



TN

Department of
Education

Dyslexia Advisory Council Annual Report

2020-21 Report to the Education
Committees

Tennessee Department of Education | January 2023

2020-21 Dyslexia Advisory Council Members

Dr. Penny Schwinn, Commissioner, Tennessee Department of Education

Dr. Lisa Coons, Chief Academic Officer, Tennessee Department of Education

Theresa Nicholls, Assistant Commissioner of Special Education, Tennessee Department of Education/
September 2021

Dr. Jennifer Jordan, Assistant Commissioner of Special Education, Tennessee Department of Education/
October 2021 - Present

Eileen Miller, Advocate, Decoding Dyslexia Tennessee

Allison McAvoy, Special Education Teacher, Hamilton County Department of Education

Nichi Hickerson, Elementary School Teacher, Bradford Special School District

Rita Flood, Middle School Teacher, Bradley County Schools

Melissa Johnson, High School Teacher, Clarksville-Montgomery Schools

Anna Thorsen, Parent, Metro Nashville Public Schools

Barbara Adams, Speech-language Pathologist, Williamson County Schools

The council also includes three ex-officio members with expertise in dyslexia: Carmen Alexander with the Tennessee branch of the International Dyslexia Association (January - June 2021); Jennifer Fleming with the Tennessee branch of the International Dyslexia Association (July 2021 – present); Erin Alexander, a school psychologist and assistant director for clinical services at the Tennessee Center for Dyslexia; and Susan Porter, a district lead coach of instruction with Metro Nashville Public Schools.

Executive Summary

The ability to read undoubtedly impacts a person’s quality of life. Tennessee remains focused on improving literacy rates since most students are not proficient readers, and many of these students continue to have deficits in their basic reading skills. Tennessee’s Dyslexia Law (see T.C.A. § 49-1-229), was enacted in 2016 and emphasizes the vital role of early identification and provision of effective interventions for those who struggle with basic reading skills. Having robust screening processes and interventions will allow even the most struggling readers the opportunity to be proficient readers. The law intentionally supports students with a formal profile of dyslexia and those exhibiting characteristics of dyslexia.

T.C.A. § 49-1-229 contains several key requirements for Local Education Agencies (LEAs), the Dyslexia Advisory Council, and the Tennessee Department of Education (TDOE).

Agency	Roles/Responsibilities				
Local Education Agencies (LEAs)	Implement procedures for a universal screening process through the existing RTI ² framework.	Convene school-based problem-solving teams.	Notify students’ parents and provide them with information and resources.	Provide appropriate tiered dyslexia-specific intervention through the existing RTI ² Framework and progress monitoring.	Monitor the student’s progress of the effectiveness of interventions Report required data.
TDOE	Develop procedures for identifying characteristics of dyslexia.			Provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia.	
Dyslexia Advisory Council	Advise the TDOE on matters relating to dyslexia.	Meet at least quarterly.		Submit an annual report to education committees.	

T.C.A. § 49-1-229 requires the department to develop guidance for identifying characteristics of dyslexia and provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia. See T.C.A. § 49-1-229(a)(1), (d). This law also required the creation of a dyslexia advisory council to advise the department on matters related to dyslexia. See T.C.A. § 49-1-229(e). This report reflects the council’s annual task of reporting to

the Senate Education Committee and the House Education Instruction and Programs Committee on the following topics:

- the number of students screened, 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 district mandated assessments,
- descriptions from the districts that provided dyslexia intervention services of the intervention services provided to students, and
- the Tennessee Value-Added Assessment System (TVAAS) growth data, when available, for the students receiving dyslexia intervention services.

Subsequently, the Tennessee Literacy Success Act took effect on February 3, 2021, marking an important point in history for Tennessee students and families. The Act outlines a bold policy framework that engages different stakeholders to improve literacy rates in Tennessee. Recognizing the important role that school districts and local boards of education play in education, the Act outlines expectations for how schools and districts will use a universal reading screening to assess, monitor, and report on efforts to improve literacy to ensure all children have the reading supports necessary to be successful. See T.C.A. § 49-1-905. The Act requires schools and districts to administer an approved universal reading screener to each student in grades kindergarten through three during three yearly administration windows. See T.C.A. § 49-1-905(c)(1). The results of each screening administration must then be submitted to the department of education. See T.C.A. § 49-1-905(c)(6). School districts must provide “sounds first” reading interventions and support for students with a significant reading deficiency. See T.C.A. § 49-1-905(a)(2). More information about the Tennessee Literacy Success Act can be found [here](#).

Universal Reading Screening

As part of the Tennessee Literacy Success Act, districts must administer an approved universal reading screener to all students in grades K-3 during three administration windows each school year and report data to the state department. See T.C.A. § 49-1-905(c)(1). The Tennessee Literacy Success Act also notes that districts may use the Tennessee Universal Reading Screener (TN-URS) or another state board-approved screener to comply with the dyslexia screening requirements for kindergarten through third grade students established in the Tennessee Dyslexia Law (see T.C.A. § 49-1-229). T.C.A. § 49-1-905(c)(2)(A). Districts may also use other screening procedures for characteristics of dyslexia that comply with the requirements outlined in the department’s [Dyslexia Resource Guide](#). See T.C.A. § 49-1-229(a)(1). To provide districts with the additional flexibility afforded through existing guidance and law, the department provided an [alternate matrix](#) for the TN-URS that allows districts to use additional district selected survey-level assessments or diagnostics for “at-risk” students (or students for whom a

request for this assessment has been made) for additional characteristics of dyslexia. Districts may continue to use the more comprehensive universal reading screener matrix or opt to use this revised matrix, which still meets the minimum requirements in guidance and law related to universal reading screeners.

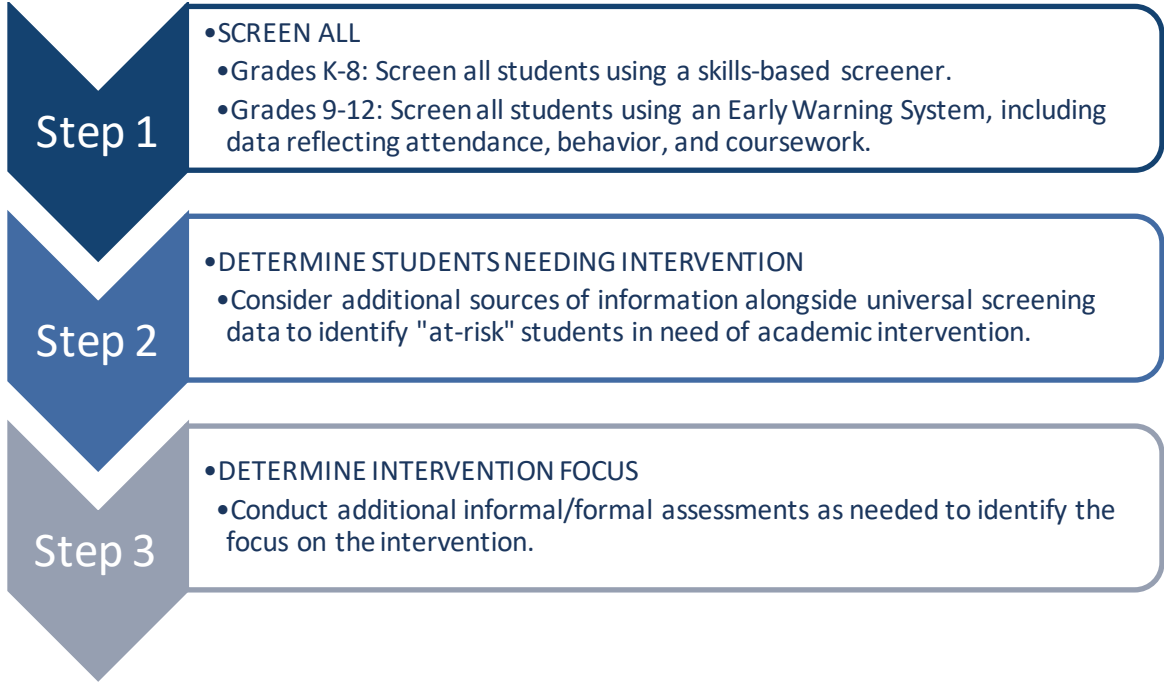
As noted in the department's Response to Instruction and Intervention (RTI²) Framework [manual](#), all children must participate in a universal screening process to identify those students who may need additional support or other types of instruction. Furthermore, the department's [Dyslexia Resource Guide](#), developed in compliance with the T.C.A. § 49-1-229, establishes procedures for screening for characteristics of dyslexia in connection with the universal screening process. This guidance states that students identified as "at-risk" based on the universal screening process should be administered survey-level or diagnostic assessments to determine student intervention needs and notes that in compliance with the T.C.A. § 49-1-229, these survey-level assessments for reading must explicitly measure characteristics of dyslexia through the universal screening process.

Characteristics of dyslexia include basic reading difficulties in the areas of:

- **Phonological awareness:** a broad category comprising a range of understandings related to the sounds of words and word parts;
- **Phonemic awareness:** the ability to notice, think about, and work with the individual sounds in spoken words;
- **Alphabet knowledge:** understanding that letters represent sounds, which form words;
- **Sound/symbol recognition:** understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds);
- **Decoding skills:** using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as "word attack skills");
- **Encoding skills:** translating speech into writing (spelling); and
- **Rapid naming:** ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen). Rapid naming requires the retrieval of phonological information related to phonemes (letter/letter combination sounds), segments of words, and words from long-term memory in an efficient manner. This is important when decoding words, encoding words and reading sight words.

* *Appendix A* further details common myths associated with dyslexia.

The universal reading screening process involves three steps and should be implemented across elementary, middle, and high school grade bands:



Dyslexia-Specific Intervention Coding

School-based problem-solving teams are expected to analyze universal reading screening data and identify students demonstrating characteristic(s) of dyslexia requiring dyslexia-specific intervention as defined by T.C.A. § 49-1-229. The department continues to provide guidance to districts on how to report the number of students receiving dyslexia-specific intervention through regional trainings and webinars, written communications (see “Say Dyslexia” Reporting Requirements Flowchart in Appendix A), and follow-up technical assistance by regional department of education intervention specialists. To assist district staff with determining which students fall within the parameters to code as having received a dyslexia-specific intervention, further guidance was developed with the feedback of the Dyslexia Advisory Council. The guidance, “Say Dyslexia” Student Coding Video and Handout, includes the handout with captioning ([here](#)) or the video version with audio ([here](#)).

State-Level Data

Based on the department’s [State Report Card](#), the total student population of kindergarten through grade 12, for the 2020-21 school year was 957,423. Of these students, 4.62% were reported by districts to have received dyslexia-specific intervention during the 2020-21 school year. This data was pulled

from the department’s education information system (EIS) and captured any student coded as receiving a dyslexia-specific intervention at any point in the 2020-21 school year. **This is a 0.01% decrease in the number of students coded from the previous year.** It should be noted that this dyslexia-specific intervention coding data was collected for the 2020-21 school year during the continuation of the COVID-19 pandemic, and this may have impacted district reporting and regional follow-up support to districts in their reporting progress. Below is a breakdown of the analysis of district reporting.

District Data

Figure 1
 2020-21 Percentage of Students Receiving Dyslexia-Specific Interventions
By District

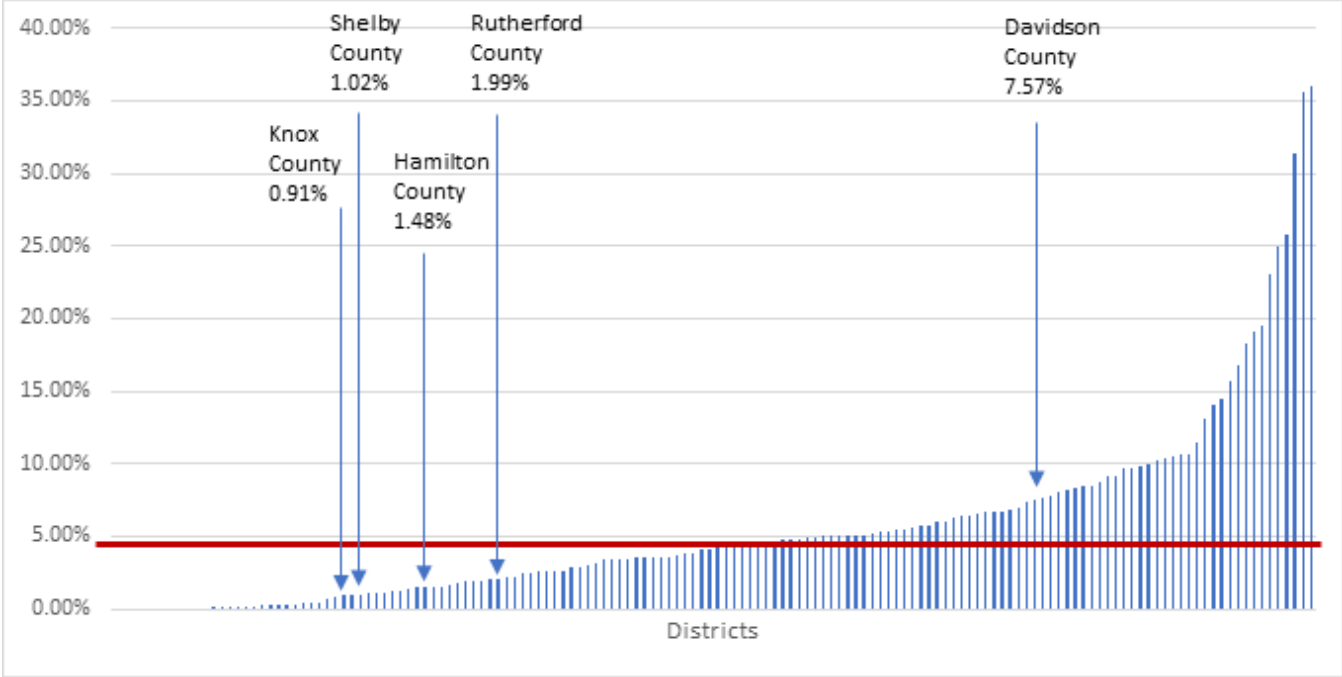


Figure 1 shows the percentage of students in each district who received dyslexia-specific interventions at some point during the 2020-21 school year based on reports provided by the district to the department. It is important to note that during the 2020-21 school year, districts were faced with the second year of a global-wide pandemic. The provision and reporting of dyslexia-specific interventions provided may have also been impacted due to the pandemic. Each blue bar represents a school district, while the red line represents the statewide average. The five largest districts have been identified within the figure to demonstrate the wide variance existing between similar-sized districts. Together, they comprise roughly 35% of the entire student population in Tennessee and include

Hamilton County Schools (1.48% reported), Metro Nashville Public Schools (7.57% reported), Rutherford County Schools (1.99% reported), Memphis-Shelby County Schools (1.02% reported), and Knox County Schools (0.91% reported). See Appendix B for more information.

Comparison over the previous academic year indicates the following key findings:

- Of the 147 districts, 20 districts reported 10% or more of their students received dyslexia-specific interventions. While there is no set guideline for the percentage of students receiving dyslexia-specific interventions, the percentage of students coded is generally expected to mirror the overall prevalence rates of dyslexia in the general population, approximately 10%.¹
- Of the 147 districts, 118 districts reported at least 1% of students receiving dyslexia-specific interventions compared to 120 districts in 2019-20.
- Of the 147 districts, 11 districts across the state reported no students receiving dyslexia-specific interventions; however, five of those districts have historically reported students receiving interventions. It is unclear if the impact of the pandemic on district operations influenced the ability of those districts to report the information correctly after the school year.

*Appendix C provides the total number of students who received dyslexia-specific interventions reported by each district. Please note that the reporting process and delivery of dyslexia-specific interventions were likely negatively impacted by the COVID-19 pandemic.

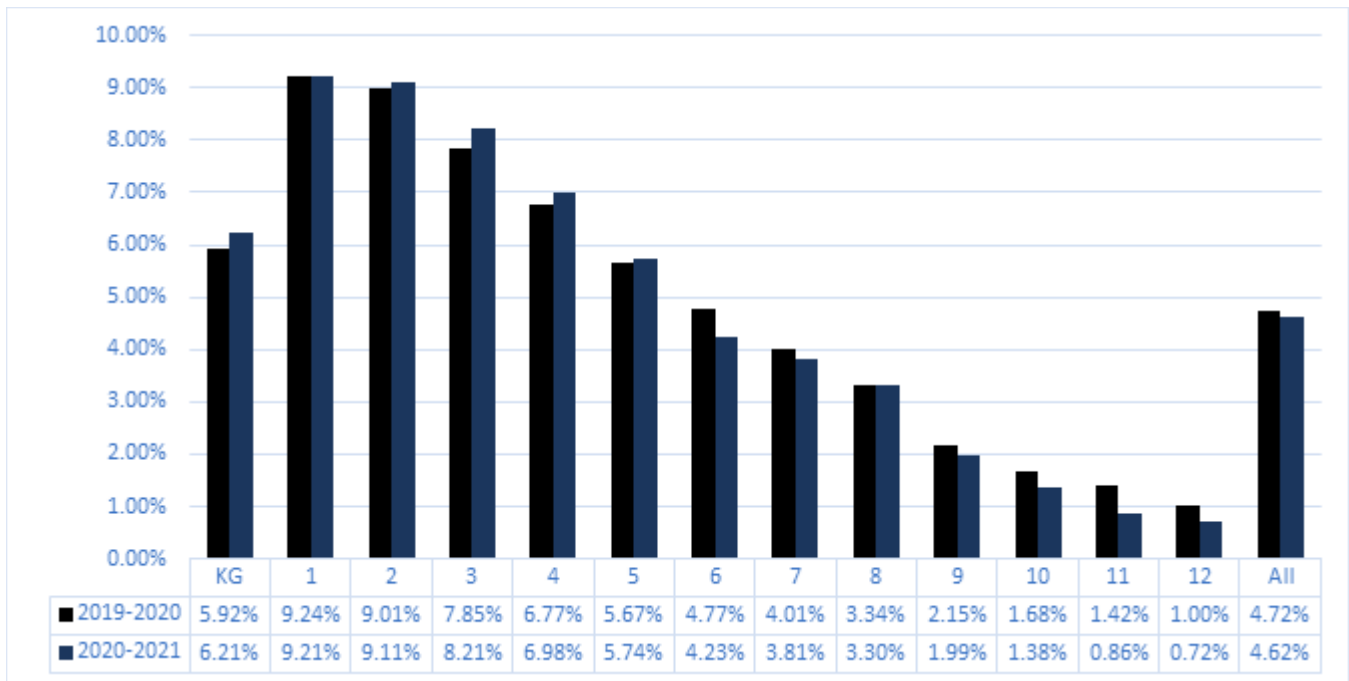
Statewide, by Grade-Band

Figure 3 reports the number of students in each grade for the 2019-20 and 2020-21 school years reported as receiving dyslexia-specific interventions compared to the overall student count for the grade.

Figure 3

Percentage of Students Receiving Dyslexia-Specific Interventions *by Grade*

¹ Sprenger-Charolles, L., L. S. Siegel, et al. (2011) "Prevalence and Reliability of Phonological, Surface, and Mixed Profiles in Dyslexia: A Review of Studies Conducted in Languages Varying in Orthographic Depth," *Scientific Studies of Reading*, 15(6): 498-521.



Comparison over the past two school years indicates the following key findings:

- During the 2019-20 school year, most students were reported receiving dyslexia-specific interventions in grades kindergarten through fifth grade.
- This past year, grade levels six through twelve demonstrated a slight decrease in the percent of students receiving dyslexia-specific interventions.

Within the first few years of the T.C.A. § 49-1-229 being in effect, an increase in the number of students coded as receiving dyslexia-specific intervention in each grade was reported. These increases demonstrated a positive indication because districts identify and code more students in need of dyslexia-specific intervention. However, during the 2020-21 school year, the data reporting may have been impacted by the pandemic in recent years, thus caution should be taken in making generalizations from this data.

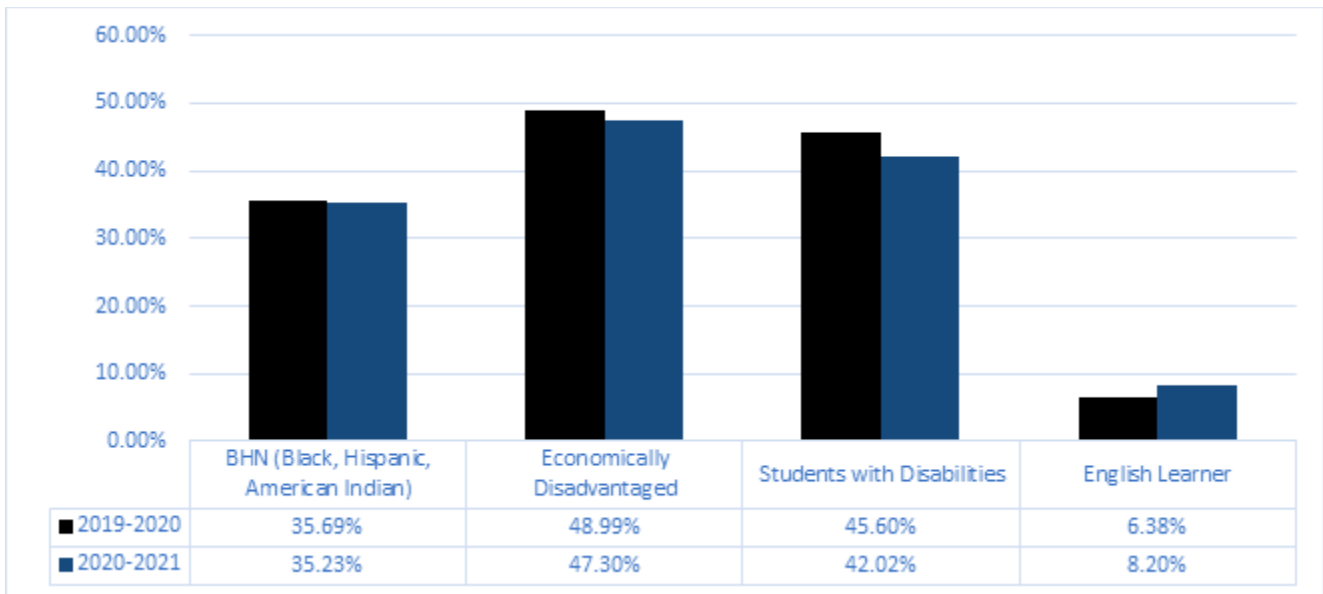
Student Groups

Figure 4 reflects the percentage of students reported as receiving dyslexia-specific interventions by student groups during the 2019-20 and 2020-21 school years. The student groups include: BHN (i.e., Black, Hispanic, Native American), economically disadvantaged, students with disabilities, and English learners. Note: Students may be included in multiple student groups.

Figure 4

Percent of Students Receiving Dyslexia-Specific Interventions

Student Groups



by Student Groups

Comparison over the past two school years indicates the following key findings:

- The percentage of BHN students reported as receiving dyslexia-specific interventions decreased by 0.46%.
- The percentage of students reported as receiving dyslexia-specific interventions that are economically disadvantaged decreased by 1.69%.
- The percentage of students reported as receiving dyslexia-specific interventions that are students with disabilities decreased by 3.58%.
- The percentage of English learners reported as receiving dyslexia-specific interventions increased by 1.82%.

Dyslexia-Specific Interventions

As part of the district planning process, districts are required to describe their universal screening process for characteristics of dyslexia, as well as the dyslexia-specific interventions they utilize. The prompt districts responded to in the 2020-21 school planning process is as follows:

List and describe all the dyslexia-specific interventions used in your district (e.g., to include Tier II, Tier III, and special education interventions) as well as additional information used to identify and serve students with characteristics of dyslexia. Include the following information in your description:

- procedure for identifying characteristics of dyslexia through universal screening required by the existing RTI² framework as well as the school-level team responsible for addressing problems and monitoring the data,
- name of the intervention/ materials (do not include assessments, personnel, or setting),
- the dyslexia characteristic(s) the intervention addresses (i.e., phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, & rapid naming),
- whether the intervention is systematic, cumulative, explicit, aligned to deficit, multi-sensory, and language-based, and
- plan for notifying parents and students to provide information and resources on dyslexia.

It should be noted that this dyslexia-specific intervention data was collected for the 2020-21 school year amidst the COVID-19 pandemic, and this may have impacted district reporting and regional follow-up support to districts. Below is a breakdown of the analysis of district reporting.

Quantitative analysis indicates the following:

- 98.6% of districts reported the interventions they were using to address characteristics of dyslexia,
- 64.6% of districts connected intervention programs and practices provided to all seven characteristics of dyslexia explicitly, and
- 1.3% of districts did not explicitly connect the interventions they were using to any of the seven characteristics of dyslexia.

A historical analysis indicates that districts that reported the interventions they were using to address characteristics of dyslexia increased from 94.5% in 2019-20 to 98.6% in the 2020-21 school year.

A qualitative analysis noted the following:

- An increased level of detail describing RTI practices in grades nine through twelve,
- Inconsistency in reporting what characteristic(s) of dyslexia is addressed by intervention materials, and
- An inconsistency in describing interventions as all the following: systematic, cumulative, explicit, aligned to deficit, multi-sensory, and language-based.

A cause for the inconsistency in reporting may be due to confusion resulting from the wording of the prompt. The state has reworded these questions to be clearer and more user-friendly. While strong district reporting of dyslexia-specific interventions does not guarantee students are receiving effective,

aligned interventions, it does indicate that districts have critically analyzed the materials they are using. Doing so allows them to align high-quality intervention materials to students' needs more effectively.

Student Achievement

T.C.A. § 49-1-229 requires reporting TVAAS growth data, when available, for students receiving dyslexia intervention services. However, TVAAS data was not calculated for individual student growth during the 2020-21 school year; therefore, student-level achievement data was reported for each grade as defined by scores indicating *below*, *approaching*, *on track*, or *mastered* assessed standards.

State- and district-level results from the 2020-21 Spring TCAP assessments show that pandemic-related disruptions to education led to expected declines in academic proficiency across the state. However, proficiency declines were alleviated as a direct result of the hard work of our districts, schools, and educators. Some districts even saw improvements in their proficiency rates in some tested subjects/grades. However, 2020-21 TCAP data show decreases in students scoring Exceeds Expectations and Meets Expectation and increases in students scoring Approaching Expectations and Below Expectations. Students learning in person were more likely to score Meets Expectations or Exceeds Expectations. Tennessee districts did excellent work to keep school buildings open; however, even students attending in person likely missed classroom learning time due to quarantine, demonstrating the widespread impact of the COVID-19 pandemic.

Figure 5

Percent of Students Scoring **Below or Approaching** on ELA/English EOC Assessments 2020-21
Broken out by grade/test band

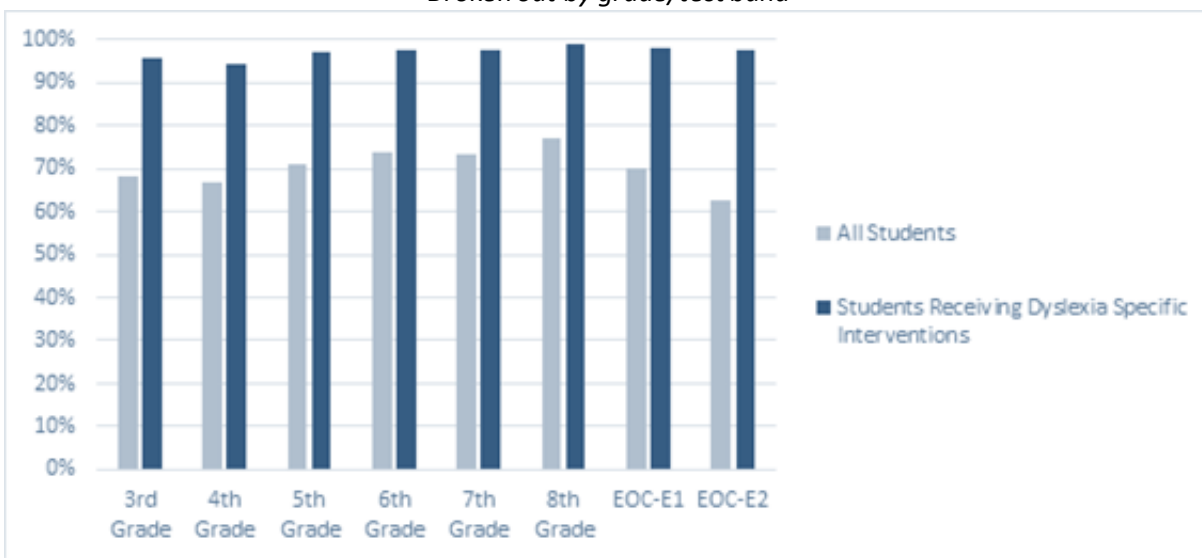
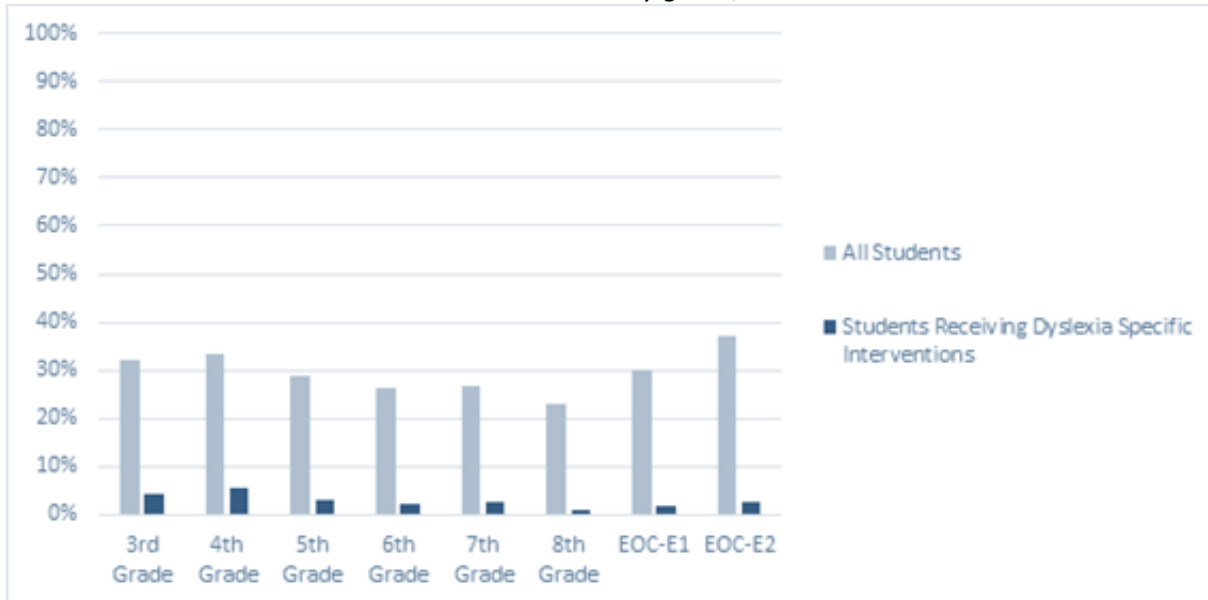


Figure 6

Percent of Students Scoring **Meets or Exceeds Expectations** on ELA/English EOC Assessments 2020-21
Broken out by grade/test band



Accommodations

Information is reported regarding the use of accommodations by students on state assessments (i.e., TCAP and End of Course (EOC)) who are (1) eligible under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and (2) were provided dyslexia-specific intervention services in the 2020-21 school year. The specific accommodations analyzed each year for students demonstrating the characteristics of dyslexia include adult transcription, assistive technology, extended time, rest/breaks, text-to-speech/human reader/human signer, and word-to-word dictionary.

Figure 7

Percent of Students with dyslexia-specific interventions who received specific accommodations
 TCAP Grades 3-8

TCAP Grades 3-8			
Accommodation	ELA	Math	Science
Adult Transcription	1.3%	1.3%	1.3%
Assistive Technology	0.1%	0.1%	0.1%
Extended Time	32.2%	32.1%	35.0%
Rest/Breaks	11.1%	11.1%	12.0%
Unique Accommodations	0.2%	0.2%	0.2%

Word-to-Word Dictionary	0.8%	0.8%	0.9%
Visual Representation for Math	N/A	0.1%	N/A

Figure 8

Percentage of students with dyslexia-specific interventions who received specific accommodations
EOC

EOC			
Accommodation	English I and II	Algebra I, Algebra II, and Geometry	Biology
Adult Transcription	0.4%	0.2%	0.3%
Assistive Technology	0.3%	0.8%	0.6%
Extended Time	46.7%	45.5%	50.1%
Rest/Breaks	1.5%	1.3%	1.0%
Unique Accommodations	0.1%	0.1%	0.4%
Word-to-Word Dictionary	0.2%	0.2%	0.8%
Visual Representation for Math	N/A	0.0%	N/A

Next Steps

A district’s ability to code students receiving dyslexia-specific interventions more accurately is an early indicator of the positive impacts of the T.C.A. § 49-1-229. The current data indicates that districts need additional support in identifying students in need of dyslexia-specific interventions, as most districts still do not closely reflect national prevalence rates.

The department should consider:

- highlighting districts whose reporting reflects general prevalence rates and strong coding processes,
- continuing to raise awareness with all stakeholders through a comprehensive engagement plan to include social media, district and school supports staff, engagement with school psychologists across the state, and updating the Dyslexia Advisory Council website,
- continuing to guide districts in identifying ways to internally train their building principals and RTI² teams to understand the screening process for characteristics of dyslexia,
- including Section 504 as related to students with characteristics of dyslexia or dyslexia in future guidance,
- including additional guidance and support for screening of characteristics of dyslexia within the RTI² Framework,
- continuing to engage with districts to increase understanding of the purpose of reporting and reviewing their process of coding students as receiving dyslexia-specific interventions, and
- providing tiered technical assistance to districts with low coding percentages.

Based on feedback from the Dyslexia Advisory Council, the department should consider:

- providing guidance to districts and families related to the use of Assistive Technology (AT) to facilitate access to grade-level curriculum,
- providing guidance and support for Twice Exceptional students within the Dyslexia Resource Guide, and
- continuing education around the T.C.A. § 49-1-229 and dyslexia-specific interventions.

Conclusion

The 2020-21 school year presented unprecedented challenges for districts, students, and families and likely impacted the data collection for this report, including assessments, accommodations, and reporting. Tennessee students experienced the effects of the pandemic differently depending on the district in which they attended and the impact of the COVID-19 pandemic. It is important to examine the variation of learning across the state and student groups, especially groups of students whom the pandemic might have more negatively impacted (e.g., economically disadvantaged students, students with disabilities, etc.). Implementing T.C.A. § 49-1-229 continues to be essential work to ensure students are increasingly being appropriately identified and receiving dyslexia-specific interventions after identification. The passing of the *Tennessee Literacy Success Act* bolsters these efforts as more students are accurately identified and matched to interventions and instructional supports. Students who struggle with basic reading will increasingly make the progress necessary to accelerate learning and effectively close achievement gaps.

Appendix A: Common Myths Associated with Dyslexia

Reversals	Myth: Dyslexia is a visual problem. Students with dyslexia see and write letters and words backward.	Truth: Many children reverse their letters when learning to read and write. Reversing letters is not a sure sign of dyslexia and not all students with dyslexia reverse letters. ²
School Success	Myth: If you perform well in school, you must not have dyslexia.	Truth: Some students with dyslexia perform well in school. These students work hard, are motivated, and have the accommodations necessary to demonstrate their knowledge. ¹
Intelligence	Myth: Smart students cannot have dyslexia; students with dyslexia cannot be very smart.	Truth: Dyslexia is defined by an unexpected difficulty in learning to read. Said another way, dyslexia is a paradox—the same person who struggles to read quickly often has very high intelligence. ¹
Reading Ability	Myth: Students with dyslexia cannot learn to read.	Truth: Most students with dyslexia do learn to read, but with greater effort. They tend to remain “manual” rather than “fluent” readers, reading slowly and with great effort. ¹
Reading Difficulties	Myth: All reading difficulties can be attributed to dyslexia.	Truth: The hallmark of dyslexia is an unexpected reading difficulty in a child who seems to have all the resources (intelligence, verbal skills, motivation) necessary to become a reader. ¹ There are other ways students can struggle to read: (1) 3–10 percent of students who are strong decoders do not understand what they are reading (specific reading comprehension deficit), ³ and (2) some students struggle with both the code of the language and the meaning of language (mixed reading deficit).
Eligibility	Myth: If a student has dyslexia, they will have an	Truth: Dyslexia comes in many degrees

² International Dyslexia Association (2002). <http://eida.org/definition-of-dyslexia/>

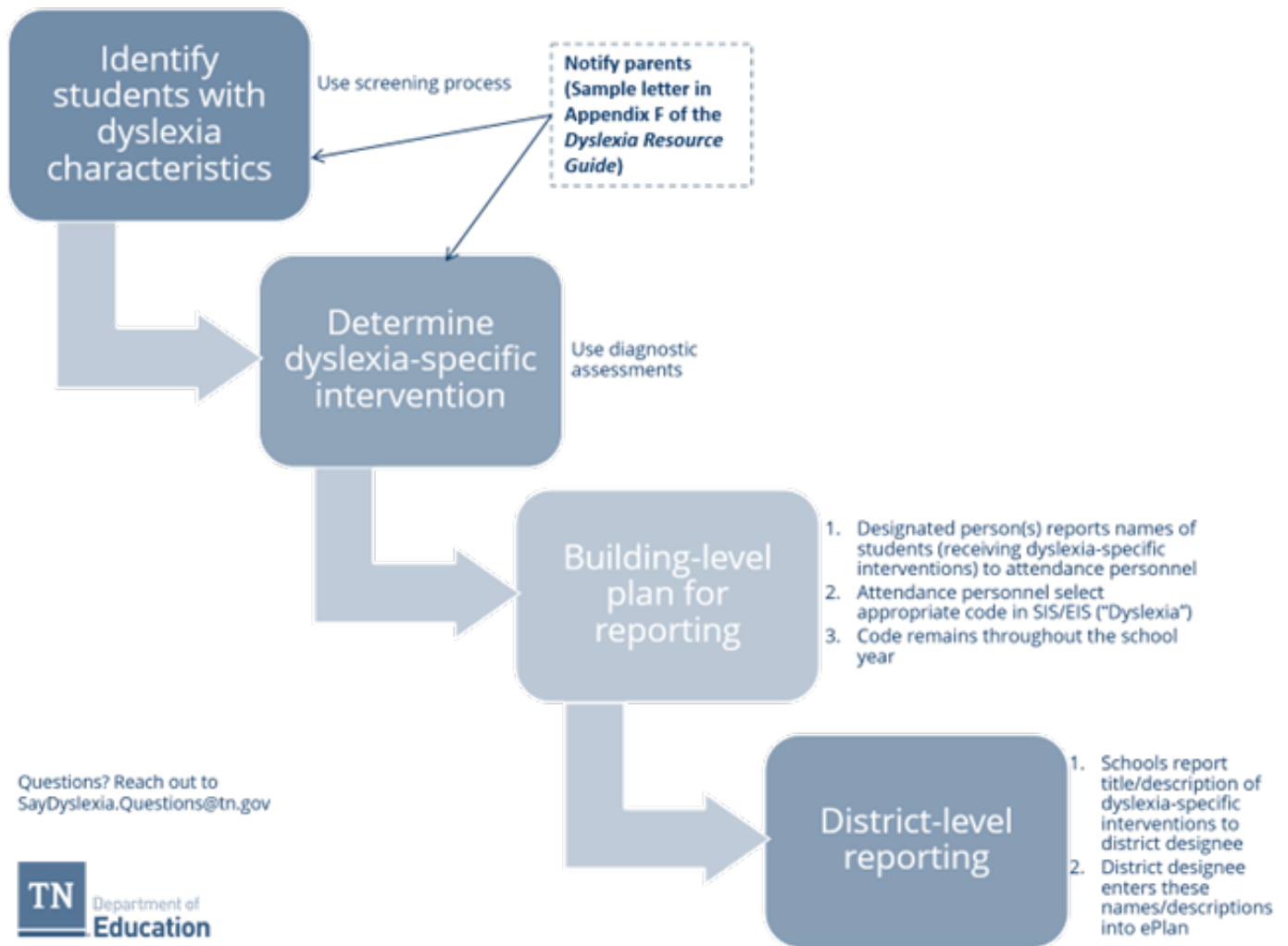
³ Taken from The Yale Center for Dyslexia and Creativity, Signs of Dyslexia. http://dyslexia.yale.edu/EDU_signs.html

	IEP. An IEP is the only way to get the appropriate instruction and accommodations needed.	from mild to severe. ⁴ Some children with dyslexic characteristics meet the requirements for TN specific learning disability (SLD) eligibility, and some do not. The purpose of RTI ² is to ensure that all students receive appropriate, differentiated instruction and universal accommodations in Tier I, and when needed, the student may receive Tier II or Tier III intervention. Students who do not respond to these interventions may be eligible to receive interventions through special education.
Gender	Myth: Only boys are affected by dyslexia.	Truth: Students of both genders can have dyslexia. The higher number of male referrals may be due to differences in classroom behaviors. ¹
Short-Term Problem	Myth: Most students will eventually outgrow dyslexia.	Truth: Dyslexia is the result of a processing difference in the brain and will last a lifetime. ¹
Comprehension	Myth: Students who have dyslexia have poor reading comprehension skills.	Truth: Students with dyslexia tend to have strong comprehension skills, but this can be masked by (1) the amount of mental effort required to decode, limiting access to the ability to think critically, and (2) a limited amount of reading, leading to a gap in the student's vocabulary as compared to students who read large amounts of appropriate text. ¹

⁴ International Dyslexia Association <https://dyslexiaida.org/dyslexia-basics/>

Appendix B: Tennessee Dyslexia Law Reporting

Requirements Flowchart



Appendix C: District-level Reporting

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

District	2019-20	2020-21
Achievement School District	2.57%	2.64%
Alamo City	4.35%	4.38%
Alcoa	7.73%	5.76%
Alvin C York	0.00%	0.00%
Anderson County	5.92%	6.73%
Arlington	3.75%	4.81%
Athens	5.38%	4.61%
Bartlett	0.93%	0.93%
Bedford County	4.09%	9.15%
Bells	7.58%	10.22%
Benton County	10.92%	15.75%
Bledsoe County	0.29%	1.15%
Blount County	3.78%	5.09%
Bradford	6.75%	8.06%
Bradley County	3.85%	3.82%
Bristol	5.79%	3.49%
Campbell County	0.00%	2.61%
Cannon County	8.60%	10.67%
Carter County	5.22%	2.19%
Cheatham County	7.50%	10.42%
Chester County	7.72%	9.68%
Claiborne County	4.35%	2.66%
Clay County	1.27%	1.64%
Cleveland	0.22%	0.02%
Clinton	4.83%	3.44%
Cocke County	1.33%	0.78%
Coffee County	5.09%	3.36%
Collierville	2.19%	1.81%
Crockett County	1.94%	1.94%
Cumberland County	3.01%	2.56%

Davidson County	1.96%	7.57%
Dayton City	3.19%	3.16%
Decatur County	7.68%	4.99%
DeKalb County	16.39%	5.10%
Dickson County	3.47%	3.39%
Dyer County	2.54%	6.05%
Dyersburg	0.35%	0.19%
Elizabethton	17.07%	18.32%
Etowah City	3.10%	6.59%
Fayette County Public Schools	0.09%	0.27%
Fayetteville	22.97%	35.93%
Fentress County	2.50%	2.93%
Franklin County	1.05%	1.07%
Franklin SSD	12.57%	16.79%
Germantown	0.32%	0.45%
Gibson County SSD	3.11%	4.85%
Giles County	10.47%	9.88%
Grainger County	17.59%	14.11%
Greene County	0.36%	0.39%
Greeneville	0.92%	1.86%
Grundy County	8.73%	6.45%
Hamblen County	2.28%	8.77%
Hamilton County	0.57%	1.48%
Hancock County	1.33%	4.36%
Hardeman County Schools	3.17%	0.00%
Hardin County	21.03%	24.98%
Hawkins County	0.14%	0.30%
Haywood County	32.95%	31.30%
Henderson County	5.99%	7.71%
Henry County	1.74%	1.19%
Hickman County	1.98%	1.52%
Hollow Rock - Bruceton	3.99%	8.35%
Houston County	21.62%	0.08%
Humboldt City Schools	19.71%	0.00%
Humphreys County	7.10%	8.25%
Huntingdon Special School District	4.85%	5.07%
Jackson County	19.85%	19.47%
Jefferson County	4.39%	5.57%

Johnson City	4.01%	3.05%
Johnson County	3.19%	4.95%
Kingsport	0.53%	4.20%
Knox County	11.05%	0.91%
Lake County	0.27%	0.26%
Lakeland	2.35%	0.73%
Lauderdale County	0.00%	23.01%
Lawrence County	2.93%	5.36%
Lebanon	20.79%	13.06%
Lenoir City	0.04%	0.04%
Lewis County	8.22%	8.49%
Lexington	13.99%	9.72%
Lincoln County	1.27%	2.15%
Loudon County	4.51%	4.12%
Macon County	5.25%	6.03%
Madison County	5.79%	4.14%
Manchester	4.27%	4.46%
Marion County	0.22%	0.48%
Marshall County	9.77%	10.52%
Maryville	4.78%	5.37%
Maury County	16.02%	14.43%
McKenzie	6.22%	5.42%
McMinn County	4.10%	4.73%
McNairy County	1.77%	2.03%
Meigs County	28.47%	25.71%
Milan	8.99%	9.91%
Millington Municipal Schools	10.29%	6.71%
Monroe County	2.39%	0.00%
Montgomery County	7.81%	11.48%
Moore County	4.94%	5.19%
Morgan County	0.11%	0.00%
Murfreesboro	3.85%	7.41%
Newport	3.52%	3.82%
Oak Ridge	2.43%	2.93%
Obion County	2.13%	1.91%
Oneida	8.19%	8.41%
Overton County	4.12%	5.04%
Paris	6.45%	7.66%

Perry County	5.29%	10.64%
Pickett County	2.80%	4.53%
Polk County	0.04%	0.14%
Putnam County	2.25%	4.62%
Rhea County	2.41%	3.53%
Richard City	0.74%	1.36%
Roane County	1.04%	1.29%
Robertson County	9.78%	6.98%
Rogersville	15.77%	35.59%
Rutherford County	3.85%	1.99%
Scott County	3.33%	5.72%
Sequatchie County	2.06%	1.04%
Sevier County	3.13%	3.60%
Shelby County	4.07%	1.02%
Smith County	3.07%	3.37%
South Carroll	8.62%	0.30%
State Board of Education	0.00%	0.00%
Stewart County	0.63%	0.25%
Sullivan County	19.02%	19.04%
Sumner County	2.25%	3.73%
Sweetwater	6.58%	6.27%
Tennessee School for Blind	0.00%	0.00%
Tennessee School for Deaf	0.00%	0.00%
Tipton County	7.30%	9.17%
Trenton	4.88%	5.42%
Trousdale County	11.40%	6.84%
Tullahoma	4.84%	4.46%
Unicoi County	2.44%	0.04%
Union City	0.00%	2.43%
Union County	6.77%	3.60%
Van Buren County	2.74%	2.42%
Warren County	4.65%	4.84%
Washington County	4.10%	5.11%
Wayne County	0.00%	0.00%
Weakley County	1.78%	6.69%
West Carroll SSD	2.45%	0.00%
West Tennessee School for Deaf	0.00%	0.00%
White County	5.04%	6.43%

Williamson County	2.16%	1.55%
Wilson County	1.69%	3.51%
Statewide	4.72%	4.62%