TN Universal Reading Screener

Administration Guidelines for
Pre-Kindergarten through Grade 3

Tennessee Department of Education | December 2023

TN Department of **Education**

Introduction

As part of the *Tennessee Literacy Success Act* (PC0003), districts are required to 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 Tennessee Department of Education (the department). Additionally, TLSA allows for districts and public charter schools to use the results of the URS as an approved alternative growth measure for teachers of grades Pre-Kindergarten (Pre-K) through 2. Guidance regarding the use of URS results as an alternative growth measure can be found in the Universal Reading Screener Guidance: Alternative Growth Score document.

The intent of this *Administration Guidelines* document is to provide an outline that district leaders can use to ensure they are administering their selected universal reading screener appropriately. The universal reading screener should be administered as an integrated part of a district's systemic assessment program and if administered correctly, satisfies the requirements of the *Tennessee Literacy Success Act (*T.C.A. § 49-1-901 through T.C.A. § 49-1-909*)*, Tennessee's Dyslexia Law (T.C.A. § 49-1-229), and the state's RTI[2] framework and policies. Data gathered in Pre-K through appropriately normed screeners may provide valuable information to inform both present instructional practices. Additionally, TLSA allows for districts and future instruction as students enter primary grades.

This document will outline setting up screening windows, selecting the measures to administer, preparing appropriate materials and protocols for administration, reporting data to the department, and providing resources to answer any outstanding questions.

Section I: Assessment Components

State-Board Approved Universal Reading Screeners

Pursuant to the Tennessee Literacy Success Act, LEAs and public charter schools must use an approved universal reading screener. The Tennessee State Board has approved seven universal reading screeners that meet legislative requirements. The department provides all LEAs and public charter schools with an approved URS tool at no cost. The state-provided URS tool, referred to as TN-URS, is aimswebPlus provided by Pearson. A full list of SB-approved screeners are below:

- TN-URS (aimswebPlus)
- DIBELS 8th Edition
- easyCBM
- FastBridge/Fast
- i-Ready and i-Ready Literacy Tasks
- Measures of Academic Progress (MAP) Suite
- Renaissance Star Assessment Suite

If an LEA has selected to utilize URS student growth scores as its AGM, the screener the LEA selects must produce results that allow for the reliable generation of individual growth scores for teachers to use as an alternative growth model in accordance with the Tennessee Literacy Success Act and the Tennessee Learning Loss Remediation and Student Acceleration Act. Of the seven SB approved screeners, three offer Pre-K screening with accompanying national norms: the TN-URS (Pearson aimswebPlus), Fastbridge/Fast, and Renaissance Star Assessment Suite. Districts may choose any of these options for alternative growth measures. TN-URS is available to districts at no cost.

K – 3 LEAs and public charter schools must screen students using an approved tool following the Minimum URS Matrix and the Minimum URS Matrix Administrative Guidelines, and report data to the department. LEAs and public charters must also report Pre-K data if they have opted to use URS for AGM in Pre-K. For vendor contacts, please see the Additional Information and Resources section of this guide. For technical or tool-specific administrative support, please contact your vendor directly. For general URS screener or data reporting support, please email TN.UniversalScreener@tn.gov.
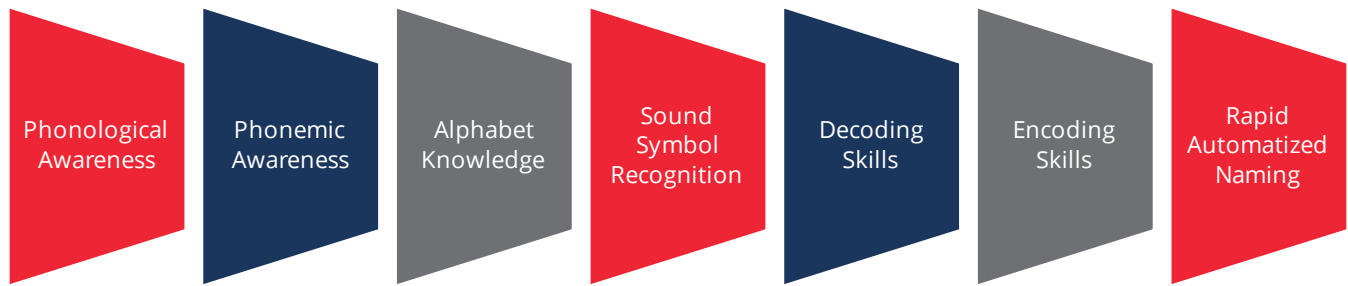
Minimum URS Matrix

The Minimum URS Matrix for K – 3 outlines the appropriate grade-level assessments that are minimally required to be administered during the tri-annual URS window, as well as additional assessments that can serve as a component of additional screening for students who flag for risk. The Minimum Matrix, originally designed to support LEAs and public charter schools in meeting compliance with the Tennessee Literacy Success Act, has been expanded to include additional skill areas outlined in T.C.A. § 49-1-229 (the 2016 law outlining dyslexia screening as part of the universal screening process and dyslexia-specific interventions). The assessments listed on the matrix now encompass all subtests needed to determine if a student meets criteria for an Individualized Learning Plan for characteristics of dyslexia, but it is not an exhaustive list of survey-level assessments that may be used to screen a student for such characteristics.

The K – 3 Minimum URS Matrix is available on the TDOE website, along with additional administrative guidelines for its use.

The Minimum URS Matrix for Pre-K also outlines the assessments to be given and those required to produce an appropriate Fall to Spring student growth percentile for alternative growth measure (AGM) reporting.

Dyslexia Screening

According to T.C.A. § 49-1-229, also known as the 2016 dyslexia law, all Tennessee LEAs and public charter schools must screen for dyslexia when a student flags for risk. Screening procedures shall include a range of areas associated with characteristics of dyslexia.

Phonological Awareness · Phonemic Awareness · Alphabet Knowledge · Sound Symbol Recognition · Decoding Skills · Encoding Skills · Rapid Automatized Naming

- 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 supports 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.

LEAs and public charters must identify their procedures, within their universal reading screening process, for identifying students in need of further assessment for characteristics of dyslexia. Both the 2016 dyslexia law and the funding mechanism Tennessee Investment in Student Achievement require screening in these seven areas where grade-appropriate to determine if a student requires a dyslexia-specific intervention and meets criteria for an Individualized Learning Plan for characteristics of dyslexia (ILP-D; see Dyslexia Resource Guide for more information on characteristics of dyslexia and continuum of services).

The Minimum URS Matrix for K - 3 support districts in screening, identifying risk, and providing additional subtests that screen these areas where subject-matter experts have determined it is grade-appropriate. The Minimum URS Matrices are not an exhaustive source of survey-level assessments, and districts and public charter schools may need to utilize additional assessments to screen students for skills-based learning gaps and determine appropriate instructional and intervention support and services.

Screening for characteristics of dyslexia is a proactive way to address skill deficits through appropriate interventions. **Screening results that reflect characteristics of dyslexia do not necessarily mean that a student has dyslexia nor can dyslexia be diagnosed through a screening alone.**

Accommodations

The universal reading screeners are accessible for the majority of students with disabilities using the allowable accommodations for screeners. The accommodation needed should be reflected in the student's Individualized Education Plan (IEP) or 504 plan.

Testing accommodations enable students with disabilities to participate in assessment programs on an equal basis with their non-disabled peers.

- Accommodations address how the student participates in the assessment.
- Accommodations are made in the testing setting, flexibility in scheduling, presentation of test materials, or response format that minimizes testing challenges *without changing the testing content itself.*
- Accommodations are intended to ensure access, not ensure proficiency.

Districts should consult the administration guidance for each approved universal reading screener related to availability of accommodation tools and features within the approved universal screener suite of assessments and the appropriate use of accommodations for the universal reading screener.

Access to the Universal Reading Screeners

Accessibility supports are universal tools available to all students that are embedded within the testing interface or non-embedded and provided outside of the testing platform to allow accessibility. Examples of accessibility supports include line trackers, color coding, noise buffers, text-to-speech, magnification, and adaptive keyboards. The accessibility supports and allowable accommodations may vary based on the universal screener tool or suite of tools. Districts should review the availability of embedded accessibility supports and allowable accommodations when selecting a screener to determine if the screener is accessible to students with physical or language barriers.

While some students may have difficulty accessing specific measures on the universal reading screeners, there may be measures or components accessible with accommodations. If a screener measure is inaccessible to a student based on his/her disability, the student should attempt the remaining measures with appropriate accommodation(s) as needed. A composite/aggregate score will not be calculated for students who do not complete the entire battery of measures due to access limitations.

Alternate URS

In accordance with the Tennessee Literacy Success Act, all students in grades K - 3 must be administered an approved universal reading screener three times a year.

State Board of Education Rule 0520-01-03-15 states LEAs, and public charter schools may need to find an alternative tool to measure reading proficiency if a student has a documented disability in an Individual Education Plan (IEP) or section 504 plan that indicates the student has a language or physical barrier to using (1) of the approved Universal Reading Screeners.

In this section, you will find information related to students who might have a documented language or physical barrier that limits access to an approved universal reading screener, the appropriate use of accommodations for students served with an IEP or section 504 plan, use of an alternative screening tool, and guidelines for district reporting requirements for those students who have access barriers.

When screening in Pre-K, alternative tools must also be utilized for students who cannot access the regular URS.

Alternative Tools for Screening

Most students with an IEP or section 504 plan can complete reading screener measures with allowable accommodations. However, some of the measures may not be fully accessible to all students.

If the universal screener is determined to not be accessible for a student, the district should use an alternative tool. "Alternative tool" is a general term intended to provide educators the flexibility to identify an appropriate and accessible assessment for the student's individual needs to guide data-based instructional decisions.

For grades 3 – 8, districts can utilize Dynamic Learning Maps (DLM) as the alternative universal reading screener. DLM assessments are computer-based and accessible to students with significant cognitive disabilities for whom general assessments are not appropriate, even with accommodations. DLM assessments offer students in grades three through high school a way to show what they know and can do. While the DLM also functions as the alternative summative assessment for students with significant disabilities who cannot access the TCAP, it also operates as a formative tool throughout the school year.

Results from DLM assessments are used to inform instruction. Assessments are built to allow multiple ways for students to demonstrate their knowledge, skills, and understandings. TN utilizes the Instructionally Embedded assessment model for Reading and Math. This allows ongoing reading skills feedback. The use of the DLM in grades 3 – 8 for the alternative universal reading screener allows for comparison of performance and generalizability of results across districts, which was not possible in the past without the use of a common tool.

For grades where the DLM is not available, the selection of an alternative tool should be purposeful and individualized to ensure the student is able to demonstrate their current skill level. When selecting an

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alternate tool, the district can use assessments or tools aligned to the state universal screening assessments. A few options for the district to consider include:

- reading intervention programs or supplementary materials specifically designed for the population,
- survey level reading screeners,
- reading subtests from evaluations, and/or
- performance-based screening of reading skills using curriculum materials, assistive technology, and/or routines/structures familiar to the student.

Data Reporting for Alternative URS

Districts and public charters are required to submit URS data for ALL K – 3 students. In Pre-K, districts and public charters that have opted to use URS data for AGM in Pre-K must also submit URS data for tested students. For alternative URS reporting information, see Section IV: Data Review and Submission.

Section II: Scheduling

Frequency of URS Administration

All approved reading screeners in kindergarten through grade 3 must be administered at a minimum three times per academic year in the fall, winter, and spring. To provide consistency across all approved screeners, the department has determined a standardized testing window for each of the three required screening administrations. This allows for clear deadlines for data reporting as well as data comparability among screeners. Additionally, the establishment of standardized fall, winter, and spring windows allows for differences instructional calendars while still establishing accurate interpretations of screening results.

Required Window Dates

All components of the selected approved universal reading screener must be administered within the established window per administration, and data must be reported by the established submission date in accordance with established reporting guidance.

The local administration of the selected universal reading screener should be completed within a two-week period determined by the LEA or charter school. This two-week administration period must fall within the department established window for each of the three screening windows.

Students who arrive after the windows, who are absent, or unable to be tested during the windows, should be tested as quickly as possible after arrival, assuming national norms for a given window are still available

and accurate. Testing plans should include adequate make-up opportunities and procedures for all students.

See Universal_Screening_Windows_Clarified.pdf (tn.gov) for additional information.

Section III: Administration Preparation and Implementation

Preparation

Note that universal reading screening benchmarks are standardized assessments with clear protocol for administration. Administrators should default to vendor-specific administrative guidelines to ensure that all subtests are administered according to standardized procedures in order to produce valid and reliable data.

In preparing for the administration of the selected universal reading screener, LEAs and public charters should consider each of the following:

- Have testing administrators been established as outlined by the department, and have all appropriate training for screening administration been completed according to vendor guidelines?
- Has a schedule for completion of all required measures of the selected universal reading screener for all students been created and consideration been given to the time required to complete each measure?
- Have any necessary materials, including paper copies or technological needs (i.e., computers), been considered and provided for each student testing?
- Have setting considerations been explored to ensure students are testing in a safe, quiet, and conducive environment?
- Have any alternative URS measures or accommodations, as well as a plan for how these will be administered, been determined?

Administration

All children in K – 3 must participate in a universal screening process to identify those students who may need additional support and/or other types of instruction. The department's Dyslexia Resource Guide, developed in compliance with *Tennessee's Dyslexia Law* (T.C.A. § 49-1-229), establishes procedures for screening for characteristics of dyslexia in connection with the universal screening process, discussed earlier in this guide.

To meet the requirements of the 2016 Dyslexia Law, Tenn. Code Ann. § 49-1-229, and the Tennessee Literacy Success Act each approved URS vendor has a suite of measures that must be given. The K-3 URS

Minimum Matrix outlines the assessments required to meet Tennessee K-3 URS compliance by vendor. For specific reading screener materials, accounts, student provisioning and rosters, districts should work with their approved screener vendor.

Districts and/or schools must ensure that these tools are administered with fidelity so that student skills are accurately measured. Personnel responsible for screening students should be appropriately trained according to selected vendor guidance in the administration of each of the individual K - 3 URS measures before K - 3 URS administration begins. Additionally, districts and/or schools should ensure that all personnel administering assessments attend an inter-rater reliability training to ensure consistency. For information regarding K - 3 URS administration training, districts should reach out to their selected approved vendor contact.

These same measures must be in place for districts and/or schools universally screening in Pre-K.

To ensure test security and fidelity of URS administration, as well as comparability across different screeners, educators are no longer allowed to administer screeners to their own students, for whom they are considered the "teacher of record" for core reading instruction. Schools and districts are encouraged to train teams of educators and school personnel to assess students.

Definition of Teacher of Record

For the purposes of implementing the Tennessee Universal Reading Screener (TN-URS) and other State Board of Education approved reading screeners as listed in State Board of Education Policy 3.302, the teacher of record (TOR) is defined as an individual properly endorsed and licensed to teach in Tennessee in compliance with state law, including Chapter 0520-02-03 of the State Board of Education Rules and State Board of Education Policy 5.502. This includes any educator meeting the legal requirement of being properly credentialed with a permit or waiver.

In this scenario, teacher of record means the teacher who:

- Plans and provides the majority of Tier I (core) reading instruction for the course based on the Tennessee Academic Standards;
- Ensures student progress toward the Tennessee Academic Standards;
- Monitors the physical safety and well-being of students;
- Takes attendance and reports course grades for students; and
- Is evaluated annually pursuant to T.C.A. § 49-1-302 and Chapter 0520-02-01 of the State Board of Education Rules.

The TOR is commonly referred to as the "classroom teacher." The TOR is not an interventionist (special education or RTI[2]) and is not an educational assistant.

Other educators may be trained to administer the reading screener to students. These educators can be special education teachers, ELL teachers, related arts teachers, teachers that are not the "teacher of record," educational assistants, instructional support staff (i.e., school psychologists, guidance counselors, speech and language teachers, etc.), and administrators.

TOR and Administration of the Universal Reading Screener

General Guidance

The TOR may not enter any scores for subtests included as part of the K-3 URS. Any measure for the K-3 URS that requires the administrator to enter the score, such as 1:1 subtests that require the assessment administrator to listen and record a student response, may not be completed by the TOR.

The TOR may be present during the administration of the URS. The TOR may administer universal screening for mathematics and written expression in any grade level. The TOR may also administer progress monitoring probes in any content area for any grade level.

Pre-K

In Pre-Kindergarten, the TOR may not administer any component of the universal reading screener.

K - Grade 1

In Kindergarten and grade 1, the TOR may not administer any component of the universal reading screener with the exception of the spelling/encoding measure.

For the administration of the spelling or encoding subtest, the TOR may administer the assessment. This assessment would be considered a web and/or paper-based subtest and would follow the same proctoring guidance as other web and/or paper-based subtests. As such, the TOR may administer the spelling/encoding subtest.

Grades 2 - 3

In grades 2 and 3, the TOR may proctor any whole group web-based or paper screener; however, the TOR may not administer any 1:1 subtest (e.g., oral reading fluency) that requires the assessment administrator to listen and record a student response.

For the administration of the spelling or encoding subtest, the TOR may administer the assessment. This assessment would be considered a web and/or paper-based subtest and would follow the same proctoring

guidance as other web and/or paper-based subtests. As such, the TOR may administer the spelling/encoding subtest.

Departmentalized Grades K - 3

In departmentalized grades, teachers can administer the 1:1 universal reading screener subtests for students if they are not the Tier I reading TOR. For example, if the homeroom teacher only teaches math, the homeroom teacher can administer the universal reading screeners. Any departmentalized teacher may proctor any whole group web-based or paper screener including spelling/encoding measures.

Information regarding the Teacher of Record is also available as a stand-alone document.

Required Technology

The technology required for each universal screener varies by vendor. Please refer to the administration manual for your universal screener suite to ensure you have the needed technology to administer each screening measure.

Section IV: Data Review and Submission

Overview

Pursuant to the Tennessee Literacy Success Act and Rules of the State Board of Education Chapter 0520-01-03-.15(8), LEAs and public charter schools must "submit electronically to the Department the full dataset for each Universal Reading Screener administered to students three (3) times per school year" for kindergarten through grade 3.

Data submission must be received by the dates indicated in Required K – 3 Universal Reading Screening Windows document under the column "Due Date for Accurate Data Submission." This is the deadline for final and clean data submission following each of the tri-annual screening windows. Administrative windows and data reporting dates apply to Pre-K as well. Districts and public charters should work with their vendor to ensure data is submitted in the correct format with no errors before this final deadline.

Individual vendor contacts can be found in the final section of this guide.

State-Board Approved Universal Reading Screeners

TN-URS (aimswebPlus) Reporting Process

Results data for all screening instruments associated with the Tennessee Universal Reading Screener suite administered in Pre-K through grade 3 will be automatically delivered to the department. No additional data submission or uploads are necessary for districts who choose to use TN-URS. Automatic rostering is available for districts to provision screeners to students using information in their local student information system. The department recommends ensuring rostering and provisioning activities include USID and TLN to ensure accurate data will be transmitted to the department from Pearson.

District testing coordinators and/or instructional supervisors should ensure the following:

- Districts have signed a Data Sharing Agreement giving Pearson permission to share data directly with the department. This is required to comply with the Literacy Act.
- Assessment provisioning and rostering in the aimswebPlus platform includes accurate state student ID (USID) and Teacher License Numbers (TLN) to identify students and teachers, respectively.
  - o Incorrect unique Teacher License Numbers no longer create an error that causes the data not to process when submitted to the department. However, the department encourages districts and public charters to ensure all TLNs are correct in submitted data files.
- Screeners are administered within the required screening windows and data finalized/uploaded in the platform by required submission date.
- Process exists for reviewing accountability report provided by the department to confirm complete and accurate submission of all student results data after each of the three annual windows.

All Other Screeners

District and public charters should work with their district-selected vendor to submit Pre-K through grade 3 URS data in the correct format. In turn, the department is working with all vendors associated with the approved universal reading screeners to obtain student results data directly. Unless otherwise notified, districts should expect data to be provided by their chosen screener provider directly to the department. Districts should work with their chosen screening vendor to determine if automatic rostering is available to ensure accurate student and teacher identification and connections in the data shared with the department.

District testing coordinators and/or instructional supervisors should ensure the following:

- Assessment provisioning and rostering in the selected universal screener platform includes accurate state student ID (USID) and Teacher License Numbers (TLN) to identify students and teachers, respectively.

- - Incorrect unique Teacher License Numbers no longer create an error that causes the data not to process when submitted to the department. However, the department encourages districts and public charters to ensure all TLNs are correct in submitted data files.
  - Screeners are administered within the required screening windows and data finalized/uploaded in the platform by required submission date.
  - Process exists for reviewing accountability report provided by the department to confirm complete and accurate submission of all student results data after each of the three annual windows.

Alternate Universal Reading Screeners

While most students with an IEP or 504 plan can complete universal reading screener measures with allowable accommodations, some of the measures are not accessible to all students. For those students who cannot access the approved Pre-K - 3 universal reading screeners, an alternative assessment should be administered.

For grades K – 3, the department has created the Formstack linked below and a spreadsheet template to collect data for the students who are assessed using an alternate tool. Please complete the Universal Reading Screener Alternative Data reporting by the same data reporting deadline as regular URS screeners. See Required K – 3 Universal Reading Screening Windows document under the column "Due Date for Accurate Data Submission."

While for grade 3, data from the DLM will be collected and reported automatically through the computer-based system, districts will also submit names of student who participate in the DLM through the existing Formstack. For questions regarding the DLM, please contact DT.Support@tn.gov.

To complete the reporting process, you will need the following information.
- Student USID
- Teacher of Record License Number
- Date of Assessment
- Name and Description of the alternate assessment administered

Step 1: Download the attached excel spreadsheet and enter the requested data for each Pre-K – 3 student unable to access the universal reading screener. This spreadsheet is shared with Special Education Directors during each screening window throughout the school year. If you need access, please email TN.UniversalScreener@tn.gov for a copy.

Step 2: Complete the requested information in this **Formstack** submission which will ask you to upload your completed excel spreadsheet.

As a reminder, the [Tennessee Literacy Success Act](#) requires all K-3 students to be screened in reading three times a year and data to be shared with the department after each administration. The data reporting for the Universal Reading Screening is a requirement for all students in grades K-3.

Section V: Parent Communication

RTI² Requirements

Universal screening is an assessment process used to analyze student performance. Universal screening should be conducted in the areas of reading, mathematics, and written expression. Universal screening should be conducted three times a year in kindergarten through grade 3. The data gained through this process is utilized in conjunction with other data by school-based teams to make determinations as to how to best support student needs as a part of the Response to Instruction and Intervention (RTI²) framework and serves as a part of Child Find. An additional component of this process is to conduct survey level assessments that further examine a student's performance in specific foundational skill areas which allows teams to better tailor student support to student need. See the [RTI² Manual](#).

Should a data team determine a student would be best supported in a Tier II or Tier III intervention, parents should receive notification of this intervention support. Additionally, parents should receive notification if a change in tiered support has been determined. Parents should also receive regular notification regarding student progress and progress monitoring every 4.5 weeks or at a progress report and report card distribution.

Home Literacy Reports

The Tennessee Literacy Success Act requires districts and charter schools to provide families with a Home Literacy Report for all students identified with a significant reading deficiency (a composite score at or below the 15th percentile) following each universal reading screening administration. Districts are encouraged to provide families with a Home Literacy Report for those students identified as at risk for a significant reading deficiency (a composite score between the 16th and 40th percentile). The law also includes specific language regarding the information that is to be included in this report for parents.

For students who are identified as "at-risk" for a significant reading deficiency or students identified with a significant reading deficiency on the universal screener in grades kindergarten through three (K-3), the immediate notification system **must include**:

- specific reading interventions and supports that the LEA or public charter school recommends for the student, which may include the interventions provided by the LEA or public charter school pursuant to Tennessee's RTI² framework manual;

- dyslexia information and resources for students identified with the characteristics of dyslexia;
- a statement about the importance of a student being able to read proficiently by the end of the third grade;
- no-cost reading activities that a family may use with their student at home to improve reading proficiency; and
- a statement about mandatory retention under § 49-6-3115(a)(1) for students in grade three (3) with an achievement level of "approaching" or "below" on the ELA portion of the student's most recent TCAP test.

Though the department recommends providing Home Literacy Reports to each child in accordance with the frequency listed above, the TN Literacy Success Act requires these Home Literacy Reports be sent at minimum to families of students who have been identified as having a significant reading deficiency.

A template for Home Literacy Reports is available in the FLSP Toolkit, but LEAs and public charters may draft their own as long as all required components listed above are included.

Characteristics of Dyslexia and Dyslexia-Specific Interventions

Pursuant to the 2016 dyslexia law (T.C.A. § 49-1-229), for students indicated to have characteristics of dyslexia following universal screening and additional screening for characteristics of dyslexia, LEAs and public charter schools must

- Notify the student's parent or legal guardian; and
- Provide the student's parent or legal guardian with information and resource material regarding dyslexia.

Under the 2016 dyslexia law, LEAs and public charters must provide students with characteristics of dyslexia appropriate tiered dyslexia-specific intervention through its RTI^2 framework and monitor the student's progress using a tool designed to measure the effectiveness of the intervention. As part of the requirements under RTI^2, parents must be notified when a student is placed in a tiered intervention and of that student's progress.

If a student meets criteria for an ILP-D, LEAs must notify the parents or legal guardians in writing

- Before implementing the student's ILP-D;
- Of progress monitoring data;
- Regarding the special education referral process; and
- Of the parent's or legal guardian's right to decline the ILP-D and that declining the ILP-D does not constitute a waiver of RTI^2 services.

For more information on parental requests for non-participation in RTI[2], please see the resource regarding parental requests for non-participation in tiered intervention.

Section VI: Foundational Literacy Skills Plans

Overview

The Tennessee Literacy Success Act requires each district to develop and maintain a current Foundational Literacy Skills Plan (FLSP). If key programmatic pieces of a district's FLSP change including the selection of a new universal reading screener, the district is required to submit their revisions to the department each year according to established guidelines.

Updating Plans

Updates to Foundational Literacy Skills Plans are expected to be finalized by July 1 of each year. To update a Foundational Literacy Skills Plan, please utilize the [FLSP change form](). Only include information in the sections of your plan that are changing. Do not make edits to sections that you are not changing from the existing FLSP.

Revisions will go through the same review process as the original submission. The Early Literacy Team will be reviewing updates using the original scoring rubric from the FLSP toolkit. Once the revisions are approved, the department will provide the district with an updated FLSP that must be posted on both the district and department websites to be in compliance with the Tennessee Literacy Success Act.

Changing Universal Reading Screeners

If a district is changing their universal reading screener selection, a revision is required. The Tennessee Literacy Success Act requires districts to administer a universal reading screener to each student in grades K-3 during three administration windows. Districts may choose to screen students using the Tennessee Universal Reading Screener or another universal reading screener approved by the state board of education. Please follow the steps outlined above and contact Donna.Shope@tn.gov and Jennifer.Magnusson@tn.gov in the Early Literacy division regarding your district or public charter school's FLSP.

Section VII: Additional Information and Resources

Vendor Contact Information

Company	Screener Tool	Primary Contact
Pearson	aimswebPlus	Lou Ellen Marlatt louellen.marlatt@pearson.com
Amplify	DIBELS 8th Edition	Maryann Pellot Mpellot@amplify.com
Curriculum Associates	i-Ready and i-Ready Literacy Tasks	Karl Brennan Kbrennan@cainc.com
Renaissance	Star Assessment Suite	Laurie Borkon Laurie.Borkon@Renaissance.com
	FastBridge/Fast (formerly under company Illuminate)	Laurie Borkon Laurie.Borkon@Renaissance.com
Riverside Insights	easyCBM	Rita Linnemann Rita.linnemann@riversideinsights.com
NWEA MAP	MAP	Caren Frykland Caren.Frykland@nwea.org

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