

## Early Foundations and All Means All

### Key Outcomes:

- Student achievement in grades 2 and 3 and for historically underserved populations
- Early grades teacher beliefs in the standards and that they have materials that help them teach the standards
- Teacher perceptions regarding RTI<sup>2</sup> implementation

### **How effective are TDOE programs that support students before kindergarten?**

1. Early Intervention and Later Outcomes [TDOE Research Team or TERA] – Feb.-April 2019
  - How does the performance of students who received early intervention during their first three years compare to the performance of similar peers (e.g., 619) in elementary school? Were students who received early intervention services also determined eligible for special education services and, if so, when did this identification/referral occur?  
*Findings will inform resource allocation for TEIS and structures for continuity between early intervention and public schooling.*
2. Quality Pre-K [TDOE Research Team and Caroline Christopher at Vanderbilt/TERA] – ongoing
  - Are Pre-K and K teachers differentiating their instruction based on children’s entering knowledge and skill levels? What Pre-K structures (e.g., curriculum, coaching) differentially impact quality? How does the training/background of Pre-K teachers relate to their instructional practices?  
*Findings will inform department policies and supports for Pre-K requirements and structures and resource allocation of grant funds.*

### **How can we continuously improve Read to be Ready offerings?**

1. Read to be Ready Coaching Network Year 3 Evaluation [TDOE Research Team] – ongoing
  - What is the impact of receiving coaching on teachers’ instructional practices (e.g., high quality texts and tasks) and their students’ learning? Are certain coaching characteristics or practices associated with greater outcomes?  
*Findings will inform ongoing year 3 implementation and future funding requests for continue of the coaching network.*
2. Ready with Resources Evaluation [TDOE Research Team] – ongoing
  - How are districts preparing for the upcoming ELA material adoption? Do teachers who are using high quality materials and unit starters have stronger student outcomes?  
*Findings will inform Ready with Resources trainings and CORE support.*
3. ELA Assessment Learnings [TDOE Research Team] – Dec.-Jan. 2019
  - Do schools and teachers who experienced greater gains have different strategies in place?  
*Findings will be used in the fourth annual reading report to drive improvements to literacy instruction.*

### **What effects has RTI<sup>2</sup> had on student achievement and school practice?**

1. Assessing RTI<sup>2</sup> Implementation Progress [REL Appalachia and TDOE Research Team]
  - How can TDOE and individual districts and schools effectively evaluate progress on RTI<sup>2</sup> implementation?

*Findings will inform knowledge of RTI<sup>2</sup> implementation.*

2. Disproportionate Identification of Students with Disabilities Post RTI<sup>2</sup> Implementation [TDOE Research Team]

- Have rates of identification changed relative to academic achievement? Is any disability group higher or lower functioning as a result of RTI<sup>2</sup> implementation?

*Findings will inform state guidance on RTI<sup>2</sup> implementation.*

3. Achievement Gains for Tennessee's Lowest Performing Students [TDOE Research Team]

- Do the lowest performing students without an IEP make more year-to-year gains under RTI<sup>2</sup>?

*Findings will inform investment in reading and math supports for our lowest achieving students.*

***To what extent do Tennessee schools foster safe and supportive learning environments for students?***

1. Opportunity Gaps in Tennessee Schools [TDOE Research Team] – Oct.-Jan. 2019

- How do school experiences and resources differ for ED and non-ED students over the long term?

*Findings will inform department supports to schools serving the greatest percentages of ED students.*

2. School Safety Landscape [TDOE Research Team] – Oct.-Nov. 2018

- What school safety strengths and vulnerabilities exist across the state? To what extent are schools effectively planning for potential threats?

*Findings will inform department targeted supports for safety planning and resource allocation and tools for self-assessment.*

3. Building Strong Brains Program Evaluation [TDOE Research Team] – spring 2019

- Based on school climate survey, walkthrough, attendance, and discipline data, how are BSB/TIS pilot schools performing (baseline)?

*Findings will inform continuous improvement of multi-year initiative.*

***Other Strategic Supports***

- Read to be Ready Summer Camps evaluation
- Early Literacy Matters evaluation
- Ongoing EL data improvements and proficiency criteria analysis
- Teaching Literacy in grades 4-12 and Teaching Math in TN baseline/goal-setting
- KEI analysis for PDG participants
- Tennessee Early Literacy Network analysis support
- Pre-K-Grade 2 alignment study observation tool development and sampling
- RTI<sup>2</sup> implementation tool development
- RTI<sup>2</sup> manual refinements
- Discipline and corporal punishment data reporting
- Disproportionalities in gifted enrollment
- School social worker survey analysis support
- Ongoing school safety data collection efforts

## High School and Bridge to Postsecondary

### Key Outcomes:

- Student enrollment in key courses aligned to promoted pathways
- ACT performance
- Postsecondary enrollment, persistence, and workforce transitions and success

### ***What courses and pathways best set students up for success following high school? How can we improve take-up and quality of those pathways and courses?***

1. Impact of Integrated Math on ACT Scores [TDOE Research Team] – Sept.-Nov. 2018
  - Do students who have three years of integrated math outperform those who take traditional math courses on the ACT? What is the landscape of district rollout of integrated math?  
*Findings will inform whether and how districts implement integrated math and how the department guides/supports those districts.*
2. Deep Dive into the Statewide Dual Credit Challenge Exam [TDOE Research Team] – Nov.-Jan. 2019
  - What is the background of students enrolling in SDCs? Using item analysis, what do we learn about what is causing low pass rates on the exams?  
*Findings will inform department SDC trainings in the spring that will lead to more targeted professional learning for SDC teachers.*
3. Essential EPSOs [TDOE Research Team] – Feb.-May 2019
  - Are certain EPSOs (subject and type) more likely to lead to college enrollment and persistence? Do we see variation for different groups of students (e.g. low-income, at different levels of achievement)?  
*Findings will inform department investment in course offerings and guidance to districts on how to strategically scale EPSO offerings.*
4. EPSO Student Letters [TDOE Research Team & CTE] – ongoing
  - Does receiving a letter to promote EPSO access increase likelihood of student enrollment in EPSOs? Does identification and targeted outreach increase equity in terms of the types of students enrolling in EPSOs?  
*Findings will inform department strategy related to increasing EPSO enrollment supporting counselors in student advisement on course selection.*
5. Impact of Statewide Dual Credit Courses [Steven Hemelt at UNC] – ongoing
  - Have statewide dual credit courses (with a focus on college algebra) changed subsequent student course-taking or postsecondary matriculation/success?  
*Findings will inform department understanding of how success in SDC courses impacts student's postsecondary enrollment, leading to a better understanding of what courses districts and schools should consider offering.*

### **How can we improve the take up and quality of CTE programs and policies?**

1. CTE Participation, Outcomes, and Alignment to Labor Markets [TDOE Research Team] – Nov.-Feb. 2019
  - To what extent are Tennessee high school students engaging in CTE programs and is there equitable access to those programs? How does access to those programs relate to later postsecondary and workforce outcomes?

*Findings will inform the department's evaluation of CTE programs, state support for developing, and whether to invest in certain programs.*
2. CTE Lab [Celeste Carruthers at University of Tennessee and TDOE Research Team] – ongoing
  - To what extent do students who take a course or two, concentrators, and completers of CTE programs of study differ in terms of demographics and prior achievement as well as later postsecondary and workforce success?

*Findings will inform the effects of long-term changes in CTE program alignment and identify key areas of success and opportunities for improvement in CTE.*
3. Take-up and Impact of Industry Certification [TDOE Research Team]
  - What are the demographic and academic backgrounds of students who earn industry certification in high school? To what extent does earning an industry certification in high school impact later postsecondary and career outcomes?

*Findings will inform the department's understanding of the economic value of industry certifications.*

### **What state supports increase enrollment and success in postsecondary?**

1. State Longitudinal Data Systems (SLDS) Grant [Chris Avery at Harvard, TDOE Research Team and CCTE] – ongoing
  - What are the characteristics of effective partnerships between postsecondary institutions and high schools that ease the transition from high school to postsecondary? To what extent do high school course offerings influence postsecondary major selection?

*Findings will inform how the department can support student postsecondary advisement and whether schools and postsecondary institutions can partner to improve the postsecondary enrollment process for students.*
2. High School Student and Staff Focus Groups [CCTE and TDOE Research Team] – Jan-Feb. 2019
  - What are the biggest perceived challenges and barriers to enrolling and succeeding in postsecondary?

*Findings will inform department support for schools and districts to implement effective pathways for students and advise students to take up the right opportunities.*

### **Other Strategic Supports**

- Ready Graduate coding and calculation support
- Technical support around building EPSO and CTE data use and awareness
- Management and guidance of P20ConnectTN longitudinal data system
- Development and dissemination of a new statewide Drive to 55: Pathways to Postsecondary report for 2017 high school graduates
- Spring convening to integrate research/practitioner lessons around Statewide Dual Credit and EPSO research
- SAILS program evaluation and next steps

## Educator Support

### Key Outcomes

- Percent of students on track and mastered on statewide assessments and on NAEP
- Teacher satisfaction with educator prep, induction, evaluation, and professional learning
- Educator diversity and quality measured by observation and value-added
- Leader effectiveness measured by teacher retention, non-differentiation of observation scores, schoolwide value-added

### **Can state programs aimed at changing clinical practices in educator preparation programs improve the effectiveness of beginning teachers?**

1. Mentors Matter [TDOE Research Team and Matthew Ronfeldt at University of Michigan] – ongoing
  - How can selection, recruitment, and training of clinical placement mentors improve clinical placement experiences for teacher preparation candidates?  
*Findings will inform department guidance to districts and EPPs (and possible SBE policy changes) regarding selection, recruitment, and training of clinical mentors.*
2. Landscape Study of Clinical Preparation [Ronfeldt at Michigan]
  - How do clinical placement practices vary across Tennessee EPPs?  
*Findings will inform EPP approval processes and continuous improvement supports.*

### **What is the landscape of Tennessee's teacher and administrator labor markets?**

1. Teacher Supply and Demand [Matt Kraft at Brown/TERA; Ronfeldt at Michigan] – ongoing
  - To what degree are there teacher shortages in Tennessee and what factors predict the likelihood of a shortage? What are our highest needs endorsement areas?  
*Findings will inform state and district policy and practice regarding how to create a more efficient education labor market including improvements to high-needs area designations, differentiated compensation, and teacher certification policies.*
1. Principal Leadership [Jason Grissom at Vanderbilt/TERA] – ongoing
  - How can we better support and prepare school leaders?  
*Findings will inform department efforts to improve school leader training, selection, recruitment, and supports.*
2. Recruitment and Retention of Teacher Leaders [Cravens and Redding at TERA] – ongoing
  - Who becomes a teacher leader? How long do they stay in their roles?  
*Findings will inform the department's Teacher Leaders Network and other initiatives designed to identify and support teacher leaders.*

### **How do we improve state support for educator evaluation and professional learning?**

1. Teachers' Experiences with Portfolio Growth Models [TDOE Research Team] – fall 2018
  - How do we improve portfolio implementation? What is driving district decision making around engaging in optional portfolio growth models? How are districts supporting optional portfolio growth models? Is engagement in portfolio positively impacting Pre-K/K teacher practice?  
*Findings will inform implementation and supports for educators and districts participating in portfolio.*
2. TEAM 2.0 – Improving Educator Evaluation Structures [TDOE Research Team and TERA] – ongoing

- How do we improve on our current TEAM observation rubric? How might we simplify the growth and achievement measure selection? What metrics do we use to track “high quality” evaluation in a school? Alignment between CLASS/Learning Walk ratings and TEAM observation ratings for Pre-K teachers?

*Findings will inform improvements to key evaluation structures such as the TEAM rubric, observation requirements, and measure selection.*

3. Quality of Feedback through Educator Evaluation [TDOE Research Team and Seth Hunter at George Mason/TERA] – ongoing

- What is good feedback? To what extent are teachers getting good feedback? What could we change to make it more likely that teachers are getting good feedback?

*Findings will inform TEAM evaluator training design and other department supports to school leaders as well as guidance to leader preparation programs. Data will also serve as a baseline for TEAM 2.0 rubric evaluation.*

4. Reimagining State Support for Professional Learning [Rubin, Grissom, Papay, Hill at TERA] – ongoing

- What professional learning is most effective in improving teacher practice and student outcomes, and how can the state create the conditions to make these types of professional learning more likely?

*Findings will inform department policy and guidance related to professional learning.*

#### **Other Strategic Supports**

- Portfolio rescoring, new vendor management, and data quality checking
- Final LOE scoring accuracy
- Non-differentiation and misalignment
- Educator and district survey
- Staff assignment codes consultant
- Access to effective teachers data tool advisement
- EPP annual reports metric consultation and data support
- Analysis of edTPA relationship to value-added
- Teacher Incentive Fund reporting

## Standards, Assessment, and Accountability

### *Tennessee Educator Survey Metrics:*

- I understand what Tennessee's grade-level standards expect of me as a teacher.
- Tennessee's grade-level standards are appropriate for the learning needs of students in my class.
- Overall, information received from statewide standardized exams is worth the investment of time and effort.

### ***Are there differences in student achievement based on testing experiences?***

#### 1. Device Comparability Study [TDOE Research Team] – Nov. 2018

- Are there differences in student test results based on mode of testing?

*Findings will be used to meet requirements for U.S. Department of Education peer review.*

### ***Other Strategic Supports***

- Assessment Cognitive Interviews Support (during spring testing window)
- Quality assurance support as needed around assessment and accountability results
- District and educator survey feedback
- Ready Graduate calculation support