



TENNESSEE
STATE BOARD OF EDUCATION

LITERACY STUDY COMMITTEE

MAY 15, 2023

AGENDA

- Welcome
- District Best Practices in Literacy
- Mid-Year Universal Reading Screener Data
- Literacy Review Report
- Changes to Third Grade Retention Law
- Final Discussion and Adjourn

CONNECTION TO THE STATE BOARD'S MASTER PLAN

- The **mission** of the State Board is to ensure rules, policies and systems are in place so that all students are prepared for success after graduation.
- T.C.A. § 49-1-302 charges the State Board with developing and maintaining a **master plan for public education**.
- The State Board's Master Plan centers around four **strategic focus** areas, one of which is literacy.
- Per the Master Plan, the State Board is focused on ensuring "**all students are on grade level in English language arts (ELA) as measured by the Tennessee Comprehensive Assessment Program (TCAP) results**" and has set incremental annual goals which move us closer to achieving our strategic focus.
- The **Literacy Study Committee** is one method we use to track and continue regular discussion around progress toward our strategic focus on literacy.

DISTRICT BEST PRACTICES IN LITERACY

JONATHAN CRISWELL, LIZ MILLIGAN AND NATALIE ALEXANDER
MILAN SPECIAL SCHOOL DISTRICT

Milan Special School District



Adopting and Implementing

High-Quality Instructional Material

Milan Special School District Profile

1,965 Students

36% Economically Disadvantaged

32% Minority

16% Special Education



HQIM Curriculum

- K-6 ELA: Wit and Wisdom
- 7-12 ELA: Pearson MyPerspectives
- K- 8 Math: Savvas Envision Math (just adopted)
- 9-12 Math: McGraw Hill Reveal Math (just adopted)

- Professional Learning Partner(s):
 - TNTP – Foundational Literacy
 - NIET – Math Implementation
 - EDU 20/20 – Text Ownership

HQIM Journey

- In spring 2020
 - Adopted TN Foundational Skills AND Wit & Wisdom K-6
 - Pearson 7-12 Curriculum Supplement (TNSFCS)
- In summer of 2021, two weeks of Week 2 Early Reading Training.
 - All PK-4 teachers (including SPED, interventionist and 5th grade ELA)
 - Elementary & middle school administrators & Instructional Supervisor
- Fall of 2021, Implemented TNFSCS (K-2)
 - Partnered with TNTP through Early Literacy Network to support teachers in the implementation of TNFSCS, understanding their TNFSCS assessment data, use of IPG walkthrough tool for coaching
- January of 2022, Partnered with a EDU 20/20
 - Support teachers in “text ownership” in Wit & Wisdom/Pearson



Literacy Theory of Action

Theory	Measure
If we implement HQIM with a high degree of integrity, and	IPG, RLA Framework
we provide effective professional learning for teachers and leaders, and	IPG, Lesson/Unit Ownership
we engage in effective conversations in PLC and lesson prep meetings,	IPG, Lesson Prep Protocol
then we will improve classroom instruction ,	IPG
and students will improve on all measures.	Student outcomes

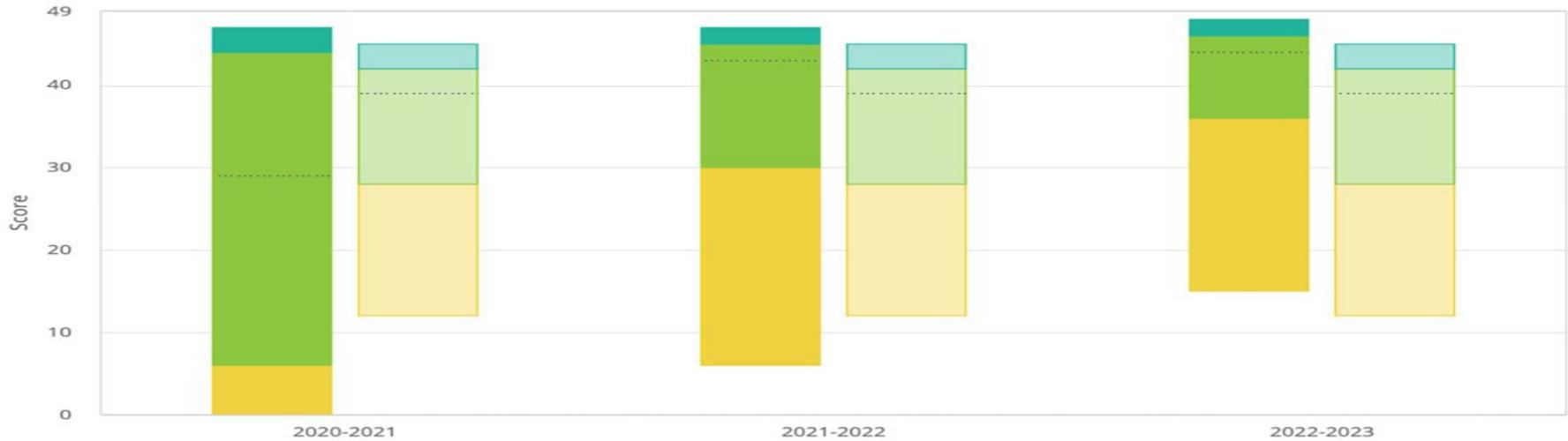
3 Yrs. Kindergarten Cohorts - Phoneme Segmentation

- 20-21 non systematic phonics program
- 21-22 yr. 1 of Sounds First
- 22-23 yr. 2 of Sounds First

Foundational Literacy Outcomes

Show: ■ School Years ■ Comparison: ■ National Norms

---- Median

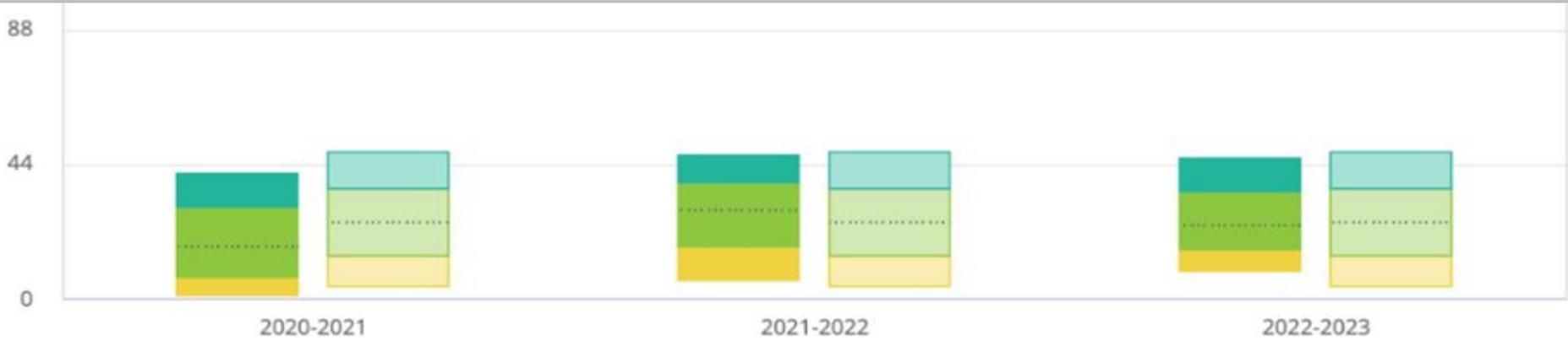


Comparison: Nat'l	2020-2021	2021-2022	2022-2023
90-99th %ile	30 (18.4%)	44 (27.7%)	44 (36.4%)
75-89th %ile	23 (14.1%)	39 (24.5%)	25 (20.7%)
26-74th %ile	29 (17.8%)	38 (23.9%)	31 (25.6%)
11-25th %ile	29 (17.8%)	15 (9.4%)	11 (9.1%)
1-10th %ile	52 (31.9%)	23 (14.5%)	10 (8.3%)

3 Yrs. Kindergarten Cohorts - nonsense word fluency

- 20-21 non systematic phonics program
- 21-22 yr 1 of Sounds First
- 22-23 Yr. 2 of Sounds First

Foundational Literacy Outcomes



Comparison: Nat'l	2020-2021	2021-2022	2022-2023
90-99th %ile	5 (3.1%)	15 (9.4%)	11 (9.1%)
75-89th %ile	21 (12.9%)	31 (19.4%)	17 (14.0%)
26-74th %ile	65 (39.9%)	77 (48.1%)	68 (56.2%)
11-25th %ile	42 (25.8%)	24 (15.0%)	18 (14.9%)
1-10th %ile	30 (18.4%)	13 (8.1%)	7 (5.8%)

3 Year Cohort - Comprehension

- 20-21 Wit and Wisdom Implemented
- 22-23 Yr. 3 of Wit and Wisdom

Foundational Literacy Outcomes

	4 th Grade		2 nd Grade	
Level	# of Students	% of Students	# of Students	% of Students
Well Below Average	12	8.4%	11	7.7%
Below Average	25	17.5%	45	31.7%
Average	58	40.6%	62	43.7%
Above Average	26	18.2%	9	6.3%
Well Above Average	22	15.4%	15	10.6%

3rd grade Spring 23 Composite Score

Foundational Literacy Outcomes

Total Reading Composite		
# of Students	% of Students	Risk
83	68%	Low
16	13.1%	Moderate
23	18.9%	High

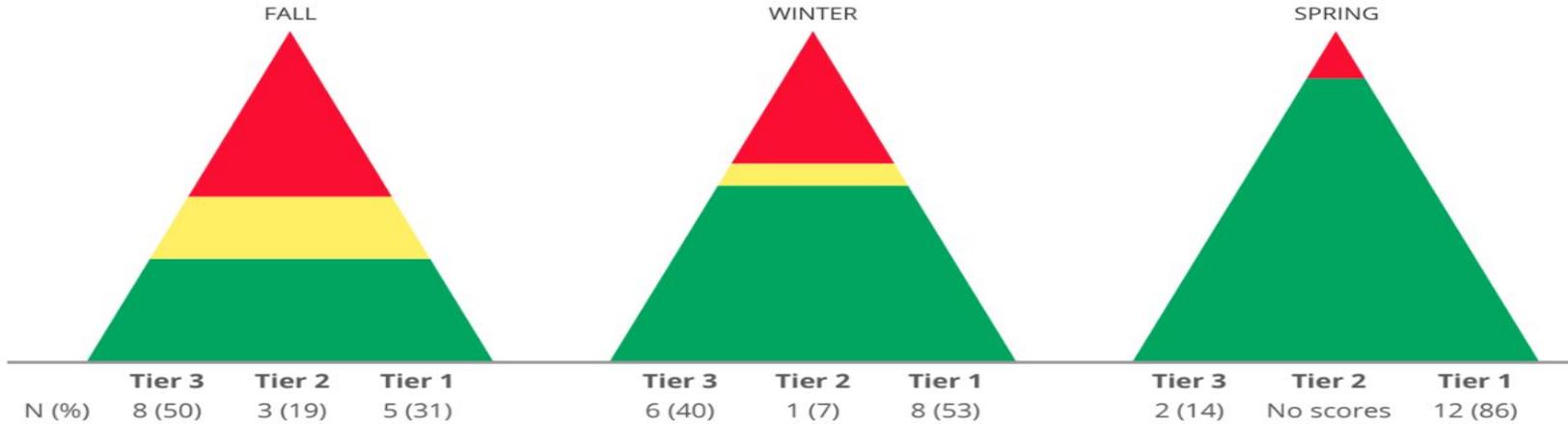
4th grade Spring 23 Composite Score

Foundational Literacy Outcomes

# of Students	% of Students	Risk
102	71.3%	Low
12	8.4%	Moderate
29	20.3%	High

K Inclusion Class

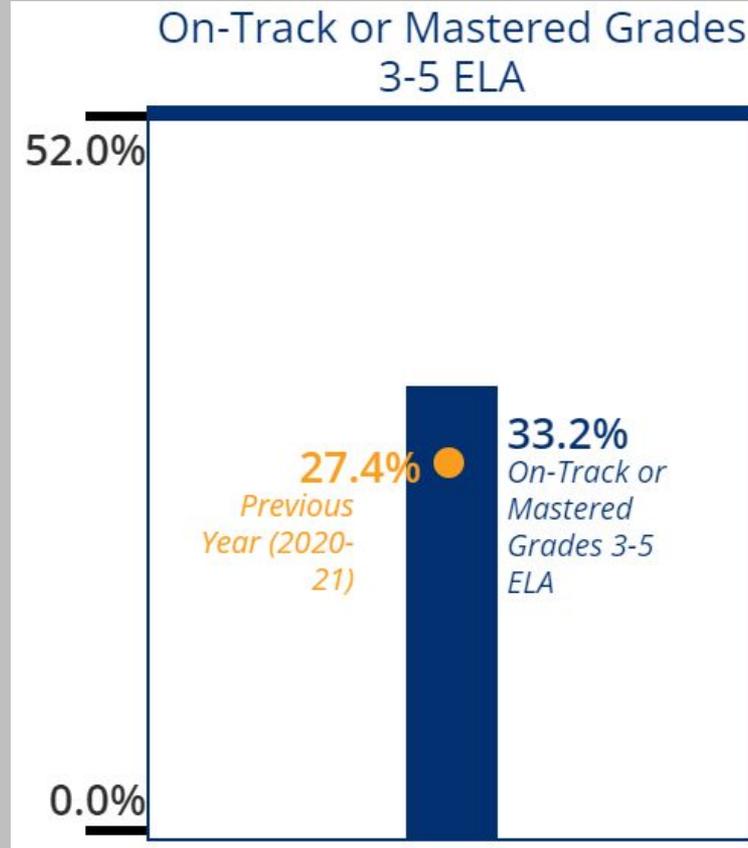
Foundational Literacy Outcomes



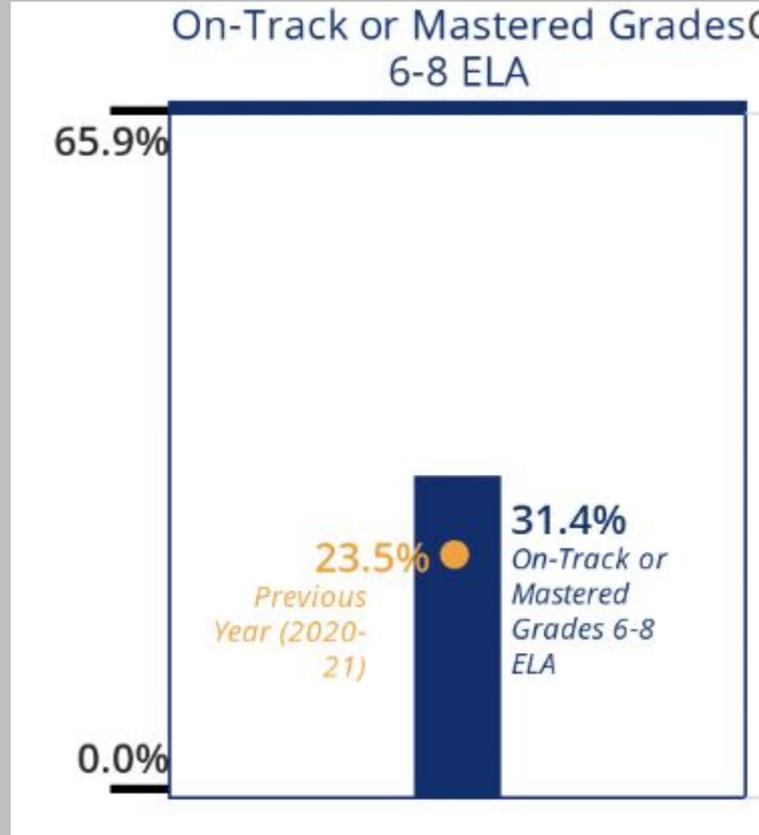
Transition Details

Fall to Winter Transition				Winter to Spring Transition			Fall to Spring Transition		
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students		Fall	Spring Tier for Fall Students	
Tier N (%)	■	■	■	Tier N (%)	■	■	Tier N (%)	■	■
■ 8 (50)	6		2	■ 6 (40)	2	3	■ 8 (50)	2	5
■ 3 (19)		1	2	■ 1 (7)		1	■ 3 (19)		3
■ 5 (31)			4	■ 8 (53)		8	■ 5 (31)		4
16	6	1	8	15	2	12	16	2	12

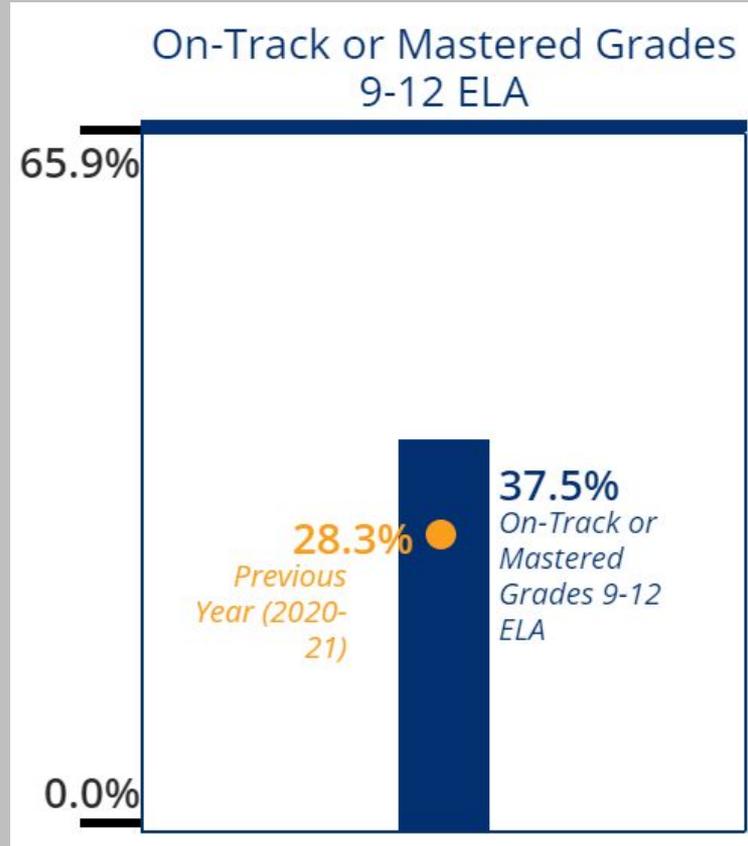
Literacy Progress: TN Ready



Literacy Progress: TN Ready

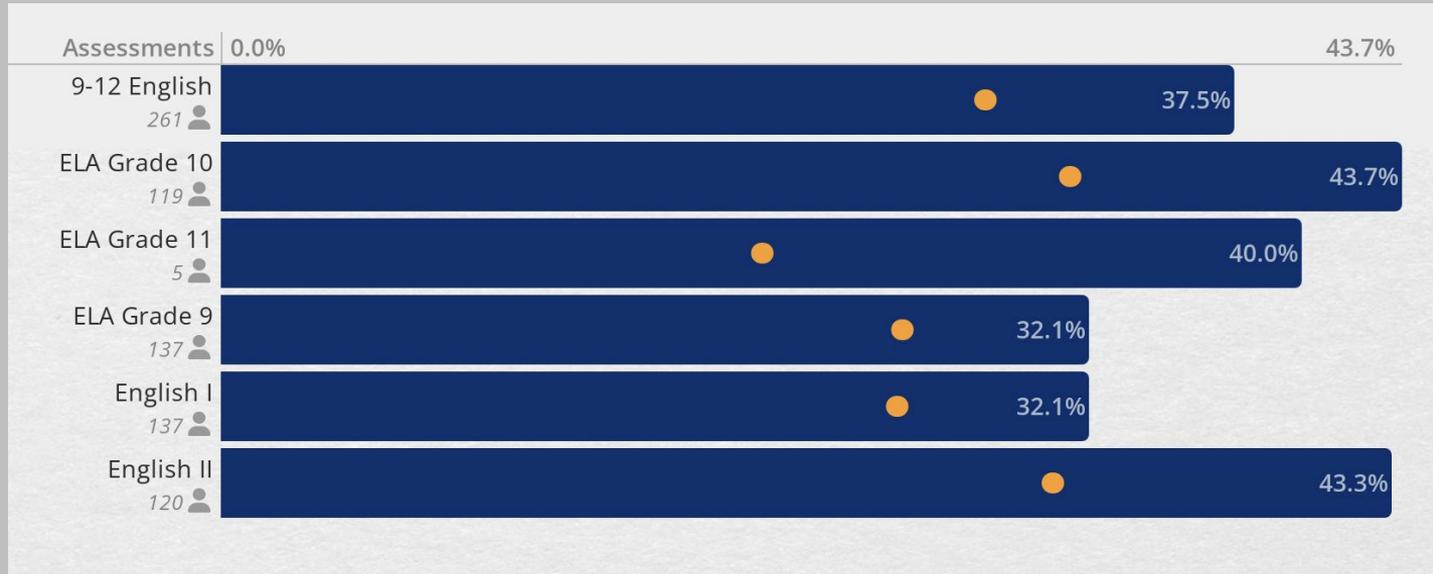


Literacy Progress: TN Ready

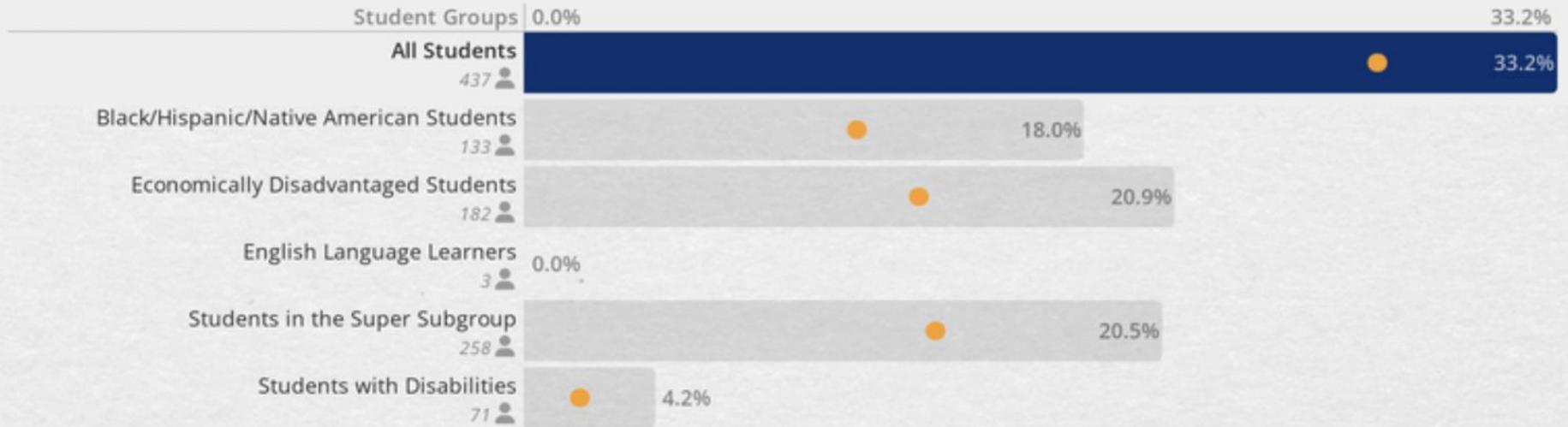


Literacy Progress: TN Ready

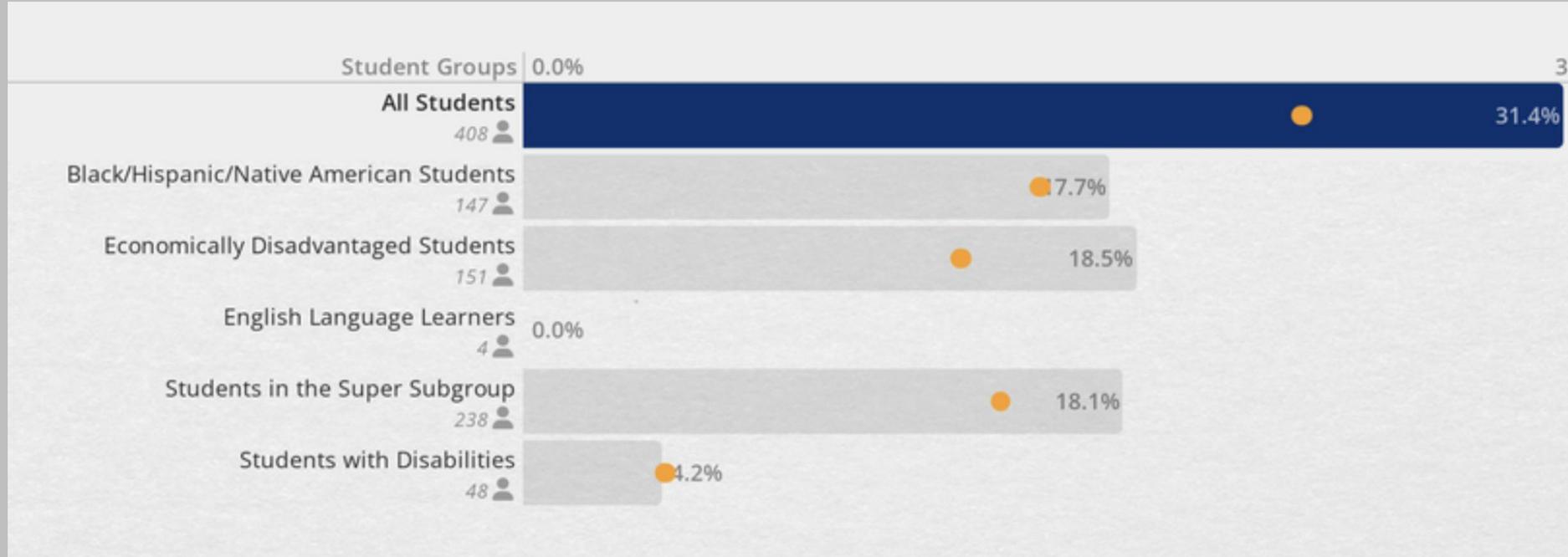
- The largest improvement in ELA was the percentage of students scoring OT&M in English II. The increase was 12.5% higher than the previous year.



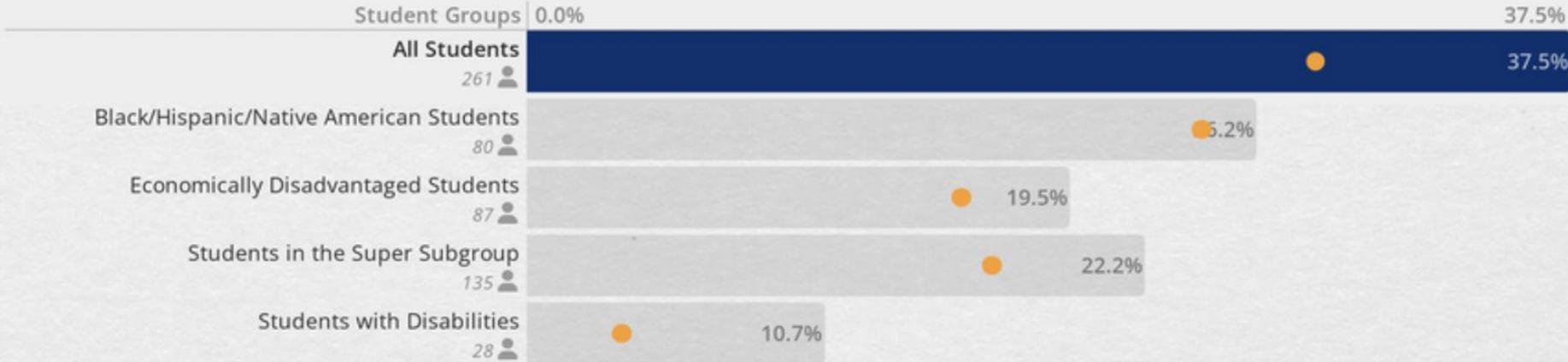
Student Group Growth (3-5 Band) vs Prior Year



Student Group Growth (6 - 8 Band) vs Prior Year



Student Group Growth (9-12 Band) vs Prior Year



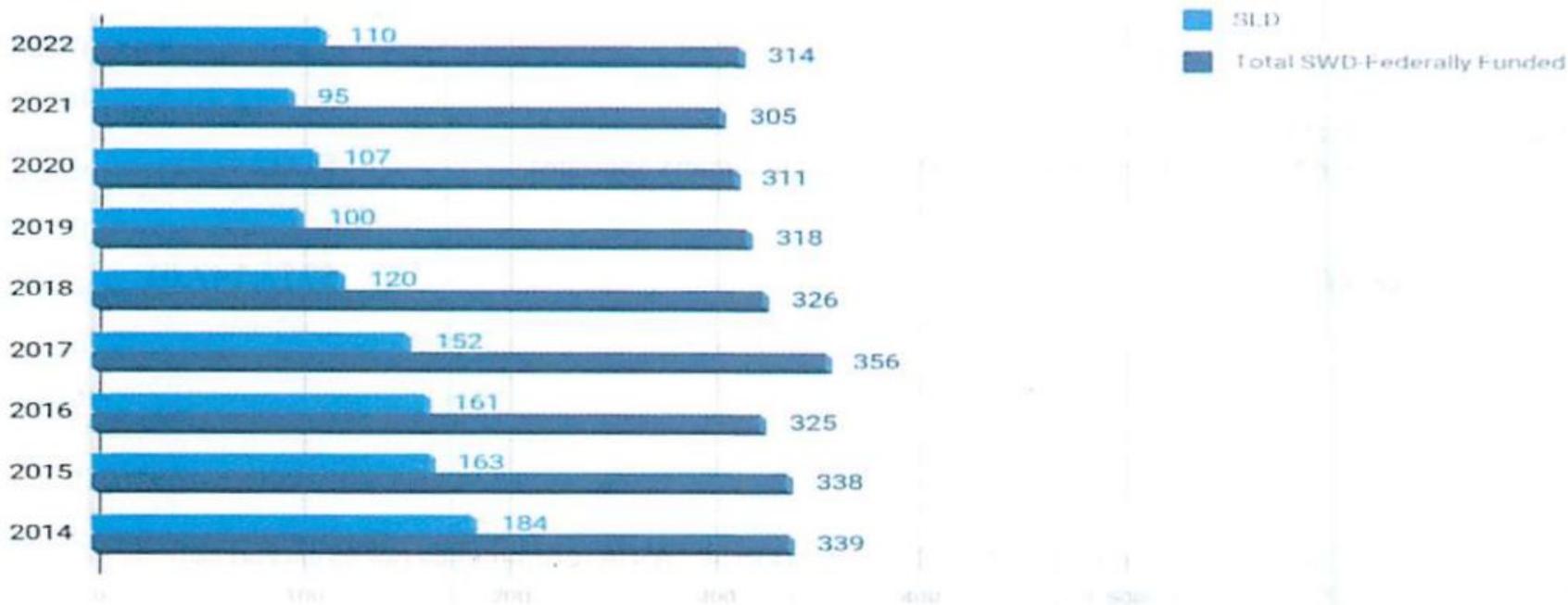


Literacy Theory of Action

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then we will improve classroom instruction ,	IPG
and students will improve on all measures.	Student outcomes

SLD (Specific Learning Disability)

MSSD SLD Students



Moving Forward

- Revamp Tier 2
 - K-4
 - 100% foundational skills measured by AimsWeb
 - 5-8
 - 20% foundational skills measured by AimsWeb
 - 80% standards measured by “Must-Get-Monday” data
 - 9-12
 - 100% to WorkKeys in CTE classes
 - 14 ACT vs 21 WorkKeys

Moving Forward

7 Years of Instruction
in
5 Years of school

HQIM is the
foundation for equity
across all classrooms

Contact Information

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MID-YEAR UNIVERSAL READING SCREENER DATA & LITERACY REVIEW

JENNIFER JORDAN AND CHRISTY WALL
DEPARTMENT OF EDUCATION



State Board of Education Spring Literacy Study Council Meeting

Office of Academics

May 15, 2023



Strategic Plan Overview



ACADEMICS: All Tennessee students will have access to a high-quality education... *by learning to read and reading to learn with high-quality materials.*



STUDENT READINESS: Tennessee schools will be equipped to serve the academic and non-academic needs of all students... *by developing robust career pathway opportunities and connecting students to real-time support.*



EDUCATORS: Tennessee will set a new path for the education profession... *by becoming a teacher for free.*



Why do we need to focus on developmental reading data?



Literacy
is a **key**
to *access and*
opportunity
in life.

The **ability to read** complex texts **opens doors** not only in higher education but across all professional fields.

Scarborough's Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

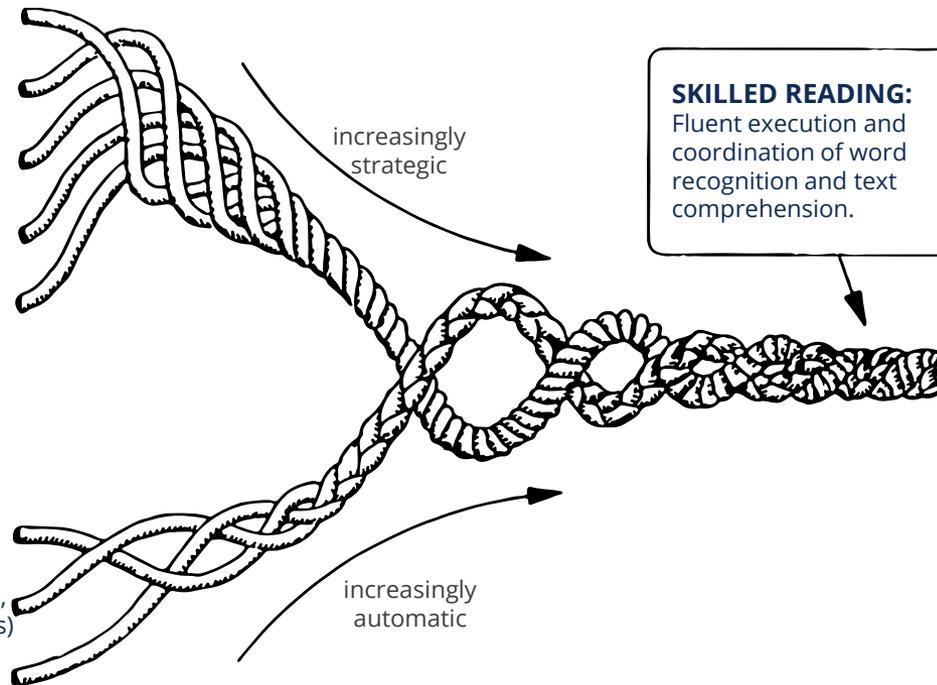
Literary Knowledge
(print concepts, genres, etc.)

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc.)

Decoding (alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)



Reading is a complex process that involves the brain doing many activities at once.

This visual representation of reading is called **Scarborough's Rope.**

We use this image in our Early Reading Course to outline the components for educators.

Measuring the Progression of Reading

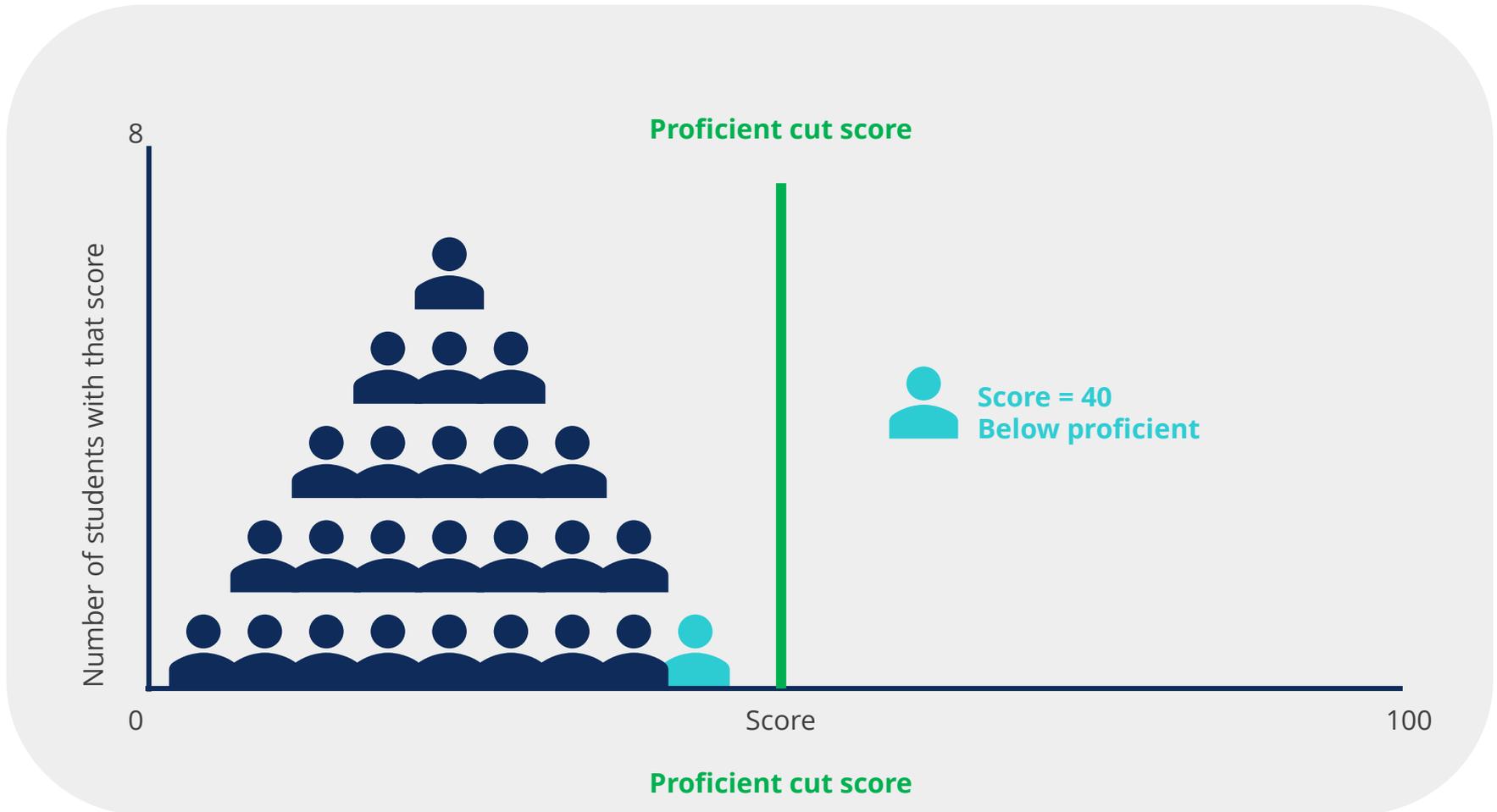
TCAP

Early Reading	Comprehension	Literacy
Print Concepts	Merging of understanding meaning of text at varying text complexities, varying vocabulary, and text structures.	Skilled Reading
Phonological Awareness		Application of reading to task
Phonics/Word Recognition		Ability to express understanding through written expression
Fluency		Apply writing conventions to ensure readers understand written expression

Universal Reading Screening

How do we represent reading?

On a criterion-referenced test, an individual student's score is not affected by the performance of their peers.



Norm-Referenced Tests

Compare a student's performance against the performance of their peers



Norm-Referenced Tests

Compare a student's performance against the performance of their peers



Universal Reading Screener (URS)

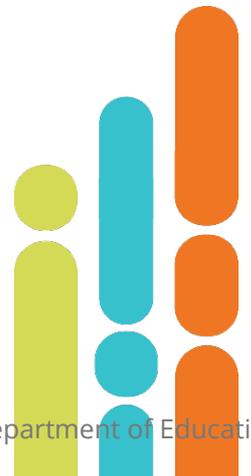
Winter Data Report

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

Screening Window	Dates	Data Submission Date
Fall	Aug 1 – Sept 30	Oct. 14
Winter	Dec 5 – Feb 3	Feb. 17
Spring	April 10 – May 12	May 26

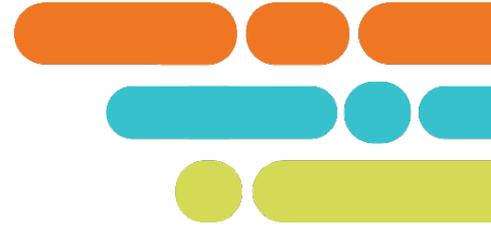
- Data is calculated in four areas:
 - Reading Readiness (K-1)
 - Foundational Literacy Skills - Composite (K-3)
 - Comprehension (2-3)
 - Fluency (K-3)
- Scores are normative



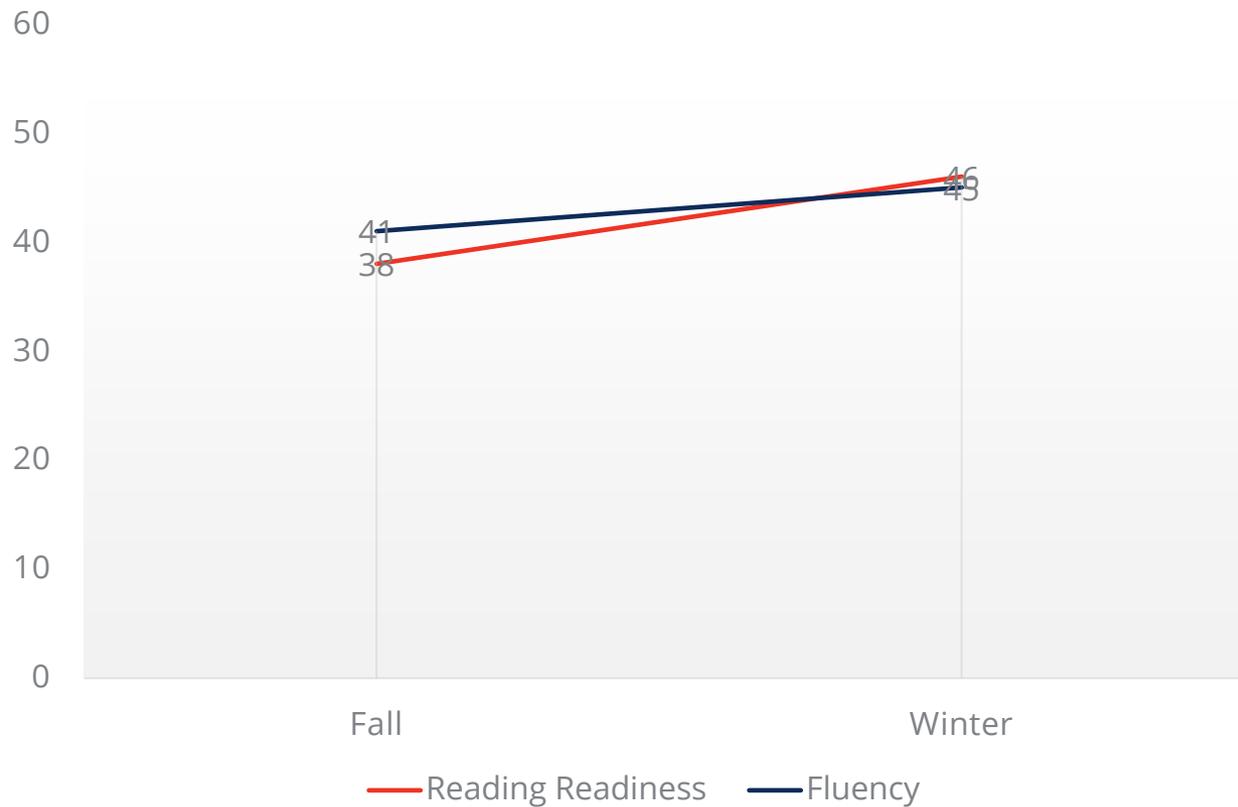
Winter 2023 Screening Data: State Summary Composite National Percentile Ranks



Grade	State Composite Average	National Normed Percentile Rank	Average Range (Low-High) Percentile Rank
Kindergarten Foundational Literacy Skills National Percentile Average	43 rd percentile	National Average 40 th – 59 th percentile	Average Range (23 rd - 76 th)
First Grade Foundational Literacy Skills National Percentile Average	42 nd percentile	National Average 40 th – 59 th percentile	Average Range (23 rd - 76 th)
Second Grade Foundational Literacy Skills National Percentile Average	46 th percentile	National Average 40 th – 59 th percentile	Average Range (23 rd - 76 th)
Third Grade Foundational Literacy Skills National Percentile Average	46 th percentile	National Average 40 th – 59 th percentile	Average Range (23 rd - 76 th)

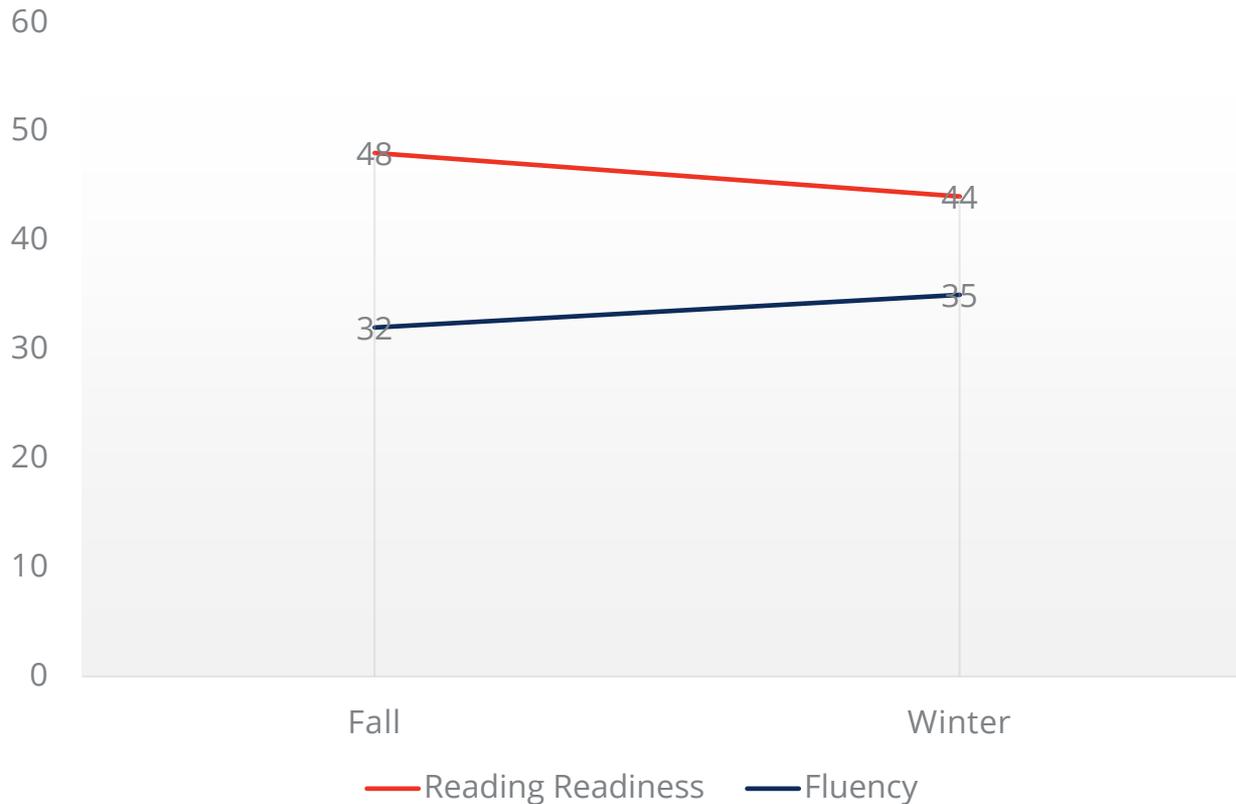


K URS Statewide Data National Percentile Rank





1st URS Statewide Data National Percentile Rank

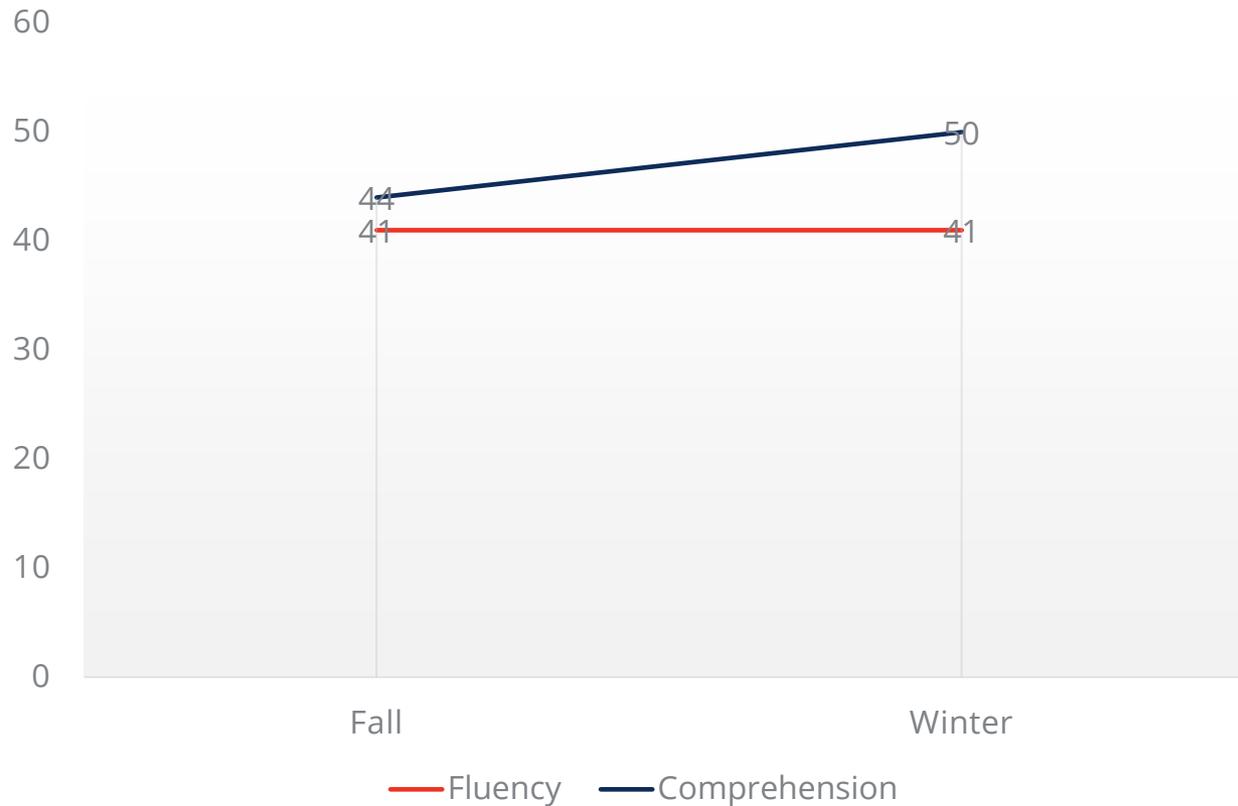


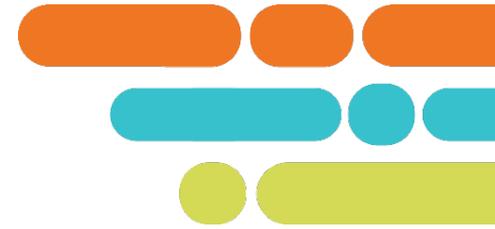
*Isolated skills (readiness) should decrease as students develop automaticity in reading connected text (oral reading fluency)

Second Grade

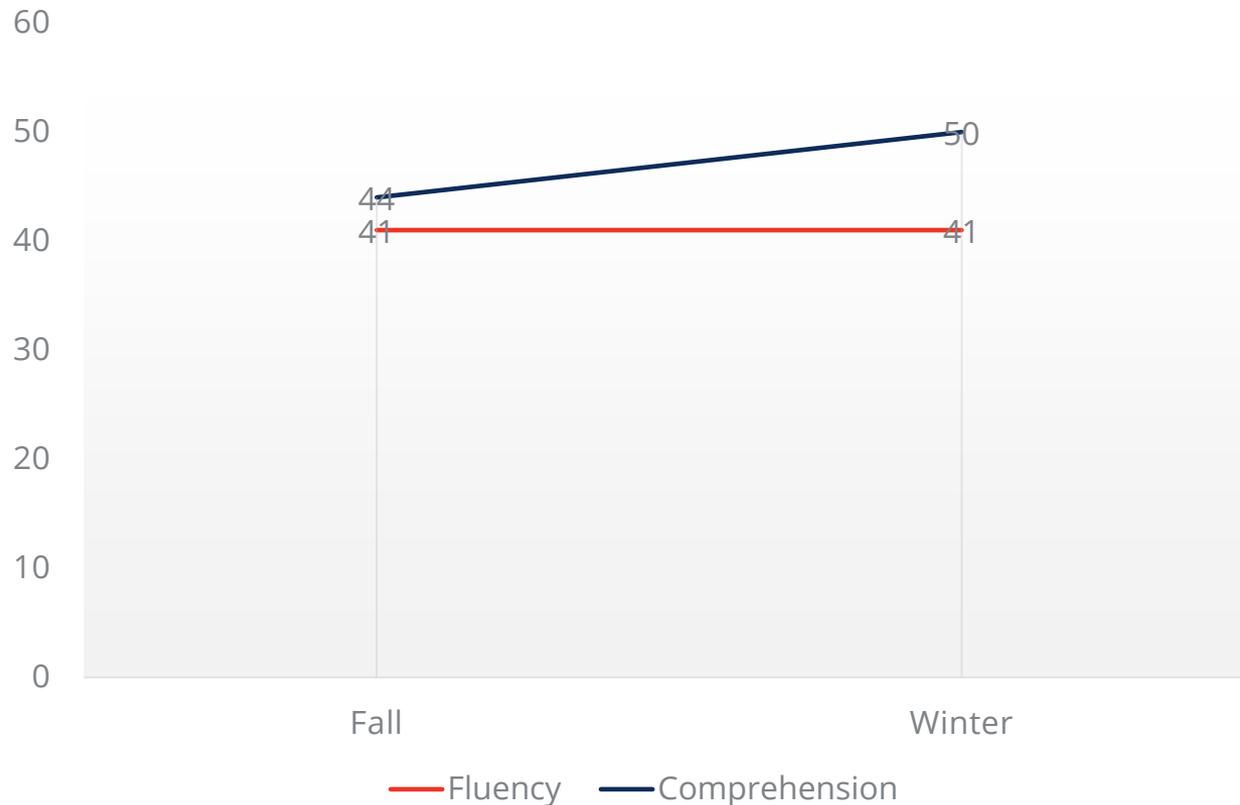


2nd URS Statewide Data National Percentile Rank



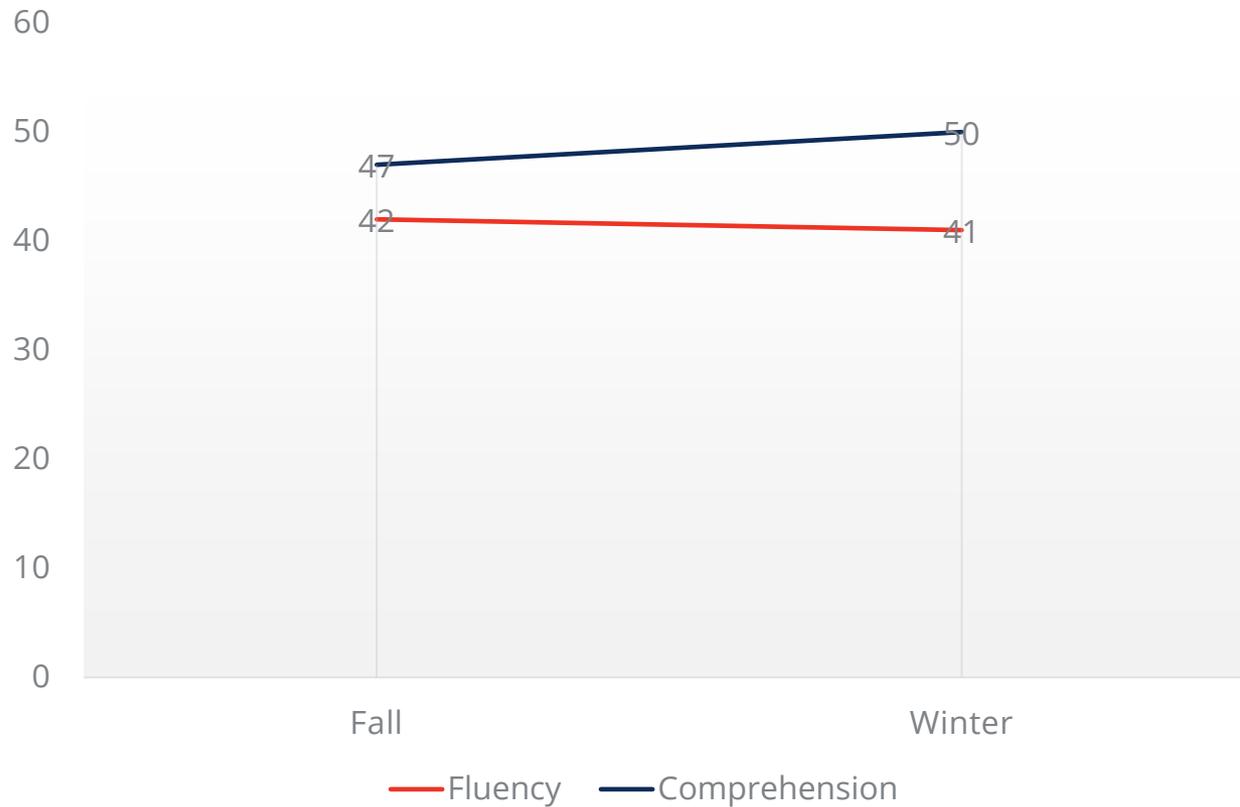


3rd URS Statewide Data National Percentile Rank





3rd URS Statewide Data National Percentile Rank

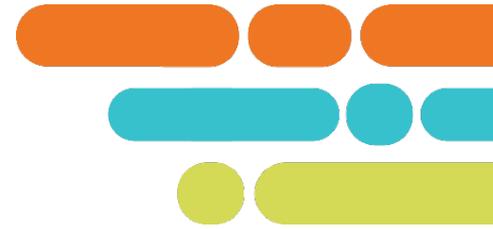




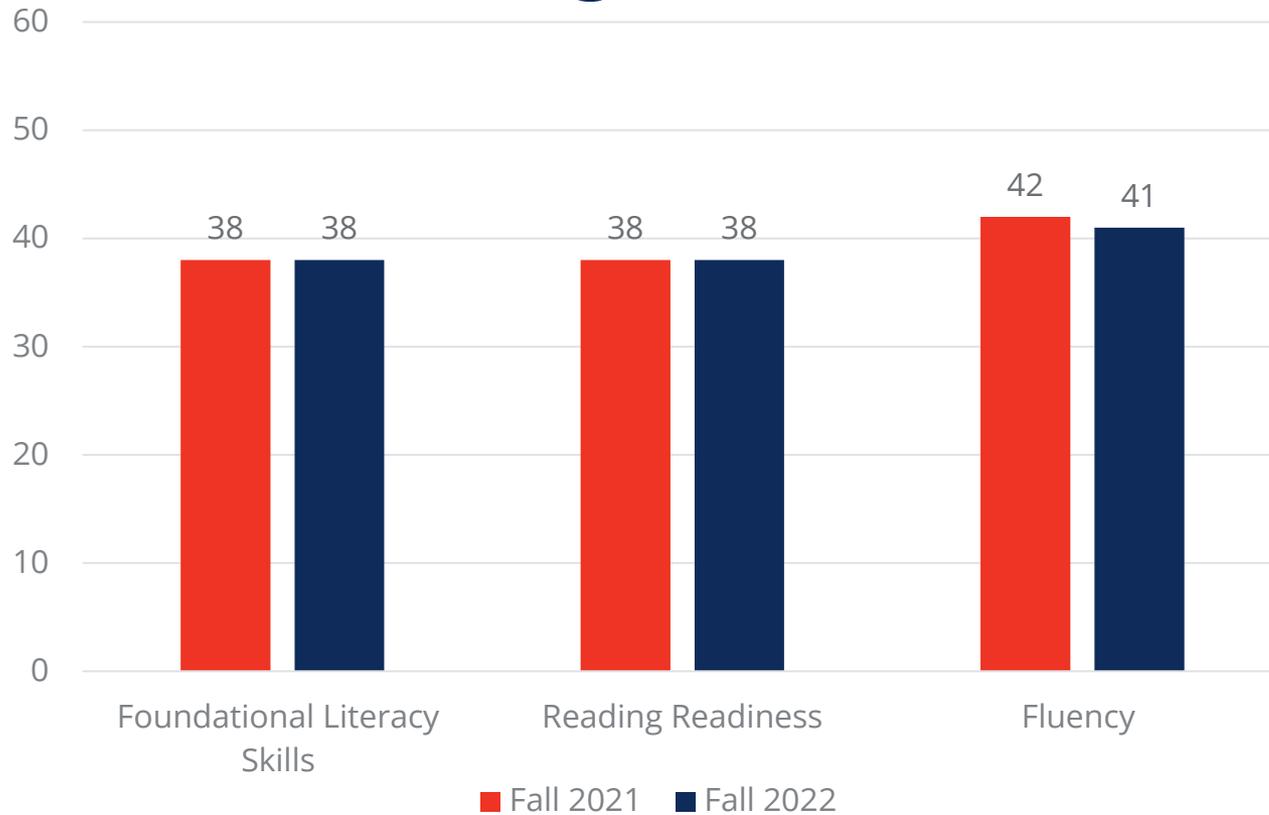
Universal Reading Screeners Comparison:

Fall 2021-22 School Year vs. Fall 2022-23 School Year

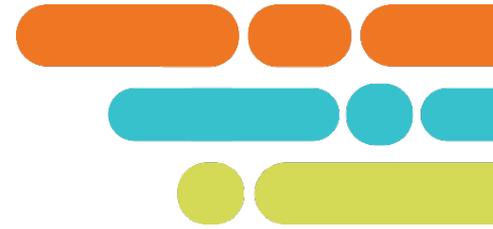
FALL 2021 and FALL 2022
SCREENING DATA



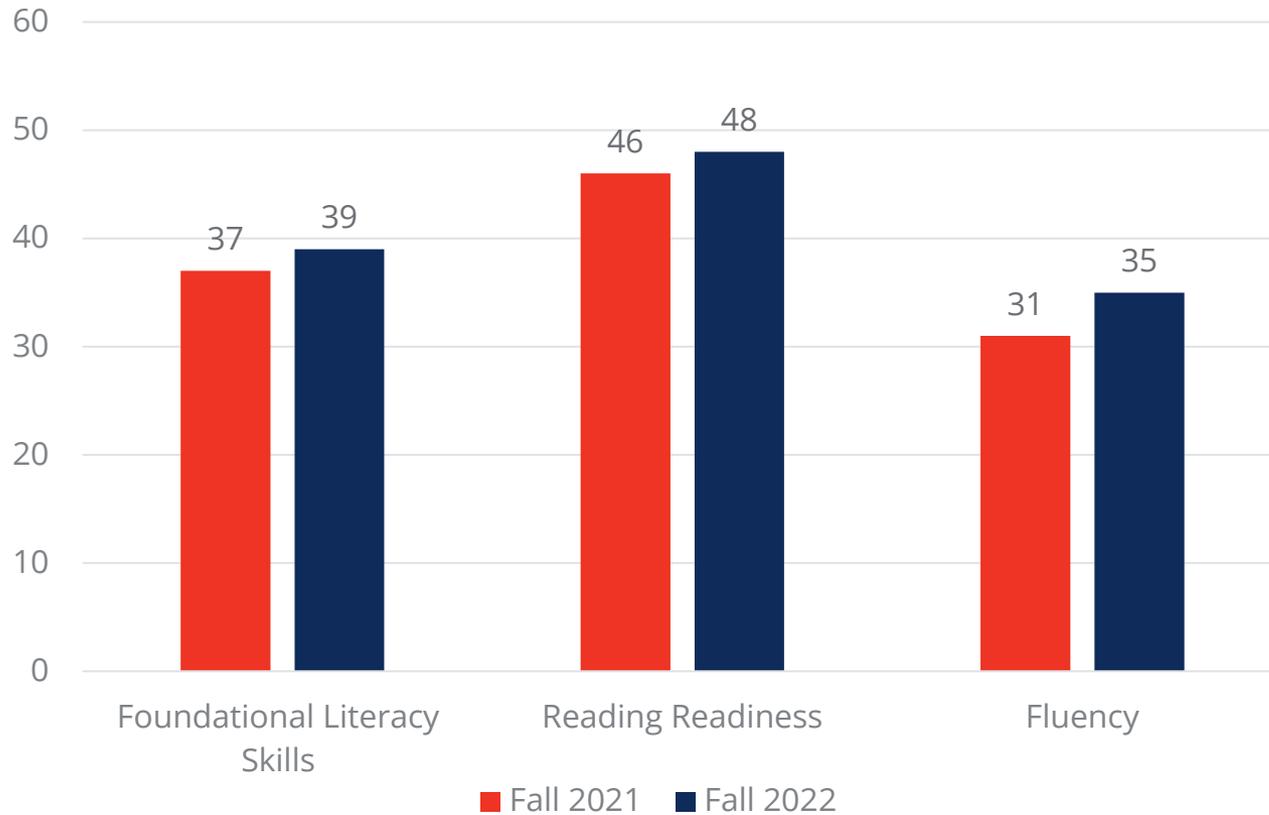
Kindergarten



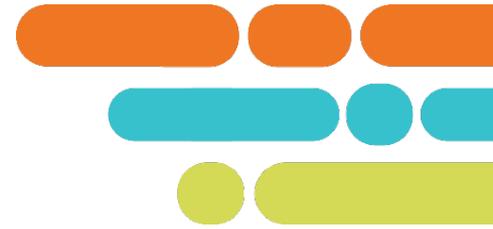
**FALL 2021 and FALL 2022
SCREENING DATA**



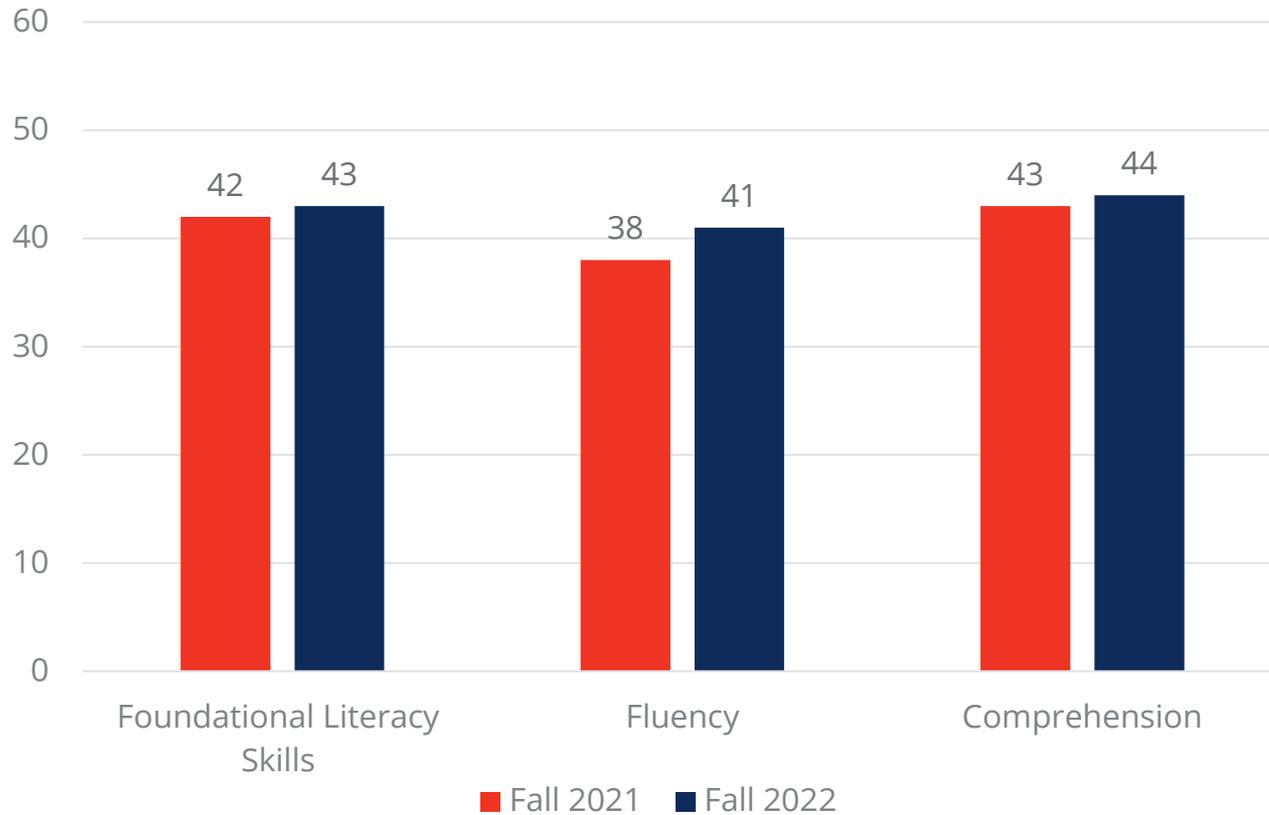
Grade 1



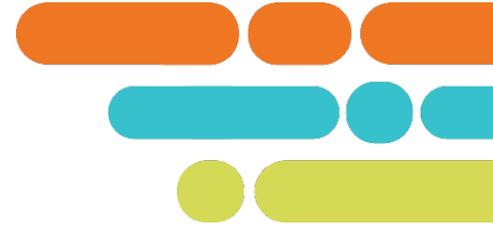
**FALL 2021 and FALL 2022
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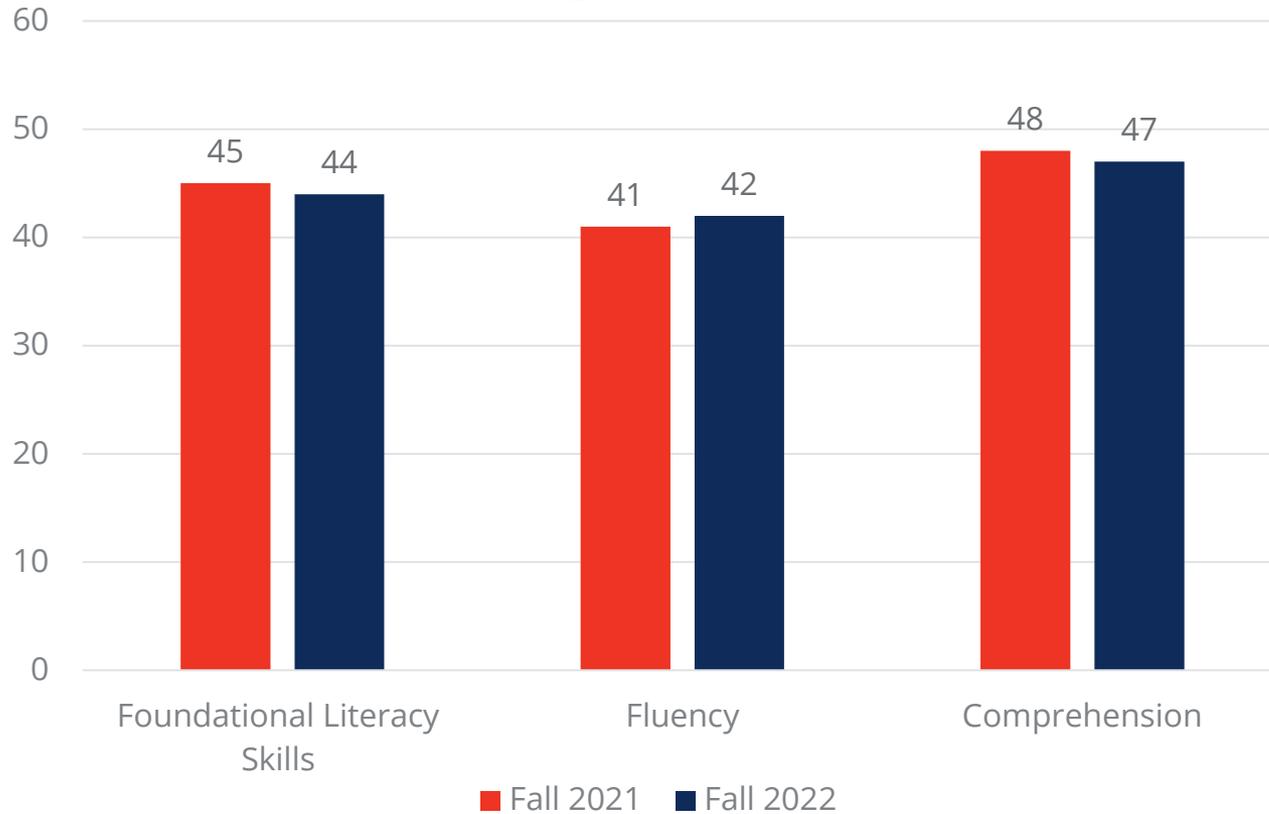
Grade 2



**FALL 2021 and FALL 2022
SCREENING DATA**



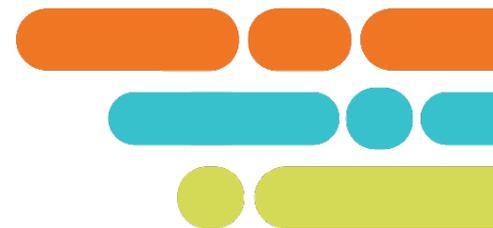
Grade 3



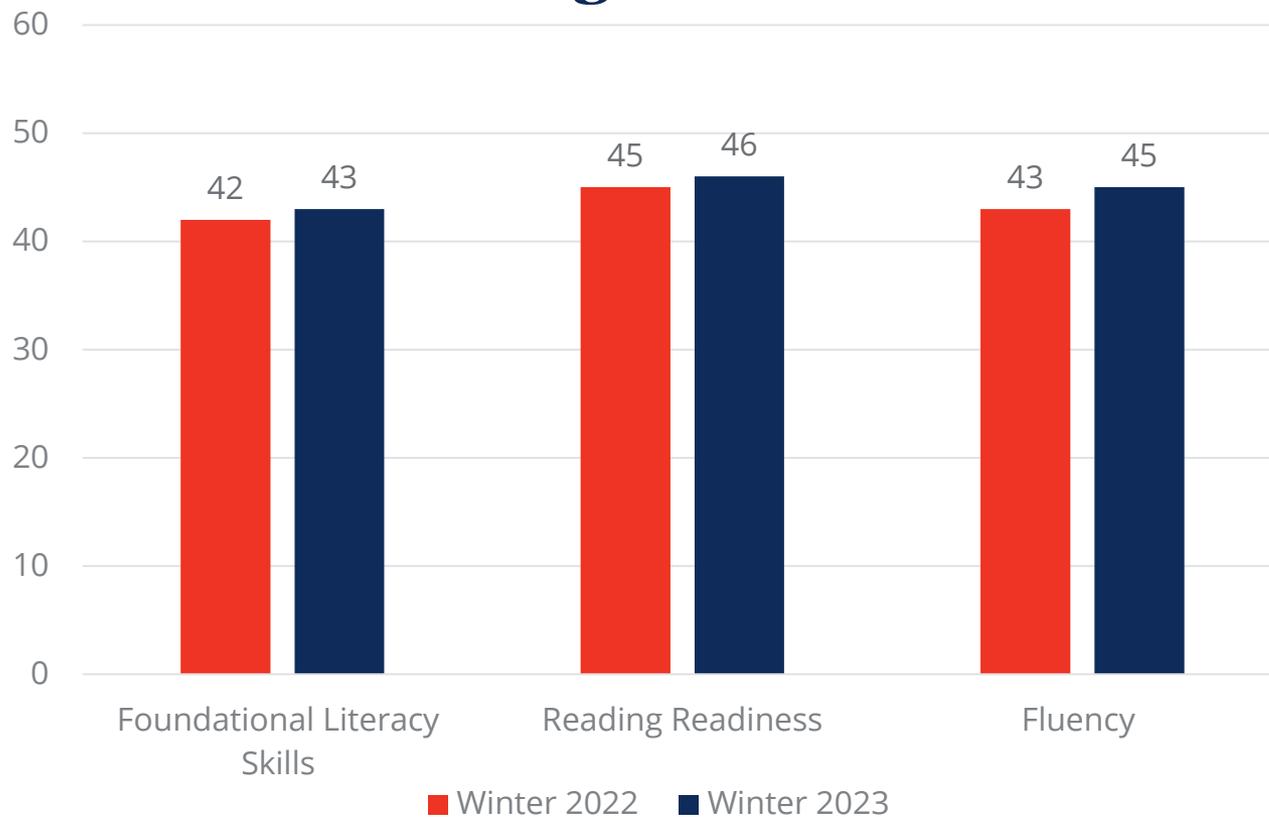
Universal Reading
Screenener Comparison:

Winter 2021-22 School
Year vs Winter 2022-23
School Year

**WINTER 2022 and WINTER 2023
SCREENING DATA**



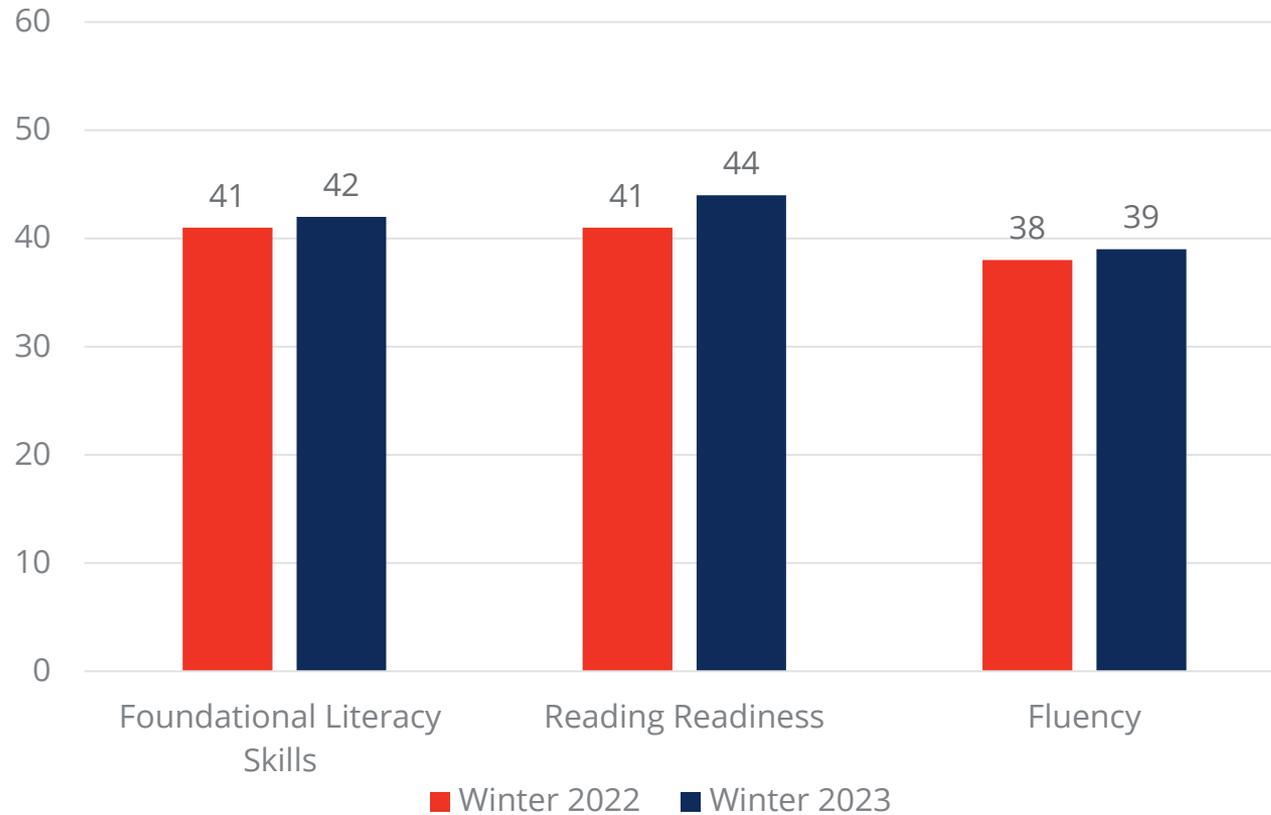
Kindergarten



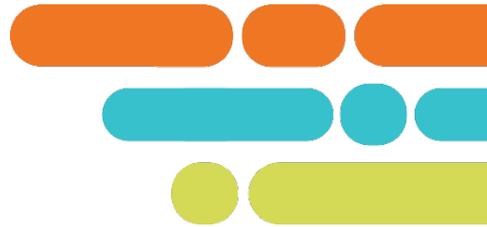
**WINTER 2022 and WINTER 2023
SCREENING DATA**



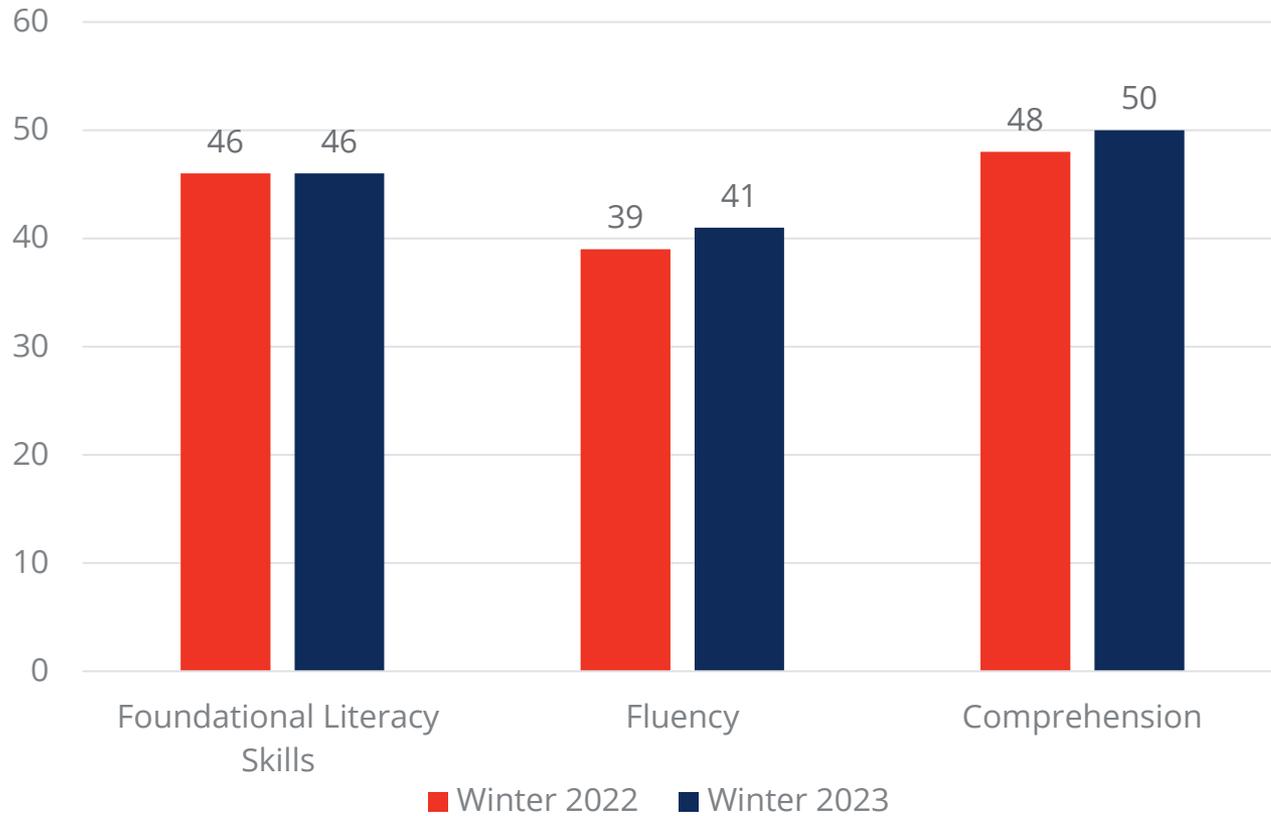
Grade 1



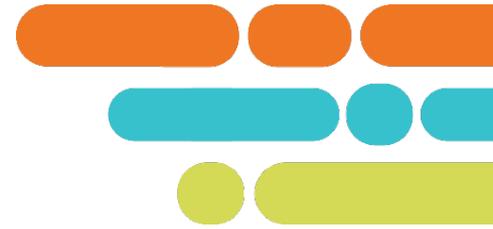
**WINTER 2022 and WINTER 2023
SCREENING DATA**



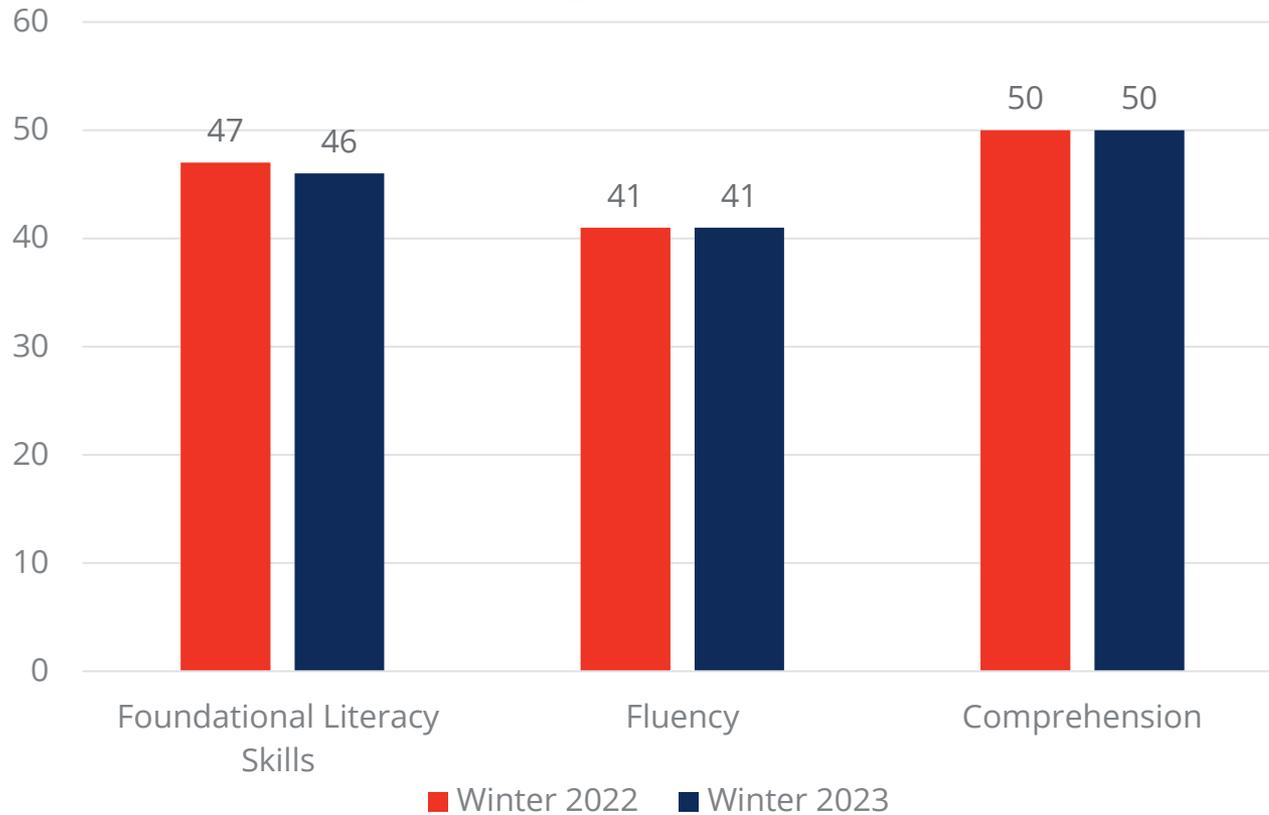
Grade 2



**WINTER 2022 and WINTER 2023
SCREENING DATA**



Grade 3



Tennessee Early Grades Reading Report

Early Grades Reading Report

- T.C.A. 49-1-907 requires the department to report on the following information:
 - Statewide third grade reading scores;
 - The testing procedures used to evaluate reading proficiency;
 - The number of students retained in grades kindergarten through three (K-3);
 - The number of reading specialists in each LEA;
 - The types of reading intervention or enrichment programs offered in each LEA; and
 - Information on statewide reading initiatives.



TCAP Achievement Literacy

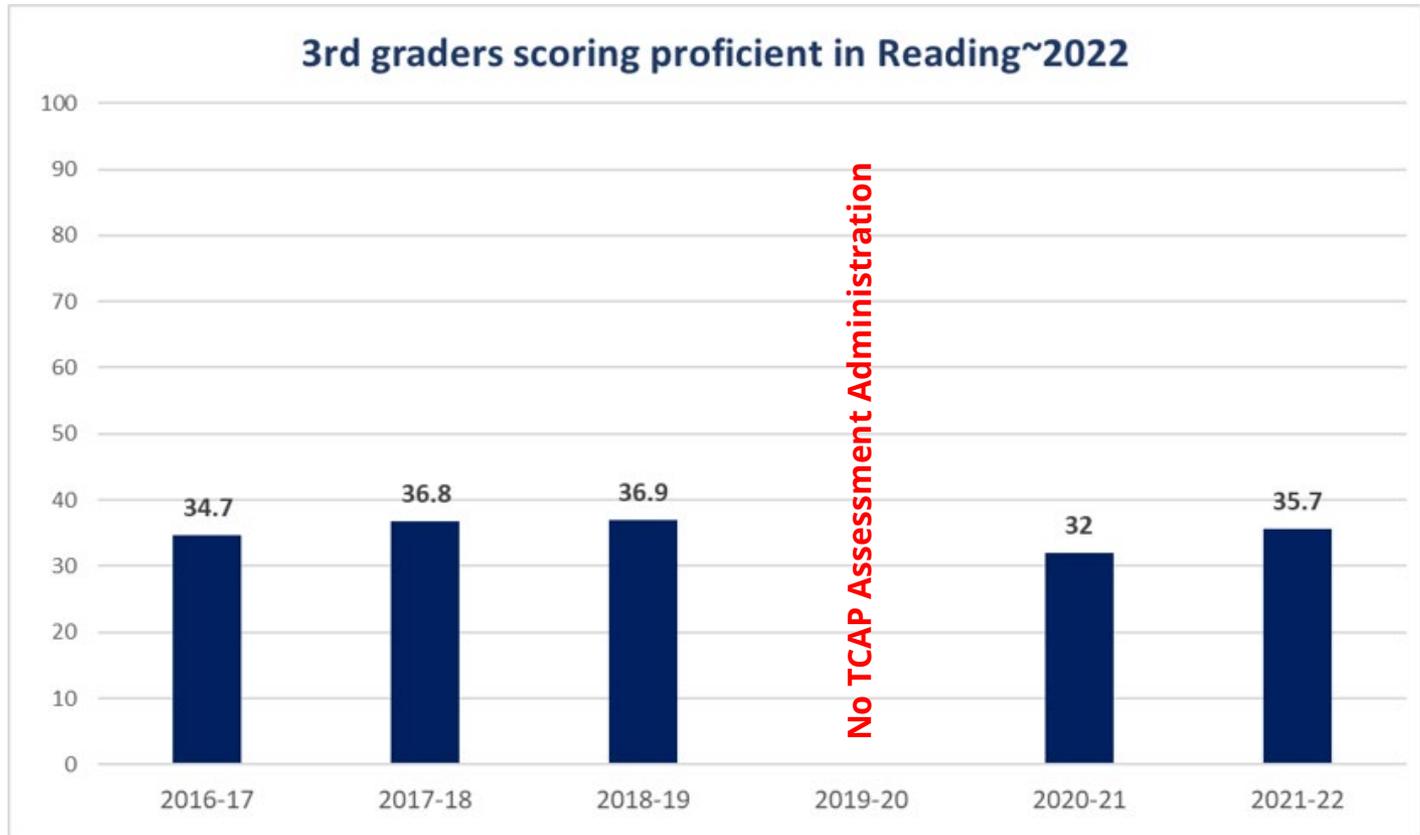
Measuring the Progression of Reading

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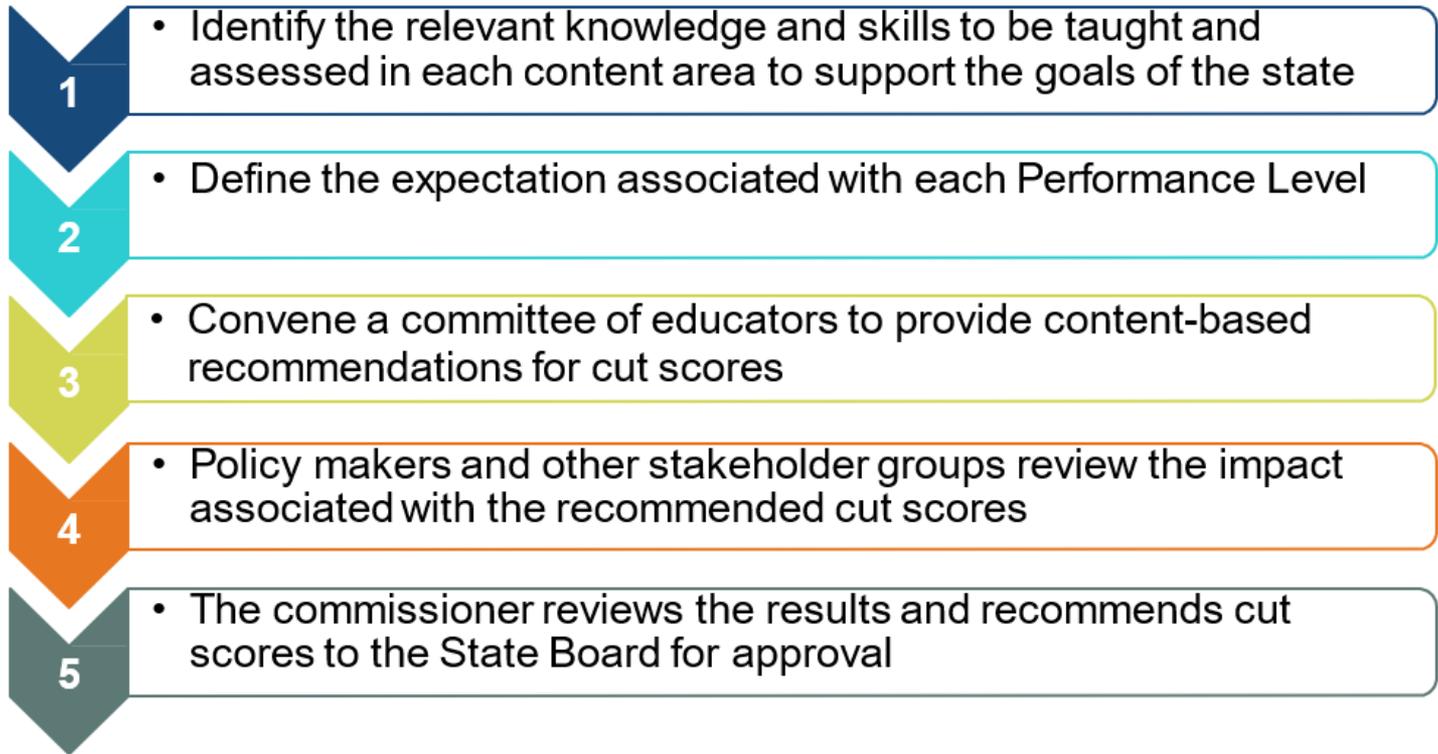
Universal Reading Screening

Statewide 3rd Grade Literacy Achievement (2021-22)



Procedures used to Evaluate Reading Proficiency

▪ Standard Setting Process



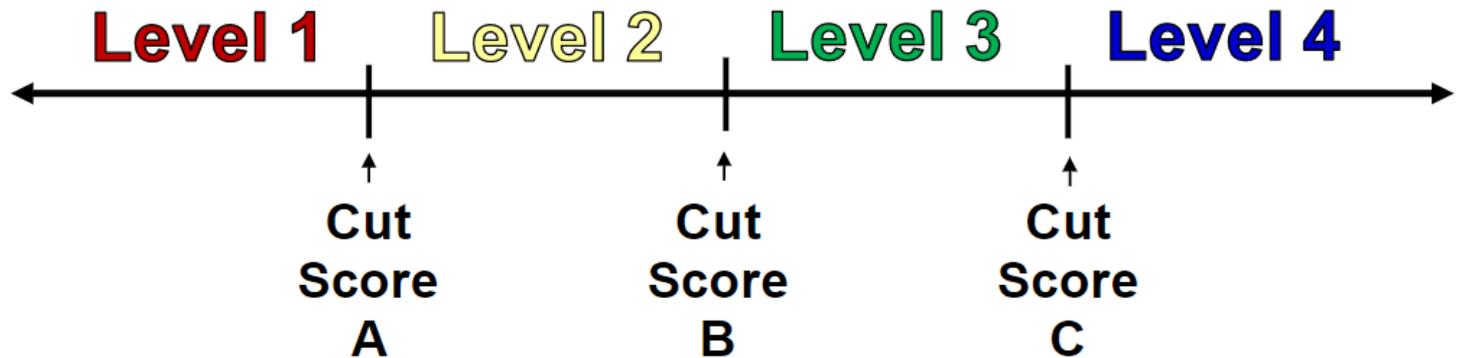
Procedures used to Evaluate Reading Proficiency

- Performance Level Descriptors describe the specific knowledge and skills that student at a given performance level should be able to demonstrate.
 - **Level 4 (Mastered):** Performance at this level demonstrates that the student has an **extensive understanding and expert ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.**
 - **Level 3 (On track):** Performance at this level demonstrates that the student has a **comprehensive understanding and thorough ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.**
 - **Level 2 (Approaching):** Performance at this level demonstrates that the student is **approaching understanding and has a partial ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.**
 - **Level 1 (Below):** Performance at this level demonstrates that the student has a **minimal understanding and has a nominal ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.**

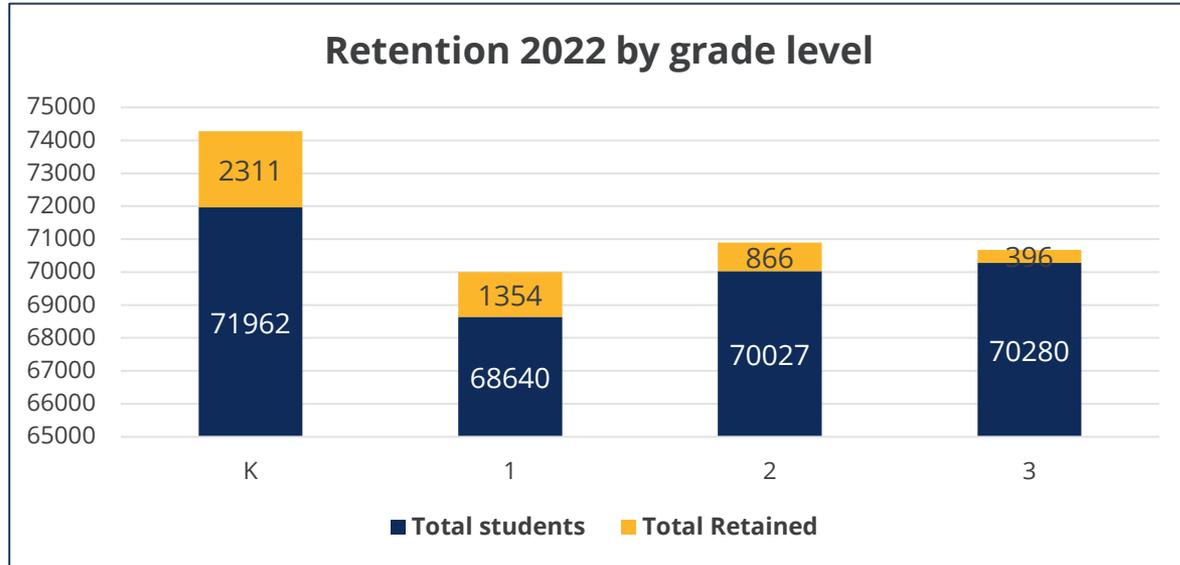


Procedures to Evaluate Reading Proficiency

- Cut scores determine the minimum scale score a student must earn to be considered at a certain performance level. Three cut scores result in four levels of performance.



Grades K – 3 Retention



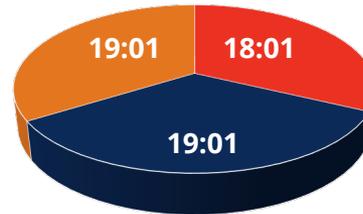
- Out of 71,962 kindergarteners as of Oct 2021, 2,311 were retained in 2022. (3.2%)
- Out of 68,640 first graders as of Oct 2021, 1,354 were retained in 2022. (2.0%)
- Out of 70,027 second graders as of Oct 2021, 866 were retained in 2022. (1.2%)
- Out of 70,280 third graders as of Oct 2021, 396 were retained in 2022. (0.6%)
- Out of 280,909 K-3rd graders as of Oct 2021, 4,927 were retained in 2022. (1.9%)



Reading Specialist & Intervention

Reading Specialists by LEA

Average number of Reading Specialists per student by district size (L/M/S)



- Large (N students >10000)
- Medium (N students <1000 and >2000)
- Small (N students <2000)

- All districts have at least one reading specialist/interventionist/instructional coach with a variety of endorsement areas.
- 109 out of 145 districts have at least one reading specialist with the Reading Specialist (K-12) endorsement.



Reading Intervention & Enrichment

- According to InformTN, LEAs and Public Charter Schools are using over 40 unique intervention programs, methodologies, and activities across the state to meet the needs of ALL learners.
- According to Foundational Literacy Skills Plans and Inform TN, 85% of LEAs and Public Charter schools are utilizing at least one dyslexia-specific intervention that meets all of the following criteria:
 - Systematic and explicit
 - Cumulative
 - Multi-sensory
 - Language-based
 - Aligned to individual student need



Statewide Literacy Initiatives & Supports

Statewide Literacy Initiatives: Reading 360

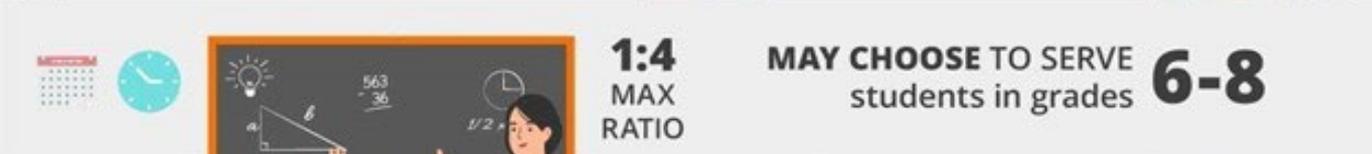


Statewide Literacy Initiatives: TN All Corps



DISTRICTS...
MAY CHOOSE which students/grades to serve

MUST SERVE students in grades **1-5**



Contributions per tutored student per year...

	TDOE \$700	DISTRICT \$800
--	-----------------------------	---------------------------------

 **CONTENT MUST FOCUS ON READING OR MATH** for an entire semester*

 **30-45 MINUTE SESSIONS**

 **2-3 SESSIONS PER WEEK**



Questions

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3RD GRADE RETENTION CHANGES FOR 2023-24 SCHOOL YEAR

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REVISIONS TO THE 3RD GRADE RETENTION LAW FOR NEXT YEAR

- [SB300 By Senator Lundberg](#) was passed on the 21st of April and signed by the Governor on the 5th of May.
- While it took effect on the 5th of May it makes no changes to the retention provisions until next school year.

PRESENT LAW

- Starting with the 2022-2023 school year, a student in the third grade must not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student's achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test.
- **UNLESS....**

RETENTION PROVISIONS

- (A) The student is an English language learner and has received less than two years of ELA instruction;
- (B) The student was previously retained in any of the grades K-3;
- (C) The student is retested before the beginning the next school year and scores proficient in ELA;
- (D) The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90 percent attendance rate at the camp, and the student's performance on the post-test administered to the student at the end of the learning loss bridge camp demonstrates adequate growth, as determined by the department; or

RETENTION PROVISIONS CONT'D

- (E) The student is assigned a tutor through the Tennessee accelerating literacy and learning corps (TALLC) to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department; and
 - (2) A student who is not proficient in ELA, as determined by the student's achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:
 - (A) The student is an English language learner and has received less than two years of ELA instruction;
 - (B) The student was previously retained in any of the grades K-3;
 - (C) The student retested before the beginning the next school year and scores proficient in ELA; or
 - (D) The student attends a learning loss bridge camp before the beginning of the upcoming school year and maintains a 90 percent attendance rate at the camp, and is assigned a tutor through the TALLC to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department.

WHAT CHANGED UNDER SB300?

- Beginning with the 2023-2024 school year, a student may be promoted if the student demonstrates proficiency in ELA standards based on the student's scoring within the 50th percentile on the most recently administered state-provided benchmark assessment, if the benchmark assessment is administered to the student in a test environment, as determined by the department, and the student's LEA or public charter school agrees to provide tutoring services to the student for the entirety of the student's fourth-grade year based on tutoring requirements established by the department. If a student is promoted to the fourth grade pursuant to this, then the student's LEA or public charter school must notify the student's parent or guardian, in writing, of the benefits of enrolling their student in a learning loss bridge camp and encouraging the parent or guardian to do so.

WHAT IS THE ROLE OF THE SBE?

- We are required to change our rules to allow appeals for students to be made not only by their parents, but also by other school officials if they have the parents' permission.
- Our rules must also spell out that process.

DOES THE TDOE HAVE A NEW ROLE TO PLAY?

- Reporting requirements placed on the TDOE are expanded.
- Further requirements are placed on the TDOE about tutoring

QUESTIONS?

FINAL DISCUSSION



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