TDOE Inventory Contents

(I) indicates intervention

TN Early Reading Training (R360 Teachers)

Strong Evidence

Program/Intervention Name	Description/Additional Information
[TN Early Reading Training (R360 Teachers)](#) ☒**Program** ☐**Intervention within Program:**	TN Early Reading Training (R360 Teachers) is a multi-year training program to support current practitioners, including teachers and others, to increase their awareness of a sounds-first literacy approach, combined with high-quality instructional materials. It is a two-part training with part one occurring online and meets the requirements of the Tennessee Literacy Success Act. Part two is a voluntary addition to the online training and is in-person during the summer.
Delivery Setting	**Target Population**
School, Mobile	Adults

Logic Model	Outputs	Outcome(s)
If we provide multi-year training to current practitioners, including teachers and others, on a sounds-first literacy approach and related high-quality instructional materials, then teacher instructional practices will improve, resulting in an increase in student literacy achievement.	1. Number of training sessions offered	1. Percentage of students grade 3 through 10 that are on grade level or above according to Tennessee Comprehensive Assessment Program (TCAP)
	2. Number of participants who complete the training	
	3. Number of districts that have 80% or higher fulfilling the training requirement	2. Increase of scores of students grade 3 through 10 that are on grade level or above according to Tennessee Comprehensive Assessment Program (TCAP)

Evidence		Strong Evidence
Clearinghouse	**Entry Name & Link**	**Evidence Rating**
What Works Clearinghouse	[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Practice Guide)](#)	Strong evidence

[Back to Top](#)

(I) Reading 360 Family-Literacy Supports

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Reading 360 Family-Literacy Supports ☐ **Program** ☒ **Intervention within Program:** [TN Early Reading Training (R360 Teachers)](#)	Reading 360 Family-Literacy Supports provides resources and engagement opportunities to build and foster partnerships on behalf of our youngest learners in Tennessee. It includes the initiatives Decodables, which are at-home early literacy supports; the Reading Series provides community events to share the importance of early-reading habits; videos that are early-reading moments provided by PBS featuring read-aloud segments that are televised; and Ready4K that is an app for parents that includes information about developmental milestones and provides at-home learning opportunities that support fluent readers.
Delivery Setting	**Target Population**
Home, Mobile, Other Community Setting	Infancy/Early Childhood, Children

Logic Model	Outputs	Outcome(s)
If we provide resources and engagements opportunities to build and foster partnerships on behalf of our youngest learners in Tennessee—including through the Decodables at-home early literacy supports; the Reading Series of community; videos that provide early-reading moments; and Ready4K that give parents useful literacy-focused information via an app—then we will increase awareness of evidence-based literacy practices and have our earliest learners academically prepared for elementary school.	1. Number of Decodables sent to families requesting them 2. Number of families with the Ready4K app receiving weekly communications 3. Number of views of literacy-related videos via the PBS partnership	1. Percentage of students grades 3, 4 and 5 who are on grade level or above according to Tennessee Comprehensive Assessment Program (TCAP)

Early Literacy Networks

● Evidence

Program/Intervention Name	Description/Additional Information
Early Literacy Networks ☒Program ☐Intervention within Program:	The Early Literacy Network is geared to support implementation of Early Reading Training in selected districts. Districts are granted funds ($80,000 or $100,000 depending on enrollment) for two years to receive support from an approved vendor partner. Grants provide professional development opportunities through regional convenings and virtual learning opportunities. Districts can invite teachers, instructional leaders, administrators, school leaders, and other key education staff to these professional development opportunities.
Delivery Setting	**Target Population**
School, Other Community Setting	Adults

Logic Model	Outputs	Outcome(s)
If we provide grants to school districts to support implementation of Early Reading Training, including by ensuring teachers and districts have instructional materials to build strong foundational skills, providing appropriate training and knowledge-building opportunities within districts, and delivering appropriate implementation supports from approved vendor partners, then teachers and districts will create systematic and intentional literacy lessons that will in turn result in positive student literacy outcomes by third grade.	1. Number of participants attending regional convenings	1. Percentage of grade 3 students proficient in reading on the third grade Tennessee Comprehensive Assessment Program (TCAP)
	2. Number of participants attending virtual communities of practice	2. Percentage of participants who respond that they feel better prepared to support teachers with reading foundational skills instruction

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**	**Evidence Rating**	
Blueprints	Success for All	Second-highest rated, one study	

TN ALL Corps

⬤ **Pending Panel Review**

Program/Intervention Name	Description/Additional Information
TN ALL Corps ☒ **Program** ☐ **Intervention within Program:**	TN Accelerating Literacy and Learning Corps (TN ALL Corps) was launched to address learning gaps and accelerate student achievement across the state of Tennessee. TN ALL Corps is a grant opportunity to empower school districts across the state to implement or strengthen robust tutoring programs for students. Using a research-based model, each participating district has committed to following a high-dosage, low-ratio tutoring model to accelerate student achievement. High-dosage, low-ratio tutoring consists of intensive tutoring that occurs in very small groups (1:3 in grades 1-5; 1:4 ratios in grades 6-8) two to three times per week, to help students accelerate their learning in an individualized manner within the subjects of literacy or math.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If students in grades 1–8 who are approaching grade-level expectations are identified and provided TN ALL Corps high-dosage, low-ratio tutoring in reading and/or math, then a greater number of students will learn on grade level, ensuring that students have the agency to access grade-level curriculum needed to prepare students for high school and beyond.	1. Number of districts offering TN ALL Corps high-dosage, low-ratio tutoring	1. Percentage of students meeting/exceeding expectations in English Language Arts (via Universal Reading Screeners and TCAP)
	2. Number of students participating in TN ALL Corps high-dosage, low-ratio tutoring	2. Percentage of students meeting/exceeding expectations in math (via TCAP)
	3. Number of community partners offering TN ALL Corps high-dosage, low-ratio tutoring	3. Number of students in the "below" and "approaching" categories on TCAP in grades 3–8

(I) Connected Literacy

⬤ **Pending Panel Review**

Program/Intervention Name	Description/Additional Information
Connected Literacy ☐**Program** ☒**Intervention within Program:** TN ALL Corps	The primary focus of Connected Literacy is to provide foundational literacy skills support to students in grades 1–3, resulting in more students becoming proficient readers. Participating districts work with a TDOE-approved community partner to recruit tutors, coordinate, and schedule learning supports, along with providing needed technology, and supplemental instructional materials.
Delivery Setting	**Target Population**
Home, School	Children

Logic Model	Outputs	Outcome(s)
If 1st–3rd grade students who are below proficiency are provided with high-dosage, low-ratio foundational literacy skills tutoring for at least one semester, then those students will improve in reading proficiency as measured by the universal reading screener and the number of students reading on grade level will increase.	1. Number of students that participated in Connected Literacy	1. Percentage of students receiving tutoring who improve reading proficiency by at least three percentage points (as measured by the universal reading screener)
	2. Number of community partners that have received grants	
	3. Number of districts that have collaborated with a community partner	

Back to Top

(I) Targeted Mathematics Support

⬤ **Pending Panel Review**

Program/Intervention Name	Description/Additional Information
Targeted Mathematics Support ☐**Program** ☒**Intervention within Program:** TN ALL Corps	Targeted Mathematics Support provides districts participating in TN ALL Corps with access to the Zearn digital mathematics platform to provide learning acceleration to students receiving high-dosage, low-ratio tutoring. Students in grades 1–8 receiving math tutoring utilize Zearn in order to reinforce grade-level concepts, receive support with missed concepts, and monitor progress throughout tutoring. Zearn provides online digital lessons, printable lessons for tutors, and comprehensive data reporting.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If students in grades 1 through 8 who are below grade-level in math receive math support through the Zearn digital mathematics platform in high-dosage, low-ratio tutoring, then those students will be able to access grade-level concepts and lessons, accelerating students to grade-level.	1. Number of students receiving support	1. Percent of students within participating districts who are proficient in math, as measured by math TCAP
	2. Average lessons each student completes per month	
	3. Number of Zearn sessions each student completes monthly	

(I) High School Online Tutoring

⬤ **Pending Panel Review**

Program/Intervention Name	Description/Additional Information
High School Online Tutoring ☐**Program** ☒**Intervention within Program:** [TN ALL Corps](#)	This program provides online tutoring to school districts participating in TN ALL Corps and provides over 200,000 high school students in grades nine through twelve with access to online tutoring. The program provides 200 to 500 hours of additional instruction each in math or reading in the areas of ACT reading, math and science and writing feedback on academic papers. This program was created in response to the educational challenges posed by the COVID pandemic and the learning losses experienced across the nation.

Delivery Setting	Target Population
School, Mobile	Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If we expand virtual tutoring to students in grades nine through twelve, including providing online support in ACT prep and writing to students and professional development for TN ALL Corps district and school personnel, then schools can increase support for high school students, increasing graduation rates, college acceptance rates, and preparation for college-level writing demands.	1. Number of engaged districts 2. Number of engaged students 3. Number of ACT prep activities 4. Number of writing center submissions	

Access for All Learning Network

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
Access for All Learning Network ☒**Program** ☐**Intervention within Program:**	Access for All Learning Network (AALN) aims to ensure districts and school leaders are empowered to effectively meet the needs of students with disabilities in accessing high-quality instructional materials and instruction. Districts receive ongoing professional learning to identify access points and provide adequate scaffolds within high-quality instructional materials for students with disabilities. District leads engage in a series of learning opportunities, including a one-week summer workshop, monthly network meetings, quarterly communities of practice, opportunities for CORE Partnerships with English Language Arts (ELA) Consultants or Special Education Interventionists, Early Reading Training, and Secondary Literacy Training. Regional Access Coaches (RACs) provide on-site coaching to ensure workshop and network learning is generalized in the district or target schools.
Delivery Setting	**Target Population**
School	Children, Adults

Logic Model	Outputs	Outcome(s)
If we provide funding for high-quality instructional materials for students with disabilities and provide districts with tools for collaboration between general and special education teachers, and if we provide professional learning around access points and scaffolds along with leadership coaching, then districts will create systems for collaboration and ensure access to high-quality general curriculum for students with disabilities, and students with disabilities will increase academic proficiency and postsecondary engagement.	1. Number of districts participating 2. Number of coaching sessions for district leadership 3. Amount of grant funding 4. Number of instructional practice guide walk-throughs with regional access coach 5. Number of schools receiving professional learning and Tier I collaborative structures for general and special education	

Increasing Instructional Access for Students with Disabilities

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Increasing Instructional Access for Students with Disabilities ☒Program ☐Intervention within Program:	The Increasing Instructional Access for Students with Disabilities project increases instructional access and quality for students with significant cognitive disabilities and reduces participation in the alternate assessment. Teaching All Students (TAS), a state personnel development grant, is one of the pivotal components. TAS engages high school teams composed of a school administrator, district special education director, general education teacher, and special educator. The school teams receive three years of training and coaching. Additional key work includes high-quality instructional materials (HQIMs) for students with complex needs, K-4 course requirements development, and assistive technology including augmentative alternative communication.
Delivery Setting	**Target Population**
School	Adolescents/Young Adults, Adults, Persons with Disability

Logic Model	Outputs	Outcome(s)
If we provide training, coaching, and support to district teams, to improve the quality of instruction within Special Education classrooms (i.e., self-contained placements), then students with complex needs whose least-restrictive environment is a Special Education classroom will be provided standards-aligned instruction, and more students will be eligible to earn the alternate academic diploma resulting in increased postsecondary outcomes for students with complex needs.	1. Number of districts identified and provided technical assistance	1. Percentage of participants receiving coaching improving their ability to support access and participation in standards-aligned instruction
	2. Number of teachers of students with complex needs receiving coaching	2. Percentage of students participating in the alternate assessment
	3. Number of schools receiving TAS Grant	

Instructionally Appropriate IEPs

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Instructionally Appropriate IEPs ☒**Program** ☐**Intervention within Program:**	Instructionally Appropriate IEPs set students with disabilities up for success in their K-12 academic careers and improve postsecondary success by improving the quality of instructionally appropriate individual education programs (IAIEPs). Efforts include creating an IEP platform that facilitates high-quality, compliant IEPs, providing professional learning asynchronously and synchronously on instructionally appropriate IEPs, monitoring for compliance and quality, and a feedback loop to ensure district ownership through reflection and action.
Delivery Setting	**Target Population**
School	Children, Adults, Persons with Disability

Logic Model	Outputs	Outcome(s)
If we provide high-quality professional learning on instructionally appropriate IEPs (IAIEPs) and provide districts with tools to lead the analysis and growth of their own IAIEPs, then districts will develop high-quality IAIEPs and implement high-quality instruction and intervention practices for students with disabilities, and students with disabilities will increase academic proficiency and postsecondary engagement.	1. Number of district IAIEP partnerships	1. Percentage of overall compliance during yearly IEP monitoring
		2. Statewide assessment proficiency for third grade TN ELA TCAP for students with IEPs

PK-12 Career Awareness, Exploration, and Advising

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
PK-12 Career Awareness, Exploration, and Advising ☒Program ☐Intervention within Program:	PK-12 Career Awareness, Exploration, and Advising ensures that every student has access to high-quality career awareness, exploration, and advising by providing clear expectations for districts and schools, research-based resources (including career assessments and curriculum), implementation supports, and high-quality professional development to support school staff in using resources and analyzing data to support student decision-making. College advising provided by counselors to grades 10–12 is an evidence-based strategy supported through this program.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If we provide districts and schools with the framework, resources, and supports necessary for the implementation of research-based comprehensive college and career counseling, including career awareness in elementary school, career exploration in middle school, and advising that results in a high school pathway that aligns to their interests and strengths, then every student will receive broader exposure to future career opportunities, allowing them to make real world connections between school and career, and experience seamless transitions between grade bands and post-secondary college and career opportunities.	1. Number of schools implementing at least one Middle School Career Exploration course 2. Number of program-related professional development opportunities provided 3. Number of districts receiving 1:1 implementation support for career advising programing	

Computer Science Program

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Computer Science Program ☒Program ☐Intervention within Program:	The Computer Science Program ensures that all public elementary, middle, and high school students have access to computer science (CS) coursework and resources and provides teachers with a no-cost route to earn a computer science additional endorsement and offers teachers and schools incentives to participate in high-quality professional development in CS. An important component of the program is Reach Them All, which utilizes a train-the-trainer model to provide districts with CS professional development opportunities.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If we increase access to computer science (CS) professional development, coursework, and resources to public elementary, middle, and high schools, then we can increase the number of teachers that are endorsed to teach CS, increase the number of CS course offerings, and better prepare Tennessee students for jobs of the future.	1. Percentage of districts participating in Reach Them All	1. Number of computer science courses
	2. Number of delegates and ambassadors recruited	2. Number of students enrolled in computer science courses
	3. Number of teachers enrolled	

Back to Top

Work-Based Learning (WBL)

● **Strong Evidence**

Program/Intervention Name	Description/Additional Information
[Work-Based Learning (WBL)](#) ☒**Program** ☐**Intervention within Program:**	Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors, and seniors (16 years or older) may earn high school credit for capstone WBL experiences. The WBL program also provides annual competitive grants to schools that have innovative ideas for students who face barriers to participating in work-based learning (WBL) placements off campus.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults, Adults

Logic Model	Outputs	Outcome(s)
If a greater number of educators, employers, and postsecondary partners have a greater capacity to effectively integrate WBL-related activities, including apprenticeship opportunities, into their ongoing work, and funding is awarded to schools with student populations that face significant barriers to participating in off-campus WBL experiences, then the number of students prepared for high-quality WBL, apprenticeship, and school-based enterprise opportunities will increase.	1. Number of educators with an active WBL certificate (to teach the courses) 2. Number of students participating in WBL courses 3. Number of grants awarded each school year	1. Number of students who earn credits in WBL courses (Perkins V Indicator 5S3)

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**	**Evidence Rating**
What Works for Health	[Career & Technical Education for High School Completion](#)	Scientifically supported

[Back to Top](#)

Middle School STEM & CTE Start-Up Grants

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
[Middle School STEM & CTE Start-Up Grants](#) ☒**Program** ☐**Intervention within Program:**	Middle School STEM & CTE Start-Up Grants are aimed at increasing access to Career and Technical Education (CTE) and Science, Technology, Engineering and Mathematics (STEM) in the classroom. A goal is to add an additional 100 new middle school STEM programs by 2022 and add STEM and CTE programs to their curriculums.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If we support middle schools to increase and enhance STEM and CTE experiences, including adding 100 new middle school STEM programs and adding STEM and CTE programs to their curriculums, then we will improve access to high-quality STEM and CTE experiences and coursework for student populations that face significant barriers to participating in middle school STEM and CTE, and better prepare those students for future learning and careers.	1. Number of grants awarded	1. Number of students with increased access to STEM and CTE via grant

Career and Technical Education (CTE) Professional Development Programs

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Career and Technical Education (CTE) Professional Development Programs ☒**Program** ☐**Intervention within Program:**	Career and Technical Education (CTE) Professional Development Programs prepare educators, including teachers and directors, to offer effective programs of study to all Tennessee districts that help lead to high-wage, high-skill employment for Tennessee students. CTE programs provide supports for new directors and teachers through the following: Quarterly CTE Directors Meetings, New CTE Directors Academy, Institute for CTE Educators, Occupationally Licensed New Teacher Training (OLNTT), and Regional CTE Study Councils. In addition, all CTE educators have access to TDOE staff including CORE (Center of Regional Excellence) consultants, program managers, and CTSO (Career and Technical Student Organizations) advisors for real-time content and implementation support.
Delivery Setting	**Target Population**
Organization/Business/Local Government, School, Other Community Setting	Adults

Logic Model	Outputs	Outcome(s)
If we provide career and technical education (CTE) educators with professional learning, guidance, and other methods of support, to deliver effective programs of study to all Tennessee districts, then local education agencies (LEAs) will have skills and resources to deliver quality and innovative CTE programming to all Tennessee students, resulting in students achieving their career goals and leading to high-wage, high-skill employment.	1. Percent of CTE directors participating in trainings 2. Number of CTE educators participating in Institute for CTE Educators 3. Number of new educators participating in OLNTT	1. Percent of high school graduates receiving CTE programming that achieve at least one of the Ready Graduate indicators to demonstrate readiness for meaningful postsecondary education, training program, and/or workforce or military entry

AP Access for All

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
AP Access for All ☒**Program** ☐**Intervention within Program:**	The AP Access for All program offers virtual AP courses to all public high school students across the state. The program also supports AP training and professional development for high school teachers.
Delivery Setting	**Target Population**
Home, School	Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If students across the state are provided access to virtual AP courses, educational resources, and individualized teacher support, then common barriers to AP coursework will be eliminated and the number of students who will gain access to AP coursework and the opportunity to earn college credit through the AP exam will significantly increase, which will impact long-term college success outcomes.	1. Number of students enrolling	1. Percent of students earning a qualifying score on an AP exam (3 or better)
	2. Number of AP courses offered	2. Percent of students earning a college ready score on an AP exam (2 or better)
	3. Number of teachers trained to teach AP courses	
	4. Number of teachers receiving mini-grants	

Innovative School Models

⬤ **Logic Model**

Program/Intervention Name	Description/Additional Information
[Innovative School Models](#) ☒**Program** ☐**Intervention within Program:**	Innovative School Models (ISM) is a way to eliminate structural barriers that exist between high school, workforce, and postsecondary systems. They allow students the ability to seamlessly make connections ensuring that all students graduate high school prepared to successfully complete a postsecondary credential or attain high-quality employment. ISM empowers schools to transform the traditional high school and middle school models to foster a culture of college and career awareness and readiness.
Delivery Setting	**Target Population**
School, Workplace	Children, Adolescents/Young Adults, Adults

Logic Model	Outputs	Outcome(s)
If we provide funding, professional development, coaching, and technical assistance to districts and charter schools on strategies to reimagine time, space, modes of learning and community partnerships, then by 2026, the majority of Tennessee's middle and high school students will experience school in a unique and innovative way that prepares students for college and/or career.		

[Back to Top](#)

Individualized Education Account Program

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
[Individualized Education Account Program](#) ☒**Program** ☐**Intervention within Program:**	The Individualized Education Account (IEA) Program is a school choice program for eligible students with qualifying disabilities. The IEA Program provides parents, guardians, and qualified students options for choosing the educational opportunities that best meet the individual student's unique needs through access to public education funds.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults, Persons with Disability

Logic Model	Outputs	Outcome(s)
If we provide families of students with disabilities with high-quality, family-oriented school choice, including providing eligible families with funds for approved private schools, home school umbrellas, or independent home schools, then students with disabilities will receive education that meets their individual unique needs.	1. Number of new applicants each contract year	1. Percent of account holders satisfied with IEA program
	2. Number of approved students in IEA program each contract year	2. Percent of participating non-public schools satisfied with IEA program
	3. Number of new applicants	

TN Department of Finance & Administration | Office of Evidence and Impact

Education Savings Account Program

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
Education Savings Account Program ☒Program ☐Intervention within Program:	The Education Savings Account (ESA) Program allows eligible K-12 students in certain zoned districts to use state and local money to attend an approved nonpublic school and pay for educational expenses such as tuition, uniforms, textbooks, technology, tutoring, and summer programs.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If we expand access to educational opportunities for students in some of Tennessee's lowest-performing school districts through opportunities to use state and local funding to pay for educational expenses at non-public schools, then students will display increased educational engagement, increased academic achievement, and increased overall satisfaction with educational experiences in Tennessee.	1. Number of students approved to participate 2. Number of students enrolled in a participating school and using funds 3. Number of schools participating in the program 4. Percent of students who renew ESAs for concurrent years	

School Improvement

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
[School Improvement](#) ☒**Program** ☐**Intervention within Program:**	The School Improvement Program is designed to provide a continuum of supports and interventions to Tennessee's districts and schools that are federally designated as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI). Through ongoing planning support, grant funding opportunities, technical assistance and monitoring, this program ensures that districts and schools utilize strategies built around key levers (strong leadership, effective instruction and student supports and services) that support rapid turnaround efforts.
Delivery Setting	**Target Population**
School	Children, Adults

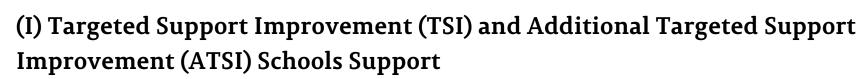| Logic Model	Outputs	Outcome(s)
If we create a clear continuum of support, interventions, monitoring, and expectations for underperforming schools and districts, including resources to support continuous improvement and capacity building, then districts will be empowered and will gain the capacity to serve the schools identified as schools in need of improvement and focus on individual school needs and/or identified underperforming student groups, resulting in the highest needs schools across the state providing equitable opportunities and effective and engaging instruction within a supportive culture, and students who are equipped with the knowledge and skills to successfully embark on their chosen path in life.	1. Percent of districts identified with a federal improvement designation that applied for a school improvement grant	1. Percent of schools identified with a federal improvement designation that meet CSI or ATSI exit criteria
	2. Percent of schools identified with a federal improvement designation that develop and implement a continuous improvement plan	
	3. Percent of districts that participate in school improvement department-led support meetings	

[Back to Top](#)

(I) Achievement School District (ASD)

⬤ **Pending Panel Review**

Program/Intervention Name	Description/Additional Information
Achievement School District (ASD) ☐**Program** ☒**Intervention within Program:** School Improvement	The Achievement School District (ASD) is Tennessee's statewide school district and serves as our most intensive intervention for perpetually failing schools. Historically underperforming schools that have been identified as a Comprehensive Support and Improvement (CSI) designation school for six or more years are removed from their home district leadership and are placed within the ASD for a period of no more than ten years. The ASD works with charter-managed operators (CMOs) to improve the achievement and operations of schools so they may return to operate within their home district or an alternate pathway.
Delivery Setting	**Target Population**
School	Children, Adults

Logic Model	Outputs	Outcome(s)
If we place historically underperforming schools within the Achievement School District and provide supports, including recruiting a strong, outcomes- and community-focused leader to oversee the state improvement, turnaround, and transformation efforts, then we will build systems for school turnaround and ASD schools designed to set students on a path to success, and schools will be equipped to sustain their growth.	1. Percent of schools that met 85% or higher on overall compliance expectations on monthly reviews	1. Percent of schools that are not meeting performance expectations
	2. Number of charter managed operators that participate in the monthly district led operational oversight meetings and professional development	2. Percent of schools that met CSI exit criteria
	3. Number of schools involved in the ASD	

(I) Targeted Support Improvement (TSI) and Additional Targeted Support Improvement (ATSI) Schools Support

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Targeted Support Improvement (TSI) and Additional Targeted Support Improvement (ATSI) Schools Support ☐**Program** ☒**Intervention within Program:** School Improvement	Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) schools are considered focus schools and are identified due to underperformance or demonstrated marginal subgroup(s) underperformance. TSI and ATSI schools are provided technical assistance to conduct a comprehensive needs assessment and identify evidence-based strategies and interventions to support identified needs. ATSI schools are provided grant funding opportunities to support identified subgroups.
Delivery Setting	**Target Population**
School	Children, Adults

Logic Model	Outputs	Outcome(s)
If we engage and support underperforming schools to conduct a comprehensive needs assessment followed by a guided planning process and shared learning in communities of practice, then student achievement in Tennessee's schools will improve, therefore ensuring that schools currently receiving a federal designation of TSI or ATSI will meet exit criteria.	1. Percent of all ATSI schools that apply for, therefore received, school improvement grant funds to support identified subgroups	1. Percent of ATSI schools that met exit criteria
	2. Number of schools that participate in support meetings to develop strategies that address the needs of identified subgroup(s)	2. Percent of TSI schools that participated in the department supports that successfully met exit criteria and did not retain a federal TSI designation in the next school year
	3. Number of TSI school leaders participating in optional department led networking opportunities	

(I) District and CSI School Improvement Support

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
District and CSI School Improvement Support ☐ **Program** ☒ **Intervention within Program:** School Improvement	District and CSI School Improvement Support helps districts with one or more schools federally designated as a comprehensive support and improvement (CSI) school. The program helps districts and CSI schools develop a plan of improvement that includes evidence-based strategies and interventions aligned to the prioritized needs. The program further helps to monitor the implementation and effectiveness of the improvement plans.
Delivery Setting	**Target Population**
School	Children, Adults

Logic Model	Outputs	Outcome(s)
If we engage with and support districts and schools in developing evidence-based turnaround strategies following a guided planning process, then student achievement in Tennessee's CSI schools will improve, therefore ensuring that schools currently receiving a federal designation of CSI will meet exit criteria.	1. Number of districts that participate in monthly support meetings 2. Number of federally designated CSI schools monitored during the annual milestone school walkthrough to monitor for implementation and effectiveness of school turnaround plans 3. Number of federally designated CSI schools that develop and implement a continuous improvement plan	1. Percent of schools with a CSI federal designation that meet exit criteria

Resilient School Communities

🟢 **Strong Evidence**

Program/Intervention Name	Description/Additional Information
Resilient School Communities ☒ **Program** ☐ **Intervention within Program:**	Resilient School Communities are defined as districts where all schools are trauma-informed, responding to students' non-academic needs. Focusing on building TN resilient school communities through training and technical support on trauma-informed approaches targets impact in areas of attendance, discipline, teacher retention, and safety.
Delivery Setting	**Target Population**
School	Children

Logic Model	Outputs	Outcome(s)
If we increase the number of resilient school communities in the state of Tennessee by providing training and technical support on trauma-informed approaches, then Tennessee public schools will be well-equipped to serve the non-academic needs of their students and positively impact the areas of attendance, discipline, teacher retention, and safety.	1. Number of districts participating in RSC grant	
	2. Number of districts implementing trauma informed practices	
	3. Number of schools trained in trauma informed practices	
	4. Number of 5 component action plans completed	

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**	**Evidence Rating**
What Works for Health	[Trauma-informed Schools](#)	Some evidence

TN AWARE

🟢 **Strong Evidence**

Program/Intervention Name	Description/Additional Information
TN AWARE ☒**Program** ☐**Intervention within Program:**	The TN AWARE project aims to build state and local collaborative infrastructure to plan and implement mental health services within grant awarded school districts. The grant program increases youth access to services and resources in schools by raising awareness about mental health issues, increasing early identification and screening of youth to detect unmet behavioral health needs, and establishing partnerships with external mental health services to expand the continuum of services and supports available to schools and their communities.
Delivery Setting	**Target Population**
School	Children

Logic Model	Outputs	Outcome(s)
If we provide school districts with grant funds to build a state and local mental health infrastructure, including by increasing awareness, increasing early identification protocols, and expanding the continuum of services, then schools and communities will increase youth access to mental health services and resources.	1. Number of individuals trained each year	1. Percentage of students who are referred through the pathway who receive services after the referral
	2. Number of mental health promotion campaigns completed	
	3. Number of partnerships (MOUs) with external mental health services resulting from the grant	

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**	**Evidence Rating**	
What Works for Health	[Trauma-informed Schools](#)	Some evidence	

Grow Your Own

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Grow Your Own ☒**Program** ☐**Intervention within Program:**	Grow Your Own (GYO) programs are partnerships between local school districts and educator preparation providers that offer students innovative, cost-effective pathways toward a teaching credential, while earning a wage and local employment in a teaching position. These programs aim to address local teacher shortages and create a stronger educator talent pipeline. Programs are designed to 1) address cost barriers for prospective educators, 2) ensure the educator workforce represents the local community, 3) and improve the quality of teacher training.
Delivery Setting	**Target Population**
School	Adolescents/Young Adults, Adults

Logic Model	Outputs	Outcome(s)
If we provide a sustainably funded, cost-effective teacher occupation apprenticeship model to aspiring teachers that includes progressively paid on-the-job training, relevant coursework to attain a degree or credential, and recruitment and training aligned with local community needs, then we can limit many of the financial barriers that discourage aspiring educators from entering the education profession, ultimately increasing the number of diverse, high-quality educators from local communities across the state.	1. Number of candidates participating in a Grow Your Own cohort	1. Percentage of teachers who complete their program of study
	2. Number of school districts participating in GYO work	2. Percentage of candidates seeking bachelor's pathway
	3. Number of Educator Preparation Providers (teacher licensing bodies) participating in innovative GYO programs that have received grants	3. Percentage of candidates seeking postbaccalaureate pathway

TN Department of Finance & Administration | Office of Evidence and Impact

Tennessee Academy for School Leaders (TASL)

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Tennessee Academy for School Leaders (TASL) ☒**Program** ☐**Intervention within Program:**	Tennessee Academy for School Leaders (TASL) is an instructional leadership academy for new administrators that provides learning, support, and networking with the result of administrator license advancement. The purpose of the academy is to instill and reinforce instructional leadership for educational effectiveness. Educators who are in their first three years of an administrative "mandated" role are eligible for TASL.
Delivery Setting	**Target Population**
Organization/Business/Local Government, School, Workplace	Adults

Logic Model	Outputs	Outcome(s)
If we provide opportunities for school leaders to engage in high quality professional learning experiences, including instructional coaching support, then school leaders will be more effective in their work as instructional leaders, which will lead to decreased turnover and increased positive outcomes for students.	1. Number of participants completing TASL Academy 2. Number of participants completing all seven Asynchronous Learning Modules 3. Number of participants completing two In Person Learning Sessions 4. Number of participants submitting a summative case study	1. Percentage of participants who agree or strongly agree that TASL increased their capacity to apply new skills and/or knowledge to their job

Rural Principal Network (RPN)

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
Rural Principal Network (RPN) ☒**Program** ☐**Intervention within Program:**	The Rural Principal Network (RPN) builds instructional leadership capacity for participants from small sparse communities throughout the state. This program develops school leaders to address the unique needs of rural schools.
Delivery Setting	**Target Population**
Organization/Business/Local Government, School, Other Community Setting	Adults, Rural Focus

Logic Model	Outputs	Outcome(s)
If we provide development opportunities for leaders in small rural settings as well as collaborative professional learning experiences to build the capacity and effectiveness of rural school principals across Tennessee, then we will empower rural school leaders to create and maintain schools that develop and retain effective teachers and improve instruction that encourages student growth.	1. Number of RPN participants 2. Number of schools represented in RPN 3. Number of districts represented	

Aspiring Assistant Principal & Diverse Leader Networks

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Aspiring Assistant Principal & Diverse Leader Networks ☒Program ☐Intervention within Program:	The Aspiring Assistant Principal Network and Diverse Leader Network are teacher leadership pipelines for educators with an interest in school leadership. These pathways allow participants to complete a yearlong accelerated master's degree at Austin Peay State University at no cost to the participant. Through research-based practices, instruction, and mentorship, this program equips teachers with the skill and know-how to become an effective building administrator while also preparing them to complete the Tennessee Educational Leadership Praxis. With an overall goal to build instructional leadership capacity, program participants graduate with an advanced degree in Educational Leadership, well prepared for school administration.
Delivery Setting	**Target Population**
School	Adults

Logic Model	Outputs	Outcome(s)
If we provide a career pathway for teacher leaders through an accelerated degree program, instruction, and mentorship, then superintendents will be empowered to identify potential leaders early and often, allowing those leaders to get the development, practice, and licensure needed for school based administrative roles.	1. Number of districts engaged in AAPN/DLN	1. Percentage of participants that complete accelerated coursework through Austin Peay State University
	2. Number of participants nominated or self-selected into AAPN/DLN	2. Percentage of participants that complete the Praxis Assessment for state licensure
	3. Number of EPPs offering coursework for AAPN/DLN	

Summer Learning Camps

🟢 **Strong Evidence**

Program/Intervention Name	Description/Additional Information
[Summer Learning Camps](#) ☒**Program** ☐**Intervention within Program:**	Summer Learning Camps serve students in all districts across the state in rising grades K–9, focusing on supporting students defined as priority status. Students receive an additional 4–6 weeks of instruction and intervention using grade-level materials in small groups to catch them up prior to the start of the new school year. All districts are required to provide an opportunity for all priority students in rising grades K–9 with a summer learning opportunity.
Delivery Setting	**Target Population**
School	Infancy/Early Childhood, Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If students who are below grade-level receive additional time with grade-level content in small groups through summer programming, then students who attend summer programming will accelerate to grade-level learning and demonstrate growth from pre- to post-test, increasing the number of students who are performing on grade-level.	1. Number of students participating in summer programming	1. ELA growth from pre- to post-test
	2. Attendance rates for students enrolled in summer programming	2. Math growth from pre- to post-test
	3. Number of districts offering summer programming	

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**	**Evidence Rating**	
What Works for Health	[Summer learning programs](#)	Scientifically supported	

[Back to Top](#)

Governor's Civics Seal: Grant Programs

🟢 **Strong Evidence**

Program/Intervention Name	Description/Additional Information
Governor's Civics Seal: Grant Programs ☒**Program** ☐**Intervention within Program:**	The Governor's Civic Seal recognizes schools and districts that prioritize teaching our nation's history and civics values. Grant programs are offered to enable schools and districts to develop or strengthen civics education programs. Schools and districts receiving grants may use these funds to provide high-quality, standards-based civics resources, establish civics programs in rural and urban schools, support educators through internal and external civics-based professional development opportunities, and prepare schools and districts to apply for and earn the Governor's Civics Seal.
Delivery Setting	**Target Population**
School	Children

Logic Model	Outputs	Outcome(s)
If we provide public schools and districts with appropriate guidance and resources to implement high-quality civic education programs, including providing grant funding opportunities, then more schools and school districts will be eligible for, apply for, and earn a "Tennessee Excellence in Civics Education" designation and more students will be prepared for college, career, and civic life.	1. Number of Civics Seal Grants awarded to districts	1. Number of schools earning the "Tennessee Excellence in Civics Education" designation
	2. Number of Civics Seal Grants awarded to schools	2. Number of districts earning the "Tennessee Excellence in Civics Education" designation
	3. Number of K-12 students served by school- or district-level civics grants	
	4. Number of educators served by school- or district-level civics grants	

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**	**Evidence Rating**	
What Works for Health	Youth civics education	Some evidence	

Family Resource Centers (FRCs)

⬤ **Outcomes**

Program/Intervention Name	Description/Additional Information
Family Resource Centers (FRCs) ☒Program ☐Intervention within Program:	Tennessee Family Resource Centers (FRCs) serve as a resource and support hub within school districts. FRCs help connect families to resources in the community and ensure students have the supports they need to come to school ready to learn. In particular, FRCs help families learn to resolve problems through the collaborative efforts of many disciplines within the community: educational, mental and physical health, business, and social services. Focus areas of support include attendance and truancy, behavioral health, and academic support, as well as other areas.
Delivery Setting	**Target Population**
School, Mobile	Infancy/Early Childhood, Children, Adolescents/Young Adults, Adults

Logic Model	Outputs	Outcome(s)
If we serve as resources and support hubs within school districts, including providing high-quality resources and supports around issues such as attendance and truancy, behavioral health, academic support, and others, then we will help schools and communities identify barriers hindering the social, personal, physical, and academic wellbeing of students, while empowering students and families to proactively address challenges they may face.	1. Number of direct services provided related to chronic absenteeism	1. Statewide chronic absenteeism rate
	2. Percentage of Local Education Agencies (LEAs) (school districts) implementing a Family Resource Center	
	3. Percentage of Family Resource Centers offering at least 10 out of 20 possible direct services	

Voluntary Pre-K (VPK)

● **Evidence**

Program/Intervention Name	Description/Additional Information
Voluntary Pre-K (VPK) ☒**Program** ☐**Intervention within Program:**	Voluntary Pre-K (VPK) is a state-funded pre-school opportunity for children four years of age and their families that meet the income eligibility requirements set forth federally (185% federal poverty level). VPK is a competitive grant offered to school districts within Tennessee. The goal of VPK is to ensure that young at-risk children are thriving in a high-quality early learning environment that sets them up to enter kindergarten well.
Delivery Setting	**Target Population**
Organization/Business/Local Government, School, Other Community Setting	Infancy/Early Childhood

Logic Model	Outputs	Outcome(s)
If we provide competitive grants to school districts to provide children four years of age and their families that meet the income eligibility requirements with high-quality early learning instruction, then we will ensure that young at-risk children are thriving in a high-quality early learning environment that sets them up to enter kindergarten well.	1. Number of VPK classrooms allocated	
	2. Number of total children enrolled in VPK classrooms	
	3. Number of income-eligible students enrolled in VPK classrooms	
	4. Percent of income-eligible children enrolled in VPK (utilization rate)	
	5. Percent of seats filled in VPK (capacity rate)	

Evidence		Strong Evidence	
Clearinghouse	**Entry Name & Link**		**Evidence Rating**
*Multiple Sources	There are multiple sources of evidence for each type of program administered; those evidence sources are available upon request.		

IDEA 619 Preschool

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
[IDEA 619 Preschool](#) ☒ **Program** ☐ **Intervention within Program:**	IDEA 619 Preschool special education is a state and federally mandated and funded program for children ages three to five (not in kindergarten) who are experiencing challenges in their learning and development and meet eligibility criteria for special education and/or related services. Early childhood special education addresses individual needs within the context of inclusive, developmentally-appropriate early learning experiences including early literacy, math, play, and social areas.

Delivery Setting	Target Population
Organization/Business/Local Government, Home, Hospital/Treatment Center, Residential Facility, School	Infancy/Early Childhood, Persons with Disability

Logic Model	Outputs	Outcome(s)
If we provide inclusive individualized special education services and instruction, including early literacy, math, play, and social areas, to eligible three- to five-year-old students (not in kindergarten) within high quality and developmentally appropriate environments, then we will ensure that our youngest unique and diverse learners across the state have the necessary supports and services needed to be the most prepared for kindergarten.	1. Total number of classrooms serving 619 preschool students 2. Total number of preschool students with an IEP (individualized education plan) 3. Percentage of students receiving services in a general education environment 4. Percentage of students receiving services in a special education environment	

Early Childhood Quality and Supports Office

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
Early Childhood Quality and Supports Office ☒Program ☐Intervention within Program:	The Early Childhood Quality and Supports Office works to understand the current birth to 5-year-old landscape in Tennessee, build a comprehensive strategic plan identifying and capitalizing on areas of opportunity to ensure these children are in safe, healthy, and high-quality school-administered childcare programs in public, private, and community-based programs in alignment with State Board of Education rules and policies. The office provides support to schools and districts to provide high-quality learning environments, including by conducting site visits and observations, supporting professional development, and helping childcare programs to meet state rules.
Delivery Setting	**Target Population**
School, Other Community Setting	Infancy/Early Childhood, Families, Persons with Disability

Logic Model	Outputs	Outcome(s)
If we conduct deep stakeholder analysis to fully understand the current landscape of the birth to 5-year-old programs and build a comprehensive strategic plan identifying and capitalizing on areas of opportunity, including delivering program support to schools and districts to ensure children are in safe, healthy, and high-quality learning environments, then we will increase overall quality, access, and availability to children and families across the state to help more children thrive and succeed in school.	1. Number of classrooms observed in the school year 2. Number of announced/unannounced classroom visits conducted 3. Number of CCDF-participating programs 4. Number of state-level staff who are both CLASS and CLASS Environment trained	

Free and Reduced Price Meals

⬤ **Outputs**

Program/Intervention Name	Description/Additional Information
[Free and Reduced Price Meals](#) ☒Program ☐Intervention within Program:	The Free and Reduced-Price Meals program provides students who qualify, based on family income or specific program eligibility, with free or reduced-price breakfast, lunch, and/or snacks. The program is implemented by school districts, who receive reimbursement via federal funding.
Delivery Setting	**Target Population**
School	Children, Adolescents/Young Adults

Logic Model	Outputs	Outcome(s)
If we provide free or reduced-price breakfast, lunch, and/or snacks to students from low-income families, then we will ensure all children have access to healthy, nutritional meals and help those students be ready to learn and support their academic performance.	1. The number of children participating 2. Percentage of eligible children participating 3. The number of free and reduced breakfasts 4. The number of free and reduced lunches per month	

[Back to Top](#)