TENNESSEE
STATE BOARD OF EDUCATION

Literacy Study Committee

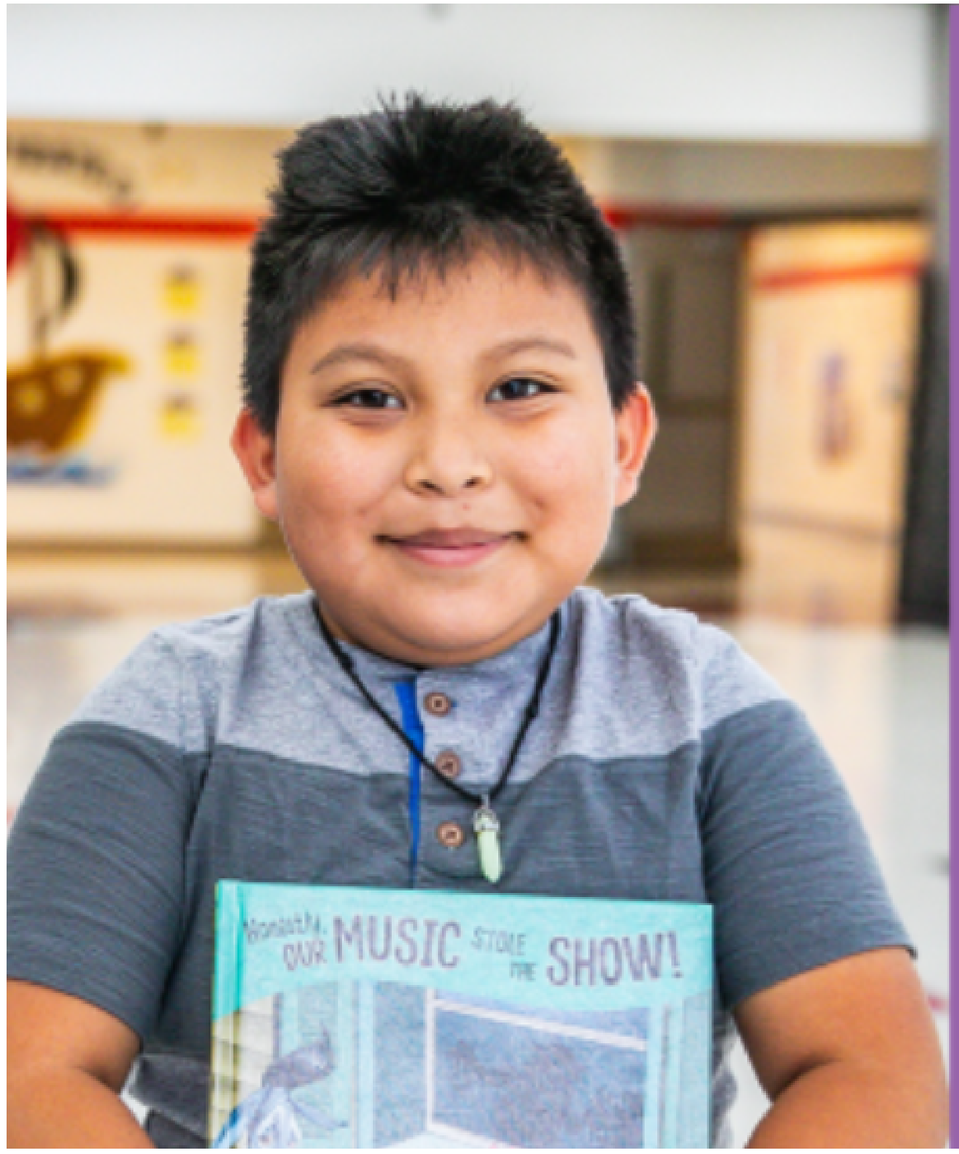
MAY 10, 2022

Agenda

- Welcome
- District Best Practices in Literacy
- Historical Trends in Student Retention Data: Part II
- Universal Reading Screener: Winter Data Report
- Literacy Landscape Analysis
- Final Discussion and Adjourn

CMCSS LITERACY JOURNEY

Join us on a walk down memory lane...



IMPROVE STUDENT ACHIEVEMENT

Implement resources and supports to meet students' social and emotional needs

Implement research-based literacy practices to develop competent readers, writers, and thinkers

Broaden choice in academic offerings to align with ready-graduate initiatives

Enhance standards-based curriculum, instruction, and assessment resources

CMCSS STRATEGIC WORK

Our Literacy Journey

February 2020

- High Quality Instuctional Materials
- Alignment of ELA Instructional Shifts
- ELA Instructional Practices

March 2020

- Input and Readiness for the creation of the CMCSS Literacy Vision
- Adoption of new ELA High Quality Instructional Materials

and then...COVID

September 2020

- All things COVID

Our Literacy Journey

October 2020

- Opportunity Myth Focus: Four Key Resources
  - Grade appropriate assignments
- Implementing ELA resources

November 2020

- Four Key Resources
  - Strong Instruction
- Quality Intervention and HDT
- Refining our Literacy Vision

January 2021

- Finalized CMCSS LIteracy Vision and connected it to:
- ELA Core Actions
- ELA Instructional Shifts

CMCSS LITERACY VISION

OUR VISION OF LITERACY IS FOR ALL STUDENTS TO BE READERS, WRITERS AND THINKERS WHO UTILIZE TEXT AND TASKS TO DEEPEN KNOWLEDGE, THINK CRITICALLY, SOLVE PROBLEMS, AND GENERATE NEW IDEAS ABOUT THE WORLD AROUND THEM.

Our Literacy Journey

February 2021

- Revisited connections between CMCSS Literacy Vision and ELA Core Actions and Instructional Shifts in order to define what the vision requires of students, teachers and leaders

August 2021

- Impact of Four Key Resources
- Literacy in ALL content areas
- Strategies for Strong Instruction

September 2021

- Instructional Practice Guide
- Core Action 2
- Four Key Resources
- Grade Appropriate Assignments (AGAIN)

Our Literacy Journey

October 2021

- Instructional Practice Guide
  - Core Action 3
- Four Key Resources
  - Deep Engagement and High Expectations

November 2021

- Instructional Practice Guide
  - Putting it All Together
- Four Key Resources
  - Grade Appropriate Assignments and Stong Instruction

SPRING 2022 - IPG FOCUS

DIGGING INTO THE DATA

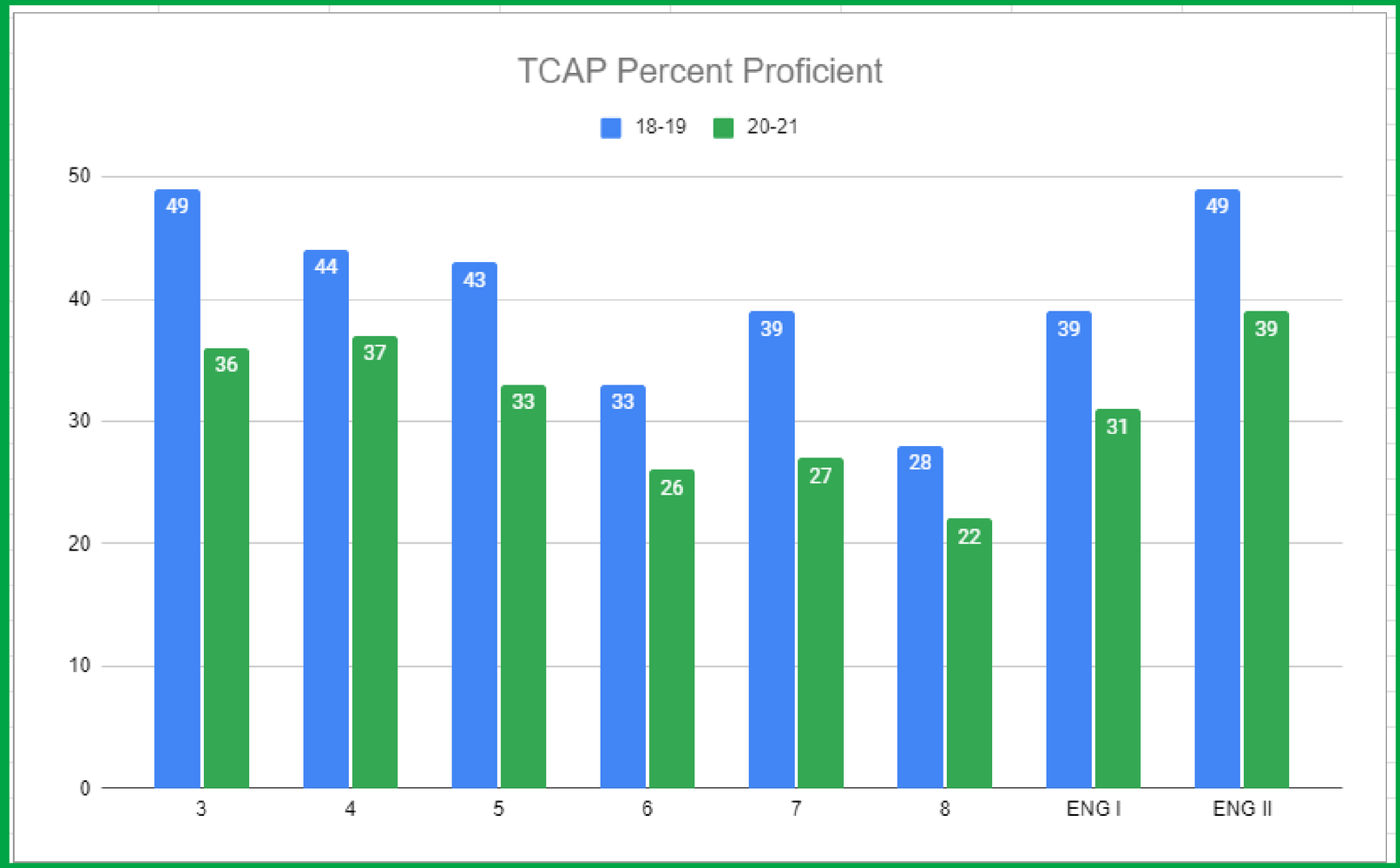
TN Department of Education

Tennessee Instructional Practice Guide (IPG)
K-12 Knowledge Building Lessons*

*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

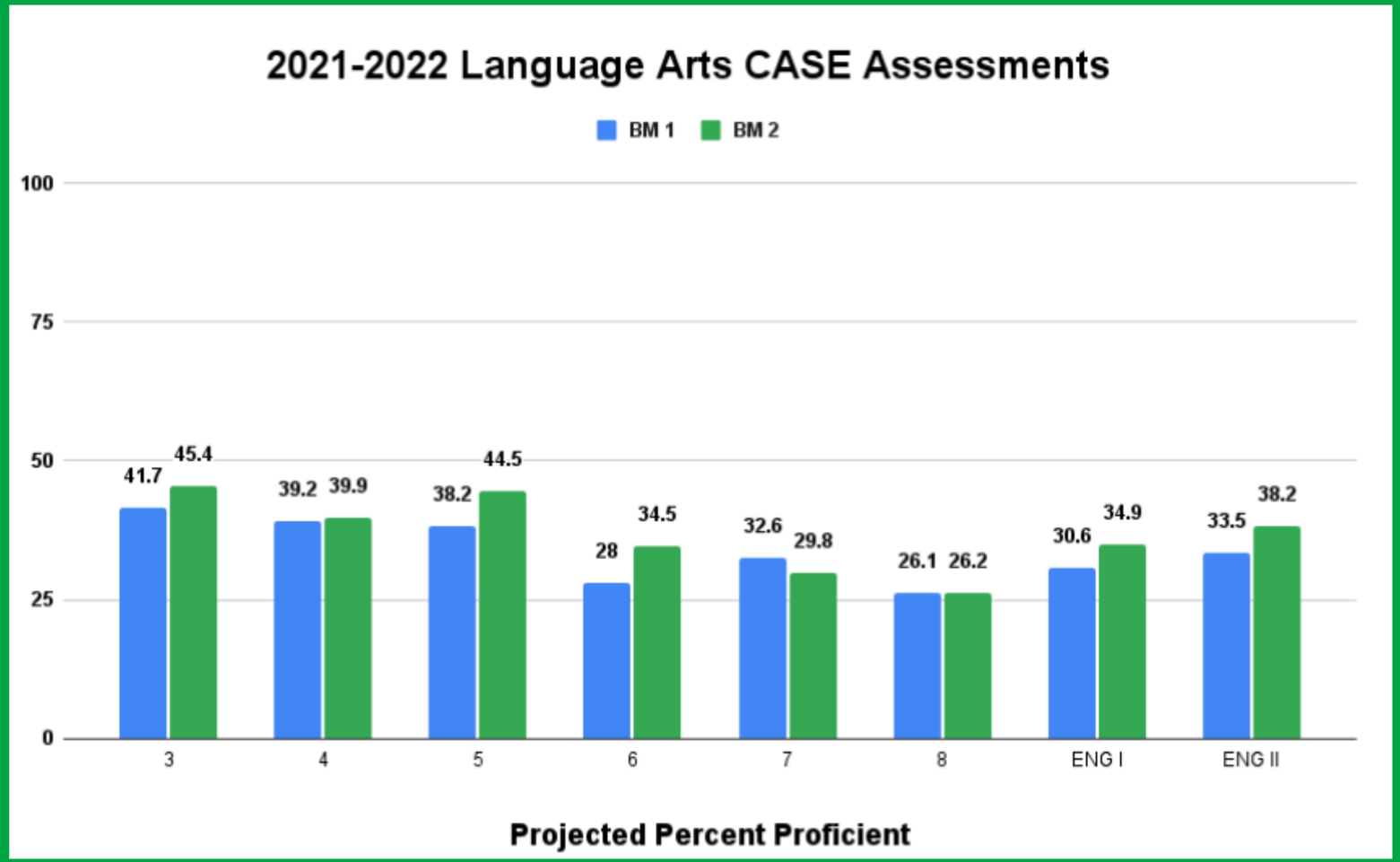
Culture of Learning: Environmental Readiness		
• Students complete instructional tasks, volunteer responses and/or ask appropriate questions. • Students follow behavioral expectations and directions. • Students execute transitions, routines and procedures in an orderly and efficient manner. • Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. • Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.	**Yes** **No**	
Core Action One: High-Quality Texts at the Center of Instruction		
A. A majority of the lesson is spent reading, writing, or speaking about the text(s). Type of text(s) (circle): Information / Literary / Other Media or Format	Yes No	
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes No	
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes No	
Core Action One Summary: The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	**Yes** **No**	
Core Action Two: Effective Use of Questions & Tasks		
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.	Yes Somewhat	Mostly Not Yet
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.	Yes Somewhat	Mostly Not Yet

Data Tells The Story



TCAP PROFICIENCY DATA

Data Tells The Story



BMK QUANTITATIVE DATA

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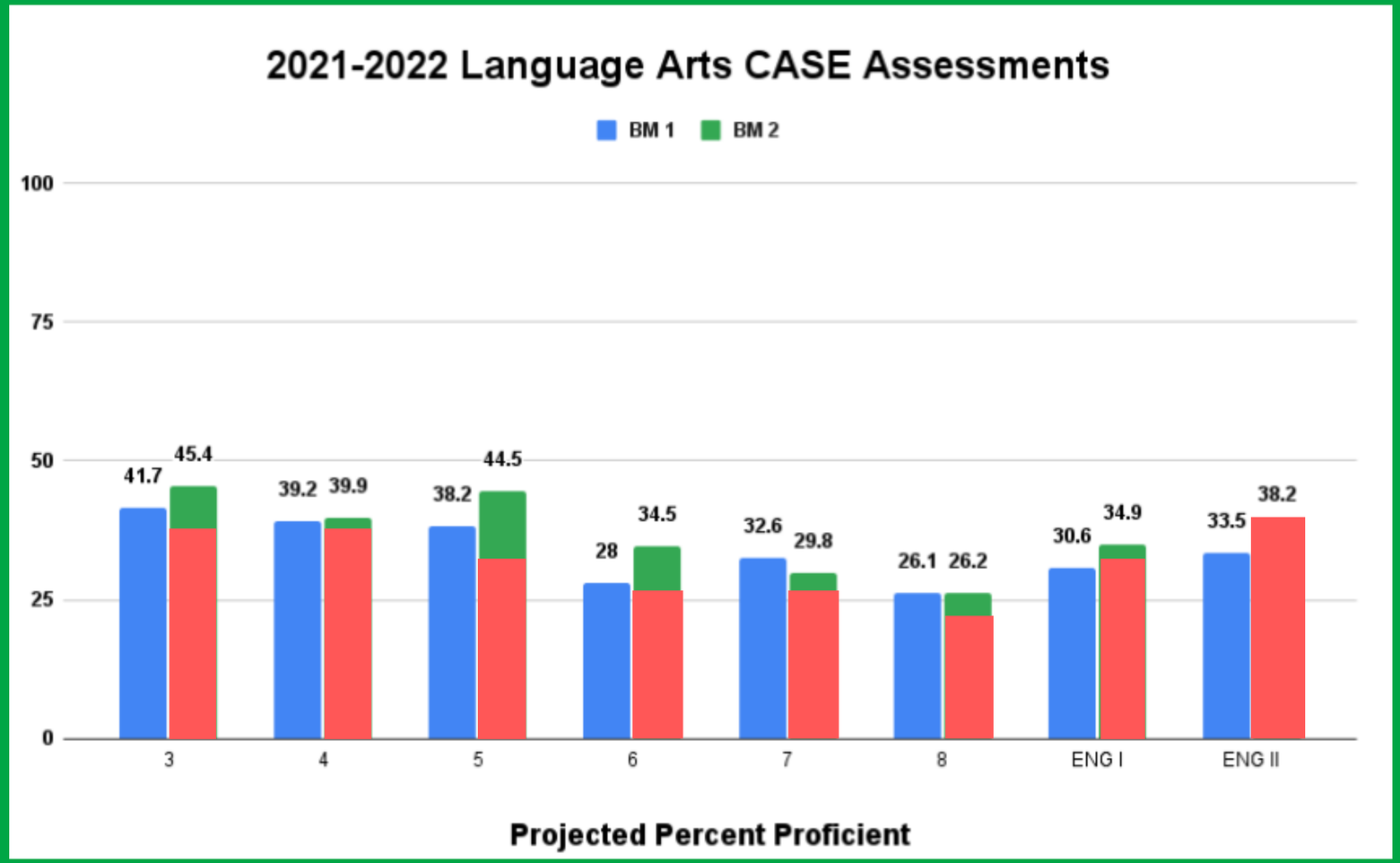
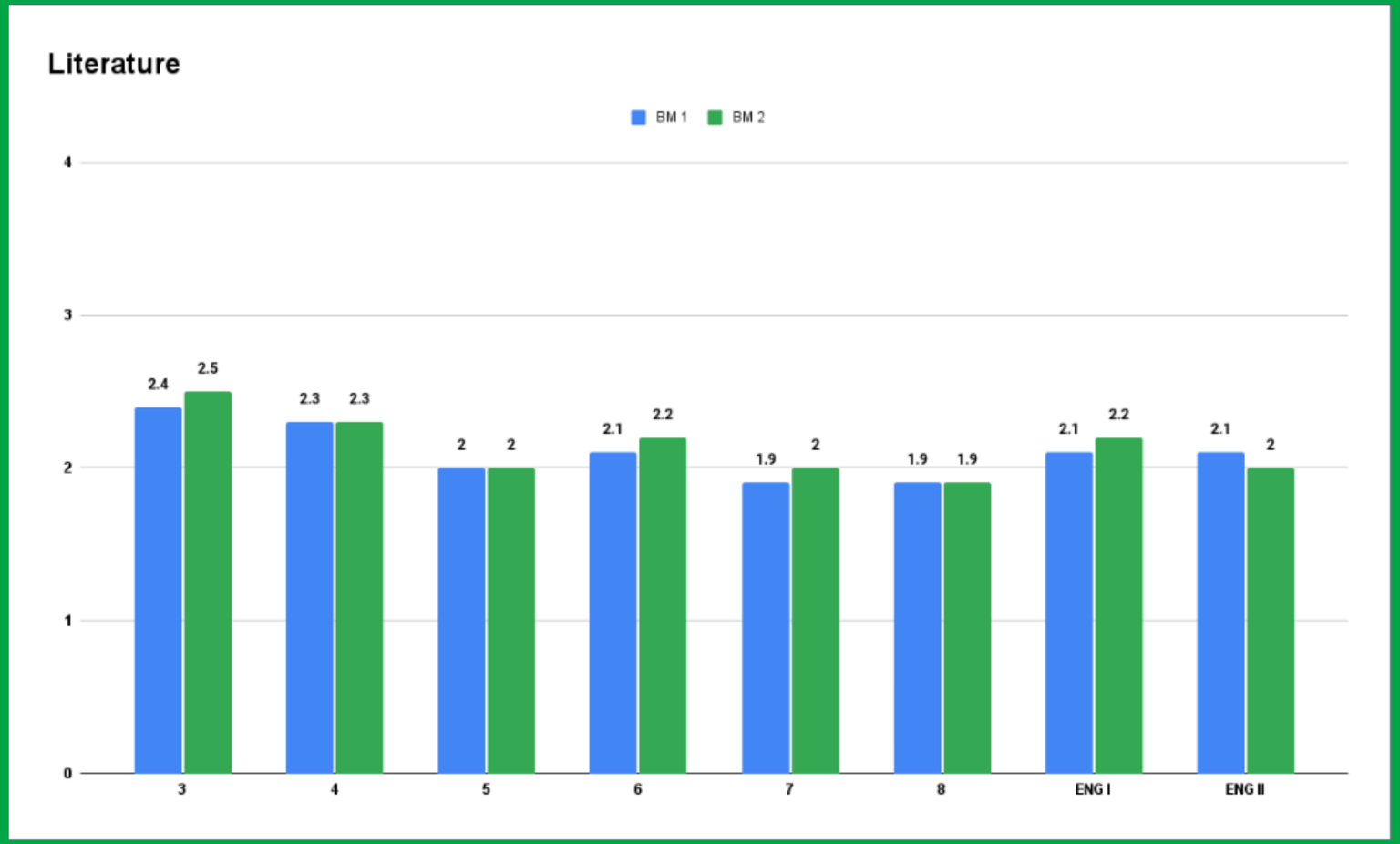


BMK QUANTITATIVE DATA

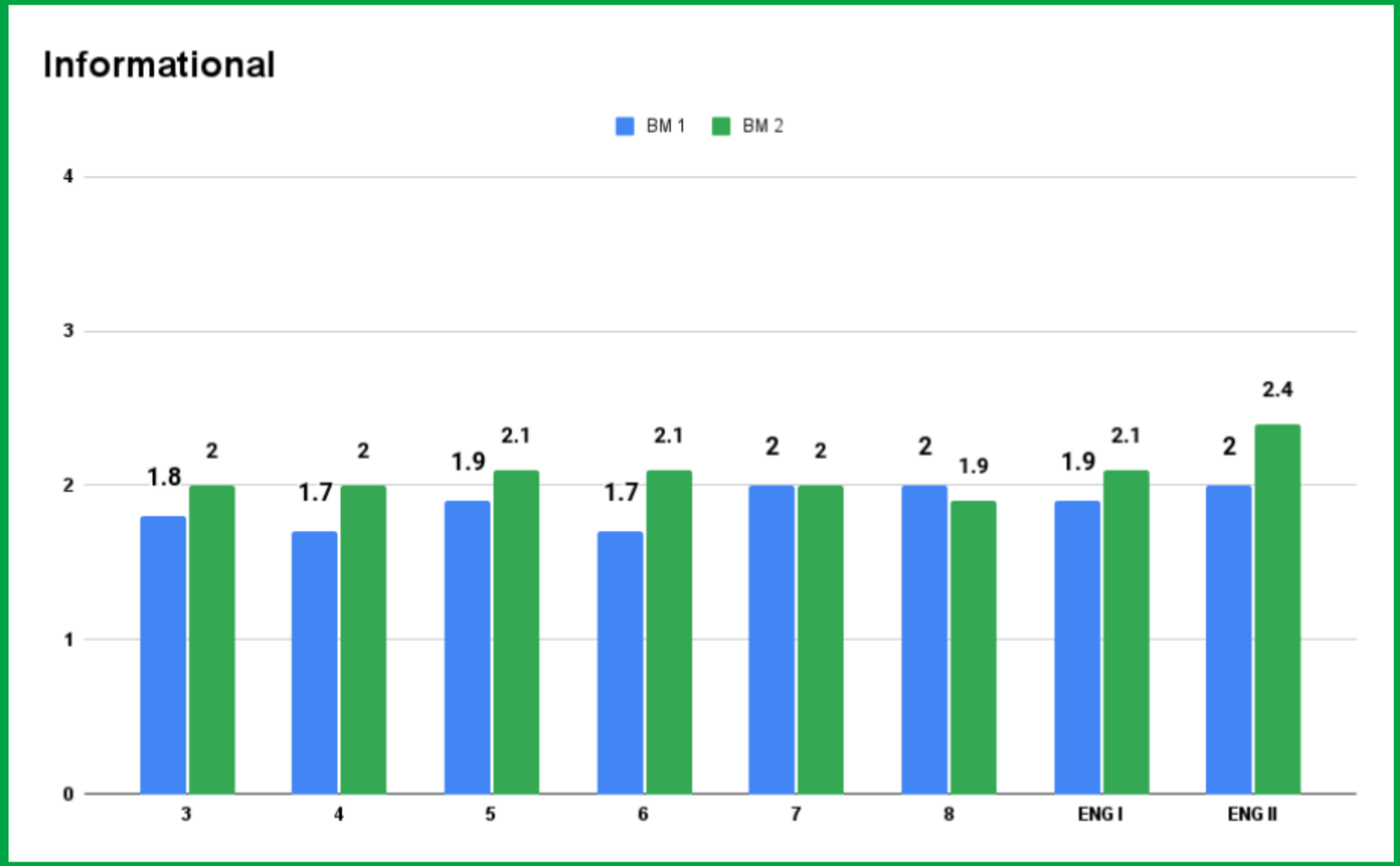
RED OVERLAY REPRESENTS 2021 TCAP

Data Tells The Story



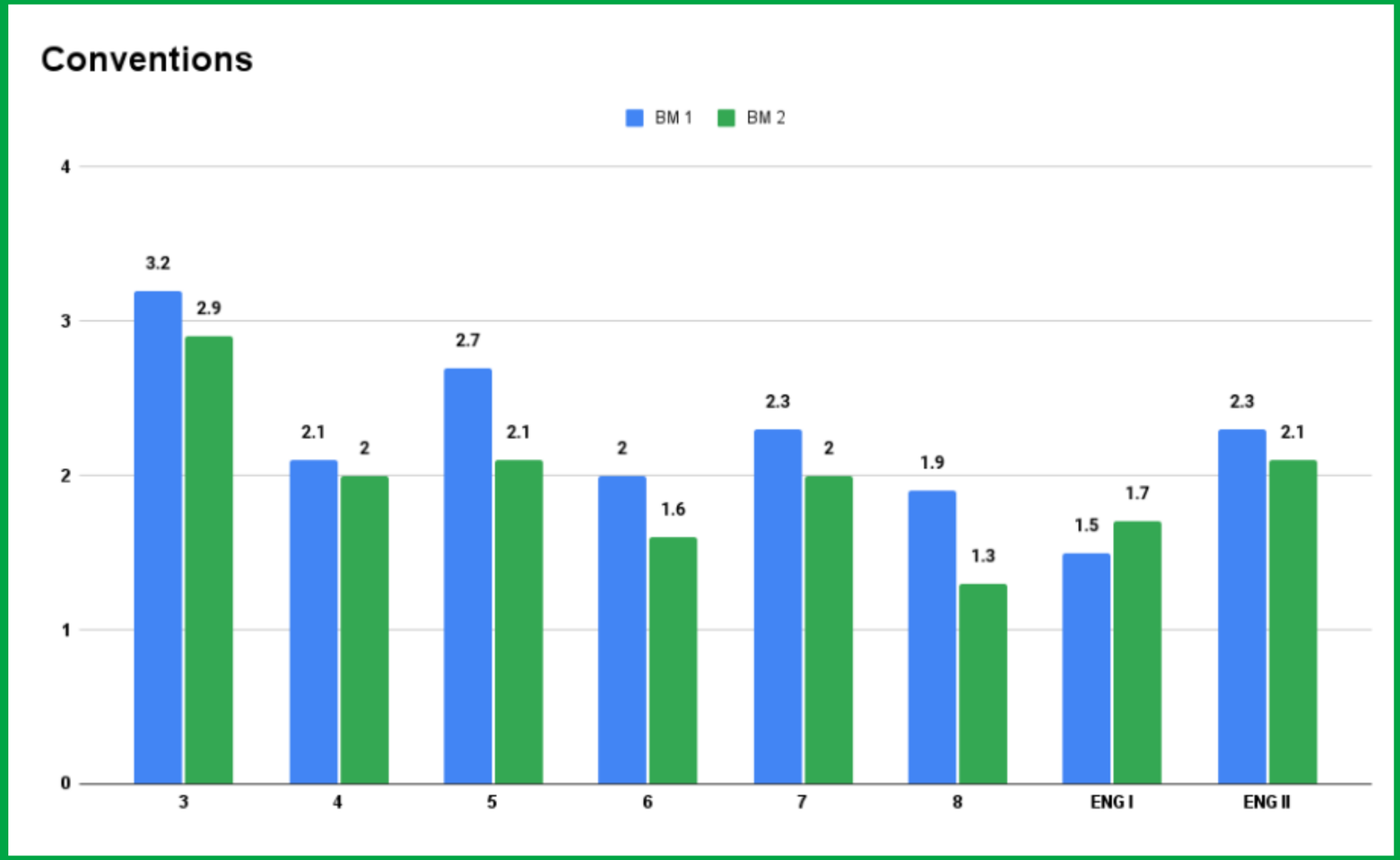
LITERATURE STRAND

Data Tells The Story



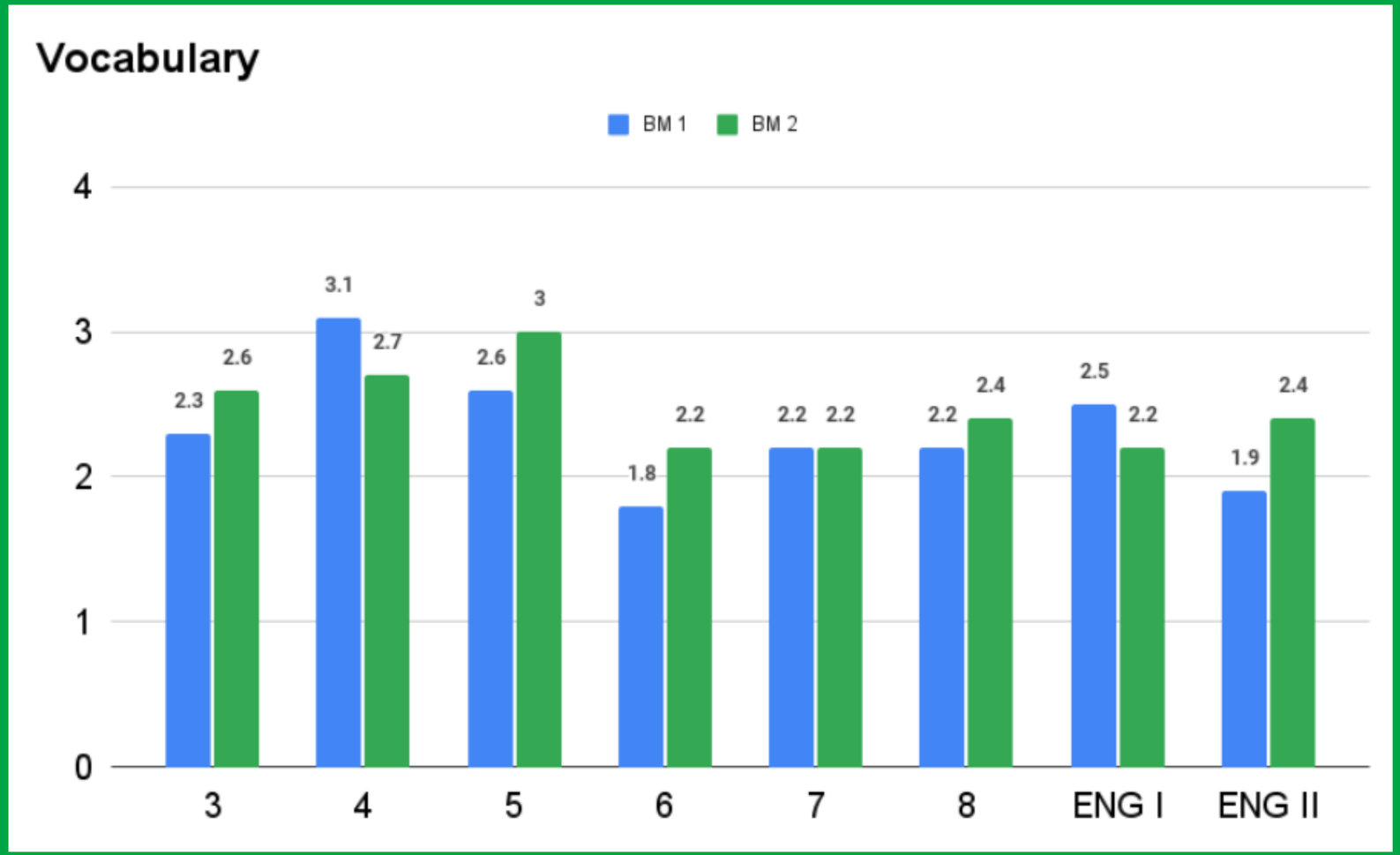
INFORMATIONAL STRAND

Data Tells The Story



CONVENTION STRAND

Data Tells The Story



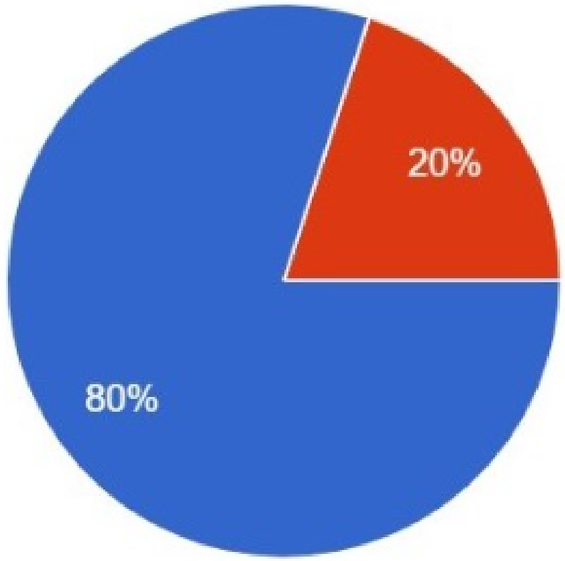
VOCABULARY STRAND

LITERACY

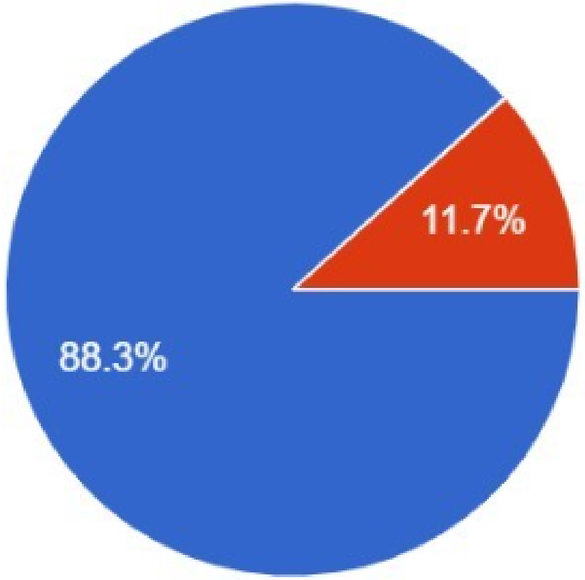
LEARNING WALKS

Core Action 1

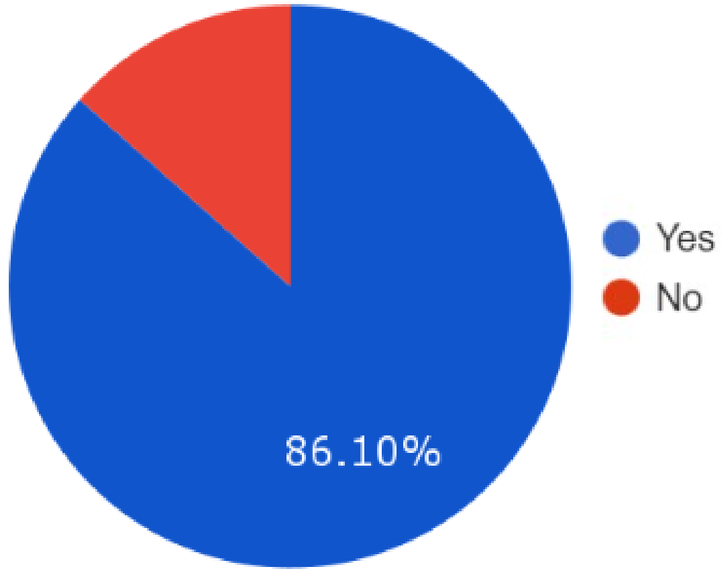
The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.



Elementary Data



Middle School Data

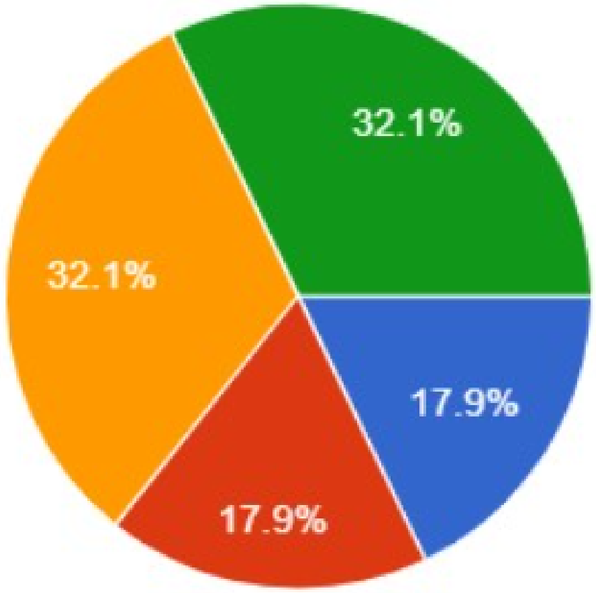


High School Data

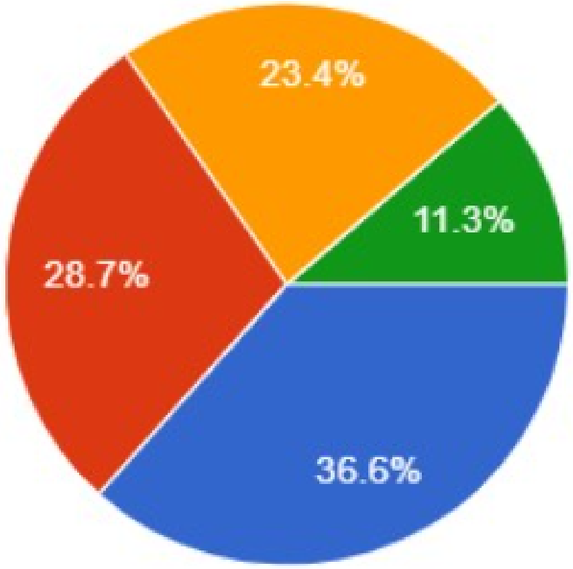
Data Tells The Story

Core Action 2

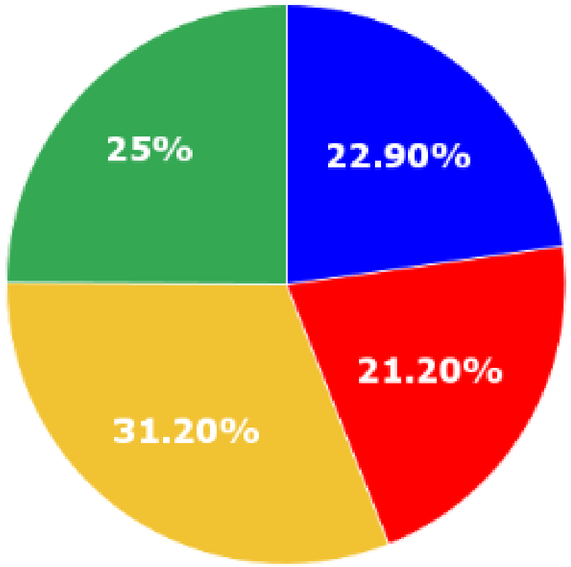
Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.



Elementary Data



Middle School Data

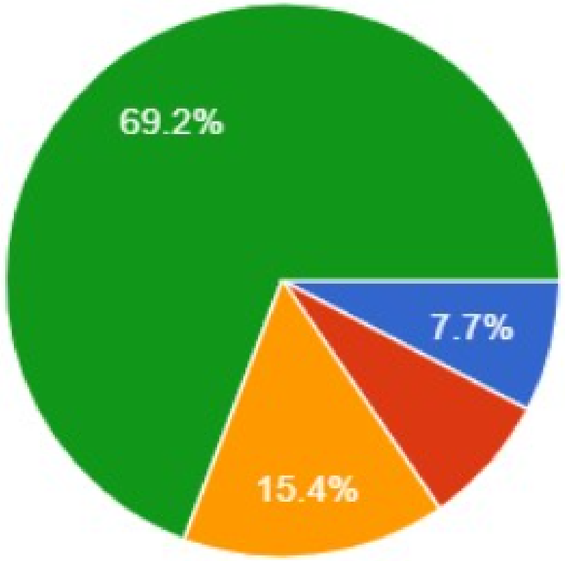


High School Data

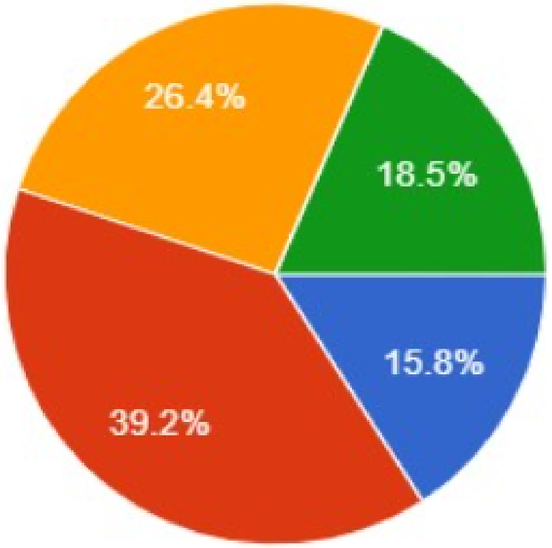
Data Tells The Story

Core Action 3

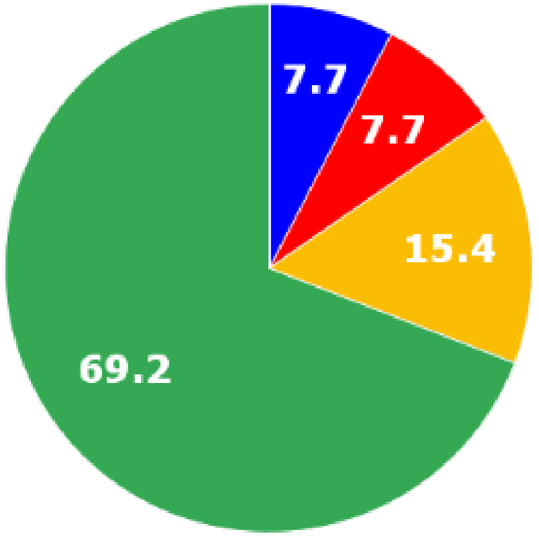
Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).



Elementary Data



Middle School Data



High School Data

Yes
Mostly
Somewhat
Not Yet

Data Tells The Story

STRATEGY = OUTCOMES

Grade Appropriate Assignments

Strong Instruction

Deep Engagement

High Expectations

ELA Instructional Shifts

ELA Core Actions

High Quality Instructional Materials

CMCSS Literacy Vision

IMPROVING OUTCOMES

High Quality Instructional Materials

18-19 Elementary School pilots a foundational skill K-2 curriculum

Spring 2019 results

K -Early Reading
Pilot School 8% below 25th
School 1 - 23% below 25th
School 2 - 22% below 25th
School 3 - 22% below 25th

1st - Early Reading
Pilot School 12% below 25th
School 1 - 29% below 25th
School 2 - 25% below 25th
School 3 - 17% below 25th

2nd - ORF
Pilot School 9% below 25th
School 1 - 19% below 25th
School 2 - 21% below 25th
School 3 - 16% below 25th

IMPROVING OUTCOMES

High Quality Instructional Materials

19-20

82%

above the 30th percentile in Spring Early Reading Screener

20-21

79%

above the 30th percentile in Spring Early Reading Screener

21-22

84%

above the 30th percentile in Spring CBM Reading Screener

Grant involving our 1st and 2nd grade students - Implementation of foundational literacy vendors in connection to our HQIM.

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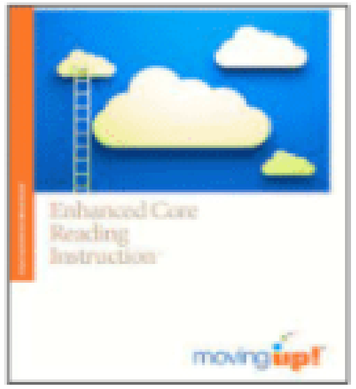
United States Department of Education

CORE
Consortium on Reaching Excellence in Education



Literacy Success Act Impact

Spring 2020

Science of Reading professional learning with core group of district and school based teams using Teaching Reading Resource Book.

Summer 2021

Over 200 CMCSS teachers received high quality professional learning learning in foundational literacy skills.

2021-2022

District led Science of Reading professional learning for elementary and middle school academic coaches and elementary lead teachers.

Literacy Success Act Impact

Summer 2022

CMCSS hosting three cohorts of secondary literacy professional learning and two cohorts of foundational literacy skills professional learning.

Summer Literacy Institute '22

Week long professional learning experience for elementary teachers. Participants will receive personal learning with district literacy leaders, application of learning with model class of students and exemplar teacher, followed by year long PLC with bridge to practice activities and universal screening data tracking and comparison from previous year to determine effectiveness and implementation of new learning.

Literacy Success Act Impact

ONGOING

CMCSS and APSU EPP collaboration to support the implementation foundational literacy skills standards:

(1) How to effectively teach the foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension,
(2) How to scaffold instruction for teaching students with advanced reading skills and students with significant reading deficiencies,
(3) How to identify the characteristics of dyslexia and provide effective instruction for teaching students with these characteristics using evidence-based, multisensory interventions,
(4) How to implement reading instruction using high-quality instructional materials (HQIM),
(5) Behavior management through trauma-informed principles for the classroom and other developmentally appropriate supports to ensure that students can effectively access reading instruction, and
(6) How to administer a universal reading screener to students and use the resulting data to improve reading instruction for students.

2022-2023

District led Science of Reading professional learning for any K-12 teacher with ongoing PLC to build content knowledge and application to classroom practice.

Literacy Success Act Impact

CMCSS LITERACY VISION

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TN EDUCATION RESEARCH ALLIANCE

Early Literacy and Grade Retention in Tennessee

Evaluating Longitudinal Patterns and Legislative Changes in Retention Policy

Susan K. Patrick
Kaitlyn Elgart

May 2022

Early grades retention in Tennessee

	2011/2012 3rd grade retention law	2018 SBE Updated Policies	2021 3rd grade retention law
Change to law/policy	Third grade students shall not be promoted without basic understanding and skills in reading, based on standardized test results or grades	Updated promotion policies, which outlines basic guidelines for retention and types interventions used in lieu of retention	Updated third grade retention law, which outlines more specifics about measuring proficiency and offering interventions in lieu of retention
Alternatives to retention	• Research-based interventions (district determined)	• Sufficient progress on student's individual promotion plan	• Summer learning program and/or tutoring in next year
Exceptions	• Students with IEPs	• Not based solely on having an IEP, English learner (EL) status, or maturity.	• EL students in first 2 years of ELA instruction • Previously retained

TN EDUCATION RESEARCH ALLIANCE

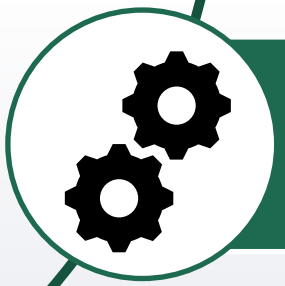
Prior research on student grade retention

Negative or null effects: Most research suggests that retention has, on average, null or negative effects on student outcomes

(Allen et al., 2009; Jimerson, 2001/2019; Xia & Kirby, 2009)

Interventions matter: More positive, short-term outcomes for retained students under policies with strict retention mandates that include other academic interventions

(Jacob & Lefgren, 2004; Schwerdt et al, 2015)



Methods matter: Given the challenges of finding appropriate comparison groups in retention research, findings vary based on the methodological approach of the study

(Allen et al., 2009; Valbuena et al, 2021)

TN EDUCATION RESEARCH ALLIANCE

Questions guiding our analysis

1. **Who is retained across Tennessee?**
   - A. **How have retention rates varied across time?**
   - B. **To what extent do retention rates vary between schools and districts?**
   - C. **To what extent do student, school, and district characteristics predict retention?**
2. **To what extent are changes in retention and intervention policies associated with changes in retention patterns?**
3. **To what extent has the passage of the 2011 Tennessee retention law influenced the subsequent achievement, attendance, and disciplinary outcomes of third grade students who are performing below proficient in reading?**
   - A. **How do effects vary across student characteristics?**
4. To what extent is retention associated with future student outcomes (e.g., student achievement, attendance, identification in special education)?

TN EDUCATION RESEARCH ALLIANCE

How we define early grades retention

Data: Tennessee's student-level administrative data system which captures minimum and maximum grade for every year for every student in TN public school system

- **Years:** 2009-2010 to 2020-2021 years
- **Grades**: Kindergarten to third grade

Defining retention: We count a student as retained if their records indicate that they spent two full years in the same grade

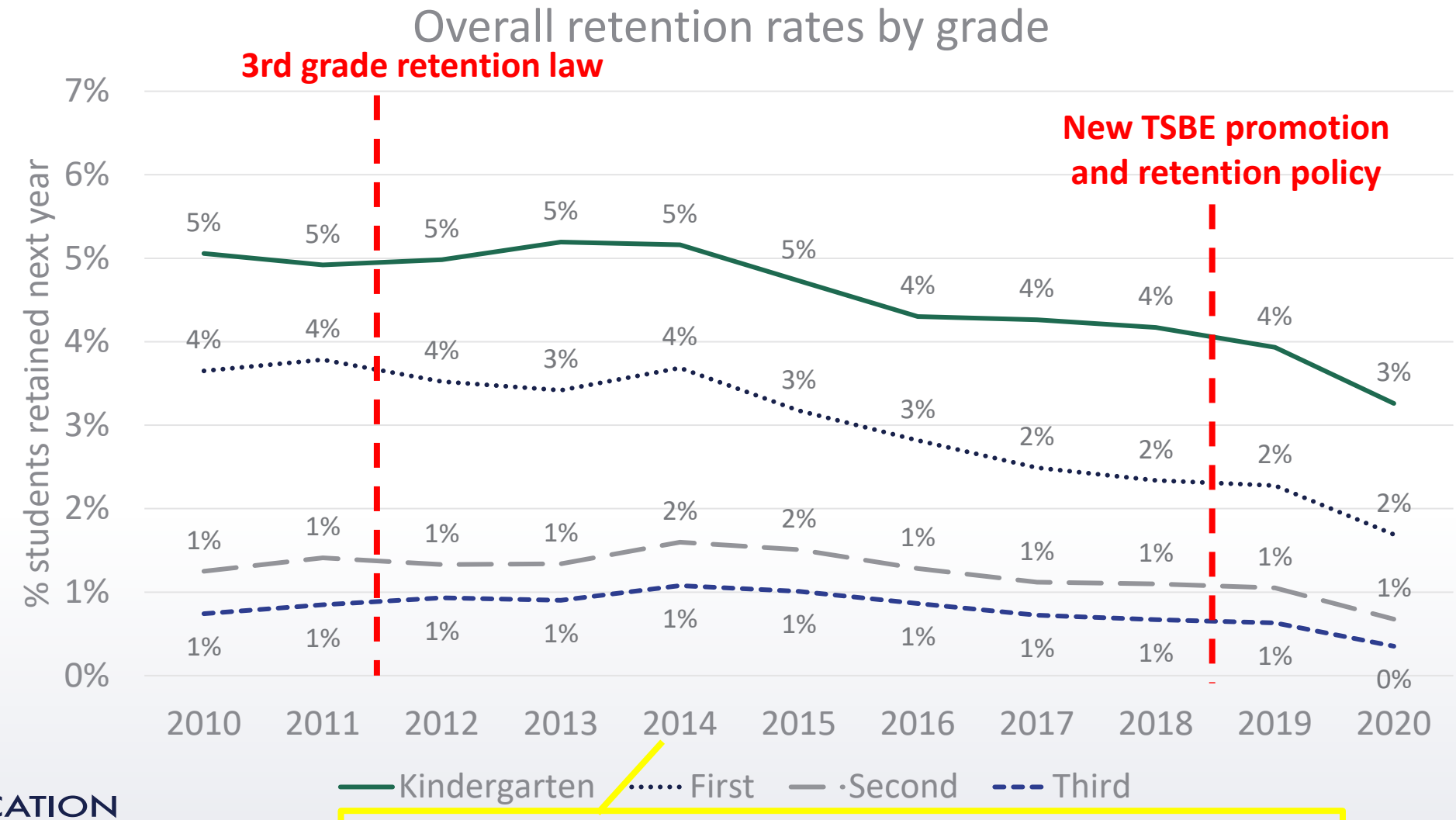
TN EDUCATION RESEARCH ALLIANCE

Statewide historical trends in retention rates in the early elementary grades

- Who is retained in Tennessee?
- How have retention patterns changed over time (2010-2020) and amid state-wide retention law changes?

TN EDUCATION RESEARCH ALLIANCE

Tennessee's retention rates have been trending down over the past decade and overall trends do not appear to shift much amid law and policy changes.



TN EDUCATION RESEARCH ALLIANCE

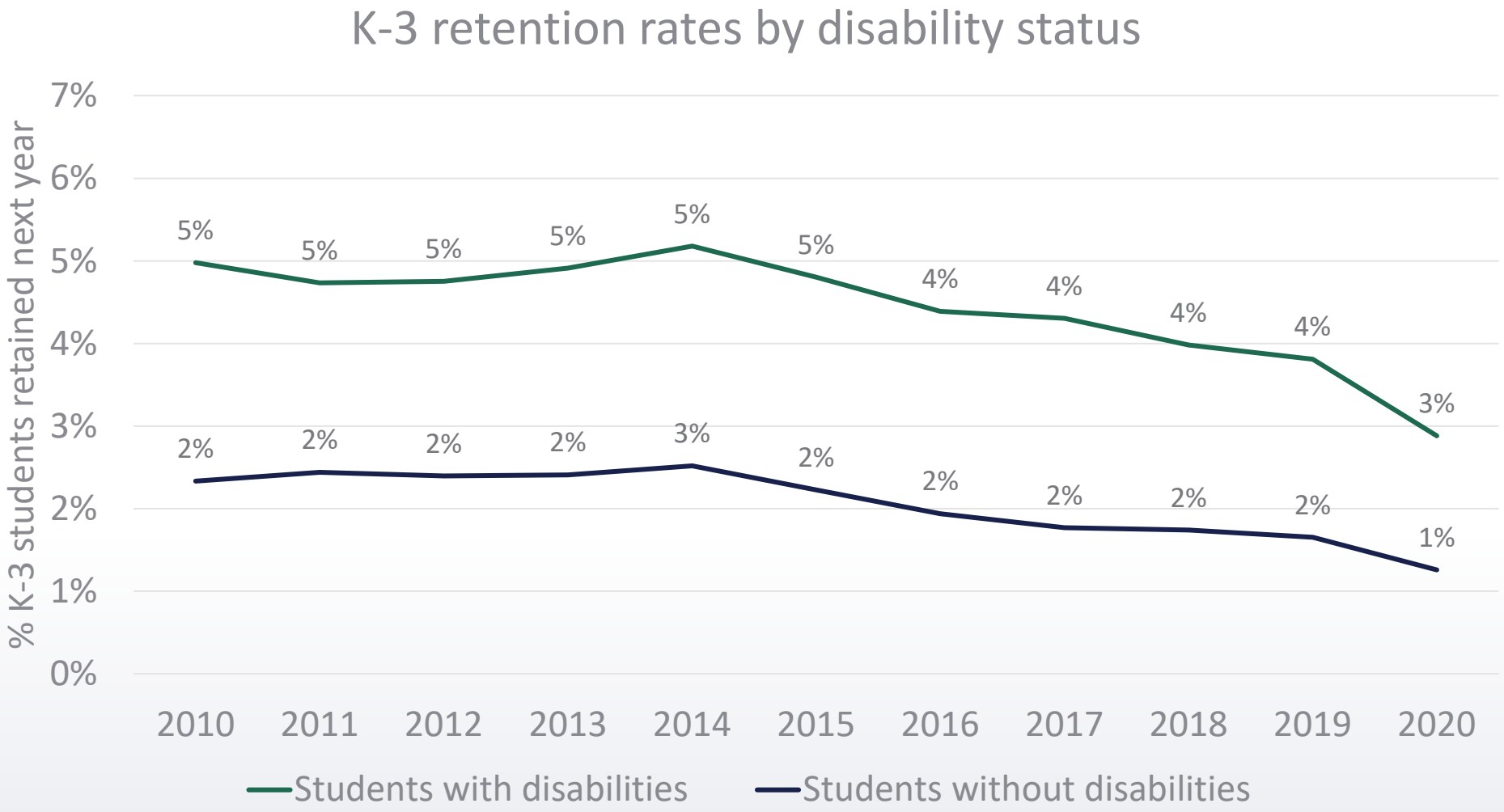
Since 2010, more than half of third graders annually have performed below proficient on the state's third grade reading assessment.

Year	Percent of 3rd graders below proficient in reading	Number of 3rd graders below proficient in reading
2010	58%	42,269
2011	57%	39,469
2012	54%	37,227
2013	51%	36,351
2014	57%	40,487
2015	58%	43,514
2017	66%	49,465
2018	64%	46,610
2019	64%	45,993

TN EDUCATION RESEARCH ALLIANCE

No comparison data available for 2016 and 2020 because testing was canceled those years.

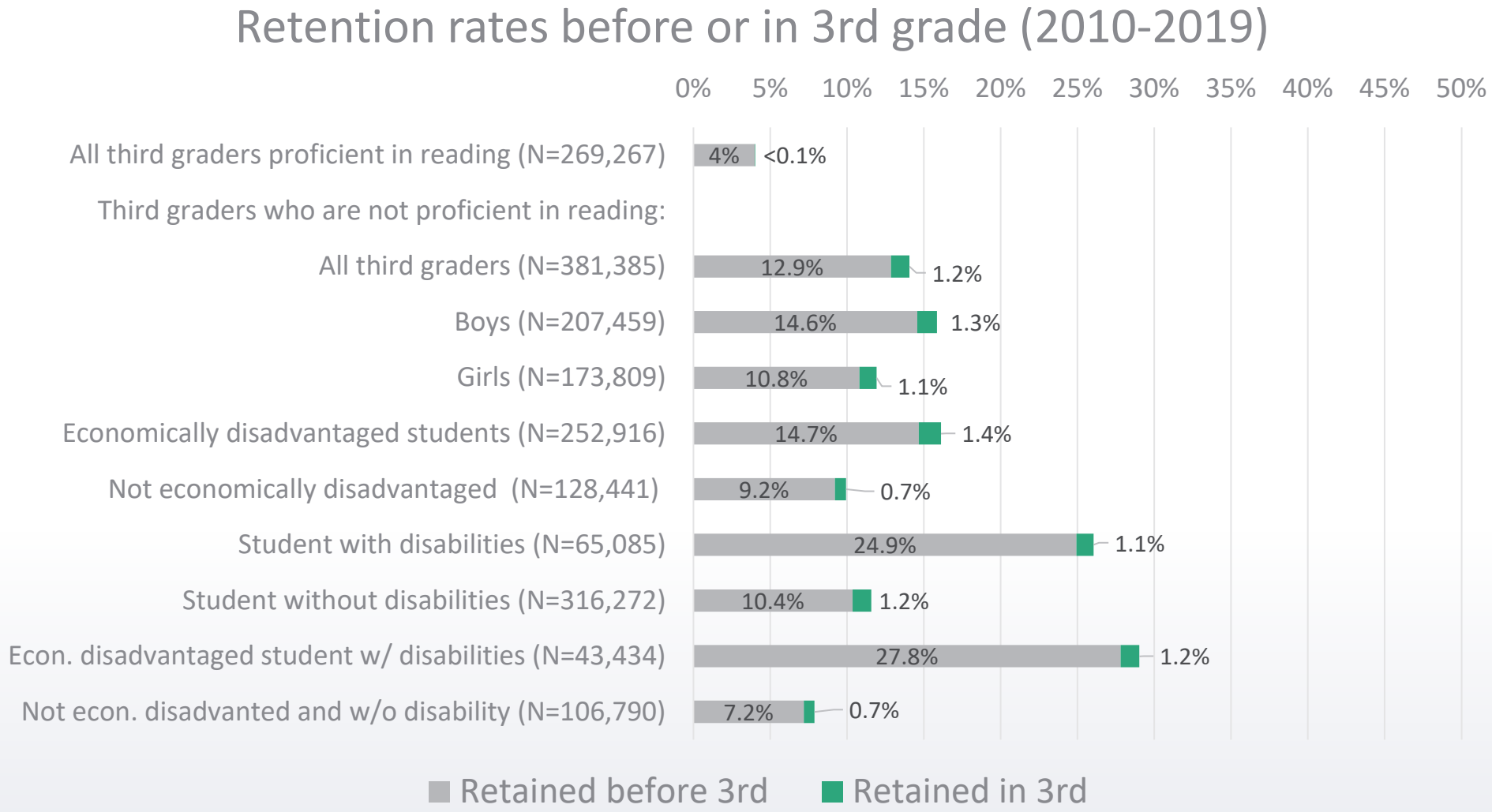
Students with disabilities consistently have higher retention rates in the early grades than students without disabilities.



TN EDUCATION RESEARCH ALLIANCE

Rates vary by type of disability, see additional analyses for specific rates by disability type.

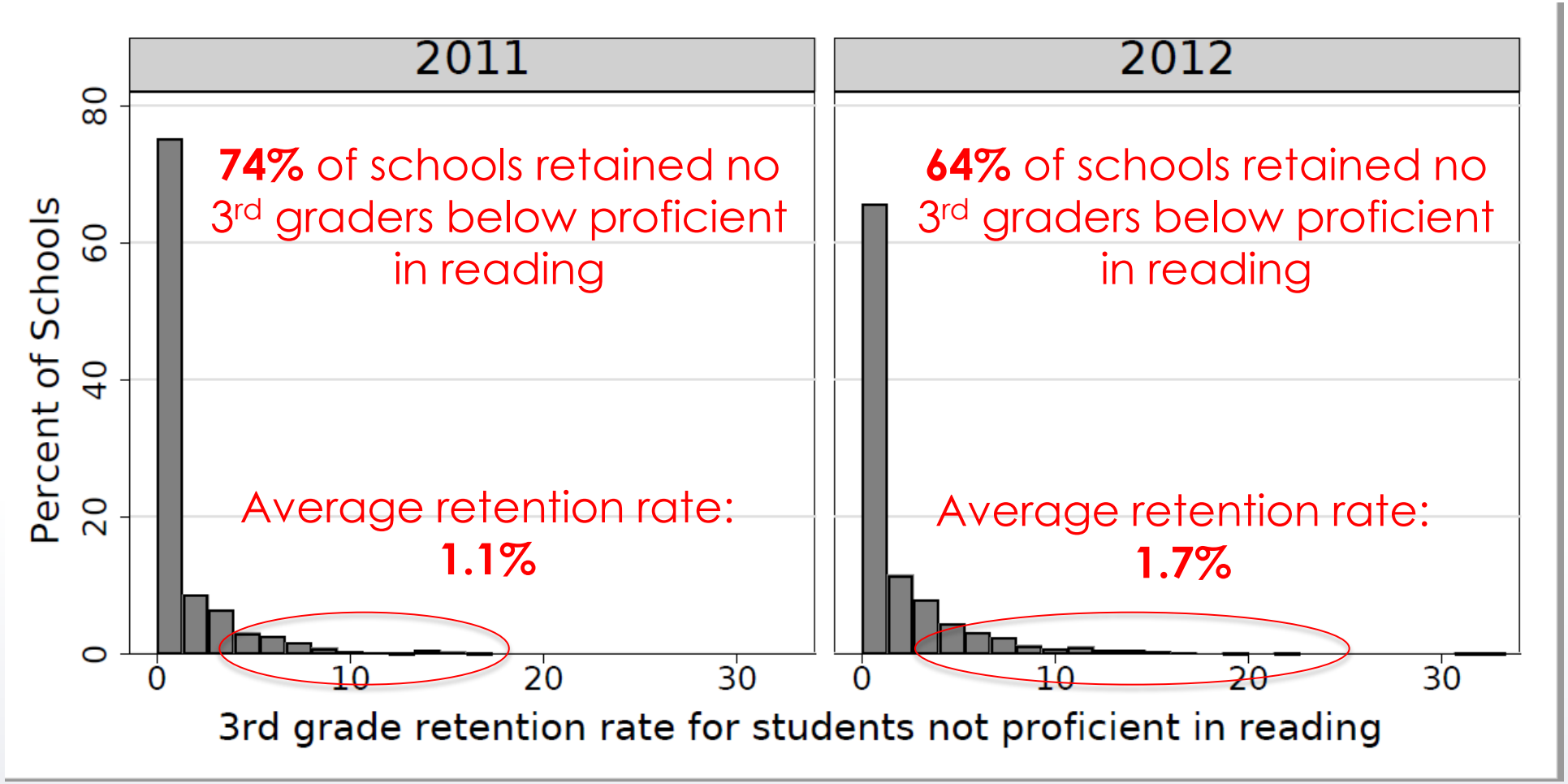
Differences across student characteristics compound over time so that certain students are much more likely to be retained before 3rd grade.



TN EDUCATION RESEARCH ALLIANCE

Looking across 8 years of data (2010-2015; 2017-2019). Does not include third graders from 2016 and 2020 because testing was canceled those years.

While third grade retention rates are low across most TN schools, retention patterns vary across schools.



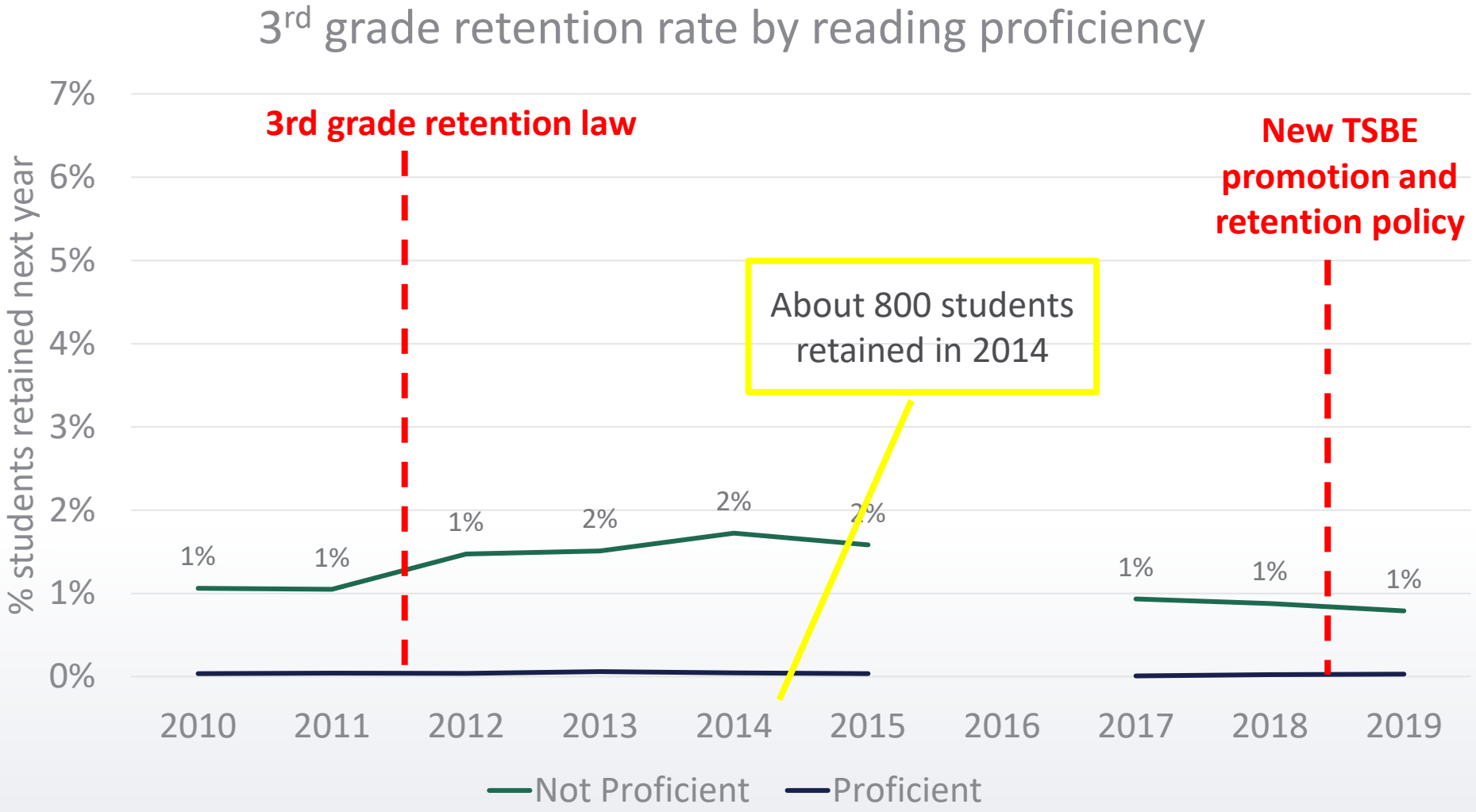
TN EDUCATION RESEARCH ALLIANCE

Effects on third grade retention law change on outcomes of students who scored below proficient on 3rd grade reading TCAP

- To what extent has the passage of the 2011 Tennessee retention law influenced the subsequent achievement, attendance, and disciplinary outcomes of third grade students who are performing below proficient in reading?
- How do effects vary across student characteristics?

TN EDUCATION RESEARCH ALLIANCE

Retention rates among 3rd grade students not proficient in reading increased slightly after the law change but have remained low across all years.



TN EDUCATION RESEARCH ALLIANCE

No data comparison available for 2016 and 2020 because testing was canceled those years.

Results from a 2015 survey suggest that districts vary considerably in their third-grade retention policies and plans for intervention for struggling students.

In 2015, TN Department of Education surveyed school districts about their district policies regarding third grade retention (111/146 districts responded)

- **8 districts** report having no district policy on 3rd grade retention
- **27 districts** leave all retention decision up to school personnel
- **7 districts** report that they do not support the retention of 3rd grade students
- Approximately half of districts mention academic interventions available for students at risk of retention
  - **15 districts** specifically mentioning Response to Intervention (RTI)
  - **20 districts** indicated that they offer summer school.

TN EDUCATION RESEARCH ALLIANCE

Who is included in this analysis

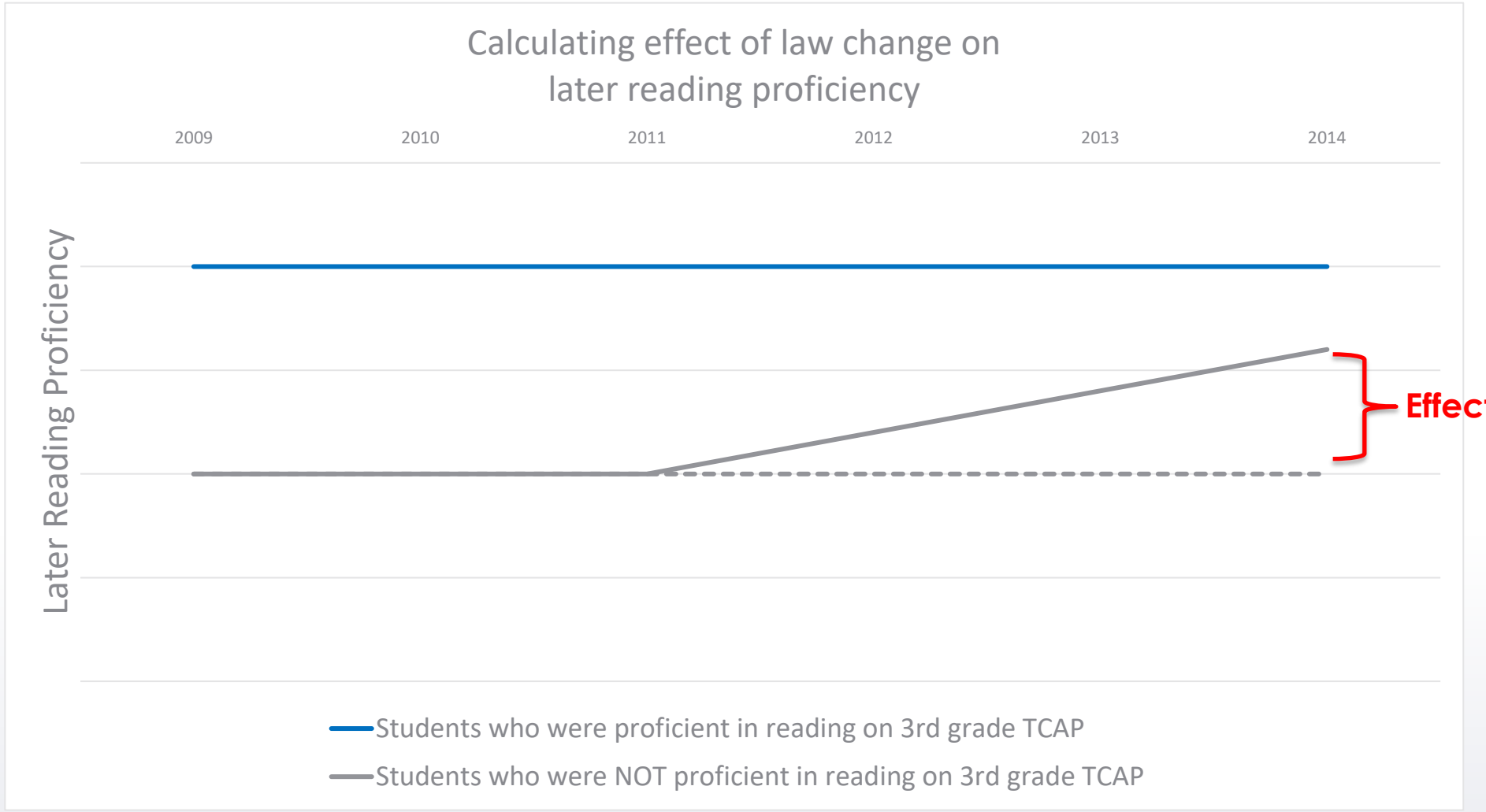
350,642 students statewide (91% of all TN third graders)

- Including all third-grade cohorts from 2010 to 2014
- Excludes students who did not participate in reading assessment at end of third grade
- Student characteristics measured as of first year in 3rd grade

Student Characteristics	Percent
Female	49%
Asian	2%
Black	23%
Hispanic	8%
Native American	<1%
White	66%
Economically disadvantaged	58%
English learner receiving services	4%
Disability identified	11%

TN EDUCATION RESEARCH ALLIANCE

How we are measuring the effect of the retention law change



TN EDUCATION RESEARCH ALLIANCE

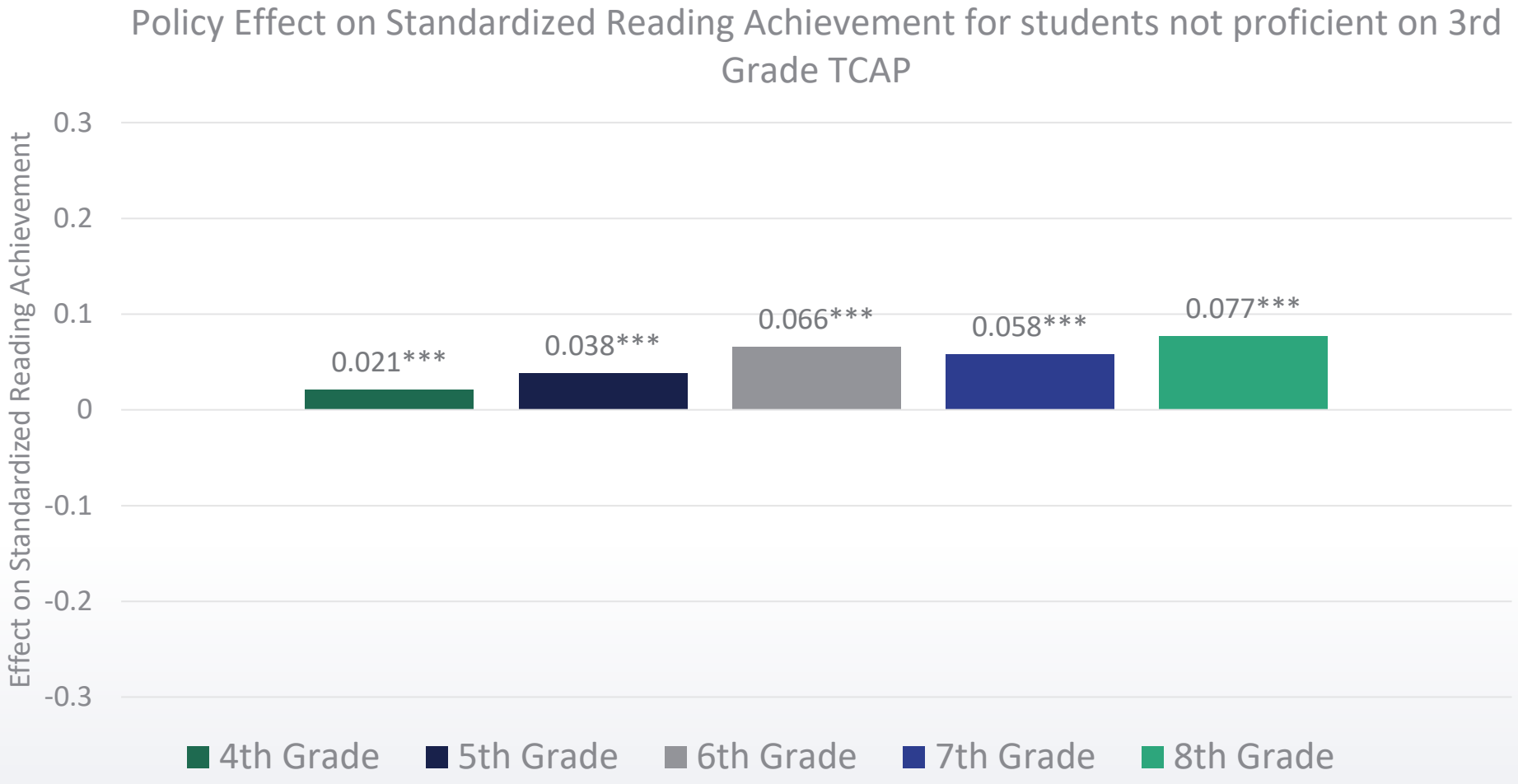
Outcomes and Comparisons

Type of outcome	Description
Reading achievement	State reading assessment (3rd to 8th grade) • Standardized within grade and year
Attendance	Attendance rate by year (0-100)
Disciplinary record	Binary indicator for whether student has any suspensions within a year

Our analysis compares students *within* schools while accounting for the following student characteristics:	
• Sex • Race/ethnicity • Age	• Economically disadvantaged • English learner • Disability status

TN EDUCATION RESEARCH ALLIANCE

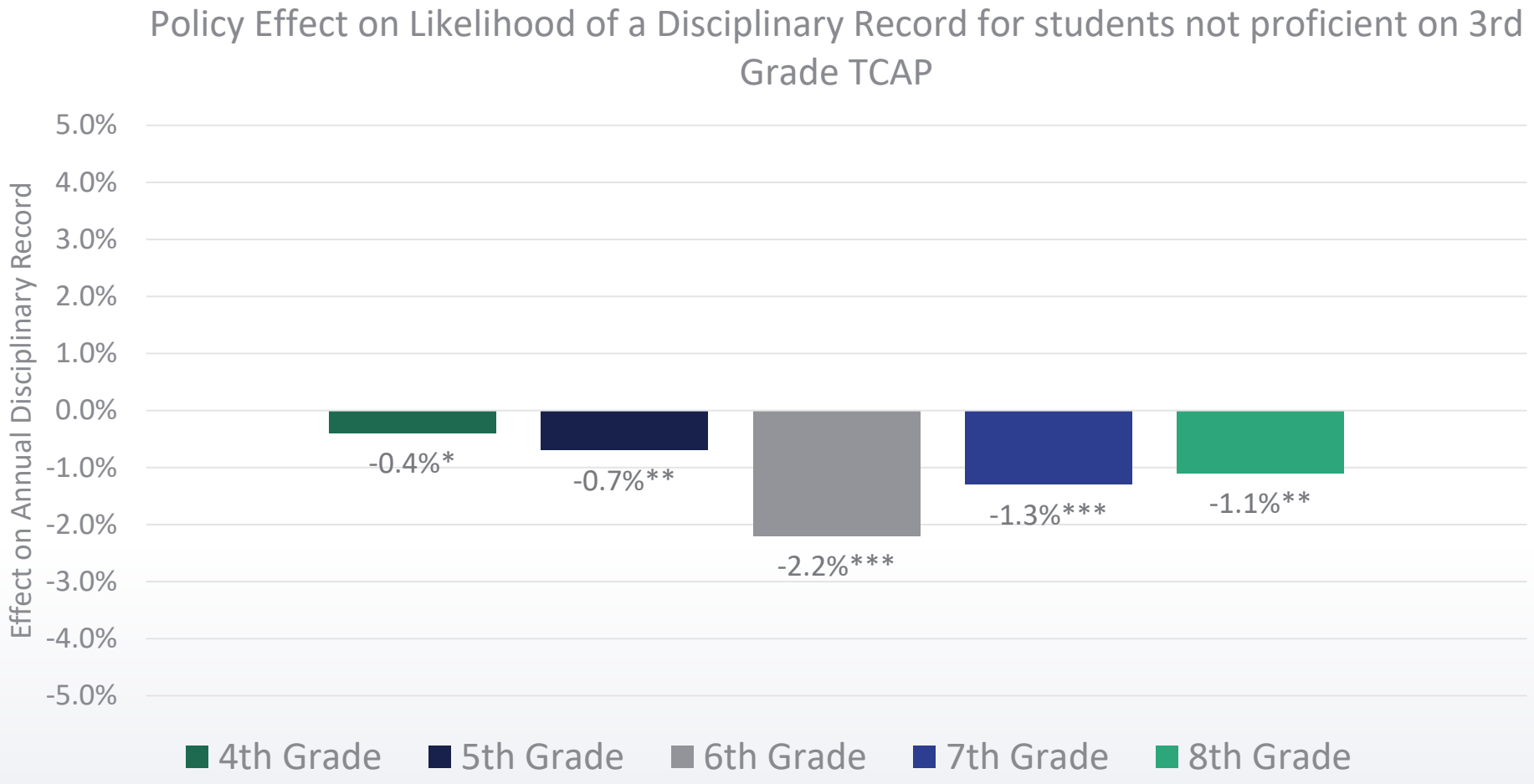
Retention law change had small positive effects on subsequent reading achievement for students below proficient in reading regardless of retention.



TN EDUCATION RESEARCH ALLIANCE

The standardized achievement gap between ED and non-ED students in the sample is 0.68

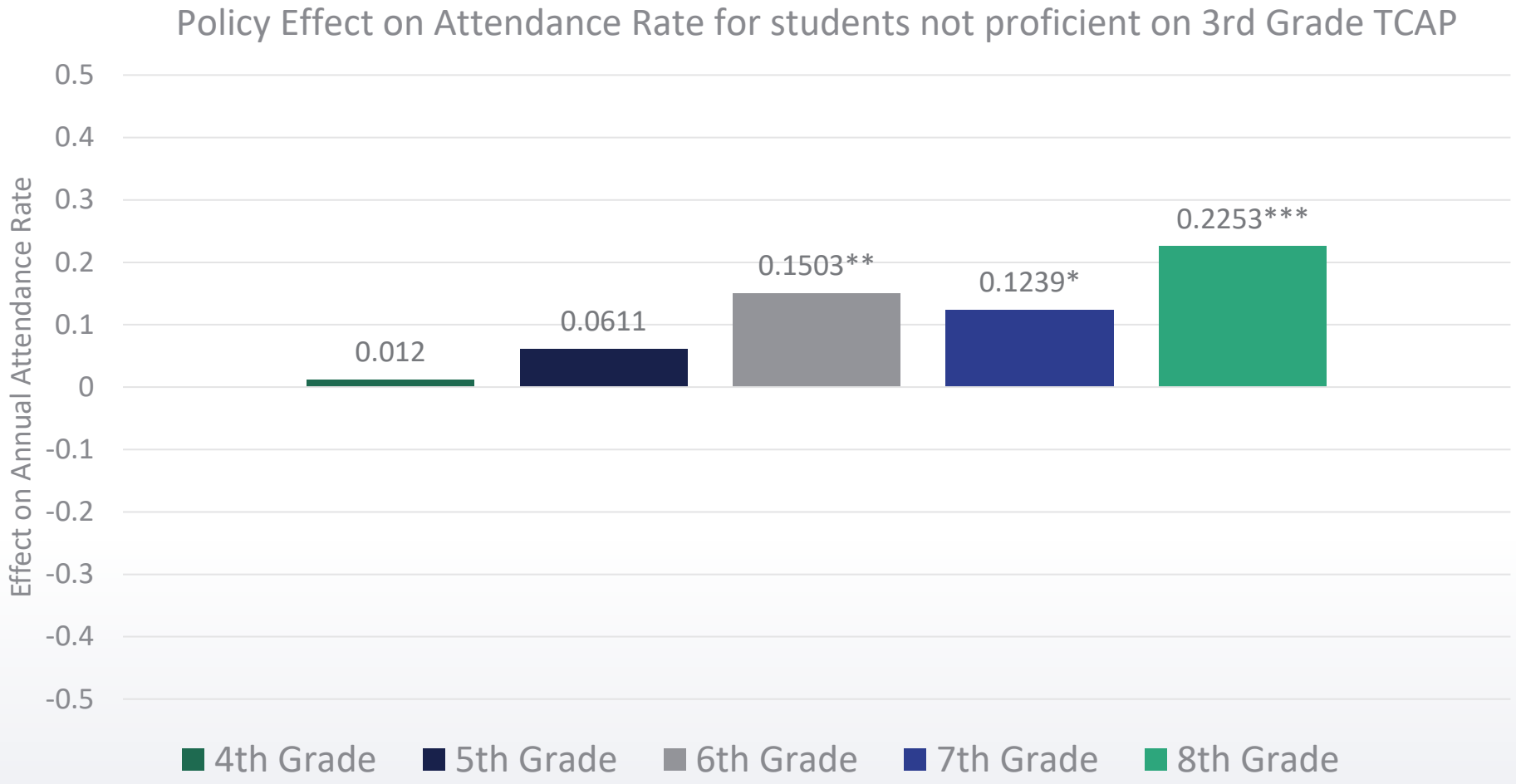
Students below proficient in reading (regardless of retention) had slightly better disciplinary records after the retention law change.



TN EDUCATION RESEARCH ALLIANCE

Average percent of elementary students with a disciplinary record is 6.3%
Average percent of middle school students with a disciplinary record is 16.6%

There are not consistent effects on attendance for students who were below proficient in reading, and all effects detected are close to 0.



TN EDUCATION RESEARCH ALLIANCE

Average attendance rate in the sample is 95%

The effects of the retention law change vary in size across student groups.

Law change had stronger effects on reading achievement and discipline for:

- Economically disadvantaged students
- Boys
- White students
- Students without disabilities

TN EDUCATION RESEARCH ALLIANCE

Limitations

- We cannot capture effect of retention only the effect of the law change

- We cannot observe the type and duration of academic interventions used in lieu of or alongside retention

Summary of findings

Who is retained across Tennessee? To what extent are changes in retention and intervention policies associated with changes in retention patterns?

- About 13% of TN students are retained during K-3, and these percentages have been declining in recent years.
- Retention rates are higher for economically disadvantaged students, students with disabilities, and relatively younger students.
- Retention rates vary considerably across schools and districts.
- Retention rates have not changed much amid law/policy changes.

To what extent has the passage of the 2011 Tennessee retention law influenced the subsequent outcomes of third grade students who are performing below proficient in reading?

- Retention law change had small positive effects on subsequent reading achievement for students who were below proficient in reading (regardless of retention).
- Students who were below proficient in reading (regardless of retention) had slightly better disciplinary records after the retention law change.

TN EDUCATION RESEARCH ALLIANCE

Conclusions and Implications

Retention rates vary considerably across student groups and schools, and many students targeted by third grade retention policy have already been retained

- Policymakers should consider how to evaluate these differences across student groups
- Encouraging earlier intervention may be more effective than waiting until 3rd grade

Results suggest that policy change had small, positive effects on subsequent student outcomes

- Results appear to be driven by changes to interventions offered to students who performed below proficient in third grade reading
- Given prior research on effects of retention, these interventions may be better for students and more cost effective

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Questions & Next Steps

Next steps for research

1. Comparing policy effect of retention law change for students who are retained versus students who are not retained

2. Finalizing analysis that examines descriptive patterns in the outcomes of retained students compared to students who are not retained
   - Examining differences based on timing of retention
   - Outcomes: subsequent reading achievement (grades 4-10), attendance (4-12), disciplinary record (4-12), dropping out, subsequent identification of disability

Questions

- Any questions or reflections on the current analysis?
- What additional analysis could be helpful?

Final memo will be shared with all board members in June.

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Thanks!

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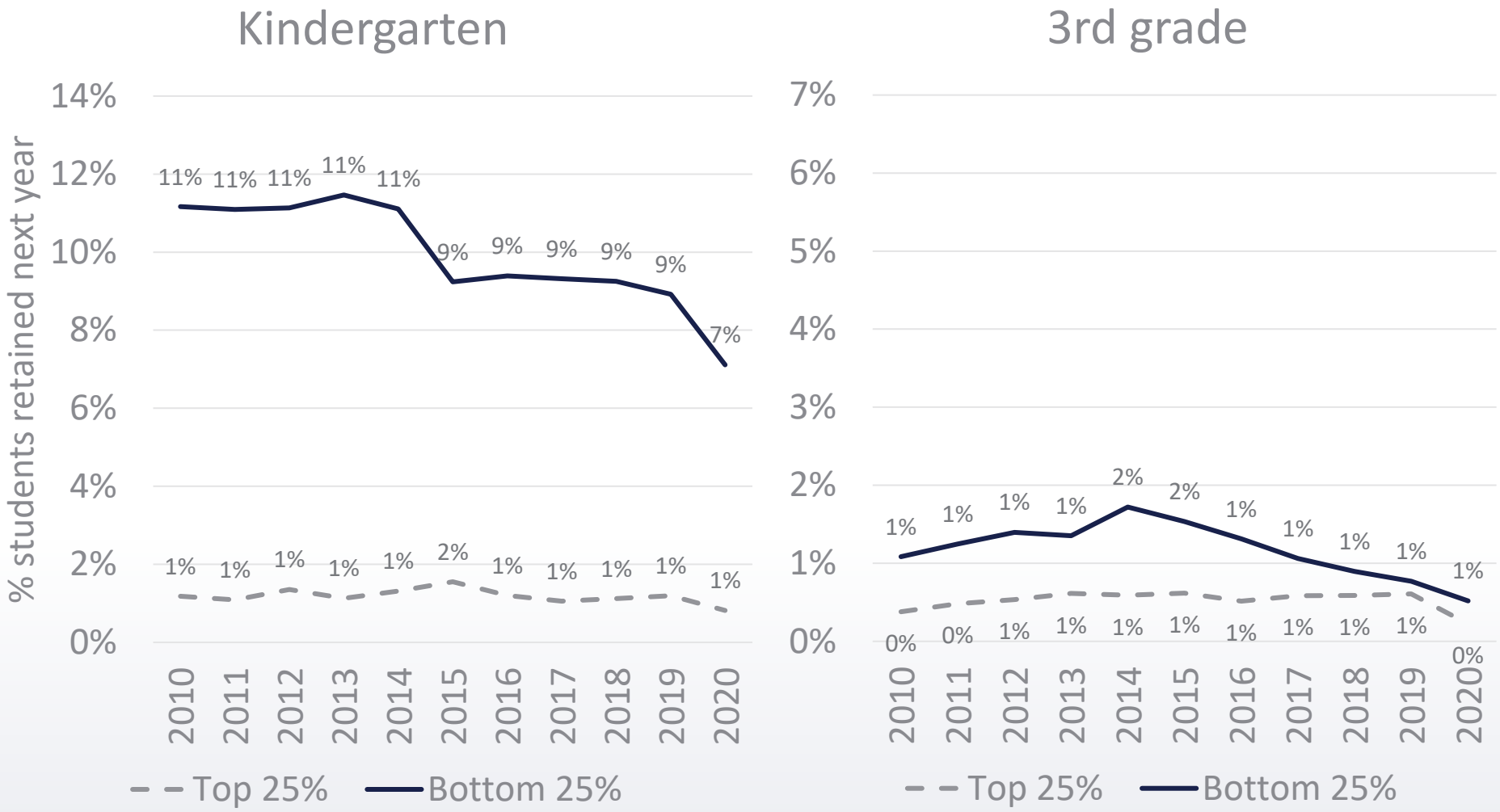
Additional Analyses

Students who are relatively younger for their grade are much more likely to be retained, especially in Kindergarten and first grade.



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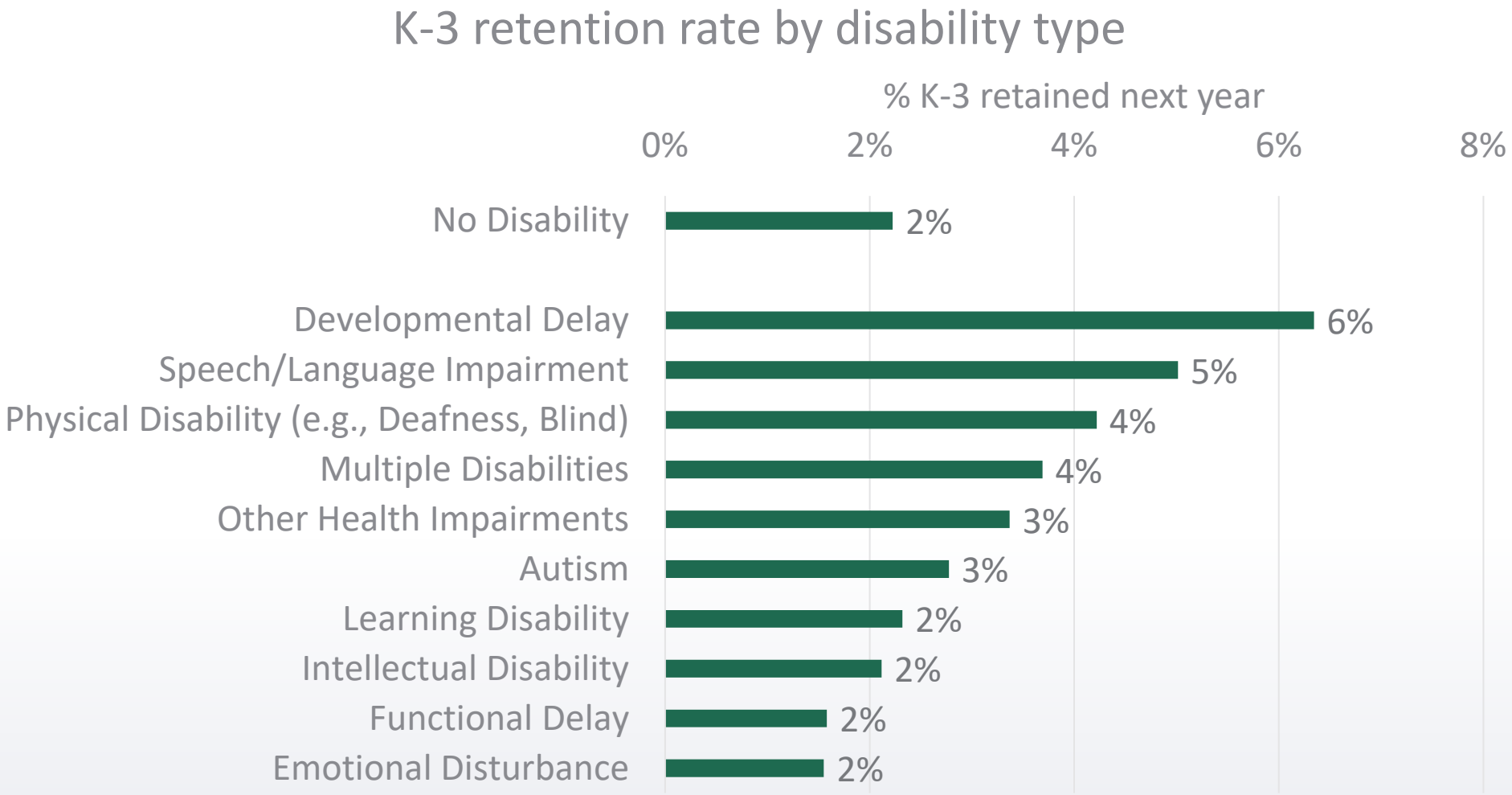
Students with certain identified disabilities have much higher retention rates than students without disabilities.



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BEST FOR ALL
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Universal Reading Screener
Winter Data Report

Office of Academics
May 10, 2022

TN Department of Education

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.*

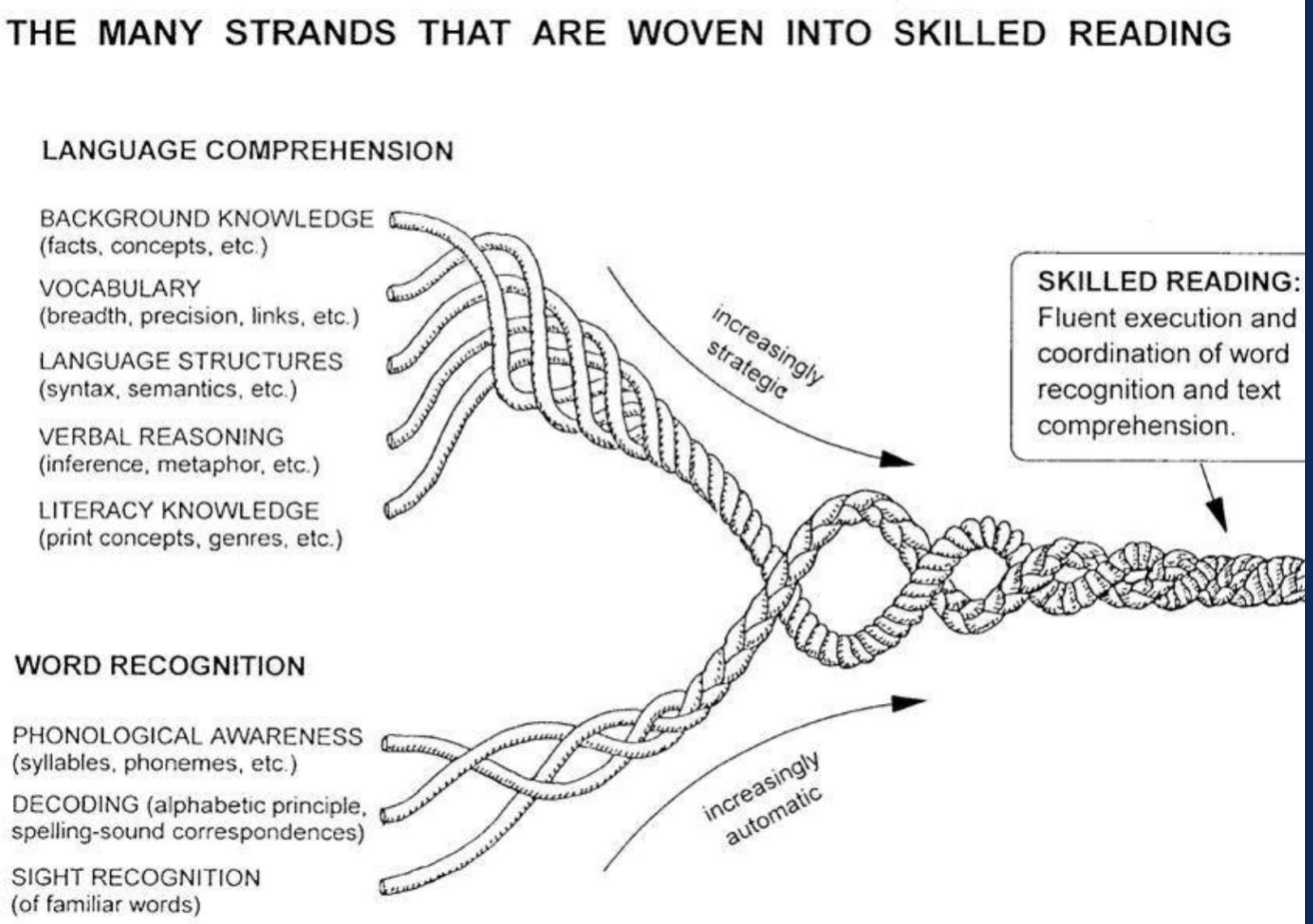
STUDENT READINESS: Tennessee schools will be equipped to serve the academic and non-academic needs of all students… *by developing robust career pathway opportunities and connecting students to real-time support.*

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



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

Universal Reading Screener Reminders

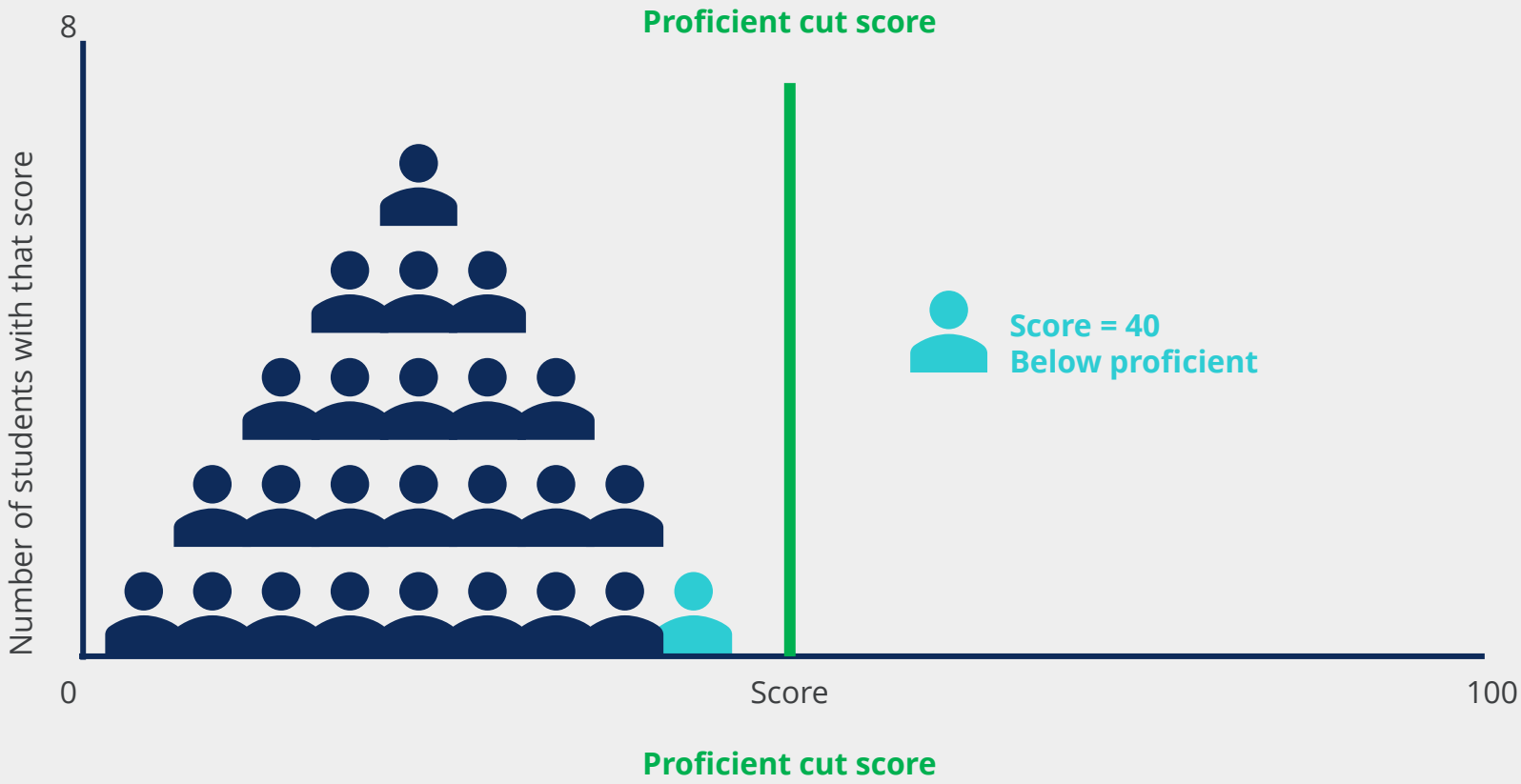
- Students in Grades K-3 take a series of short assessments that represent a “screening”
- This screening occurs during three standardized windows through the school year

Screening Window	Dates	Data Submission Date
Fall	Aug 2 – Oct 1	Oct. 15
Winter	Jan 1 – Feb 4	Feb. 18
Spring	April 11 – May 20	May 27

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

How do we represent reading?

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

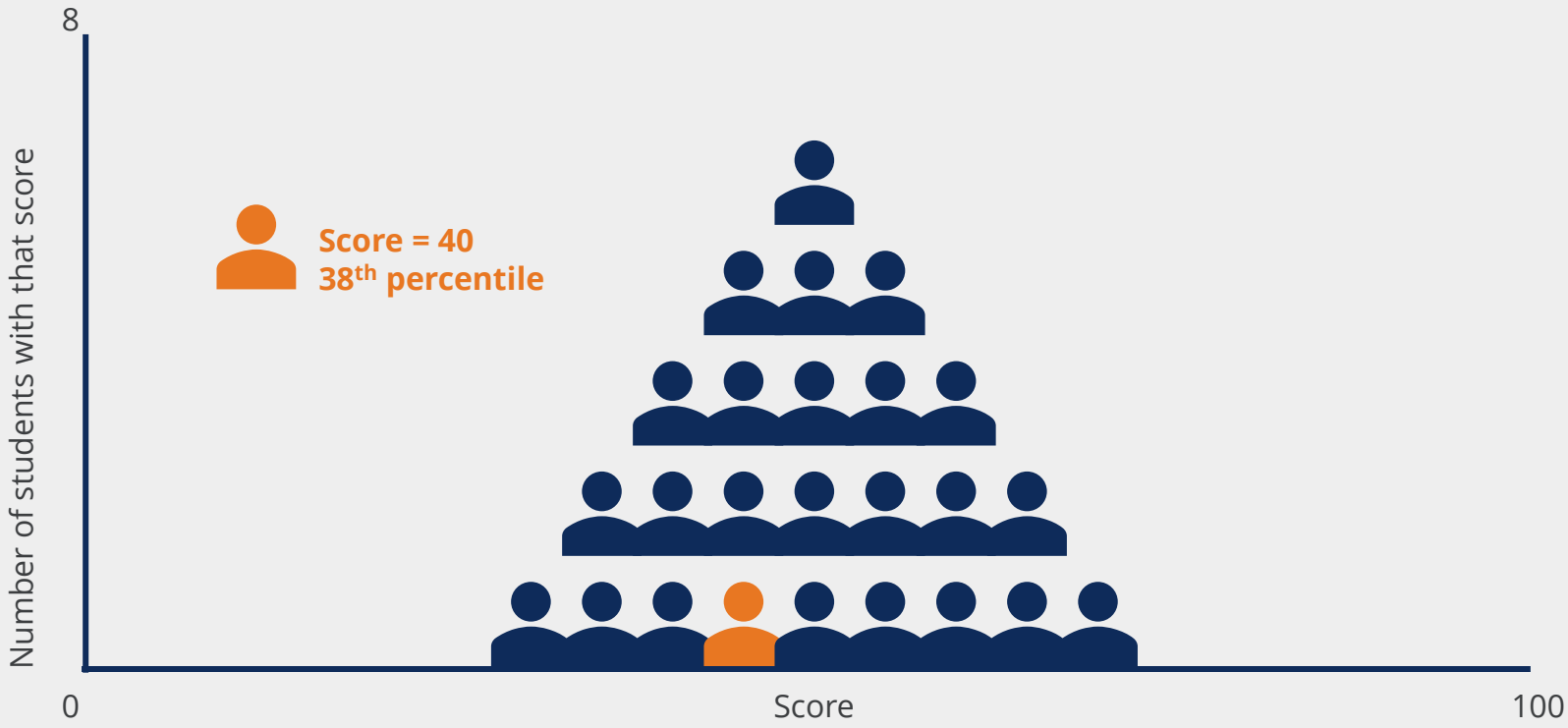


Norm-Referenced Tests

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



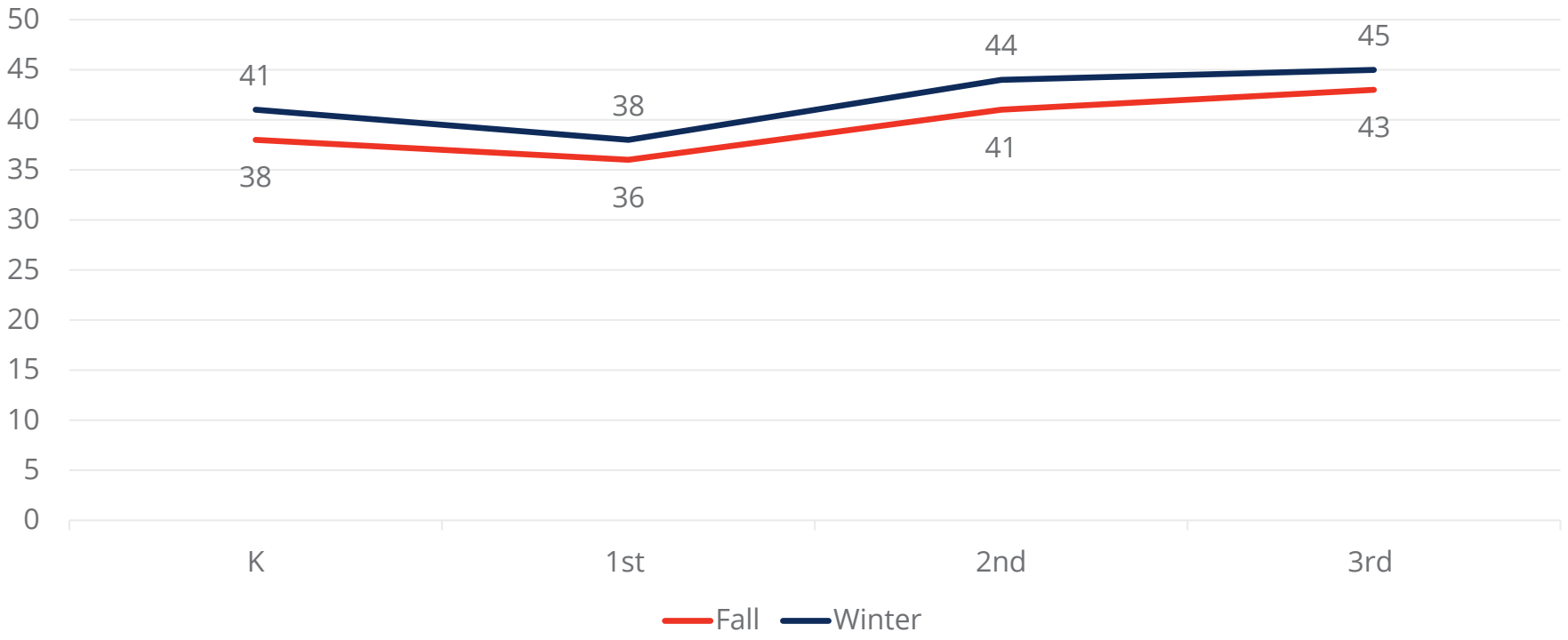
Winter Screening Data: Composite

Grade	State Composite Average	National Normed Percentile Rank	Average Range (Low-High) Percentile Rank
Kindergarten	**State Ave Performance:** 41st Percentile	National Average 40th – 59th percentile	Average Range (23rd - 76th)
First Grade	**State Ave Performance:** 39th percentile	National Average 40th – 59th percentile	Average Range (23rd - 76th)
Second Grade	**State Ave Performance:** 44th percentile	National Average 40th – 59th percentile	Average Range (23rd - 76th)
Third Grade	**State Ave Performance:** 45th percentile	National Average 40th – 59th percentile	Average Range (23rd - 76th)

FALL TO WINTER SCREENING DATA

K-3 Statewide

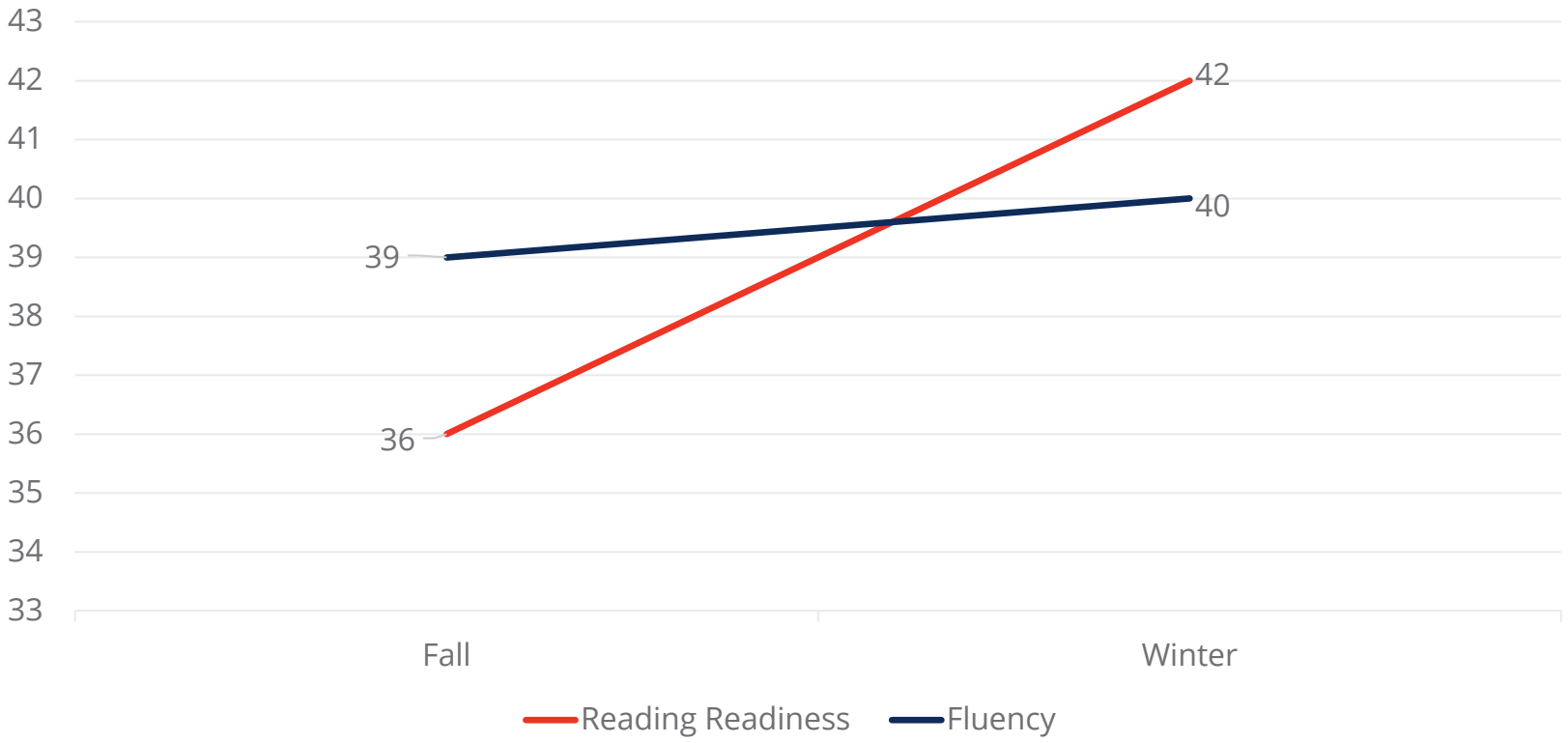
K-3 URS Statewide Composite National Percentile Rank



FALL TO WINTER SCREENING DATA

Kindergarten

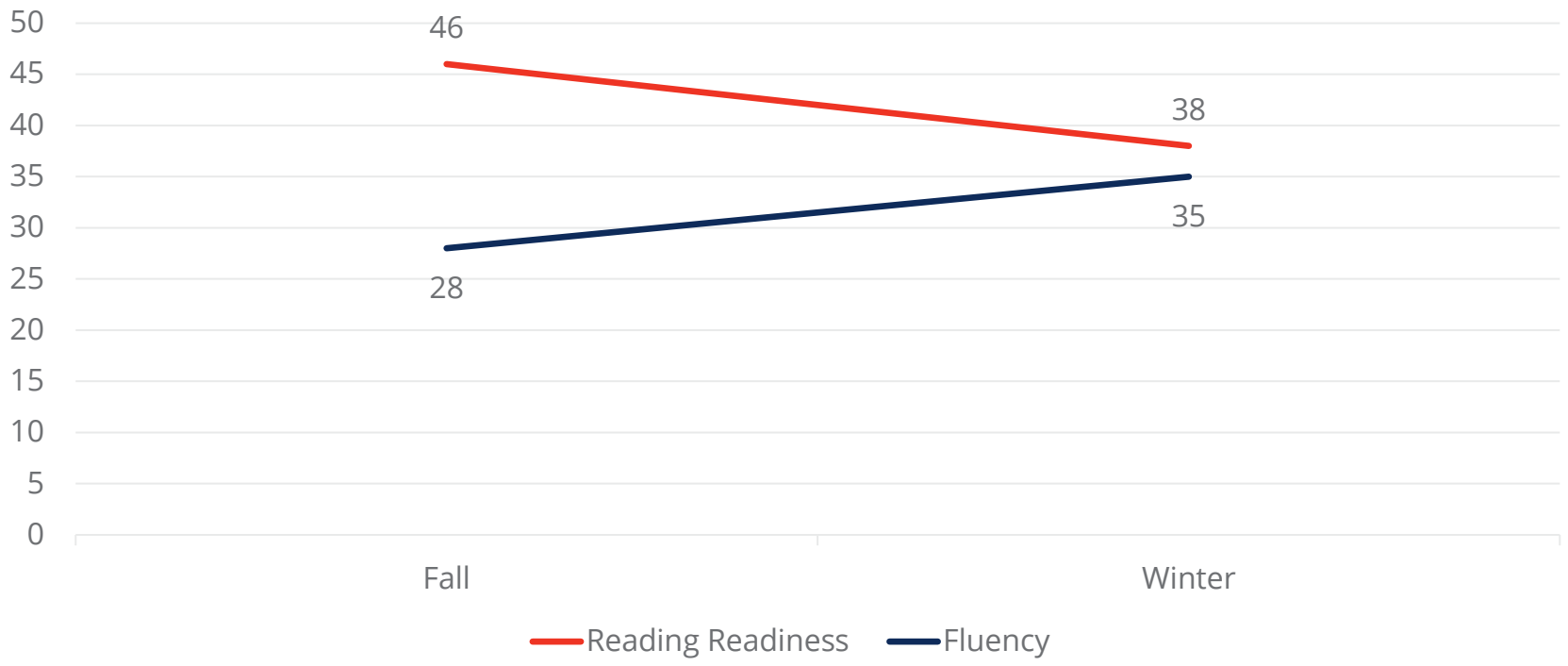
K URS Statewide Data
National Percentile Rank



FALL TO WINTER SCREENING DATA

First Grade

1st URS Statewide Data
National Percentile Rank

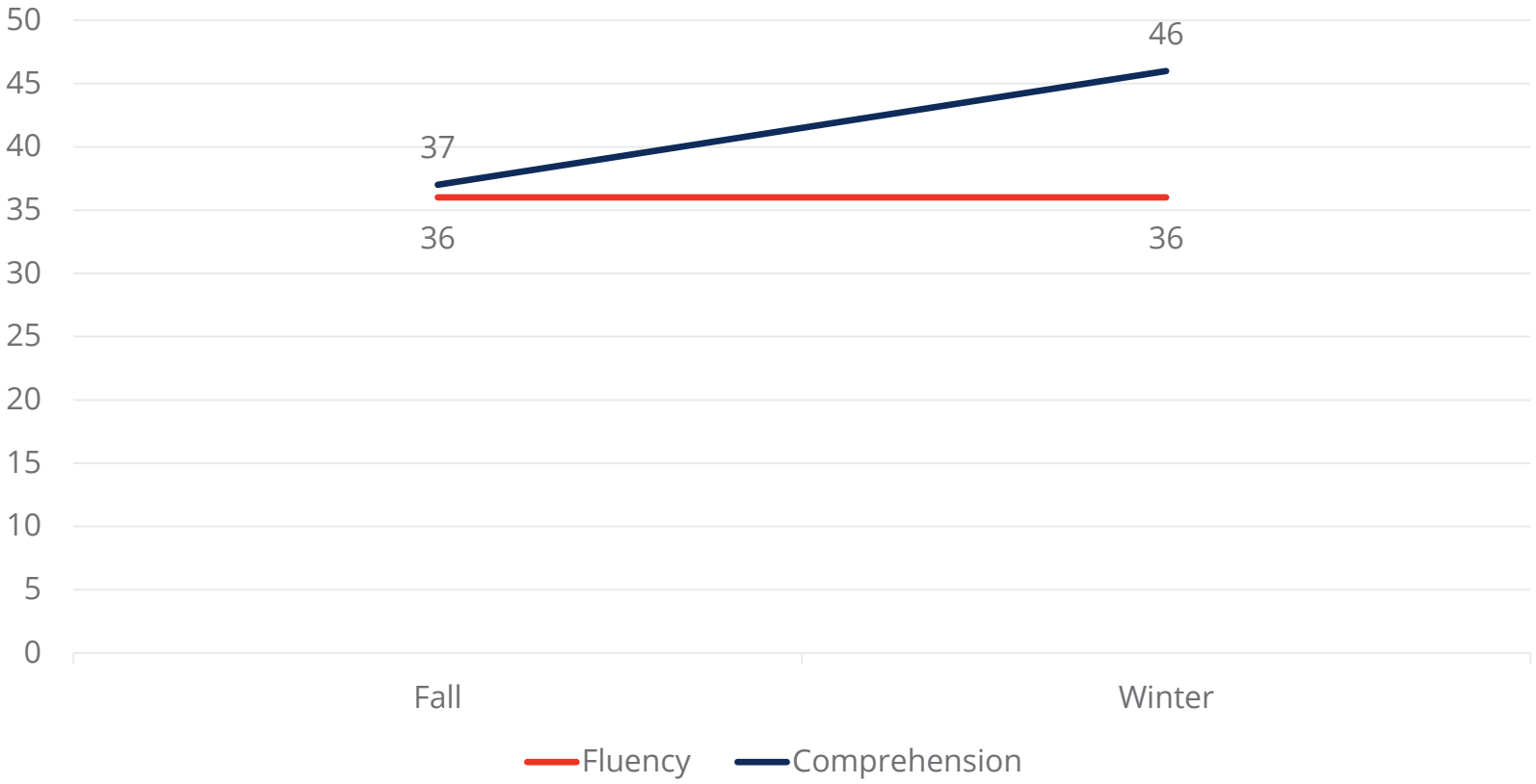


*Isolated skills (readiness) should decrease as students develop automaticity in reading connected text (oral reading fluency)

FALL TO WINTER SCREENING DATA

Second Grade

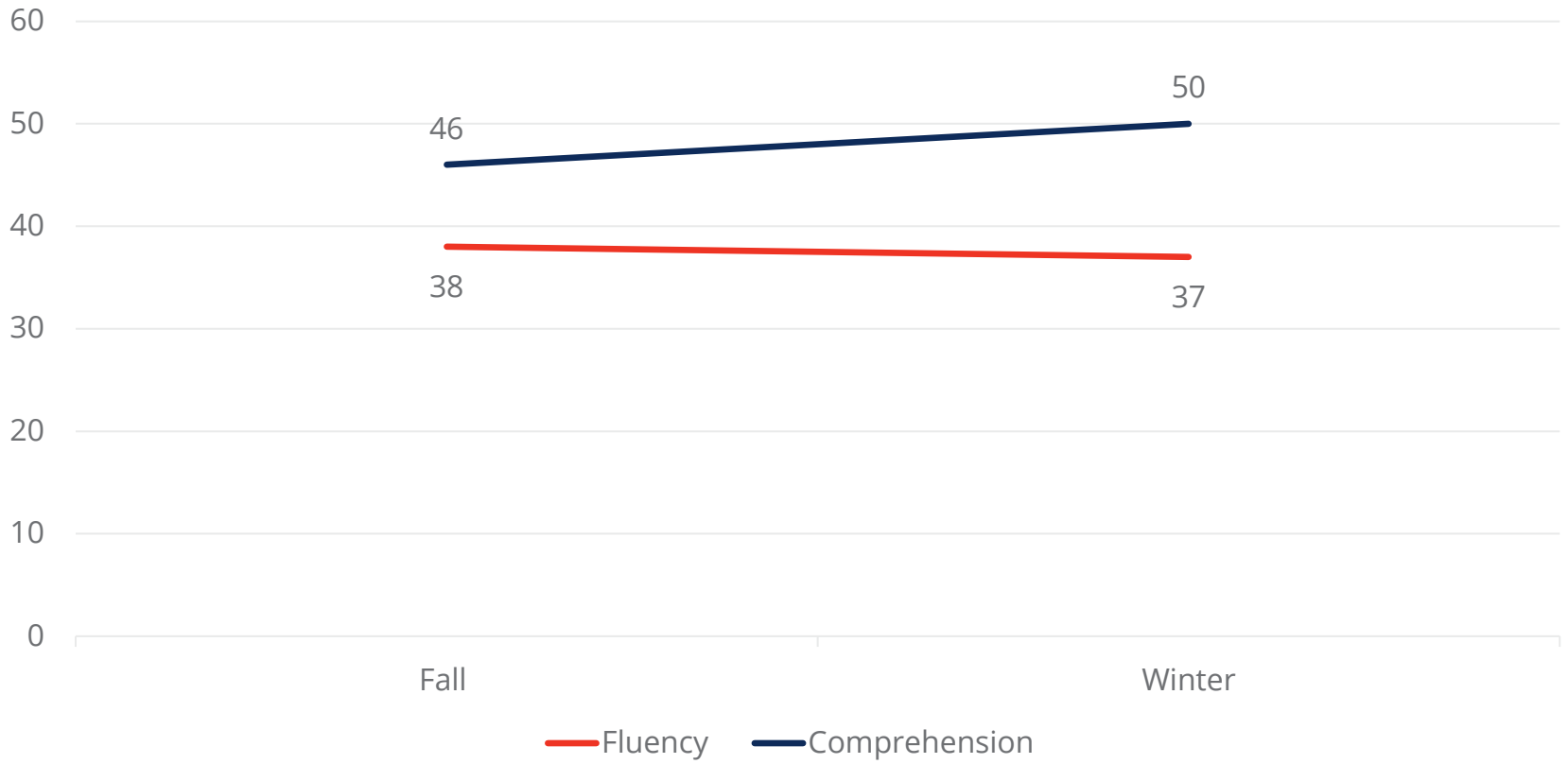
2nd URS Statewide Data
National Percentile Rank



FALL TO WINTER SCREENING DATA

Third Grade

3rd URS Statewide Data
National Percentile Rank



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TN Department of Education

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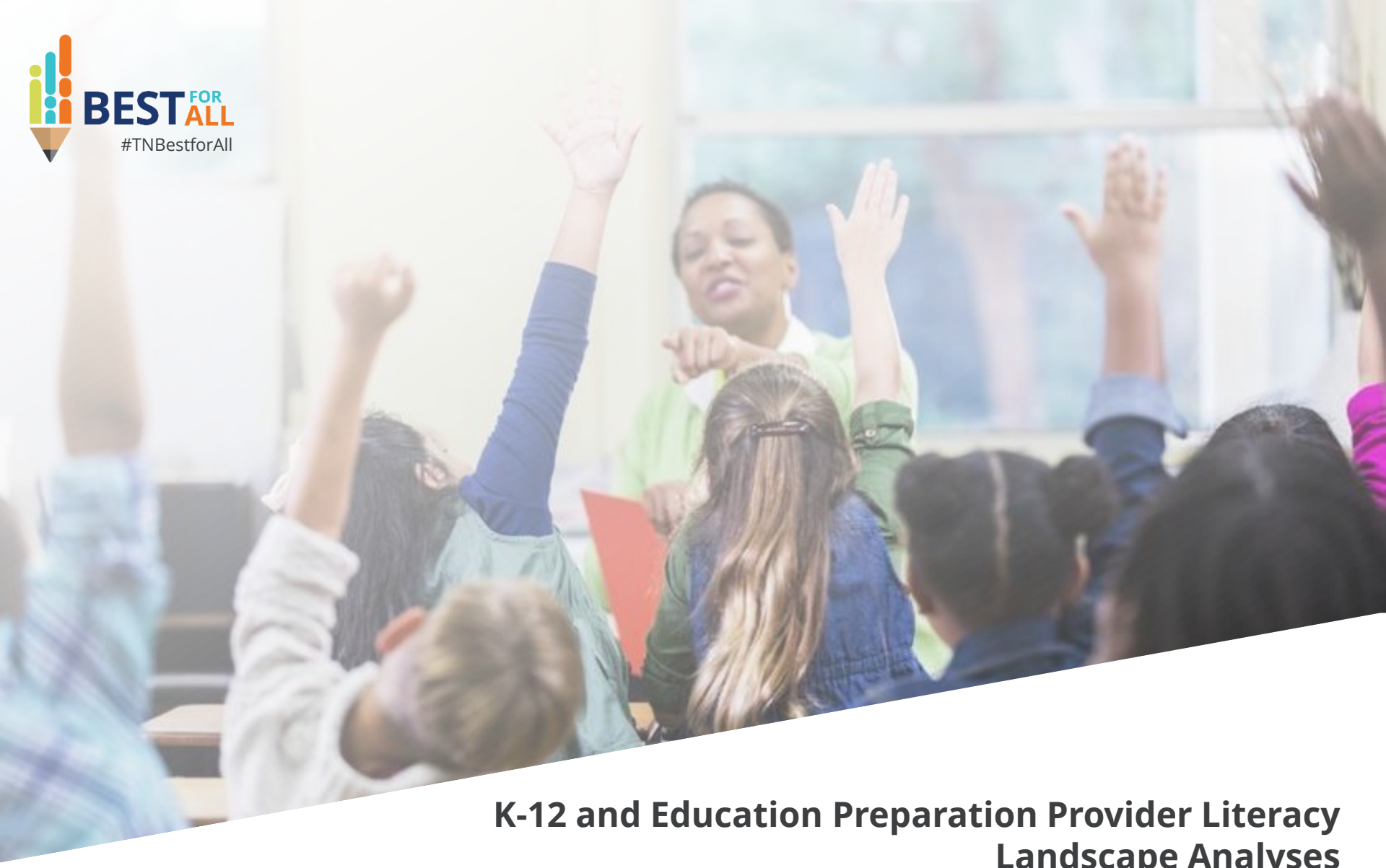

K-12 and Education Preparation Provider Literacy Landscape Analyses

Lisa Coons | Office of Academics

TN Department of Education

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.*

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TCA § 49-1-908 Reporting Requirements

K-12 Literacy Landscape Analysis

(A) A landscape analysis of literacy in this state, including current practices, student achievement, instructional programming for students, and remediation services.

Education Preparation Provider (EPP) Landscape Analysis

(B) A landscape analysis of literacy instruction, including instructional programming and pedagogical practices utilized by educator preparation providers.

Grant Award: University of Tennessee-Knoxville

1. The department received three applicants for the grant to complete both analyses.

2. The University of Tennessee-Knoxville was awarded a grant to complete both the K-12 landscape analysis and the EPP Landscape Analysis.

3. The grant was awarded in February 2022.

K-12 Literacy Landscape Analysis Components

- Student English Language Arts achievement scores across grades 3-5 (2017-2021)

- Current instructional practices and programming in schools across grades K-5
  - Programmatic planning
  - Time allocation devoted to foundational literacy skills in grades K-2 and grades 3-5
  - Programs and instructional resources for elementary grade students

- Literacy remediation services in grades K-5
  - Screening and remediation determination process
  - Progress monitoring process
  - Programs used for remediation purposes

K-12 Literacy Landscape Findings: ELA achievement scores across grades 3-5 (2017-2021)

- Grade 3
  - 2019: 36% on track or mastered
  - 2021: 32% on track or mastered
- Grades 3-5
  - 2019: 36% on track or mastered
  - 2021: 31% on track or mastered

- Students in vulnerable subgroups show similar declines but also show consistently lower percentages of *mastery* and *on track* than the overall student population
  - The decline is especially pronounced for students designated as economically disadvantaged and Black/Hispanic/Native American in 3rd grade
    - Grade 3 economically disadvantaged
      - 2019: 21.7% on track or mastered
      - 2021: 16.4% on track or mastered
    - Grade 3 Black/Hispanic/Native American
      - 2019: 23.1% on track or mastered
      - 2021: 17.7% on track or mastered

- Distinct differences in results by districts but not much distinction was seen between regions
  - After looking at trends, most districts who may have achieved growth in achievement from 2017-2019 declined in scores in 2021 except for 10 districts who showed an increase in the number of 3rd grade students on track and/or mastered

K-12 Literacy Landscape Findings: Current Instructional Practice and Programming across Grades K- 5

- All LEAs and public charters reported spending a minimum of 45 minutes in foundational skill instruction in **Grades K- 2** with most LEAs and public charters spending more than the minimum required time (i.e., 45 minutes):
  - 45 - 60 minutes (n = 92)
  - 60 - 90 minutes (n = 19)
  - 90 - 120 minutes (n = 9)
  - More than 120 minutes (n = 2).

- Most LEAs and public charters reported spending a minimum of 30 minutes in **Grades 3-5** on foundational skill instruction
  - 78% indicated that foundational skills instruction was embedded in ELA instruction

- Districts used a variety of high-quality instructional materials with supplemental material to support HQIM that did not have strong foundational skills components
  - The most common supplemental materials used is the Tennessee Foundational Literacy Skills Curriculum Supplement (17% or one in five)

K-12 Literacy Landscape Findings: Literacy Remediation Services

- 100% of all LEAs and public charters reported using an approved universal screener and provided plans for assessment and programming using the results of the assessment
  - 31% of all LEAs and public charters reported using the Tennessee Universal Screener (AimsWeb) with the remaining districts using other approved screeners

- For Tier III instruction (the most intensive level of instruction), LEAs and public charters reported using materials during small group reading targeted to a specific skill in area of deficit for between 30-60 minutes, depending on the severity of the deficit found

- Over 75 different materials were reportedly used for intervention purposes across the state in a variety of settings, including small group and individualized instruction in Tier II and Tier III

EPP Landscape Analysis Components

- EPP faculty participation in the state's ***Course I and Course II Early Reading Trainings*** (spring and summer, 2021) and the impacted EPP instructional practices

- **Educator Preparation Providers (EPPs)** methods of addressing foundational skills for future teachers
  - Courses devoted to early literacy
  - Instructional time (course hours) devoted to early literacy

- ***Instructional programming*** and ***pedagogical practices*** used by Tennessee EPPs to prepare teachers to teach foundational literacy skills in the following areas:
  - Early Childhood programs
  - Elementary Education programs
  - Special Education programs

EPP Landscape Analysis: Early Reading Training (ERT) participation

Early Childhood	Elementary Education	Special Education
Course I asynchronous training •**71%** of responding programs required participation in the TN ERT Course I (asynchronous) •**29%** required faculty to obtain certificates to verify participation **Course II synchronous training** •**59%** programs required participation in TN ERT Course II	**Course I asynchronous training** •**86.5%** of responding programs required participation in the TN ERT Course I (asynchronous) •**37.5%** required faculty to obtain certificates to verify participation **Course II synchronous training** •**73%** programs required participation in TN ERT Course II	**Course I asynchronous training** •**67%** responding programs required participation in the TN ERT Course I (asynchronous) •**22%** required faculty to obtain certificates to verify participation **Course II synchronous training** •**56%** programs required participation in TN ERT Course II
The following patterns emerged from respondents regarding Course I training: •Confirmed current practices and recent program revisions •Led to a better understanding of the simple view of reading, the sounds first initiative, and emphasis on skills-based instruction •Prompted revisions in course content and textbook selection	**The following patterns emerged from respondents regarding Course I training:** • Content reinforced their current practices • Revised courses, including content and structure of their courses to address foundational skills • Made changes in applied experiences to address foundational skills	**The following patterns emerged from respondents regarding Course I training:** • Utilization of the sample videos • Shift from planning instruction to preparing to use High-Quality Instructional Materials

EPP Landscape Analysis: Courses and Credits Devoted to Early Literacy

Early Childhood	Elementary Education	Special Education
• Foundational skills in literacy: average of **4 courses and 12 credit hours** • Applied practical experiences in schools: an average **of 3 courses and 10 credit hours** • Combined coursework and applied, in-school work: an average of **4 courses and 12 credit hours**	• Foundational skills in literacy: average of **3.5 courses and 10 credit hours** • Applied practical experiences in schools: an average of **2.5 courses and 7 credit hours** • Combined coursework and applied, in-school work: an average of **3.5 courses and 9 credit hours**	• Foundational skills in literacy: average of **4 courses and 12 credit hours** • Applied practical experiences in schools: an average of **3 courses and 7 credit hours** • Combined coursework and applied, in-school work: an average of **4 courses and 10 credit hours**
Topics across courses prior to student teaching • **9-12 hours** to reading comprehension • **7-9 hours** to in-class instruction on literacy development, phonological awareness, phonics, and vocabulary • **7-9 hours** applied in-school practice on literacy development, phonics, vocabulary, and comprehension	**Topics across courses prior to student teaching** • **11 hours** to in-class instruction on literacy development • **9-11 hours** to in-class instruction on phonological awareness, phonics, and vocabulary • **9-11 hours** in applied in-school practice on reading comprehension • **7-9 hours** in applied in-school practice on literacy development, phonological awareness, phonics, orthography and spelling, fluency, high frequency words, vocabulary, and writing	**Topics across courses prior to student teaching** • **9-11 hours** to in-class instruction on literacy development, phonological awareness, phonics, vocabulary, and reading comprehension • **7-9 hours** in applied in-school practice on literacy development, phonological awareness, phonics, fluency, and comprehension

EPP Landscape Analysis: Top pedagogical principles of instruction and expectations of practices by candidates

Top pedagogical principles of instruction

Early Childhood

- Science of reading (88%)
- Structured literacy (71%)
- Culturally responsive teaching (71%)

Elementary Education

- Science of reading (89.2%)
- Culturally responsive teaching (78.4%)
- Structured literacy (64.9%)
- Balanced literacy (48.6%)
- Whole language (10.8%)
- Other (8.1%)

Expected Practices EPPs identified by both Early Childhood and Elementary Education

- Explicit instruction
- Modeling with practice and feedback
- Systematic instruction
- Use of decodable texts
- Flexible grouping
- Culturally relevant strategies
- Whole group instruction

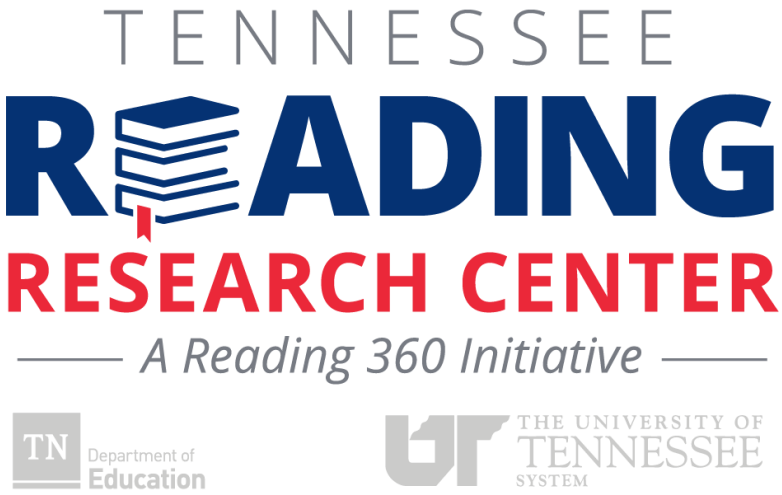
Literacy Landscape Take Aways

- K-2 Early Literacy
  - Most LEAs and public charters indicated that they are spending more than the prescribed time in foundational skills instruction
  - Most LEAs and public charters are using supplemental resources to strengthen their foundational skills focus
    - TN Foundational Skills Curriculum Supplement was the most used resource
  - Intervention strategies and materials are somewhat scattered with 75 different types of intervention programs being used across the state

- 3-5 Literacy and foundational skills
  - Most LEAs and public charters indicated that they are spending at least 30 minutes on foundational skills instruction in the classroom

- EPPs
  - Participation in Early Reading Training Courses provided by TDOE was encouraged/required by the majority of EPPs
  - Science of Reading is a strong principle for instruction with EPPs
  - High Quality Instructional Materials information was not apparent in this study so more information would be useful

TN Reading Research Center: TDOE and UTK Partnership



We will continue studying the outcomes of the landscape analyses through the Tennessee Reading Research Center.

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TN Department of Education

Final Discussion

TENNESSEE

STATE BOARD OF EDUCATION