



FOCUS ON MY BUILDING GUIDE

Using Building-Level Progress and Achievement Data to Establish Improvement Priorities

A Template for School Leadership Teams

Purpose

The primary purpose of completing this guide is to make productive use of your building-level achievement and value added results. In particular, this guide will help you recognize and leverage your strengths and identify and address your challenges.

A second important purpose of this guide is to provide you an experience that mirrors the experience your teacher teams will have as they work through similar processes at the teacher-team level.

As you complete this guide, you will:

1. Use achievement and value-added information to assess and prioritize the strengths and challenges associated with your current instructional program;
2. Uncover the root causes of your strengths and your highest priority issues; and
3. Discuss strategies to leverage your area(s) of strength and address your area(s) of challenge.

To provide actionable information to guide building-level improvement, you will spend most of your time examining three building-level value added reports: 1) the School Value-Added Report, 2) the School Search, and 3) the School Diagnostic Report.

Visit the Tennessee Student Progress Portal at www.BattelleforKids.org/Tennessee to learn more and access online learning and resources available at no cost as part of First to the Top.

School Value-Added Reports

2010 School Value-Added Report

ABC Middle School in ABC System

TCAP Math

Estimated School Mean NCE Gain						
Grade:	5	6	7	8	Mean NCE Gain over Grades Relative to	
Growth Standard:	0.0	0.0	0.0	0.0		
State 3-Yr-Avg:	-1.5	-0.6	-0.5	-1.5	Growth Standard	State
2008 Mean NCE Gain:	-3.2 R*	5.5 G*	-0.2 Y	3.5 G*	1.4	2.4
Std Error:	1.0	1.0	0.9	1.0	0.5	0.5
2009 Mean NCE Gain:	0.7 G	-0.4 Y	-10.0 R*	3.3 G*	-1.6	-0.6
Std Error:	1.0	1.0	0.9	0.9	0.5	0.5
2010 Mean NCE Gain:	-5.7 R*	2.5 G*	-8.3 R*	-1.8 R*	-3.3	-2.3
Std Error:	1.0	1.0	0.9	0.9	0.5	0.5
3-Yr-Avg NCE Gain:	-2.7 R*	2.5 G*	-6.1 R*	1.7 G*	-1.2	-0.2
Std Error:	0.6	0.6	0.5	0.5	0.2	0.2
Estimated School Mean NCE Scores						
Grade:	5	6	7	8		
State Base Year (2009):	50.0	50.0	50.0	50.0		
State 3-Yr-Avg:	47.5	46.8	46.5	45.9		
2007 Mean:	56.2	54.2	54.5	59.7		
2008 Mean:	56.9	61.8	53.8	57.8		
2009 Mean:	52.5	56.4	50.7	56.9		
2010 Mean:	49.5	55.3	47.8	48.7		

G*	Estimated mean NCE gain is above the growth standard by at least 1 standard error.
G	Estimated mean NCE gain is equal to or greater than growth standard but by less than 1 standard error.
Y	Estimated mean NCE gain is below the growth standard by 1 standard error or less.
R	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
R*	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

This report provides information on math achievement for grades 5–8 (estimated mean NCE scores) and math gains for grades 5–8 (mean NCE gains). Both value-added gains and mean achievement levels are calculated in terms of normal curve equivalents (NCEs).

The School Value-Added Report is the primary value-added accountability report. It summarizes the aggregate-level results for your building.

The report on the left is an example of a School Value-Added Report for math.

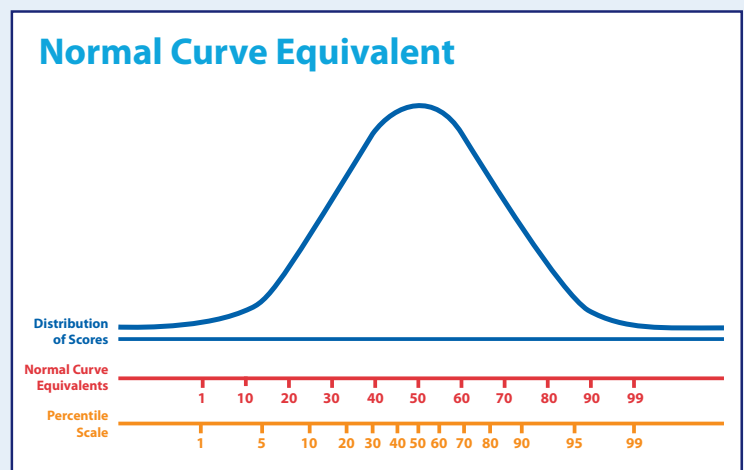
To access your School Value-Added Report:

1. Log in at <https://tvaas.sas.com/evaas>.
2. Enter your username (example: firstname.lastname).
3. Enter your password, and click the “Go” button. If you can’t remember your password, click “Forgot Password,” and it will be sent to your district e-mail address.
4. You should be looking at your System Value-Added Report for math.
5. Select “School Value-Added” from the reports menu to navigate to your school report.

What are NCEs?

Displayed below is a “normal” or “bell-shaped” curve. Below the curve, you see a percentile scale and a normal curve equivalent scale (NCE). The primary difference between these two metrics is that the NCE scale is an equal interval scale, and the percentile scale is not. This equal interval property means that an NCE scale can remain consistent from one year to the next while percentile scales vary with different distributions of student performance results.

This year-to-year consistency is important; it allows statisticians to more efficiently do multi-year analyses like the value-added analysis produced by SAS® TVAAS®.



Interpreting ABC Middle School's Value-Added Report for Math

1. Which grade level has the highest mean achievement level for 2010? The lowest?
2. Which grade level produced the most growth in math in 2010? The least?
3. In terms of student gains, how well did the math program of this school perform as a whole in 2010?

Now, use your School Value-Added Reports to answer the following questions.

Interpreting Your School Value-Added Report for Math

1. Which grade level has the highest mean achievement level for 2010? The lowest?
2. Which grade level produced the most growth in math in 2010? The least?
3. In terms of student gains, how well did the math program of your school perform as a whole in 2010?

Interpreting Your School Value-Added Report for Reading

1. Which grade level has the highest mean achievement level for 2010? The lowest?
2. Which grade level produced the most growth in reading in 2010? The least?
3. In terms of student gains, how well did your school's reading program perform as a whole in 2010?

Interpreting Your School Value-Added Report for Science

1. Which grade level has the highest mean achievement level for 2010? The lowest?
2. Which grade level produced the most growth in science in 2010? The least?
3. In terms of student gains, how well did your school's science program perform as a whole in 2010?

Interpreting Your School Value-Added Report for Social Studies

1. Which grade level has the highest mean achievement level for 2010? The lowest?
2. Which grade level produced the most growth in social studies in 2010? The least?
3. In terms of student gains, how well did your school's social studies program perform as a whole in 2010?

Focus on My Building Matrix

The *Focus on My Building* matrix is a simple and useful tool to help you identify areas of relative strength and challenge in your building's aggregate achievement and value-added results. Once you have completed this matrix, you will have a better understanding of the specific grade-level and subject-area strengths and challenges that are contributing to your school's results. Use the following instructions to complete your *Focus on My Building* matrix.

Plot Your Grade-Level and Subject-Area Results

1. Go to the "Reports" menu on the TVAAS® site and select "School Search."
2. Enter the "Name" of your school, click "Search" and select your school from the list.
3. Click "Search" at the bottom of the next Web page.
4. Your school is listed with all of the schools in the state that serve the same grade-levels. To the right of your school's name, you see grade-by-grade performance levels.
5. In the example below, you see "means" and "gains" for each grade level for which there is value-added reporting. The "mean" represents the mean achievement level of that grade relative to other schools. The "gain" represents the average value-added gain for your students relative to the average gain in other schools.

2010 TVAAS School Search Report Results

ABC Middle School

TCAP Science

[Select New Search Parameters](#)

School Demographic Information	
Tested Grade Data: 5-8	% Free/Reduced Price Lunch: 55%
% Minority: 4%	% Tested ELL: 0%
% Tested SpED: 14%	Nr of Students Tested: 636

All schools

School	Cum Gain Index	5 Mean	5 Gains	6 Mean	6 Gains	7 Mean	7 Gains	8 Mean	8 Gains
Selected School									
ABC Middle School	-5.5	4	2	5	5	4	1	5	5
Matching Schools (found: 5)									
DEF Middle School	-1.8	5	5	5	3	5	2	5	5
GHI Middle School	-3.1	5	5	5	5	3	1	2	1
ABC Middle School	-5.5	4	2	5	5	4	1	5	5

Following are ABC Middle School’s math results plotted on the *Focus on My Building* matrix:

Achievement Quintile ↑ Highest	Q5					6 th Math 8 th Math
	Q4	7 th Math	5 th Math			
	Q3					
	Q2					
	Q1					
2009-2010	Q1	Q2	Q3	Q4	Q5	Value Added Quintile → Highest

Understanding How to Complete a *Focus on My Building* Matrix

- Mean and gain quintile results were used to plot ABC Middle School’s achievement and value-added results for math.
- Data from a different subject area can be entered by opening the “Subjects” tab and clicking another subject area.

Plotting Math

In the report for ABC Middle School on the previous page, you see a 5th grade mean of 4 and a gain of 2. This result means that the average 5th grade math student at ABC Middle School is between the 60th and 80th percentiles in terms of achievement level and between the 20th and 40th percentiles in terms of value-added gains. These quintile rankings are used to plot the 5th grade math results on the *Focus on My Building* matrix above.

Following are all of the data for ABC Middle School plotted on the *Focus on My Building* matrix:

Achievement Quintile ↑ Highest	Q5					6 th Math 8 th Math 7 th Science 6 th Social St.
	Q4	7 th Math	5 th Math 7 th Reading 5 th Science 8 th Science	5 th Reading 8 th Reading 5 th Social St.	6 th Reading 6 th Science 8 th Social St.	
	Q3	7 th Social St				
	Q2					
	Q1					
2009-2010	Q1	Q2	Q3	Q4	Q5	Value Added Quintile → Highest

Interpreting ABC Middle School's *Focus on My Building Matrix*

Use the *Focus on My Building* matrix on the left to answer the following questions:

1. Where do you see the highest levels of progress and achievement (see the top-right part of the matrix)? The practices in these areas are currently ABC Middle School's greatest strengths.
2. Where do you see the lowest levels of progress and achievement (see the bottom-left part of the matrix)? These areas are currently ABC Middle School's greatest challenges. School leaders should examine their Value-Added Summary Report to determine if other schools in the ABC System/District have solved this problem.
3. Where in this school do you see high levels of progress, but low levels of achievement (see the bottom-right part of the matrix)? Educators in these areas have discovered ways to improve their effectiveness. Their practices provide a working model for how to improve.
4. Where in this school do you see high levels of achievement, but low levels of progress (see the top-left part of the matrix)? The practice of these educators has become frozen. They require stretch goals.
5. As you interpret these results, what are ABC Middle School's greatest strengths?
6. As you interpret these results, what are ABC Middle School's most critical challenges?

Now, use the School Search feature to complete the following *Focus on My Building* matrix for your school.

Achievement Quintile ↑ Highest	Q5					
	Q4					
	Q3					
	Q2					
	Q1					
2009-2010	Q1	Q2	Q3	Q4	Q5	Value Added Quintile → Highest

Interpreting Your School's *Focus on My Building Matrix*

Use your *Focus on My Building* matrix on the left to answer the following questions:

1. Where are your highest levels of progress and achievement (see the top-right part of the matrix)? The practices in these areas are currently your building's greatest strengths.
2. Where are your lowest levels of progress and achievement (see the bottom-left part of the matrix)? These areas are currently your building's greatest challenges. Examine your Value-Added Summary Report to determine if educators in other schools have solved this problem.
3. Where in your school do you see high levels of progress, but low levels of achievement (see the bottom-right part of the matrix)? Educators in these areas have discovered ways to improve their effectiveness. Their practices provide a working model for how others might improve.
4. Where in your school do you see high levels of achievement, but low levels of progress (see the top-left part of the matrix)? The practice of these educators has become frozen. They require stretch goals.
5. As you interpret all of your School Value-Added Reports, what are your school's greatest aggregate-level strengths?
6. As you interpret all of your School Value-Added Reports, what are your school's most critical aggregate-level challenges?

Examining Your School Diagnostic Reports

To access your School Diagnostic Reports, you must enter the password-protected side of Tennessee's SAS® TVAAS® site. Instructions are provided below.

1. Log in at <https://tvaas.sas.com/evaas>.
2. Enter your username (example: firstname.lastname).
3. Enter your password, and click the "Go" button. If you can't remember your password, click "Forgot Password," and it will be sent to your district e-mail address.
4. You should be looking at your System Value-Added Report for math.
5. Go to the "Reports" tab and under the "School Reflection" header, select "Diagnostic."

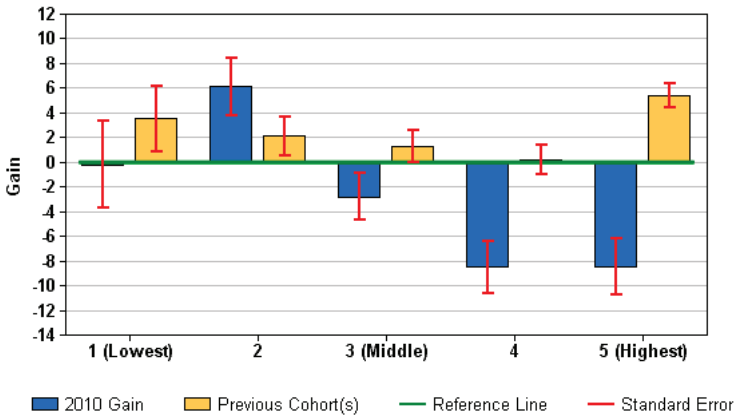
Following are the **School Diagnostic Reports** for math in ABC Middle School

2010 School Diagnostic Report

ABC Middle School

5th Grade TCAP Math

[Select Subgroups](#)

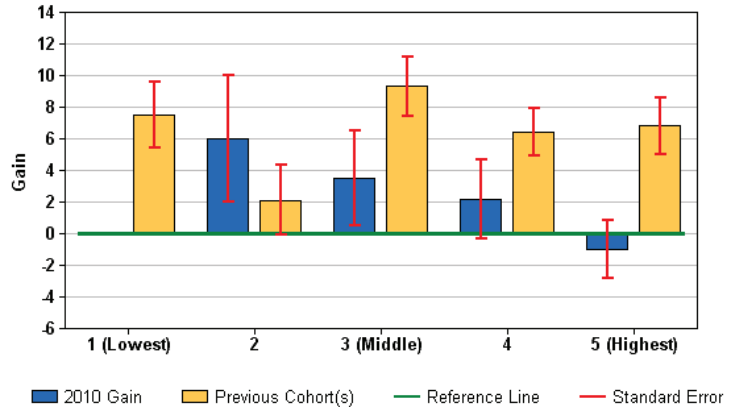


2010 School Diagnostic Report

ABC Middle School

6th Grade TCAP Math

[Select Subgroups](#)

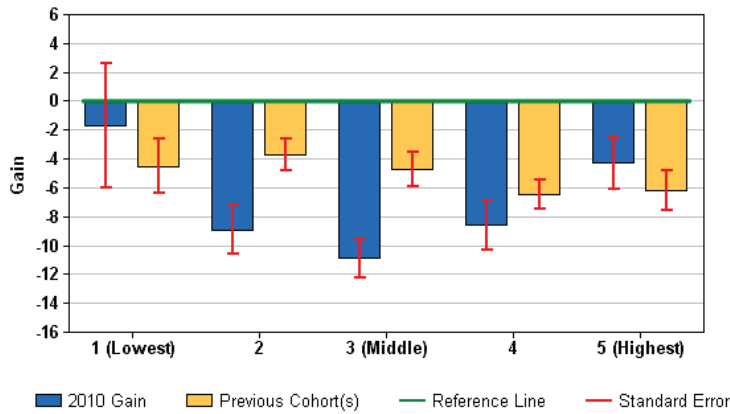


2010 School Diagnostic Report

ABC Middle School

7th Grade TCAP Math

[Select Subgroups](#)

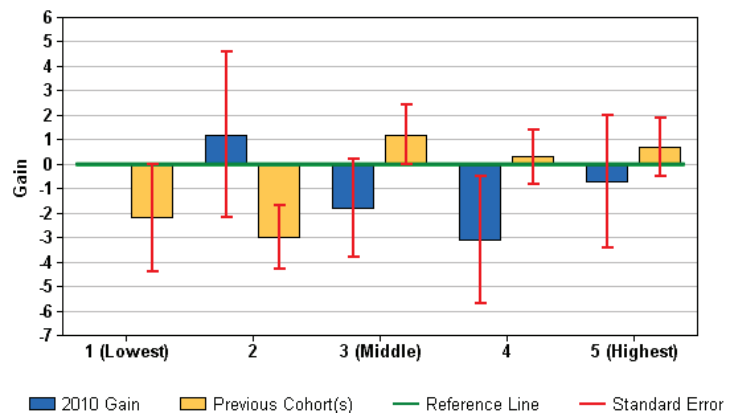


2010 School Diagnostic Report

ABC Middle School

8th Grade TCAP Math

[Select Subgroups](#)



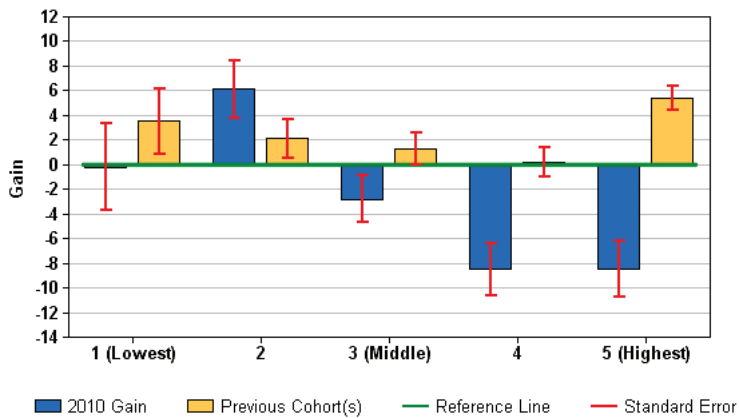
Use the School Diagnostic Reports above to look for subject-area patterns:

Do you see any patterns as you look across all of ABC Middle School's Math Diagnostic Reports?

Following are the **School Diagnostic Reports** for 5th grade in ABC Middle School

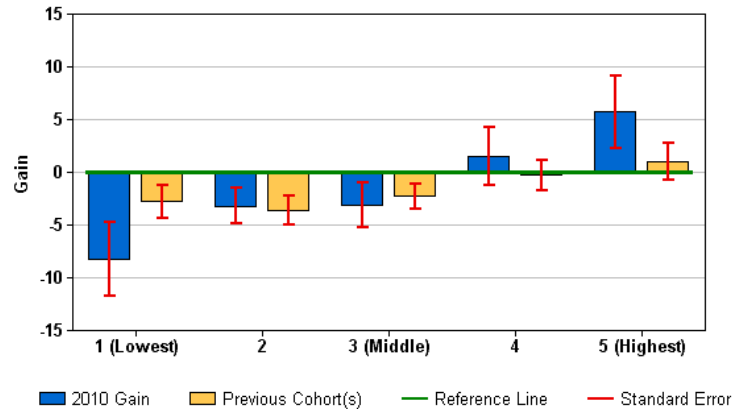
2010 School Diagnostic Report
ABC Middle School
5th Grade TCAP Math

Select Subgroups



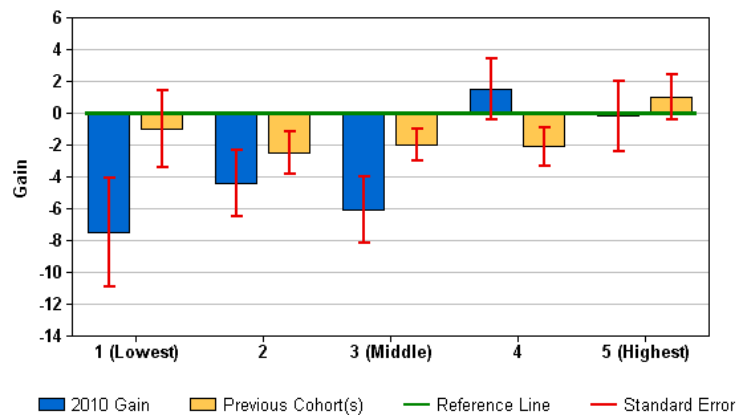
2010 School Diagnostic Report
ABC Middle School
5th Grade TCAP Reading/Language

Select Subgroups



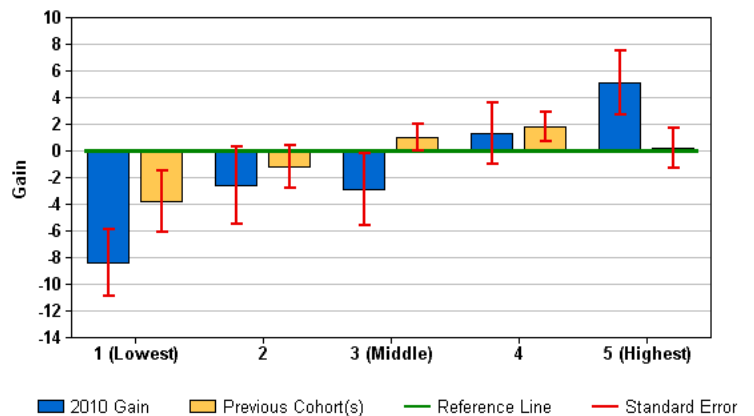
2010 School Diagnostic Report
ABC Middle School
5th Grade TCAP Science

Select Subgroups



2010 School Diagnostic Report
ABC Middle School
5th Grade TCAP Social Studies

Select Subgroups



Use the School Diagnostic Reports above to answer the following question:

1. Grade-Level Patterns—Do you see any patterns as you look across all of the 5th grade Diagnostic Reports?
 - a. 5th grade patterns?

Prioritizing Your Strengths and Challenges

Because this guide is aimed at improving student results at the building-level, it is important to prioritize the strengths and challenges that can be addressed at this level.

Prioritizing Strengths

To prioritize, rank order your strengths (from number 5 on page 9 and number 4 on page 13) based on:

- The degree to which patterns are reflected across large segments of the student population in your building.
- The magnitude of a particular strength relative to other apparent strengths.

What are your top three building-level strengths?

- 1.
- 2.
- 3.

Prioritizing Challenges

To prioritize, rank order your challenges (from number 6 on page 9 and number 5 on page 13) based on:

- The degree to which patterns are reflected across large segments of the student population in your building.
- The magnitude of a particular challenge relative to other apparent challenges.

What are your top three building-level challenges?

- 1.
- 2.
- 3.

Root Cause Analysis

In this segment of the guide, you will be uncovering factors, called root causes, that tend to produce your building's particular strengths and challenges. By definition, these are factors over which you have considerable influence. The primary reason for uncovering root causes is that they provide a significant lever for improvement. If something is working, then you need to know why so that you can get more of it. If something is not working, then you need to know why so that you can fix it.

Next, you will experience a process for uncovering root causes associated with your highest-priority area(s) of strength and challenge.

Begin by examining your identified area of strength. This is not an arbitrary choice. Most educators have a better grasp of what they do to create positive outcomes than what they do that contributes to negative outcomes. By starting with an area of strength, you will be practicing a process that will allow you to obtain traction in an area of challenge.

Second, and perhaps more important, educators pay too little attention to things that go well. The "root causes" of your successes can and should be leveraged to produce higher levels of success in other areas.

Begin your strength-based analysis with a particular kind of cause/effect diagram called a Fishbone. (The fishbone diagrams are attached at the end of this document.) This tool allows you to explore the factors that may be contributing to a particular outcome. In this strength-based analysis, the "effect" you are interested in is the area of strength you identified on page 14.

To the left of the "fish head" are large "bones" that represent four categories of "causation" over which you have considerable influence.

These areas are:

1. Curriculum
2. Quality of Instruction
3. Leadership
4. Structures

Attached to these "large bones" are more specific factors that could be contributing to the identified area of strength. The empty lines on the diagram are places to add additional causal factors that emerge from your conversation.

What is an educational root cause?

For our purposes, building-level root causes include curricular factors, quality of instruction factors, leadership factors and/or structural factors that contribute to particular academic outcomes.

An Overview of Your Strength-Based Analysis

In the analysis that follows, you will:

Step 1:

Write down your area of strength in the “head” of the fishbone.

Example:

After reviewing its data, a building leadership team decided that its greatest aggregate-level strength was in consistently producing high levels of growth with its highest-achieving students (Quintile 5 students). They wrote in the head of their fishbone: *High levels of growth with high-achieving students.*

Step 2:

Begin by having each person on the building leadership team independently assess the Curriculum fishbone factors. Highlight those factors that have a clear causal connection to the team’s identified area of strength. **Make sure that you select only those factors that account specifically for the identified area of strength.**

If an important causal factor associated with the curriculum does not appear on the list, then write it in one of the blank spaces in the Curriculum category. **Make sure these additional factors are ones over which your staff exercises a large measure of control.** After each person has highlighted the curricular factors that are causally related to the area of strength, discuss the factors each person selected.

Come to consensus on the Curriculum factors that have a direct causal relation to the area of strength that was selected. Once your team has reached consensus, follow the same process for the Quality of Instruction factors. Continue this process until you have moved through all four Fishbone categories.

Example:

As the building leadership team discussed the set of **Curriculum** factors, they decided to exclude all of the **Curriculum** factors. All of those factors would have impacted the growth of all students and not just the high-achieving students.

When they discussed the **Quality of Instruction** factors, they decided to highlight two factors: 1) *Teachers have deep content expertise*; and 2) *Instruction is differentiated to meet student needs*. The team argued that each of these factors might differentially affect their high-achieving students.

When the team examined the **Leadership** factors, they decided to highlight one factor: 3) *Parents and students enlisted as partners*. A year ago, a team of teachers and the gifted coordinator met with parents of gifted students to talk about how to better support their growth. Since then, gifted parents have been active partners.

When the team examined the **Structure** factors, they decided to highlight two factors: 4) *Professional development is differentiated and linked to improvement goals*; and 5) *Classroom visitations focused on improvement goals*. After the meeting with gifted parents, teachers sought out professional development associated with gifted education. They requested that the principal pay attention to these practices as she visited classrooms.

Step 3:

As a team, review all factors that were selected and remove those that are less significant than others. You should end up with a list of 3–5 factors across all the categories that have a clear and strong causal relation to the area of strength that was identified.

Example:

As the team went back through the five factors it had highlighted, it decided to drop one of those factors:

1) *Instruction is differentiated to meet student needs.* The building leadership team decided that if instruction were truly differentiated, then it would result in improvement across the board instead of just with one achievement subgroup.

Step 4:

Record the factors that have strong causal links to the identified area of strength.

Example:

The building leadership team recorded four root causes associated with the impressive gains of most of the system's low-achieving students: 1) *Teachers have deep content expertise*; and 2) *Parents and students enlisted as partners*; 3) *Professional development is differentiated and linked to improvement goals*; and 4) *Classroom visitations focused on improvement goals*. The team could easily support the causal connections between this area of strength and these particular root causes.

Root Cause Analysis of an Area of Strength

My most significant area of strength is:

The root causes associated with that area of strength are:

An Overview of Your Root Cause Analysis of an Area of Challenge

Now, you will probe for the root causes of your area of challenge:

Your team has completed the root cause analysis of an area of strength. Now, you will follow a similar pattern to explore the factors that may be producing an area of challenge. This analysis may be a little more difficult because your team may be more puzzled about the factors that are responsible for producing an area of challenge.

Begin your challenge-based analysis with the Building-Level Challenge Fishbone. This tool allows you to explore the factors that may be contributing to a particular negative outcome. In this challenge-based analysis, the “effect” you are interested in is the area of challenge you identified on page 14.

To the left of the “fish head” are large “bones” that represent four categories of “causation” over which you have considerable influence.

These areas are:

1. Curriculum
2. Quality of Instruction
3. Leadership
4. Structures

Attached to these “large bones” are more specific factors that could be contributing to the identified area of challenge. The empty lines on the diagram are places to add additional causal factors that emerge from your conversation.

In the analysis that follows, you will:

Step 1:

Write down your area of challenge in the “head” of the fishbone.

Example:

After looking at all its data, a building leadership team decided that its greatest aggregate-level challenge was low-progress levels with the lowest-level readers. The team wrote in the head of their fishbone: *Insufficient progress in reading for low-level readers.*

Step 2:

Begin by having each person on the building leadership team independently assess the Curriculum fishbone factors. Highlight those that have a clear causal connection to the team’s identified area of challenge. **Make sure that you select only those factors that account specifically for the identified area of challenge.**

If an important causal factor associated with the curriculum does not appear on the list, then write it in one of the blank spaces in the Curriculum category. **Make sure that these additional factors are ones over which your staff exercises a large measure of control.**

After each person has highlighted the curricular factors that are causally related to the area of challenge, discuss the factors each person selected. Come to consensus on the Curriculum factors that have a direct causal relation to the area of challenge that was selected. Once your team has reached consensus, follow the same process for the Quality of Instruction factors. Continue this process until you have moved through all four Fishbone categories.

Example:

As the building leadership team discussed the set of **Curriculum** factors, they decided not to highlight any of the listed **Curriculum** factors, but they did decide to add a factor to the list: 1) *Reading series is not appropriate for low-level readers*. Teachers had discussed this issue for some time, but nothing had really been done to address it.

When the team discussed the **Quality of Instruction** factors, they decided to highlight these factors as well: 2) *Instruction is not effectively differentiated*; and 3) *Low expectations for some students*; and 4) *Little use of formative instructional practices*. The team argued that each of these factors was apparent in their classroom visitations and low-achieving students, in particular, were not reading well.

When the team examined the **Leadership** factors they decided to highlight two factors: 5) *Building improvement agenda is unclear or unfocused*; and 6) *Resources are poorly aligned with improvement goals*. As a system, leaders had been talking about this problem for several years but nothing substantive had really happened to impact results.

When the team examined the **Structure** factors, they decided not to highlight any of those factors. None of the factors seemed completely relevant to this situation.

Step 3:

As a team, review the factors that were selected and remove those that are less significant than others. You should end up with a list of 3–5 factors across all the categories that have a clear and strong causal relation to the area of challenge that was identified.

Example:

As the team went back through the six factors it had highlighted, the group decided to drop two of them:

1) *Little use of formative instructional practices* and 2) *Resources are poorly aligned with improvement goals*. The building team decided that while formative instructional practices were not being used, teachers had really not received the professional development they needed to make good use of these practices. They also decided that they needed to identify some school-wide improvement goals before they could align resources with them.

Step 4:

Record the factors that have strong causal links to the identified area of challenge.

Example:

The building leadership team recorded four root causes associated with the low-progress rates of low-level readers: 1) *Reading series is not appropriate for low-level readers*; 2) *Instruction is not effectively differentiated*; 3) *Low expectations for some students*; and 4) *Building improvement agenda is unclear or unfocused*. The team could easily support the causal connections between the state of the math program and these particular root causes.

Root Cause Analysis of an Area of Challenge

My most significant area of challenge is:

The root causes associated with that area of challenge are:

Addressing Your Core Issues

You can begin to address your core challenges in at least five ways.

1. Use a strategy aligned with your core strength.
 - a. What are the root causes that enabled the emergence of your core strength?

 - b. Are there ways in which these areas of strength could be enlisted to address your core challenge?

How might you use the root causes of your core strength to address your greatest challenge?

2. Use the School Search to find other schools with similar demographics that are producing large levels of growth.
 - a. Identify demographically similar schools producing large-scale gains in areas where your school is not.
 - b. Call the principal of the school.
 - c. Explore, with representatives of the other school(s), the practices they are using to produce their large-scale gains.

What other schools do you need to contact to begin to address your greatest challenge?

3. Address your area of challenge through its root causes.
 - a. Begin to address and improve all or most of the root causes associated with your area of challenge.
 - b. Create specific goals and action plans for each of the root causes.

How will you address the root causes of your greatest challenge?

4. Use the Student Search to identify the students who have the greatest needs.
 - a. Perform a Student Search in your area of greatest challenge.
 - b. Reorganize the list around the Projection Probabilities.
 - c. Provide more time on task in areas where students are especially weak.

How will you provide additional support to students in their greatest areas of need?

5. Devise a creative solution for your area of greatest challenge.

Congratulations! You have completed your *Focus on My Building* guide.

Building Leadership Team Summary Sheet

Strengths, Challenges and Causal Factors

Now, write the strengths, challenges and causal factors you identified in the following chart:

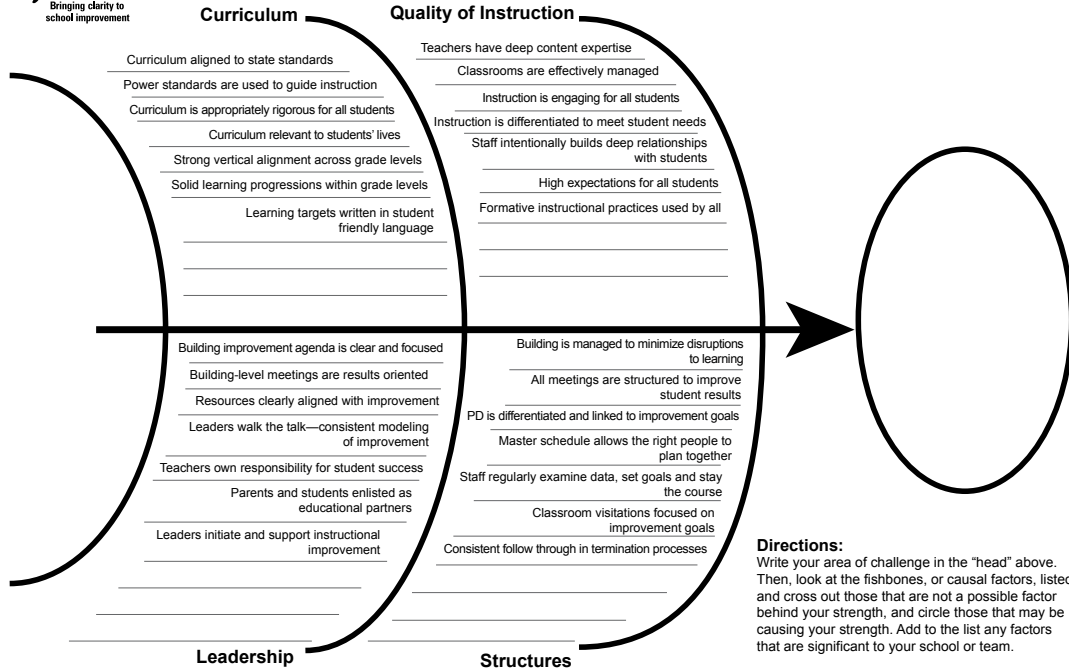
Area(s) of Strength	Area(s) of Challenge

Curricular Factors Strength(s)	Curricular Factors Challenge(s)	Instructional Factors Strength(s)	Instructional Factors Challenge(s)
Leadership Factors Strength(s)	Leadership Factors Challenges(s)	Structural Factors Strength(s)	Structural Factors Challenges(s)

Building-Level Strength and Challenge Fishbones



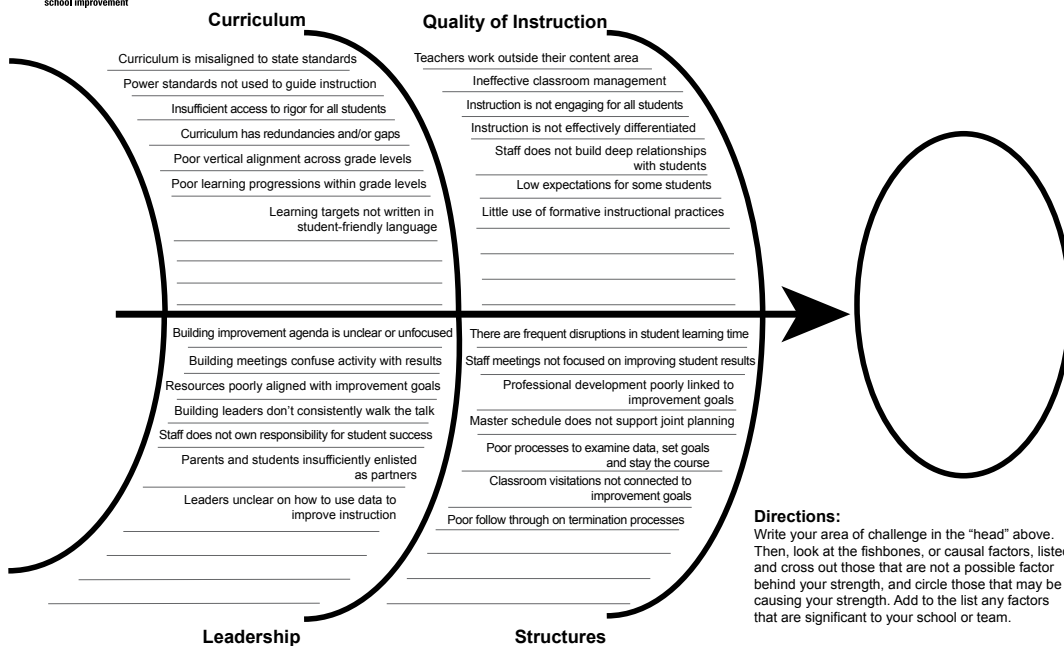
Building-Level Strength Fishbone



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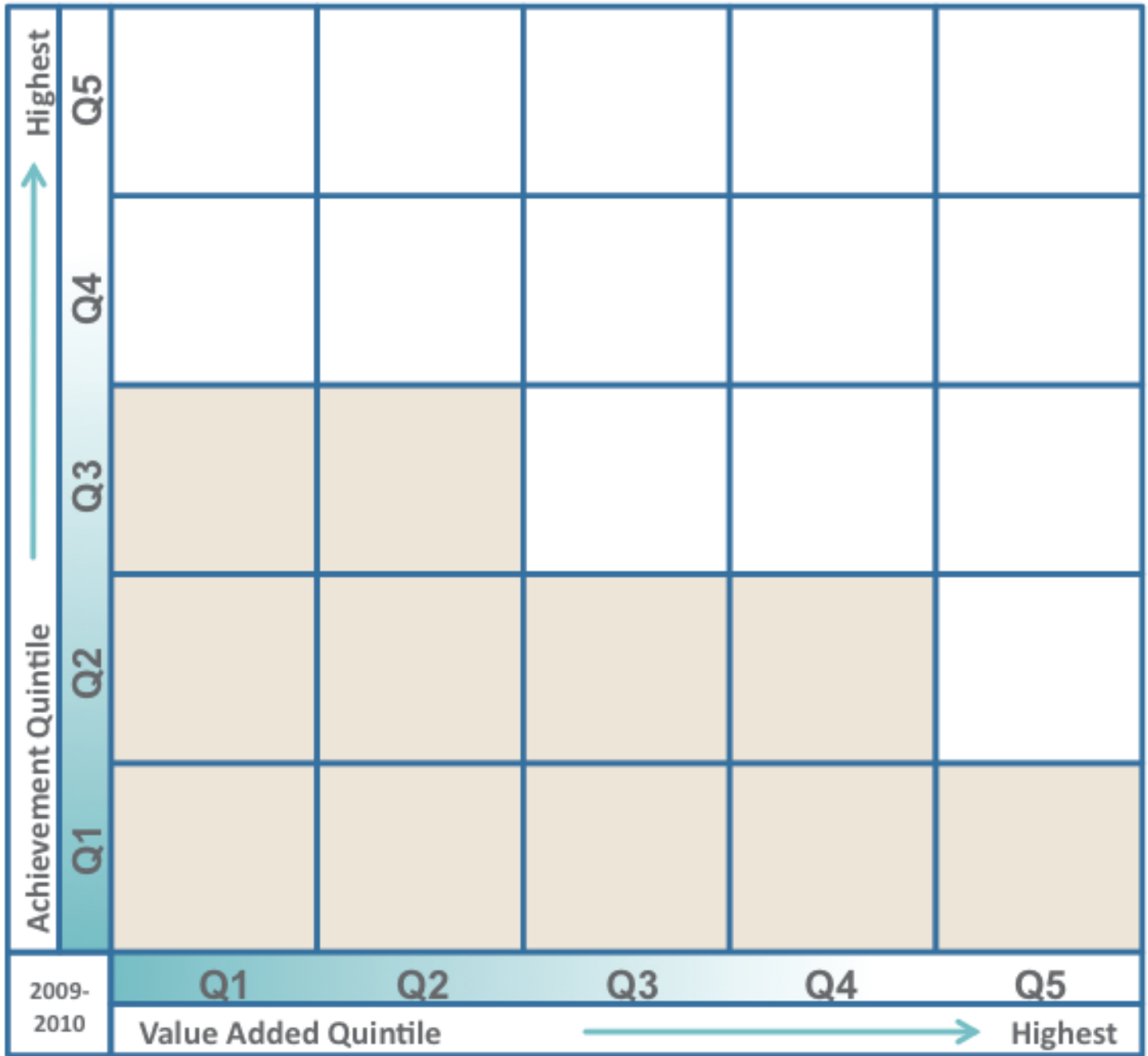


Building-Level Challenge Fishbone



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Focus on My Building Matrix



Battelle *for Kids*

**Bringing clarity to
school improvement**

Battelle for Kids is partnering with the Tennessee Department of Education to expand the use of value-added analysis and formative instructional practices as well as other educational-improvement strategies to increase student progress and achievement in K–12 public schools statewide as part of First to the Top.

Visit the Tennessee Student Progress Portal
at www.BattelleforKids.org/Tennessee
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