



May 28, 2020

SUMMARY OF ORIGINAL BILL: Establishes the following:

Literacy Instruction: Requires a local education agency (LEA) that enrolls students in any of the grades kindergarten through two (K-2) to provide students in grades (K-2) the instruction necessary for the students to develop the reading skills required to meet the Tennessee academic standards and the developmental expectations for the student's respective grade level. Requires the Department of Education (DOE) to approve the instructional programming and services that must be used to provide evidence-based and scientifically-based systematic phonics instruction. Requires an LEA to provide students in K-2 knowledge-based English language arts elementary curricula. Requires DOE to administer a common reading diagnostic to benchmark literacy skills and growth. Requires an LEA to administer the diagnostic to any student in the third-grade who is reading below grade level. Requires DOE to establish three administration windows each school year for the administration of the diagnostics. Requires LEAs to submit the results of the common reading diagnostic to DOE. Requires DOE to provide additional instructional support to a student reading below grade level.

Educator Preparation Programs: Establishes requirements for educator preparation programs. Requires DOE to develop additional guidance on requirements for educator preparation programs. Requires DOE and the State Board of Education (SBE) to develop a policy for approving educator preparation programs. Requires DOE, in partnership with SBE and the Tennessee Higher Education Commission (THEC), to provide a report to the Chairs of the Education Committees of the Senate and the House of Representatives on the implementation of this section by July 1, 2023. Requires DOE to complete a study of literacy in Tennessee, including current practices, student achievement, and instructional programming by December 31, 2020. Requires DOE and THEC to provide a report on the findings of the study to the Chairs of the Education Committees of the Senate and the House of Representatives by March 1, 2021.

State Accountability Model: Requires DOE to convene an advisory group of stakeholders to advise the Department on the integration of third-grade reading proficiency into the performance goals and measures by June 30, 2020. Requires DOE, in consultation with the advisory group, to review changes to the accountability performance designations for students in grades K-3 regarding the weight attributed to the third-grade reading proficiency levels demonstrated by student performance on TCAP tests. Requires DOE to submit any revisions to the SBE for approval and to the United States Department of Education, if required.

Professional Development and Support: Establishes criteria for literacy training for educators. Requires DOE to provide two separate literacy-related trainings that are required for all

educators serving students in grades kindergarten through five (K-5) by June 30, 2022. Authorizes an LEA to apply for and receive literacy-related implementation and coaching support from service providers approved by DOE. Requires implementation and coaching support to be awarded through a competitive grant process established by DOE. Limits the term of the grant award to three years.

FISCAL IMPACT OF ORIGINAL BILL:

Increase State Expenditures – \$48,633,900/FY20-21
\$11,133,900/FY21-22 and Subsequent Years

The Governor’s proposed budget for FY20-21, on page B-88, recognizes a one-time increase in state expenditures to the General Fund of \$37,500,000, and a recurring increase in state expenditures to the General Fund in the amount of \$11,250,000, for a total of \$48,750,000 in FY20-21.

SUMMARY OF AMENDMENT (017833): Deletes all language after the enacting clause. Creates the Tennessee Literacy Success Act. Requires a local education agency (LEA) that enrolls students in any of the grades kindergarten through three (K-3) to ensure that instructional programming intended to meet the English language arts standards adopted by the SBE is based on the foundational reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Requires each LEA to use a universal reading screener approved by DOE or alternative reading screener approved by SBE. Requires the universal reading screener approved by DOE to be provided at no cost. Requires an LEA to administer a reading screener to students in grades K-2 three times each school year during the administration windows set by DOE. Requires the administration window for the first reading screener to occur within the first 30 days of the school year. Requires a LEA to administer a reading screener to a student in third grade who has a significant reading deficiency based on the student’s performance on the reading screener administered in the second grade. Requires an LEA to provide intensive instructional support for any student in K-2 who at any time demonstrates a significant reading deficiency. Prohibits a student in the third grade from being promoted to the next grade unless the student demonstrates a basic understanding of the curriculum and the necessary reading skills as indicated by the student’s grades or standardized test results. Authorizes a student who lacks the requisite knowledge and skills for the next grade level to be promoted if the student participates in an evidence-based reading intervention program or the student is an English language learner and has received less than two years of English instruction.

Requires SBE, subject to available funding and with administrative support from DOE to administer a literacy skills grant program. Requires SBE to establish criteria for an LEA to qualify for a literacy skills grant and establishes minimum requirements for the literacy skills grant. Requires DOE, in partnership with SBE and the Tennessee Higher Education Committee (THEC), to provide a report to the Chairs of the Education Committees of the Senate and the

House of Representatives on the literacy skills grant program by July 1st, 2023. Requires DOE to complete a review of literacy in Tennessee, including current practices, student achievement, and instructional programming; and in a joint analysis with THEC, the affordability of educator preparation providers by December 31, 2020. Requires DOE to provide a report on the results of the review to the Chairs of the Education Committees of the Senate and the House of Representatives by March 1, 2021.

Requires all literacy instructors to participate in literacy-related trainings provided by DOE or by a provider approved by SBE. Authorizes a literacy instructor to alternately take the Tennessee reading instruction test or participate in an abbreviated version of training if certain conditions are met. Authorizes an LEA to apply and receive literacy-related implementation and coaching support from service providers approved by SBE. Requires SBE to limit the term of a grant award to three years.

Requires educator preparation providers to provide candidates seeking licensure to teach in K-3 with training and instruction on certain teaching areas. Requires a candidate seeking a teaching license or endorsement that authorizes the candidate to teach in grades K-3 to provide a certificate documenting passage of a Tennessee reading instruction test developed by SBE. Requires the test to be provided to the candidate at no cost if funding is available. Requires SBE, in consultation with DOE, to promulgate revisions to SBE rules regarding the approval of educator preparation providers and rules regarding educator licensure.

FISCAL IMPACT OF BILL WITH PROPOSED AMENDMENT:

**Increase State Expenditures – \$36,533,900/FY20-21
\$4,133,900/FY21-22 and Subsequent Years**

**Increase Local Expenditures –
\$24,250,000/FY20-21/Permissive
\$14,250,000/FY21-22 and Subsequent Years/Permissive**

Assumptions for the bill as amended:

- It is estimated that the following elements of the proposed legislation will have one-time state costs in FY20-21:
 - \$31,400,000 for initial training; and
 - \$1,000,000 for a universal reading screener development.
- It is estimated that the following elements of the proposed legislation will have recurring state costs beginning in FY20-21 and subsequent years:
 - \$750,000 for a universal reading screener;
 - \$2,000,000 for ongoing training;
 - \$1,000,000 for an educator preparation certification test; and
 - \$100,000 for reporting requirements.
- SBE will require 3 additional full-time positions and 1 one full-time administrative position to administer the literacy grant program. It is estimated that the positions will have the following costs:

- \$64,218 (\$49,440 salary + \$14,778 benefits) for one SBE Analyst 2 position at a starting salary point;
- \$122,950 (\$47,088 salary + \$14,387 benefits x 2) for 2 SBE analyst 1 positions at a starting salary point;
- \$51,750 (\$38,748 + \$13,002 benefits) for 1 SBE administrative assistant; and
- \$45,000 for travel for all four positions.
- The total costs for additional SBE positions is estimated to be \$283,918 (\$64,218 + \$122,950 + \$51,750 + \$45,000) in FY20-21 and subsequent years.
- The total one-time increase in state expenditures in FY20-21 is estimated to be \$36,533,918 (\$31,400,000 + \$1,000,000 + \$750,000, + \$2,000,000 + \$1,000,000 + \$100,000 + 283,918) in FY20-21.
- The total recurring increase in state expenditures is estimated to be \$4,133,918 (\$750,000 + \$2,000,000 + \$1,000,000 + \$100,000 + \$283,918) beginning in FY21-22 and subsequent years.

Local Impact Assumptions:

- It is estimated that the following elements of the proposed legislation will have permissive local costs in FY20-21:
 - \$10,000,000 in one-time costs for the purchase of aligned textbooks and instructional materials.
 - \$14,250,000 in recurring costs for coaching and implementation support for the literacy grant (\$15,000 x 950 schools);
- It is estimated that approximately 75,000, or 66 percent, of students in each grade K-2 have reading deficiencies; thus, the requirements of the proposed legislation will apply to an estimated 148,500 students (75,000 x 3 x 66%).
- It is assumed that the intensive supplemental instructional support required by the proposed legislation can be accommodated using current staff and resources of the LEAs.
- The total permissive increase in local expenditures is estimated to be \$24,250,000 (\$14,250,000 + \$10,000,000) in FY20-21.
- A recurring permissive increase in local expenditures of \$14,250,000 in FY21-22 and subsequent years.

CERTIFICATION:

The information contained herein is true and correct to the best of my knowledge.



Krista Lee Carsner, Executive Director

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