



Tennessee Framework for Student Support

A Coherent System of Academic, Behavioral, and
Social-Personal Supports

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About TN-FSS

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-FSS is not a collection of separate systems. It is one coherent framework with a shared goal: every student has meaningful access to grade-level standards **and** high-quality **instruction that leads to postsecondary success.** The supports within TN-FSS are not exclusive of each other; they are designed to work together to provide students with timely, layered resources and interventions.

There are complex links among students’ academic, behavioral, social-personal needs. TN-FSS addresses the whole student. Neither academic nor non-academic concerns should be considered in isolation, as the two often interact to contribute to a student’s strengths and needs.

Four Essential Components

Every element of TN-FSS, across all student supports, is organized around four interdependent components. The framework functions at its highest level when all four are in place. When one is missing or weak, the others cannot compensate.

Leadership	Assessment	Data-Based Decision Making	Instruction & Intervention
Provides guidance, shared structures, expectations, and accountability mechanisms that districts must build and maintain.	Determines student progress toward standards and skill proficiency; provides the foundation for all decisions.	Reviews multiple data sources to determine how best to respond to the needs of each student, with urgency and precision.	Delivers grade-level content, behavioral expectations, and targeted support when initial instruction does not lead to mastery.

Shared Vision within Student Supports: Learning Acceleration and Instructional Coherence

Across every support in TN-FSS, two principles are non-negotiable: learning acceleration and instructional coherence. These are not aspirational ideals. They are operational requirements that determine whether the framework achieves its purpose.

Learning Acceleration

Tennessee has made significant progress in shifting from a remediation-first model toward one grounded in learning acceleration. In practice, student support has too often meant pulling students out of grade-level content to work on isolated skills in a separate track. The Tennessee model moves away from traditional approaches, prioritizing equitable access to instruction for every student through appropriate supports and learning acceleration strategies.

Research shows that students who received grade-level content with embedded supports outperformed peers who received remediation-only approaches¹. The result: faster gap closure, stronger transfer, and fewer instructional dead ends.

Grounded in this evidence, the Tennessee Model shifts the focus from remediating deficits to accelerating learning through equitable access to grade-level content, high-quality instructional materials, and targeted supports. The comparison below demonstrates how this approach differs from previous intervention practices.

¹ *Accelerate, Don't Remediate*. TNTP. 2021. Retrieved from <https://tntp.org/publication/accelerate-dont-remediate/> on April 28, 2026.

Unlocking Acceleration. TNTP. 2022. Retrieved from <https://tntp.org/publication/unlocking-acceleration/> on April 28, 2026.

Previous Practice – Remediation	The Tennessee Model – Learning Acceleration
Delays grade-level content until skills or knowledge gaps are mastered	Keeps students engaged with grade-level content while addressing skills or knowledge gaps simultaneously
Focuses on student deficits in a separate instructional track	Targets foundational skills with precision, using grade-level HQIM as the vehicle for practice and application
Students fall further behind peers over time	Faster gap closure, stronger transfer, and fewer instructional dead ends

Instructional Coherence

Instructional coherence is a systematic approach that creates a unified strategy across all aspects of a student’s instructional experience. It ensures all instruction across RTI²-A, RTI²-B, Tutoring, Summer Programming, Special Education, ESL, and Mental Health supports is aligned and works together to increase each student’s access to Tier I instruction.

When instructional coherence is in place, a student’s experiences across every support are connected, not competing. Consistent routines, structures, language, and strategies mean cognitive effort goes toward learning rather than adjusting to unfamiliar instructional approaches.

The TN-FSS Suite of Student Supports

The supports described below work in concert to address the needs of the whole student. Each has a distinct role and purpose, yet all are aligned to the shared goal of grade-level access and postsecondary success. The chart below highlights each support area and includes links to websites and resources for further information.

Student Support	Website
Response to Instruction and Intervention for Academics (RTI ² -A)	RTI2 Resources
Response to Instruction and Intervention for Behavior (RTI ² -B)	RTI2 Resources
Tutoring	Learning Acceleration; BFAC Lessons & Learning item View
Summer Programming	Learning Acceleration
School-Based Mental Health	School Counseling, Psychological, & Social Services
Special Education and Related Services	Special Education
English Learners and English as a Second Language	English Learners
Section 504	Section 504

RTI² for Academics (RTI²-A)

RTI²-A is the instructional framework mandated by the Tennessee State Board of Education and is the cornerstone of academic student support within TN-FSS. It is founded on high-quality core instruction for all students (Tier I), targeted skills-based intervention for some students (Tier II), and intensive skills-based intervention for a few students (Tier III). RTI²-A works within the suite of TN-FSS supports to accelerate all students' learning and access to grade-level standards.

What RTI²-A Is and Is Not

RTI ² -A Is	RTI ² -A Is Not
A learning acceleration “just-in-time” model that keeps students moving forward by identifying necessary skills for upcoming lessons while efficiently addressing learning gaps. Aligned with Tier I grade-level standards, structures, and routines, with opportunities for practice and transference in HQIM.	A remediation “just in case” model that delays opportunities to learn new content until students have mastered all missing skills and concepts. A separate program siloed from grade-level content and HQIM — even research-based interventions must connect back to Tier I.
Direct, explicit, systematic, and targeted instruction addressing skills and knowledge gaps, provided by the most qualified personnel.	Assigning a student to a computer or technology-based intervention without daily direct, explicit instruction from qualified personnel.
A problem-solving model that uses multiple data points, including diagnostic data, to identify areas of strength and need. Responsive and flexible instruction that uses data to regularly adjust to meet student needs and growth.	Use of a single data point, such as a screener composite cut score, to make placement or tier decisions. Static instruction that relies on a predetermined program with minimal data-based consideration of student need or growth.

Tiers of Academic Instruction and Intervention

Tier	Description
Tier I Core Instruction	All students receive grade-level instruction anchored in Tennessee Academic Standards and HQIM. Includes proactive access points, scaffolds, and flexible small-group instruction to meet student needs during core instruction.
Tier II Targeted Support	Standards-aligned support in reading, math, and writing in addition to Tier I instruction that targets essential prerequisite skills. Uses instructionally coherent materials that leverage learning acceleration strategies to ensure skills-based instruction bridges back to Tier I instruction and HQIM.
Tier III Intensive Support	Intensive, individualized support in addition to Tier I addressing critical foundational skills and prerequisite knowledge gaps. Uses systematic, explicit instruction to close foundational gaps as efficiently as possible so students can access core instruction with less support over time. Embeds learning acceleration strategies and instructional coherence to connect skills-based instruction to Tier I standards-based instruction and HQIM.

Students Who Are Multiple Grade Levels Behind

Students who are multiple grade levels behind may require foundational skills instruction as part of their tiered support. This instruction is not a departure from learning acceleration; it is an intentional, time-limited bridge designed to build the skills necessary to access Tier I core instruction. Progress must be monitored frequently and with urgency to ensure students are moving forward.

Even for students receiving foundational skills instruction, grade-level content should remain present in their tiered intervention instructional experience. The goal is not to delay access to Tier I — it is to build toward it with urgency and precision. A student's foundational skills work is always in service of grade-level access.

RTI² for Behavior (RTI²-B)

Like RTI²-A, RTI² for Behavior (RTI²-B) is a layered framework of universal, targeted, and intensive supports. RTI²-B begins with Tier I universal prevention efforts to promote positive school- and class-wide climate and culture that nurtures and supports the learning of all students. Behavior expectations are clearly defined, explicitly taught, modeled, practiced, and reinforced across all settings. Because behavior reflects both personal experience and learned expectations, developing a shared set of expected behaviors within a school community requires intentional teaching, consistent feedback, and acknowledgment of positive behavior. All students participate in a universal screening process within the RTI² Framework to identify those who may need additional behavioral support. Universal behavior screening should occur at least once at the beginning of the school year, with best practice being three times per year (fall, winter, and spring).

Tiers of Behavior Instruction and Intervention

Tier	Description
Tier I	School- and class-wide climate and culture supports. Clear behavior expectations are explicitly taught, modeled, practiced, and reinforced for all students. Consistent routines, structures, and acknowledgment systems across all settings. Focuses on prevention, proactive classroom management, and engaging instruction that reduces the likelihood of unwanted behaviors.
Tier II	Targeted, skills-based behavior intervention for students who need additional support meeting established behavior expectations, provided in addition to universal supports. Systematic, evidence-based, and focused on specific areas of need (e.g., self-regulation, coping, social skills). Small-group, structured, and data-driven.
Tier III	Intensive, individualized behavior intervention for students whose needs were not adequately addressed through universal supports or strategic intervention. Personalized to address externalizing behaviors (e.g., verbal aggression, disruption), internalizing behaviors (e.g., anxiety, withdrawal), or other identified needs.

RTI² for Academics and Behavior (RTI²-A+B)

The term RTI²-A+B reflects how the two frameworks are intended to work side by side. Students' academic and behavioral needs should always be considered together, not in isolation. Implementation of both frameworks, with a focus on how their common elements can be streamlined, is an effective and efficient way to leverage resources and set all students on a path to success.

An essential understanding of RTI²-A+B is that student progress and needs are regularly monitored and analyzed, and data-based decisions are made and delivered with fidelity. Multiple data sources, including universal screener results, attendance, grades, classroom behavior reports, and office discipline referrals, should inform decisions about student need. Families and students should be informed about the purpose of screening, results, and any actions taken to support students identified as "at risk." If a student is suspected of having a disability at any point, that student must be referred for an initial special education evaluation. RTI² cannot be used to delay or deny a special education evaluation.

High-Dosage, Low-Ratio Tutoring

High-dosage, low-ratio tutoring is a research-based instructional model that explicitly addresses students' unfinished learning from core instruction and leverages additional time and instruction to connect new learning to grade-level content, preparing students for success with their grade-level content in math or reading. The Tennessee Accelerating Literacy and Learning Corps (TN ALL Corps) tutoring model provides students with targeted instruction for 30-45 minutes per session, 2-3 times a week, in a small group size of one tutor to three students for students in kindergarten through grade 5 and one tutor to four students in grades 6 through 8. Sessions are provided by a trained tutor for the entirety of a school year. Keeping students with the same tutor all year promotes instructional consistency and enables more effective tracking of student growth and achievement.

High-dosage, low-ratio tutoring uses a learning acceleration model to keep students moving forward on their intended grade-level trajectories. Tutoring helps students successfully access current, grade-level Tier I instruction by frontloading upcoming concepts, reinforcing unfinished learning, or providing concurrent or extended time to

practice grade-level skills and content. Instruction provided during tutoring is driven by student data, including assessment results, classroom performance, and teacher observations. Tutoring always focuses on scaffolding academic content to allow students greater access to grade-level standards aligned directly with current Tier I instruction. Tutoring also uniquely provides student support before, during, and after the school day.

Required Tutoring

Required tutoring in Tennessee gives students high-dosage, low-ratio ELA tutoring support aligned to Tier I grade-level standards to rapidly accelerate learning. Under state law, tutoring is required for students who move to 4th grade through a promotion pathway after scoring “approaching expectations” or “below expectations” on the 3rd grade ELA TCAP, as well as any student retained in kindergarten through grade 3. In the TN ALL Corps Model, tutoring must occur two to three times per week for 30–45 minutes per session, for the entire school year (minimum 12 weeks per semester).

Tutoring Implementation by Grade Level

Grade Level	Description
Kindergarten – Grade 4	Kindergarten through grade 3 students who are retained, as well as any grade 4 student who is promoted through a promotion pathway, are required to participate in ELA tutoring for the entire school year. A trained tutor provides instruction in small groups at a 1:3 ratio for 30–45 minutes, two to three times per week.
Grade 5	Grade 5 students required to participate in ELA tutoring must be tutored for the entire school year. Student ratios may align with those recommended in tiered intervention. However, high-dosage, low-ratio tutoring in groups of no more than three students delivered by a trained tutor is an evidence-based best practice that is shown to have the most impact on student learning.

Summer Programming

All Tennessee school districts are required to offer summer programs for prioritized students in rising grades Kindergarten through grade 9 annually. Three main components of summer programming include Summer Learning Camps (Rising Grades K-3), STREAM Mini Camps (Rising Grades K-3), and Learning Loss Bridge Camps (Rising Grades 4-9).

Specifically, summer programming provides students with four to six weeks of additional high-quality, grade-level instruction. Smaller class sizes allow for increased teacher support and include four hours of daily ELA and mathematics instruction as well as dedicated time for targeted small-group interventions to address individual learning needs.

Effective summer programs are designed to accelerate learning, and instruction should maintain a strong focus on grade-level standards and expectations while using student data to identify unfinished learning and specific skills needs. Summer learning experiences should provide students with meaningful opportunities to build knowledge, develop critical thinking skills, and engage in grade-level content. Programs should also strategically pre-teach and reinforce the concepts and skills most essential for success in the upcoming grade level. By combining grade-level instruction with targeted support, summer programs help reduce learning gaps, accelerate academic growth, and increase student readiness for the next school year.

Comprehensive School-Based Mental Health Supports

Comprehensive school-based mental health addresses the social and personal development of school-age children, including wellness and resiliency, mental health, substance use, effects of childhood trauma, and the stigma associated with mental illness. These supports are an essential component of TN-FSS and operate across all three tiers.

Research has shown that when comprehensive school-based mental health services are provided, there is improved academic performance, fewer special education referrals, decreased need for more restrictive placements among high-risk students, and higher graduation rates. Mental health supports are not separate from academic supports — they are foundational to students' ability to access and engage in learning.

Tiers of Mental Health Support

Tier	Description
Tier I	Universal wellness and resiliency supports for all students. Includes school-wide social-personal learning, trauma-informed practices, and a positive school climate that reduces stigma and promotes help-seeking.
Tier II	Targeted mental health supports for students showing early signs of social, emotional, or behavioral difficulty. May include small-group counseling, check-in/check-out systems, or targeted skill-building interventions.
Tier III	Intensive, individualized mental health services for students with significant social, emotional, or behavioral needs. May include individual counseling, community mental health partnerships, wraparound services, and crisis support.

Special Education and Related Services

Students may be identified with one of sixteen disability categories in Tennessee. Eligibility for special education and related services is determined by an Individualized Education Program (IEP) team following a comprehensive evaluation in all areas of suspected disabilities, the identified presence of one or more disabilities, and evidence of an adverse educational impact.

Special education services are provided to students with disabilities through specially designed instruction (SDI). Related services (e.g., occupational therapy, physical therapy, assistive technology) are provided to students with disabilities who require support to access SDI and benefit from their special education services. SDI is the data-supported, intentional design (adaptation) of content, methodology, or delivery of instruction necessary to address a student's unique disability related needs that impede access to engagement with and meaningful progress in the general education curriculum across

educational settings using specialized instructional approaches aligned to measurable goals and delivered by a licensed special educator, licensed speech language pathologist, or appropriately trained personnel under their supervision consistent with state law. SDI is instruction, not a placement or a program, and may occur in general education or specialized settings as needed. In addition, related services support the delivery of SDI and may occur in general education or specialized settings as needed.

Some hallmarks of Special Education, Related Services, and SDI:

- Driven by student data and available only to students identified as having a disability under IDEA; provided across all learning locations and settings
- Requires academic and non-academic instruction designed to ensure the student can access and benefit from grade-level content
- Includes an individualized education program (IEP) with specially designed instruction (SDI) and related services that addresses disability-related learning needs and supports access to, engagement with, and progress in the grade-level curriculum.

English Learner (EL) Supports & English as a Second Language (ESL) Services

English Learners (ELs) are general education students and should be fully included in the district's framework for student support. Scaffolds, access points, and accommodations should already exist within universal Tier I instruction for all students, including ELs. When data indicate a need for additional support, ELs should be considered for tiered intervention using multiple sources of data, including classroom performance, progress monitoring, English language proficiency, educational background, and access to instruction. Participation in ESL services should not prevent a student from receiving tiered intervention, nor should it duplicate intervention or occur simultaneously.

ESL services are distinct from Tier I scaffolds, accommodations, intervention, or remediation. They are intensive, specialized language instruction designed to develop English Learners' (ELs') proficiency in listening, speaking, reading, and writing in English. Aligned to Tennessee English Language Development (ELD) standards, ESL services support students' linguistic growth across proficiency levels and provide direct, explicit

instruction of the language students need to communicate, learn, and demonstrate understanding in academic and social contexts.

ESL service instruction addresses the development of academic vocabulary, language functions, and language forms through evidence-based second language acquisition instructional practices. It is a distinct direct instructional service required for identified English Learners and are delivered by ESL-endorsed educators through designated service models determined by student need and local programming decisions.

Application for English Learners

Key Principle	Description
Tier I Supports	Scaffolds, accommodations, and access supports within Tier I instruction are the responsibility of the instructional environment and should be available during universal instruction aligned to content standards.
ESL Services Additive, Not Duplicative	ESL services are distinct from these supports and are specifically designed to develop English language proficiency through specialized language instruction aligned to ELD standards.
Data-Driven	Many ELs can participate in meaningful instruction with appropriately designed Tier I supports alone. Tier II or III intervention is determined by data, not EL status.
ILP-Guided	The nature and duration of tiered support for ELs may differ from peers and should be determined by data and the student’s Individual Learning Plan (ILP).

Section 504

Section 504 covers qualified students with disabilities who attend LEAs receiving federal funds. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activities. The Section 504 plan may include

accommodations, modifications, and/or related services determined on a case-by-case basis after evaluating the student and considering relevant data.

Section 504 accommodations are designed to ensure the student's access to the general education curriculum and peers — not to replace Tier I instruction or tiered intervention. Accommodations operate alongside TN-FSS supports and should be communicated clearly to all educators working with the student.

Instruction & Intervention: Access to Grade-Level Expectations for All Students

Across all levels of support, the goal remains the same: every student gains access to and succeeds in grade-level Tier I instruction. Learning acceleration, not remediation alone, drives support. To ensure instructional coherence, all services and interventions should connect to grade-level standards and HQIM. The following student populations require additional consideration to ensure this goal is realized.

Key Considerations Within TN-FSS

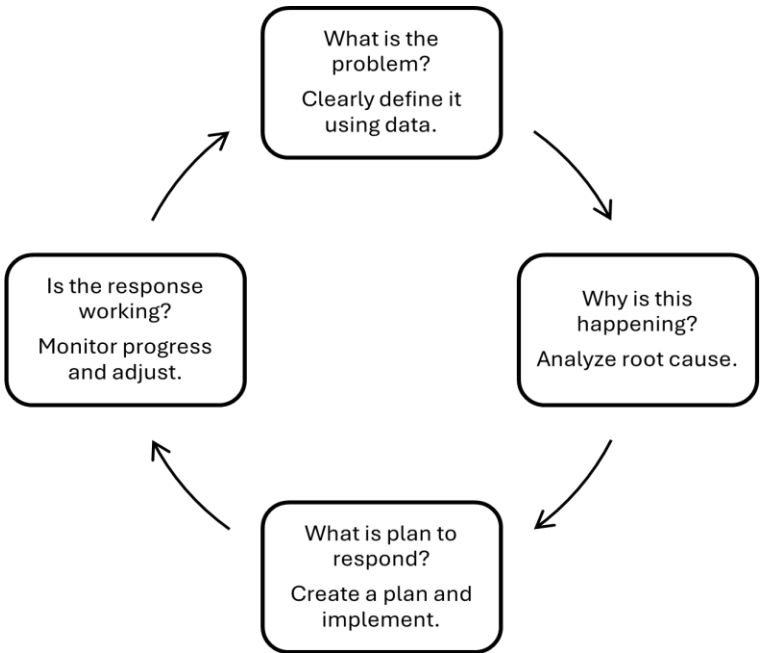
Student Population	Description
Students Multiple Grade Levels Behind	May require foundational skills instruction as part of a tiered intervention. This is a temporary bridge, not a departure from the framework. Grade-level content and language development must remain part of instruction, with frequent progress monitoring. RTI ² cannot delay or deny a special education evaluation.
Students with Disabilities (SWD)	The focus is intentional design of SDI that supports access to learning in all environments and allows the student to make meaningful progress in the general education curriculum. Nature and duration of support determined by IEP. Students are served in their LRE to the maximum extent appropriate.
English Learners (ELs)	Receive both required ESL services and tiered intervention when data indicate need. Supports are guided by data, including the student's ILP. ESL services and intervention should not occur simultaneously.
Students with Social-Personal or Behavioral Needs	Academic and behavioral needs are considered together. RTI ² -A+B ensures alignment between academic and behavior supports. Mental health services address underlying barriers to learning and engagement. All supports are data-driven and individually determined.

Data-Based Decision Making and Assessment Across All Supports

Collecting data without a clear process for acting on it produces the illusion of responsiveness without the reality of it. Data-based decision making is the ongoing process of analyzing assessment results to determine the most appropriate instructional pathway for each student — across all supports within TN-FSS.

The Problem-Solving Model

Data teams across all TN-FSS supports follow a systematic, four-step problem-solving process:



No single data point should drive a decision to place, move, or exit a student from intervention. Screener composite scores are one input — not a decision. Multiple sources, including diagnostic data, formative assessments, and student work from HQIM, must inform every decision.

Operational Cadence

Data-based decision making requires a predictable structure. Operational structures should ensure that all students, including students with disabilities (SWDs) and English

Learners (ELs), are included in all problem-solving, intervention, and instructional decision-making processes. Teams should consider multiple sources of data, including language proficiency, prior educational experiences, disability-related needs, and access to instruction. Two meeting types ensure data moves from collection to action:

- School Leadership Review Team: Meets quarterly at minimum, following each universal screening window. Reviews screening and early warning system (EWS) data; evaluates whether current structures, schedules are serving students, and analyzes whether Tier I instruction, tiered intervention structures, and support systems are accessible for all students including ELs and SWDs.
- Quarterly Student Data and Planning Meeting: For newly identified students with skills-based needs, as well as students currently receiving student support. Reviews progress monitoring data, student work analysis, and fidelity data to determine whether the support is producing desired results, including consideration of second language acquisition, English language proficiency, disability-related needs, access barriers, and the need for specially designed instruction.

Progress Monitoring

Type	Frequency	Purpose
Instructional Level (skills-based and disability-related access skills)	Bi-weekly minimum	Measures progress on the specific target skill(s) including behavior, foundational literacy, numeracy, language, or disability-related access needs.
Grade Level (standards-based access and application)	Monthly minimum	Determines whether the student is transferring skills to grade-level tasks and content, and whether accommodations, behavior supports, language supports, scaffolds, ESL services, and/or SDI are enabling access, engagement, and progress in grade-level instruction.

Type	Frequency	Purpose
Family Communication and Collaborative Planning	At entry/exit, every 4.5 weeks, and after each universal screening	Families are informed of student progress and any changes in support level, including updates related to intervention response, English language development, specially designed instruction, accommodations, and changes to service intensity or supports. Communication should be provided in a language and format families can understand.

Progress monitoring for students with disabilities should be aligned to intervention goals, IEP goals when applicable, and the effectiveness of specially designed instruction within core instruction and intervention settings.

The Role of District and School Leadership

Without sustained district-level leadership, even well-designed student support systems break down within a single school year. Leadership in TN-FSS is not a role assigned to one coordinator. It is a set of shared structures, expectations, and accountability mechanisms that districts must build and maintain across all supports: academic, behavioral, and social-personal.

District leaders are responsible for ensuring effective communication of expectations and that the required structures are in place to allow building leaders and educators to successfully and effectively implement TN-FSS across all schools in the district. District leaders set the conditions for success by removing barriers so that every school can implement with fidelity, every year.

Leadership Level	Core Responsibilities
District Leadership Team	Ensures alignment of infrastructure, scheduling, staffing, and resource allocation across all TN-FSS supports. Coordinates professional learning and coaching. Sets implementation timelines, monitors fidelity, and ensures RTI ² -A, RTI ² -B, mental health, ESL, and special education teams are operating in coordination.
School Leadership Team	Meets at minimum quarterly to analyze data, measure effectiveness of all supports, and make placement decisions. Includes principal, interventionists, instructional coaches, tutor coordinator, school psychologist, counselor, ESL educator, special educator, and other staff as applicable.
Interventionist	Provides the bridge between skills-based intervention and grade-level proficiency. Must collaborate closely with the classroom teacher, Special Education teacher, and ESL teacher to ensure what happens in intervention transfers to core instruction. As intensity increases, expertise must increase accordingly.

Leadership Level	Core Responsibilities
General Education Teacher	Provides Tier I data demonstrating student progress with grade-level standards. Must collaborate with the interventionist, ESL educator, and special educator to ensure coherence across all instructional settings the student experiences.
English as a Second Language Educator	Provides expertise related to English language development, language proficiency, and second language acquisition. Analyzes language proficiency data and collaborates with the general education teacher, interventionist, and special educator to ensure instructional decisions appropriately consider students' linguistic needs across all instructional settings the student experiences.
Special Education Teacher	Provides expertise in SDI, disability-related needs, and access to grade-level instruction. Must collaborate with the general education teacher, interventionist, ESL educator, and related service providers to ensure interventions, accommodations, modifications, and instructional supports are aligned across all instructional settings the student experiences. Uses progress monitoring, IEP data, and diagnostic information to determine whether students are making meaningful progress toward grade-level standards and individualized goals. Supports the design and implementation of SDI that addresses academic and functional access skills needs while maintaining engagement in rigorous grade-level instruction.

Districts that assign their least experienced staff to their most struggling students will not see the outcomes this framework is designed to produce. As the intensity of intervention increases, the expertise of the personnel delivering it must increase accordingly.

District-Level Monitoring

Implementing the components described above is necessary but not sufficient. District leaders must monitor whether the system is producing the intended results at the system level, not only at the student level. The implementation and outcomes of student supports within the TN-FSS, including tiered intervention, specially designed instruction (SDI), ESL services, and other disability- or language-related supports, should be monitored for the following:

- The percentage of students successfully exiting supports and meaningfully engaging in core instruction.
- The average time students spend receiving supports before moving, intensifying, or exiting, including analysis of patterns for English Learners (ELs), students with disabilities (SWDs), and other student groups.
- Whether student support populations at each school are growing, stable, or shrinking over time.
- Whether supports are increasing student access, engagement, participation, and progress in high-quality Tier I instruction and grade-level tasks.
- Whether data teams are meeting consistently and producing documented, actionable decisions that address academic, behavior, linguistic, and functional needs.
- Whether decisions are based on multiple data sources, including classroom performance, progress monitoring, diagnostic data, IEP information, English language proficiency data, and fidelity information.
- Whether students are making meaningful progress toward grade-level standards, individualized goals, and/or English language development goals, and whether supports are implemented with fidelity.

Conclusion

Tennessee's Framework for Student Support exists for one purpose: to ensure every student has meaningful access to the content and instruction that leads to postsecondary success. TN-FSS brings together RTI² for Academics, RTI² for Behavior, Tutoring, Summer Programming, Comprehensive School-Based Mental Health, Special Education, ESL services, and Section 504 into one coherent, aligned system. For specific information regarding the implementation of these supports, leaders should visit the Tennessee Department of Education website for additional resources.

This framework links directly to Tennessee's Acceleration for All initiative and reflects the state's commitment to ensuring that all students, regardless of their individual needs, can access comprehensive supports within their schools that meet them at their current level and move them forward on the path to success.

The choices adults make about structures, delivery systems, staffing, and monitoring determine whether this framework achieves its purpose or falls short of it. When district leaders create the conditions for success, building leaders ensure fidelity, and educators deliver targeted, coherent instruction, this allows students to grow, close gaps, and ensures every student moves forward.

TN-FSS is responsive in nature. Districts should continually monitor and adjust their practices to better meet the needs of all students. All decisions should be made in the best interest of the individual student as driven by data, grounded in high expectations, and connected to grade-level access.

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