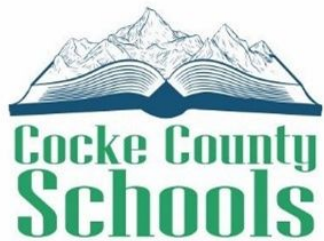


Parent Meeting TN Learning Loss Remediation and Student Acceleration Act

February 16, 2023

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Links to Additional Resources

Tennessee Department of Education (TDOE)

- ▶ [Legislation Overview](#)
- ▶ [FAQs \(updated\)](#)
- ▶ [Parent Appeal Form](#)

Family Resources

- ▶ [Family Reading Resources](#)
- ▶ [TCAP Family Resources](#)
- ▶ [Governor's Early Literacy Foundation Family Reading Time at Home Guides](#)
- ▶ [At-Home Decodable Reading Series](#)
- ▶ [At-Home Decodable Reading Digital Sample](#)

Click here to sign the letter that advocates for changes to the law:

<https://forms.gle/x8j7mRuWU41ScQku9>

Advocacy Letter Link

<https://docs.google.com/document/d/1M5Z1RgTlbfVgmigioTqAMLu3qVFSmKce/edit?usp=sharing&ouid=117305108293324769884&rtipof=true&sd=true>

Curriculum and Instruction

Vision Statement

The Curriculum and Instruction Department encourages everyone to take the limits off what is traditionally thought about education. Independent of the learning environment, Cocke County School's vision for high-quality instruction is to cultivate academic integrity for all students. We do this by

- defining and committing to bold expectations,
- strengthening instruction with high-quality, standards-aligned instructional materials,
- ensuring strategic educator support on a continuous basis, and
- offering students quality conditions for learning to take place.

We do this because our students deserve to belong to a loving community who champions student success, both in school and in life.

TN Learning Loss Remediation and Student Acceleration Act -TCA 49-6-3115

- ▶ Beginning with the 2022-2023 school year, a student in the third grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student's achieving a performance level rating of “*met expectations*” or “*exceeded expectations*” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test.
- ▶ Based on the language of T.C.A. § 49-6-3115 (a), if a 3rd grade student does not take the TCAP or generate a score on the ELA portion of the TCAP and does not qualify for an exemption, the student shall be treated as if the student is **not proficient** in ELA.
 - ▶ We have received no guidance yet on students who move in from out of state.

Performance Levels

- ▶ Beginning with the 2022-2023 school year, a student in the third grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student's achieving a performance level rating of “*met expectations*” or “*exceeded expectations*” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test.
- ▶ 4 Performance Levels:
 - ▶ Exceeded Expectations (level 4) — Proficient
 - ▶ Met Expectations (level 3) — Proficient
 - ▶ Approaching Expectations (level 2) — Not Proficient
 - ▶ Below Expectations (level 1) — Not Proficient

Pathways for Promotion

- ▶ The student is automatically promoted if the student scores proficient (Level 3 or 4) on the third grade TCAP ELA Test.
- ▶ The student is an English language learner and has received less than two (2) years of ELA instruction.
- ▶ The student was previously retained in any of the grades kindergarten through three (K-3).
- ▶ A student has a disability or a suspected disability that impacts reading*
- ▶ The student is retested before the beginning of the next school year and scores proficient in ELA.

Additional Pathways for Promotion

Approaching Expectations

- ▶ The student must:
- ▶ Attend a summer school Bridge Camp focused on learning loss with 90% attendance and demonstrate adequate growth on the post-test; **OR**
- ▶ Participate in high-dosage, low ratio tutoring for the entirety of the upcoming school year.
- ▶ Parent Appeal
 - ▶ Student scores above 40th percentile on spring universal screener **OR**
 - ▶ Student experiences a catastrophic situation
 - ▶ Death in immediate family
 - ▶ Loss of family home
 - ▶ Significant medical diagnosis

Below Expectations

- ▶ The student must:
- ▶ Attend summer school Bridge Camp focused on learning loss with 90% attendance; **AND**
- ▶ Participate in high-dosage, low ratio tutoring for the entirety of the upcoming school year.
- ▶ If your child does not do both, they are retained in third grade unless they meet one of the exceptions.

Additional Pathways for Promotion

YOUR CHILD SCORES "APPROACHING"	YOUR CHILD SCORES "BELOW"
My child has a disability.	My child has a disability.
My child is an English learner and has received less than two (2) years of English instruction.	My child is an English learner and has received less than two (2) years of English instruction.
My child has been retained previously.	My child has been retained previously.
My child has a suspected disability* that impacts literacy development.	My child has a suspected disability* that impacts literacy development.
My child was on-grade level on the re-take test.	My child was on-grade level on the re-take test.
I enrolled my child in summer programming with 90% attendance and made adequate growth.	I enrolled my child in summer programming with 90% attendance and made adequate growth. AND I allow my child to receive free tutoring at school during 4 th grade.
I allow my child to receive free tutoring at school during 4 th grade.	

**Children who are suspected as having disabilities should be evaluated in accordance with the processes required for the identification of students with disabilities as outlined in the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and state laws regarding services to students with disabilities. Those conversations, evaluations, and decisions must be reviewed for each individual child, just like any other case where a child may have a disability.*

If any of these are true, your child will **not** be retained. If your child does not meet one of these 6-7 categories that prevents retention, families of students who score "approaching" on the ELA section of the TCAP may also submit an appeal that demonstrates how their child has demonstrated proficiency in reading. Appeals must be submitted by parents/legal guardians.

Parent Appeals Portal

- ▶ Parent Appeals Portal opens on May 30, 2023
- ▶ Parent Appeals Portal closes on June 13, 2023
- ▶ The appeal DOES NOT EXEMPT YOU FROM RETENTION
- ▶ The appeal ONLY EXEMPTS YOUR CHILD FROM TUTORING/SUMMERSCHOOL REQUIREMENTS
- ▶ https://forms.office.com/Pages/ResponsePage.aspx?id=vUUkRyQkj064UN90iOGLSge9ryQQXmhMvveNN88fYupUQzM4UlpOUjRFNUI1QjhMNIQ3TVRJNzk2TC4u&mc_cid=0d4a55555b&mc_eid=3241d4d20f
- ▶ If the student is promoted to 4th grade but does not make adequate progress, they will be retained in 4th grade.

enchmark Comparison [Redacted] Grade 3, Reading, Winter '23

Student Type: School Systems
 District: Cocke County Scho
 School Level: All
 School: [Redacted]
 Grade: 3
 Class:
 Battery: Reading (READB)
 Period: Winter '23
 Comparison: National
 Display: Percentile

Only students with no Composite scores

View / Refresh

Student (27)	Alert	Assess	Reading Percentile	max %ile 99	%ile	%ile	%ile	%ile	Lexile	Goal
[Redacted]		✓	[Bar]		2	6	13	1	BR	12%
[Redacted]		🔒	[Bar]		2	2	16	2	115L	57%
[Redacted]		🔒	[Bar]		2	6	6	4	200L	84%
[Redacted]		🔒	[Bar]		7	20	6	16	350L	53%
[Redacted]		🔒	[Bar]		12	35	22	3	175L	98%
[Redacted]		🔒	[Bar]		13	35	22	4	200L	83%
[Redacted]		🔒	[Bar]		14	27	22	9	280L	76%
[Redacted]		🔒	[Bar]		14	15	34	8	275L	100%
[Redacted]		🔒	[Bar]		15	20	13	31	445L	79%
[Redacted]		🔒	[Bar]		28	15	40	42	510L	79%
[Redacted]		🔒	[Bar]		32	15	58	36	475L	79%
[Redacted]		🔒	[Bar]		33	27	71	12	310L	79%
[Redacted]		🔒	[Bar]		36	20	46	59	595L	79%
[Redacted]		🔒	[Bar]		42	43	64	29	430L	33%
[Redacted]		🔒	[Bar]		46	52	58	38	490L	70%
[Redacted]		🔒	[Bar]		47	27	71	53	565L	79%
[Redacted]		🔒	[Bar]		48	43	51	68	630L	79%
[Redacted]		🔒	[Bar]		54	63	64	54	570L	79%
[Redacted]		🔒	[Bar]		58	52	90	32	455L	79%

Legend: Percentile Bands 1-10th 11-25th 26-74th 75-89th 90-99th
 Learn more about Lexiles
 ★ Goal Met | Required Measure | Optional Measure | (VS) Vertical Score | Interpret with Caution Indicator

Star Record Book

English | Español

[< Back to Class View](#)

Student Details

Subject

School

Class or Group

Student

Latest Assessment

Star Reading Lexile® Range

934 SS 30 PR 834L - 984L

965 SS Score projected to 7/30/2023

SS: Scaled Score [↗](#) PR: Percentile Rank [↗](#)

Progress & Goals

Overall

Print or Save

Download Data

All Assessments

Date	Activity	Score	Actions
12/6/22	Star Reading Enterprise	934 SS / 30 PR	View Mastery <input type="text" value="v"/>
8/9/22	Star Reading Enterprise	922 SS / 30 PR	View Mastery <input type="text" value="v"/>

Star Reading - District Benchmark

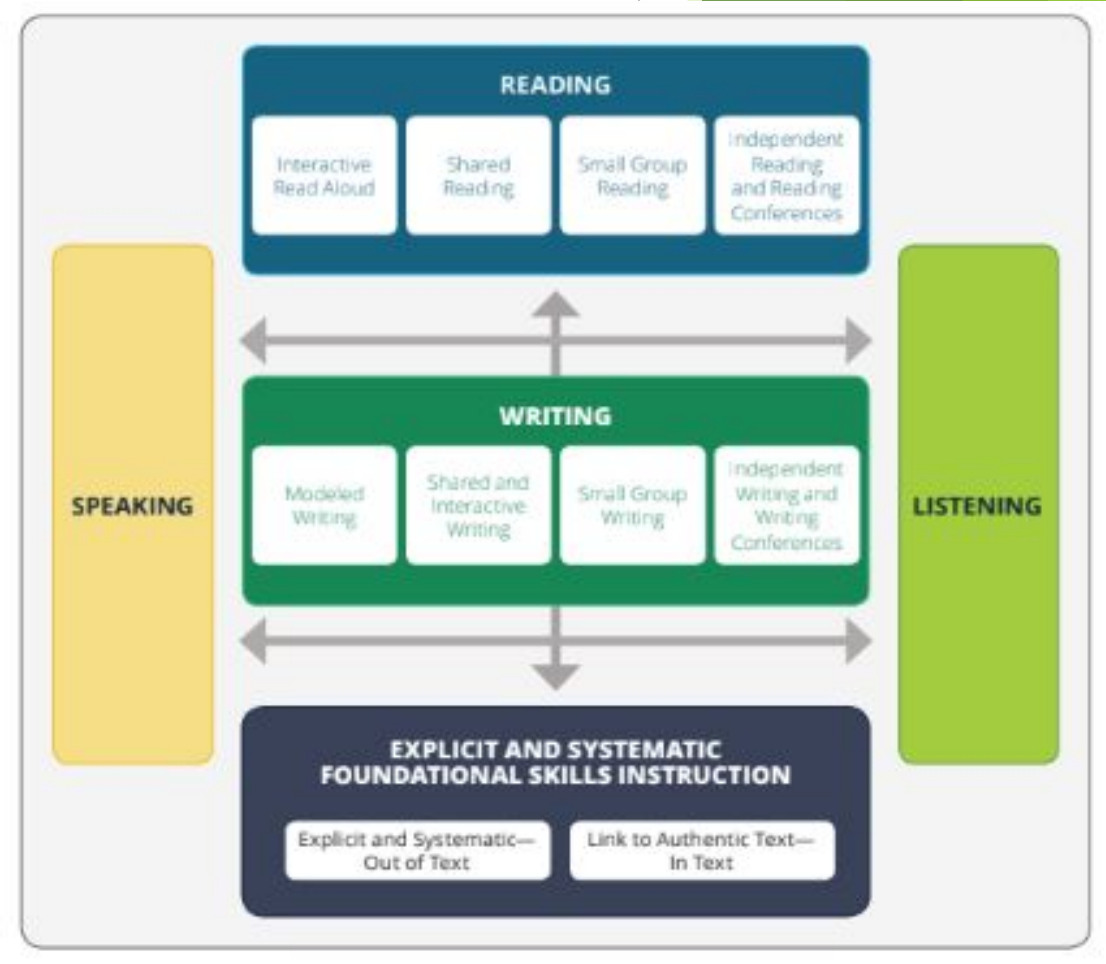
■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark ■ No norming data

* Star CBM scores may be adjusted for difficulty.

Learn more about: Score adjustments ([Star CBM Reading](#) | [Star CBM Lectura](#)); Benchmarks ([Star CBM Reading](#) | [Star CBM Lectura](#))

How Cocke County Instructs and Supports Reading

- ▶ During the Literacy Block:
 - ▶ Explicit and systematic phonics instruction
 - ▶ Complex texts and tasks
 - ▶ Small group instruction
 - ▶ Assessment that drives instruction
- ▶ RTI/Tutoring: Personalized lessons that focus on reading deficit areas
 - ▶ Small group instruction
 - ▶ Assessment to determine next steps



TCAP English Language Arts (ELA) Format

- ▶ The TCAP ELA Tests is broken into four subparts and contains the following structure:
 - ▶ Reading Literature
 - ▶ Reading Informational Text
 - ▶ Vocabulary
 - ▶ Written Expression
 - ▶ Conventions

Subpart 1	Subpart 2	Subpart 3	Subpart 4	Summary
80 minutes	30 minutes	40 minutes	30 minutes	180 minutes
1 informational passage set*	2 passage sets*	2 passage sets*	2 passage sets*	38 - 58 items
4-10 passage-based items	4-10 items per passage set	4-10 items per passage set	4-10 items per passage set	
1 writing prompt		4-7 editing items		
1 literary passage set*				
4-10 passage-based items				
1 writing prompt				

*A passage set may be comprised of one or more passages. The word count across all passage sets is compatible.

TCAP ELA Released Items

Read the passages and circle the answers for Numbers 1 through 7.

Passage 1 from "Canning Day"

by Pegi Deltz Shea

- Angelo watched Zia put a peeled tomato into a jar. "Now you try."
- Angelo peeled and cored a tomato the size of a softball. But when he tried to squeeze it into the jar, it squirted all over Zia's hair.
- "I'm sor—," he started to say. He ducked. Zia was shooting seeds back at him. Some landed on his cheek.
- "Italian freckles, I call 'em," Zia declared.
- Angelo laughed. "Zia, you look like bread sopped with sauce."
- "I do love my tomatoes." Zia sighed. "You can make winter smell like summer just by prying open a jar. *Fffff!* It even *sounds* great."
- "Is that why you go to all this trouble?"
- "You call this trouble?" Zia stretched her arms out and twirled around. "I call it joy."
- "But you can just buy cans of tomatoes at the store, like Mom does."
- "Dust bunnies in ketchup is what *they* taste like!" Zia said.
- They filled, cleaned, and capped the jars. Zia handed Angelo tongs that looked like a dinosaur's jaw. She showed him how to place the jar on a rack inside a pot that covered the whole stove.
- "How long does this cook?" Angelo asked.
- "About an hour. Then we put more jars in."
- "It'll take all day!"
- "Isn't that wonderful?" Zia kissed Angelo's cheek. "Time to get more tomatoes."

Grade 3 English Language Arts, Part II, Subtest 1 Practice Test

- Outside, Angelo plucked a plump tomato and chomped down on it. Juice gushed out. He leaned forward, letting the liquid run off his chin onto the ground. "Well, that one was ready," he said, after eating the whole thing.
- Angelo examined a stem of a tomato plant. He wondered how something so fragile could be so strong.
- Then he looked over at his great-aunt, and he knew.
- The next morning when Angelo and his parents pulled up in two vehicles, Zia Angelina was ready to go. She pointed to a jar of tomatoes on the sparkling-clean counter.
- "For me?" Angelo asked.
- Zia pinched his cheek. "Save it for a snowy day." She turned to Dad. "Would you please put that canning pot on the curb for the charity pickup?"
- "But, Zia," Angelo said, "aren't you bringing it?"
- Zia shook her head. "Got no room to grow tomatoes at the apartments. Everything's set up there so you don't have to lift a finger."
- Angelo thought Zia didn't look so strong all of a sudden. He wondered if they'd ever can tomatoes again.
- Outside, Dad helped Zia into the pickup truck. He started the engine.
- Angelo walked to the curb and nudged the door. "There's room?" he asked Mom.
- "Zia said she didn't want it," Mom reminded.
- "No, I mean at *our* house," Angelo said.

Excerpt from "Canning Day" by Pegi Deltz Shea. Reproduced from *Highlights for Children*, Vol. 63, No. 8, © 2008 by Highlights for Children, Inc.

Passage 2 from "Marc's Fairway"

by Pegi Deltz Shea

Marc's friend Peggy Jo has just given him a golf lesson.

- "Now, take this bucket of balls over to the range. Don't tell a soul I gave it to you free, doll, or I'll be out of business in a spit."
- "Whoa, thanks." Marc shuffled his feet. "Uh . . . Peggy Jo? Think you can come up with a different nickname for me?"
- Peggy Jo looked up, her freckles now lost in her reddened cheeks. "I—I could try."
- All week long, Marc chipped¹ buckets of free balls and putted on the grass practice green—not the miniature-golf carpet. While Billy and Michael kept driving long balls with their wood clubs, Marc aimed for tiny targets—a mound, a rock—because "accuracy gets the green." Another of Peggy Jo's sayings.
- On Saturday morning, Marc showed up with Peggy Jo's seven-iron and putter to register for the **Grade 3 English Language Arts, Part II, Subtest 1 Practice Test**.
- Michael nudged Marc. "I can't see your clubs!"
- Billy guffawed.²
- A million pins stuck out of the ground. "I can't see your clubs?"
- The first 10-and-10 hole was a thumbs-up.
- Tired of Peggy Jo's lessons, Marc looked at the two clubs in his hands. U.S. Open clubs. More importantly, Peggy Jo's clubs.
- He gently leaned the putter against the fence. He took his iron to the tee and took some practice swings. He planted his feet, waggled the club once behind the ball, waggled twice. Then stroked.
- Marc watched the ball fly clean and true, straight down the fairway.

¹ **chipped**: shot golf balls forward.

² **guffawed**: laughed loudly.

Passage 2

Excerpt from "Marc's Fairway" by Pegi Deltz Shea. Reprinted from *Highlights for Children*, April 1999, Vol. 54, No. 4, © 1999 by Highlights for Children, Inc.

Passage 1

- What does Angelo's question at the end of "Canning Day" show about him?
 - He likes his great-aunt more than he likes his father and mother.
 - He likes to eat tomatoes off the vine in the garden.
 - He cares about his great-aunt and what she taught him.
 - He wants to be a cook or chef when he grows up.

Timeline

- ▶ See handout for extended timeline
- ▶ April 17-May 2, 2023 - 3rd Grade ELA TCAP Test
- ▶ May 19, 2023 - First raw data back to the district
- ▶ May 26, 2023 - Final data back
- ▶ May 30, 2023 - 3rd grade retake at your school and Parent Appeal Portal Opens
- ▶ June 2, 2023 - Retake scores returned
- ▶ June 6, 2023 - Summer School Begins
- ▶ June 13, 2023 - Parent Appeal Portal Closes
- ▶ June 26-30, 2023 - Summer School Post Test
- ▶ June 30, 2023 - Summer School Ends
- ▶ August 1, 2023 - New School Year Begins

Cocke County Philosophy

- ▶ Cocke County believes that each student's reading ability should be reflective of more than one measure pulled from a state assessment.
- ▶ Cocke County uses multiple data points and observations to monitor student reading.
- ▶ Cocke County principals, teachers, and staff truly know each student individually and the progress each child is making.
- ▶ Most research clearly indicates that retention is often detrimental to children. Instead, it can be clearly linked to greater academic failure and even dropout rates later in life.
- ▶ Therefore, Cocke County believes the decision for retention should be left to the families, teachers, and principals in Cocke County.
- ▶ School attendance every day is critical for all children.

Legislators

- ▶ Legislators have heard from Educators.
- ▶ They would like to hear from families.

- ▶ Legislative Contacts:
 - ▶ Jeremy Faison rep.jeremy.faison@capitol.tn.gov
 - ▶ Steve Southerland sen.steve.southerland@capitol.tn.gov

TN Resources for Families - Decodables



At-Home Decodable Books
Available for K-2 Tennessee Families!



Order Now!

*Free Resources to Help Your
Child Learn How to Read*





Q & A

This presentation will be posted on the Cocke County Schools website.