Early Literacy Initiatives

Kristy Brown
Chief Academic Officer

Dr. David Laird
Assistant Commissioner of Assessment and Accountability
STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

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Agenda

- Tennessee’s Initiatives in Early Literacy
- Universal Reading Screener Outcomes
- 2023 Summer Programming
- TN ALL Corps Updates
- 3rd Grade Promotion Pathways
  - 2023 Implementation Updates
- 4th grade TCAP Adequate Growth Definition
Tennessee’s Initiatives in Early Literacy
Major Initiatives in Early Literacy

- **Reading 360**
  - Provides resources and optional grants to districts, teachers, and families to prioritize literacy instruction (e.g., Early Reading Training, Secondary Literacy Training, Literacy Implementation Networks, Reading Decodables, etc.)

- **Tennessee Literacy Success Act**
  - Requires foundational literacy skills instruction, universal reading screeners, home literacy reports, and teacher preparation and support in foundational literacy skills instruction.

- **Tennessee Learning Loss Remediation and Student Acceleration Act**
  - Establishes free summer programming opportunities for rising K-9 students.

- **TN ALL Corps**
  - Establishes high-dosage, low-ratio tutoring model, TN ALL Corps grant program, and tutor training.
DISTRICTS PARTICIPATING...
56 Literacy Implementation Networks
96 Early Literacy Network

87 TN ALL Corps

TEACHERS COMPLETED TRAINING, AS OF AUGUST 1, 2023...
40,562 Early Reading Training
9,102 Secondary Literacy Training

STUDENTS IN 1ST - 8TH GRADE TUTORED THROUGH TN ALL CORPS...
101,583 (includes both district and community partner grants)

STUDENTS PARTICIPATED IN...
SUMMER PROGRAMMING
120,343 in 2021
92,669 in 2022
...IN RISING 1ST - 8TH GRADE

STUDENTS SERVED THROUGH...
DISTRICT GRANTS 96,800 began Fall 2021
COMMUNITY PARTNER GRANTS 4,783 began Fall 2022
Universal Reading Screener
Spring 2023 Outcomes
Universal Reading Screener Reminders

- Students in grades K-3 take a series of short assessments that represent a “screening”.
- This screening occurs during three standardized windows through the school year.

<table>
<thead>
<tr>
<th>Screening Window</th>
<th>2022-23 Dates</th>
<th>Data Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Aug 1 – Sept 30</td>
<td>Oct. 14, 2022</td>
</tr>
<tr>
<td>Winter</td>
<td>Dec 5 – Feb 3</td>
<td>Feb. 17, 2023</td>
</tr>
<tr>
<td>Spring</td>
<td>April 10 – May 12</td>
<td>May 26, 2023</td>
</tr>
</tbody>
</table>

- Data is calculated in four areas:
  - Foundational Literacy Skills - Composite (K-3)
  - Fluency (K-3)
  - Reading Readiness (K-1)
  - Comprehension (2-3)
- Scores are normative
# Spring 2023 Screening Data: State Summary

## Composite National Percentile Ranks

<table>
<thead>
<tr>
<th>Grade</th>
<th>State Composite Average</th>
<th>National Normed Percentile Rank</th>
<th>Average Range (Low-High) Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Foundational Literacy Skills National Percentile Average</td>
<td>46&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>National Average 40&lt;sup&gt;th&lt;/sup&gt; – 59&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>Average Range (23&lt;sup&gt;rd&lt;/sup&gt; - 76&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>First Grade Foundational Literacy Skills National Percentile Average</td>
<td>43&lt;sup&gt;rd&lt;/sup&gt; percentile</td>
<td>National Average 40&lt;sup&gt;th&lt;/sup&gt; – 59&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>Average Range (23&lt;sup&gt;rd&lt;/sup&gt; - 76&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Second Grade Foundational Literacy Skills National Percentile Average</td>
<td>46&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>National Average 40&lt;sup&gt;th&lt;/sup&gt; – 59&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>Average Range (23&lt;sup&gt;rd&lt;/sup&gt; - 76&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Third Grade Foundational Literacy Skills National Percentile Average</td>
<td>47&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>National Average 40&lt;sup&gt;th&lt;/sup&gt; – 59&lt;sup&gt;th&lt;/sup&gt; percentile</td>
<td>Average Range (23&lt;sup&gt;rd&lt;/sup&gt; - 76&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
</tbody>
</table>
Kindergarten

URS Statewide Data
National Percentile Rank

- Fall: 41, Reading Readiness
- Winter: 46, Reading Readiness
- Spring: 49, Reading Readiness

- Fall: 38, Fluency
- Winter: 46, Fluency
- Spring: 49, Fluency

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First Grade

URS Statewide Data
National Percentile Rank

Isolated skills (readiness) should decrease as students develop automaticity in reading connected text (oral reading fluency).
Second Grade

URS Statewide Data
National Percentile Rank

- Fluency
- Comprehension

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>44</td>
<td>41</td>
<td>43</td>
</tr>
</tbody>
</table>
Third Grade

URS Statewide Data
National Percentile Rank

- Fluency
- Comprehension

FALL TO SPRING
SCREENING DATA
Kindergarten

ACADEMICS

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## First Grade

![Bar Chart](image)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Literacy Skills</td>
<td>43</td>
<td>29</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Reading Readiness</td>
<td>44</td>
<td>31</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>Fluency</td>
<td>41</td>
<td>27</td>
<td>33</td>
<td>30</td>
</tr>
</tbody>
</table>

© Tennessee Department of Education
Third Grade

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Foundational Literacy Skills</th>
<th>Comprehension</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>47</td>
<td>50</td>
<td>43</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>English Learners</td>
<td>33</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>36</td>
<td>37</td>
<td>33</td>
</tr>
</tbody>
</table>
2023 Summer Programming
Summer Programming Overview

- The Tennessee Learning Loss Remediation and Student Acceleration Act, enacted in 2021, established free summer programming opportunities for students in grades K-8.

- Chapter 144 of the Public Acts of 2023 expanded the grade bands for permanent summer programming from rising 4<sup>th</sup>-8<sup>th</sup> grade students to rising K-9<sup>th</sup> grade students.

- All districts were required to run 3 types of camps:
  - **Summer Learning**: 6-week camp for rising grades K – 3 with 4 hours of ELA/math, 1 hour of intervention, and 1 hour of physical activity
  - **Learning Loss Bridge**: 4-week camp for rising grades 4 – 9 with 4 hours of ELA/math, 1 hour of intervention, and 1 hour of physical activity
  - **STREAM Mini-Camps**: 1 hour daily of STREAM (science, technology, reading, engineering, the arts, and mathematics) for rising grades K - 3
Summer 2023 Enrollment & Attendance

- Widespread participation in summer programs that began in Summer 2021 continued in 2023 with **102,270 total students enrolled across all camps**.
  - 40.6% \( (n = 41,544) \) were enrolled in summer learning camps (rising grades K-3) across 568 individual sites.
  - 59.3% \( (n = 60,651) \) were enrolled in summer learning loss bridge camps (rising grades 4-9) across 730 individual sites.
  - Rising 4th grade enrollments accounted for approximately 30% of all students enrolled, due in part to summer programming as a pathway to 4th grade promotion.
  - Note: Grade assignment was unavailable for 0.07% of students.

- **The average attendance rate statewide was 65%** (attended 65% of the total days of camp offered).
  - The average attendance rate was slightly higher among the learning loss bridge camps for rising 4-9 graders (67.4%), in comparison with the summer learning camps for rising K-3 graders (61.5%).
  - Across all grade levels, rising 4th grade students had the highest average attendance rate (71.5 percent) while the rising third grade students had the lowest average attendance rate (60.7 percent).
## Summer Programming 2023 Enrollment

### Enrollment by Student Group

<table>
<thead>
<tr>
<th></th>
<th>Enrollment (count)</th>
<th>Enrollment Rate (% of total camp enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged Students</td>
<td>61,482</td>
<td>60.1</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18,979</td>
<td>18.6</td>
</tr>
<tr>
<td>English Learners</td>
<td>11,781</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Note: Students are counted within multiple subgroups so the enrollment counts listed will not equal the total number of students enrolled in summer programming.

### Enrollment by Camp Type

<table>
<thead>
<tr>
<th></th>
<th>Enrollment (count)</th>
<th>Enrollment Rate (% of total camp enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Learning Camps (Rising Grades K-3)</td>
<td>41,544</td>
<td>40.6</td>
</tr>
<tr>
<td>Learning Loss Bridge Camps (Rising Grades 4-9)</td>
<td>60,651</td>
<td>59.3</td>
</tr>
</tbody>
</table>

Note: Grade assignment was unavailable for 0.07% of students, so the enrollment counts by camp type listed will not equal the total number of students enrolled in summer programming.
## Summer Programming 2023 Attendance

### Average Attendance Rate (% of camp days attended)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Economically Disadvantaged Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Learning Camps (Rising Grades K-3)</td>
<td>61.5</td>
<td>63.0</td>
<td>58.7</td>
<td>66.6</td>
</tr>
<tr>
<td>Learning Loss Bridge Camps (Rising Grades 4-9)</td>
<td>67.4</td>
<td>65.8</td>
<td>65.6</td>
<td>73.0</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>65.0</strong></td>
<td><strong>66.0</strong></td>
<td><strong>62.9</strong></td>
<td><strong>70.0</strong></td>
</tr>
</tbody>
</table>

### By Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All Students</th>
<th>Economically Disadvantaged Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising Kindergarten</td>
<td>69.0</td>
<td>63.2</td>
<td>65.8</td>
<td>91.3</td>
</tr>
<tr>
<td>Rising Grade 1</td>
<td>61.3</td>
<td>63.5</td>
<td>58.3</td>
<td>66.9</td>
</tr>
<tr>
<td>Rising Grade 2</td>
<td>60.8</td>
<td>62.7</td>
<td>58.3</td>
<td>65.2</td>
</tr>
<tr>
<td>Rising Grade 3</td>
<td>60.7</td>
<td>62.7</td>
<td>57.9</td>
<td>64.7</td>
</tr>
<tr>
<td>Rising Grade 4</td>
<td>71.5</td>
<td>70.5</td>
<td>71.0</td>
<td>77.0</td>
</tr>
<tr>
<td>Rising Grade 5</td>
<td>61.6</td>
<td>63.7</td>
<td>58.9</td>
<td>67.0</td>
</tr>
<tr>
<td>Rising Grade 6</td>
<td>61.8</td>
<td>63.7</td>
<td>60.8</td>
<td>66.4</td>
</tr>
<tr>
<td>Rising Grade 7</td>
<td>65.2</td>
<td>67.6</td>
<td>63.0</td>
<td>67.8</td>
</tr>
<tr>
<td>Rising Grade 8</td>
<td>66.5</td>
<td>68.5</td>
<td>64.3</td>
<td>68.2</td>
</tr>
<tr>
<td>Rising Grade 9</td>
<td>62.5</td>
<td>65.8</td>
<td>63.1</td>
<td>59.4</td>
</tr>
</tbody>
</table>

Note: Grade assignment was unavailable for 0.07% of students. ED status was unavailable for 1.6 percent of students.
Summer 2023 Attendance

Percentage of Students meeting at least 90% attendance rate
TN ALL Corps
TN ALL Corps

TN ALL Corps high-dosage, low-ratio tutoring was established in 2021 through the Tennessee Learning Loss Remediation and Student Acceleration Act.

For the 2022-23 school year:
- **61,675 students** served through 87 districts that received TN ALL Corps district grants
- **9,056 students** served through 5 TN ALL Corps community partner grants
- Tutors:
  - 34% educational assistants
  - 23% current teachers
  - 19% retired educators
  - 16% newly hired teachers
  - 5% EPP candidates
  - 3% other (volunteers, parents, etc.)
  - 55% of tutors work full time
3\textsuperscript{rd} Grade Promotion Pathways
PATHWAYS TO 4TH GRADE

The following students are exempt from 3rd grade retention:

- English learners with <2 years ELA instruction
- Previously retained in grades K-3
- Disability that impacts reading
- Suspected disability that impacts reading

ELA TCAP Score “EXCEEDS” or “MEETS” Expectations

- Student retests and scores proficient on ELA TCAP
- Student maintains a 90% attendance at Summer Camp (Schools can provide make-up days for Summer Camp) and demonstrates improvement
- Student receives free TN ALL Corps tutoring during 4th grade
- Parent appeals the retention decision within 14 days of receiving the decision from their student’s school, documenting student growth (on an approved benchmark or the TN Universal Reading Screener) OR an event that impacts a student's ability to perform

ELA TCAP Score “APPROACHING” or “BELOW” Expectations may be promoted if...

- Student retests and scores proficient on ELA TCAP
- Student maintains a 90% attendance at Summer Camp (Schools can provide make-up days for Summer Camp)
- AND Student receives free TN ALL Corps tutoring during 4th grade
Pathways to Promotion: Spring TCAP & TCAP Retake

Spring TCAP
- 73,433 3rd graders had valid spring ELA TCAP Results.
- 29,349 or **39.97% of 3rd grade students with valid tests reached proficiency** (MEETS EXPECTATIONS or EXCEEDS EXPECTATIONS).

TCAP Retake
- TCAP Retake window was from May 22\textsuperscript{nd} to June 5\textsuperscript{th}
- All students who scored BELOW, APPROACHING, or did not have a valid score on the ELA portion of the TCAP were eligible to retake the assessment. 45,393 3\textsuperscript{rd} grade students were eligible.
- 26,205 students participated in the ELA retake opportunity.
- 3,344 of the participants or 4.47% of total 3\textsuperscript{rd} graders reached proficiency (MEETS EXPECTATIONS or EXCEEDS EXPECTATIONS).
Pathways to Promotion: Adequate Growth (AG) in Summer Programming

- A student who scored APPROACHING on the ELA portion of the TCAP was promoted if they attended summer camp, maintained 90% attendance at the camp, and achieved AG on the post-test.
  - AG is defined as a 5-percentage point increase on the post-test from the student’s baseline score based on either the spring ELA portion of the TCAP or TCAP retake, if applicable.
- 8,592 eligible 3rd grade students participated in summer programming and completed AG testing.
- Out of those tested, 1,532 students or 2.05% of total 3rd grade students made AG and the 90% attendance requirement for the promotion pathway.
Pathways to Promotion: Adequate Growth (AG) in Summer Programming

Summer 2023 Performance Distribution

<table>
<thead>
<tr>
<th>Growth Performance Category</th>
<th>Percent of students who tested for AG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with 15%+ growth</td>
<td>8.4%</td>
</tr>
<tr>
<td>Students with 10 to &lt;15% growth</td>
<td>6.7%</td>
</tr>
<tr>
<td>Students with 5 to &lt;10% growth</td>
<td>10.3%</td>
</tr>
<tr>
<td>Students with 0 to &lt;5% growth</td>
<td>14.0%</td>
</tr>
<tr>
<td>Students with &lt;0 to -5% growth</td>
<td>12.2%</td>
</tr>
<tr>
<td>Students with less &lt;-5% to -10% growth</td>
<td>12.9%</td>
</tr>
<tr>
<td>Students with &lt;-10% to -15% growth</td>
<td>12.5%</td>
</tr>
<tr>
<td>Students with &lt;-15% growth</td>
<td>22.9%</td>
</tr>
</tbody>
</table>

Note: This data reflects the distribution of student performance after removing students who were promoted through another promotion pathway (e.g. appeals).
Pathways to Promotion: Parent Appeals

- The Department administered an appeals process for students who scored APPROACHING on the ELA TCAP.
- The parent appeals window was open between May 30th and June 30th.
- The Department processed parent appeals from 9,054 unique students.
- 7,146 or 9.56% of 3rd grade students were promoted based on the parent appeal pathway.
Pathways to Promotion: Exemptions

3rd grade students who scored **BELOW** or **APPROACHING** on the ELA TCAP and met certain conditions were exempt from the retention requirements. These students were promoted without having to participate in one of the promotion pathways.

<table>
<thead>
<tr>
<th>Exemption Type</th>
<th>Student Count</th>
<th>Percent of 3rd Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has a <strong>disability</strong> or <strong>suspected disability</strong> that impacts reading.</td>
<td>10,620</td>
<td>14.21%</td>
</tr>
<tr>
<td>Student is an <strong>English Learner</strong> with less than 2 years of instruction.</td>
<td>2,712</td>
<td>3.63%</td>
</tr>
<tr>
<td>Student was <strong>previously retained</strong>.</td>
<td>2,119</td>
<td>2.84%</td>
</tr>
<tr>
<td>Student met other exemptions determined locally.</td>
<td>2,314</td>
<td>3.10%</td>
</tr>
</tbody>
</table>
Pathways to Promotion: Tutoring in 4th Grade

Some 3rd grade students qualified for promotion with required tutoring in ELA and require 4th grade TCAP AG testing at the conclusion of 4th grade.

<table>
<thead>
<tr>
<th>Qualifications for Tutoring Pathway</th>
<th>Student Count</th>
<th>Percent of 3rd Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scored APPROACHING on TCAP or TCAP ELA Retake</td>
<td>8,086</td>
<td>10.82%</td>
</tr>
<tr>
<td>Scored BELOW on TCAP AND maintained a 90% attendance rate in summer programming</td>
<td>3,970</td>
<td>5.31%</td>
</tr>
<tr>
<td>Scored BELOW on TCAP; attendance evidence not yet reported for summer programming</td>
<td>297</td>
<td>0.40%</td>
</tr>
</tbody>
</table>
# 3rd Grade Data Overview

<table>
<thead>
<tr>
<th>Total 3rd Grade Students</th>
<th>74,742</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 3rd Grade Students with Valid Spring TCAP Results</td>
<td>73,433</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Evidence</th>
<th>Count</th>
<th>Percent of Valid Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMOTED Spring TCAP</td>
<td>Scored Proficient on Spring TCAP</td>
<td>29,349</td>
<td>39.97%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students At Risk of Retention – Did not Score Proficient on Spring TCAP</th>
<th>Evidence</th>
<th>Count</th>
<th>Percent of 3rd Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade TCAP Retake</td>
<td>Scored Proficient on TCAP ELA Retake</td>
<td>3,344</td>
<td>4.47%</td>
</tr>
<tr>
<td>Adequate Growth (AG) in Summer Programming</td>
<td>Scored <strong>APPROACHING</strong> Expectations on TCAP or TCAP ELA Retake; met 90% Attendance Rate and achieved AG in Summer Programming</td>
<td>1,532</td>
<td>2.05%</td>
</tr>
<tr>
<td>Parent Appeal</td>
<td>Parent Appeal Approved</td>
<td>7,146</td>
<td>9.56%</td>
</tr>
<tr>
<td>Exempt</td>
<td>Student has a disability or suspected disability that impacts reading</td>
<td>10,620</td>
<td>14.21%</td>
</tr>
<tr>
<td>Exempt</td>
<td>Student is an English Learner with less than 2 years of ELA instruction</td>
<td>2,712</td>
<td>3.63%</td>
</tr>
<tr>
<td>Exempt</td>
<td>Student was previously retained</td>
<td>2,119</td>
<td>2.84%</td>
</tr>
<tr>
<td>Other</td>
<td>Student met other exemptions determined locally</td>
<td>2,314</td>
<td>3.10%</td>
</tr>
<tr>
<td>Tutoring in 4th Grade</td>
<td>Scored <strong>APPROACHING</strong> Expectations on TCAP or TCAP ELA Retake. Student will test for AG at conclusion of 4th grade tutoring</td>
<td>8,086</td>
<td>10.82%</td>
</tr>
<tr>
<td>Tutoring in 4th Grade</td>
<td>Scored <strong>BELOW</strong> Expectations on TCAP; met 90% Attendance Rate in Summer Programming. Student will test for AG at conclusion of 4th Grade tutoring</td>
<td>3,970</td>
<td>5.31%</td>
</tr>
<tr>
<td>Tutoring in 4th Grade</td>
<td>Attendance evidence not yet reported for Summer Programming. Student will test for AG at conclusion of 4th Grade tutoring</td>
<td>297</td>
<td>0.40%</td>
</tr>
<tr>
<td>RETAINED</td>
<td>Retained</td>
<td>898</td>
<td>1.20%</td>
</tr>
<tr>
<td>NOT ENROLLED</td>
<td>Not Enrolled</td>
<td>2,296</td>
<td>3.07%</td>
</tr>
<tr>
<td>NOT REPORTED</td>
<td>Not Reported</td>
<td>59</td>
<td>0.08%</td>
</tr>
</tbody>
</table>

**Data Notes**

- All presented data is based on district-submitted data as of 9/13/23 and state assessment data prior to the application of accountability protocols.
- Some 3rd grade students qualified for multiple promotion pathways. Each student was counted in the first available pathway that they qualified for based on the order shown in the table. For example, if a student had an approved parent appeal and qualified for an exemption, the student was counted in the Promoted- Parent Appeal pathway.
4th Grade TCAP Adequate Growth
4th Grade TCAP Adequate Growth

- Students promoted to the 4th grade through ELA tutoring must demonstrate adequate growth on the 4th grade ELA portion of the TCAP to be promoted to the 5th grade.
  - Based on district-reported data, this reflects approximately 12,000 students.

- The department’s goal in proposing a definition of 4th grade TCAP adequate growth is to **strike the best possible balance between precision and interpretability**.
  - Use the most accurate and familiar metrics and methods as possible.
Proposed Definition

- Students demonstrate 4th grade adequate growth by increasing the probability of being proficient in ELA on a future TCAP.
  - Students demonstrate adequate growth by exceeding an individual target for how much they’ll increase the probability of being proficient in ELA on a future TCAP.

- Students who score proficient on the 4th grade ELA portion of the TCAP also demonstrate adequate growth for promotion to the 5th grade.
Proposed Definition

- **Step 1**: The department will use the ELA portion of the 3rd grade TCAP results and TVAAS growth expectations to compute the probability that the student will be proficient in ELA in the 4th grade.

- **Step 2**: A student’s probability of being proficient in ELA in the 4th grade will be subtracted from 50%, which is the probability of a student scoring at the proficiency cut score.

- **Step 3**: The remainder in Step 2 is then divided by 8 to determine the student’s individual 4th grade adequate growth target.
  - The remainder is divided by 8 because students participate in statewide assessments for ELA from 3rd grade to 10th grade, or 8 years.
Method – Core Metric

Simple Case:
- Based on 3rd grade scores, a student is assigned a **25% chance** of being proficient on the **4th grade TCAP**
- Based on 4th grade scores, this student is assigned a **35% chance** of being proficient on the **5th grade TCAP**
- This student **increased** their **probability** of being **proficient** on a future TCAP by **10%**

This student makes adequate growth if their growth target is 9% or less.
Method – Metric Explained

Projected Scores:
Regression (Prior Performance and ‘Typical’ growth)

Slope = Average observed growth (TVAAS)

200 3rd Grade Scale Score

300 – Projected Score
Method – Metric Explained

Projections to Probabilities

Scale Score

Student Grade Level

200 3rd Grade Scale Score

350 SEM Upper Bound

300 – Projected Score
Method – Metric Explained

50% Probability of Proficiency
(Projected Score at Proficiency Cut)

Scale Score

Student Grade Level

350 SEM Upper Bound

50% SEM Above

50% SEM Above

200 3rd Grade Scale Score

300 – Projected Score @ Meets Expectation Cut

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Method – Metric Explained

80% Probability of Proficiency
(Projected Score Above Proficiency Cut)

- 200 3rd Grade Scale Score
- 375 SEM Upper Bound
- 80% SEM Above 20% SEM Below
- 325 – Projected Score @ Meets Expectation Cut

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Method – Goal Setting

Reduce the gap to intended performance over the span of the TCAP program (8 years).

Reduce gap to probability associated with scoring at proficiency cut (50% probability) by 10th grade.

\[ \text{AG formula} = \frac{(50\% \text{ Probability} - \text{Student's 4th Grade ELA Probability})}{8 \text{ years}} \]

\[ \text{AG Target at 25\%} = \frac{(50\% \text{ Probability} - 25\% \text{ Probability})}{8 \text{ years}} \]

\[ \text{AG Target} = 25\% + 3.1\% = 28.1\% \]
Method – Example Student

- 3rd grade scale score: 345
- 4th grade probability estimate: 20%
- Adequate growth target: \((50\%-20\%)/8 = 3.8\%\)
- Student must demonstrate a 23.8% or greater probability of being proficient in 5th grade to be promoted to the 5th grade.
Preliminary Model Results

- Caveats
  - Promoted population of students depends upon local data.
  - The impact of tutoring can only be estimated based on research findings.

- Updated model results
  - 34% promoted to 60% promoted
  - Additional effect size adjustments around .25
Thank You!

Contact Info or Questions?

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