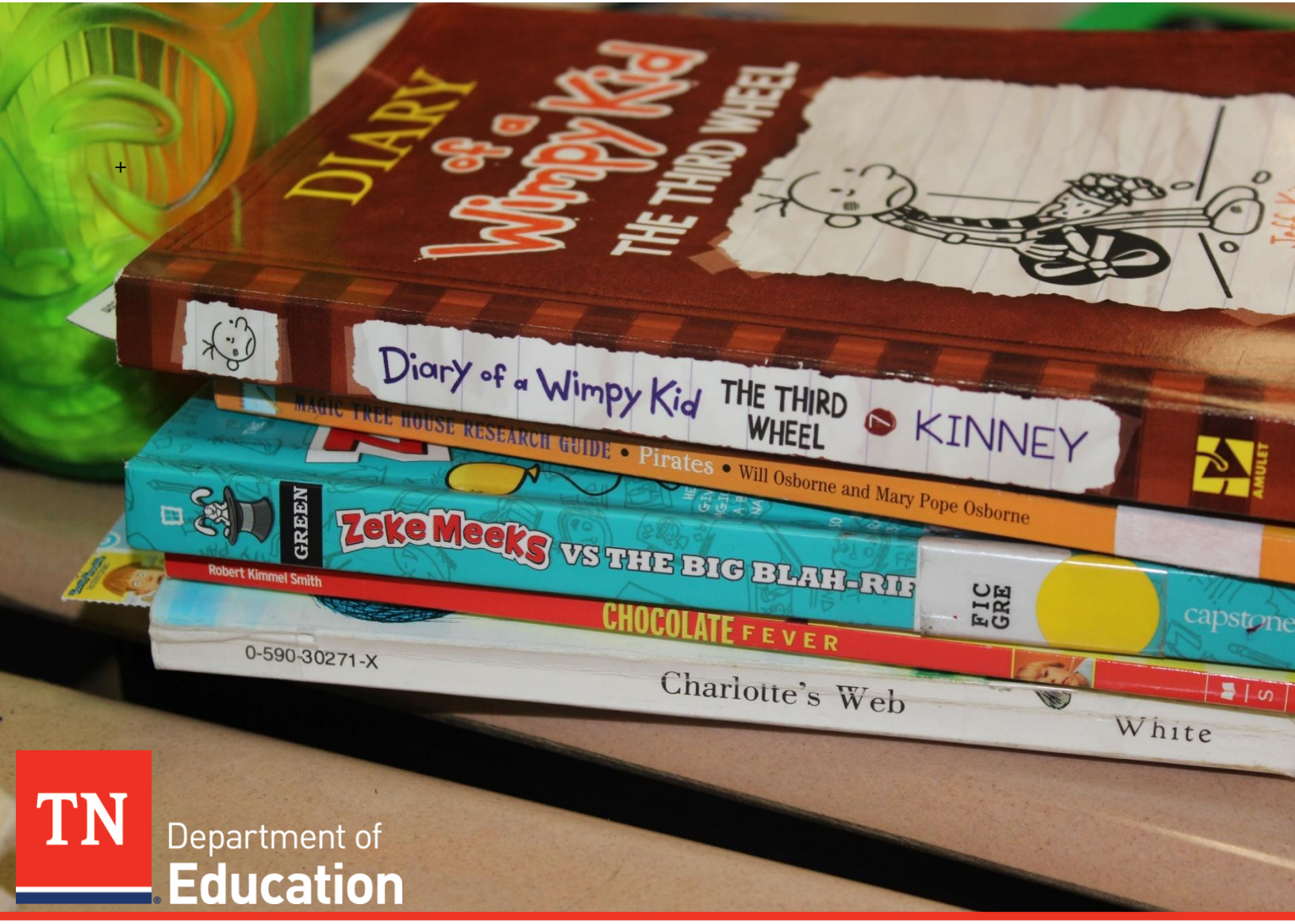


TN Department of Education

Dyslexia Advisory Council Annual Report

2018-19 Report to the Education Committees

Tennessee Department of Education | February 2020

2018-19 Dyslexia Advisory Council Members

Dr. Candice McQueen, commissioner, Tennessee Department of Education, 2018

Dr. Penny Schwinn, commissioner, Tennessee Department of Education, 2019

Theresa Nicholls, assistant commissioner of the division of special populations, Tennessee Department of Education

Eileen Miller, advocate, Decoding Dyslexia Tennessee

Allison McAvoy, special education teacher, Hamilton County Department of Education

Melissa Miller-Benson, elementary school teacher, The Bodine School

Mercedes Chartrand, middle school teacher, Clarksville-Montgomery County School System

Briana Patrick, high school teacher, Lauderdale County Schools

Anna Thorsen, parent

Morgan Ashworth, speech language pathologist, Loudon County School District

The council also includes three ex-officio members with expertise in dyslexia: Emily Dempster with the International Dyslexia Association; 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 persons' quality of life and their ability to be a productive, contributing member of their community. In Tennessee, the majority of students are not proficient readers, many of them due to deficits in their basic reading skills. The "Say Dyslexia" law emphasizes the important role of early identification and provision of effective interventions for those who struggle with basic reading difficulties. Having strong screening processes and intervention will allow even the most struggling readers the opportunity to be proficient readers. This legislation intentionally addresses not only students with a formal profile of dyslexia but those exhibiting characteristics of dyslexia. Characteristics of dyslexia include basic reading difficulties in the areas of phonological awareness, phonemic awareness, alphabet knowledge, sound/symbol recognition, decoding skills, encoding skills, and rapid naming.

The "Say Dyslexia" law (Chapter 1058 of the Public Acts of 2016) contains several key requirements of 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 RTI² 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 RTI² framework and progress monitoring.	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.

The “Say Dyslexia” law requires the department to develop guidance for identifying characteristics of dyslexia and to provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia. This law also required the creation of a dyslexia advisory council to advise the department on matters related to dyslexia. This report reflects the council’s annual task of reporting to the Education Committee of the Senate and the Education Instruction and Programs Committee of the House of Representatives on the following topics:

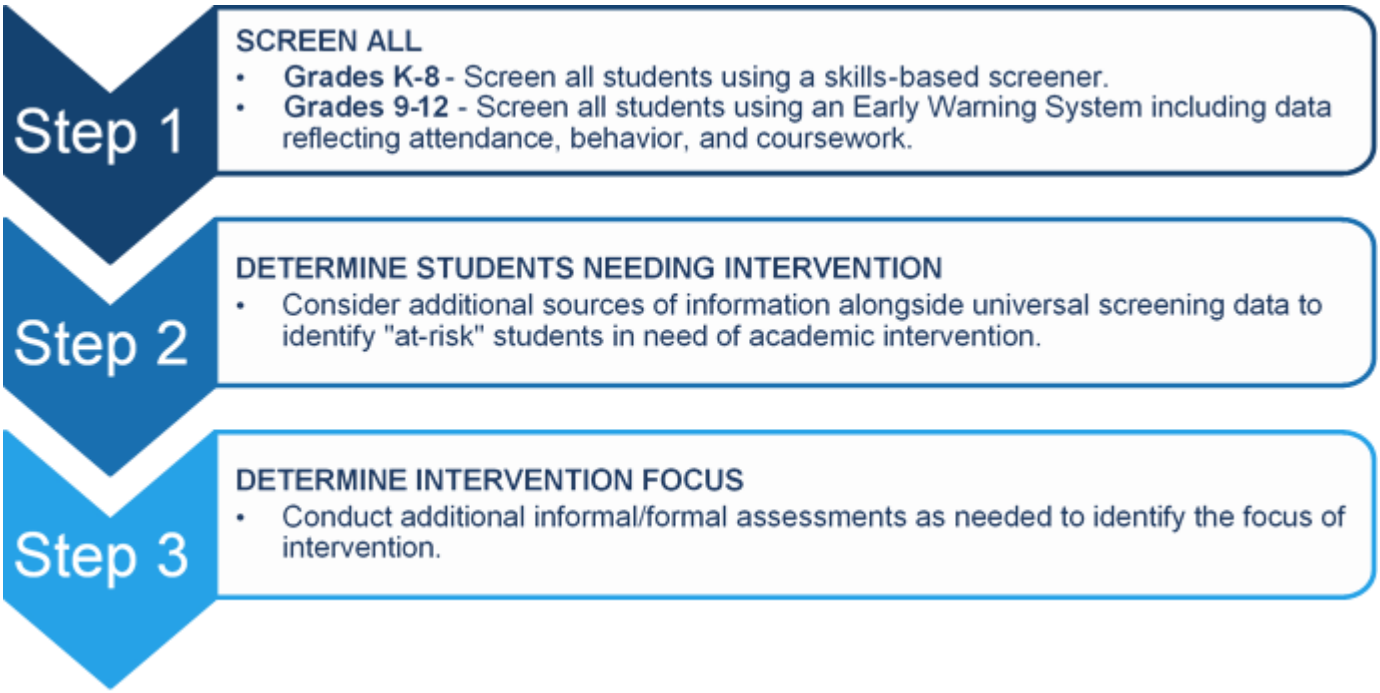
- the number of students screened and the number of students provided with dyslexia intervention services;
- information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state-mandated assessment or other state or district-mandated assessments;
- 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.

The 2018-2019 report also provides a comparative perspective that includes data from the previous academic school year.

Universal Screening

School districts are required to implement screening procedures to identify students exhibiting characteristics of dyslexia through the existing Response to Instruction and Intervention (RTI^2) framework’s universal screening process. Results from universal screening reflecting one or more characteristics of dyslexia do not necessarily mean a student has dyslexia, nor can the full profile of dyslexia be determined through the universal screening process.

Prior to the “Say Dyslexia” law, districts across Tennessee were expected to have a universal screening process for each academic content area (e.g., reading, written expression, and math). The universal screening process involves three steps and should be implemented across elementary, middle, and high school grade bands:



The “Say Dyslexia” law requires districts to include tools that screen for each of the characteristics of dyslexia (e.g., decoding skills, encoding skills, phonemic awareness, phonological awareness, alphabet knowledge, sound/symbol recognition, and rapid naming) through the universal screening process.

Dyslexia-Specific Intervention Coding

School-based problem-solving teams are expected to analyze universal screening data and identify students demonstrating characteristic(s) of dyslexia requiring dyslexia-specific intervention as defined by T.C.A. § 49-1-229. Districts were provided guidance on how to report the number of students receiving dyslexia-specific intervention through in-person regional trainings and conferences, written communications (see “Say Dyslexia” Reporting Requirements Flowchart in Appendix A), and follow-up technical assistance by regional department of education intervention specialists. The data below represents the total percentage of students, inclusive of students with disabilities, within each district who were reported to receive dyslexia-specific intervention during the 2018-19 school year.

State-Level Data

Based on the Oct. 1, 2018 federal membership file, the total student population, kindergarten through grade 12, for the 2018-19 school year was 1,012,724.44,537. Of these students, 4.4% were reported by districts to have received dyslexia-specific intervention during the 2018-19 school year. This data was pulled from the department’s education information system (EIS) and captures any student coded as

receiving a dyslexia-specific intervention at any point in the 2018-19 school year. **This is a 3.3% increase in the number of students coded from the previous year.**

District Data

Figures 1 and 2 show the percent of students within each district reported as receiving dyslexia-specific interventions for the 2017-18 and 2018-19 academic years, respectively. Each black 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 (0.49% reported), Davidson County (1.72% reported), Rutherford County (4.05% reported), Shelby County (5.06% reported), and Knox County (7.10% reported). See Appendix B for more information.

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

- An increase in the reported number of students receiving dyslexia-specific interventions (i.e., the statewide average increased by 1%)
- An increase in the number of districts whose intervention data approached expected prevalence rates (i.e., 3% more districts reported 10% or more of their students as having received dyslexia-specific interventions). While there is not a set guideline for the percentage of students that should be receiving dyslexia-specific interventions, the percentage of students coded are generally expected to mirror overall prevalence rates of dyslexia in the general population, which is around 10%[1]. A breakdown of the percent of students in each district reported to receive dyslexia-specific intervention can be found in Appendix B.
- An 14% increase in the number of school districts reportedly providing dyslexia-specific interventions to at least 1% of students (i.e., 118 out of 144 school districts this year compared to 98 the previous year).
- All data indicates resources and/or supports accessed by these districts over the past year have been impactful.

Districts' ability to more accurately code students receiving dyslexia-specific interventions is an early indicator of the positive impacts of the "Say Dyslexia" law. While the data indicate that districts are slowly improving their accuracy in identifying students in need of dyslexia-specific interventions, most districts

[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.

still do not closely reflect national prevalence rates; this signals that districts may not be accurately identifying and providing students with dyslexia-specific interventions.

Furthermore, there are still nine districts across the state that reported no students receiving dyslexia-specific interventions. This leads to concerns that students are not receiving intervention when they should be, or that districts don't understand reporting expectations. While the data indicate some positive impacts in districts accurately coding dyslexia-specific interventions, more work will be needed to see long-term, positive impacts.

Figure 1

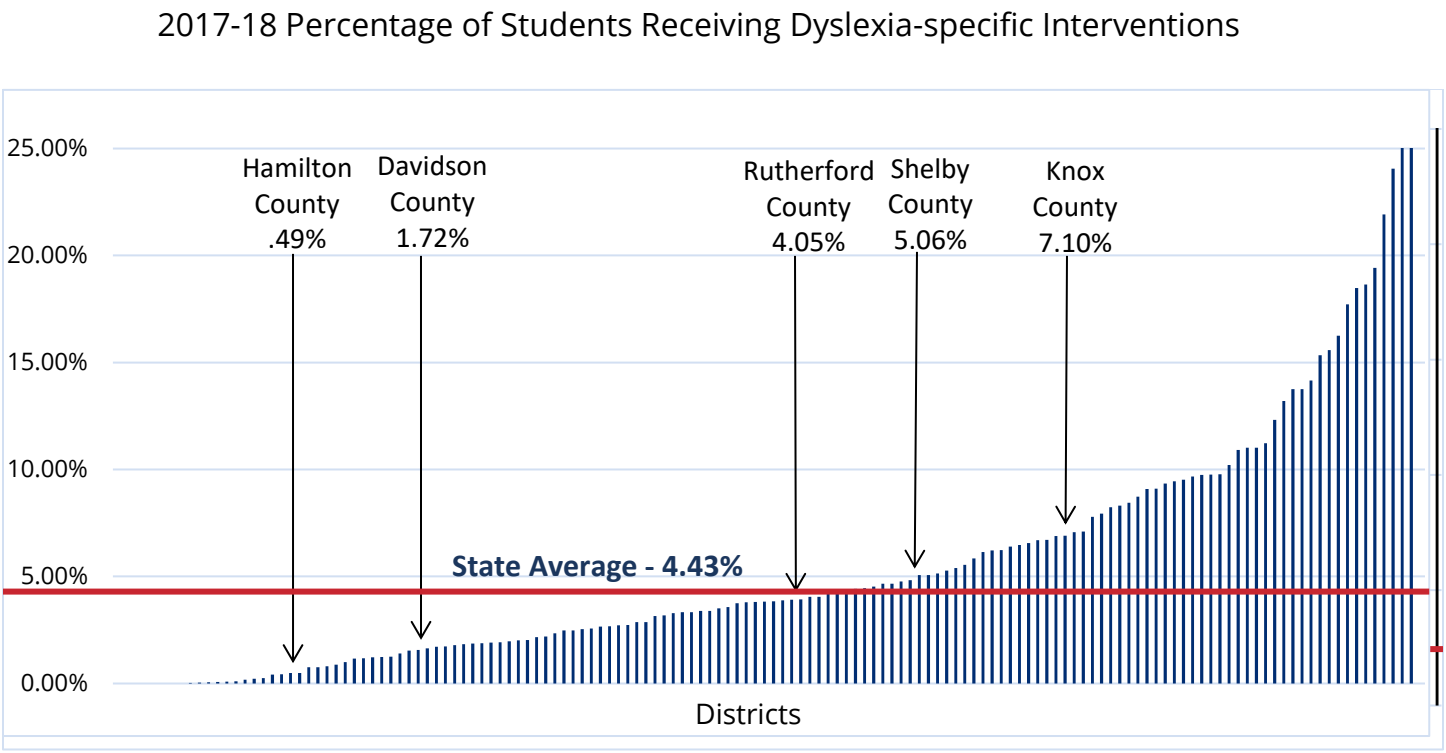
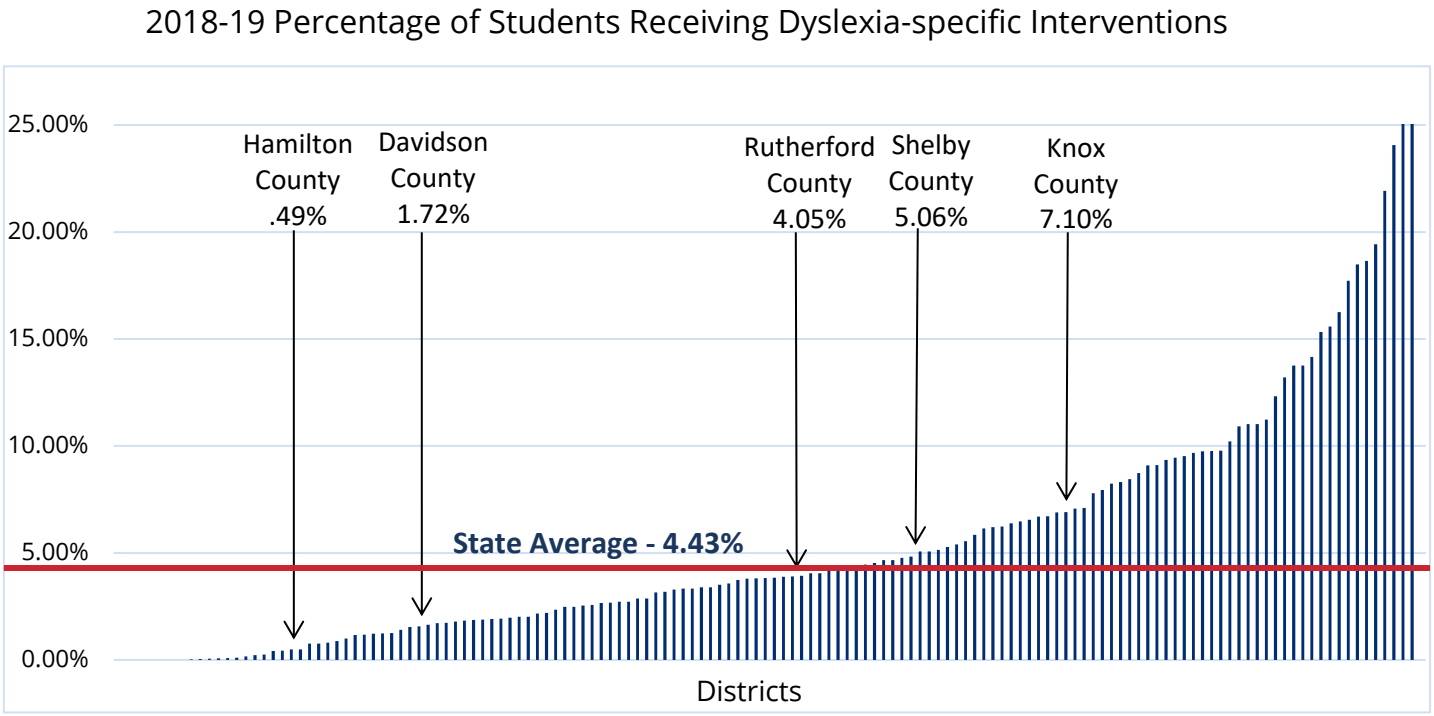


Figure 2



*All district percentages can be found in Appendix B.

Statewide, by Grade-Band

Figure three reports the number of students in each grade for the 2017-18 and 2018-19 academic school years reported as receiving dyslexia-specific interventions compared to the overall student count for the grade.

Comparisons over the past two academic years indicated the following key findings:

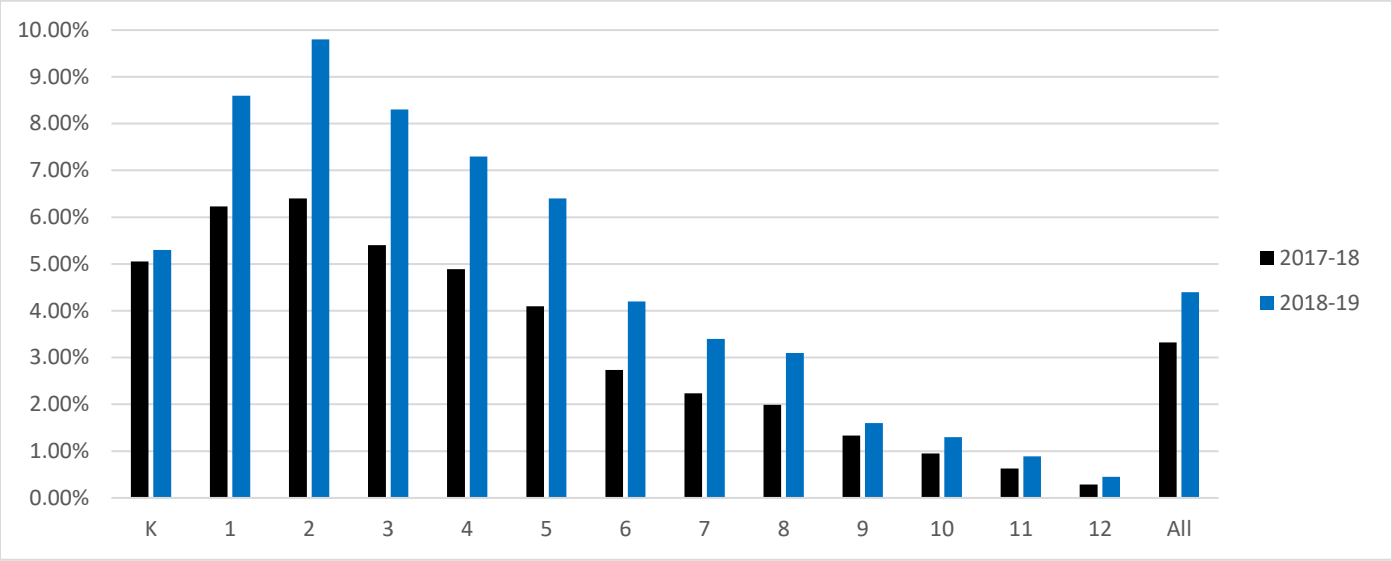
- Similar to last year, the majority of students who reportedly received dyslexia-specific interventions were in grades Kindergarten through fifth grade.
- All grade levels demonstrated an increase in the number of students receiving dyslexia-specific interventions.

Within the first few years of the "Say Dyslexia" law being in effect, an increase in the number of students coded as receiving dyslexia-specific intervention in each grade is anticipated. Increases are a positive indication because districts are identifying and coding more students in need of dyslexia-specific intervention. Increases in high school grades were small across the state, but are an encouraging sign that districts are identifying and providing intervention to high school students as needed.

Figure 3

Percentage of Students Receiving Dyslexia-Specific Interventions

by Grade



Student Subgroups

Figure four reflects the percent of students reported as receiving dyslexia-specific interventions by subgroups during the 2017-18 and 2018-19 academic school years. The subgroups include: BHN (i.e., Black, Hispanic, Native American), economically disadvantaged, students with disabilities, and English learners; students may be included in multiple subgroups.

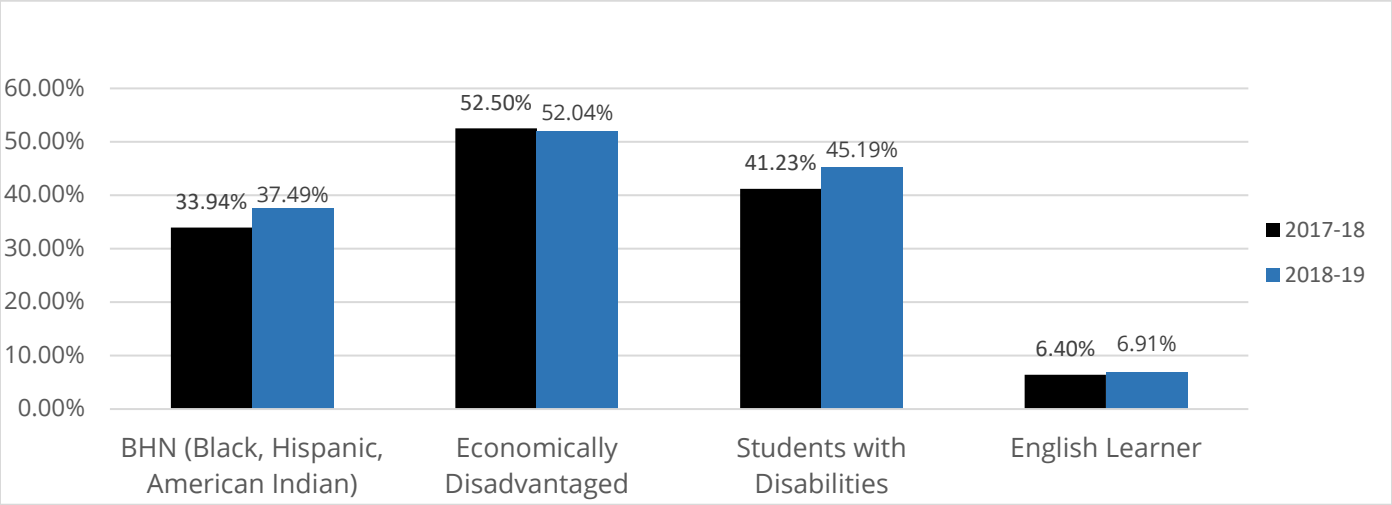
Comparisons over the past two academic years indicated the following key findings:

- The percentage of Black, Hispanic, or Native American students reported as receiving dyslexia-specific interventions increased 4%.
- There were no significant changes in the percentages of students reported as receiving dyslexia-specific intervention that are economically disadvantaged or English learners.
- After the first year of reporting was completed, some districts reported they did not realize that they had to report special education students receiving special education dyslexia-specific interventions. This may account for the 4% increase in the percentage of students with disabilities reported as receiving dyslexia-specific interventions in 2018-19.

Figure 4

Count/Percent of Students Receiving Dyslexia-Specific Interventions

by Subgroups



Next Steps

The first two years of data indicate continued underreporting of students receiving dyslexia-specific interventions when compared to expected prevalence rates. Accurate reporting of students receiving dyslexia-specific interventions is a crucial step in determining the effectiveness of supports and identifying areas for growth. Several factors at the district level may be contributing to underreporting:

- lack of clarity around how data is being used and concerns that high numbers reflect poorly on the district;
- concerns around labeling students with any term including the word dyslexia, no matter how temporary the labels are; and
- lack of knowledge about the reporting process—indicating districts may not have clear processes and procedures for communicating reporting and coding requirements.

The department should consider:

- highlighting districts whose reporting reflects general prevalence rates and strong coding processes;
- working with districts to increase understanding of the purpose of reporting and reviewing their process of coding students as receiving dyslexia-specific interventions;
- continuing to guide districts in identifying ways to internally train their building principals and RTI^2 teams to understand the screening process for characteristics of dyslexia; and
- increasing communication and technical assistance to districts that have reported <1% of students receiving dyslexia-specific interventions.

Accommodations

Information was also collected regarding the use of accommodations by students who were provided dyslexia-specific intervention services in the 2018-19 school year on state assessments (i.e., TNReady and End of Course (EOC)). Comparison data from the 2017-18 school year is provided as applicable. It should be noted that accommodations are only provided on state assessments for students eligible under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act (IDEA). It should not be assumed that the reason the student received an accommodation on state testing was solely due to characteristics of dyslexia. A student may have a 504 plan or special education services due to an unrelated disability and require accommodations due to other needs.

The specific accommodations analyzed 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.

In grades 3–8 assessments, extended time and text to speech/human reader/human signer were the most commonly used accommodations. Compared to 2017-18, there was an increase in the use of accommodations (with the exception of word-to-word dictionary) for English language arts (ELA) and math on the 2018-19 TNReady assessments. Text-to-speech accommodation data was not available for the 2017-18 school year. A breakdown of accommodations used on English language arts (ELA), math, and social studies assessments is detailed on Tables 1-3:

Table 1

TNReady Grades 3-8 ELA Percentage of students with dyslexia-specific interventions who received certain accommodations		
Accommodation	**2017-2018**	**2018-2019**
Adult Transcription	1.2%	2.3%
Assistive Technology	0.2%	0.3%
Extended Time	33.8%	43.6%
Rest/Breaks	12.1%	16.4%
Text-to-Speech/Human Reader/Human Signer	--	37.0%
Unique Accommodations	0.1%	0.4%
Word-to-Word Dictionary	0.9%	0.8%
Visual Representation for Math	N/A	0.0%

Table 2

TNReady Grades 3-8 Math Percentage of students with dyslexia-specific interventions who received certain accommodations		
Accommodation	**2017-2018**	**2018-2019**
Adult Transcription	0.8%	1.7%
Assistive Technology	0.1%	0.2%
Extended Time	32.0%	41.5%
Rest/Breaks	11.4%	15.1%
Text-to-Speech/Human Reader/Human Signer	--	35.0%
Unique Accommodations	.06%	0.3%
Word-to-Word Dictionary	0.8%	0.7%
Visual Representation for Math	0.3%	0.7%

Table 3

TNReady Grades 3-8 Social Studies Percentage of students with dyslexia-specific interventions who received certain accommodations		
Accommodation	**2017-2018**	**2018-2019**
Adult Transcription	n/a	1.2%
Assistive Technology	n/a	0.2%
Extended Time	n/a	46.0%
Rest/Breaks	n/a	10.6%
Text-to-Speech/Human Reader/Human Signer	n/a	34.6%
Unique Accommodations	n/a	0.1%
Word-to-Word Dictionary	n/a	1.6%

End of course assessment (EOC) accommodations for grades 9-12 were available for English I and II; algebra I and II and geometry; integrated math I, II, and III; and U.S. history. Overall, extended time was the most selected accommodation for all subject areas. Changes to the EOC administration discontinued the text-to-speech feature and accommodations were provided by educators who read the text aloud to students directly; therefore there was no way to capture how many students received this accommodation. EOC assessment accommodations are detailed on Tables 4–7:

Table 4

EOC Percentage of students with dyslexia-specific interventions who received certain accommodations		
Accommodation	**English I, II, and III 2017-2018**	**English I and II 2018-2019**
Adult Transcription	0.1%	0.1%
Assistive Technology	0.0%	0.0%
Extended Time	40.1%	39.5%
Rest/Breaks	6.2%	3.4%
Unique Accommodations	0.0%	0.0%
Word-to-Word Dictionary	0.3%	1.8%
Text-to-Speech/Human Reader/Human Signer	--	--

Table 5

EOC Percentage of students with dyslexia-specific interventions who received certain accommodations		
Accommodation	**Algebra I, Algebra II, and Geometry 2017-2018**	**Algebra I, Algebra II, and Geometry 2018-2019**
Adult Transcription	0.1%	0.1%
Assistive Technology	0.0%	0.1%
Extended Time	40.1%	35.6%
Rest/Breaks	6.2%	2.7%
Unique Accommodations	0.0%	0.1%
Word-to-Word Dictionary	0.3%	3.2%
Visual Representation for Math	0.0%	0.1%
Text-to-Speech/Human Reader/Human Signer	--	--

Table 6

EOC Percentage of students with dyslexia-specific interventions who received certain accommodations	
Accommodation	**Integrated Math I, II, and III 2018-2019**
Adult Transcription	0.0%
Assistive Technology	0.0%
Extended Time	45.5%
Rest/Breaks	1.0%

Unique Accommodations	0.3%
Word-to-Word Dictionary	1.0%
Visual Representation for Math	0.3%
Text-to-Speech/Human Reader/Human Signer	--

Table 7

EOC Percentage of students with dyslexia-specific interventions who received certain accommodations	
Accommodation	**US History 2018-2019**
Adult Transcription	0.0%
Assistive Technology	0.2%
Extended Time	47.2%
Rest/Breaks	4.5%
Unique Accommodations	0.2%
Word-to-Word Dictionary	2.9%
Text-to-Speech/Human Reader/Human Signer	--

Next Steps

The department should continue to increase awareness around the appropriate use of accommodations for students with basic reading needs and their implications for both daily instruction and assessments.

Dyslexia-Specific Interventions

As part of the district planning process, districts are required to describe their universal screening process as well as the dyslexia-specific interventions they utilize. A qualitative analysis of district reporting indicates the following improvements over the previous year:

- an increase in districts explicitly connecting intervention programs and practices to the characteristics of dyslexia;
- more districts identifying a systematic process of reviewing district level dyslexia-specific intervention materials;
- fewer districts solely providing a list of intervention programs; and
- fewer districts solely reporting language pulled verbatim from the *Dyslexia Resource Guide*.

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 more effectively align high quality intervention materials to student needs.

Next Steps

The department should continue to support improvement in this area by providing professional learning opportunities and resources that allow districts to build knowledge around dyslexia-specific interventions and critically analyze the resources and instruction that is occurring for students receiving dyslexia-specific interventions.

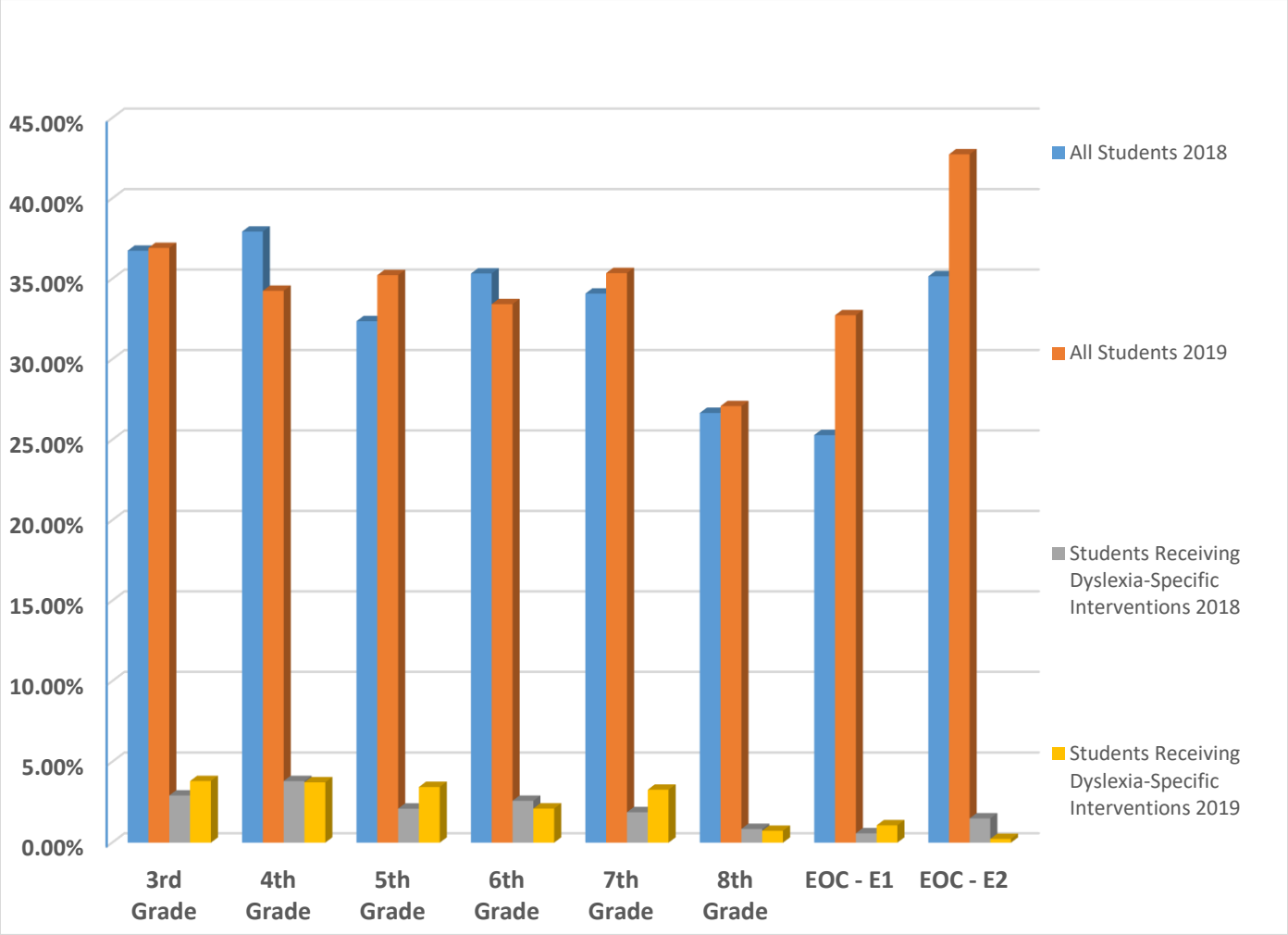
Student Achievement

The "Say Dyslexia" law requires reporting TVAAS growth data, when available, for students receiving dyslexia intervention services. However, TVAAS data is not calculated for individual student growth; therefore, student-level achievement data was collected for each grade as defined by scores indicating *below*, *approaching*, *on track*, or *mastered* assessed standards.

Figure 5 reflects the achievement of students receiving dyslexia-specific interventions on the ELA and EOC English I (E1) and English II (E2) assessments as compared to all students assessed for both the 2019 and 2018 testing years. This data is broken out by grade for the ELA 3–8 assessment and by E1 and E2 for the EOCs. English III (E3) was not administered in the 2018-19 school year due to the recommendation of the state's Task Force on Student Testing and Assessment. Overall, the average of all students scoring *on track* or *mastered* on all assessments outscored students receiving dyslexia-specific interventions by approximately 32.4% during the 2018-19 school year.

Figure 5

Percent of Students Scoring On Track or Mastered on ELA/English EOC Assessments *by Grade/Test Band*



The average percentage of all students scoring *on track* or *mastered* on the ELA 3–8 assessment was approximately 33.7% compared to approximately 2.9% of students receiving dyslexia-specific interventions (up from 2.4% the 2017-18 school year). The average percentage of all students scoring *on track* or *mastered* on the English EOC assessments was approximately 37.8% compared to approximately 0.7% for students receiving dyslexia-specific interventions.

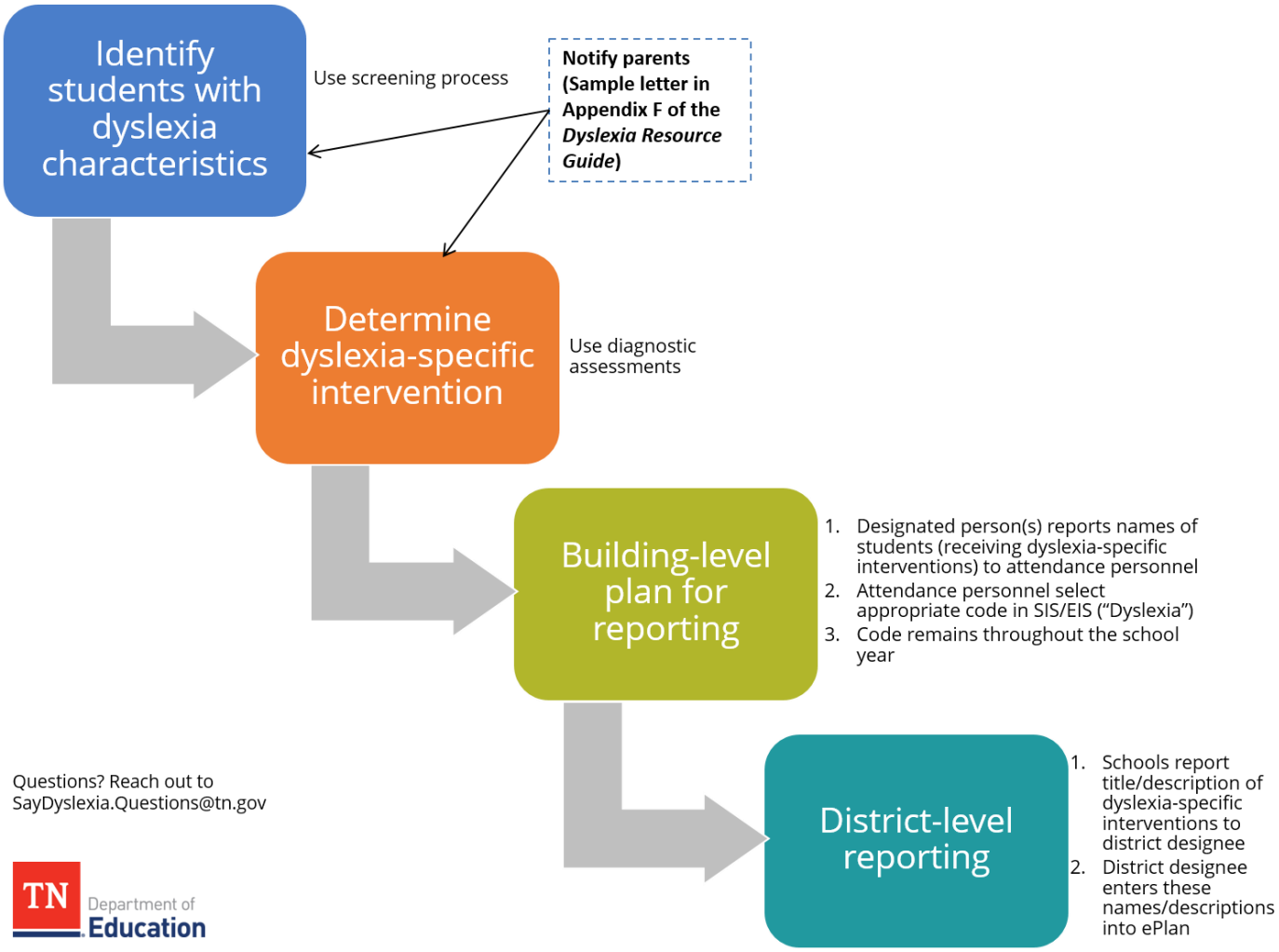
Next Steps

There continues to be a significant ELA and English EOC achievement gap between all students and those receiving dyslexia-specific interventions. Therefore, the department should continue to provide support.

Conclusion

Since the “Say Dyslexia” law went into effect in 2016, the department and school districts have been working to meet the requirements of the law and to ensure students struggling with basic reading skills receive the instruction they need to help them grow. With continued work by the department and districts around the provisions of the “Say Dyslexia” law, an increasing number of students will be appropriately identified and will receive dyslexia-specific interventions. As more students are identified and matched to interventions and instructional supports, students who struggle with basic reading will increasingly make the progress necessary to close the achievement gap and reach their long-term goals.

Appendix A: "Say Dyslexia" Reporting Requirements Flowchart



Appendix B: District-level Reporting

The table below provides a breakdown of the percentage of total students who received dyslexia-specific interventions reported by each district. Districts with missing data are indicated with a dash.

District	2017-18	2018-19
Achievement School District	0.87%	3.29%
Alamo City	0.57%	1.93%
Alcoa	5.67%	5.14%
Alvin C York	0.00%	0.00%
Anderson County	5.23%	6.23%
Arlington	1.91%	3.74%
Athens	14.26%	9.75%
Bartlett	1.15%	1.00%
Bedford County	0.57%	1.17%
Bells	7.63%	5.39%
Benton County	4.25%	9.77%
Bledsoe County	0.24%	0.81%
Blount County	3.22%	4.26%
Bradford	0.58%	5.84%
Bradley County	3.41%	2.53%
Bristol	0.25%	6.89%
Campbell County	4.62%	4.76%
Cannon County	2.73%	6.39%
Carter County	0.18%	3.84%
Cheatham County	10.26%	3.82%
Chester County	12.44%	8.73%
Claiborne County	0.78%	4.06%
Clay County	1.42%	1.56%
Cleveland	10.99%	0.03%
Clinton	4.26%	4.45%
Cocke County	1.26%	3.19%
Coffee County	2.09%	3.39%
Collierville	2.20%	1.25%
Crockett County	0.65%	0.75%

District	2017-18	2018-19
Cumberland County	2.91%	3.39%
Davidson County	0.00%	1.72%
Dayton City	0.00%	1.22%
Decatur County	2.27%	7.07%
DeKalb County	16.10%	24.06%
Dickson County	0.78%	2.87%
Dyer County	4.33%	4.35%
Dyersburg	0.24%	0.23%
Elizabethton	10.95%	17.72%
Etowah City	0.00%	0.00%
Fayette County Public Schools	0.15%	0.17%
Fayetteville	0.87%	18.48%
Fentress County	4.11%	3.34%
Franklin County	0.02%	0.08%
Franklin SSD	2.57%	9.34%
Germantown	0.60%	0.88%
Gibson County SSD	2.15%	3.93%
Giles County	4.51%	11.23%
Grainger County	12.82%	14.15%
Greene County	0.45%	0.49%
Greeneville	1.16%	--
Grundy County	7.59%	9.67%
Hamblen County	0.21%	1.54%
Hamilton County	1.08%	0.49%
Hancock County	1.46%	1.40%
Hardeman County Schools	4.47%	4.83%
Hardin County	3.92%	21.92%
Hawkins County	0.18%	0.26%
Haywood County	0.96%	34.91%
Henderson County	5.46%	7.79%
Henry County	4.11%	2.73%
Hickman County	1.22%	1.73%
Hollow Rock - Bruceton	28.41%	13.20%
Houston County	20.11%	18.64%

District	2017-18	2018-19
Humboldt City Schools	23.4%	9.76%
Humphreys County	1.29%	8.24%
Huntingdon Special School District	4.92%	4.66%
Jackson County	20.21%	15.58%
Jefferson County	4.90%	4.42%
Johnson City	0.55%	3.15%
Johnson County	0.66%	3.58%
Kingsport	0.27%	0.42%
Knox County	8.37%	7.10%
Lake County	25.10%	--
Lakeland	1.5%	2.48%
Lauderdale County	4.34%	16.26%
Lawrence County	3.99%	3.88%
Lebanon	6.37%	12.32%
Lenoir City	0.09%	0.09%
Lewis County	1.22%	9.53%
Lexington	3.11%	8.45%
Lincoln County	0.38%	6.90%
Loudon County	6.81%	5.06%
Macon County	2.02%	2.58%
Madison County	8.81%	6.21%
Manchester	3.85%	2.72%
Marion County	5.97%	0.10%
Marshall County	3.66%	10.92%
Maryville	4.69%	4.53%
Maury County	24.07%	13.75%
McKenzie	3.51%	3.51%
McMinn County	3.06%	4.21%
McNairy County	1.58%	2.02%
Meigs County	12.59%	27.27%
Milan	4.13%	9.09%
Millington Municipal Schools	6.18%	11.03%
Monroe County	3.21%	2.48%
Montgomery County	5.42%	6.70%

District	2017-18	2018-19
Moore County	8.26%	6.14%
Morgan County	5.30%	--
Murfreesboro	13.47%	7.93%
Newport	6.13%	3.80%
Oak Ridge	4.03%	1.98%
Obion County	9.53%	2.34%
Oneida	6.05%	10.21%
Overton County	2.90%	3.91%
Paris	17.63%	15.33%
Perry County	0.20%	6.71%
Pickett County	1.68%	2.16%
Polk County	0.04%	0.04%
Putnam County	3.67%	3.82%
Rhea County	0.00%	1.79%
Richard City	0.00%	0.00%
Roane County	2.61%	1.17%
Robertson County	9.00%	9.11%
Rogersville	12.46%	19.42%
Rutherford County	0.08%	4.05%
Scott County	1.82%	2.88%
Sequatchie County	1.20%	1.65%
Sevier County	7.18%	3.34%
Shelby County	2.53%	5.06%
Smith County	1.09%	4.67%
South Carroll	14.16%	2.02%
State Board of Education	0.00%	0.00%
Stewart County	0.20%	0.43%
Sullivan County	0.64%	13.76%
Sumner County	0.20%	1.83%
Sweetwater	6.4%	6.56%
Tennessee School for Blind	0.00%	0.00%
Tennessee School for Deaf	0.00%	0.00%
Tipton County	0.11%	1.91%
Trenton	16.96%	8.31%

District	2017-18	2018-19
Trousdale County	4.95%	9.44%
Tullahoma	5.56%	5.55%
Unicoi County	1.63%	2.68%
Union City	0.06%	0.06%
Union County	13.59%	11.02%
Van Buren County	4.18%	2.19%
Warren County	4.83%	5.28%
Washington County	0.26%	2.65%
Wayne County	0.55%	1.24%
Weakley County	1.06%	1.88%
West Carroll SSD	0.00%	0.00%
West Tennessee School for Deaf	0.00%	0.00%
White County	5.88%	6.47%
Williamson County	0.92%	0.76%
Wilson County	1.04%	1.87%
Statewide	3.4%	4.4%