curriculum and materials, and the Tennessee Early Learning and Developmental Standards (TN ELDS) to support high quality instructional practices and student transitions. 	<ul style="list-style-type: none"> ▪ Select a district leadership team to participate in ELM Phase 2 training and develop a plan for sharing professional learning focused on quality instruction and the student growth portfolio with school leaders and early grades teachers. ▪ Plan a training and communications strategy to launch the Kindergarten Entry Inventory in your schools in 2018–19. 	<ul style="list-style-type: none"> ▪ Offer targeted professional development around pre-K and kindergarten student growth portfolios that includes initial training of new teachers and follow-up support. ▪ Monitor ongoing implementation of student growth portfolios and adapt support and feedback as necessary.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Support educators to implement high quality literacy practices as defined in the state’s vision for third grade reading proficiency and Teaching Literacy in Tennessee.</p>		
<ul style="list-style-type: none"> ▪ Assess the extent to which current curriculum, materials, and literacy instructional practices align with grade level standards and support high quality instruction as outlined in Teaching Literacy in Tennessee and Tier I Expectations. 	<ul style="list-style-type: none"> ▪ Develop a comprehensive district literacy plan that identifies specific district and school action steps to ensure that you meet local and statewide goals for reading proficiency. Consider using the new state-provided Grade 2 Assessment to monitor progress. ▪ Design and apply for Read to be Ready Summer Grant programs. Begin recruiting the students in your district who are not proficient in reading and most at risk for summer slide. 	<ul style="list-style-type: none"> ▪ Communicate and encourage leaders to participate in various TDOE professional learning opportunities throughout the 2017-18 school year including the Read to be Ready Coaching Network and the TDOE webinar series. ▪ Leverage unit starters [available soon] and associated text sets from TDOE to implement the recommendations in Teaching Literacy in Tennessee.



FUNDING OPTIONS

→ In the [Coordinated Spending Guide](#), reference the following **Funding Quick Guides**:

- Pre-Kindergarten Programs
- Improve Effective Instruction for Literacy and Numeracy
- Upgrading the Existing Curriculum
- Provide Instructional Coaches, Specialists, and Other Supports for Teachers

→ Consider applying for **Supplemental Grants** including:

- [Read to Be Ready Summer Grant](#)

STRATEGIES FOR

HIGH SCHOOL & BRIDGE TO POSTSECONDARY

Success after high school in Tennessee increasingly requires the completion of a postsecondary degree or certificate. Research shows that students who enroll in at least one early postsecondary opportunity, especially those in traditionally underserved populations, are more likely to matriculate into and persist in postsecondary. If we create vertically aligned pathways and opportunities for students to be exposed to early college and career training, we can strengthen our overall workforce and economy while improving students' overall quality of life. In recent years, we have significantly expanded our set of state-level resources to support this work. Here are our recommendations to support and strengthen district efforts.

We recommend that your district...

- Create vertically aligned pathways from kindergarten through graduation (K-12) and on to postsecondary.
- Develop a diverse and high-quality portfolio of early postsecondary, industry certification, and capstone work-based learning opportunities for students and ensure they are aligned with postsecondary and career opportunities.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Create vertically aligned pathways from kindergarten through graduation (K-12) and on to postsecondary.</p>		
<ul style="list-style-type: none"> ■ Analyze student progress through key transition points, including 5th to 6th grade, 8th to 9th grade, and 12th to postsecondary, with additional data provided by your district's <i>Drive to 55</i> report. ■ Review EOC standards-level reports and SAT/ACT school and district reports to help identify student skill gaps for college and career readiness. 	<ul style="list-style-type: none"> ■ Use the School Counseling Model & Standards Implementation Guide and Timeline to plan for full implementation of the revised school counseling model and standards in fall 2018. ■ Offer and evaluate student interest inventories in 7th and 10th grade, develop and update student four-year plans annually, and ensure that students in underrepresented groups are recruited for participation in early postsecondary opportunities. ■ Leverage resources in the ACT Best Practices Toolkit to develop strategies focused on student preparation and success on college entrance exams. Learn more about SAT/ACT exams on the department's website and how these connect to TNReady standards. 	<ul style="list-style-type: none"> ■ Implement monthly activities from the Path of Choice handbook based on student goals, including participating in the ACT Senior Retake Opportunity. ■ Educate students, teachers, counselors, and administrators on the use of free tools, such as CollegeforTn.org, and graduation resources on the department's website to assist in student planning and advisement.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Develop a diverse and high-quality portfolio of early postsecondary, industry certification, and capstone work-based learning opportunities for students and ensure they are aligned with postsecondary and career opportunities.</p>		
<ul style="list-style-type: none"> ▪ Evaluate your master scheduling practices, particularly in high school, to ensure you are able to accommodate increases in early postsecondary opportunities and successfully move students along programs of study and elective focus areas. ▪ Conduct an inventory of current work-based learning opportunities. 	<ul style="list-style-type: none"> ▪ Read the EPSO Strategic Growth Plan and use the tools in the accompanying EPSO Implementation Guide to select an appropriate portfolio of EPSOs for each of your high schools that include at least four opportunities across grades that are aligned to postsecondary and career opportunities as well as student postsecondary aspirations. ▪ Review the department’s recognized Industry Certifications and ensure that students are in programs of study aligned to regional needs and are sitting for certification exams. 	<ul style="list-style-type: none"> ▪ Communicate frequently with students, parents, and educators around available EPSOs, Industry Certifications, and work-based learning opportunities. ▪ Host events in conjunction with EPSO Opportunity Week, October 23–27, to raise awareness of the EPSOs available to Tennessee’s students. Schools that wish to participate should register (here) to receive materials and communications.



FUNDING OPTIONS

- In the [Coordinated Spending Guide](#), reference the following **Funding Quick Guides**:
 - Upgrading the Existing Curriculum
 - Advanced Coursework Options for Students
- Reference the **EPSO funding chart** in the [EPSO Implementation Guide](#) for additional information for using Title, Perkins, and state funding for early postsecondary opportunities.
- Consider applying for Supplemental Grants including:
 - [Perkins Reserve Grant](#)

STRATEGIES FOR

ALL MEANS ALL

Tennessee continues to demonstrate large achievement gaps among students of different race and socioeconomic status. Our historically underrepresented populations are more likely than their peers to miss crucial instructional time due to absence or discipline and less likely to score on-track on standardized exams. By increasing quality core instruction and intensive intervention supports, we can better support all students. See below for department recommendations and resources.

We recommend that your district...

- Ensure strong implementation of RTI² characterized by the inclusion of all students in Tier I instruction and a classroom environment that pairs appropriate challenges and supports for success.
- Establish positive school climate by leveraging multi-tiered systems of support (MTSS) that result in a reduction of students that are chronically out of school.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Ensure strong implementation of RTI² characterized by the inclusion of all students in Tier I instruction and a classroom environment that pairs appropriate challenges and supports for success.</p>		
<ul style="list-style-type: none"> ▪ Meet with building-level administrators to understand the challenges they are experiencing in their schools related to supporting English Learners, advanced students, and struggling students during Tier I instruction. 	<ul style="list-style-type: none"> ▪ Ensure opportunities for general educators, special educators, and English as a Second Language educators to co-plan and collaborate on strategies and accommodations that improve access to core instruction. ▪ Review English Learner resources, including the Teaching Literacy in Tennessee: EL Companion and the Framework for English Learners (coming in Fall 2017) to support all students in accessing high quality core instruction. 	<ul style="list-style-type: none"> ▪ Offer opportunities for district and building-level leaders to participate in specific trainings and collaborate regarding Tier II and Tier III intervention practices and their connection to core instruction. ▪ Ensure all educators have access to the RTI² manual and implementation guide, especially the revised Tier I section, as well as the ACCESS materials for strategies to strengthen instruction across Tiers in your schools.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Establish positive school climate by leveraging multi-tiered systems of support (MTSS) that result in a reduction of students that are chronically out of school.</p>		
<ul style="list-style-type: none"> ▪ Review the Overview of Student Supports webpage to familiarize yourself with the multi-tiered system of supports (MTSS) approach to address non-academic needs of students. ▪ Follow the Guide to Using Data to Support Student Attendance in the Attendance Toolkit to conduct root-cause analysis and identify areas of greatest need and disproportionate representation of specific subgroups. 	<ul style="list-style-type: none"> ▪ Collaborate with juvenile court to develop a progressive truancy intervention plan consistent with PC 379 to intervene with habitually truant students who have not responded to school-based interventions within the MTSS framework. ▪ Consider submitting a 21st Century Community Learning Centers grant application to use extended learning time to increase non-academic supports for students. 	<ul style="list-style-type: none"> ▪ Implement training or program models such as <i>Restorative Practices</i> or <i>Building Strong Brains</i> to establish a supportive and positive school climate for all students, including those who are most at risk. ▪ Establish a process for incorporating and reviewing non-academic data (e.g. attendance data, office referrals, behavioral data) into existing school level data team meetings for RTI².





FUNDING OPTIONS

- In the [Coordinated Spending Guide](#), reference the following **Funding Quick Guides**:
 - Response to Instruction and Intervention
 - Chronically Out of School
 - Healthy and Safe Schools
 - Positive Behavioral Interventions and Supports (PBIS)
 - Dropout Prevention
 - Redesign, Maximize, or Extend School Day, Week, or Year
- Consider applying for Supplemental Grants including:
 - [21st Century Community Learning Centers Grant](#)

STRATEGIES FOR

EDUCATOR SUPPORT

The strength of Tennessee’s classrooms is defined by the strength of Tennessee’s educators. Most districts in Tennessee offer a wide variety of formal and informal teacher learning opportunities, but 40 percent of Tennessee teachers still report that they do not participate in useful professional learning activities on a monthly basis. Here are suggestions for improving your human capital system and supporting strong, relevant, and personalized learning to target the specific needs of your teachers and leaders.

We recommend that your district...

- Develop a comprehensive human capital system to acquire, develop, and sustain highly effective educators.
- Assess, develop, and evaluate your district’s approach to ensure rigorous and aligned professional learning that improves the practices of all educators.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Develop a comprehensive human capital system to acquire, develop, and sustain highly effective educators.</p>		
<ul style="list-style-type: none"> ▪ Use your Human Capital Data Report to understand historical trends in recruitment, retention and effective teaching gaps. ▪ Use data to forecast annual teacher and leader shortage needs over the next several years, taking into account annual turnover, anticipated retirements, strategic staffing needs, and hard to staff positions. ▪ Use the Tennessee Educator Survey and Human Capital Data Report to examine the implementation of the evaluation system to ensure that the system is providing accurate and reliable information. 	<ul style="list-style-type: none"> ▪ Develop robust partnerships with education preparation providers (EPPs) to address human capital needs. ▪ Make adjustments to the evaluation system to improve quality of data and feedback. ▪ Review and refine a comprehensive strategic compensation plan to address areas of need and effective teaching gaps. 	<ul style="list-style-type: none"> ▪ Discuss data from Human Capital Data Report and Educator Preparation Program (EPP) Reports with primary partner EPPs to develop meaningful and comprehensive partnerships that increase the supply and quality of educators aligned to district needs. ▪ Strategically place teachers to close effective teaching gaps that create inequitable access to effective teachers across different student groups.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Assess, develop, and evaluate your district’s approach to ensure rigorous and aligned professional learning that improves the practices of all educators.</p>		
<ul style="list-style-type: none"> ▪ Use data from the Tennessee Educator Survey to assess educator perceptions about professional learning in your district. ▪ Use evaluation data and data from the Human Capital Data Report to evaluate professional learning needs. ▪ Leverage the Professional Learning Rubric and Quick Guide to assess the district’s current professional learning plan. 	<ul style="list-style-type: none"> ▪ Develop and/or revise a professional learning plan that includes clear responsibilities, expectations, milestones, and resources. ▪ Identify strategies from the Professional Learning Rubric to embed into your new or revised professional learning plan. ▪ Consider how existing district and state programs and tools like the Instructional Partnership Initiative, micro-credentials, and professional learning communities, fit into your plan. 	<ul style="list-style-type: none"> ▪ Communicate expectations for use of the Professional Learning Rubric and Quick Guide. ▪ Use the Professional Learning Rubric to monitor and evaluate the quality and impact of professional learning on educator effectiveness and student outcomes.



FUNDING OPTIONS

- **In the [Coordinated Spending Guide](#), reference the following Funding Quick Guides:**
 - Improve Effective Instruction for Literacy & Numeracy
 - Provide Instructional Coaches, Specialists, and Other Supports for Teachers
- **Consider applying for Supplemental Grants including:**
 - [Tennessee Residency Grants](#) (in partnership with primary partner EPPs)

STRATEGIES FOR

DISTRICT EMPOWERMENT

Tennessee’s progress depends on 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. How can your district planning processes take advantage of department support and resources?

We recommend that your district...

- Develop, communicate, and consistently review your strategic, data-based vision for your district’s future.
- Support your strategic plan through effective and efficient use of resources.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Develop, communicate, and consistently review your strategic, data-based vision for your district’s future.</p>		
<ul style="list-style-type: none"> ▪ Engage in a collaborative, district-wide process to identify areas of progress and challenge to launch this year’s planning cycle. Leverage supports from the ePlan Planning Tool and your CORE office to support this analysis. ▪ Review identified indicators from previous year’s plan to evaluate the effectiveness of previous strategies and action steps. 	<ul style="list-style-type: none"> ▪ Collaborate with key stakeholders (central office staff, school leaders, school board) to develop the annual district plan and ensure alignment of state, district, and school goals. ▪ Consider effective ways to share the district plan with various stakeholders, including summative documents, presentations, workshops, and leadership retreats. ▪ Use resources in the Coordinated Spending Guide to develop budget and funding application aligned to the needs and priorities laid out in the district plan. 	<ul style="list-style-type: none"> ▪ Support school leaders in accessing and understanding school-level data to create strong goals, strategies, and actions steps to address identified needs and aligned to district and state goals. ▪ Regularly revisit your annual district and school plans for early indicators, areas of progress, areas of challenge, and potential roadblocks.

 Analyze and Assess	 Plan and Prepare	 Communicate, Implement, and Monitor
<p>...Support your strategic plan through effective and efficient use of resources.</p>		
<ul style="list-style-type: none"> ▪ Analyze funding decisions from past years and determine the return on investment. ▪ Assess alignment between priorities laid out in annual and five-year plans and distribution of funding towards those priorities. ▪ Identify barriers to attaining 1:1 computing and integrating technology into instruction in your district. 	<ul style="list-style-type: none"> ▪ Leverage the Coordinated Spending Guide as well supports from your Consolidated Planning and Monitoring (CPM) consultant and CORE office to develop your budget and funding application aligned to school and district priorities. ▪ Use a cross-departmental team approach to audit program-level budgeting to ensure opportunities for efficiencies are identified. ▪ Develop a plan to attain 1:1 computing in your district that is financially stable, reduces dependencies on one-off funding sources, and includes considerations for upgrading and improving infrastructure needed to support computing within your district. ▪ Build a technology integration strategy that defines how technology and instruction will intersect, including identification of key leaders and processes for evaluating and selecting education technology products. 	<ul style="list-style-type: none"> ▪ Monitor spending at the district- and school-levels for continued alignment to priorities. ▪ Assure appropriate allocation of funds targeted to high-need schools (Focus, Priority, low-performing, unsafe schools). ▪ Work with CPM to consider expanding flexibility offered through school-wide consolidation.



FUNDING OPTIONS

→ Reference the [Coordinated Spending Guide](#) for additional information on funding options and strategies

FOR MORE INFORMATION ON ONE OF THE PRIORITY AREAS,
PLEASE REACH OUT TO THE CONTACT LISTED BELOW:



STANDARDS, ASSESSMENT, & ACCOUNTABILITY

Vicki Kirk vicki.kirk@tn.gov
Deputy Commissioner and Chief Academic Officer

Nakia Towns nakia.towns@tn.gov
Assistant Commissioner of Data and Research



EARLY FOUNDATIONS & LITERACY

Vicki Kirk vicki.kirk@tn.gov
Deputy Commissioner and Chief Academic Officer

Elizabeth Alves elizabeth.alves@tn.gov
Assistant Commissioner of Early Learning and Literacy



HIGH SCHOOL & BRIDGE TO POSTSECONDARY

Lyle Ailshie lyle.ailshie@tn.gov
Deputy Commissioner

Casey Haugner Wrenn casey.haugner@tn.gov
Assistant Commissioner of College, Career, and Technical Education



ALL MEANS ALL

Vicki Kirk vicki.kirk@tn.gov
Deputy Commissioner and Chief Academic Officer

Theresa Nicholls theresa.nicholls@tn.gov
Assistant Commissioner of Special Populations and Student Support



EDUCATOR SUPPORT

Lyle Ailshie lyle.ailshie@tn.gov
Deputy Commissioner

Paul Fleming paul.fleming@tn.gov
Assistant Commissioner of Teachers and Leaders



DISTRICT EMPOWERMENT

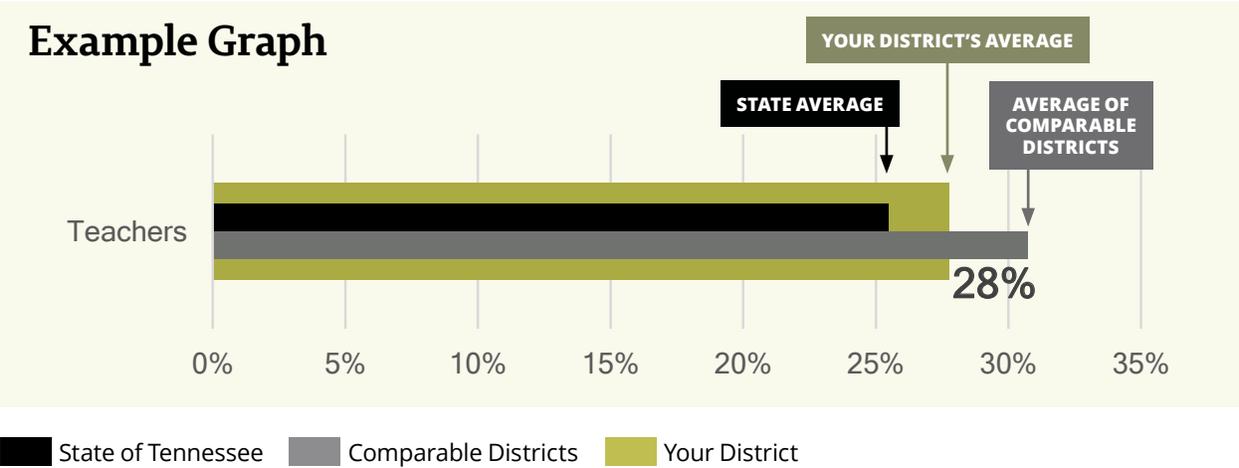
Kathleen Airhart kathleen.airhart@tn.gov
Deputy Commissioner and Chief Operations Officer

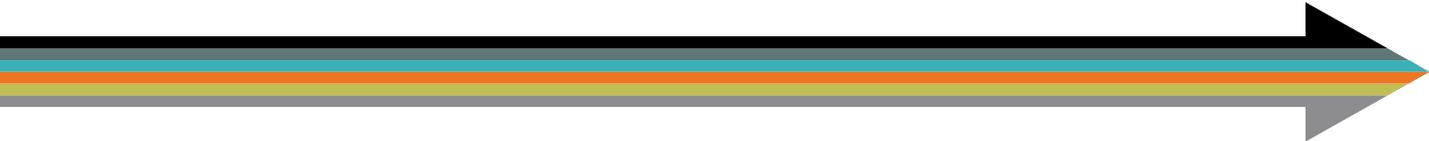
For all other questions, please reach out to Nate Schwartz, Chief
Research and Strategy Officer, at nate.schwartz@tn.gov.

SECTION II: DATA

Over the last few years, the department has aimed to be more transparent about the progress of our schools, districts, and the state towards our common goals of improving student success. This section provides a snapshot of that progress for your district. The snapshots are organized by priority area and are intended to spark or support conversation around where your district has experienced successes and challenges.

The graphs in this section show your district's and the state's averages across the set of metrics, as well 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.





WHAT ARE COMPARABLE DISTRICTS?

Comparable districts are selected by choosing the districts that come the closest to yours across the combination of the following factors:

- Student enrollment
- Per pupil expenditure
- CORE region
- Grade span offered
- Demographic make-up (percentage of students in the districts classified as Black, Hispanic, Native American, Economically Disadvantaged, Student with Disabilities, and English Learners)

Based on these factors, your comparable districts for this report are:

NOT APPLICABLE

As a supplement to these reports, the state will share a tool that will allow you to explore the data of your comparable districts as well as additional districts that you select. You can access that tool as well as a state-level version of this document at <https://www.tn.gov/education/topic/strategic-plan>.

Some districts may not have a specific data point because student or teacher data was suppressed due to low counts. On the graphs, these are shown as “Data Not Available”. For more information regarding specific metrics, refer to Appendix A for definitions and further clarification regarding the source of data for each metric.

EARLY FOUNDATIONS & LITERACY

KINDERGARTEN READINESS

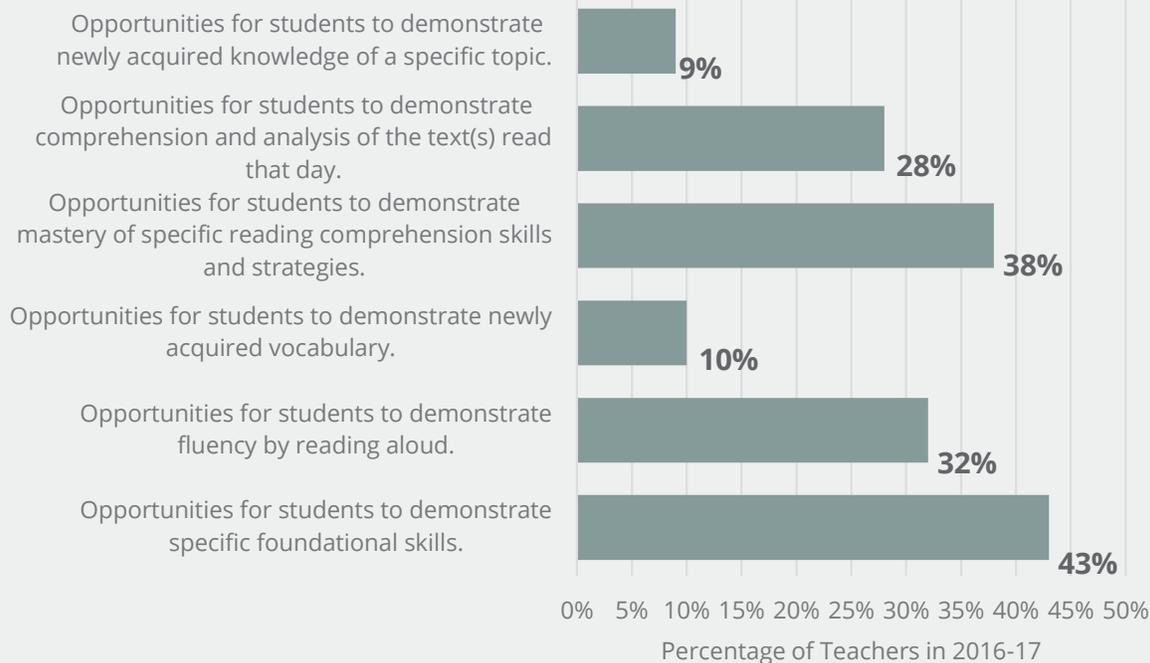
Are students prepared for Kindergarten?

Next year will feature full rollout of the Kindergarten Entry Inventory to evaluate the skill sets of students entering our schools.

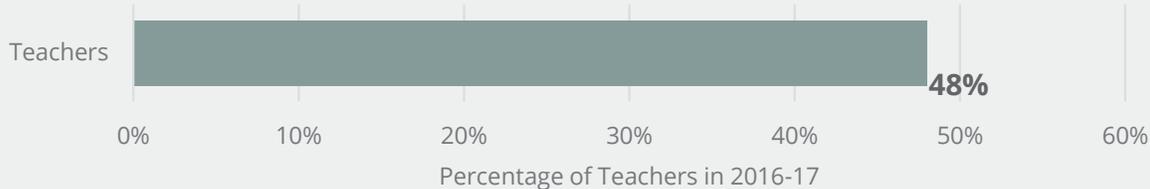
TEACHERS' LITERACY PRACTICES

Source: Tennessee Educator Survey

In an average week, what percentage of teachers spend more than 15% of their time with the following as the primary goal of an activity during reading block?



On average, what percentage of teachers spend more than 5 hours per week creating or sourcing materials for your reading block?



PROFICIENCY MILESTONES

Are students on track at crucial early literacy milestones?

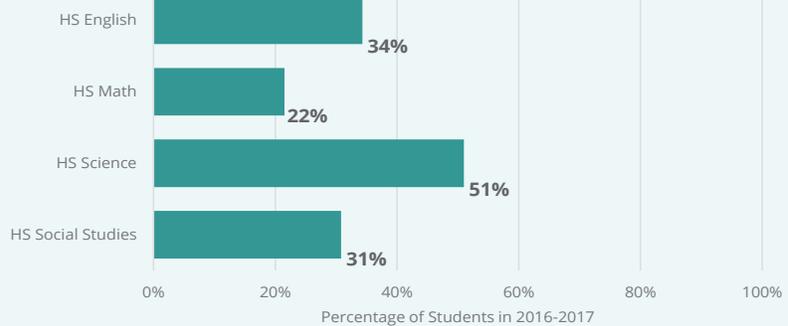
Over the next few months, districts will receive additional information regarding results on the TNReady exams for students in grades 3-8 as well as results on the 2nd grade assessment if the district opted in.

HIGH SCHOOL & BRIDGE TO POSTSECONDARY

END-OF-COURSE PERFORMANCE

Source: TNReady Scores

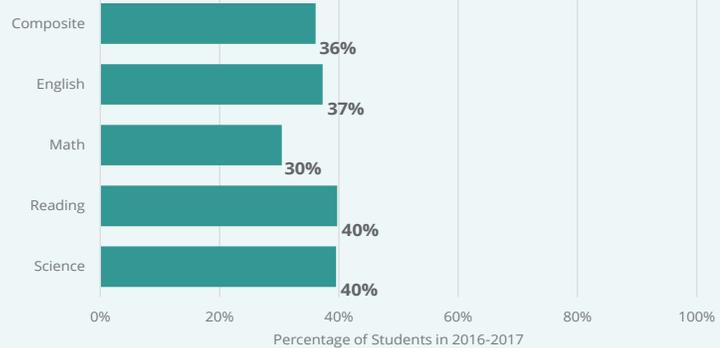
Are your students on-track or mastered in high school subject areas?



COLLEGE AND CAREER READINESS

Source: ACT Scores

What percentage of your juniors scored a 21 or higher on the ACT, therefore demonstrating college and career readiness, on Junior Test Day?



POSTSECONDARY ENROLLMENT

Source: Tennessee Longitudinal Data System

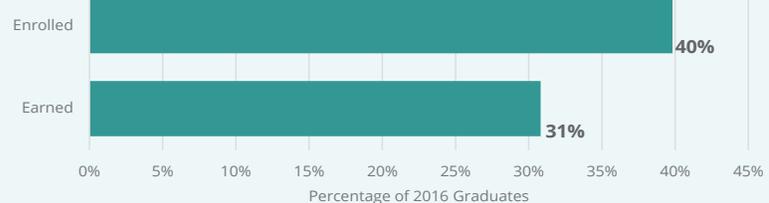
How many of your graduates are seamlessly enrolling into postsecondary after high school graduation?



EARLY POSTSECONDARY OPPORTUNITIES

Source: Education Information System, College Board, Tennessee Longitudinal Data System, and Early Postsecondary Data System

How many of your graduates are enrolling and earning credit in Early Postsecondary Courses (includes AP, State Dual Credit, and Dual Enrollment)?



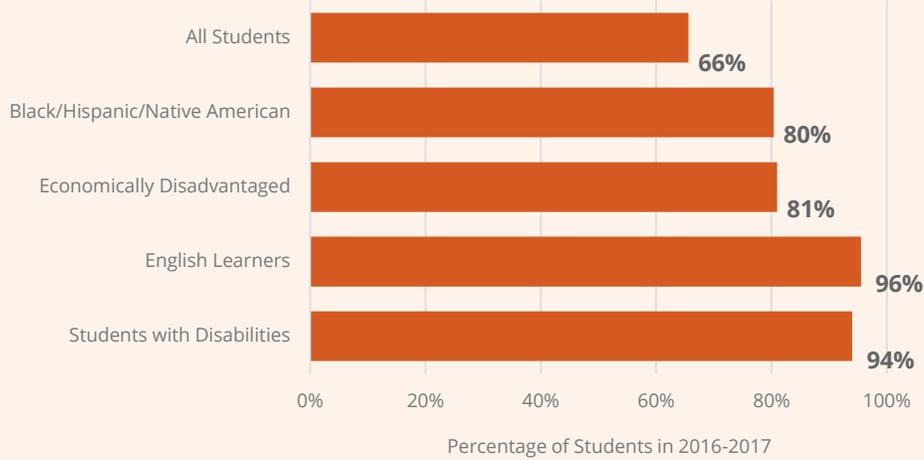
ALL MEANS ALL



SUBGROUP PERFORMANCE

Source: TNReady Scores

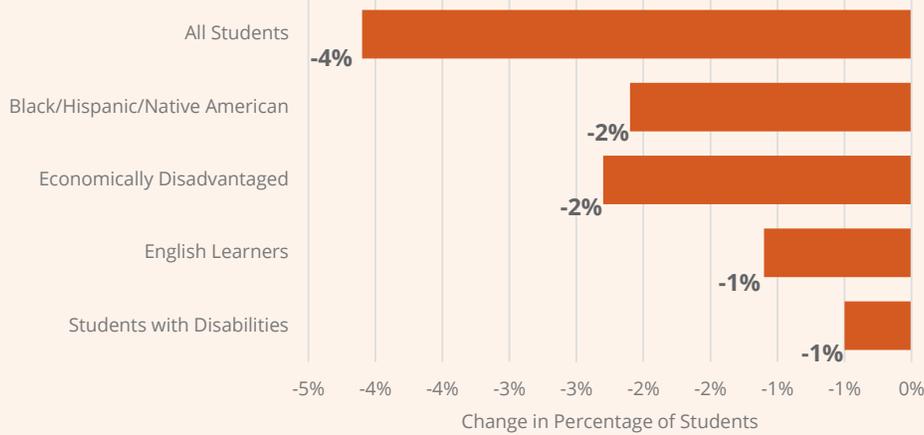
Are certain subgroups in your district more likely to underperform in high school English?



REDUCTION IN SUBGROUP UNDERPERFORMANCE

Source: TNReady Scores

Is the percentage of low-performing students in high school English growing or shrinking?

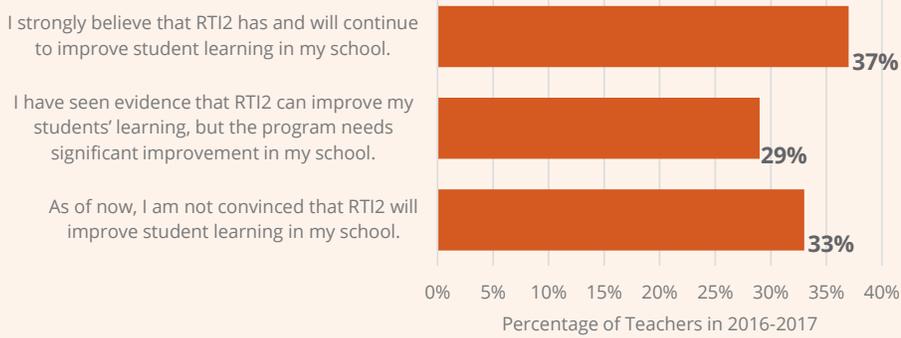


**A positive result indicates that the percentage of students who are Below or Approaching grew from 2016 to 2017. A negative result indicates that the percentage of students who are Below or Approaching fell.

RTI² IMPLEMENTATION

Source: Tennessee Educator Survey

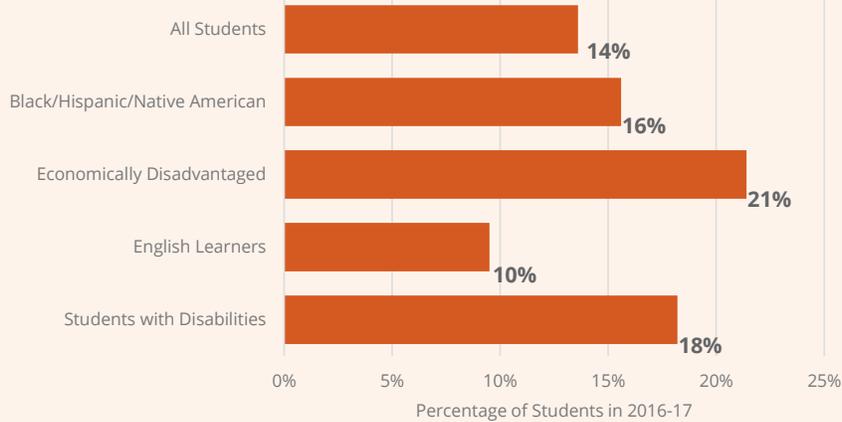
Do your teachers believe that RTI² will improve student learning?



CHRONIC ABSENTEEISM

Source: Education Information System

Are specific student subgroups more or less likely to be chronically out of school?

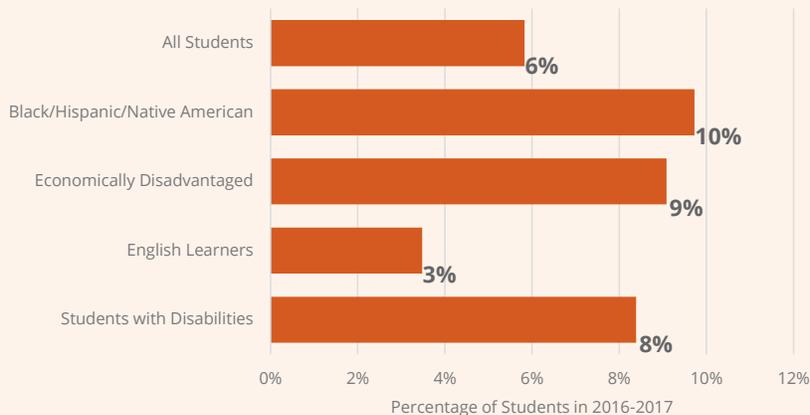


***As the department continues to finalize business rules for the chronically out of school indicator, these numbers may shift before they are finalized for accountability purposes.*

DISCIPLINE

Source: Education Information System

Are specific student subgroups more or less likely to be suspended?

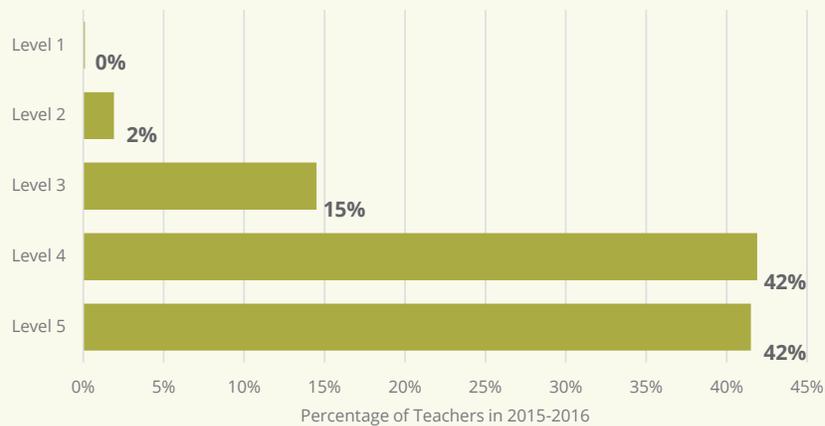


EDUCATOR SUPPORT

EDUCATOR EFFECTIVENESS

Source: TNCompass

What is the distribution of levels of overall effectiveness of the educators in your district?



AREAS FOR IMPROVEMENT

Source: TNCompass

What are the weakest observation indicators for your educators?

	State
1	Instruction - Problem Solving
2	Instruction - Thinking
3	Instruction - Questioning

TEACHER DEVELOPMENT

Source: Tennessee Educator Survey

Do your teachers believe they received specific and tailored suggestions for professional learning and sufficient support to reach long term goals?



APPENDIX A: DATA DEFINITIONS

DATA PROMPT	DATA SOURCE
EARLY FOUNDATIONS & LITERACY	
In an average week, what percentage of teachers spend more than 15% of their time with the following as the primary goal of an activity during reading block?	Data is from the TN Educator Survey administered in the spring of each school year. The district must have 45 percent of its teachers respond to the survey and at least 10 teachers for the data to be reported at the district level.
On average, what percentage of teachers spend more than 5 hours per week creating or sourcing materials for your reading block?	Data is from the TN Educator Survey administered in the spring of each school year. The district must have 45 percent of its teachers respond to the survey and at least 10 teachers for data to be reported at the district level.
HIGH SCHOOL & BRIDGE TO POSTSECONDARY	
Are your students on-track or mastered in high school subject areas?	EOC scores are from TNReady exam scores from the 2016-17 school year. A district must have at least 10 students in each subject to have data for that subject, and data is hidden if the total is less than one percent or greater than 99 percent. These files do not have ACT Substitution applied and do not include middle school students. Therefore, the numbers may differ from final accountability percentages.
What percentage of your juniors scored a 21 or higher on the ACT, therefore demonstrating college and career readiness on Junior Test Day?	ACT scores shown are only for juniors who took the ACT on Junior Test Day. The percentage of students who are 21 or higher therefore likely will not match the final percentages used for accountability given that additional students may score 21 or higher outside of Junior Test Day. In addition, it is important to note that student participation rates on Junior Test Day vary across the state. A district must have at least 10 students in each subject to have data for that subject, and data is hidden if the total is less than one percent or greater than 99 percent.
How many of your graduates are enrolling in Early Postsecondary Courses?	Counts are based on student-level course data collected through EIS. Student need 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 2016 graduates throughout their high school career.
How many of your graduates are earning credit in Early Postsecondary Courses?	<p>Data includes credits awarded in Advanced Placement (AP) courses, Dual Enrollment courses, and Dual Credit courses.</p> <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>

APPENDIX A: DATA DEFINITIONS

How many of your graduates are seamlessly enrolling postsecondary after high school graduation?

Student-level data is obtained through the Tennessee Longitudinal Data System (TLDS) in partnership with the Tennessee Higher Education Commission (THEC). Postsecondary data includes matriculation into Tennessee public postsecondary via state data collection and matriculation into out-of-state and private postsecondary institutions via the National Student Clearinghouse (NSC). Note that a handful of smaller, mostly private postsecondary institutions are not included in the NSC database.

ALL MEANS ALL

Are certain subgroups more likely to underperform in your district in high school English?

EOC scores are from TNReady exam scores from the 2016-17 school year. These files do not have ACT Substitution applied and therefore may differ from the final accountability percentages. A district must have at least 10 students in each subgroup to have data for that subgroup, and data is hidden if the total is less than one percent or greater than 99 percent.

Is the percentage of students in the lowest performance groups growing or shrinking?

This data represents the difference between the percentage of students scoring Below Basic or Approaching in the 2016-17 school year and the percentage of students in these categories from the previous year. These files do not have ACT Substitution applied and therefore may differ from the final accountability percentages. A positive total here means that the number of students in the lowest performance category has gotten larger over the last year. A district must have at least 10 students in each subgroup to have data for that subgroup, and data is hidden if the total is less than one percent or greater than 99 percent.

Do teachers believe that RTI² will improve student learning?

Data is from the TN Educator Survey administered in the spring of each school year. The district must have 45 percent of its teachers respond to the survey and at least 10 teachers for the response of the teachers in the school to be reported at the district level.

Are specific student subgroups more or less likely to end up chronically out of school?

Data is from the Education Information System (EIS). A student is considered chronically out of school if they missed more than ten instructional days. A district had to have at least 10 students in each subgroup to have data for that subgroup. These numbers may change slightly as they are finalized for accountability purposes. A district must have at least 10 students in each subgroup to have data for that subgroup, and data is hidden if the total is greater than 99 percent.

Are specific student subgroups more or less likely to be suspended?

Data is from the Education Information System (EIS). Data for subgroups are only shown if there are at least 10 students in the subgroup in the district. A district must have at least 10 students in each subgroup to have data for that subgroup, and data is hidden if the total is greater than 99 percent.

APPENDIX A: DATA DEFINITIONS

EDUCATOR SUPPORT

What is the distribution of levels of overall effectiveness of the educators in your district?	Teacher-level data is derived from Evaluation data entered into TNCompass.
What are the weakest observation indicators for your educators?	Teacher-level data is derived from evaluation data entered into TNCompass. The indicators identified are the indicators for which the average observation scores across all of your educators were the lowest. Observation indicator data is shown for districts for which data was available in TNCompass or provided to the state through a different mechanism.
Do your teachers believe they received specific and tailored suggestions for professional learning and sufficient support to reach long term goals?	Data is from the TN Educator Survey administered in the spring of each school year. The district must have 45 percent of its teachers respond to the survey and at least 10 teachers for responses to be reported at the district level.

APPENDIX B: GLOSSARY OF RESOURCES

RESEARCH REPORTS

- Building the Framework: A Report on Elementary Grades Reading in Tennessee—https://www.tn.gov/assets/entities/education/attachments/rpt_bldg_the_framework.pdf
- The Rise of Student Growth Portfolios in Tennessee—https://www.tn.gov/assets/entities/education/attachments/rpt_rise_of_student_growth_portfolio.pdf
- Seamless Pathways: Bridging Tennessee’s Gap between High School and Postsecondary—https://www.tn.gov/assets/entities/education/attachments/rpt_high_school-seamless_pathways.pdf
- Supporting Early Grades Student Achievement: An Exploration of RTI² Practices—https://www.tn.gov/assets/entities/education/attachments/rpt_an_exploration_of_rti2_practices.pdf
- Chronic Absenteeism in Tennessee’s Early Grades—https://www.tn.gov/assets/entities/education/attachments/rpt_chronic_absenteeism_early_grades.pdf
- Equitable Access to Highly Effective Teachers—https://www.tn.gov/assets/entities/education/attachments/equitable_access_web_3-29-16.pdf
- Preparation through Partnership: Strengthening Tennessee’s New Teacher Pipeline—https://www.tn.gov/assets/entities/education/attachments/Preparation_through_Partnership_report_final_web.pdf
- Educator Insights: Takeaways from the 2017 Tennessee Educator Survey—http://tn.gov/assets/entities/education/attachments/data_survey_report_2017.pdf



STANDARDS, ACCOUNTABILITY, AND ASSESSMENT

- Classroom Assessment Builder (CAB)—Available Soon
- ELA and Math Standards Digital Materials Guide—http://tn.gov/assets/entities/education/training/attachments/Revised_Standards_Training_Digital_Materials_.pdf
- ELA and Math Standards Video Guide—http://tn.gov/assets/entities/education/training/attachments/ELA_and_Math_Standards_Instruction_Video_Guide.pdf
- Instructional Materials Screening Instrument—<https://www.tn.gov/education/topic/textbook-information-for-publishers>
- Revised Standards—<https://www.tn.gov/education/topic/academic-standards>
- Standards Analysis Report—<http://www.tennessee.gov/education/article/tnready-score-reports>
- TNReady Information—<http://www.tennessee.gov/education/topic/tnready>



EARLY FOUNDATIONS AND LITERACY

- Early Learning Model—<http://team-tn.org/non-tested-grades-subjects/early-learning-model-elm/>
- Grade 2 Assessment Blueprints—https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_grade_2.pdf
- Kindergarten Entry Inventory—<http://www.tn.gov/education/section/kei>
- Pre-K and Kindergarten Student Growth Portfolios—<http://team-tn.org/non-tested-grades-subjects/prekindergarten/>

- Read to be Ready Coaching Network—<https://www.tn.gov/readtobeready/section/read-to-be-ready-coaching-network>
- Read to be Ready Summer Grant—<https://www.tn.gov/readtobeready/section/read-to-be-ready-summer-grant>
- *Teaching Literacy in Tennessee*—https://tn.gov/assets/entities/education/attachments/rpt_teaching_literacy_in_tn.pdf
- TDOE Webinar Series—<https://www.tn.gov/readtobeready/topic/educators-summer-learning-series>
- Tennessee Early Learning and Developmental Standards (TN ELDS)—<https://www.tn.gov/education/article/early-learning-development-standards>
- Tier I Expectations—https://www.tn.gov/assets/entities/education/rti2/attachments/rti2_manual.pdf
- Unit Starters—Available Soon
- VPK Application—<https://www.tn.gov/education/topic/voluntary-pre-k>



HIGH SCHOOL AND BRIDGE TO POSTSECONDARY

- ACT Best Practices Toolkit—http://tn.gov/assets/entities/education/attachments/ccte_ACT_toolkit.pdf
- ACT Information—<http://tn.gov/education/topic/act-sat>
- ACT Senior Retake Opportunity—http://tn.gov/assets/entities/education/attachments/ccte_ACT_retake_guide.pdf
- CollegeforTN.org—<https://www.collegefortn.org/>
- EPSO Week Registration—https://stateoftennessee.formstack.com/forms/201718_epso_week_registration?mc_cid=cdd0f4e35a&mc_eid=9a3fe04db7
- EPSO Strategic Growth Plan—<http://tn.gov/education/section/early-postsecondary>
- EPSO Implementation Guide—<http://tn.gov/education/section/early-postsecondary>
- Graduation Resources on the Department’s Website—<http://tn.gov/education/topic/graduation-requirements>
- Path of Choice—https://tn.gov/assets/entities/education/attachments/ccte_sr_a_path_of_choice.pdf?mc_cid=7951ea5866&mc_eid=9a3fe04db7
- Perkins Grant—<https://www.tn.gov/education/topic/cte-accountability-and-data-reporting>
- Recognized Industry Certifications—http://tn.gov/assets/entities/education/attachments/cte_certs_list.xlsx
- School Counseling Model & Standards —https://tn.gov/assets/entities/sbe/attachments/5.103_School_Counseling_Model_Standards_Policy_4-21-17.pdf
- School Counseling Model & Standards Implementation Guide—http://tn.gov/assets/entities/education/attachments/ccte_counseling_implementation_guide.pdf?mc_cid=2a03d0882c&mc_eid=9a3fe04db7v
- School Counseling Model & Standards Implementation Timeline—http://tn.gov/assets/entities/education/attachments/ccte_counseling_implementation_timeline.pdf
- Student Interest Inventories—<https://www.collegefortn.org/>
- Work-Based Learning—https://tn.gov/assets/entities/education/attachments/wbl_policy_guide.pdf



ALL MEANS ALL

- ACCESS Materials—<http://tn.gov/education/topic/tdoe2-access-materials>
- Framework for English Learners—<http://tn.gov/education/topic/english-learners>
- Guide to Using Data to Support Student Attendance in the Attendance Toolkit—<http://www.tn.gov/education/topic/chronic-absenteeism>
- Multi-tiered Systems of Supports (MTSS)—http://www.tn.gov/assets/entities/education/attachments/student_supports_overview.pdf
- Overview of Students Supports webpage—<http://www.tn.gov/education/topic/student-supports-in-tn>
- PC 379—<http://publications.tnsosfiles.com/acts/110/pub/pc0379.pdf>
- RTI² Manual—https://www.tn.gov/assets/entities/education/rti2/attachments/rti2_manual.pdf
- RTI² Implementation Guide—https://tn.gov/assets/entities/education/rti2/attachments/RTI2%20Implementation%20Guide-Revised1_23.pdf
- Teaching Literacy in Tennessee: EL Companion—https://tn.gov/assets/entities/education/attachments/teaching_literacy_tennessee_english_learner_companion.pdf
- 21st Century Community Learning Centers grant application—<https://www.tn.gov/education/topic/extended-learning>



EDUCATOR SUPPORT

- Educator Preparation Program Reports—https://tn.gov/assets/entities/education/attachments/rpt_lic_annual_reports_guide_examples_epp.pdf
- Effective Teaching Gaps—https://www.tn.gov/assets/entities/education/attachments/equitable_access_web_3-29-16.pdf
- Human Capital Data Report—<http://team-tn.org/data/human-capital-data-reports/>
- Instructional Partnership Initiative- <http://team-tn.org/ipi/>
- Micro-Credentials—<http://team-tn.org/professional-learning/micro-credentials/>
- Professional Learning Quick Guide—<http://www.tn.gov/education/topic/tdoe2-pl-rubric-and-guide> OR <http://team-tn.org/professional-learning>
- Professional Learning Rubric—<http://www.tn.gov/education/topic/tdoe2-pl-rubric-and-guide> OR <http://team-tn.org/professional-learning>
- Strategic Compensation Plan—<http://tn.gov/education/topic/differentiated-pay>
- Tennessee Educator Survey—<http://educatorsurvey.tnk12.gov/>
- Tennessee Residency Grants—<https://www.tn.gov/education/topic/educator-preparation>



DISTRICT EMPOWERMENT

- Consolidated Spending Guide—Can be accessed in district's Document Library at <https://eplan.tn.gov/>
- CORE Office—<https://tn.gov/education/topic/centers-of-regional-excellence>
- ePlan Planning Tool—<https://eplan.tn.gov/>

