



# Dyslexia Advisory Council Report

2021-22 and 2022-23 Report to the Education  
Committees

Tennessee Department of Education | June 2024



# Executive Summary

Tennessee's investment in student literacy proficiency is reflected in the requirements surrounding high-quality Tier I instruction, universal screening, identifying risk factors and providing additional assessments, and implementing targeted, tiered intervention aligned to student need. In addition to a specific focus on reading proficiency by the end of grade 3 outlined in the Tennessee Literacy Success Act, [T.C.A. § 49-1-229](#) ensures that districts have procedures within their universal reading screening process to further assess for characteristics of dyslexia. Districts screen in the areas of phonological and phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding skills, and rapid automatized naming, as appropriate, and follow up with dyslexia-specific interventions. See [T.C.A. § 49-1-229\(a\)\(2\)](#).

This report covers the 2021-22 and 2022-23 school years and allows for direct comparison across school years. Limitations of available data for the 2021-22 and 2022-23 school years are discussed throughout this report. Since the 2021-22 and 2022-23 school years, changes in available data and reporting features were put into place in the 2023-24 school year with the implementation of the Tennessee Investment in Student Achievement Act (TISA) and TN PULSE, the statewide reporting platform for student service plans.

The report concludes with plans for state-level improvements, district-level supports, and recommended next steps.

## Elements of this Report

T.C.A. § 49-1-229(e)(6) outlines the Dyslexia Advisory Council's responsibility to report to the education committee of the senate and the education instruction and programs committee of the house of representatives on specific topics outlined in law. This report will provide information on each of the following:

- Background context on the dyslexia screening process;
- The number of students screened for characteristics of dyslexia and the number of students provided with dyslexia intervention services;
- Information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state-mandated assessment or other state or LEA-mandated assessments;
- Descriptions, from the LEAs that provided dyslexia intervention services, of the intervention services provided to students; and
- The TVAAS growth data, when available, for the students receiving dyslexia intervention services.

# Universal Reading Screening (URS)

Tennessee has adopted the Response to Instruction and Intervention (RTI<sup>2</sup>) framework as the model for the delivery of instruction and instructional support within the general education setting. See [State Board of Education Rule 0520-01-03-.03\(6\)](#). Universal screening is an integral component of monitoring student performance against grade-level skills. Universal screening empowers districts with normative data to make decisions about student needs. Normative data is data that allows same-age peers to be compared to one another on specific content. For universal reading screeners, this content is grade-appropriate skills.

Universal reading screeners are designed to assess students on grade-level skills. The screener subtests, therefore, require students to use skills in the areas of phonological and phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding skills, and rapid automatized naming to complete grade-level tasks, but the screener subtests may not assess discrete skills at all grade levels. For example, in grade 6, phonological and phonemic awareness is not a skill on most grade-level universal screeners, but student phonological skills may influence performance on an oral reading fluency task.

Students who have identified risk indicators on the overall universal reading screener may require additional survey-level assessments to determine if skill gaps exist in the areas outlined above that are commonly associated with characteristics of dyslexia. Students who do not identify as at risk on the overall URS may not require any additional screening unless other data indicates the need for further testing or analysis.

In kindergarten through grade 3, LEAs and public charter schools are required to administer universal reading screeners three times per year during department-mandated windows. See [State Board of Education Rule 0520-01-03-.15\(2\)](#). The department has issued guidance strongly encouraging LEAs and public charter schools to continue to administer reading screeners three times per year in grades 4 through 6, to administer reading screeners at least one time per year in grades 7 and 8 (and more often for students who flag for risk), and to rely on the Early Warning System (EWS) to determine risk for students in grades 9 through 12. In grades 9 through 12, the Early Warning System is utilized to determine risk by analyzing contributing factors. EWS is a tool that allows school-level teams to manage the wide variety of data that may indicate an impact on academics and/or other risk factors for high school students. An EWS may include data from universal screeners, achievement tests (from both high school and grades K-8), end-of-course (EOC) exams, student records (e.g., grades, behavioral incidents, attendance, retention, past RTI<sup>2</sup> interventions), the Tennessee Value-Added Assessment System (TVAAS), and the ACT/SAT exam or other nationally normed assessments. At a minimum, EWS should look at contributing factors to the general indicators of attendance, behavior, and academic competencies.

Universal screening can provide data about a student's overall performance on a task, but it is not designed to provide itemized data on discrete skills. For example, an oral/passage reading fluency task can indicate that a student is dysfluent in reading, but it is not going to provide information on why a student is

dysfluent. Looking at rate and accuracy can help teams decide what other information is needed. If a student is inaccurate, meaning they make many errors when reading the words in the passage, a universal screener can only inform that there is a problem, not what the problem is (e.g., With what types of words does the student struggle? Are there certain phonics patterns the student does not know?). For this reason, when student performance indicates that the student is struggling in a specific skill or area, further assessment is needed.

## ***Survey-Level Assessments***

Survey-level assessments are informal probes or tools used to drill down to specific skills to pinpoint a student's present levels of performance, mastery, or ability with those skills. Such assessments are necessary to administer the requirements pursuant to [T.C.A. § 49-1-229](#) in the screening for characteristics of dyslexia. Not all students who require screening for characteristics of dyslexia will need screening in every foundational area set forth in law. School-based teams should determine what additional information is needed to determine if a student has characteristics of dyslexia and requires tiered intervention, including dyslexia-specific intervention.

Data acquired from the administration of survey-level assessments and the gathering of other input (i.e., classroom performance, intervention progress monitoring, etc.) informs instructional practices and provides diagnostic information to support appropriate placement and/or continued service of students within tiered intervention. The graphic on the next page illustrates how districts can use the universal screener along with additional assessments to make instructional decisions based on student needs.

## ***Dyslexia-Specific Screeners***

Characteristics of dyslexia screeners as part of the universal screening process, as outlined under [T.C.A. § 49-1-229](#), are given to any student who flags for risk, but parents or teachers may also request such screening. For example, a student who scores above-defined risk criteria on the universal screener may still have other indicators for risk that a parent or teacher believes need further assessment. This dyslexia screening occurs as part of the general education RTI<sup>2</sup> framework.

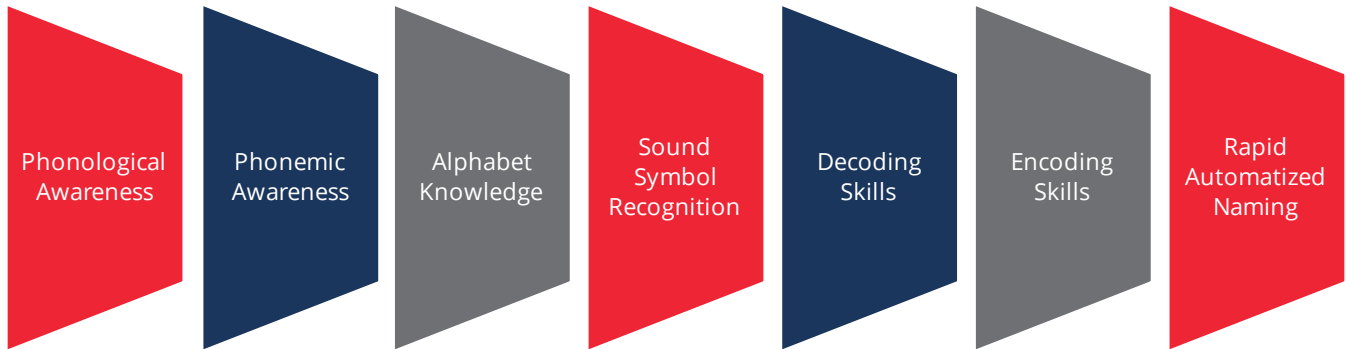
The dyslexia screening process protected under [T.C.A. § 49-1-229](#) is part of the universal screening procedures within the general education setting. A student who is identified as having characteristics of dyslexia is not identified as a student with a specific learning disability in reading under the Individuals with Disabilities Education Act (IDEA). If a parent or teacher suspects a specific learning disability, a referral for a special education evaluation must be made. Based on the results of an evaluation for specific learning disability, teams may determine that appropriate supports can be provided through a Section 504 plan, rather than through an Individualized Educational Program (IEP). The IEP team makes such determinations based on individual assessment data and student need. Likewise, a student who is identified as having characteristics of dyslexia is not identified as a student with an impairment that substantially limits one or more major life activity under Section 504. If a parent or teacher suspects a student has such an

impairment, a referral for a Section 504 evaluation must be made. Based on the results of an evaluation, teams will determine whether the student qualifies for a Section 504 plan.

**Universal Reading Screener**  
**Skills-based, Grade-appropriate Literacy Screening (K – 8)**  
**Early Warning System (9 – 12)**



For students who flag for risk on the URS, additional survey level assessments are administered in foundational areas as needed.



Based on additional screening, students may be identified with characteristics of dyslexia.

Districts use data-based decision making to determine intervention placement, instructional scaffolds, and Tier I access requirements for ALL students, based on individual need.

# Dyslexia-Specific Interventions

Through this process, if a student is identified as having characteristics of dyslexia, the LEA must implement dyslexia-specific interventions within RTI<sup>2</sup>. See [T.C.A. § 49-1-229\(c\)\(3\)](#). Dyslexia-specific interventions are skills-based, targeted interventions with an emphasis on foundational reading skills that meet the following criteria:

- **Explicit** – skills explained, directly taught, and modeled by the teacher,
- **Systematic and cumulative** – introduces concepts in a definite, logical sequence; concepts are ordered from simple to more complex,
- **Multi-sensory** – links listening, speaking, reading, and writing together; involves movement and “hands-on” learning,
- **Language-based** – addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), and sentence formation (syntax), and
- **Aligned to individual student needs** – should address the skill deficit(s) identified through targeted assessments.

Students placed in a dyslexia-specific intervention are coded within the district student information system (SIS). This coding is district-reported and in the 2022-23 school year, district coding for students placed in dyslexia-specific interventions ranged from 0% to 60.99%. The discrepancy between district coding limits the use of this data as a reliable source for analysis, as described in detail in the following section.

Within their annual educational plans, districts summarize the procedures for identifying students with characteristics of dyslexia through the universal screening process and determining dyslexia-specific intervention is necessary. Districts also report within their annual plans the name and/or description of the interventions they are using in Tier II, Tier III, and special education to meet the criteria of a dyslexia-specific intervention. These responses are reviewed and approved by members of the Special Education and Intervention Programs division within the Office of Academics.

## Coding Dyslexia-Specific Interventions

School-based teams are expected to analyze universal reading screening data and dyslexia screener data to identify students demonstrating characteristics of dyslexia and who require dyslexia-specific interventions. The department continues to guide districts on the accurate coding of students for reporting.

Dyslexia coding was updated in the 2023-24 school year. Updated guidance can be found in the [SIS Coding for Characteristics of Dyslexia](#) guidance, as well as in the [recording of office hours](#) dedicated to new coding procedures.

### State-Level Data

The total student population of kindergarten through grade 12, for the 2021-22 school year was 996,709. Of this total student population, 5.98% were reported by districts as receiving a dyslexia-specific intervention during the 2021-22 school year. In 2022-23, of the total K – 12 student population (1,006,752), 7.70% were reported by districts as receiving a dyslexia-specific intervention. This data was pulled from the department’s educational information system (EIS) and captured any student coded as receiving a dyslexia-specific intervention at any point in the respective school year. **2021-22 showed a 1.36% increase in the number of students coded from the previous year, and 2022-23 showed a 1.72% increase from the previous year.** This increase may reflect continued impacts from the COVID-19 pandemic but could also reflect improved norming of coding expectations across the state. The following section provides a breakdown and further analysis of district data.

### State-Level Data

Figure 1

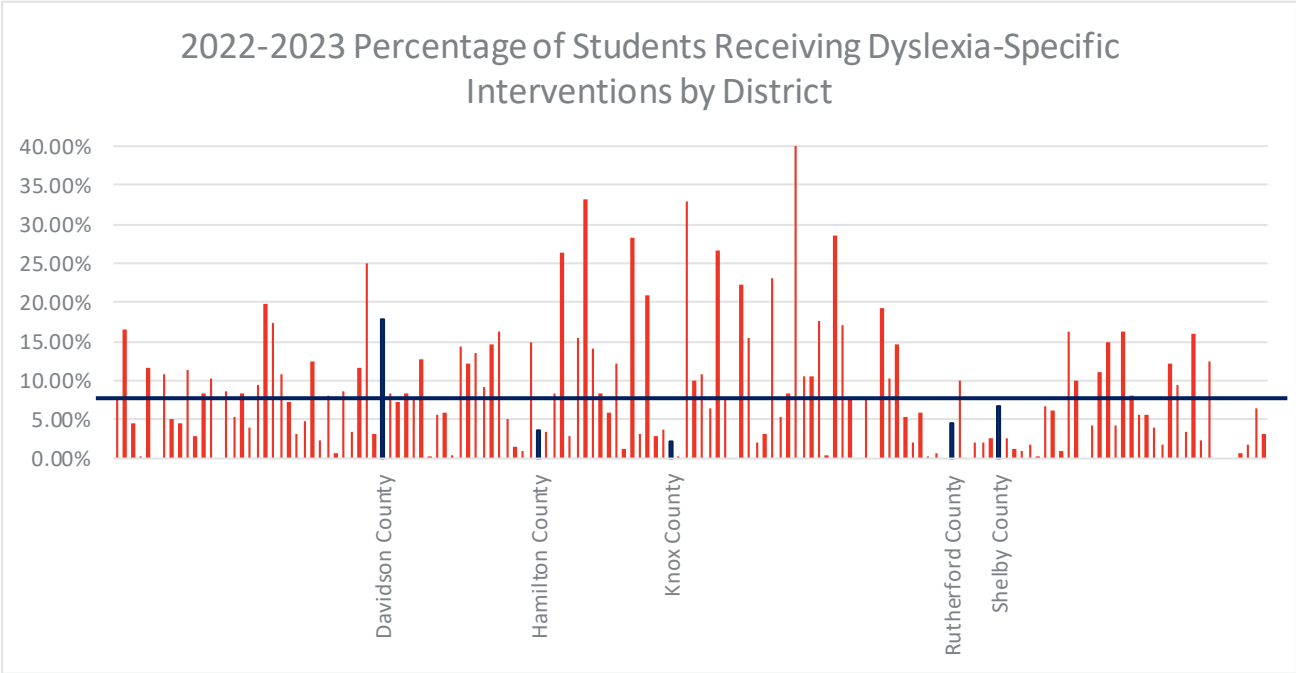


Figure 1 shows the percentage of students in each district who received dyslexia-specific interventions (DSI) at some point during the 2022-23 school year based on district reporting to the department. The 2022-23 school year still reflected recovery efforts from a global pandemic. The provision and reporting of DSI may have been impacted by the pandemic and continued recovery. Each red vertical bar represents a school

district, and the horizontal blue bar represents the statewide average (7.70%). The five largest districts have been individually identified within the figure to demonstrate the variance existing between similar-sized districts. Together, they comprise roughly 35% of the entire student population in Tennessee public school districts and include Hamilton County Schools, Metropolitan Nashville Public Schools (MNPS), Rutherford County Schools, Memphis-Shelby County Schools, and Knox County Schools. See the table below to compare district reporting from these large districts in from 2020-21 to 2022-23. See Appendix A for a full report of all districts.

Four of the five largest districts increased the percentage of students coded as receiving DSI from 2020-21 to 2021-22. Due to variations in coding over the three years, interpretations utilizing this statistic should be approached with caution. The department continues to work with districts to improve consistency in reporting these interventions.

District	2020-21 % of Students Reported as Receiving DSI	2021-22 % of Students Reported as Receiving DSI	2022-23 % of Students Reported as Receiving DSI
Hamilton County	1.48	3.12	3.61
Metropolitan Nashville Public Schools (MNPS)	7.57	6.10	17.83
Rutherford County	1.99	4.75	4.53
Memphis-Shelby County	1.02	2.94	6.71
Knox County	0.91	10.04	2.19

While one in five reflects the highest prevalence rate of persons with some characteristics of dyslexia, 10-17% of the population is estimated to have the specific learning disability dyslexia (International Dyslexia Association, 2020), which is categorized under specific learning disability in basic reading and/or reading fluency under the Individuals with Disabilities Education Act (IDEA) and the Tennessee Evaluation and Eligibility Standards. An overview of 2022-23 reporting indicates that 98 of 147 districts (66.7%) reported that less than 10% of their students received dyslexia-specific interventions during the school year.

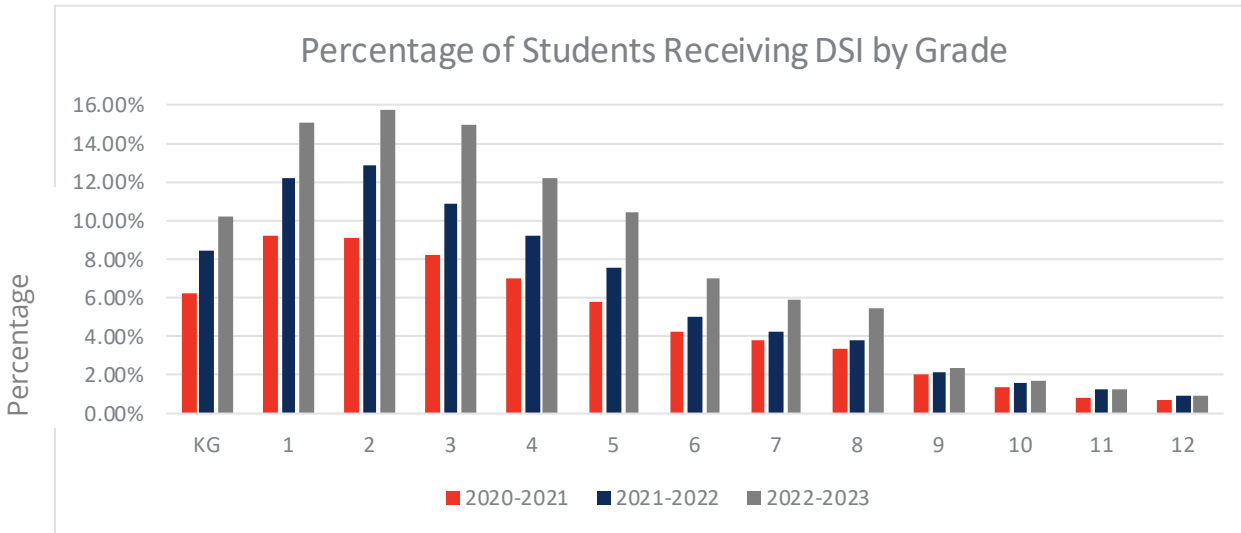
One in five people (20%) are estimated to be affected by symptoms or characteristics of dyslexia. As districts refine procedures and administer purposeful assessments during dyslexia screening, they are more likely to appropriately identify students in line with overall societal incident rates.

In general, more students were reported to receive dyslexia-specific interventions in each grade in subsequent years from 2020-23. Many students who were reported to receive dyslexia-specific interventions were in kindergarten through grade 5.



## Statewide by Grade Band (2022-23)

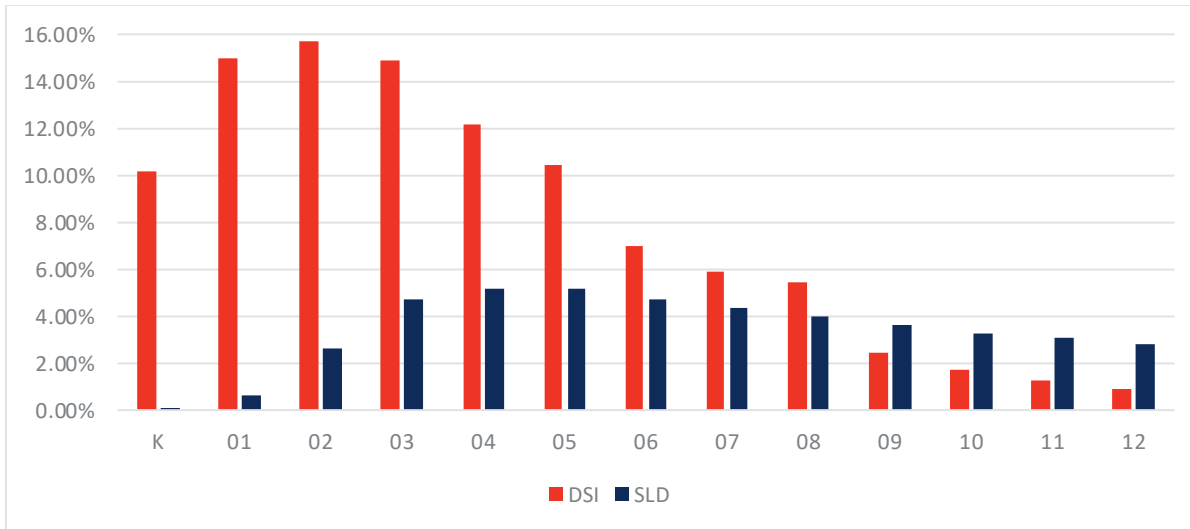
Figure 2



When comparing district coding to the students who are identified with a specific learning disability (SLD) in basic reading and/or reading fluency and are receiving special education and related services through an individualized education program (IEP), one can see that while the percentage of students identified with SLD in basic reading and/or reading fluency remains fairly steady from grade 3 through 12, the provision of dyslexia-specific interventions (as district-reported) decreases.

## District Coding of Students Receiving DSI versus Students with SLD in Basic Reading and/or Reading Fluency (Dyslexia; 2022-23)

Figure 3



The prevalence of students with characteristics of dyslexia does not decrease as students get older. However, it is possible that foundational skills gaps can be closed in younger grades, therefore decreasing the number of students who require dyslexia-specific intervention to address skill deficits in older grades. Tennessee has adopted high-quality instructional materials (HQIM) and sounds-first instruction for foundational literacy instruction. Reading instruction in grades K – 3 is rooted in the science of reading and evidence-based practices. The implementation of Reading 360 training requirements has also influenced teacher knowledge, a strong initiative of the department to improve student reading achievement.

However, even with strong statewide teacher training and high-quality literacy instruction, the decrease in the number of students served in dyslexia-specific interventions in older grades may also reflect:

- the reality that skills and standards are not as closely related in upper grades, thereby shifting focus away from foundational skills during instructional time;
- that grade-appropriate reading screeners in upper elementary and secondary grades provide less discrete skill information without targeted survey-level assessments; and
- that secondary teachers may have received less formal training to both properly assess students for characteristics of dyslexia and to teach reading through dyslexia-specific interventions.

The department offers a secondary literacy course through Reading 360, to support secondary teachers in teaching reading in Tier I. Information regarding the appropriate screening and identification of students with characteristics of dyslexia and the provision of dyslexia-specific interventions when needed are areas the department continues to develop to support educators of all grade levels across the state.

## Student Groups

All students are served through the Response to Instruction and Intervention (RTI<sup>2</sup>) framework. See [State Board of Education Rule 0520-01-03-.03\(6\)](#). Dyslexia-specific interventions, for most students, are

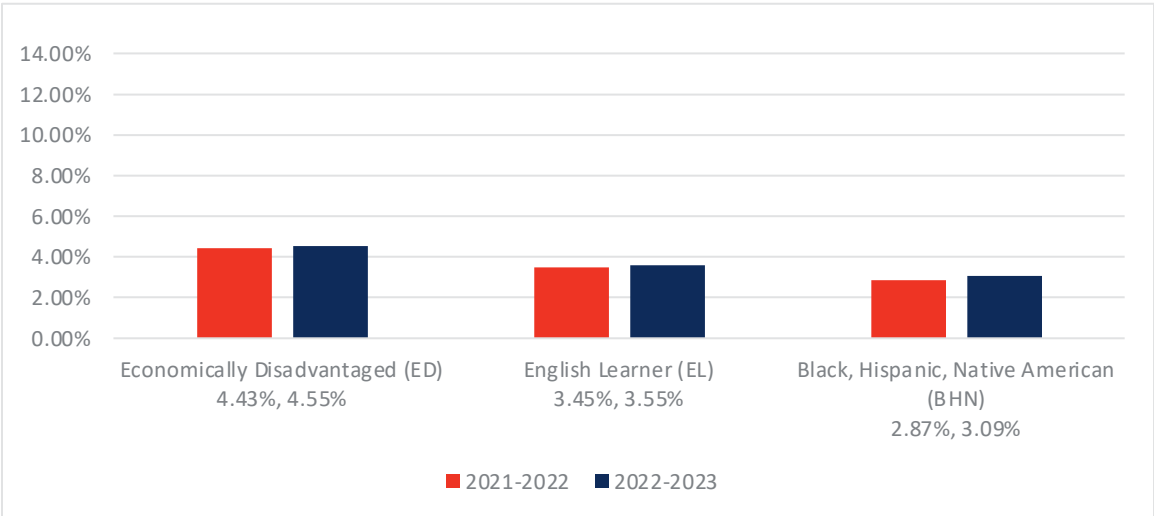
implemented through tiered intervention support within the general education setting. Because RTI<sup>2</sup> serves all students, multiple student groups are represented in the population of students who receive intervention support. The students determined to require DSI within the school setting may indicate gaps in processes that result in certain subgroups of students being more or less likely to be identified as requiring higher levels of support. The subgroups are not exclusionary, meaning students can fall into multiple categories.

Representation of all student groups increased from 2022 to 2023 for both identification with specific learning disabilities in basic reading and/or reading fluency and for placement in a dyslexia-specific intervention (district reported).

As the charts illustrate, a higher percentage of each student group is being served in tiered intervention with DSI than is ultimately receiving eligibility as a student with a specific learning disability in basic reading and/or reading fluency. These data may indicate that learning gaps are being addressed through high-quality, evidence-based interventions, decreasing the ultimate need for special education referrals. It is important to continue to monitor this data, however, because economically disadvantaged students, English learners, and Black, Hispanic, and Native American (BHN) students are performing below the overall student average on end-of-year achievement tests, suggesting that these student groups may require additional supports with literacy compared to their same-age peers.

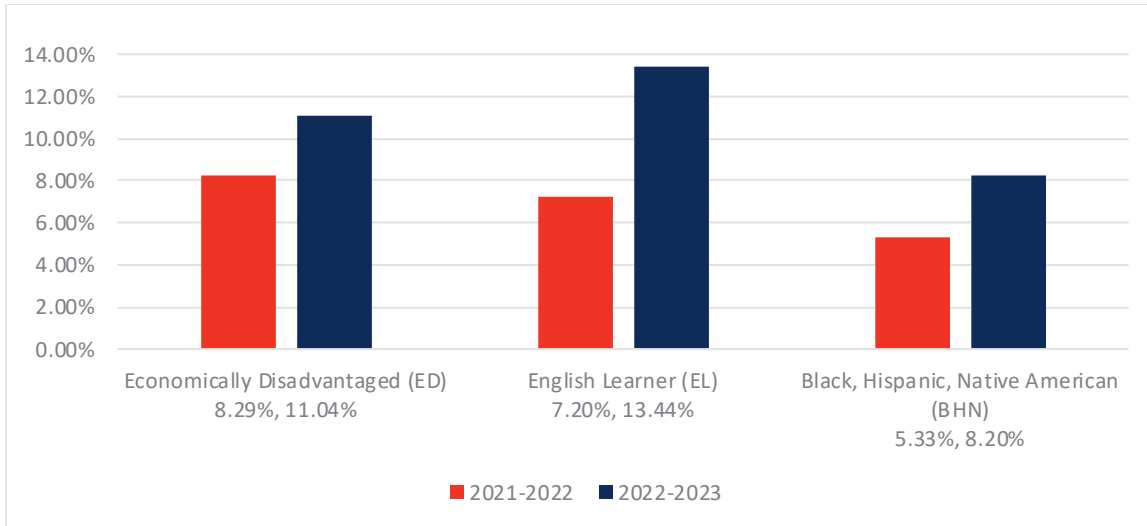
### ***Percentage of Student Populations with Specific Learning Disabilities in Basic Reading and/or Reading Fluency***

**Figure 4**



### ***Percentage of Student Populations District Reported as Receiving Dyslexia-Specific Intervention***

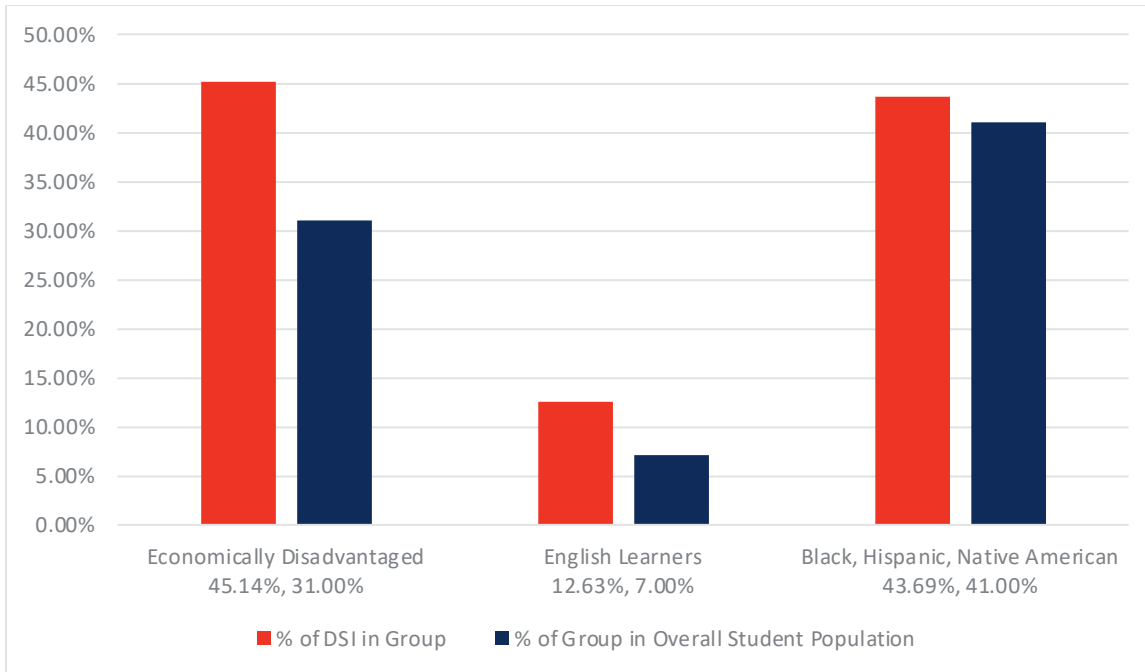
**Figure 5**



While the percentage of each student group is below the national prevalence rates for characteristics of dyslexia, when we look at who is being served in dyslexia-specific intervention, we see more students from these student groups. While only 11.04% of economically disadvantaged students are receiving DSI, they constitute 45.14% of the total students in DSI, but only 31% of the overall student population. Minority groups included in the BHN category constitute 43.69% of students receiving DSI but only 41% of the overall student population. English learners represent 13.44% of the students receiving DSI but only 7% of the student population. This shows that while the student groups are overall below prevalence rates, they are being overrepresented in placement within dyslexia-specific intervention. Appropriate screening procedures and identification processes can help ensure accurate identification of students with characteristics of dyslexia.

### ***Percentage of Students in Dyslexia-Specific Interventions by Student Group (2022-23)***

**Figure 6**



The department continues to work to provide resources to teachers to ensure accurate and appropriate screening of students so that there is no overidentification or under-identification within any student group.

The accurate identification of English learners (ELs) is especially challenging as educators must consider language proficiency levels and how it affects academic performance on assessment and within the classroom setting. However, more guidance is necessary to ensure that districts are equipped to make data-based decisions regarding necessary support for minority groups, especially English learners.

### ***Student Achievement***

TVAAS growth data, when available, must be reported for students receiving dyslexia intervention services. See [T.C.A. § 49-1-229\(e\)\(6\)\(B\)\(iv\)](#). Because the students receiving dyslexia-specific interventions is district-reported and ranges from 0% to roughly 61%, the subsequent analysis of TCAP and EOC performance based off this coding does not provide a complete picture of student achievement. While students with disabilities and students coded as receiving dyslexia-specific interventions have traditionally performed lower than their peers on end of year state testing, the statistics from district-reporting cannot be used to determine the success of students with dyslexia.

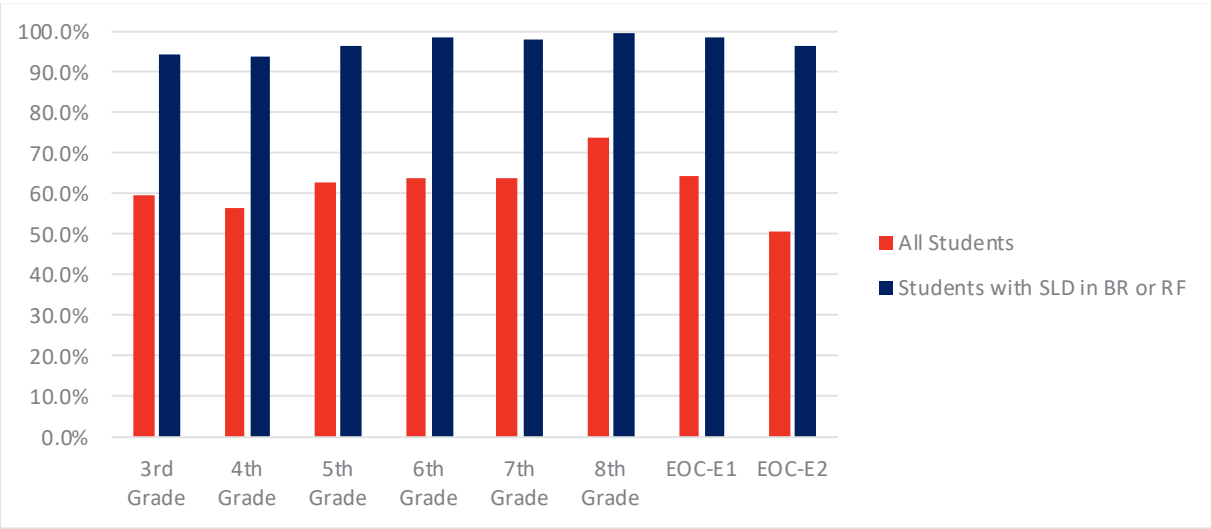
To analyze the performance of students with dyslexia, the most accurate data available is on the subgroup of students who have an IEP for a specific learning disability (SLD) in basic reading and/or reading fluency. While looking at the data for this demographic will provide a picture of how students with identified reading disabilities equivalent to dyslexia are doing, it cannot address the nuances of such statistics. The tables below illustrate how students with a primary or secondary eligibility in SLD basic reading and/or reading fluency performed on end of year testing. However, these numbers do not capture the percentage of

students who had comorbid disabilities or students who, in addition to a specific learning disability in basic reading and/or reading fluency, may have also have a disability in reading comprehension (which changes the profile from that of a student with dyslexia).

Therefore, all that can be interpreted from these statistics is that students with specific learning disabilities in basic reading and/or reading fluency are performing lower in comparison to the overall student population.

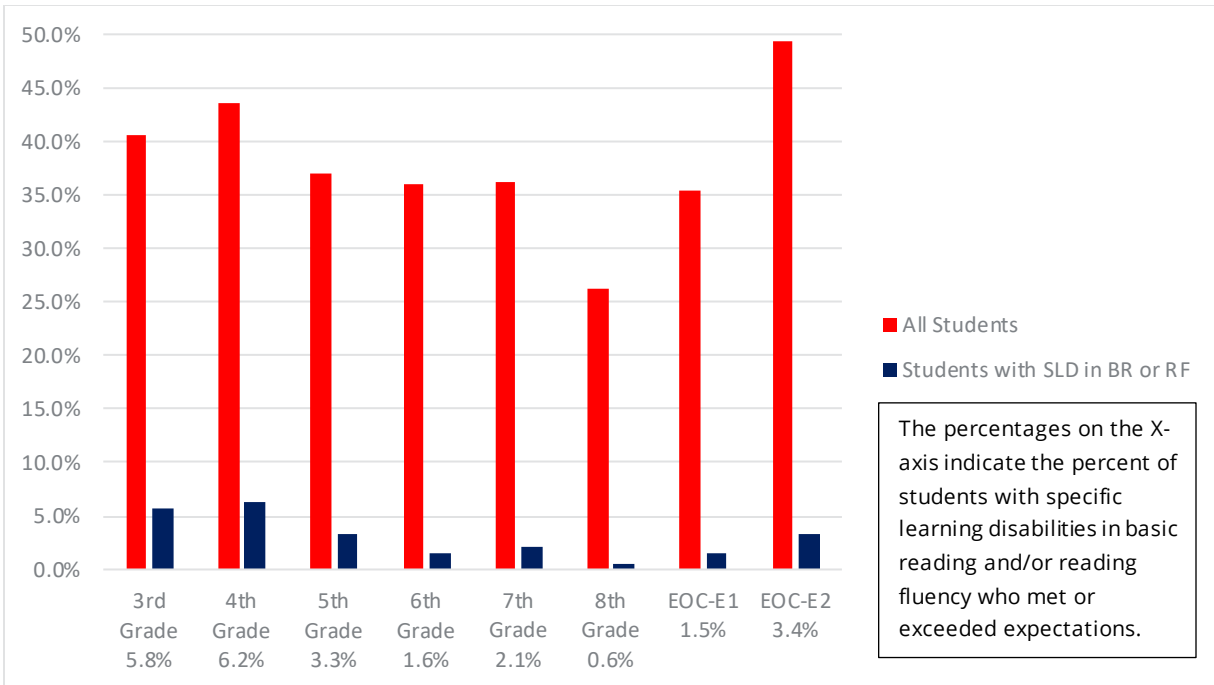
***Percent of Students Scoring Below or Approaching on ELA/English EOC Assessments (Broken out by grade/test band; 2022-23)***

**Figure 5**



***Percent of Students Scoring Met or Exceeded on ELA/English EOC Assessments (Broken out by grade/test band; 2022-23)***

**Figure 5**



In the conclusion of this guide, how to remedy the ability to capture accurate statistics regarding the performance on high stakes testing of students with dyslexia (SLD in basic reading and/or reading fluency) is discussed.

## Accommodations

Students who have an IEP, an Individualized Learning Plan (ILP) for English learner status, or a Section 504 plan may receive specific accommodations on end-of-year state testing (i.e., TCAP and EOC), based on individual need. The data reported in this section focuses on students with an IEP. IEP teams determine appropriate and necessary accommodations for each student based on data. The following tables illustrate the state testing accommodations utilized by students who had an IEP for a specific learning disability in basic reading and/or reading fluency. As mentioned above, this does not exclude students who had other comorbid disabilities, including students who may also have had learning disabilities in reading comprehension.

For context, both text-to-speech and oral presentation reference the accommodation formerly referred to as “read aloud.” Oral presentation refers to the read-aloud accommodation when the student completes the exam through paper testing while text-to-speech refers to the read-aloud accommodations when the student completes the exam through computer testing. Assistive technology, on the other hand, does not mean oral presentation but rather the use of AT devices (e.g., augmentative communication devices) that a student requires through their IEP to access testing. Adult transcription refers to an adult transferring information to the test form. This could include the simple task of bubbling the answer form from answers

indicated by the student, as well as the more involved task of scribing a student’s oral response to written language.

In grades 3 – 8, over 70% of students with SLD in basic reading and/or reading fluency received read-aloud as an accommodation, and in grades 9 and 10, just under 50% of the same subgroup of students received read-aloud as an accommodation. Districts should continue to review their process for determining accommodations to ensure selected accommodations align with individualized student needs.

<b>TCAP Grades 3-8 (2022-23)</b>			
Percentage of students with SLD (basic reading and/or reading fluency) who received specific accommodations			
<b>Accommodation</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>
Adult Transcription	2.6%	1.6%	1.5%
Assistive Technology	0.3%	0.1%	0.2%
Extended Time	60.9%	63.1%	62.5%
Rest/Breaks	25.1%	26.4%	26.2%
Unique Accommodations	0.4%	0.5%	0.5%
Word-to-Word Dictionary	0.5%	0.5%	0.5%
Visual Representation for Math	N/A	0.6%	N/A
Text-to-Speech/Oral Presentation	71.6%	74.4%	74.7%

Reporting captures students who have been identified through the school system and who have an IEP for a specific learning disability in basic reading and/or reading fluency. However, students with dyslexia can also receive accommodations through Section 504 plans. These numbers are not represented in the charts above because there was no state-wide platform for creating and implementing Section 504 plans before the 2023-24 school year. Future reports should be able to provide a more detailed picture of students receiving accommodations on state testing for dyslexia-related needs.



<b>EOC (2022-23)</b>			
Percentage of students with SLD (basic reading and/or reading fluency) who received specific accommodations			
<b>Accommodation</b>	<b>English I and II</b>	<b>Algebra I, Algebra II, and Geometry</b>	<b>Biology</b>
Adult Transcription	0.5%	0.2%	0.2%
Assistive Technology	0.2%	0.1%	0.0%
Extended Time	76.1%	72.1%	72.1%
Rest/Breaks	9.3%	7.1%	7.7%
Unique Accommodations	0.3%	0.1%	0.3%
Word-to-Word Dictionary	1.0%	0.6%	0.9%
Visual Representation for Math	N/A	0.1%	N/A
Oral Presentation/Text-to-Speech	48.6%	38.6%	41.9%

## Next Steps

The district’s ability to code students more accurately is an important indicator of the positive impacts of [T.C.A. § 49-1-229](#). The percentage of students coded is growing each year; however, percentages of students identified as receiving dyslexia-specific interventions do not reflect national prevalence rates of characteristics of dyslexia. To ensure that students are universally screened and accurately identified for risk indicators of reading struggle and, if needed, appropriately screened for characteristics of dyslexia, consistent messaging, and thorough guidance are needed from the department to districts.

Normed expectations on screening and coding students for a dyslexia-specific intervention will result in more accurate pictures of student intervention and of the number of students with characteristics of dyslexia and dyslexia (SLD in basic reading and/or reading fluency) who are being served through dyslexia-specific interventions. This will allow for the data from coding to be analyzed and interpreted where it overlaps with other sources of data, such as performance on state testing.

The department hired a dyslexia coordinator in 2023-24, and this position leads the work surrounding dyslexia, and in collaboration with the Director of Intervention, supports Tennessee in the implementation of RTI<sup>2</sup>. The Intervention Programs team within the division of Special Education and Intervention Programs and in collaboration with other divisions across the department offer a variety of supports to Tennessee districts, such as but not limited to:

- Updated Universal Screening guidance;
- Updated RTI<sup>2</sup> Manual and updated Dyslexia Resource Guide;
- Technical support through regular office hours and communities of practice;

- Statewide training in characteristics of dyslexia, including individualized learning plans for characteristics of dyslexia (ILP-Ds) and student intervention plans for students requiring dyslexia-specific intervention who do not meet the criteria for an ILP-D;
- Statewide training for characteristics of dyslexia screening and identification pursuant to [T.C.A. § 49-1-229](#);
- Feedback loops involving Dyslexia Advisory Council, Characteristics of Dyslexia working group, and internal and external subject matter experts;
- Responsive professional development and resources;
- Continued teacher training in the science of reading and dyslexia-specific intervention; and
- Continued teacher training in the use and implementation of high-quality instructional materials

The collection of data from state information platforms on students identified with specific learning disabilities in basic reading and/or reading fluency is necessary to be able to analyze the subgroup of students with disabilities who are considered to have dyslexia. In the 2023-24 school year, a new statewide platform is available from which this data can be collected and analyzed, including students with Section 504 plans for reading disabilities, English learners who are dually identified with learning disabilities or characteristics of dyslexia, and students served in the general education tiered intervention framework for characteristics of dyslexia.

## ***Conclusion and Department Focus***

The 2021-22 and 2022-23 school years presented residual challenges from the COVID-19 pandemic. While the overall percentage of students reported as receiving dyslexia-specific intervention increased from the previous year, the state average is well below the national prevalence rate for characteristics of dyslexia.

Districts report the students they place in dyslexia-specific interventions, which is the result of universal screening, dyslexia screening, and data-based decision-making by school-based teams. LEAs must drill down with survey-level assessments after a universal screener to see where students are struggling, the department must drill down to pinpoint where districts need support regarding screening for characteristics of dyslexia, identifying students with those characteristics, and implementing appropriate, targeted dyslexia-specific interventions.

The department works to improve guidance regarding the characteristics of dyslexia and dyslexia. The department hired, beginning in the 2023-24 school year, a Statewide Dyslexia Coordinator to lead the work in translating policy into practice throughout Tennessee districts. Additionally, the department continues to raise awareness with stakeholders through a comprehensive engagement plan including social media, listening sessions, Dyslexia Advisory Council meetings and website updates, and engagement with school psychologists, RTI<sup>2</sup> leads, and interventionists. The department works to provide quality training and dissemination of information to ensure the process for screening for characteristics of dyslexia is understood by both district and building-level administrators.

Information on Section 504 plans as well as special education regarding the service of students with characteristics of dyslexia or specific learning disability in basic reading and/or reading fluency (dyslexia) is being developed and refined to support districts in ensuring students are identified and served in their most appropriate setting.

# Appendix A: Full District Reporting for Students Placed in a Dyslexia-Specific Intervention

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

LEA Name	2022-23	2021-22	2020-21
Achievement School District	6.50%	6.20%	2.64%
Alamo City Schools	11.59%	7.10%	4.38%
Alcoa City Schools	4.98%	5.45%	5.76%
Alvin C. York Institute	0.00%	0.00%	0.00%
Anderson County Schools	7.50%	2.17%	6.73%
Arlington Community Schools	2.67%	3.12%	4.81%
Athens City Schools	15.37%	3.96%	4.61%
Bartlett City Schools	1.36%	1.13%	0.93%
Bedford County Schools	0.17%	10.00%	9.15%
Bells City Schools	25.06%	22.45%	10.22%
Benton County Schools	11.51%	17.67%	15.75%
Bledsoe County Schools	0.00%	0.06%	1.15%
Blount County Schools	10.81%	8.88%	5.09%
Bradford Special School District	13.66%	9.89%	8.06%
Bradley County Schools	11.21%	3.12%	3.82%
Bristol City Schools	9.90%	9.27%	3.49%
Campbell County Schools	8.37%	2.86%	2.61%
Cannon County Schools	10.35%	10.24%	10.67%
Carroll County Schools	0.00%	0.00%	0.00%
Carter County Schools	19.84%	18.34%	2.19%
Cheatham County Schools	10.85%	13.24%	10.42%
Chester County Schools	7.33%	6.45%	9.68%
Claiborne County Schools	3.10%	2.50%	2.66%
Clarksville-Montgomery County Schools	17.05%	15.36%	11.48%
Clay County Schools	4.65%	0.92%	1.64%

LEA Name	2022-23	2021-22	2020-21
Cleveland City Schools	2.81%	0.21%	0.02%
Clinton City Schools	16.53%	1.03%	3.44%
Cocke County Schools	12.54%	2.17%	0.78%
Coffee County Schools	7.99%	3.81%	3.36%
Collierville Schools	0.94%	0.98%	1.81%
Crockett County Schools	3.49%	1.72%	1.94%
Cumberland County Schools	3.20%	1.43%	2.56%
Dayton City Schools	0.24%	0.00%	3.16%
Decatur County Schools	8.40%	3.43%	4.99%
DeKalb County Schools	7.25%	6.27%	5.10%
Department of Children's Services	1.64%	8.02%	1.47%
Dickson County Schools	8.30%	4.15%	3.39%
Dyer County Schools	7.57%	0.30%	6.05%
Dyersburg City Schools	12.74%	0.58%	0.19%
Elizabethton City Schools	17.31%	17.91%	18.32%
Etowah City Schools	2.04%	3.63%	6.59%
Fayette County Schools	0.06%	0.16%	0.27%
Fayetteville City Schools	26.67%	23.85%	35.93%
Fentress County Schools	5.51%	4.94%	2.93%
Franklin County Schools	5.74%	4.28%	1.07%
Franklin Special School District	16.08%	15.96%	16.79%
Germantown Municipal Schools	1.71%	1.51%	0.45%
Gibson County Special School District	9.14%	5.35%	4.85%
Giles County Schools	14.58%	5.41%	9.88%
Grainger County Schools	16.39%	16.07%	14.11%
Greene County Schools	5.09%	3.43%	0.39%
Greeneville City Schools	1.37%	1.33%	1.86%
Grundy County Schools	1.06%	2.80%	6.45%
Hamblen County Schools	14.87%	11.16%	8.77%
Hamilton County Schools	3.61%	3.12%	1.48%
Hancock County Schools	3.46%	3.57%	4.36%
Hardeman County Schools	8.34%	10.11%	0.00%
Hardin County Schools	26.32%	25.41%	24.98%
Hawkins County Schools	2.98%	1.59%	0.30%

<b>LEA Name</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>
Haywood County Schools	33.30%	38.30%	31.30%
Henderson County Schools	14.11%	11.66%	7.71%
Henry County Schools	6.01%	2.03%	1.19%
Hickman County Schools	1.20%	1.59%	1.52%
Hollow Rock – Bruceton Special School District	8.51%	9.32%	8.35%
Houston County Schools	28.18%	27.85%	0.08%
Humboldt City Schools	0.45%	0.00%	0.00%
Humphreys County Schools	3.08%	4.66%	8.25%
Huntingdon Special School District	5.24%	4.77%	5.07%
Jackson County Schools	20.98%	30.55%	19.47%
Jackson-Madison County Schools	5.38%	2.50%	4.14%
Jefferson County Schools	2.84%	2.84%	5.57%
Johnson City Schools	4.01%	1.10%	3.05%
Johnson County Schools	3.78%	1.67%	4.95%
Kingsport City Schools	0.00%	4.81%	4.20%
Knox County Schools	2.19%	10.04%	0.91%
Lake County Schools	0.27%	0.26%	0.26%
Lakeland Schools	0.23%	0.95%	0.73%
Lauderdale County Schools	32.82%	6.34%	23.01%
Lawrence County Schools	9.88%	8.14%	5.36%
Lebanon Special School District	12.37%	10.76%	13.06%
Lenoir City Schools	0.00%	0.04%	0.04%
Lewis County Schools	10.78%	11.74%	8.49%
Lexington City Schools	8.26%	7.70%	9.72%
Lincoln County Schools	6.37%	0.74%	2.15%
Loudon County Schools	7.87%	6.47%	4.12%
Macon County Schools	23.04%	22.87%	6.03%
Manchester City Schools	0.57%	1.51%	4.46%
Marion County Schools	8.46%	0.26%	0.48%
Marshall County Schools	10.51%	14.28%	10.52%
Maryville City Schools	4.55%	5.26%	5.37%
Maury County Schools	10.52%	10.77%	14.43%
McKenzie Special School District	8.46%	4.60%	5.42%
McMinn County Schools	22.37%	6.70%	4.73%

<b>LEA Name</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>
McNairy County Schools	3.03%	2.72%	2.03%
Meigs County Schools	17.70%	23.66%	25.71%
Memphis-Shelby County Schools	6.71%	2.94%	1.02%
Metro Nashville Public Schools	17.83%	6.10%	7.57%
Milan Special School District	14.28%	10.95%	9.91%
Millington Municipal Schools	6.57%	6.30%	6.71%
Monroe County Schools	0.40%	0.24%	0.00%
Moore County Schools	7.44%	6.01%	5.19%
Morgan County Schools	0.00%	0.00%	0.00%
Murfreesboro City Schools	10.09%	11.24%	7.41%
Newport City Schools	2.28%	2.97%	3.82%
Oak Ridge Schools	4.52%	3.70%	2.93%
Obion County Schools	7.65%	2.88%	1.91%
Oneida Special School District	2.12%	9.13%	8.41%
Overton County Schools	19.15%	13.37%	5.04%
Paris Special School District	12.05%	7.69%	7.66%
Perry County Schools	10.38%	9.81%	10.64%
Pickett County Schools	14.60%	5.64%	4.53%
Polk County Schools	5.26%	0.05%	0.14%
Putnam County Schools	2.16%	1.92%	4.62%
Rhea County Schools	5.89%	4.79%	3.53%
Richard City Special School District	60.99%	0.92%	1.36%
Roane County Schools	0.63%	0.97%	1.29%
Robertson County Schools	0.00%	6.37%	6.98%
Rogersville City Schools	15.38%	37.33%	35.59%
Rutherford County Schools	4.53%	4.75%	1.99%
Scott County Schools	0.00%	0.00%	5.72%
Sequatchie County Schools	2.07%	2.64%	1.04%
Sevier County Schools	2.71%	2.29%	3.60%
Smith County Schools	6.21%	6.85%	3.37%
South Carroll Special School District	4.00%	5.40%	0.30%
Stewart County Schools	1.00%	2.62%	0.25%
Sullivan County Schools	16.16%	17.73%	19.04%
Sumner County Schools	4.21%	4.49%	3.73%
Sweetwater City Schools	28.47%	26.51%	6.27%

LEA Name	2022-23	2021-22	2020-21
Tennessee Public Charter School Commission	3.25%	0.00%	0.00%
Tennessee School for Blind	0.00%	0.00%	0.00%
Tennessee School for Deaf	0.69%	0.00%	0.00%
Tipton County Schools	11.00%	12.31%	9.17%
Trenton Special School District	12.04%	9.72%	5.42%
Trousdale County Schools	15.00%	7.06%	6.84%
Tulahoma City Schools	8.54%	5.97%	4.46%
Unicoi County Schools	4.37%	5.24%	0.04%
Union City Schools	0.00%	2.33%	2.43%
Union County Schools	16.27%	4.28%	3.60%
Van Buren County Schools	8.06%	2.92%	2.42%
Warren County Schools	5.57%	5.00%	4.84%
Washington County Schools	5.59%	4.88%	5.11%
Wayne County Schools	1.71%	1.77%	0.00%
Weakley County Schools	12.09%	8.64%	6.69%
West Carroll Special School District	9.56%	5.72%	0.00%
West Tennessee School for Deaf	0.00%	0.00%	0.00%
White County Schools	9.35%	8.42%	6.43%
Williamson County Schools	3.50%	2.16%	1.55%
Wilson County Schools	2.41%	2.38%	3.51%
<b>Grand Total</b>	<b>7.70%</b>	<b>5.98%</b>	<b>4.62%</b>

\*Average total percentages were calculated from total student numbers, not the average of district percentages to control for inaccuracies due to rounding.



## **References**

International Dyslexia Association. (2020). *Dyslexia Basics*. International Dyslexia Association.

<https://dyslexiaida.org/dyslexia-basics/>