

Beyond Recovery: *Accelerating Achievement*

Christy Wall, Ed. D.

Assistant Commissioner / Academics

Jaclyn O'Brien

Assistant Commissioner / CORE

Scan the QR to
Access SSC 77
RESOURCES



DISCLAIMER

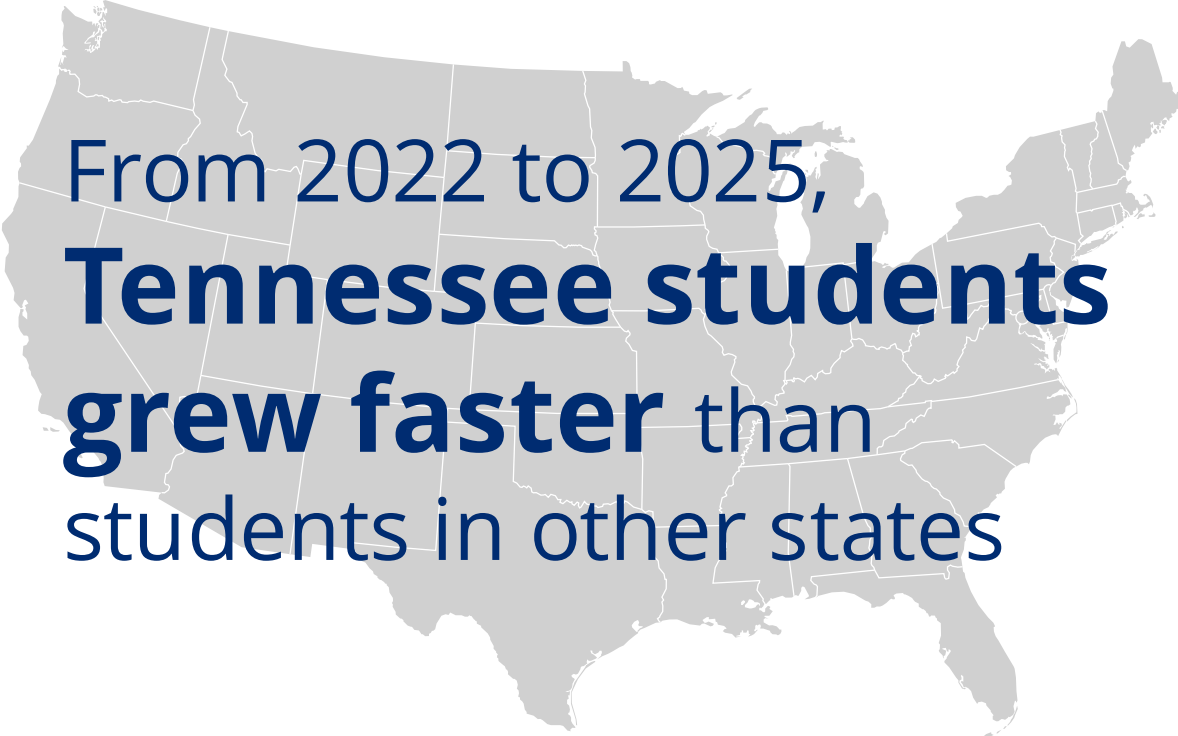
Generative AI Tools

The **State of Tennessee does not currently permit the use of Generative AI tools**, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data.

Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public.

While the State supports your desire to maintain documentation of the meeting and what you learn, **please respect our decision to safeguard information** and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.





From 2022 to 2025,
Tennessee students
grew faster than
students in other states

#2 of 38 states
in 4th and 8th
grade math

#4 of 35 states
in 4th and 8th
grade reading

Commitments to the Work



Maximizing the use of high-quality instructional materials (HQIM)



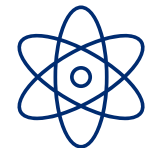
Redefining intellectual prep for all educator teams



Supporting student work analysis as a key lever in intellectual prep



Defining support models and professional development



Reducing silos across educator support efforts



Middle School Success: *Lessons Learned*

- Committing to rigorous lesson preparation and student work analysis grounded in HQIM to tailor instruction to students' strengths and needs.
- Strengthening school leader coaching and feedback to drive measurable improvements in instructional practice and student outcomes.
- Building instructional coherence to accelerate student learning and achievement.



The background of the slide is a photograph of a classroom. A teacher, a Black man with glasses and a beard, is writing on a whiteboard with a blue marker. He is wearing a blue and white striped shirt. Two students are visible in the foreground, looking at the whiteboard. The image is overlaid with a semi-transparent blue filter.

The Opportunity

Deepen
instructional coherence across
supports for all students



Building Instructional Coherence

Instructional coherence occurs when core instruction and all student supports (e.g., English as a Second Language, specially designed instruction, tiered interventions, and tutoring) work together as a unified strategy across a student's instructional day to advance access to grade-level expectations.

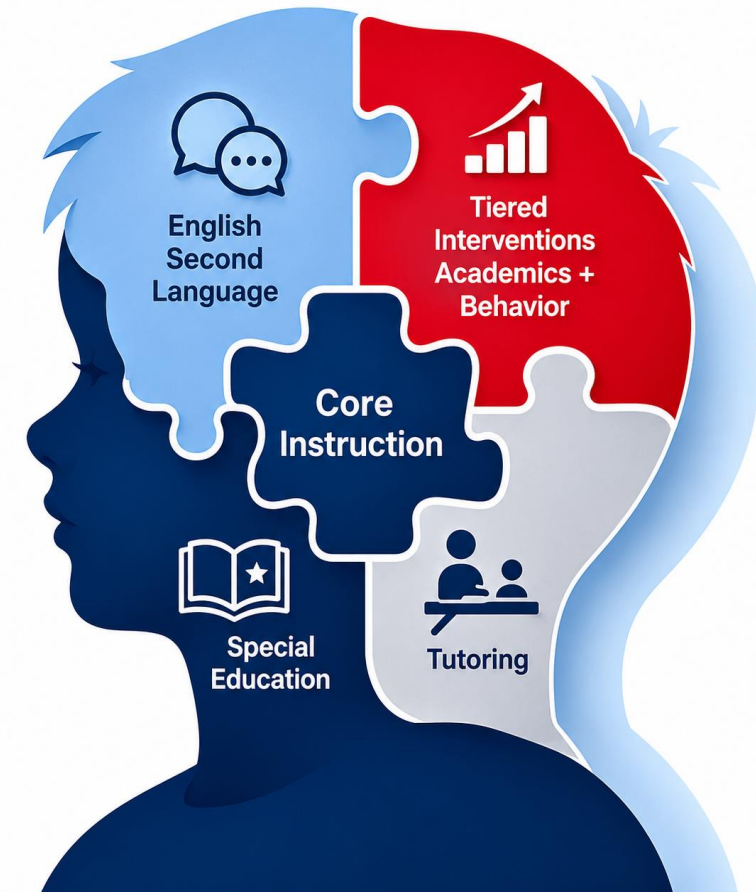
Achieving instructional coherence requires grounding instruction in Tennessee Academic Standards and intentionally aligning supports to strengthen access to grade-level content.

Acceleration for All: *Building Instructional Coherence*

I'm reading *The Grapes of Wrath* in my literature class.

During tutoring, I read texts about the Great Depression and discussed how different people responded to hardship to build background knowledge and prepare for themes presented in *The Grapes of Wrath*.

In my ESL class, I practiced using language of comparison, such as similarly, unlike, both, and however, to discuss how characters respond to poverty and hardship throughout *The Grapes of Wrath*. Then I used those language skills to write about themes in the novel using text evidence in the Tier I classroom.



Acceleration for All:

Building Instructional Coherence (continued)

In my 6th grade class, we read *The Phantom Tollbooth*.

In my tiered intervention class with Mr. Willis, we talked about cause and effect and read a book about the water cycle.

During TN ALL Corps tutoring, I practiced making inferences and predictions about what would come next in a passage.



For Student Supports to be Effective



Tier I: Grounding Every Learning Experience

- Connect all student learning to Tier I
- All students have access to high-quality, grade-level instruction as a foundation
- Coherence across lessons makes it easier for students to build understanding over time
- Meaningful and consistent learning experiences for all



Student Data Drives Instructional Supports

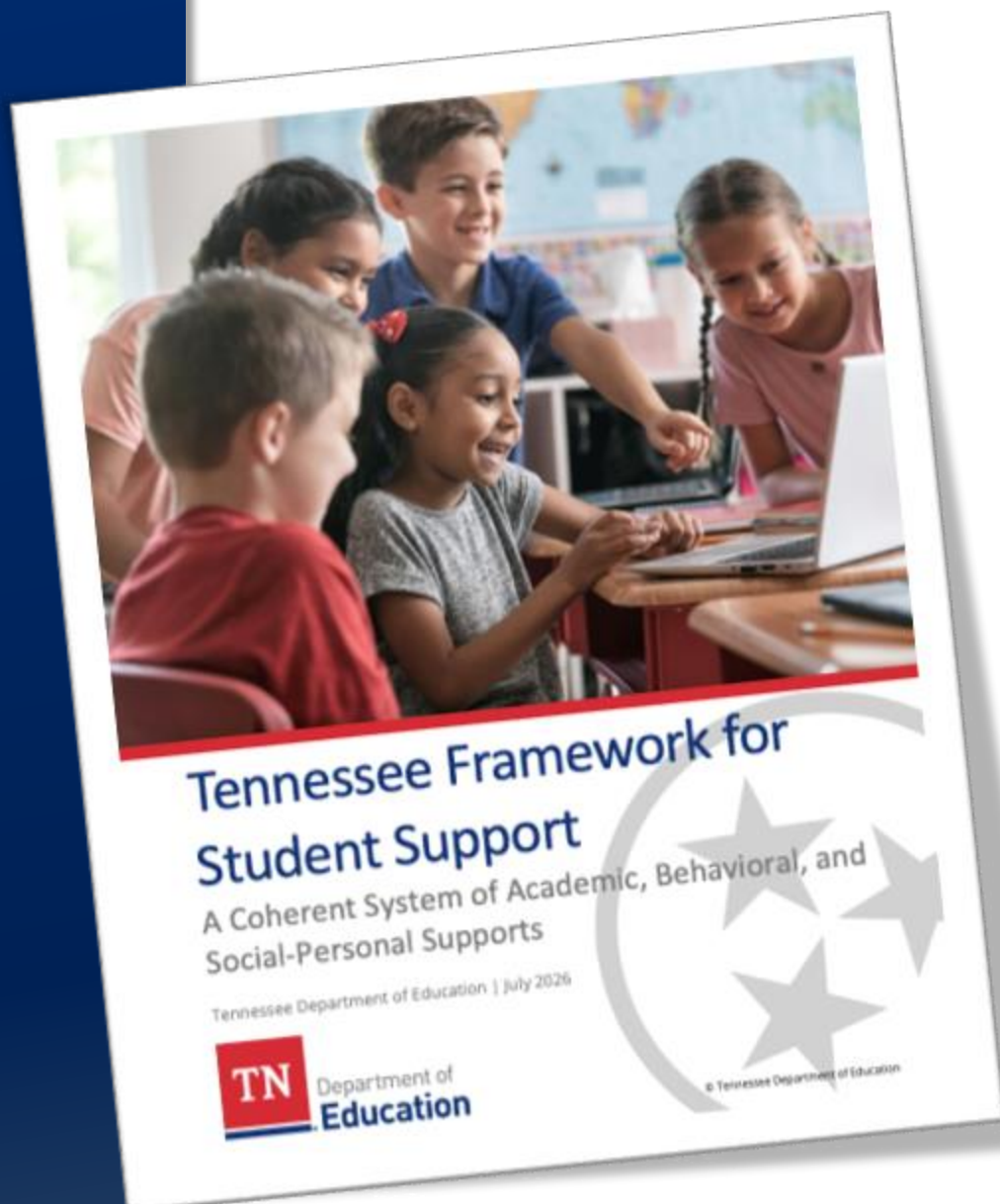
- Updated and ongoing data sources provide real-time insight into what students understand
- Allows educators to make prompt, targeted adjustments to instruction and supports across tiers
- Student receives the right level of support



All Stakeholders Engaged and Aligned

- All stakeholders are engaged in Tier I and all student supports
- Alignment ensures consistency, clarity, and shared responsibilities for student success

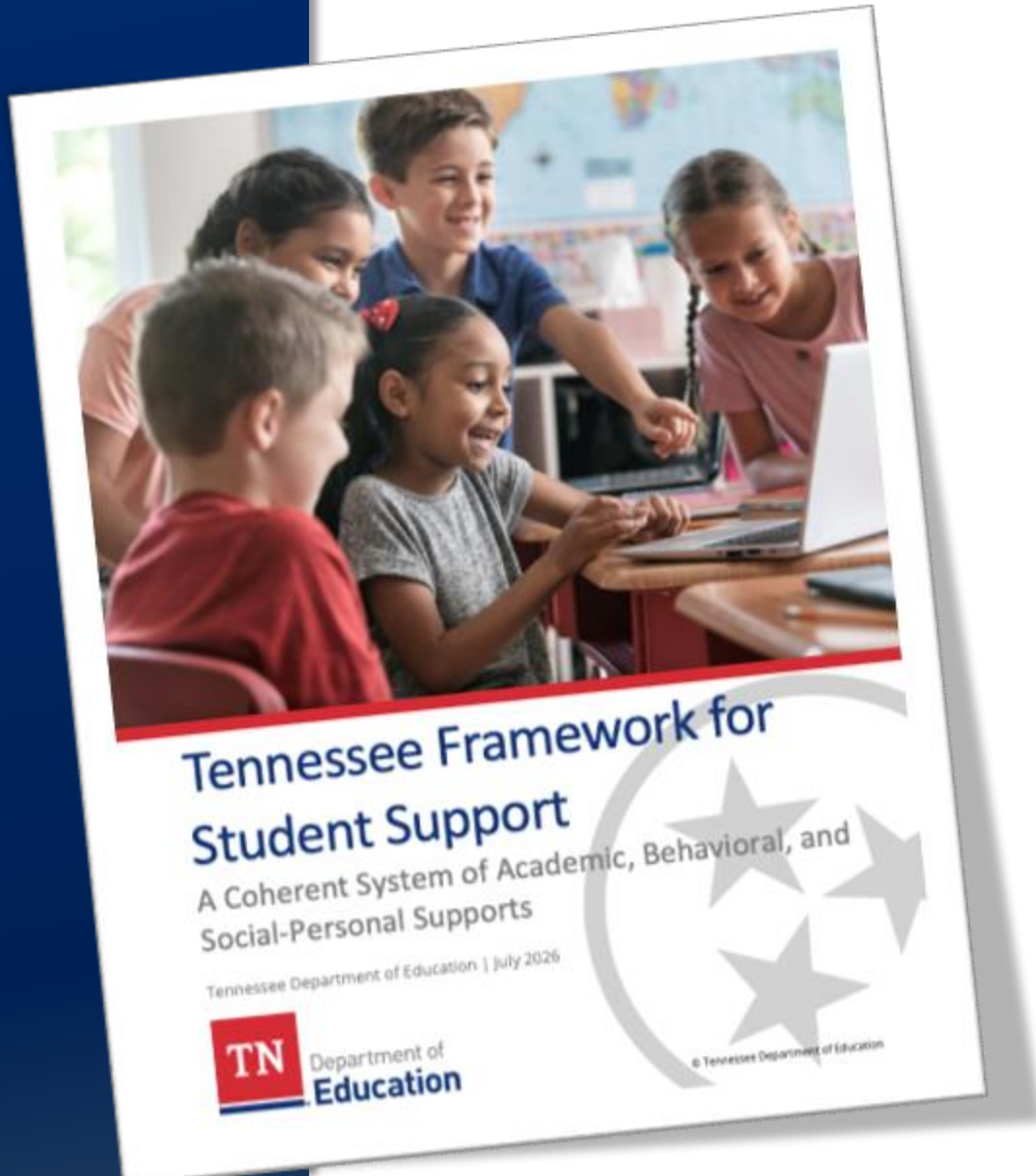
TN Framework for Student Supports



The Tennessee Framework for Student Support (TN-FSS) provides a suite of student supports focused on prevention, early intervention, and ongoing supports using a data-driven, problem-solving model to prioritize **instructional coherence and learning acceleration**. All students are provided the supports needed to access grade-level content and instruction, as well as meet behavioral expectations, through greater opportunity for engagement and participation in the Tier I general education setting.



TN Framework for Student Supports



Leadership

Provides guidance, shared structures, expectations, and accountability mechanisms that districts must build and maintain.

Instruction

Determines students progress toward standards and skills proficiency provides the foundation for all decisions.

Assessment

Review multiple data sources to determine how to best respond to the needs of students, with urgency and precision.

Data-Based Decision-Making

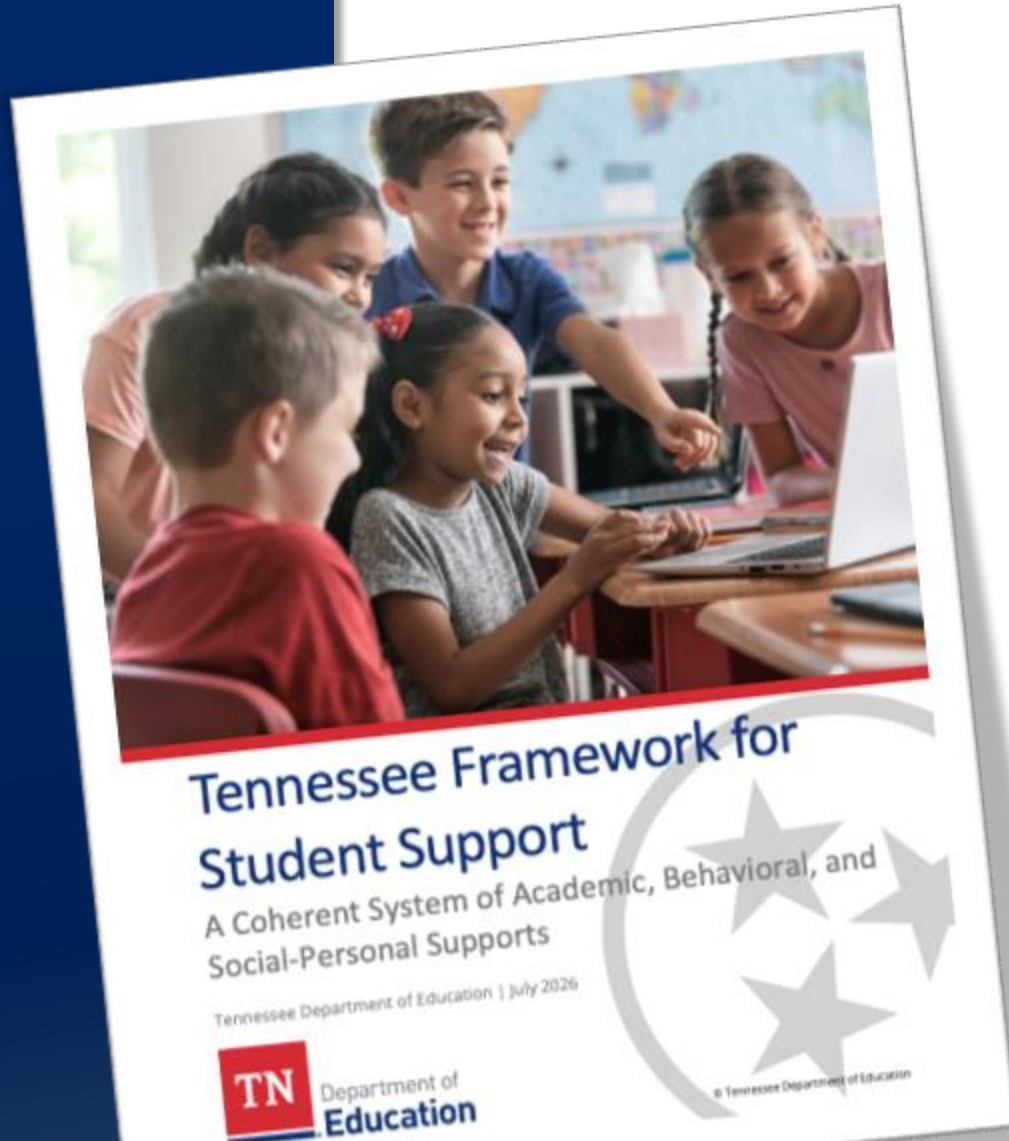
Delivers grade-level context, behavioral expectations, and targeted support when initial instruction does not lead to mastery.



TN Framework for Student Supports: Middle School

- How should tutoring in middle school differ from tiered intervention in purpose, content, and delivery?
- What role should HQIM play in shaping tutoring and tiered intervention?
- How can tutors and interventionists stay connected to core instruction so students experience instructional coherence and receive targeted support that accelerates learning and closes gaps?

.....



Acceleration for All: *Year 3*

District Leader Convenings (Regional)

REGION	Convening #8	Convening #9	Convening #10	Convening #11
Northwest	September 16, 2026	November 17, 2026	February 9, 2027	April 27, 2027
Southwest	September 17, 2026	November 18, 2026	February 10, 2027	April 28, 2027
Mid-Cumberland	September 15, 2026	November 17, 2026	February 9, 2027	April 28, 2027
Upper Cumberland	September 16, 2026	November 17, 2026	February 9, 2027	April 27, 2027
Southeast	September 17, 2026	November 18, 2026	February 10, 2027	April 28, 2027
South Central	September 15, 2026	November 19, 2026	February 11, 2027	April 29, 2027
East TN	September 16, 2026	November 18, 2026	February 10, 2027	April 28, 2027
First TN	September 17, 2026	November 19, 2026	February 11, 2027	April 29, 2027

**All convenings will be held from 8:30am - 2:30pm local time. Locations are TBD.*

Acceleration for All is most impactful when district leadership teams prioritize time together during the learning to build system coherence.

District Leader Follow-Up Calls SY 2026-2027

DL Call #7	DL Call #8	DL Call #9
October 20-22, 2026	January 12-14, 2027	March 9-11, 2027



Learn more about Acceleration for All!





Contact Information

Christy.Wall@tn.gov

Jaclyn.O'Brien@tn.gov

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education". If you wish to use the materials for reasons other than non-commercial educational purposes, please contact the office of general counsel at (615) 741-2921.