



TENNESSEE
STATE BOARD OF EDUCATION

LITERACY STUDY COMMITTEE

DECEMBER 5, 2022

AGENDA

- Welcome
- District Best Practices in Literacy
- 2022 Summer Learning Camp Outcomes & Learning Loss Report
- TN Reading Research Center: A Reading 360 Initiative
- TN ALL Corps
- Final Discussion and Adjourn

DISTRICT BEST PRACTICES IN LITERACY

DR. MYRA NEWMAN AND DR. RACHEL DARNELL
ELIZABETHTON CITY SCHOOLS



ELIZABETHTON CITY SCHOOLS

Literacy Journey

OUR TEAM



SUPERVISORS

Lead team in the development of the Vision and the Why



PRINCIPALS

Share Vision and the Why with Stakeholders



COACHES

Support teachers with implementation



2021 DATA

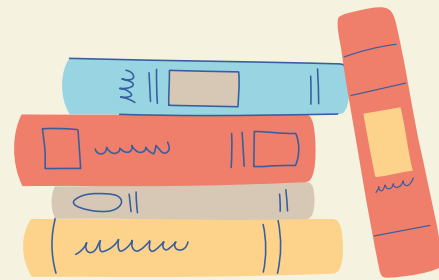
2021 Data indicated proficiency in ELA declined during the Pandemic



OPPORTUNITIES

What opportunities can we take advantage of that will support ELA achievement and growth?

READING 360



Early Literacy -
Implementing New
Foundational Skills
Curriculum

TN ALL CORPS



Providing ELA
Tutoring for students
in grades 1 - 8

SUMMER LEARNING CAMP



Providing ELA and
Math accelerated
learning

READING 360

- All PreK-5 teachers received training in Reading 360/TNFSCS during the Summer of 2021
- Hired an Implementation Coach
 - ESSER Planning Grant
 - Focus is on Reading 360 and TN All Corps Implementation
- Developed an Implementation Plan
 - Literacy Vision
 - Supervisors, Principals, and Coaches drafted a Literacy Vision
 - Shared the vision with our Teachers of ELA to have them finalize the Literacy Vision
 - Curriculum Supervisor and Implementation Coach developed the implementation plan for Reading 360
 - Implementation Coach and Instructional Coaches created a "Tuffy PEP Talk" to educate parents on Reading 360 and how to use the decodable books

LITERACY VISION

Elizabethton City Schools will provide academically rigorous and culturally relevant literacy instruction that prepares all students to be analytical readers, skillful writers, and effective communicators for success in college, career, and life.



AT ELIZABETHTON CITY SCHOOLS, WE BELIEVE IN...

- **Foundational skills instruction** for all students rooted in the science of reading.
- **Complex texts** read daily to engage students in challenging and meaningful literacy opportunities.
- **Building knowledge** in our students by engaging them in coherent and systematic units of instruction that deepen their understanding of the world.
- **Creating daily, systematic writing instruction** and ample writing opportunities so students become effective communicators and analytical thinkers.



READING 360

IMPLEMENTATION PLAN

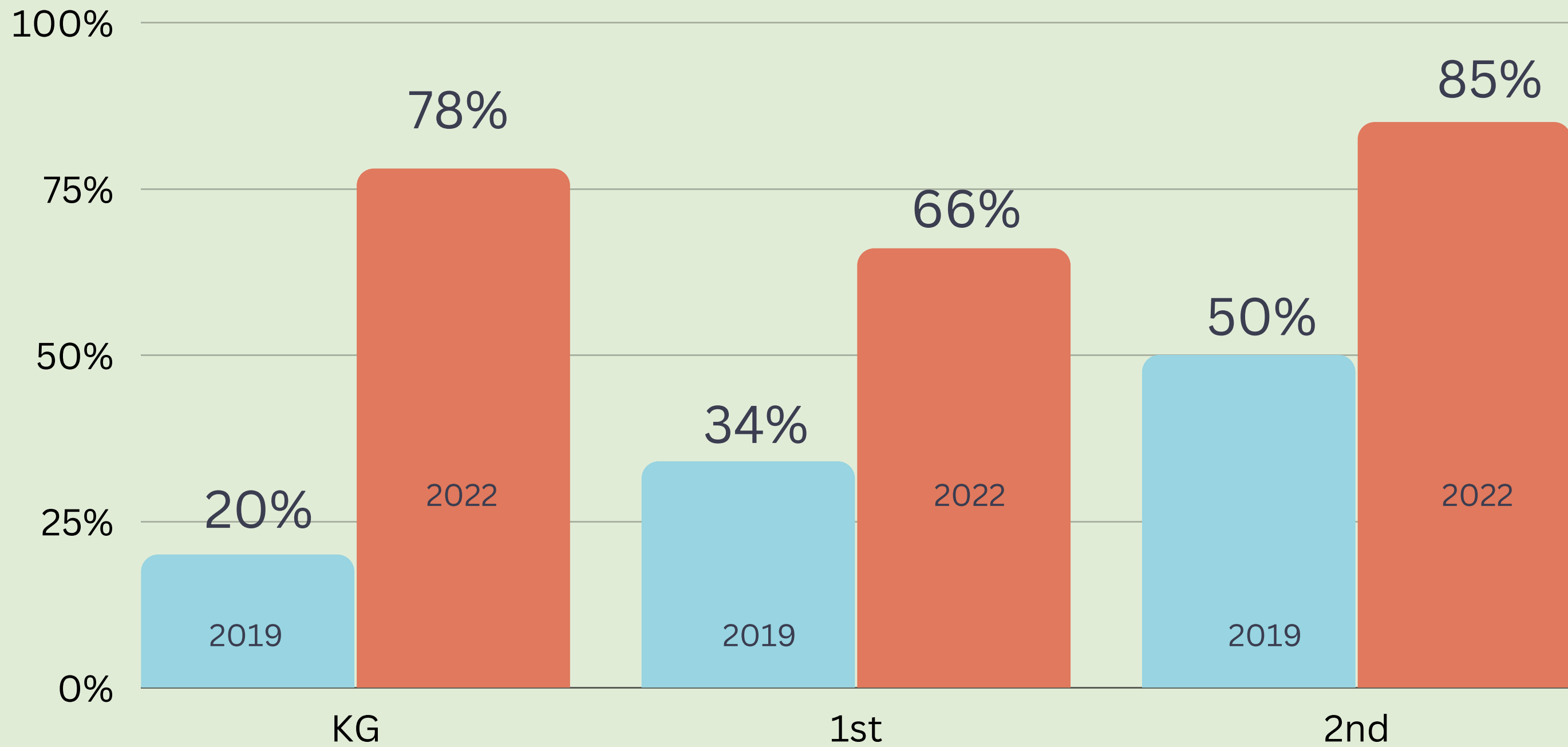
- Required all PreK-2 teachers to implement the Sounds First portion of the training daily in 21/22 SY
- Purchased CKLA Foundational Skills for each PreK-2 teacher with ESSER funds
- Set a hard deadline to fully implement CKLA Foundational Skills Curriculum in 2022/2023 SY
- In 2021/2022 SY allowed K-2 teachers to decide when they were ready to implement/pilot CKLA Skills
- Implementation Coach and School-Based Coaches reviewed both of our curriculum (Benchmark Advance and CKLA) to determine what units of CKLA would be appropriate to utilize during and/or replace Benchmark Advance units - this was a difficult process
- Coaches created slide decks of the CKLA units to support teachers as they implemented
- When a teacher decided to implement, Coaches would support the teacher with the slide decks, modeling lessons, and lesson prep
- No pressure was placed on teachers to implement during the 21/22 SY

READING 360

IMPLEMENTATION BENEFITS

- Teachers didn't see implementation as a top-down decision
- Teachers had ownership in their implementation decision
- Teachers sold the curriculum to their colleagues
- All teachers had fully implemented by the end of the 21/22 SY
- We were seeing improvement in students' reading progress
- Implementation of CKLA Foundational Skills created excitement among our teachers
- Parents recognized improvements in their students' reading abilities

READING 360 OUTCOMES



TN ALL CORPS

- Director of Schools and Assistant Director of Schools for Curriculum developed a draft vision for TN ALL Corps
- Draft Vision was shared with School Administrators to finalize the vision for our district
- Developed a TN ALL Corps Implementation Plan

TN ALL CORPS VISION

Elizabethton City Schools will provide High-Dosage, Low-Ratio Standards-Based ELA Tutoring during the school day for students in first through eighth grade who are identified to be below proficient and are not currently receiving intervention to accelerate learning.



TN ALL CORPS IMPLEMENTATION PLAN

- Utilized ESSER Planning Grant to hire District Implementation Coach
- Determined how many students we needed to serve to fulfill the requirements of TN ALL Corps
 - 270 students at the elementary level
 - 210 students at the middle school level
- Determined the number of staff needed to tutor students
 - one TN ALL Corps teacher at each school
 - two TN ALL Corps full-time assistants at each elementary
 - four TN ALL Corps full-time assistants at the middle school
- Plan for identifying students for ELA tutoring
- Create tutoring schedule
 - Elementary - During RTI Intervention Block
 - Middle - During Special Area (students would miss two days a week to attend tutoring)

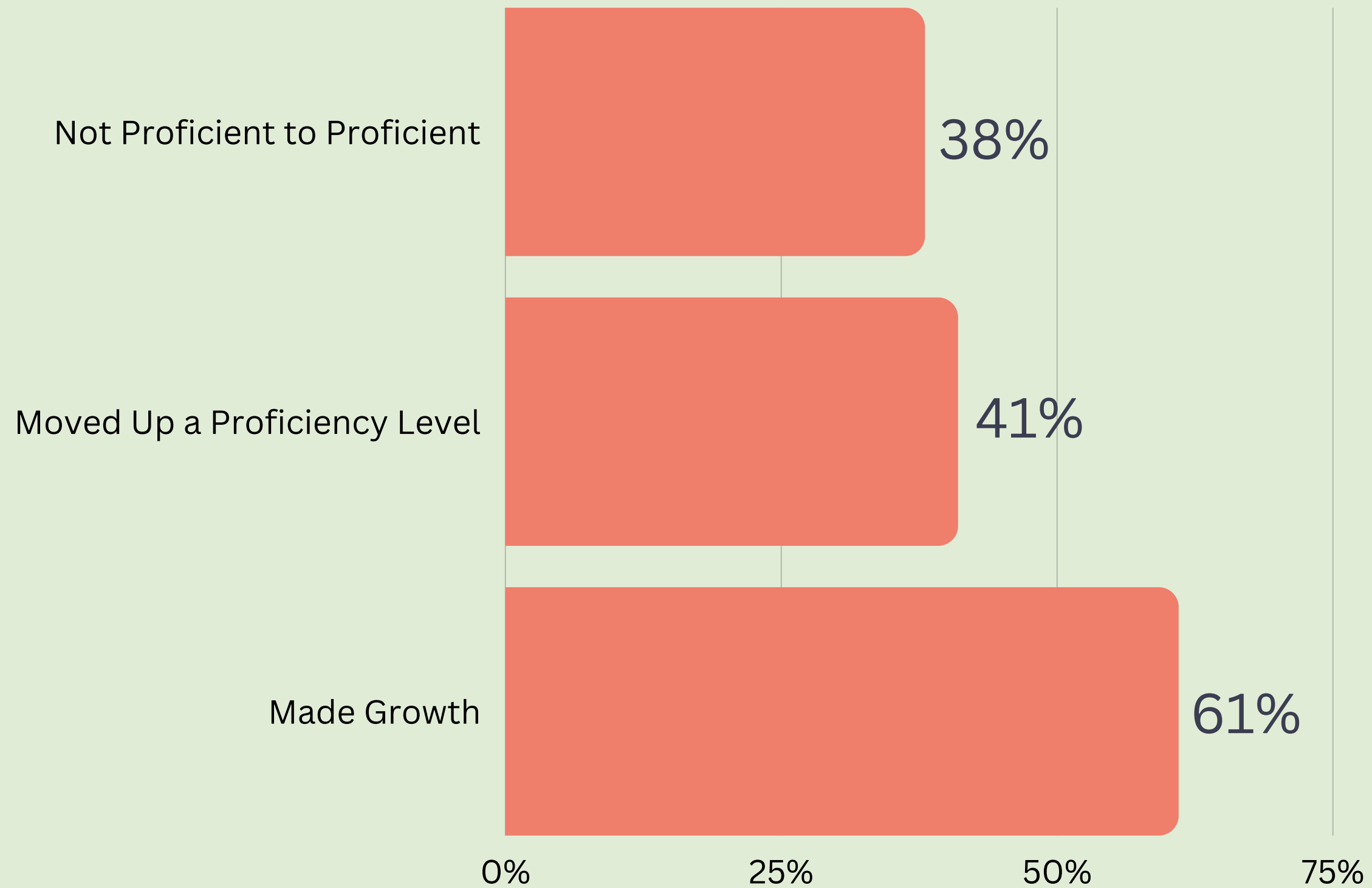
TN ALL CORPS IMPLEMENTATION PLAN

- Train Tutors in Science of Reading and TN ALL Corps Tutoring training
- Support schools in identifying students who would benefit from the high-dosage, low-ratio ELA tutoring
 - Students who did not score proficient on TCAP - ELA
 - Students who did not qualify for RTI2 Intervention or SPED Intervention
 - Students who were on the lower end of TCAP Proficiency
 - In grades 1 - 2 students who scored between the 26st-70th percentile on the Universal Screener
- Supported implementation at each school through our Implementation Coach and School-Based Instructional Coaches
- Principals provided time for Lead TN ALL Corps teacher to collaborate with grade-level teachers
- Materials for ELA tutoring have been our biggest struggle
 - Our Implementation Coach created binders of materials around grade-level standards
 - Adopted ELA intervention pieces, ReadWorks, NewsELA, etc.

TN ALL CORPS BENEFITS

- 266 Students who were not proficient in ELA received low-ratio, high-dosage tutoring two days a week for 30 to 45 minutes
- These students had someone in the school building a strong relationship with them
- Students were receiving weekly tutoring around grade level ELA standards aligned to standards that are being taught in TIER I instruction
- Working to close the ELA gap due to the pandemic

TN ALL CORPUS OUTCOMES



SUMMER LEARNING CAMPS

- Targeted Student Groups
 - Rising 1st - 5th Grade - Summer Learning Camp
 - Rising 5th - 8th Grade - Summer Bridge Camp
- Time Frame - Waiver Approved
 - Four Weeks
 - Four Days a Week
- Students Served
 - Learning Camp - 230 max enrollment allotment
 - 2021 - 220 students
 - 2022 - 180 students
 - Bridge Camp - 170 max enrollment allotment
 - 2021 - 130 students
 - 2022 - 58 students

SUMMER LEARNING CAMPS

- Priority Students
 - Utilized our data to identify students
 - Universal Screener
 - Previous TCAP
 - Scoring Approaching or Below
 - Cyclone Checkpoints (MasteryConnect/CASE)
 - Projected score of below 3
- Learning Structure
 - 1 hour of ELA
 - 1 hour of Math
 - 1 hour of Intervention
 - 1 hour of Physical Education/Lunch
 - 1 hour of STREAM - Learning Camp only

SUMMER LEARNING CAMPS

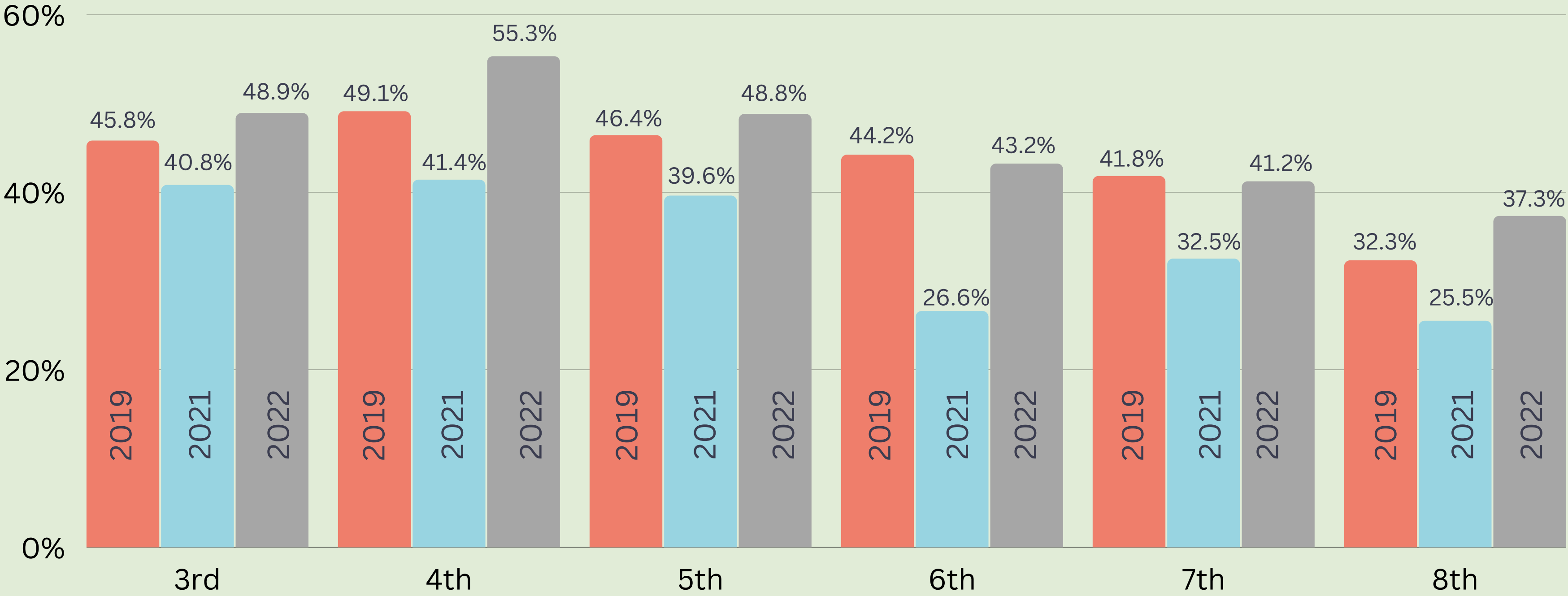
- Curriculum
 - ELA
 - Learning Camp
 - Last unit of Benchmark Advance
 - TNFSCS - Sounds First
 - ARG - Amplify
 - Bridge Camp
 - Last unit of Amplify
 - RTI - ELA
 - Sonday System

SUMMER LEARNING CAMPS

BENEFITS

- Students' learning was extended for an additional month
- Less time for Summer Learning Loss to occur
- Strong relationships are being built among students and adults
- Extensive instruction and learning around high-priority standards
- Acceleration of grade-level standards instead of remediation
- Relationships across the district were build

READING INITIATIVES OUTCOMES



LOOKING FORWARD

- We will continue to support our efforts in Literacy
- Adjust TN ALL Corps and Learning Camps to support students effected by the Tennessee Learning Loss Remediation and Student Acceleration Act
- Partner with Niswonger Project On-Track for High-Dosage, Low-Ratio Math Tutoring in grades 1st - 8th



2022 Summer Camp Outcomes

Meghan McLeroy

Chief of Statewide Supports

Tennessee Department of Education



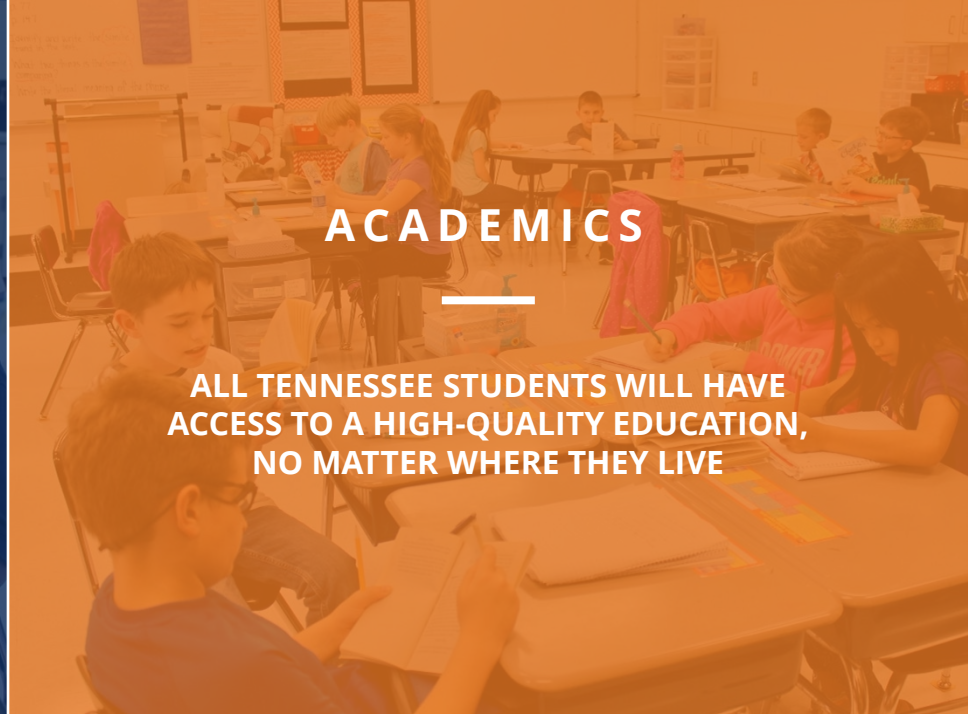
BEST FOR ALL

We will set all students on a path to success.



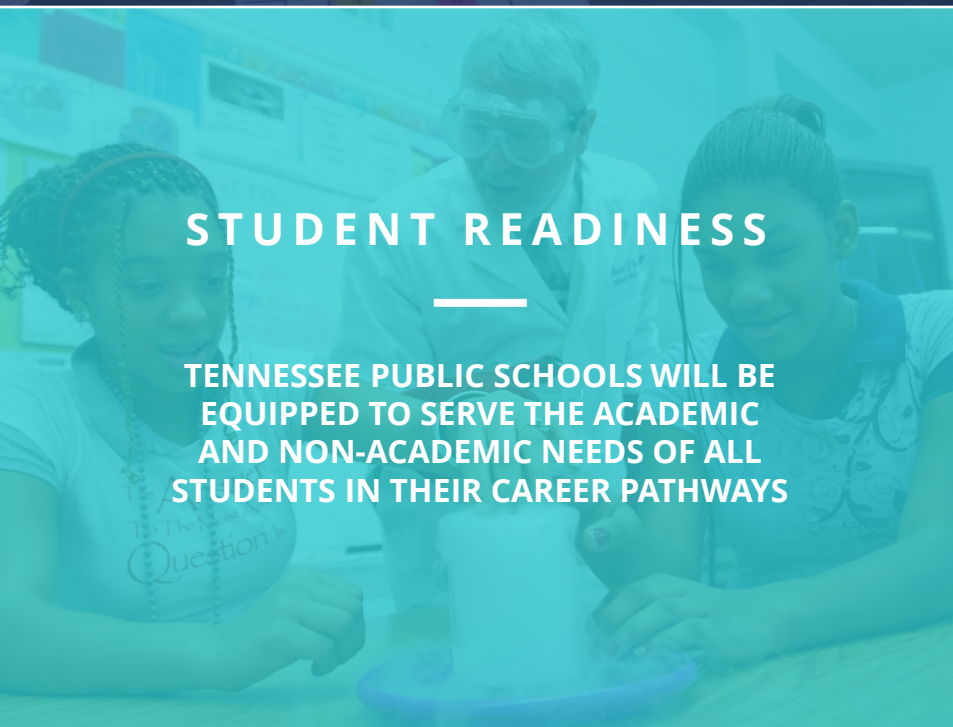
ACADEMICS

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



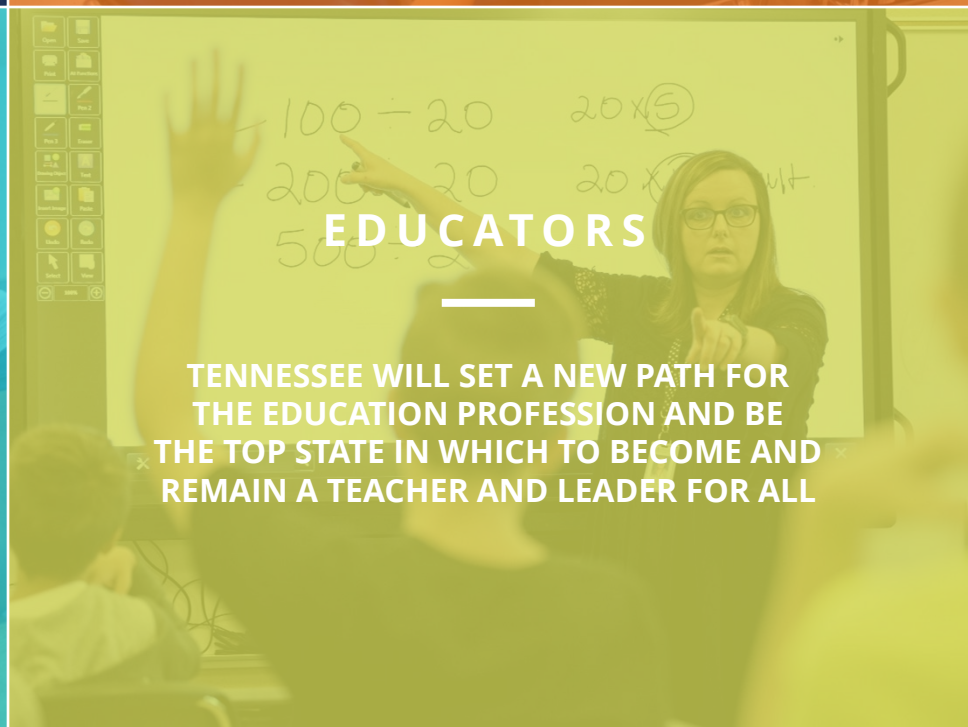
STUDENT READINESS

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



EDUCATORS

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



Tennessee Learning Loss Remediation and Student Acceleration Act

The Tennessee Learning Loss Remediation and Student Acceleration Act was enacted in the First Extraordinary Session of 2021 to combat learning loss from the COVID-19 pandemic.

- Requires LEAs and participating charter schools to offer learning loss remediation camps over the summer.
- School districts and participating charter schools are also required to administer a pre- and post-test to measure the academic improvement of students who attended summer learning camps.
- Summer 2022 was the second year of implementation of the Act.



2022 Key Highlights

- Similar to summer learning camps in 2021, Tennessee experienced widespread participation in summer learning camps in the second summer of implementation, with **statewide attendance rates above 79% for students who enrolled in summer learning camps.**
- Statewide, students improved in both English language arts (ELA) and math after attending summer learning camps, indicating the Act is having an impact on the acceleration of student learning.
- 94% percent of summer camp contacts in districts reported summer learning camps were adequately staffed.

2022 Enrollment & Attendance

Enrollment	ED	Non-ED	Total
Summer Learning & STREAM Camps	24,649	47,535	72,184
Learning Loss Bridge Camps	8,544	11,941	20,485
ALL	33,193	59,476	92,669

Attendance	ED	Non-ED	Total
Summer Learning & STREAM Camps	79.12%	80.21%	79.84%
Learning Loss Bridge Camps	76.12%	76.34%	76.25%
ALL	78.35%	79.44%	79.05%



2022 Pre-Test and Post-Test

- Summer of 2022 brought improvements to the implementation plan for pre- and post-tests.
- **Grades K-2** students were assessed using the Tennessee Universal Reading and Math Screener on measures and norms from the grade level they were in during the 2021-22 school year.
- **Grade 3-8** students used Schoolnet's Secure Tester application for ELA and math assessments.
 - To reduce test administration time during valuable learning time, spring 2022 summative TCAP scores were used as the pre-test for students in grade 4 through 8.
 - Grades 3 to grade 8 ELA tests were passage-based using items developed in the same manner as the TCAP summative assessments and math summer tests were developed around specific standards transparently shared with districts.



Pre-Test and Post-Test Results

ELA

- Overall, data showed an improvement of **2.77 percentage points**
- Elementary grades saw a **2.74 percentage point improvement**
- Middle grades saw a **4.22 percentage point improvement**
- No discernable difference in improvements between economically disadvantaged (ED) and non-economically disadvantaged (non-ED) students in summer learning/STREAM camps
- ED students in bridge camps demonstrated slightly lower rates of growth than their non-ED peers

Math

- Overall, data showed an improvement of **3.77 percentage points**
- Elementary grades saw a **3.73 percentage point improvement**
- Middle grades saw a **5.69 percentage point improvement**
- No discernable difference in improvements between ED and non-ED students across both summer learning camps



Summer Camp Staffing

- LEAs and participating charter schools were required in the law to prioritize staffing summer learning camps with teachers properly licensed and endorsed to teach the subjects and grades served.
- If schools could not find a properly licensed and endorsed teacher, they could staff with a teacher who was licensed but did not hold the proper endorsement, or staff the summer learning camp with a teacher candidate enrolled in an educator preparation provider (EPP).
- If none of the above were available, schools could staff summer learning camps with a person with a college degree who successfully completed a summer learning camp preparation course developed and offered by the department.
- TDOE administered a survey to LEAs to report on the extent to which they could adequately staff their summer camps.

District Staffing Survey Results

Was your district able to adequately staff its summer camps?

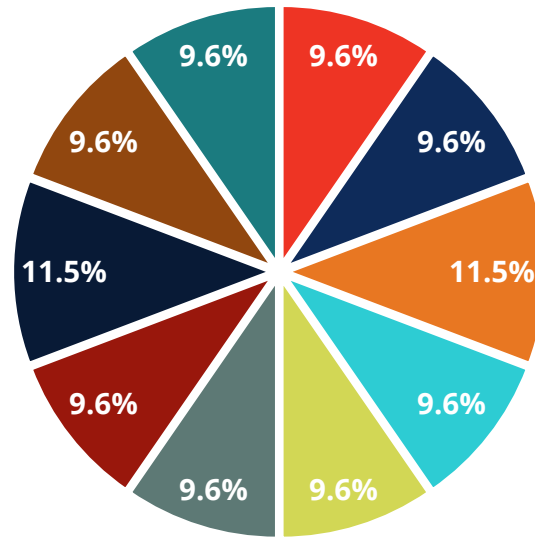
Camp Type	Yes	No
Summer Learning & STREAM Camps	96%	4%
Learning Loss Bridge Camps	94%	6%

Reason Districts Could Not Adequately Staff Summer Camps	Total Number of Times Noted by Districts (Districts could select multiple reasons)	
	Summer Learning/STREAM Camps	Learning Loss Bridge Camps
School districts indicating shortage of licensed and endorsed teachers	4	5
School districts indicating shortage of administrators or other instructional support staff	3	3
School districts indicating shortage of alternative educators (e.g., community members, EPP candidates, etc.)	3	3
School districts indicating shortage of operational staff (e.g., bus drivers, cafeteria workers, etc.)	4	4



District Staffing Survey Results

Statewide Breakdown of Summer Learning/STREAM Camp Grades and Subjects That Could Not Be Adequately Staffed

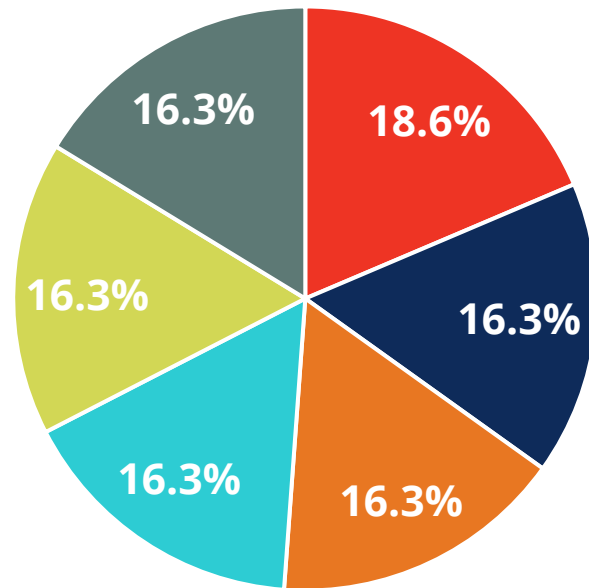


■ ELA 1 ■ ELA 2 ■ ELA 3 ■ ELA 4 ■ ELA 5 ■ Math 1 ■ Math 2 ■ Math 3 ■ Math 4 ■ Math 5



District Staffing Survey Results

Statewide Breakdown of Learning Loss Bridge Camp Grades and Subjects That Could Not Be Adequately Staffed



■ ELA 6 ■ ELA 7 ■ ELA 8 ■ Math 6 ■ Math 7 ■ Math 8



Conclusion

- The department will continue to analyze pre- and post-test data, consider ways to improve test administration and the test instrument, and make needed adjustments to attendance and other data collection platforms to maximize data reliability.
- LEAs should also examine and learn from their own experiences to determine how to improve programming for students in the future, while also strategically investing state and federal education funds to improve summer programming and other academic supports within their local contexts.
- Tennessee Learning Loss Remediation and Student Acceleration Act Annual Reports
 - 2021 report is available [here](#)
 - 2022 report is available [here](#)

Thank You!





Tennessee Reading Research Center: A Reading 360 Initiative

Deborah Reed

Executive Director, TN RRC

Lisa Coons

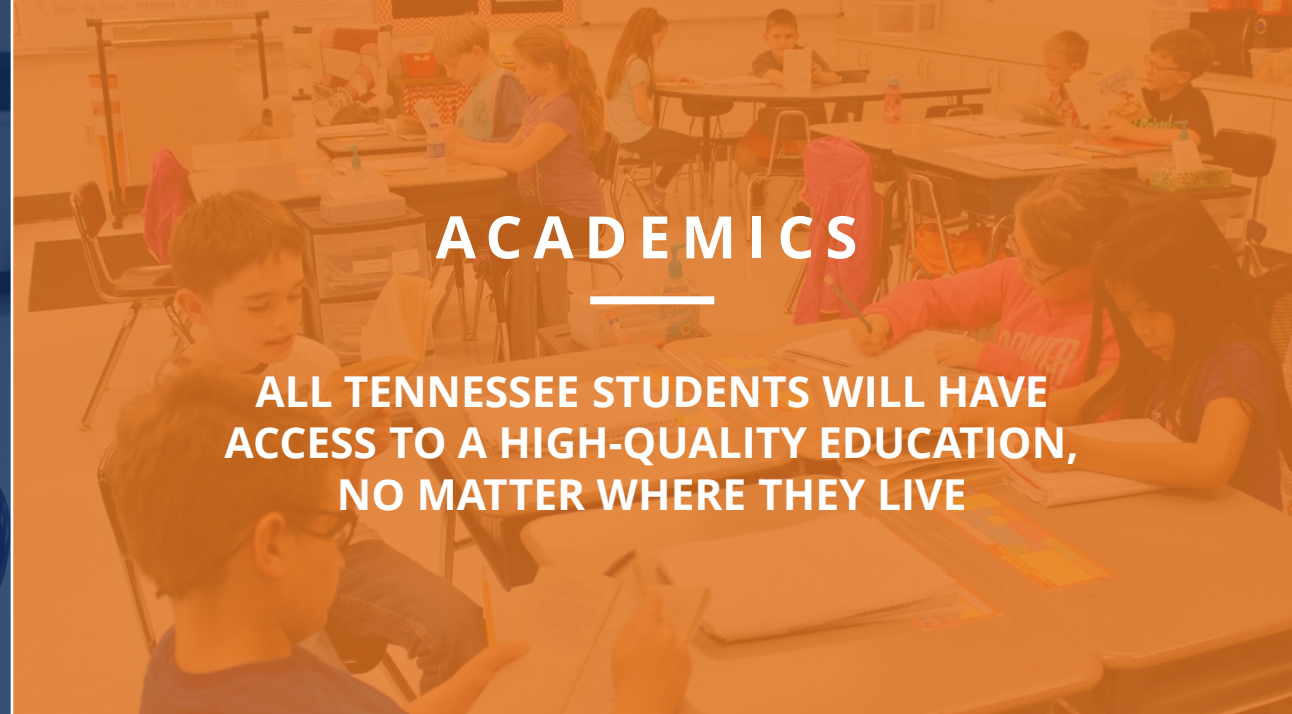
Chief Academic Officer





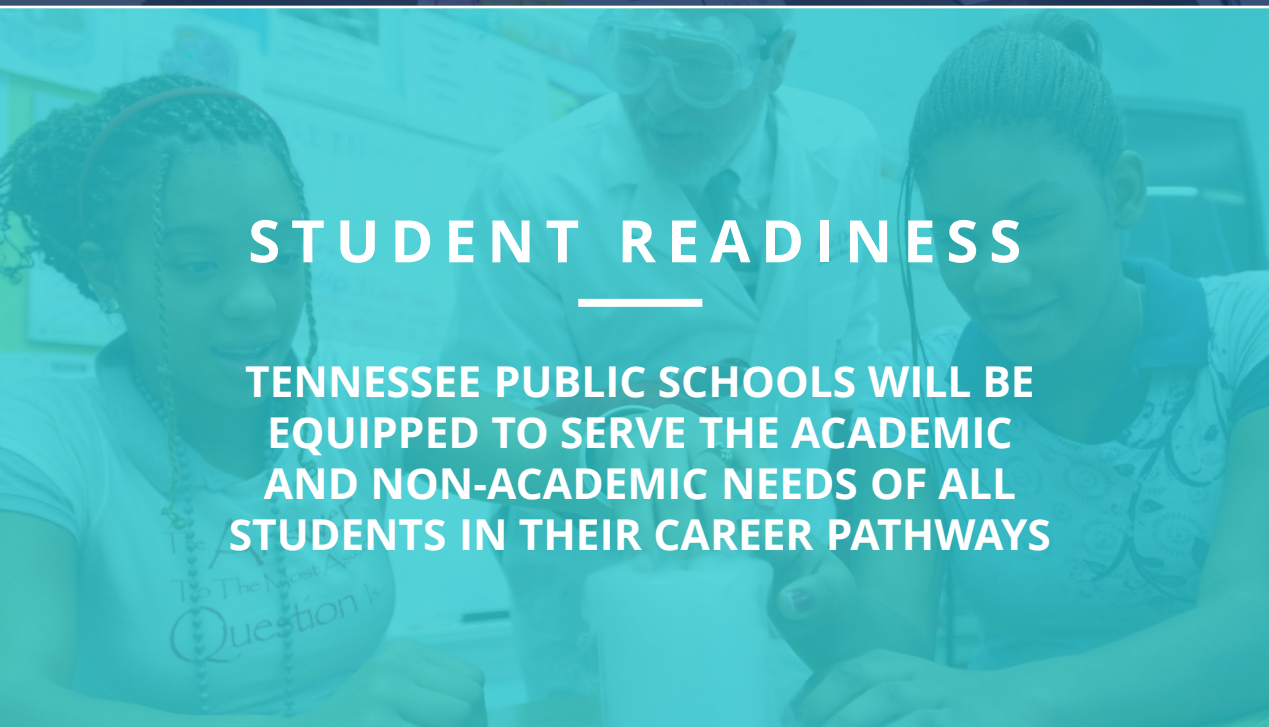
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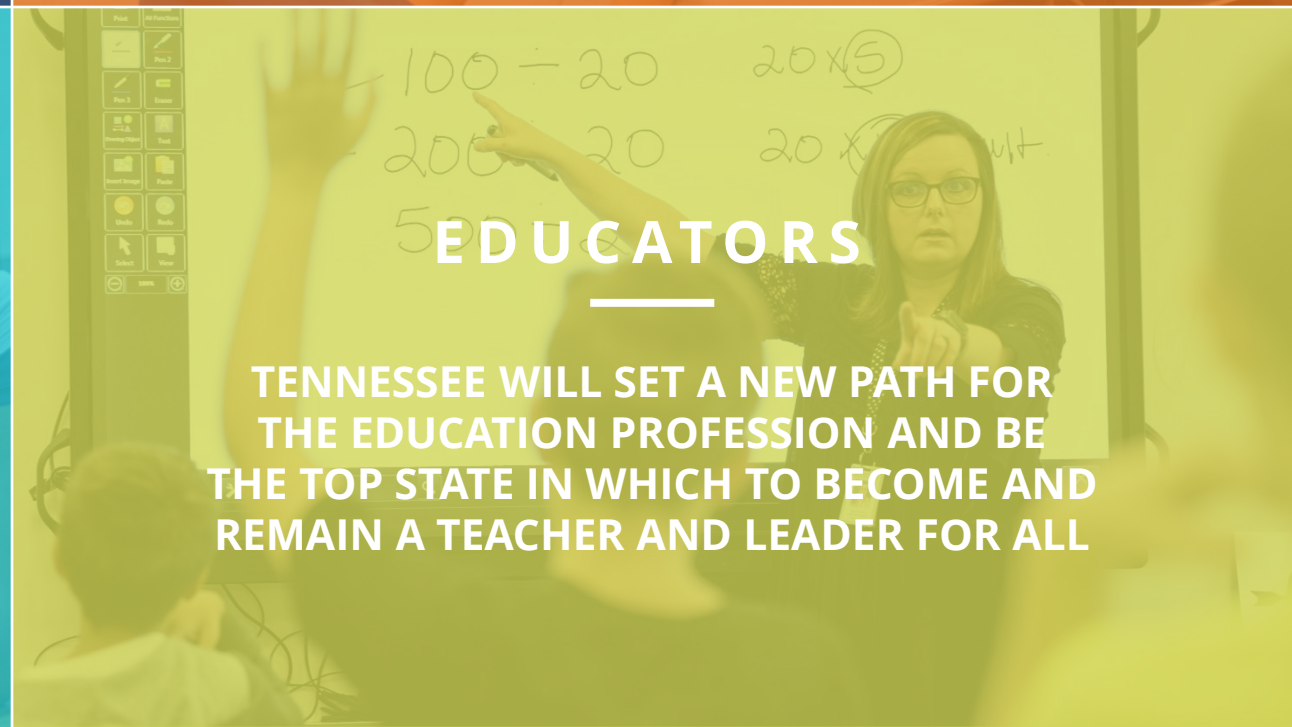
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STUDENT READINESS

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Why Reading Proficiency by Grade 3 Matters

Key indicator of future academic success as well as lifelong socioeconomic and health outcomes

Children reading at grade level are...



**MORE
LIKELY
TO:**

- Graduate from high school
- Enter & complete post-secondary programs
- Remain gainfully employed later in life



**SIGNIFICANTLY
MORE LIKELY TO:** Stay on grade
level over time

HIGHLY CORRELATED with high school completion and lifelong socioeconomic and health and wellness outcomes.



Children not reading at grade level are...

**4X MORE LIKELY TO DROP
OUT OF HIGH SCHOOL**

Negatively impacting short & long-term earning potential

ASSOCIATED with higher rates of poverty, not keeping up with medical treatment, pre-teen alcohol use, depression, and teenage pregnancy.

KEY TAKEAWAY

Low literacy rates negatively impacts our students and our state.

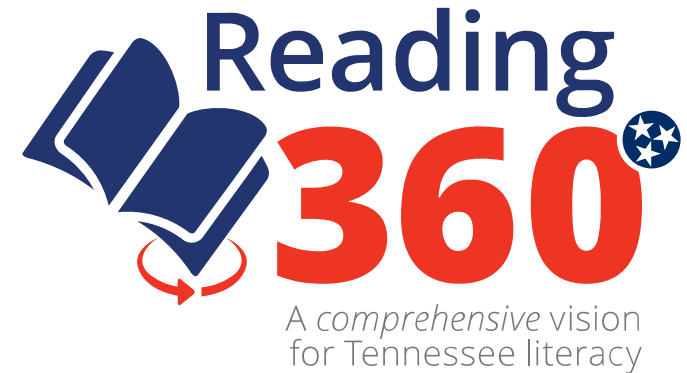


Investing in Reading 360: TN Reading Research Center

Strategy: The Tennessee Reading Research Center was established to evaluate and independently analyze how the state's \$100+ million investment of optional literacy supports and grants improve student literacy rates.

Focus: Analyze how district and EPP grants are improving student literacy rates, increasing the use of sounds-first instruction in Pre-K-3 classrooms, increasing the use of high-quality instructional materials, and preparing future educators for literacy instruction.

Additionally, the center will analyze the implementation of the Tennessee Literacy Success Act.



ACADEMICS





A comprehensive vision for Tennessee literacy

#Reading360



ACADEMICS





TENNESSEE
READING
RESEARCH CENTER

— *A Reading 360 Initiative* —

Analyzing the impact of the state's literacy support for districts and classrooms



Launch Phase of the Center

- Established at UT
- Hiring
- Meeting stakeholders

Tennessee Reading Research Center

**March 2022
– June 2022**

Collaboratively develop research strategy for Reading 360, support UT in staffing the reading research Center, and developing secure paths to collect data points.

Success: Strong staffing plan

Challenges: Data preparation

**July 2022 –
October 2022**

Launch data analysis, refine data collection processes, and ensure coherence in research analysis.

Success: Strong research plan

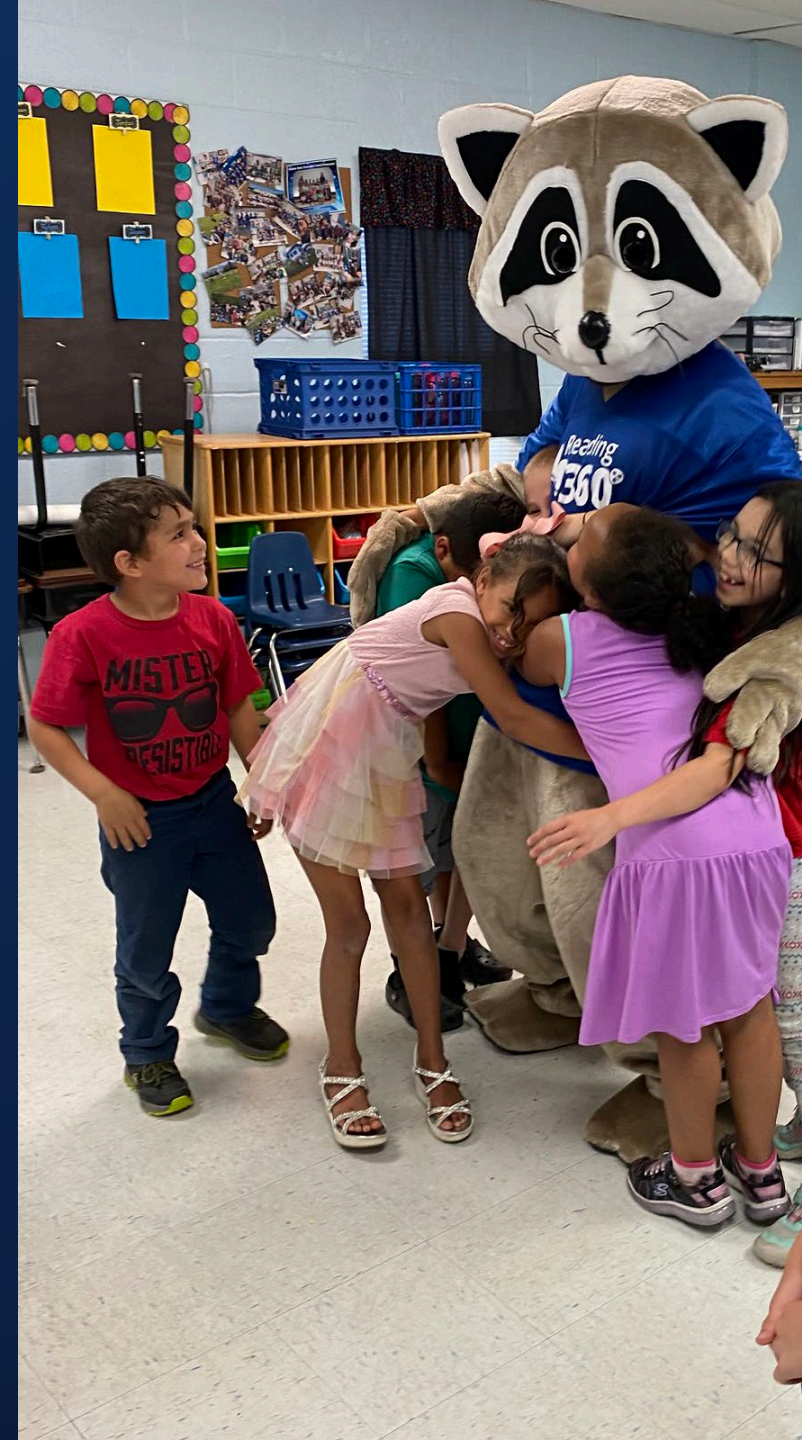
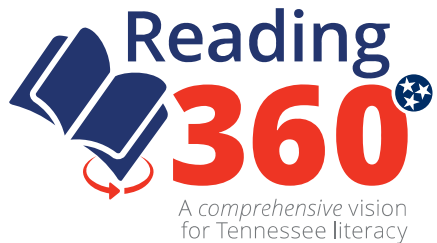
Challenges: Ensuring consistent data tools and information

**November 2022
– May 2023**

Deep research of ongoing data collection in partnership with TDOE CORE offices, TDOE implementation providers, and assessments measured by TDOE and districts.

Initial Focus of the Work: *Reading 360*

- Early Reading Training and Implementation Networks
- Teacher Pedagogy and Instruction
- Educator Preparation Providers



Current Studies

1

ERT and Implementation Networks

Participation in professional development and association with K-5 student literacy outcomes in 2021-22

2

Teacher Pedagogy and Instruction

Patterns in HQIM adoption and association with K-3 literacy growth in 2022-23

3

Educator Preparation Providers

Implementation models of EPP Innovation modules and needs for further support



Future Vision of the Center

- Program evaluation
- Research to address problems of practice
- School-based support
- Innovative tools and resources for instruction and assessment





Thank You!



TN ALL Corps Spotlights

Lisa Coons

Chief Academic Officer, TDOE

Missy Abel

CAO, Germantown Municipal Schools

Amanda Waits

CAO, Cocke County Schools





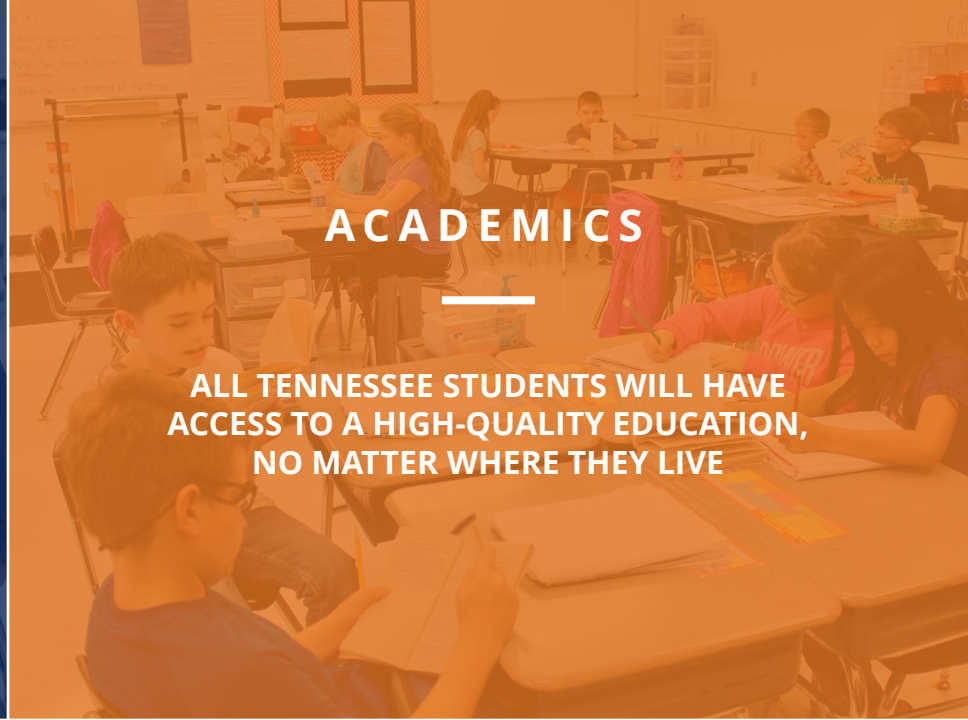
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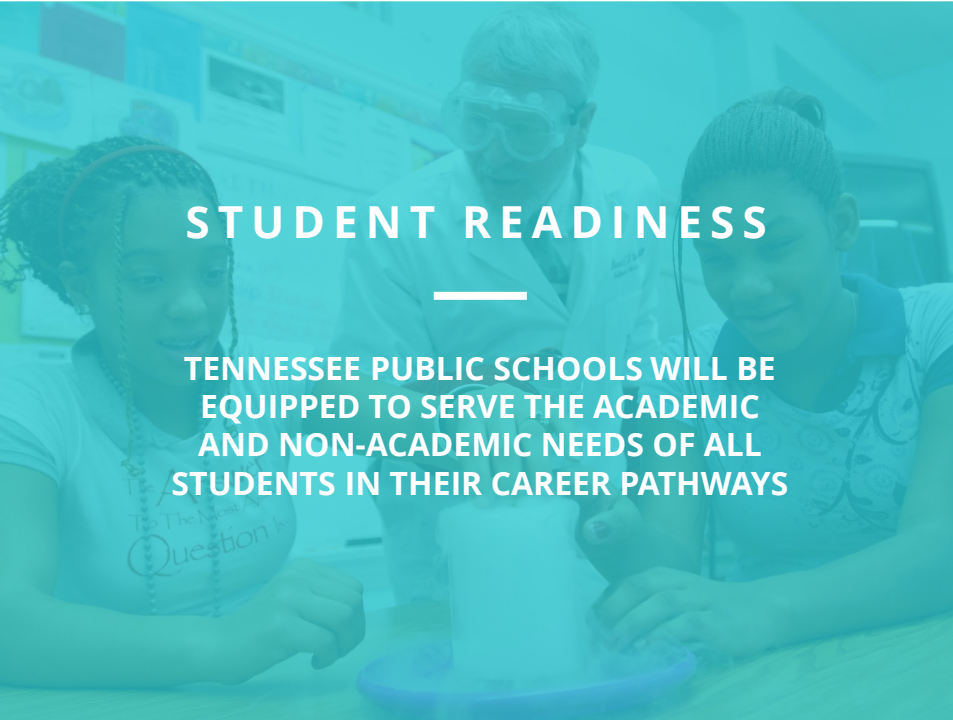
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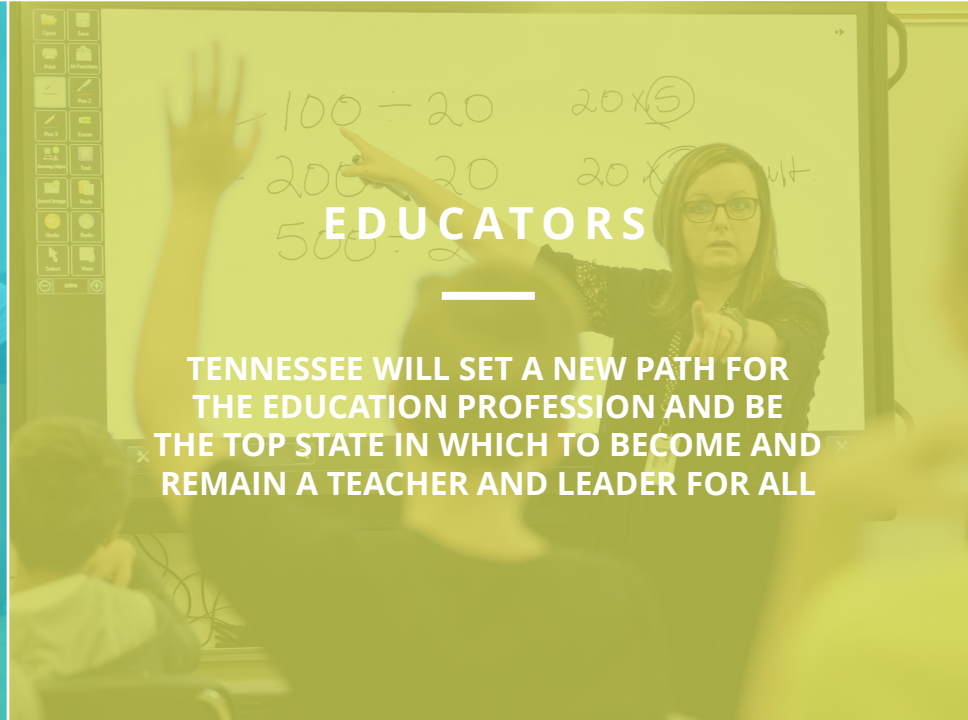
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- Overview
- Statistics
- Cocke County Schools Feature
- Germantown Municipal Schools Feature
- Lenoir City Video Feature
- Summaries and Goals
- Question and Answer



Learning Acceleration: Continuum of Student Support



TIER 1: Core Instruction

Daily grade level instruction grounded in **high-quality instructional materials (HQIM)** with supports and access points for all learners.



TN ALL Corps Tutoring

High-dosage, low ratio tutoring that creates high-impact learning experiences, focuses on re-teaching missed or unlearned content, and **connects missed learning to grade level content.**



Response to Instruction and Intervention (RTI²)

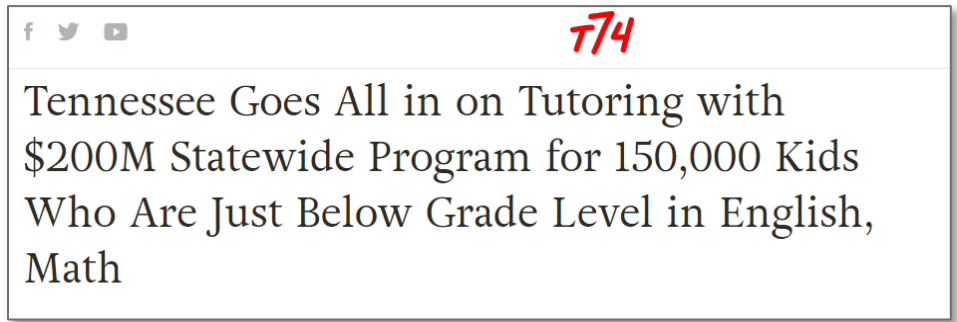
Structured intervention time (Tier II or Tier III) to provide additional skills-specific instruction and ensure students practice skills that allow them to access their core/Tier I instruction.



Summer Programs

Designed to provide **additional instruction in grade level lessons, grounded in HQIM** that allows students more time and practice in smaller group settings.





Overview:

- Group ratios of no more than 1:3, occurring 2-3 times per week for 30-45 minutes
- Same content area (reading or math) by semester with a consistent tutor
- Free tutoring for all high school students in math, ACT, writing
- Projected students served over all programs: ~225,000 seats

Part I: District Grants (School Systems)

- 87 participating districts and 150,000 students
- 27 districts launched in Fall 2021, an additional 40 districts launching in January 2022, all in September 2022
- Free access to Zearn for math (open to all TN ALL Corps districts)
- Free access to Paper for HS online tutoring (open to all TN ALL Corps districts)

Part II: Community Partnership Grants (Communities)

- Grants for community organizations to provide high-dosage, low-ratio tutoring for local students
- Targeting areas that do not have TN ALL Corps district-provided tutoring, those areas with greater need, and those areas with access to community programs (like United Way, YMCA, BGCA)



Cocke County Schools Features

- **Students Served:** 669 of 2,466 (27% of student body)
- **Design of Schedule:** Before school, after school four days per week; during the RTI² block of time scheduled during the regular day, five days a week.
- **Tutor Composite:** Community parents, college students, retired teachers, teachers who desire a part-time schedule
- **Tutor Support:** Best for All Coordinator, ongoing training from vendors, weekly emails
- **Teacher/Tutor Connections:** weekly data documentation sheets, PLC, data team meetings
- **Family Reporting:** Monthly letter stating progress, reports from various programs
- **Additional Successes:** Students engaged in tutoring have developed enormous self-efficacy that was not present before. This is attributed to the relationships and high-quality materials being used to close academic gaps.





Coker County Schools

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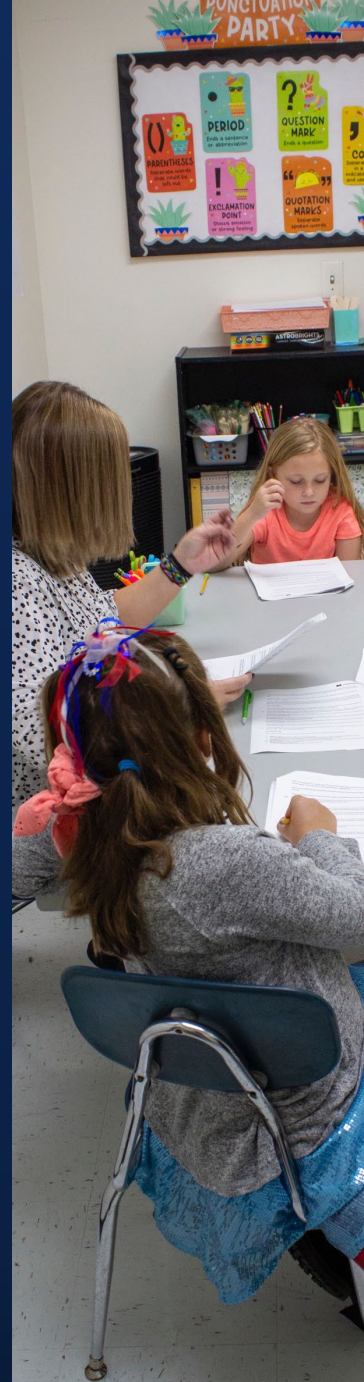
Students in tutoring are experiencing academic gains as measured by our benchmarking and progress monitoring data. What is immeasurable and equally important is the confidence and enthusiasm that students now exhibit toward subject areas that they previously did not achieve in academically. This is the catalyst we have been missing for a majority of our students.

-Yvonne Stuart, TN ALL Corps Coordinator

Germantown Municipal Schools



- **Students Served:** 477
- **Design of Schedule:** During designated intervention time throughout the school day and extended day tutoring
- **Tutor Composite:** Retired Local Educators, Certified Teachers, Non-certified/Trained Staff
- **Tutor Support:** TN ALL Corps Coordinator, ELA and Math Instructional Supervisors, Building Level Administrators, and ongoing training
- **Teacher/Tutor Connections:** Daily interactions/conversations, student data trackers, shared pacing guides and lesson plans
- **Family Reporting:** Progress Reports, phone calls, emails
- **Additional Successes:**
 - Students who received tutoring through TN ALL Corps made significant progress, as identified on our district benchmarks and TCAP last year.
 - Students shared that they felt safe and were entering a judgment free zone, as well as that they feel more confident in their abilities.
 - Tutors shared that having a good working relationship with our teachers has been crucial. The tutors rely on them for vital information and their trust in working with their students.
 - 45% of students in our TN ALL Corps program made more than 1 year's growth on reading levels last year!





Germantown Municipal Schools

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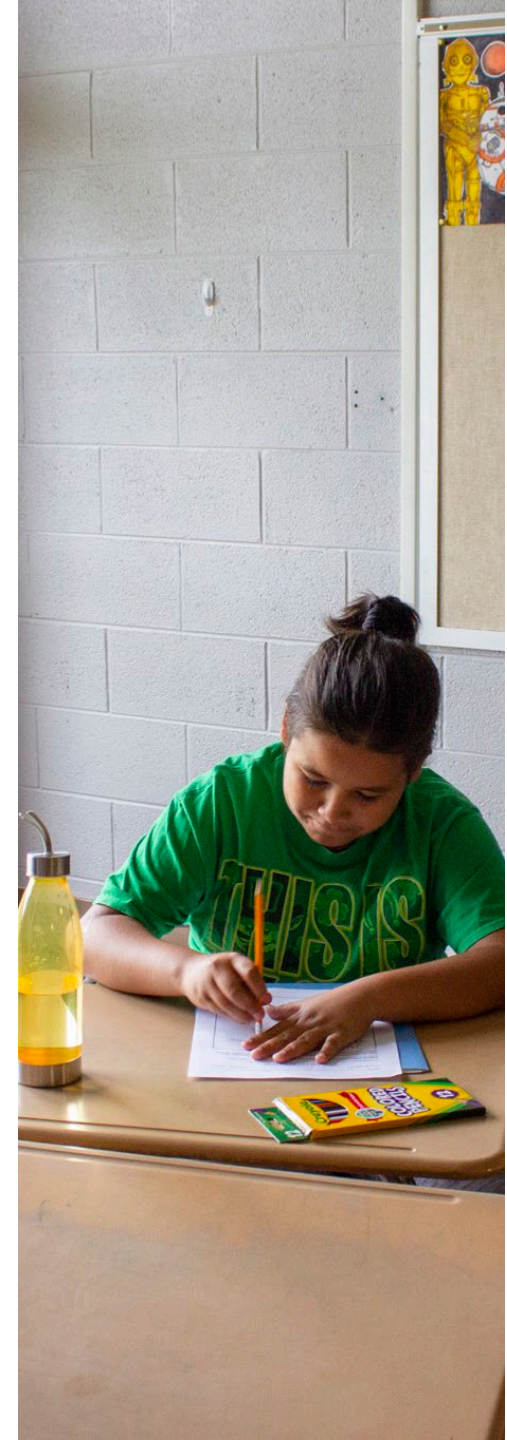
Students who have struggled and expressed feelings of defeat in the classroom have grown through this highly focused tutoring program. They have also demonstrated higher levels of confidence and have taken more ownership in their learning. Additionally, the partnership of our part-time tutors with our teachers sets students up for greater success to access instruction in the classroom. Given the positive impact on students and their learning, this tutoring structure is vital.

-Donna Jones, TN ALL Corps Coordinator

Lenoir City Schools



- **Students Served:** 145
- **Design of Schedule:** During the school day
- **Tutor Composite:** Majority are retired local educators
- **Tutor Support:** Two district coaches (ELA & math) and a Tutoring Coordinator
- **Teacher/Tutor Connections:** Meet & greets, daily hallway conversations, and each Tutoring Coordinator drives site-based updates
- **Family Reporting:** Home letter and district communication system
- **Additional Successes:** Elementary master schedule reboot, which provides acceleration for ALL students





Lenoir City Schools

“

Lenoir City Schools students have experienced both positive achievement and greater individualized gains through our implementation of high-dosage, low-ratio tutoring. Students and tutors have connected socially and emotionally in a way that helps students celebrate successes and gain confidence as they grow in skills.

-Dr. Jeanne Barker, Director of Schools

Next Steps

1. Provide TN ALL Corps Toolkit
2. TN ALL Corps Networks
3. Virtual TN ALL Corps Convenings
4. Additional of ELA Resources
5. Track Impact
6. Refine Continuum of Student Support for Student Needs



Questions and Answers



FINAL DISCUSSION



TENNESSEE
STATE BOARD OF EDUCATION