Dyslexia Advisory Council Annual Report

2018-19 Report to the Education Committees

Tennessee Department of Education | December 2019

2018-19 Dyslexia Advisory Council Members

Dr. Candice McQueen, commissioner, Tennessee Department of Education

Theresa Nicholls, assistant commissioner of the division of special populations and student support, Tennessee Department of Education

Eileen Miller, advocate, Decoding Dyslexia Tennessee

Allison McAvoy, special education teacher, Hamilton County Department of Education

Melissa Miller-Benson, elementary school teacher, The Bodine School

Mercedes Chartrand, middle school teacher, Clarksville-Montgomery County School System

Briana Patrick, high school teacher, Lauderdale County Schools

Anna Thorsen, parent

Morgan Ashworth, speech language pathologist, Loudon County School District

The council also includes three ex-officio members with expertise in dyslexia: Emily Dempster with the International Dyslexia Association; Erin Alexander, a school psychologist and assistant director for clinical services at the Tennessee Center for Dyslexia; and Susan Porter, a district lead coach of instruction with Metro Nashville Public Schools.

Executive Summary

The ability to read undoubtedly impacts a persons' quality of life and their ability to be a productive, contributing member of their community. In Tennessee, 32.8% of third through twelfth grade students are proficient in reading. Two thirds of students are not proficient readers, many of them due to deficits in their basic reading skills. The "Say Dyslexia" legislation emphasizes the important role of early identification and provision of effective interventions for those who struggle with basic reading difficulties. Having strong screening processes and intervention will allow even the most struggling readers the opportunity to be proficient readers. This legislation intentionally addresses not only students with a formal profile of dyslexia, but those exhibiting characteristics of dyslexia. Characteristics of dyslexia include basic reading difficulties such as manipulating sounds, using letter-sound relationships, reading accurately and fluently, and spelling.

The "Say Dyslexia" law contains several key requirements of Local Education Agencies (LEAs), the Dyslexia Advisory Council, and the Tennessee Department of Education (TDOE).

Agency	Roles/Responsibilities			
Local Education Agencies (LEAs)	Implement procedures for a universal screening process through existing RTI² framework.	Convene school-based problem solving teams.	Notify students' parents and provide them with information and resources.	Provide appropriate tiered dyslexia-specific intervention through existing RTI² framework and progress monitoring.	Report required data.
TDOE	Develop procedures for identifying characteristics of dyslexia.	Provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia.		
Dyslexia Advisory Council	Advise the TDOE on matters relating to dyslexia.	Meet at least quarterly.		Submit an annual report to education committees.

The "Say Dyslexia" law, (Chapter 1058 of the Public Acts of 2016) requires the department of education to develop guidance for identifying characteristics of dyslexia and to provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia. This law also requires the creation of a dyslexia advisory council to advise the department on

matters related to dyslexia. This report reflects the council's annual task of reporting to the Education Committee of the Senate and the Education Instruction and Programs Committee of the House of Representatives on the following topics:
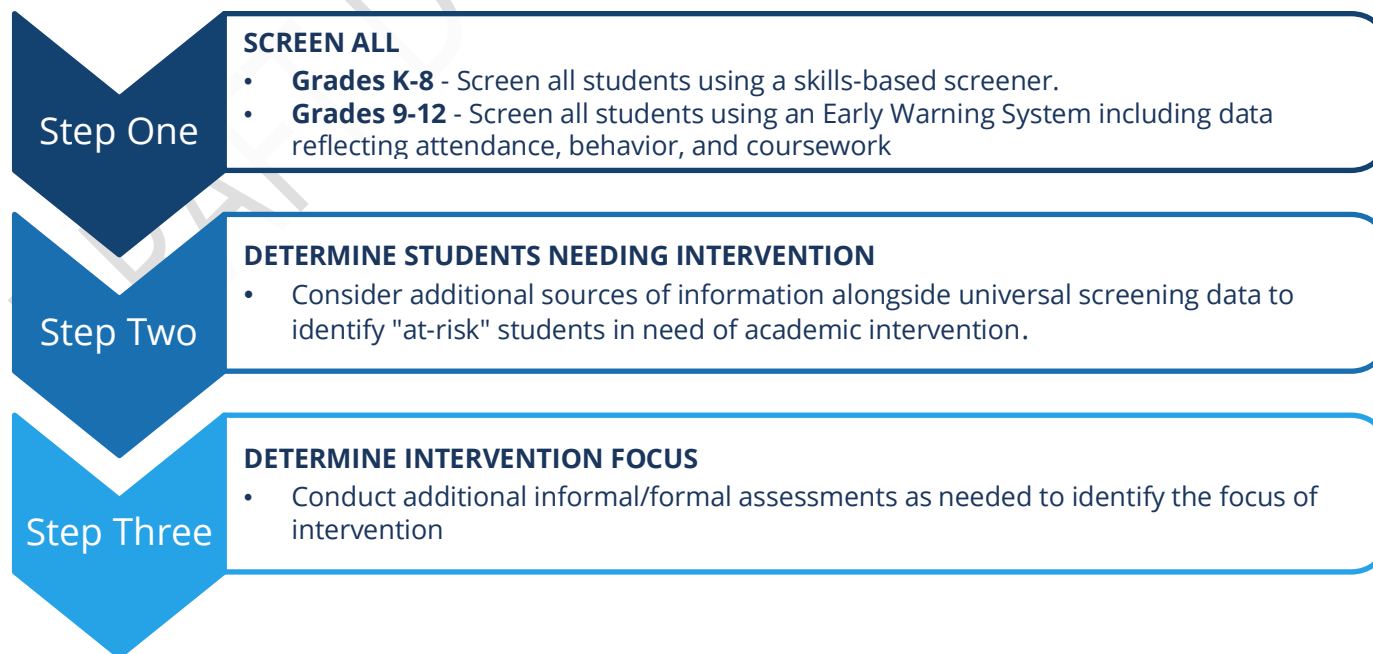
- the number of students screened and the number of students provided with dyslexia intervention services;
- information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state-mandated assessment or other state or district-mandated assessments;
- descriptions from the districts that provided dyslexia intervention services of the intervention services provided to students; and
- the TVAAS growth data, when available, for the students receiving dyslexia intervention services.

The 2018-2019 report also provides a comparative perspective that includes data from the last two academic school years.

Universal Screening

School districts are required to implement screening procedures to identify students exhibiting characteristics of dyslexia through the existing Response to Instruction and Intervention (RTI[2]) framework's universal screening process. Universal screening assessment results that reflect one or more characteristics of dyslexia do not necessarily mean that a student has dyslexia, nor can the full profile of dyslexia be determined through the universal screening process.

Prior to the "Say Dyslexia" law, districts across Tennessee have been expected to have an identified universal screening process for each content area (i.e., reading, written expression, and math). The universal screening process involves three steps and should be implemented across elementary, middle, and high school grade bands:

Step One
SCREEN ALL
- **Grades K-8** - Screen all students using a skills-based screener.
- **Grades 9-12** - Screen all students using an Early Warning System including data reflecting attendance, behavior, and coursework

Step Two
DETERMINE STUDENTS NEEDING INTERVENTION
- Consider additional sources of information alongside universal screening data to identify "at-risk" students in need of academic intervention.

Step Three
DETERMINE INTERVENTION FOCUS
- Conduct additional informal/formal assessments as needed to identify the focus of intervention

The "Say Dyslexia" law requires districts to include tools that screen for all of the characteristics of dyslexia (i.e., decoding skills, encoding skills, phonemic awareness, phonological awareness, alphabet knowledge, sound/symbol recognition, and rapid naming) at each grade band; these tools can be a part of the first, second, or third step within the universal screening process for reading.

Dyslexia-Specific Intervention Coding

School-based problem-solving teams are expected to analyze universal screening data and identify students demonstrating characteristic(s) of dyslexia requiring dyslexia-specific intervention as defined by T.C.A. § 49-1-229. Districts were provided guidance on how to report the number of students receiving dyslexia-specific intervention through in-person regional trainings and conferences, written communications (See "Say Dyslexia" Reporting Requirements Flowchart in Appendix A), and follow-up technical assistance by regional department of education intervention specialists. The data below represents the total percentage of students within each district who were reported to receive dyslexia-specific intervention during the 2018-19 school year.

State-Level Data

Based on the Oct. 1, 2018 federal membership file, the total student population, kindergarten through grade 12, for the 2018-19 school year was 975,350, with 89,154 students in grades k–12 reported by districts to have received dyslexia-specific intervention. This data was pulled from the department's education information system (EIS) and captures any student coded as receiving a dyslexia-specific intervention at any point in the 2018-19 school year. **This is an increase in the number of students coded from the previous year.**

District Data

Figures One and Two show the percent of students within each district reported receiving dyslexia-specific interventions for the 2017-18 and 2018-19 academic years, respectively. Each black bar represents a school district while the red line represents the statewide average. The five largest districts have been identified within the figure to demonstrate the wide variance that still exists with similar size districts that comprise roughly 35 percent of the entire student population in Tennessee. The five large districts include Hamilton County (.49 percent reported), Davidson County (1.72 percent reported), Rutherford County 4.05 percent reported), Shelby County (5.06 percent reported), and Knox County (7.10 percent reported).

Comparisons over the past two academic years indicated the following key findings:

- The statewide average of students receiving dyslexia-specific interventions has increased 1 percent since last year.

- A total of 21 districts reported 10 percent or more of their students as receiving dyslexia-specific interventions compared to last years' 18 percent.

- Fifty-one districts reported at least 5 percent compared to last years' 55 percent, and a total of 136 out of 145 districts reportedly provided dyslexia-specific interventions.

- Thirteen districts greatly increased the number of students coded as receiving dyslexia-specific interventions to more closely reflect general prevalence rates, indicating resources or supports accessed by these districts over the past year were impactful.

While there is not a set guideline for the percentage of students that should be receiving dyslexia-specific interventions, in general, the percentage of students coded are expected to mirror overall prevalence rates of dyslexia in the general population, which is around 10%[1][i]. A breakdown of the percent of students in each district reported to receive dyslexia-specific intervention can be found in Appendix B.

Districts' ability to more accurately code students receiving dyslexia-specific interventions is an early indicator of the positive impacts of the "Say Dyslexia" Law. While the data indicates that districts are slowly improving their accuracy in identifying students in need of dyslexia-specific interventions, most districts still do not closely reflect prevalence rates; this signals that districts may not be accurately identifying and providing students with dyslexia-specific interventions.

Furthermore, approximately the same amount of districts across the state as last year reported that no students received dyslexia-specific interventions. The lack of reporting any students points to either the concern that students are not receiving intervention when they should be, or that districts aren't clear what is expected of them in regards to coding. While the data indicates some positive impacts in districts accurately coding dyslexia-specific interventions, more work will be needed to see long-term, positive impacts.

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[1] Sprenger-Charolles, L., L. S. Siegel, et al. (2011) "Prevalence and Reliability of Phonological, Surface, and Mixed Profiles in Dyslexia: A Review of Studies Conducted in Languages Varying in Orthographic Depth," Scientific Studies of Reading, 15(6): 498-521.

Figure One

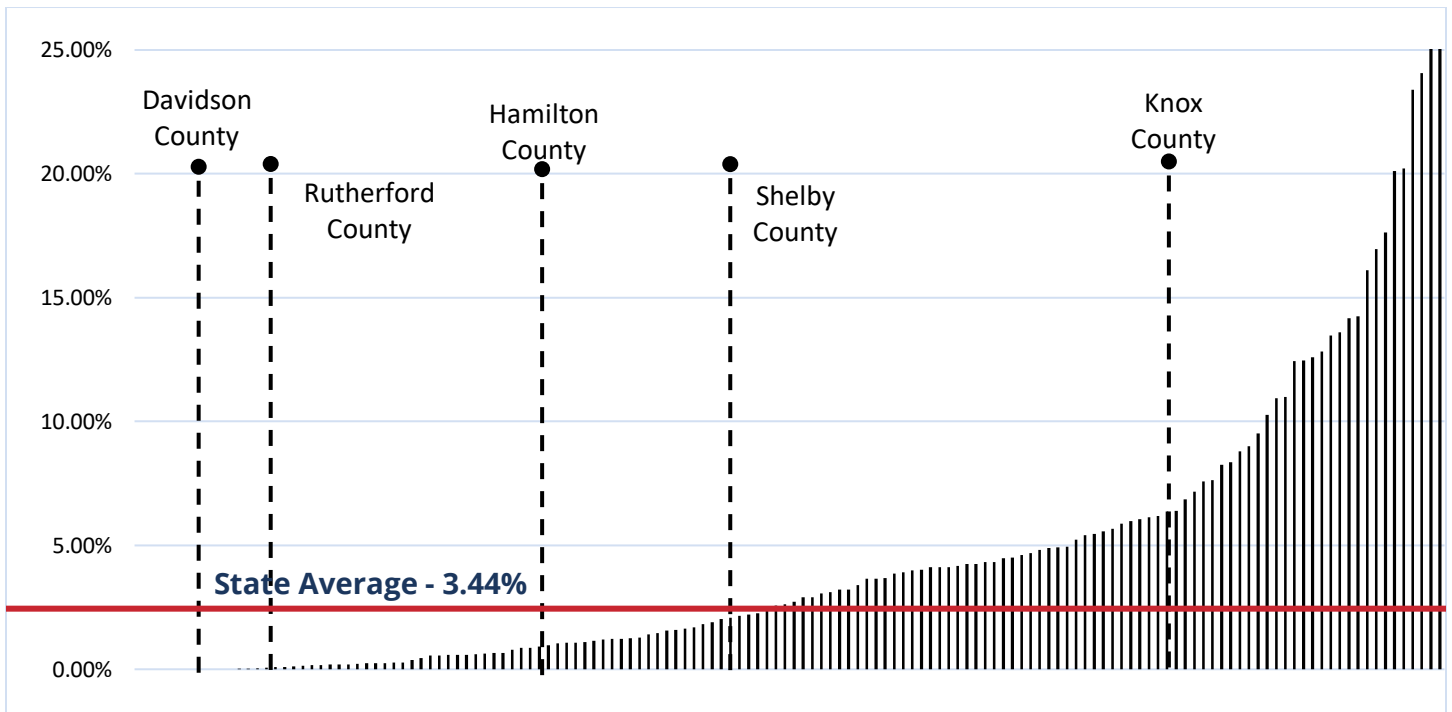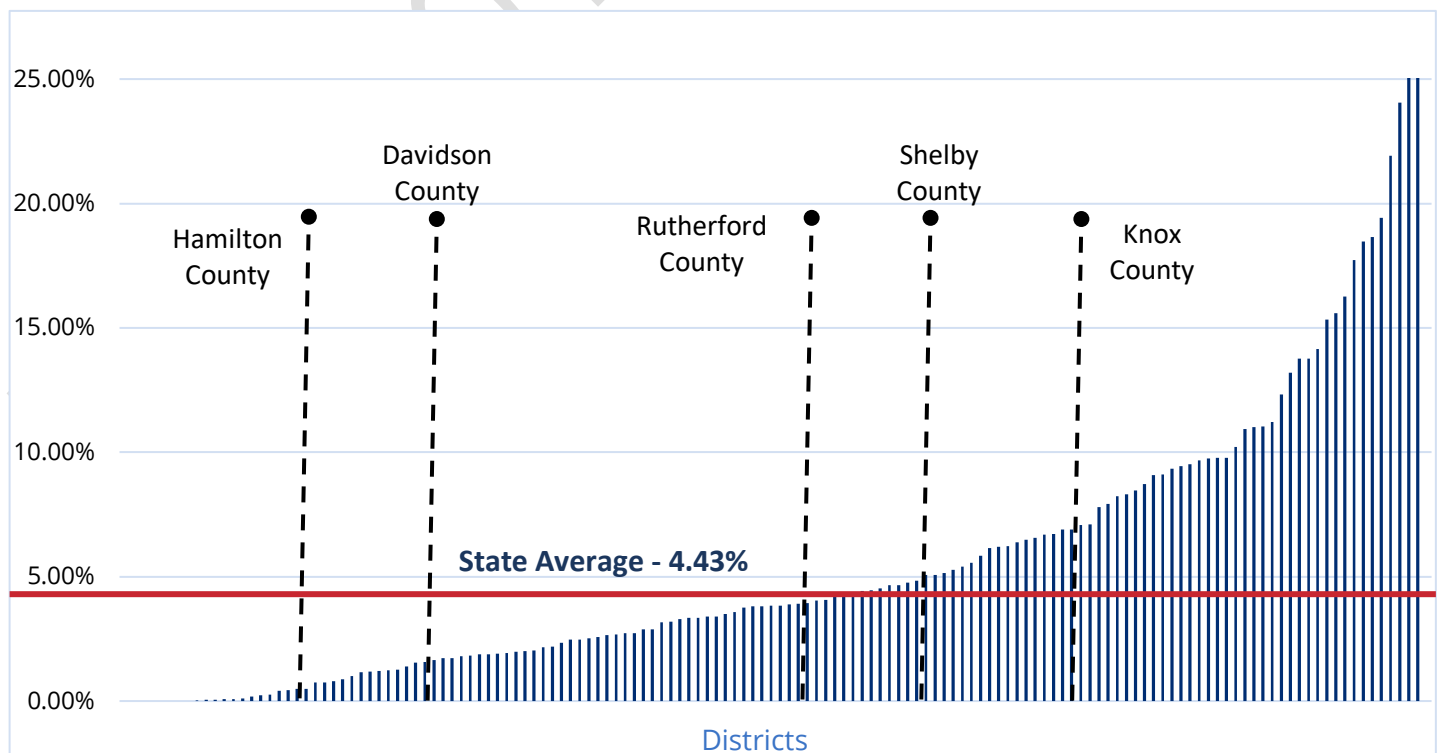### 2017-18 Percentage of Students Receiving Dyslexia-specific Interventions

Figure Two

2018-19 Percentage of Students Receiving Dyslexia-specific Interventions

Figures Three and Four report the number of students in each grade reporting as receiving dyslexia-specific interventions compared to the overall student count for the grade, for the 2017-18 and 2018-19 academic school years, respectively.

Comparisons over the past two academic years indicated the following key findings:

- Similar to last year, the majority of students who reportedly received dyslexia-specific interventions were in grades K-5.
- All grade levels, except kindergarten, demonstrated an increase in the number of students receiving dyslexia-specific interventions.

Within the first few years of the "Say Dyslexia" law being in effect, an increase in the number of students coded as receiving dyslexia-specific intervention in each grade is anticipated. Increases are a positive indication of progress, as districts are becoming better at accurately identifying and coding students in need of dyslexia-specific intervention. Increases in high school grades were small across the state, but are an encouraging sign that districts are identifying and providing intervention to high school students that will support them in achieving postsecondary success.

Figure Three

2017-18 Count of Students Receiving Dyslexia-Specific Interventions in Overall Population *by grade*
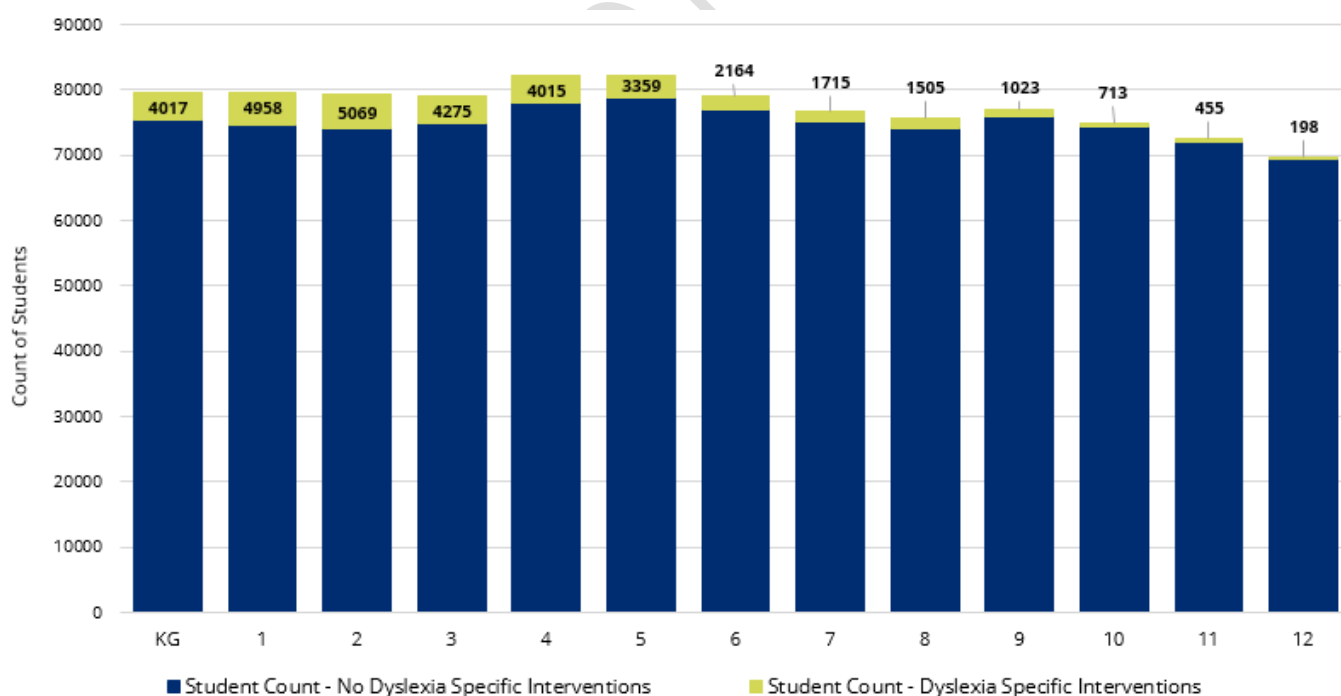
Figure Four

2018-19 Count of Students Receiving Dyslexia-Specific Interventions in Overall Population

by grade
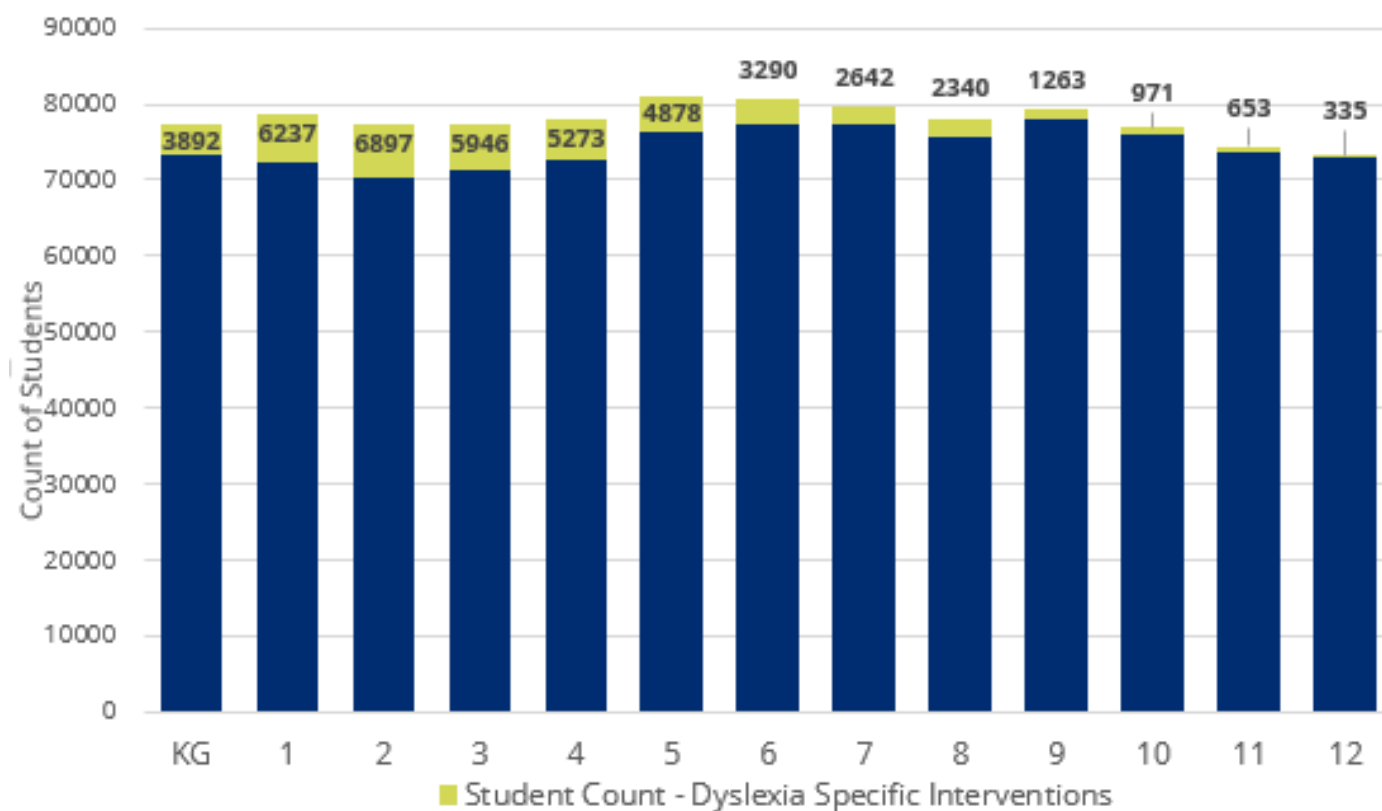
Student Subgroups

Figure Five

Figure Five reflects the 2017-18 and 2018-19 academic school years and the percent of students receiving dyslexia-specific interventions falling into particular subgroups. The subgroups are: BHN (i.e., Black, Hispanic, American Indian), economically disadvantaged, students with disabilities, and English learners; students may be included in multiple subgroups.

Comparisons over the past two academic years indicated the following key findings:
- The percentage of Black, Hispanic, or American Indian students receiving dyslexia-specific interventions increased 4 percent.
- There were no changes in the percentages of students receiving dyslexia-specific intervention that are economically disadvantaged or English learners.

- The percentage of students with disabilities receiving dyslexia-specific interventions has gone up four percent since 2017-18. After the first year of coding was completed, some districts reported they did not know they had to code special education students receiving special education dyslexia-specific interventions. This may account for the increase in 2018-19.

Count/Percent of Students Receiving Dyslexia-Specific Interventions
by Subgroups

Subgroup	2017-18	2018-19
BHN (Black, Hispanic, American Indian)	33.94%	37.49%
Economically Disadvantaged	52.50%	52.04%
Students with Disabilities	41.23%	45.19%
English Learner	6.40%	6.91%
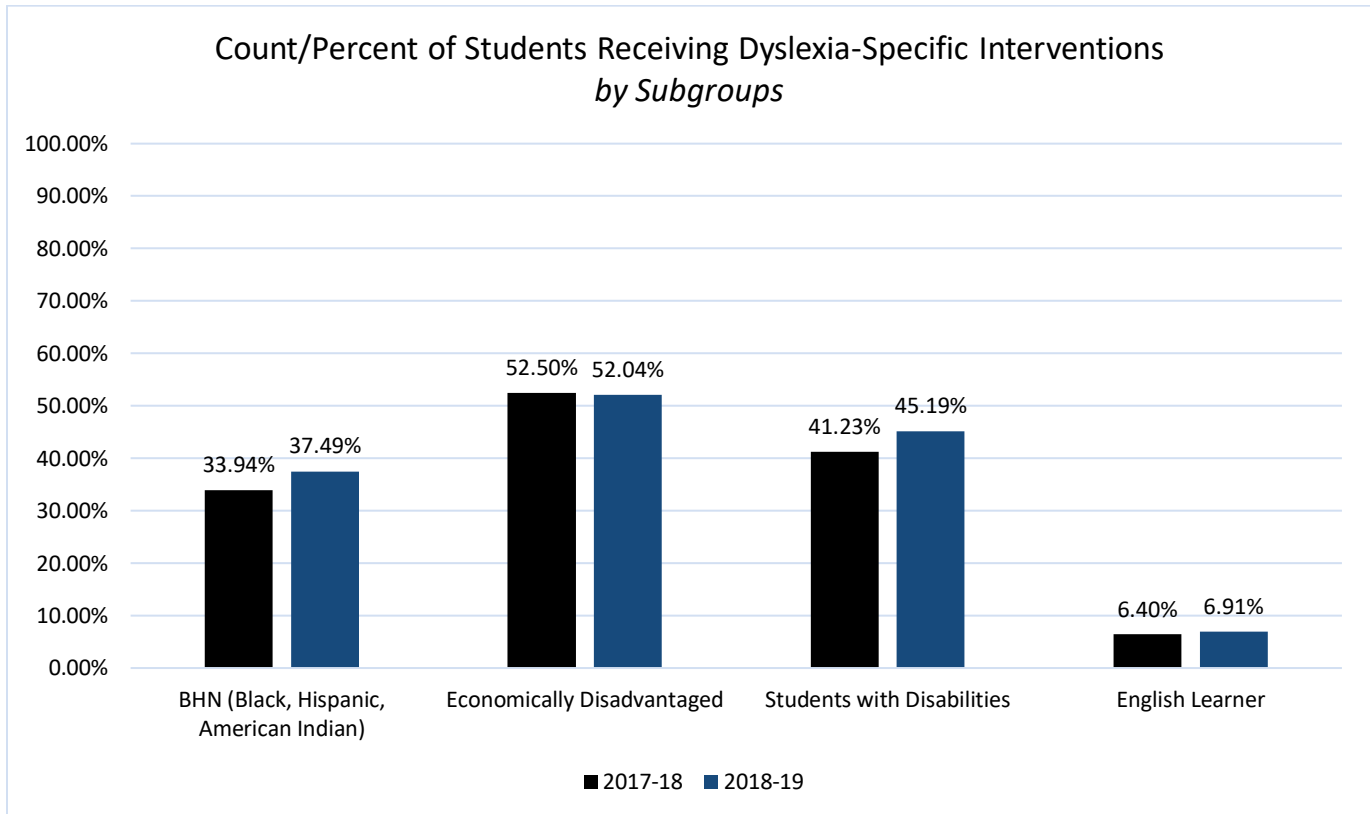
The first two years' data indicate significant underreporting of students receiving dyslexia-specific interventions. There are several factors that may be contributing to the low reporting.

Districts:
- may be unclear about what reporting data is being used for and have concerns that high numbers reflect poorly on them as a district, leading them to underreport.
- have expressed concerns about labeling students with any term including the word dyslexia, no matter how temporary the labels are.
- express a lack of knowledge about the coding process, indicating districts may not have clear processes and procedures for communicating reporting requirements and completing coding.

Having accurate reporting of students receiving dyslexia-specific interventions is a crucial step in determining the effectiveness of supports and identifying areas for growth.

Figure Six indicates potential actions to be taken by the department and school districts to improve the accuracy of district reporting.

Figure Six

Department Actions
- Give districts quarterly feedback on their reporting numbers rather than once annually.   - Develop and disseminate communication highlighting districts that have reporting that reflect general prevalence rates and strong coding processes.   - Develop and disseminate a one-page communication about the myths and facts about district reporting, how the information can be used, and the importance of gathering this information.   - Incentivize strong screening and reporting processes through special designations and/or acknowledgements through various statewide communication channels.   - Provide increased accountability on districts that have not reported (i.e., have reported less than 1% of students receiving dyslexia-specific interventions) by communicating with districts and offering technical assistance.
District Actions
- Convene district RTI[2] teams and Student Information Systems (SIS) contacts to create and disseminate procedures that allow coding to occur effectively and efficiently.   - Meet with SIS contacts to provide clarity on the process of coding and discuss potential changes to coding description.   - Increase building and district leadership involvement and awareness around the "Say Dyslexia" legislation and reporting requirements. Create and have leaders use talking points that communicate why accurate reporting is important and meaningful for districts.

Accommodations

Information was also collected regarding the accommodations used for students who were provided dyslexia-specific intervention services in the 2018-19 school year on the state assessments (i.e., TN Ready and EOC). Comparison data from the 2017-2018 school year was provided as applicable. It should be noted that accommodations are only provided on state assessments for students eligible under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act (IDEA). It should not be assumed that the reason the student received an accommodation on state testing did so solely due to characteristics of dyslexia. A student may have a 504 plan or special education services due to an unrelated disability and require accommodations due to his/her other needs.

The specific accommodations used by students demonstrating the characteristics of dyslexia included: adult transcription, assistive technology, extended time, rest/breaks, text to speech / human reader / human signer, and word-to-word dictionary.

In grades 3–8 assessments, extended time and test to speech/ human reader/ human signer were the most commonly used accommodations. Compared to 2017-2018, there was an increase in the use of accommodations (with the exception of word-to-word dictionary) for English Language Arts (ELA) and Math on the 2018-2019 TN Ready assessments. A breakdown of accommodations used on English language arts (ELA), math, and social studies assessments, can be found below:

TN Ready Grades 3-8 Percentage of students with dyslexia-specific interventions who received specific accommodations		
Accommodation	**ELA 2017-2018**	**ELA 2018-2019**
Adult Transcription	1.2%	2.3%
Assistive Technology	0.2%	0.3%
Extended Time	33.8%	43.6%
Rest/Breaks	12.1%	16.4%
Text to Speech / Human Reader / Human Signer	--	37.0%
Unique Accommodations	0.1%	0.4%
Word-to-Word Dictionary	0.9%	0.8%
Visual Representation for Math	N/A	0.0%

TN Ready Grades 3-8 Percentage of students with dyslexia-specific interventions who received specific accommodations		
Accommodation	**Math 2017-2018**	**Math 2018-2019**
Adult Transcription	.8%	1.7%
Assistive Technology	.1%	0.2%
Extended Time	32.0%	41.5%
Rest/Breaks	11.4%	15.1%
Text to Speech / Human Reader / Human Signer	--	35.0%
Unique Accommodations	.06%	0.3%
Word-to-Word Dictionary	.8%	0.7%
Visual Representation for Math	.3%	0.7%

TN Ready Grades 3-8 Percentage of students with dyslexia-specific interventions who received specific accommodations	
Accommodation	**Social Studies**
Adult Transcription	1.2%
Assistive Technology	.2%
Extended Time	46.0%
Rest/Breaks	10.6%
Text to Speech / Human Reader / Human Signer	34.6%
Unique Accommodations	.1%
Word-to-Word Dictionary	1.6%

End of course assessments (EOC) accommodations for grades 9-12 were available for English I and II; Algebra I and II; Geometry; Integrated Math I, II, and III; and U.S. History. Overall, the most used accommodation was extended time for all subject areas. There was a slight decrease in the use of accommodations for extended time and rest breaks across years; however, there was a slight increase in the use of word-to-word dictionary accommodations.

EOC		
Percentage of students with dyslexia-specific interventions who received specific accommodations		
Accommodation	English I, II, and III 2017-2018	English I and II 2018-2019
Adult Transcription	0.1%	0.1%
Assistive Technology	0%	0.0%
Extended Time	40.1%	39.5%
Rest/Breaks	6.2%	3.4%
Unique Accommodations	0%	0.0%
Word-to-Word Dictionary	0.3%	1.8%
Text to Speech / Human Reader / Human Signer	--	0.0%

EOC		
Percentage of students with dyslexia-specific interventions who received specific accommodations		
Accommodation	Algebra I, Algebra II, and Geometry 2017-2018	Algebra I, Algebra II, and Geometry 2018-2019
Adult Transcription	0.1%	0.1%
Assistive Technology	0%	0.1%
Extended Time	40.1%	35.6%
Rest/Breaks	6.2%	2.7%
Unique Accommodations	0%	0.1%
Word-to-Word Dictionary	0.3%	3.2%
Visual Representation for Math	0%	0.1%
Text to Speech / Human Reader / Human Signer	--	0.0%

EOC	
Percentage of students with dyslexia-specific interventions who received specific accommodations	
Accommodation	**Integrated Math I, II, and III**
Adult Transcription	0.0%
Assistive Technology	0.0%
Extended Time	45.5%
Rest/Breaks	1.0%
Unique Accommodations	0.3%
Word-to-Word Dictionary	1.0%
Visual Representation for Math	0.3%
Text to Speech / Human Reader / Human Signer	0.0%

EOC	
Percentage of students with dyslexia-specific interventions who received specific accommodations	
Accommodation	**US History**
Adult Transcription	0.0%
Assistive Technology	0.2%
Extended Time	47.2%
Rest/Breaks	4.5%
Unique Accommodations	0.2%
Word-to-Word Dictionary	2.9%
Text to Speech / Human Reader / Human Signer	0.0%

Dyslexia-Specific Interventions Reporting

As part of the district planning process, districts were required to describe their universal screening process for characteristics of dyslexia as well as the dyslexia-specific interventions they utilize for students in need. A review of district reporting over the past two years indicates an improvement in the depth and accurate identification of dyslexia-specific interventions. Initial reporting during 2016-17 demonstrated limited district awareness of dyslexia-specific interventions; responses over the past two academic school years indicate a continually increasing understanding of what districts need to utilize to support students with characteristics of dyslexia. Eighty-six percent of districts identified specific programs and/or evidence-based practices being utilized as dyslexia-specific interventions. Strong examples are present in many districts, including the identification of specific programs and practices and clear district review of reading intervention materials to determine if they meet the needs of students. Some district responses, however, indicate limited understanding of what types of interventions they should be providing to address the

characteristics of dyslexia. For example, some districts generically restated the characteristics of dyslexia-specific interventions or reported a list of intervention programs utilized. Districts will continue to refine and improve the supports they are providing to students by deepening their understanding the components of strong dyslexia-specific interventions. The department should continue to support improvement in this area by providing professional learning opportunities and resources that allow districts to build knowledge around dyslexia-specific interventions and critically analyze the resources and instruction that is occurring for students receiving dyslexia-specific interventions.

Student Achievement Data

The TVAAS growth data, when available, is to be reported for students receiving dyslexia intervention services. TVAAS data is not based on individual students' growth; therefore, specific student-level data was collected for each grade based on achievement scores as defined by scores indicating *below*, *approaching*, *on track*, or *mastered* assessed standards.

Figures Five and Six reflect the percent of students receiving dyslexia-specific interventions scoring in a particular category on the ELA and EOC English I (EI) and English II (E2) assessments as compared to all students assessed for both the 2019 and 2018 testing years. This data is broken out by grade for the ELA 3–8 assessment and by E1, E2 for the EOCs. English III (E3) was not administered in the 2018-19 school year due to recommendation by the state's Task Force on Student Testing and Assessment. Overall, the average of all students scoring *on track* or *mastered* on all assessments outscored students receiving dyslexia-specific interventions by approximately 32.4 last school year.

Figure Five

Percent of Students Scoring **Below or Approaching** on ELA/English EOC Assessments
broken out by grade/test band
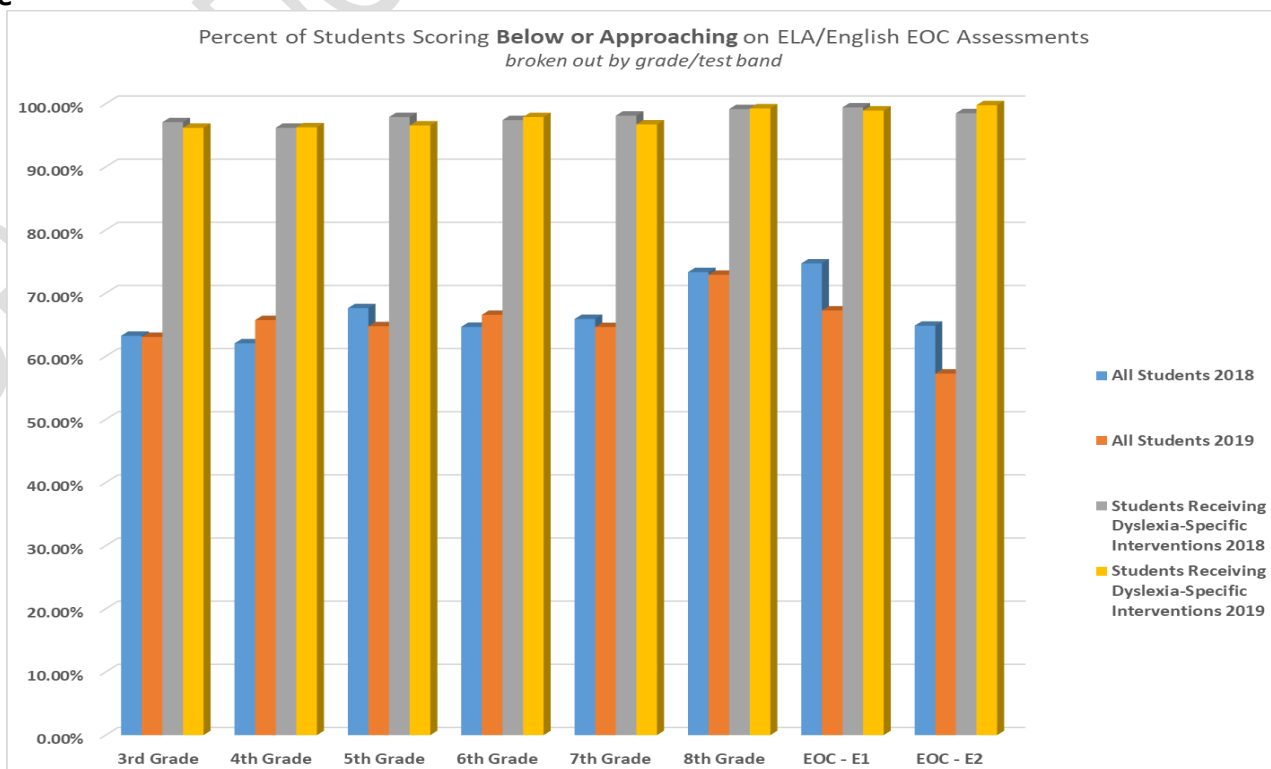
For the 2019 ELA 3–8 assessments, the average percentage of students scoring *below* or *approaching* was approximately 66.3 percent for all students, but approximately 97.2 percent for students receiving dyslexia-specific interventions (down from 97.6 percent the previous year). For the English EOC assessments, the average percentage of students scoring *below* or *approaching* was approximately 62.3 percent for all students, but approximately 99.4 percent for students receiving dyslexia-specific interventions (up from 98.9 the previous year).

Figure Six
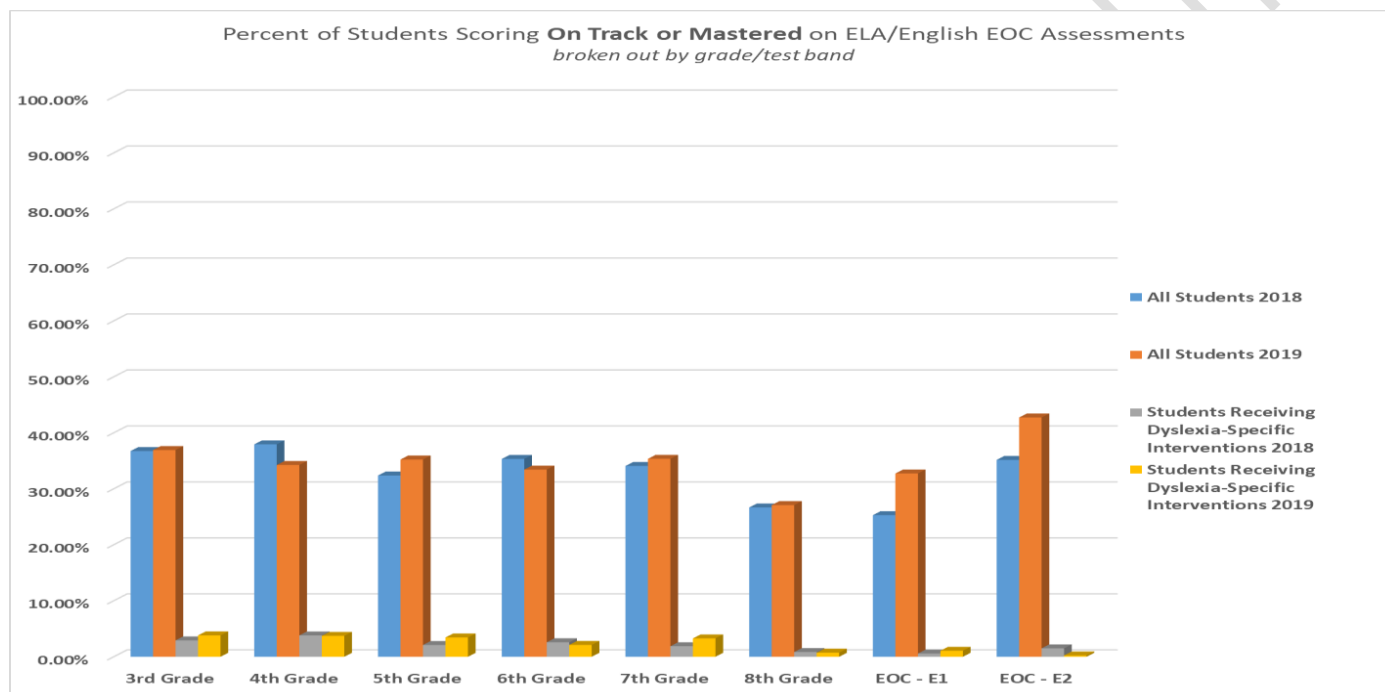
Percent of Students Scoring **On Track or Mastered** on ELA/English EOC Assessments
broken out by grade/test band

For the ELA 3–8 assessment, the average percentage of students scoring *on track* or *mastered* was approximately 33.7 percent for all students, but approximately 2.9 percent for students receiving dyslexia-specific interventions (up from 2.4 percent the previous year). For the English EOC assessments, the average percentage of students scoring *on track* or *mastered* was approximately 37.8 percent for all students, but approximately 0.7 percent for students receiving dyslexia-specific interventions (down from 1.1 percent the previous year).

For the ELA 3–8 assessment, the average percentage of students scoring *below* or *approaching* was approximately 66.1 percent for all students, but approximately 97.6 percent for students receiving dyslexia-specific interventions. For the English EOC assessments, the average percentage of students scoring *below* or *approaching* was approximately 70.6 percent for all students, but approximately 98.9 percent for students receiving dyslexia-specific interventions.
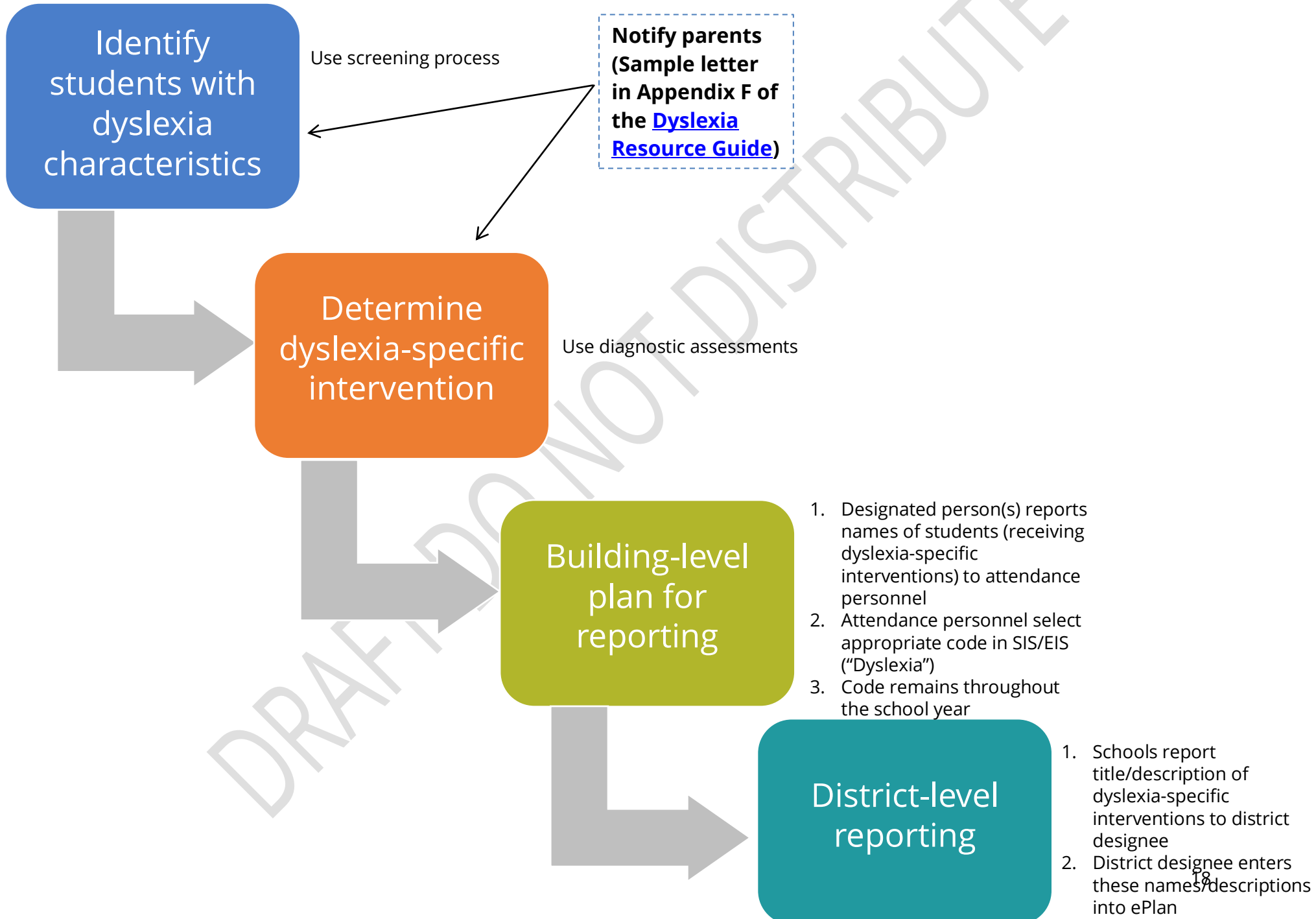
Appendix A: "Say Dyslexia" Reporting Requirements Flowchart

Identify students with dyslexia characteristics

Use screening process

Notify parents (Sample letter in Appendix F of the Dyslexia Resource Guide)

Determine dyslexia-specific intervention

Use diagnostic assessments

Building-level plan for reporting

1. Designated person(s) reports names of students (receiving dyslexia-specific interventions) to attendance personnel
2. Attendance personnel select appropriate code in SIS/EIS ("Dyslexia")
3. Code remains throughout the school year

District-level reporting

1. Schools report title/description of dyslexia-specific interventions to district designee
2. District designee enters these names/descriptions into ePlan

Appendix B: District-level Reporting

The table below provides a breakdown of the percentage of total students who received dyslexia-specific interventions reported by each district.

District	2017-18	2018-19
Achievement School District	.87	3.29%
Alamo City	.57	1.93%
Alcoa	5.67	5.14%
Alvin C York	0.00	0.00%
Anderson County	5.23	6.23%
Arlington	1.91	3.74%
Athens	14.26	9.75%
Bartlett	1.15	1.00%
Bedford County	.57	1.17%
Bells	7.63	5.39%
Benton County	4.25	9.77%
Bledsoe County	.24	0.81%
Blount County	3.22	4.26%
Bradford	.58	5.84%
Bradley County	3.41	2.53%
Bristol	.25	6.89%
Campbell County	4.62	4.76%
Cannon County	2.73	6.39%
Carter County	.18	3.84%
Cheatham County	10.26	3.82%
Chester County	12.44	8.73%
Claiborne County	.78	4.06%
Clay County	1.42	1.56%
Cleveland	10.99	0.03%
Clinton	4.26	4.45%
Cocke County	1.26	3.19%
Coffee County	2.09	3.39%
Collierville	2.20	1.25%

Crockett County	.65	0.75%
Cumberland County	2.91	3.39%
Davidson County	0	1.72%
Dayton City	0	1.22%
Decatur County	2.27	7.07%
DeKalb County	16.10	24.06%
Dickson County	.78	2.87%
Dyer County	4.33	4.35%
Dyersburg	.24	0.23%
Elizabethton	10.95	17.72%
Etowah City	0	0.00%
Fayette County Public Schools	.15	0.17%
Fayetteville	.87	18.48%
Fentress County	4.11	3.34%
Franklin County	.02	0.08%
Franklin SSD	2.57	9.34%
Germantown	.60	0.88%
Gibson Co Sp Dist	2.15	3.93%
Giles County	4.51	11.23%
Grainger County	12.82	14.15%
Greene County	.45	0.49%
Greeneville	1.16%	
Grundy County	7.59	9.67%
Hamblen County	.21	1.54%
Hamilton County	1.08	0.49%
Hancock County	1.46	1.40%
Hardeman County Schools	4.47	4.83%
Hardin County	3.92	21.92%
Hawkins County	.18	0.26%
Haywood County	.96	34.91%
Henderson County	5.46	7.79%
Henry County	4.11	2.73%
Hickman County	1.22	1.73%
Hollow Rock - Bruceton	28.41	13.20%
Houston County	20.11	18.64%

Humboldt City Schools	23.4	9.76%
Humphreys County	1.29	8.24%
Huntingdon Special School District	4.92	4.66%
Jackson County	20.21	15.58%
Jefferson County	4.9	4.42%
Johnson City	.55	3.15%
Johnson County	.66	3.58%
Kingsport	.27	0.42%
Knox County	8.37	7.10%
Lakeland	1.55	2.48%
Lauderdale County	4.34	16.26%
Lawrence County	3.99	3.88%
Lebanon	6.37	12.32%
Lenoir City	.09	0.09%
Lewis County	1.22	9.53%
Lexington	3.11	8.45%
Lincoln County	.38	6.90%
Loudon County	6.81	5.06%
Macon County	2.02	2.58%
Madison County	8.81	6.21%
Manchester	3.85	2.72%
Marion County	5.97	0.10%
Marshall County	3.66	10.92%
Maryville	4.69	4.53%
Maury County	24.07	13.75%
McKenzie	3.51	3.51%
McMinn County	3.06	4.21%
McNairy County	1.58	2.02%
Meigs County	12.59	27.27%
Milan	4.13	9.09%
Millington Municipal Schools	6.18	11.03%
Monroe County	3.21	2.48%
Montgomery County	5.42	6.70%
Moore County	8.26	6.14%
Murfreesboro	13.47	7.93%

Newport	6.13	3.80%
Oak Ridge	4.03	1.98%
Obion County	9.53	2.34%
Oneida	6.05	10.21%
Overton County	2.9	3.91%
Paris	17.63	15.33%
Perry County	.2	6.71%
Pickett County	1.68	2.16%
Polk County	.04	0.04%
Putnam County	3.67	3.82%
Rhea County	0	1.79%
Richard City	0	0.00%
Roane County	2.61	1.17%
Robertson County	9	9.11%
Rogersville	12.46	19.42%
Rutherford County	.08	4.05%
Scott County	1.82	2.88%
Sequatchie County	1.2	1.65%
Sevier County	7.18	3.34%
Shelby County	2.53	5.06%
Smith County	1.09	4.67%
South Carroll	14.16	2.02%
State Board of Education	0	0.00%
Stewart County	.2	0.43%
Sullivan County	.64	13.76%
Sumner County	.2	1.83%
Sweetwater	6.4	6.56%
Tennessee School for Blind	0	0.00%
Tennessee School for Deaf	0	0.00%
Tipton County	.11	1.91%
Trenton	16.96	8.31%
Trousdale County	4.95	9.44%
Tullahoma	5.56	5.55%
Unicoi County	1.63	2.68%
Union City	.06	0.06%

Union County	13.59	11.02%
Van Buren County	4.18	2.19%
Warren County	4.83	5.28%
Washington County	.26	2.65%
Wayne County	.55	1.24%
Weakley County	1.06	1.88%
West Carroll SSD	0	0.00%
West Tennessee School for Deaf	0	0.00%
White County	5.88	6.47%
Williamson County	.92	0.76%
Wilson County	1.04	1.87%