



Foundational Literacy Skills Plan *Toolkit*

Spring 2024



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Left: Governor Bill Lee signs Tennessee Senate Bill 7003

As enacted, the “Tennessee Literacy Success Act,” requires districts to provide foundational literacy skills instruction, provide reading interventions and supports, and administer universal reading screeners to students in kindergarten through grade 3 to improve reading proficiency.

Overview

The 2021 passage of the Tennessee Literacy Success Act required each district and public charter school to submit a Foundational Literacy Skills Plan (FLSP). These foundational skills plans were created for students in kindergarten through grade 5 and were submitted to the Tennessee Department of Education (department) for approval by June 1, 2021.

In 2022 and 2023, updates to an FLSP were only required if there was a change in the Universal Reading Screener or ELA curriculum.

Beginning in 2024, district and public charter school Foundational Literacy Skills Plans must be re-submitted and approved by **July 1**, and once every three years thereafter unless the district or public charter school demonstrates strong growth, in which case the district or public charter school is not required to submit a revised plan.

Each school district and public charter school **must post** its approved Foundational Literacy Skills Plan on its web page. The department is also required to post all approved plans on the department’s web page.

The Foundational Literacy Skills Plan **includes six sections:**

- 1** the amount of time devoted to foundational literacy skills instruction and a description of how that time is used,
- 2** the adopted foundational skills instructional materials,
- 3** the approved Universal Reading Screener selected,
- 4** interventions and support available to students,
- 5** a family notification plan (Home Literacy Report), and
- 6** a professional development plan focused on foundational skills for K-5 teachers.



After approval of the inaugural Foundational Literacy Skills Plan, each school district and public charter school **must re-submit** its plan every year if there is a change in ELA curriculum or Universal Reading Screener. Each district and public charter **must re-submit a revised comprehensive plan** once every three years unless the district or public charter school demonstrates strong growth, in which case the district or public charter school is not required to submit a revised plan.

See Appendix F for guidance on resubmitting a Foundational Literacy Skills Plan.

<p>School districts and public charter schools must submit a revised Foundational Literacy Skills Plan more frequently than every three years if any of the following occurs:</p>	<p>A school district or public charter school will not be required to submit a revised plan if both of the following occur:</p>
<p>4th grade ELA TVAAS data for any school or schools in the district reflects an attainment level of “significantly below expectations” for the two (2) TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised plan is due; or</p>	<p>The district’s or public charter school’s district-wide student growth data for 4th grade ELA for the two (2) TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised plan is due reflects an attainment level of “above expectations” or “significantly above expectations”; and</p>
<p>The district-wide 4th grade ELA TVAAS data for individual student subgroups, as defined by Tennessee’s Every Student Succeeds Act (ESSA), reflects an attainment level of “below expectations” or “significantly below expectations” for the two (2) TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised plan is due.</p>	<p>The district’s or public charter school’s student growth data for each individual subgroup, as defined by Tennessee’s ESSA plan, for 4th grade ELA for the two (2) TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised plan is due reflects an attainment level of “above expectations” or “significantly above expectations.”</p>

Resubmission & Review Timeline

2022 & 2023

July 1 ● Required updates for changes to Universal Reading Screener or ELA curriculum only.

2024

May ● Application opens for 2024 Foundational Literacy Skills Plan revisions and resubmissions for all sections of the plan. **Districts and public charter schools must submit their revised plan for review by July 1, 2024.** (See page 3 for additional information.)

June 1 ● Approvals sent and feedback provided to districts or public charter schools.

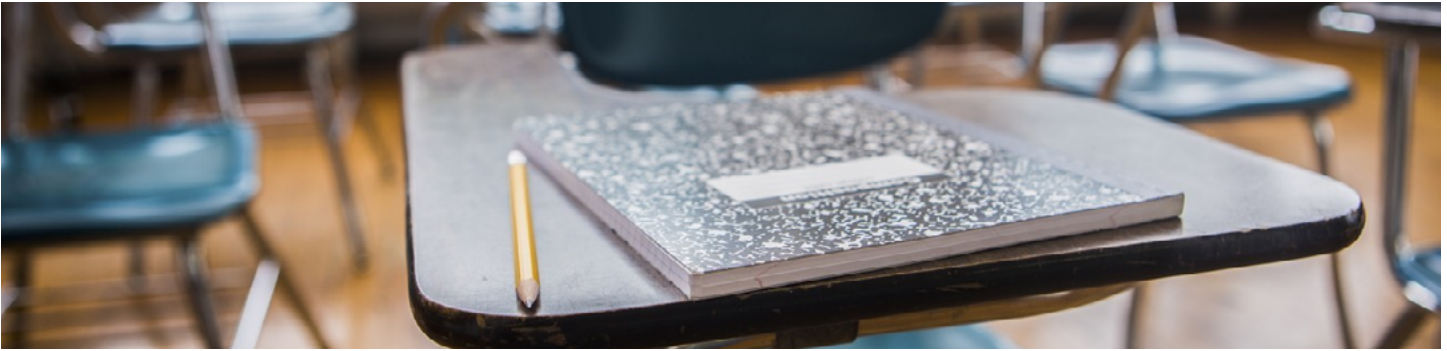
June 15 ● Second review of updated Foundational Literacy Skills Plans with approvals or feedback provided.

July 1 ● Deadline for submitting a revised plan.

Upon receiving an approved plan ● Plans are posted to the district's or charter school's website as well as the department's website.

Foundational Literacy Skills Plans will be reviewed by the Early Literacy Strategy Team within the Academics and Instructional Strategy Division. Reviewers will have normed training using the Foundational Literacy Skills Plan Rubric.

Should a district or public charter need to revise and resubmit their Foundational Literacy Skills Plan, they can reach out to Donna.Shope@tn.gov or Jennifer.Magnusson@tn.gov to set up a call to discuss questions from their initial feedback.



Components

Component	Overview of Requirements
<p>Daily Foundational Skills Instructional Time</p> <p><i>Note: No references to the three-cueing model, guided reading, or balanced literacy should be included.</i></p>	<p>The amount of daily time devoted to foundational literacy skills instruction and a description of how the instructional time is utilized in grades K-5 is clearly outlined.</p> <p>The daily time should demonstrate that foundational skills instruction is the primary form of instruction for English Language Arts in grades K-3.</p> <p>Instruction should focus on an evidence-based method of teaching students to read that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension that enables students to develop the reading skills required to meet Tennessee’s academic standards.</p>
<p>Adopted Foundational Skills Instructional Materials</p> <p><i>Note: Any district or charter school that received a waiver for instructional materials must include the name of the ELA instructional materials used for each grade span (K-2 and 3-5).</i></p>	<p>The English language arts textbooks and instructional materials adopted by the district or public charter school used to teach students to read are based on foundational literacy skills instruction. Each district and public charter school shall adopt and use English language arts textbooks and instructional materials from the list approved for adoption by the State Board of Education pursuant to § 49-6-2202, unless a waiver is granted to the district or public charter school pursuant to § 49-6-2206.</p> <p>Districts and public charter schools using English language arts textbooks or instructional materials from the list approved for adoption by the state board in 2019, or that received a waiver pursuant to § 49-6-2206 to use English language arts textbooks or instructional materials that were not included on the list approved for adoption in 2019, are not required to adopt or purchase additional English language arts textbooks or instructional materials.</p> <p>Verification of alignment to Tennessee’s academic standards was completed through a process determined by the Comptroller.</p>
<p>Universal Screener</p> <p><i>Note: The primary URS for each grade level (K-5) should be identified. If an additional or supplemental screener is used for any grade (K-5) by a district or charter, the screener should be State Board approved.</i></p>	<p>The State Board of Education approved the following list of qualified Universal Reading Screeners (URS) on July 23, 2021:</p> <ul style="list-style-type: none"> • Tennessee Universal Reading Screener (aimswebPlus) • DIBELs, 8th Edition • easyCBM • FastBridge Suite/FAST1 • iReady + iReady Early Reading Tasks • Measures of Academic Progress Suite • STAR Assessment Suite <p>Note: Each district and public charter school shall submit to the department the results of each Universal Reading Screener administered to students.</p>

Component	Overview of Requirements
<p>RTI² Reading Intervention Structure</p> <p><i>Note: Intervention structures outlined in Tennessee's Response to Instruction and Intervention (RTI²) manual would be sufficient for this section of the plan.</i></p>	<p>The intervention structure will provide a description of the reading interventions and supports that are available to students who are identified as "at-risk" for a significant reading deficiency or identified with a significant reading deficiency on the Universal Reading Screener. These supports should include how personnel are deployed to provide interventions for "at-risk" students.</p> <p>Reading interventions should be aligned to students' areas of need and designed to improve a student's foundational literacy skills for each student identified as having a significant reading deficiency.</p>
<p>Family Notification Plan</p> <p>Home Literacy Reports (HLR)</p> <p><i>Note: For students identified as having a significant reading deficiency:</i></p> <ul style="list-style-type: none"> • Grades K-3--HLR must be sent 3 times each school year • Grades 4-5-- HLR must be sent at least once per school year. 	<p>Districts and public charter schools will provide Home Literacy Reports to notify and engage families in the student's literacy progress.</p> <p>Home Literacy Reports must be sent after each administration of a Universal Reading Screener to the family of a student in grades K-3 identified as having a significant reading deficiency and annually for grades 4-5 students identified as having a significant reading deficiency.</p> <p>For students who are identified with a significant reading deficiency on the universal screener in grades K-3, the immediate notification system must include:</p> <ol style="list-style-type: none"> 1. specific reading interventions and supports that the district or public charter school recommends for the student, which may include the interventions provided by the district or public charter school pursuant to Tennessee's RTI² framework manual; 2. dyslexia information and resources for students identified with the characteristics of dyslexia; 3. a statement about the importance of a student being able to read proficiently by the end of grade 3; 4. no-cost reading activities that a family may use with their student at home to improve reading proficiency; and 5. a statement about 4th grade promotion pathways under § 49-6-3115(a)(1) for students in grade 3 with an achievement level of "approaching" or "below" on the ELA portion of the student's most recent TCAP test. <p><i>Districts can also choose to use the state's Home Literacy Report document which will provide all required information. See appendix.</i></p>
<p>PD Plan for Teachers</p> <p><i>Note: Per the Tennessee Literacy Success Act, any educator who seeks to obtain, renew, or advance a license with an endorsement allowing them to teach K-5 reading is required to complete an approved foundational literacy skills instruction course regardless of their current teaching assignment.</i></p>	<p>Districts and public charter schools will provide a professional development plan for teachers in grades K-5 allowing teachers to receive training in foundational literacy skills instruction.</p> <p>Districts can choose to use the state's literacy courses to meet this requirement. The department developed two professional development courses on foundational literacy skills instruction that are available, at no cost, to teachers in grades K-12 and may be used by teachers to earn professional development points and/or meet the TLSA requirement.</p> <p>Early Reading Course & Secondary Literacy Course</p> <p>These asynchronous courses may be found on the TeachALL Learning Platform.</p>



Application Questions

Section	Application Questions	Application Review Look-Fors
<p>Daily Foundational Skills Instructional Time</p>	<p>1. When reviewing your grades K-2 master schedule, how much time do your grades K-2 students spend in foundational skills instruction daily? What evidenced-based method is used to teach foundational skills in grades K-2? If you plan to make any changes or improvements for next year, please indicate those changes here. (Maximum 500 words.)</p> <p>Attach your grades K-2 master schedules representing daily instruction. Your schedule must <u>clearly indicate</u> the designated time for “foundational skills instruction.” You must include a sample of school-based schedules representing the schools within your district.</p> <p>If you are a single charter school, you must submit your individual K-2 master schedule.</p>	<p><i>Does your narrative include a statement indicating your foundational skills instructional time:</i></p> <ul style="list-style-type: none"> • is aligned with TN standards? • includes a minimum of 45 minutes of instruction daily? • is the primary form of instruction? • includes <u>explicit instruction and student practice</u> in fluency, vocabulary, phonemic awareness, phonics, and comprehension?
	<p>2. When reviewing your grades 3-5 master schedule, how much time do your grades 3-5 students spend in foundational skills instruction daily? What evidenced-based method is used to teach foundational skills in grades 3-5? (<i>This can include an integrated approach that meets the foundational skills at this grade band.</i>) If you plan to make any changes or improvements for next year, please indicate those changes here. (Maximum 500 words.)</p> <p>Attach your grades 3-5 master schedules representing daily instruction. Your schedule must clearly indicate the designated time for “foundational skills instruction.” You must include a sample of schedules representing the schools within your district providing a view of how foundational skills are taught within your district.</p> <p>If you are a single charter school, you must submit your individual 3-5 master schedule.</p>	<p><i>Does your narrative include a statement indicating your foundational skills instructional time:</i></p> <ul style="list-style-type: none"> • is aligned with TN Standards? • includes an evidence-based approach to teach foundational skills? • includes <u>specific instruction</u> in morphology, grammar, spelling, writing, and fluency • includes a minimum of 30 minutes of dedicated foundational skills instruction (can be embedded or isolated)? • includes <u>explicit supports</u> for fluency, vocabulary, and comprehension?

Section	Application Questions	Application Review Look-Fors
<p>Adopted Foundational Skills Instructional Materials</p> <p><i>Note: All supplemental instructional materials must align with the TN State Standards and have a focus on a sounds-first instructional approach.</i></p>	<p>3. Grades K-2 Please use the drop-down menu to select your approved instructional materials (either on the SBE ELA adoption list or a waiver) that your district uses for foundational skills instruction.</p> <p>4. Grades 3-5 Please use the drop-down menu to select your approved instructional materials (either on the SBE ELA adoption list or waiver) that your district uses for foundational skills instruction.</p> <ul style="list-style-type: none"> • If your district uses an ELA curriculum that is not on the SBE ELA adoption list (see appendix), a waiver must be uploaded as a component of your plan. • If a waiver is required, but is not provided, your plan cannot be approved. 	<ul style="list-style-type: none"> • Instructional materials are on State Board of Education approved list and include alignment to foundational skills standards • Instructional materials not on the approved list must have an approved waiver • If the district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness
<p>Universal Reading Screener</p> <p><i>Note: Additional or supplemental screener information may be documented. However, each supplemental screener must be included on the SBE approved list of Universal Reading Screeners. (see page 5)</i></p>	<p>6. Select the program you use for your primary Universal Reading Screener in each grade level K-5 from the drop-down menu.</p>	<ul style="list-style-type: none"> • Selected screener complies with the dyslexia screening requirements established in § 49-1-229 • Selected screener complies with the Universal Reading Screening requirements established in Tennessee’s RTI² framework manual • Selected screener allows for three screening assessments yearly
<p>RTI² Reading Intervention Structure</p> <p><i>Note: 1000 word maximum</i></p>	<p>7. Describe the reading intervention and supports available for students identified with a significant reading deficiency. Include any information regarding Tier II, Tier III, RTI² supports and/or additional supports the district provides for students who struggle with reading. (Maximum 500 words)</p> <p>Include a sample of school-based intervention schedules that represent how intervention occurs across the district.</p>	<ul style="list-style-type: none"> • Intervention schedules are aligned with expectations outlined in the RTI² manual • Interventions are evidence-based and differentiated by Tier II and III as required by the RTI² framework • Interventions address specific students’ skill gaps and progress monitor specific gaps for student improvement • Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress

Section	Application Questions	Application Review Look-Fors
<p>Family Notification Plan: (Home Literacy Reports)</p> <p><i>Note: 500 word maximum</i></p>	<p>8. Describe how your district notifies families of students in grades K-5 if their child has a significant reading deficiency based on the Universal Reading Screener results.</p> <p>Describe how you currently implement home literacy reports that will provide information on the importance of being able to read by the end of grade 3, reading intervention activities for families, 4th grade promotion pathways under § 49-6-3115(a)(1) for students in grade 3 with an achievement level of “approaching” or “below” on the ELA portion of the student’s most recent TCAP test, and the reading interventions provided by the school. In addition, please include the frequency of family notification and engagement.</p> <p>Include a sample letter(s) for families of K-3 students and families of students in grades 4-5.</p>	<ul style="list-style-type: none"> • Explains student scores in family-friendly language • Provides clear explanation of student skill gaps and the depth and extent of student need • Provides information about how skill gaps will be addressed during intervention • Provides no-cost reading activities to families to support their child at home • Includes a clear plan to communicate with families three times a year in grades K-3 and annually in grades 4-5 • Explains the importance of reading proficiency by the end of grade 3 and 4th grade promotion pathways information
<p>PD Plan for Teachers</p> <p><i>Note: 250 word maximum</i></p>	<p>9. Describe how you have provided all K-5 teachers with professional development on foundational skills.</p> <p>Include a sample professional development calendar.</p>	<ul style="list-style-type: none"> • Professional development provides deep training to teachers on foundational skills instruction grounded in a phonics-based approach • Be the equivalent of one week • Include phonological awareness, phonemic awareness, phonics, fluency, and vocabulary • Requires teachers to demonstrate knowledge and competency • Providers are experienced, trained in the materials, and have a proven track record of supporting districts in foundational skills instruction • Should be absent of cueing or MSV strategies



Rubric

Instructions: Each indicator below must be present in the Foundational Literacy Skills Plan in order to be approved by the department. **Upon receiving feedback, any indicators that are highlighted in yellow need to be added to the plan to resubmit.** The notes section can be used to provide feedback.

Foundational Literacy Skills Plan Component	Criteria for Success	Does Not Meet Expectation	Meets Expectation	Notes
Daily Foundational Skills Instructional Time: Grades K-2	<ul style="list-style-type: none"> Instructional time includes a minimum of 45 minutes of foundational skills instruction Instruction is aligned to the TN state standards Foundational skills instruction is demonstrated as the primary form of instruction Includes explicit instruction and student practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension 	All criteria are not met	All criteria are met	
Artifact 1: Grades K-2 Master Schedule	<ul style="list-style-type: none"> Master schedule clearly indicates a minimum of 45 minutes of foundational skills instruction Foundational skills instruction is demonstrated as the primary form of instruction 	All criteria are not met	All criteria are met	
Daily Foundational Skills Instructional Time: Grades 3-5	<ul style="list-style-type: none"> Instructional time includes a minimum of 30 minutes of foundational skills instruction (isolated or embedded) Instruction is aligned to the TN state standards and includes morphology, grammar, spelling, writing, and fluency An evidence-based approach is used to teach foundational skills Includes explicit supports for fluency, vocabulary, and comprehension 	All criteria are not met	All criteria are met	

Foundational Literacy Skills Plan Component	Criteria for Success	Does Not Meet Expectation	Meets Expectation	Notes
Artifact 2: Grades 3-5 Master Schedule	<ul style="list-style-type: none"> Master schedule indicates a minimum of 30 minutes of foundational skills instruction (isolated or embedded) 	All criteria are not met	All criteria are met	
Adopted Foundational Skills Instructional Materials: Grades K-2	<ul style="list-style-type: none"> Selected instructional materials are on approved state adoption list Instructional materials include complete alignment to the TN foundational skills standards <i>If a district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness</i> <p>OR</p> <ul style="list-style-type: none"> Instructional materials have approved waiver Waiver is included 	All criteria are not met	All criteria are met	
Adopted Foundational Skills Instructional Materials: Grades 3-5	<ul style="list-style-type: none"> Selected instructional materials are on approved state adoption list <i>If a district chooses supplemental foundational skills resources, supplemental resources are aligned to TN state standards and fully address phonological awareness and phonemic awareness</i> <p>OR</p> <ul style="list-style-type: none"> Instructional materials have approved waiver Waiver is included 	All criteria are not met	All criteria are met	
Universal Reading Screener	<ul style="list-style-type: none"> Universal Reading Screener is selected Complies with RTI² screening requirements outlined in Tennessee’s RTI² framework manual Complies with the dyslexia screening requirements established in § 49-1-229 Allows for three screening assessments annually 	All criteria are not met	All criteria are met	

Foundational Literacy Skills Plan Component	Criteria for Success	Does Not Meet Expectation	Meets Expectation	Notes
RTI ² Reading Intervention Structure	<ul style="list-style-type: none"> Intervention schedules are aligned with expectations outlined in the RTI² manual Interventions are evidence-based and differentiated based by Tier II and III Interventions address specific skill gaps and progress monitor for specific gaps Data teams use progress monitoring data to inform decisions about duration, material, and intensity changes when a student is not showing progress Intervention schedule is included 	All criteria are not met	All criteria are met	
Artifact 3: Intervention Schedule	<ul style="list-style-type: none"> Intervention schedules are aligned with expectations outlined in the RTI² manual 	All criteria are not met	All criteria are met	
Family Notification Plan: Home Literacy Reports <i>Note: Sample letters (grades K-3 & 4-5) must be included</i>	<ul style="list-style-type: none"> Family Notification Plan details student scores in family-friendly language Provides clear explanation of skill gaps and the depth and extent of student need Provides information about how those gaps will be addressed during intervention Plan includes no-cost activities for families to support learning at home Provides information on the importance of reading proficiency and 4th grade promotion pathways under § 49-6-3115(a) (1) for students in grade 3 Includes clear plan to communicate with families three times a year in grades K-3 and annually in grades 4 and 5 	All criteria are not met	All criteria are met	
Artifact 4: Sample Grades K-3 Letter	<ul style="list-style-type: none"> Family Notification Plan details student scores in family-friendly language Provides clear explanation of skill gaps and the depth and extent of student need Provides information about how those gaps will be addressed during intervention Plan includes no-cost activities for families to support learning at home Provides information on the importance of grade 3 reading proficiency and 4th grade promotion pathway under T.C.A. § 49-6-3115(a)(1) for students in grade 3 	All criteria are not met	All criteria are met	

Foundational Literacy Skills Plan Component	Criteria for Success	Does Not Meet Expectation	Meets Expectation	Notes
Artifact 5: Sample Grades 4-5 Letter	<ul style="list-style-type: none"> Family Notification Plan details student scores in family-friendly language Provides clear explanation of skill gaps and the depth and extent of student need Provides information about how those gaps will be addressed during intervention Plan includes no-cost activities for families to support learning at home Provides information on the importance of grade 3 reading proficiency 	All criteria are not met	All criteria are met	
Professional Development Plan for Teachers <i>Note: PD plans that include providers other than the state need to be peer-reviewed to determine if all criteria are met</i>	<ul style="list-style-type: none"> Professional Development (PD) Plan provides deep training to teachers in grades K-5 on foundational skills instruction grounded in a phonics-based approach Includes training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary Training providers are experienced with proven track record of supporting districts Teachers are required to demonstrate knowledge and competency Absent of cueing or MSV strategies Sample professional development calendar is included 	All criteria are not met	All criteria are met	*PD plans that include providers other than the state need to be peer-reviewed by designated district leaders group to determine if all criteria are met.
Artifact 6: PD Calendar	<ul style="list-style-type: none"> Includes teachers in grades K-5 Equivalent of one week Indicates who the trainers are and how they are qualified Includes training in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary Indicates how teachers are required to demonstrate knowledge and competency 	All criteria are not met	All criteria are met	



Frequently Asked Questions

1 When should I submit the Foundational Literacy Skills Plan?

All districts and public charter schools must have a revised Foundational Literacy Skills Plan submitted to the department by July 1, 2024. **After approval of the inaugural Foundational Literacy Skills Plan in 2021, each school district and public charter school must re-submit its plan once every three years, unless the district or public charter school demonstrates strong growth, in which case the district or public charter school is not required to submit a revised plan. Additional information can be found on page 3 of this toolkit.*

2 What grade levels need to be included in the Foundational Literacy Skills Plan?

All districts and public charter schools serving students in grades K-5 must submit a Foundational Literacy Skills Plan. Even if your school or district does not service all of these grades, you must submit a plan for any of the grade levels (K-5) that are served in your building(s).

3 Does this law change the state's current RTI² requirements?

No. This law aligns the universal screener requirements of RTI² with the Tennessee Literacy Success Act and the Say Dyslexia Act to ensure coherence.

4 Does this law change the state's Say Dyslexia law?

No. This law aligns the universal screener requirements of RTI² with the Tennessee Literacy Success Act and the Say Dyslexia Act to ensure coherence.



5 How often must a school district re-submit its Foundational Literacy Skills Plan?

Annually: School districts or public charter schools must submit annual updates to their Foundational Literacy Skills Plan if there is a change in the Universal Reading Screener or ELA Curriculum for K-2 or 3-5.

Triennially: Each school district and public charter school must re-submit its Foundational Literacy Skills Plan once every three years unless the district or public charter demonstrates strong growth, in which case the district or public charter school is not required to submit a revised plan.

The department is authorized to require a school district or public charter school to submit a revised Foundational Literacy Skills Plan **more frequently** than every three years if any of the following occurs:

- Grade 4 TVAAS data for any school or schools in the district reflect an attainment level of “significantly below expectations” for the two (2) TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised Foundational Literacy Skills Plan is due; or
- The district-wide grade 4 ELA TVAAS data for individual student subgroups, as defined by Tennessee’s ESSA plan, reflects an attainment level of “below expectations” or “significantly below expectations” for the two (2) TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised Foundational Literacy Skills Plan is due.

In addition, a school district or public charter school will **not be required** to submit a revised plan if both of the following occur:

- The district’s or public charter school’s district-wide student growth data for grade 4 English language arts for the two Tennessee Comprehensive Assessment Program (TCAP) test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised Foundational Literacy Skills Plan is due reflects an attainment level of “above expectations” or “significantly above expectations”; and
- The district’s or public charter school’s student growth data for each individual student subgroup, as defined by Tennessee’s ESSA plan, for grade 4 English language arts for the two TCAP test administrations immediately preceding the date on which the Foundational Literacy Skills Plan or the revised Foundational Literacy Skills Plan is due reflects an attainment level of “above expectations” or “significantly above expectations.”

6 What universal screener is required by the Tennessee Literacy Success Act?

The department will provide a free Tennessee Universal Reading Screener, which may be used for all of the following:

- to meet the requirements of the Tennessee Literacy Success Act,
- to meet the screener requirements within the RTI² framework,
- as a dyslexia screener, and
- as an approved alternative growth model for teacher evaluations.

Using the Tennessee Universal Reading Screener will likely consolidate the number of different assessments needed. Districts and public charter schools also have the option to use a locally adopted universal screener that is approved by the Tennessee State Board of Education.



In addition, districts and public charter schools may choose to administer the free Tennessee Universal Reading Screener or a Universal Reading Screener approved by the Tennessee State Board of Education to Pre-K students.

7 Is there an approved list of Universal Reading Screeners?

The Tennessee State Board of Education approved the following list of qualified Universal Reading Screeners (URS) on July 23, 2021:

- Tennessee Universal Reading Screener (aimswebPlus)
- DIBELS, 8th Edition
- easyCBM
- FastBridge Suite/FAST1
- iReady + iReady Early Reading Tasks
- Measures of Academic Progress Suite
- STAR Assessment Suite

The state provides the Tennessee Universal Reading Screener at no cost.

8 How would a student be identified as having a significant reading deficiency?

When a student completes the universal screener three times a year, they may be identified in different categories based on the universal screener results. A **“significant reading deficiency”** refers to students in grades K-3 whose score is in the 15th percentile or below on a nationally normed Universal Reading Screener. For students in grades 4-5, this would include students scoring at “approaching” or “below” on the English language arts portion of the Tennessee Comprehensive Assessment Program (TCAP assessment).

9 How would a student be identified as “at-risk” for a significant reading deficiency?

When a student completes the universal screener three times a year, they may be identified in different categories based on the universal screener results. **“At-risk of significant reading deficiency”** refers to students in K-3 whose score is between the 16th and 40th percentile on a nationally normed Universal Reading Screener. For students in grades 4-5, this would include students scoring at “approaching” or “below” on the English language arts portion of the Tennessee Comprehensive Assessment Program (TCAP).

10 Are school districts required to report the results from the administration of the Tennessee Universal Reading Screener or an approved universal screener to the department?

Yes. School districts and public charter schools must submit the results from their Tennessee State Board of Education approved Universal Reading Screener to the department while maintaining compliance with the Family Educational Rights and Privacy Act (FERPA 20 U.S.C. § 1232g, § 10-7-504), and other applicable state and federal privacy laws. Screener results may not be used to assign accountability determinations for any school or district.



11 What are the requirements for family notification for students in grades K-3?

Upon identifying any K-3 student as having a significant reading deficiency, school districts and public charter schools must notify the student's family in writing and provide information on the importance of grade 3 reading proficiency, suggested reading intervention activities that can be completed at home, information on the 4th grade promotion pathway, and specific in-school reading interventions and supports that the school district or charter school will provide for the student.

In addition, for any student who has been identified as having a significant reading deficiency, school districts and public charter schools must notify the family of the student's progress in foundational literacy skills after each Universal Reading Screener administration for students in grades K-3. A district or public charter may increase the frequency of these family notifications to meet the needs of students, families, and communities. The law requires the statewide minimum.

12 What are the requirements for family notification for students in grades 4-5?

Upon identifying any student in grades 4-5 as having a significant reading deficiency school districts and public charter schools must notify the student's family in writing and provide the families with information on the importance of grade 3 reading proficiency, suggested reading intervention activities that can be completed at home, and specific in-school reading interventions and supports that the school district or charter school will provide for the student.

In addition, school districts and public charter schools must notify the family of the student's progress in foundational literacy skills one time per year for students in grades 4-5. A district or public charter may increase the frequency of these family notifications to meet the needs of students, families, and communities. The law requires the statewide minimum.

13 Does the Tennessee Literacy Success Act have professional development requirements for teachers?

Yes. All teachers holding a license with an endorsement that allows them to teach reading in grades K-5 must have completed at least one professional development course on foundational literacy skills approved by the department by August 1, 2023. The department developed two professional development courses, the Early Reading Training (ERT) Course 1 and the Secondary Literacy Training (SLT) Course 1, to fulfill this requirement. The trainings are offered as one week of asynchronous learning and may be accessed on the [TeachALL](#) learning Platform on [Best for All Central](#). There is no cost for educators to complete these professional development offerings.

Additionally, educators may extend their knowledge of foundational literacy skills instruction and learn how to apply their learning to their classroom practices by completing Course 2 of the ERT or SLT. Through the summer of 2023, Course 2 of the ERT or SLT was offered as in-person training. However, beginning in 2024, Course 2 of ERT and SLT will be offered as asynchronous courses available on [TeachALL](#). Course 2 is not a professional development requirement of the TLSA.

14 Can I earn Professional Development Points (PDPs) for Early Reading Training (ERT) or Secondary Literacy Training (SLT)?

Yes. Educators can receive 30 PDPs for Course 1 of the Early Reading Training and 30 additional PDPs for Course 2 of the ERT. This is also true for the Secondary Literacy Training. (30 PDPs for the Secondary Literacy Training Course 1 and another 30 PDPs for Course 2). To receive these PDPs, educators should submit a PDP request in TNCompass and upload their certification of completion as their supporting documentation.

15 How do I meet the licensure requirement of the TN Literacy Success Act?

Individuals looking to obtain, renew, or advance a license, starting August 1, 2023, can meet the [licensure requirement of the TLSA](#) through either 1) completing the training requirement via Course I of the TN Early Reading Training or the Secondary Literacy Training or 2) passing the TN Early Literacy Assessment (TELA).

Starting August 1, 2023, educators submitting applicable licensure applications must demonstrate they meet the TN Literacy Success Act requirements when submitting a licensure transaction. Applicable transactions include initial licensure, renewal, or advancement for any license that allows the educator to teach students in grades K-3, as well as all administrator licenses. Educators wishing to add endorsements that include K-3 will also need to meet these requirements starting August 1, 2023.

16 How do I access the TN Early Literacy Assessment (TELA)?

Individuals looking to use the TELA to satisfy the TN Literacy Success Act requirements may do so through [TeachALL](#), TDOE's new learning management system. Candidates are not required to complete any training before taking the assessment and may take the assessment multiple times if they fail to pass the assessment. However, it is recommended that candidates refresh their knowledge before attempting to take the test again. We highly encourage all educators who do not pass the exam to complete the Early Reading Training learning modules before attempting to retest.

17 Does the Tennessee Literacy Success Act (TLSA) require districts to use Reading 360?

No. The TLSA outlines the Tennessee early literacy policy framework that ensures that all Tennessee children learn to read using a foundational literacy skills approach grounded in phonics. The TLSA outlines four requirements for foundational literacy skills for our state that include the Foundational Literacy Skills Plan, the use of a universal screener for literacy tracking, the inclusion of foundational literacy skills in educator preparation and leader preparation programs, as well as assurances that districts will use high-quality materials to teach foundational literacy skills.

Reading 360 programming provides free and optional supports that help districts provide high-quality early literacy instruction to children. Programming includes free and optional teacher training, grants for implementation support, at-home family resources to support reading, free and optional screeners and literacy assessment systems, as well as a wealth of free digital early literacy resources through the online literacy tool.

18 Where can families find a school district's Foundational Literacy Skills Plan?

Each school district or public charter must post its Foundational Literacy Skills Plan, approved by the department, on its website. The department is also required to post all district and charter school [Foundational Literacy Skills Plans](#) on the department's website.



Example Responses

- 1** When reviewing your grades K-2 master schedule, how much time do your K-2 students spend in foundational skills instruction daily? What evidenced-based method is used to teach foundational skills in grades K-2? If you plan to make any changes or improvements for next year, please indicate those changes here. (Maximum 500 words).

Our district uses a foundational skills curriculum focused on a sounds-first approach grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (60 minutes daily) for foundational skills instruction in grades K-2. This instructional time includes activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work (“word work”). During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, and then students apply the skill in independent practice (small group or individual).

For example, in the second nine weeks, students will know how to decode separated digraphs and vowel digraphs and students will be able to learn and use the most common spellings for each sound (as seen in the box to the right). Students have the opportunity to flex these muscles when using decodable texts that are aligned with the sounds taught in explicit instruction.

Our improvements for next year are grounded in the continued designated time for teachers to collaborate as they solve problems of practice (refine the opportunities to develop and practice writing skills, for example) and as they internalize the instructional plan through unit-level and lesson-level preparation.

See Appendix A for a sample master schedule for grades K-2.



- 2** When reviewing your grades 3-5 master schedule, how much time do your grades 3-5 students spend in foundational skills instruction daily? What evidenced-based method is used to teach foundational skills in grades 3-5? (This can include an integrated approach that meets the foundational skills at this grade band.) If you plan to make any changes or improvements for next year, please indicate those changes here. (Maximum 500 words).

Our district has an integrated literacy block for grades three (3) through five (5) grounded in reading science and aligned to Tennessee ELA standards. Our curriculum materials are selected from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 90 minutes of ELA instruction. Although the daily schedule is not the same each day, all daily instruction includes components for knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak) for about 60 minutes per day and foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing for at least 30 minutes per day. Our adopted curriculum also engages students in work around fluency, vocabulary, and comprehension. The fluency, vocabulary, and comprehension skills are not taught in isolation but are embedded within the lesson to ensure continuity, cohesion, and connection.

For example, our grade 4 students are now beginning the domain on The American Revolution. They begin by briefly activating prior knowledge and reading independently and/or aloud. After the daily read-aloud (or independent reading in grade level, complex text), the students may summarize the content (through a think-pair-share model), unpack the most essential vocabulary (“word work”), respond to a series of scaffolded questions, and write a response to an inferential question that requires students to use evidence from the text to support their answer. For example, in vocabulary lessons, teachers provide explicit support for vocabulary needed to access complex text. In one lesson, the students study the root “port” in import, export, portable, etc. Students use their word knowledge as they engage in discussion before writing activities. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students’ holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

See Appendix B for a sample master schedule for grades 3-5.

- 3** Grades K-2: Please use the drop-down menu to select the approved instructional materials (either on the 2019 ELA adoption list or waiver) your district uses for foundational skills instruction.

This answer is dependent upon district adoption. **If applicable, include your waiver.**

- 4** Grades 3-5: Please use the drop-down menu to select the approved instructional materials (either on the 2019 ELA adoption list or waiver) your district uses for foundational skills instruction.

This answer is dependent upon district adoption. **If applicable, include your waiver.**

5 Optional: Please add any additional information if necessary.

Our district has adopted an approved curriculum for ELA instruction; however, we have chosen to supplement it in several ways. Our district will use the Tennessee Foundational Skills Curriculum Supplement to further address foundational skills in daily instruction. This supplement allows us to focus more deeply on the phonological awareness and advanced phonemic awareness skills that are crucial for success all the way through second grade. We also use the sounds-first activities as our daily warm up in all elementary schools across the district.

6 Please use the drop-down menu to select the primary program you use for your Universal Reading Screener for each grade within the K-5 grade span.

Responses will vary based on district contracting. The Tennessee Universal Reading Screener is always an option.

7 Please describe the reading intervention and supports available for students identified as “at-risk” for a significant reading deficiency or identified with a significant reading deficiency. Include any information regarding Tier II, Tier III, RTI² supports and/or additional supports the district provides for students who struggle with reading. (Maximum 1000 words)

In the fall, students are given a universal screener to determine which students have a significant reading deficiency, scoring below the 15th percentile, or are “at-risk,” scoring between the 16th and 40th percentile. Our grade-level teachers and principals review the universal screener data to determine which students fall into these categories and need additional support. Those students demonstrating need are classified as in need of Tier II or Tier III instruction. Students classified as Tier II or Tier III are given a diagnostic assessment to determine specific deficits in order to best assign students to a small group with an intervention that will narrow skill gaps. Students receive daily, small-group intervention for at least 45 minutes in their area of greatest deficit.

We have research-based options for reading intervention support available to our students who are “at-risk” and/or who have been identified with a significant reading deficiency. Our recently adopted ELA curriculum contains an assessment and remediation guide in which teachers can find activities that directly address skill gaps. They can tailor this to the needs of their RTI group of students. If that intervention is not proving to be effective, more comprehensive, strategic interventions (such as SPIRE) become an option. Data teams meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is warranted. The data team also looks at other variables (attendance, engagement) as part of the decision-making process before a change is made to the programming or provider.

Our students receive explicit instruction in their area of deficit in small groups using research-based materials and strategies. These students are also screened using additional survey level assessments to determine if they have characteristics of dyslexia. Students who do demonstrate those characteristics receive intensive intervention as outlined in the Say Dyslexia Law using programs that meet the law’s requirements. Our district uses a research-based supplemental program as one intervention for students with characteristics of dyslexia. Our district notifies families of students who demonstrate characteristics of dyslexia. Families are notified that the SPIRE curriculum is used to support those students, as it is based on the Orton-Gillingham approach of systematic, explicit, sequential, phonics-based instruction and is considered a strong support for those students.

Intervention takes place daily during a grade-level time in the master schedule just for RTI. When students are in their RTI groups, they work on activities and assignments that make them stronger in that skill. For example, students who need instruction in comprehension may read a new text and answer scaffolded questions, all related to the knowledge-building unit they are studying in Tier I instruction. Students who need fluency support may receive intervention using the SPIRE program.

See Appendix C for a sample intervention schedule.

8 Please describe how your district notifies or plans to notify families of students in grades K-5 if their child is “at-risk” for or has a significant reading deficiency based on the Universal Reading Screener results. Describe how you currently (or plan to) implement home literacy reports that will explain the importance of being able to read by the end of grade 3, 4th grade promotion pathway information, reading intervention activities for families, and the reading interventions provided by the school. In addition, please include the frequency of family notification and engagement. (Maximum 1000 words)

Our district notifies families in grades K-5 if their child has a significant reading deficiency (as evidenced by students scoring below the 15th percentile) or is at-risk of a significant reading deficiency (as evidenced by students scoring between the 16th and 40th percentile) immediately after the district’s schools complete the fall universal screening. Students’ scores are communicated in family-friendly language that provides a clear explanation of student skill gaps and the depth and extent of student needs. The families are told what intervention their student will receive and the amount of time each day the student will receive services. This is coupled with a description of the importance of being able to read on grade level by the end of grade 3 and includes information on the promotion pathway to grade 4.

Our district explains how students are assessed and what a “significant reading deficiency” means. Families are subsequently notified of their child’s progress, or lack of progress, after the 4 ½ week data team meetings. In the family notifications/communication, data teams note any changes being made if the child is not showing sufficient progress as evidenced by progress monitoring and universal screening data as well as recommended activities (that do not require purchased resources) that will support students around the deficit (activities are not tailored by child but tailored by skill deficit generally). These communications go out to families with students in grades K-3 three times annually and are shared in grades 4 and 5 annually.

Additionally, the ELA curriculum contains family letters in the younger grades that outline the foundational skills and knowledge domains for the coming week that will inform and equip families to work with the child. Families can better understand how to support their students through questions about their texts and through an awareness of what foundational skills their children are learning.

See Appendix D for a sample letter for grades K-3.

9 Please describe how you will provide (or have provided) all K-5 teachers with professional development on foundational skills. (Maximum 250 words)

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

June – All teachers in grades Pre-K through 5 will engage in Week 1 of the Early Reading Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that our educators earn a completion certificate.

July – Our district has recommended Course 2 of the Early Reading Training for all teachers in grades Pre-K through 5 who have not already completed this course. The participating teachers also include interventionists, special education teachers, and elementary instructional coaches. This training emphasizes practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. This course will be completed asynchronously.

See Appendix E for a sample professional development calendar.

Appendix A: Grades K-2 Master Schedule

	Grade K			Grade 1				Grade 2		
	Teacher 1	Teacher 2	Teacher 3	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 1	Teacher 2	Teacher 3
8AM	Homeroom									
	Morning Meeting			Morning Meeting				Foundational Skills <i>60 min</i>		
	Foundational Skills <i>60 min</i>			Foundational Skills <i>60 min</i>						
9AM	Listening & Learning <i>60 min</i>			Listening & Learning <i>60 min</i>				Listening & Learning <i>60 min</i>		
10AM										
	Recess <i>30 min</i>			Math <i>65 min</i>				Math <i>65 min</i>		
11AM	Math <i>65 min</i>									
	Lunch <i>30 min</i>			Math <i>65 min</i>				Related Arts <i>60 min</i>		
12PM										
	RTI <i>60 min</i>			Lunch <i>30 min</i>				Lunch <i>30 min</i>		
1PM	Writing Lab <i>30 min</i>									
	Writing Lab <i>30 min</i>			Related Arts <i>60 min</i>				Writing Lab <i>30 min</i>		
2PM										
	Related Arts <i>60 min</i>			Recess <i>30 min</i>				RTI <i>60 min</i>		
	Related Arts <i>60 min</i>			Writing Lab <i>30 min</i>				Recess <i>30 min</i>		

Appendix B: Grades 3-5 Master Schedule

	Grade 3			Grade 4			Grade 5	
	Teacher 1	Teacher 2	Teacher 3	Teacher 1	Teacher 2	Teacher 3	Teacher 1	Teacher 2
8AM	Homeroom							
9AM	LITERACY BLOCK: <i>75 min</i> reading (30 min); grammar, morphology, writing (45 min)			RTI <i>45 min</i>			Related Arts <i>60 min</i>	
10AM								
11AM	Related Arts <i>60 min</i>			LITERACY BLOCK: <i>75 min</i> reading (30 min); grammar, morphology, writing (45 min)			SS / SCI SPLIT BLOCK: <i>30 min</i>	
12PM	MATH BLOCK: <i>75 min</i> fluency, practice, application problem, concept development, student debrief						Recess <i>30 min</i>	
1PM	Lunch <i>30 min</i>			Lunch <i>30 min</i>			RTI <i>45 min</i>	
2PM	Recess <i>30 min</i>			MATH BLOCK: <i>75 min</i> fluency, practice, application problem, concept development, student debrief			Lunch <i>30 min</i>	
	SOCIAL STUDIES / SCIENCE BLOCK: <i>75 min</i>			SOCIAL STUDIES / SCIENCE BLOCK: <i>75 min</i>			SS / SCI SPLIT BLOCK: <i>45 min</i>	
							MATH BLOCK: <i>75 min</i> fluency, practice, application problem, concept development, student debrief	

Appendix C: Intervention Schedule

Elementary School RTI Sample Schedule	
8:10-9:10	Grade 4
9:10-10:10	Grade 5
10:10-11:10	Grade 3
11:40-12:40	Kindergarten
12:40-1:40	Grade 1
1:40-2:40	Grade 2

This sample schedule reflects a one hour intervention block. Please refer to the RTI² Manual for required tier intervention times.

Appendix D: Sample Family Notification Letter for grades K-3

Student: _____ Date: _____

Re: Placement in RTI² for Reading K-3

Dear Families,

We have recently completed benchmark testing in (*school district name here*.) This test is given three times during the school year: Fall (August), Winter (December), and Spring (March/ May). The benchmark test is designed to identify whether your child is performing on grade level in reading or if your child needs additional help with reading skills.

Based on the results from the most recent benchmark, your child will receive intervention in reading. This means that your child will work on basic reading skills, including comprehension and writing, in a small group setting with a qualified instructor.

Based on your child's performance on the benchmark, your child has been identified as needing help in the following areas:

- Letter names (the alphabet)
- Letter sounds and word parts (phonological awareness)
- Sounding out words (decoding)
- Reading words and sentences in the same way you speak (fluency)
- Spelling

Third grade is an important marker for reading proficiency. Children who are reading on grade level by 3rd grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. We are dedicated to providing your child with the support they need to reach these outcomes and small group instruction is a great opportunity to target the specific gaps in reading skills your child is experiencing.

Please note: you can learn more about Tennessee's 3rd grade promotion policy and the pathway to 4th grade on the [TCAP Family Portal](#) located on Best for All Central and in the [Third Grade Promotion FAQ](#).

You can also help your child with these skills at home! Here are a few suggestions for ways to support your child's literacy development at home:

- Read a book together every day.
- Practice sounding out words and talking about letters and sounds.
- Practice reading the same words and stories over and over to build fluency.
- Check out these [Interactive Decodable Readers](#) that support foundational skills for students in grades K-2.

Continued on next page

Both RTI and the “Say Dyslexia” law is in place to support your child’s success and growth. Please contact your school to learn more about the additional supports and resources that are available to you.

(School district name here) is committed to your child’s academic success and we are glad to have the opportunity to provide your child with the necessary instruction and support he or she may need. You will receive reports on your child’s progress at least every four and a half weeks.

Sincerely,

(Principal)

For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit: the [Dyslexia Resource Guide](#).

To request a printed copy of the Dyslexia Resource Guide or if you have questions please call the Dyslexia hotline at 901-468-3611.

Appendix E: Sample Professional Development Calendar

Professional Learning Calendar Proposal

<p>April - May 2023</p>	<p>Reading 360 Early Literacy Training (Week 1 Online) Online self-paced modules. All K-5 teachers will complete the online modules.</p>
<p>July 2023</p>	<p>Reading 360 Early Literacy Training (Week 2) In-person cohort-style training applying the theoretical knowledge gained in the online modules to foundational skills curriculum and instruction. (July 2024--Asynchronous Course 2 completion recommended for new teachers.)</p>
<p>September 2023</p>	<p>Analysis of district universal screener data Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI² groups.</p>
<p>October, November 2023 PLCs</p>	<p>Teacher collaboration for unit- and lesson-level prep Using protocols developed in partnership with a professional learning vendor, teachers will collaborate to prepare at the unit- and lesson-level.</p>
<p>January 2024</p>	<p>Analysis of district universal screener data Teachers and leaders will review reports at the district, school, and classroom levels to determine both trends in deficits and individual student data to inform classroom practice, to build and meet the needs of RTI² groups.</p>
<p>February, March 2024 PLCs</p>	<p>Teacher collaboration for unit- and lesson-level prep Using protocols developed in partnership with a professional learning vendor, teachers will collaborate to prepare at the unit- and lesson-level.</p>
<p>April, May 2024</p>	<p>Repeat cycle to refresh foundational skills instructional strategies with Course 1 of the Reading 360 Early Literacy Training.</p>

Appendix F: Resubmission Guidance for 2024

The Tennessee Literacy Success Act requires districts and public charters to re-submit their Foundational Literacy Skills Plans **every three years**.

- However, if the district or public charter school demonstrates strong growth, the district or public charter school could be authorized by the department to submit a revised plan **less frequently**.
- In some cases, school districts and public charter schools must submit a revised Foundational Literacy Skills Plan **more frequently** than every three years.

The guidance below may be used to support a district or public charter in determining their resubmission requirement for 2024.

Do I need to revise my district or public charter school's FLSP by July 1, 2024?

Unless your district or public charter meets BOTH indicators below, you will be required to submit a revised FLSP by July 1, 2024.

1. If your district-wide student growth data for grade 4 ELA (2021-22 **and** 2022-23 scores) reflects an attainment level of **"above expectations"** or **"significantly above expectations."**

AND

2. If your student growth data for each individual student subgroup, as defined by Tennessee's ESSA plan, for grade 4 ELA (2021-22 **and** 2022-23 scores) reflects an attainment level of **"above expectations"** or **"significantly above expectations."**

Appendix G: Publishers on State Board Approved ELA Adoption List for Grades K-5

ELA Publishers Approved by State Board of Education for Grades K-5		
Amplify	Core Knowledge Language Arts	K-5
Benchmark	Advance	K-5
Cengage	Reach for Reading	K
Great Minds	Wit & Wisdom	3-5
Houghton Mifflin Harcourt	Into Reading, Tennessee	K-2 & 4-5
Imagine Learning Classroom (formerly LearnZillion)	EL Education (formerly Expeditionary Learning)	K-5
Imagine Learning Classroom (formerly LearnZillion)	Guidebooks	3-5
McGraw Hill	Wonders	K-5
Open Up	Book Worms	3 only
Open Up	OUR Expeditionary Learning	K-5
Scholastic	Scholastic Literacy	5 only

Appendix H: Sample Grades K-3 Family Notification Letter for On and Above Grade Level Readers

Student: _____ Date: _____

Re: Home Literacy Report

Dear Family/Caregiver,

We have recently completed literacy benchmark testing in *(school district name here)*. This test is given three times during the school year: fall (August), winter (December), and spring (March/ May). The benchmark test is designed to identify whether your child is performing on grade level in reading or if your child needs additional help with reading skills.

Based on the results from the most recent benchmark, your child scored

_____ on grade level

_____ above grade level

and will not require additional reading support.

Reading proficiency is an important marker for students in third grade. Children who are reading on grade level by the end of third grade are more likely to graduate from high school, enter and complete programs after high school, and remain employed later in life. We are dedicated to providing your child with the continued support he/she needs to maintain these outcomes in reading by the end of third grade.

You can also support your child by reading at home! Here are a few suggestions for ways to enrich your child's literacy development and encourage reading:

- Read a book together every day and talk about the story after reading. *What were the characters feeling? What was the best part of the story? Why?*
- Listen to your child read aloud to you. Encourage reading with expression. Praise your child's efforts when tackling difficult or new words.
- Discuss the vocabulary used in the books you are reading together.
- Visit the public library to check out books on a wide variety of themes.
- Set up a cozy and comfortable reading space in your home to encourage reading.

(School district name here) is committed to your child's academic success, and we are glad to have the opportunity to provide your child with the high-quality instruction needed to continue his/her reading growth.

We will send an update on your child's reading progress after each benchmark test, but please reach out to your child's teacher at any time if you have questions about your child's reading performance.

Thank you for being a partner in your child's education.

Sincerely,
(Principal)

Appendix I: Sample Grades 4-5 Family Notification Letter for On and Above Grade Level Readers

Student: _____ Date: _____

Re: Home Literacy Report

Dear Family/Caregiver,

We have recently completed literacy benchmark testing in *(school district name)*. This test is given three times during the school year: fall (August), winter (December), and spring (March/ May). The benchmark test is designed to identify whether your child is performing on grade level in reading or if your child needs additional help with reading skills.

Based on the results from the most recent benchmark, your child scored

_____ on grade level

_____ above grade level

and will not require additional reading support.

Reading proficiency is an important achievement for all students. Children who are reading on grade level by the end of third grade are more likely to graduate from high school, enter and complete programs after high school, and remain employed later in life. We are dedicated to providing your child with the continued support he/she needs to maintain these outcomes in reading.

You can also support your child by reading at home! Here are a few suggestions for ways to enrich your child's literacy development and encourage reading:

- Read a book together every day and talk about the story after reading. *What were the characters feeling? What was the best part of the story? Why?*
- Listen to your child read aloud to you. Encourage reading with expression. Praise your child's efforts when tackling difficult or new words.
- Discuss the vocabulary used in the books you are reading together.
- Visit the public library to check out books on a wide variety of themes.
- Set up a cozy and comfortable reading space in your home to encourage reading.

(School district name here) is committed to your child's academic success, and we are glad to have the opportunity to provide your child with the high-quality instruction needed to continue his/her reading growth. We will send an update on your child's reading progress after each benchmark test, but please reach out to your child's teacher at any time if you have questions about your child's reading performance.

Thank you for being a partner in your child's education.

Sincerely,
(Principal)