

Building Strong Readers

Families as Partners

Division of Literacy

Office of Elementary Education and Reading

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2022-2023





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Discuss Families as Partners and the Literacy-Based Promotion Act(LBPA)

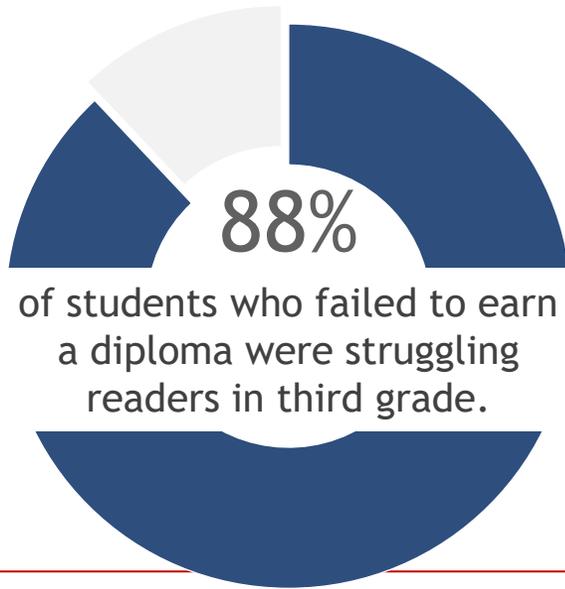
Explore the Mississippi Grade 3 Reading Assessment

Discuss Mississippi's Approach to Teaching Reading

Provide At-Home Resources to Improve Students' Reading Skills

Families as Partners:





Students who are not reading proficiently in third grade:

4 x  Are four times more likely to not to graduate high school.

6 x  If African American or Hispanic, are six times more likely to drop out or fail to graduate from high school.

8 x  If low-income minority, are eight times more likely to drop out or fail to graduate from high school.

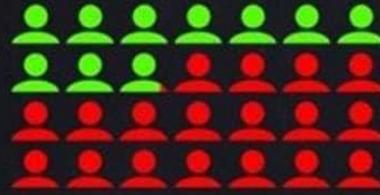
High School Dropouts

- Are not eligible for 90% of the jobs in the economy.
- Have yearly earnings that are less than 50% of someone who earns a Bachelor's Degree.
- Make-up nearly 50% of all heads-of-households on welfare.

Annie E. Casey Foundation, [Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation](#), 2011. Begin to Read, [Literacy Statistics](#), 2014

How many children learn to read?

The 2019 NAEP Reading Scores show us that in a class of 28:



- 35%, or 9.8 students, scored at Proficient or Above
- 65%, or 18.2 students, did NOT reach proficiency

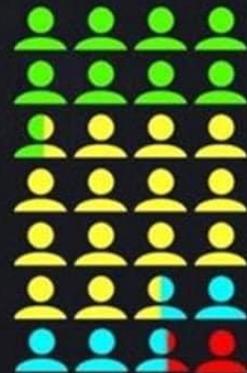
How many children can learn to read?



95% of students, regardless of background, are capable of learning with explicit, systematic, and sequential instruction in foundational skills. (Structured Literacy)

How do children learn to read?

The National Institute of Health indicates that in a class of 28:



- 30%, or 8.4 students, learn regardless of the method
- 50%, or 14 students, learn with explicit, systematic, and sequential instruction in foundational skills (Structured Literacy)
- 15%, or 4.2 students, require Structured Literacy and additional time and support
- 5%, or 1.4 students, with severe cognitive disabilities will struggle to become proficient

Source:

NAEP <http://nces.ed.gov/nationsreportcard/reading>

Education Advisory Board (EAB) District Leadership Forum. (2019). Narrowing the Third-Grade Reading Gap: Embracing the Science of Reading. EAB.

<https://tinyurl.com/DLFRsearch>



The Literacy Based Promotion Act (LBPA)

- The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2157).
- It is required that ALL Kindergarten students be assessed (**Kindergarten Readiness Assessment**) at the beginning and end of the school year to determine readiness and growth (SB 2572).
- All K-3 students take a **Universal Screener** at the beginning, middle, and end of the year to determine progress in reading.



K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed with a diagnostic to determine targeted instruction and interventions.

Diagnostic assessments provide in-depth information about an individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

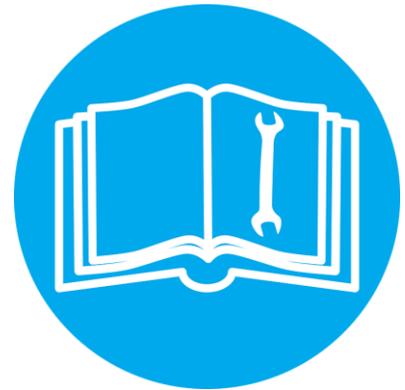
The intensive reading instruction and intervention must be documented for each student in an **individual reading plan (IRP)**.

- Per the law, if a K-3 student has been identified with a substantial deficit in reading, parents **MUST receive written notification within 10 business days of EACH screener.**
- A 3rd grade student who fails to meet the academic requirements for promotion to 4th Grade may be **promoted for good cause.**



What should be included in the written Parent Notification Letter:

- The student has been identified as having a substantial deficiency in reading;
- A description of the services that the school district currently is providing to the student;
- A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student, as outlined in the student's **Individual Reading Plan**
- That if the student's reading deficiency is not remediated before the end of the student's Third-Grade year, the student will not be promoted to Fourth Grade unless a good cause exemption specified under Section 37-177-11 is met.



Mississippi Academic Assessment Program (MAAP)

3rd Grade ELA Assessment



MISSISSIPPI
DEPARTMENT OF
EDUCATION



The **MAAP-ELA Assessment** will determine promotion/retention.



Students must score a level 3 or above to be promoted to 4th grade.

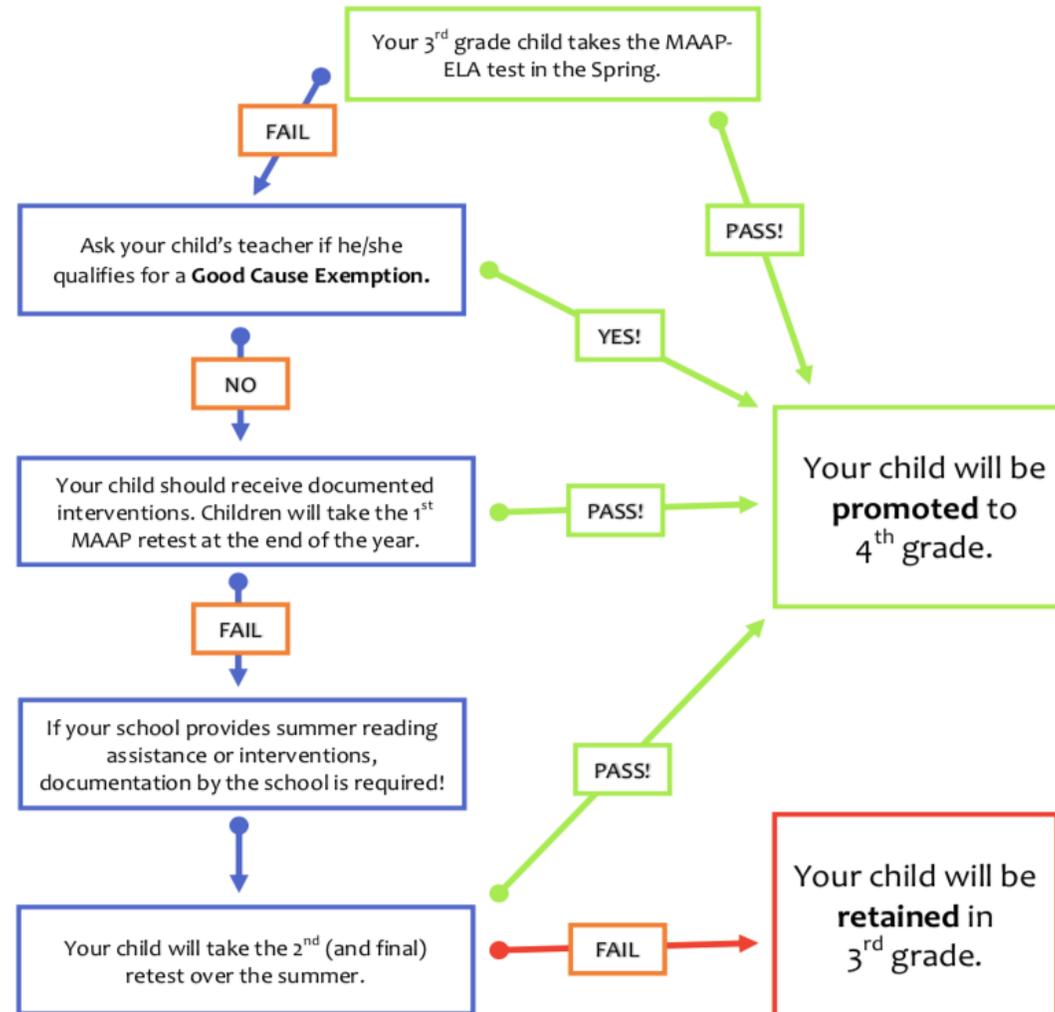


During 2022-2023, the assessment will be administered to 3rd grade public school students during the window of April 3 - April 21, 2023.



Alternate forms (Forms B&C) of the 3rd Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.

Pathways to Promotion



Literacy-Based Promotion Act Good Cause Exemptions

A

Limited English Proficient students with less than two (2) years of instruction in an English Language Learner program

B

Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

C

Students with a disability who participate in the state annual accountability assessment and who has an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for two (2) years but still demonstrates a deficiency OR was previously retained in Kindergarten or First, Second, or Third Grade

D

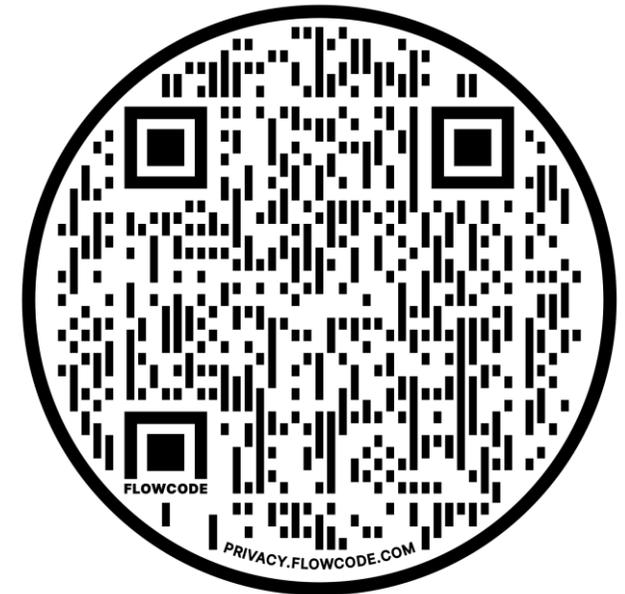
Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education

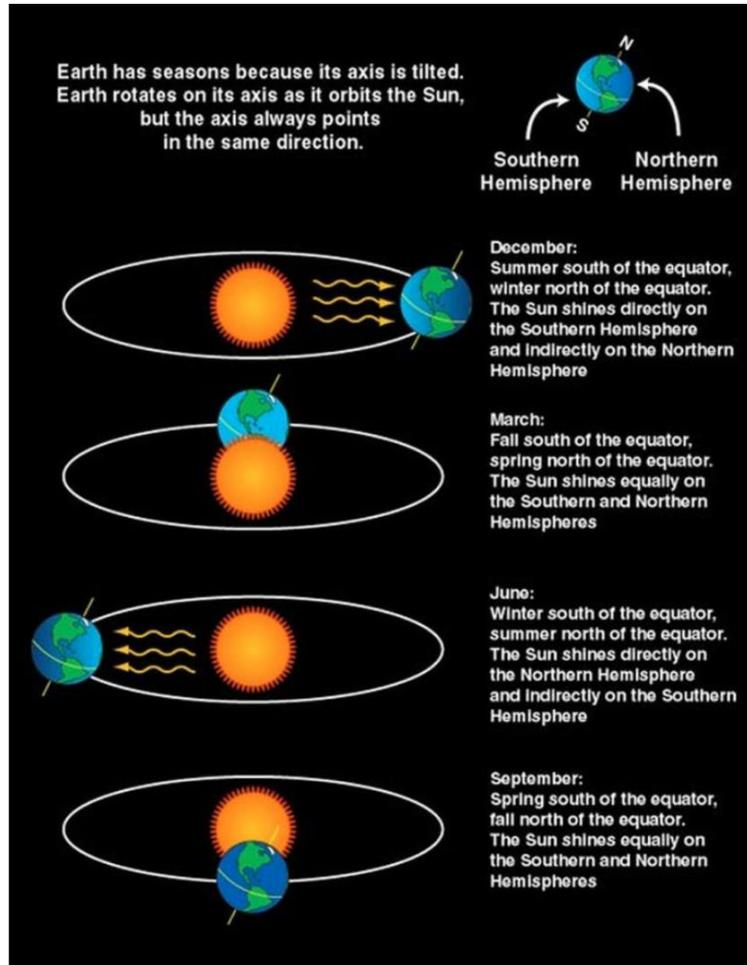
E

Students who receive intensive intervention in reading for two (2) or more years but still demonstrate deficiency in reading **AND** who previously were retained for two (2) years in any grade Kindergarten through 3rd grade

A student who is promoted to 4th grade with a good cause exemption shall be provided an **individual reading plan as described in Section 37-177-1(2)**, which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

MAAP Practice Tests





Earth's tilt causes seasons.

According to the diagram in "What Is Earth?", in which two months does the sun shine equally on the Southern and Northern Hemispheres?

- (A) June and December
- (B) December and March
- (C) September and June
- (D) March and September

DIRECTIONS: You will read two passages, "What Is Earth?" and "Excerpt from *Planet Earth*." Answer the questions about each passage as well as questions about both passages.

What Is Earth?

by NASA

1 Earth is our home planet. Scientists think Earth formed billions of years ago. Four planets in the solar system are bigger than Earth. Three planets are smaller. It is the third-closest planet to the sun. Only Mercury and Venus are closer.

2 Earth has been called the "Goldilocks planet." In the story "Goldilocks and the Three Bears," a little girl named Goldilocks liked everything just right. Her porridge couldn't be too hot or too cold. And her bed couldn't be too hard or too soft. On Earth, everything is just right for living things. It's warm, but not too warm. And it has water, but not too much water.

3 Earth is the only planet known to have lots of liquid water. Liquid water is important for life. Earth is the only planet where life has been found.

What Does Earth Look Like?

4 From space, Earth looks like a blue marble with white swirls. Some parts are brown, yellow, green and white. The blue part is water. Water covers most of Earth. The white swirls are clouds. The brown, yellow and green parts are land. And the white parts are ice and snow.

5 The equator is a make-believe line around the center of Earth. Mapmakers use the line to divide Earth into two halves. The northern half is called the Northern Hemisphere. The southern half is called the Southern Hemisphere. The northernmost point on Earth is called the North Pole. The southernmost point on Earth is called the South Pole.

DIRECTIONS: Answer the following questions for "What Is Earth?" and "Excerpt from *Planet Earth*."

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the purpose of the quotation from paragraph 4 of "What Is Earth?"

From space, Earth looks like a blue marble with white swirls.

- (A) to show how water changes the color of Earth
- (B) to compare the size of Earth to an everyday object
- (C) to give a detailed description of what Earth looks like
- (D) to explain the effect of swirling clouds on weather on Earth

Part B

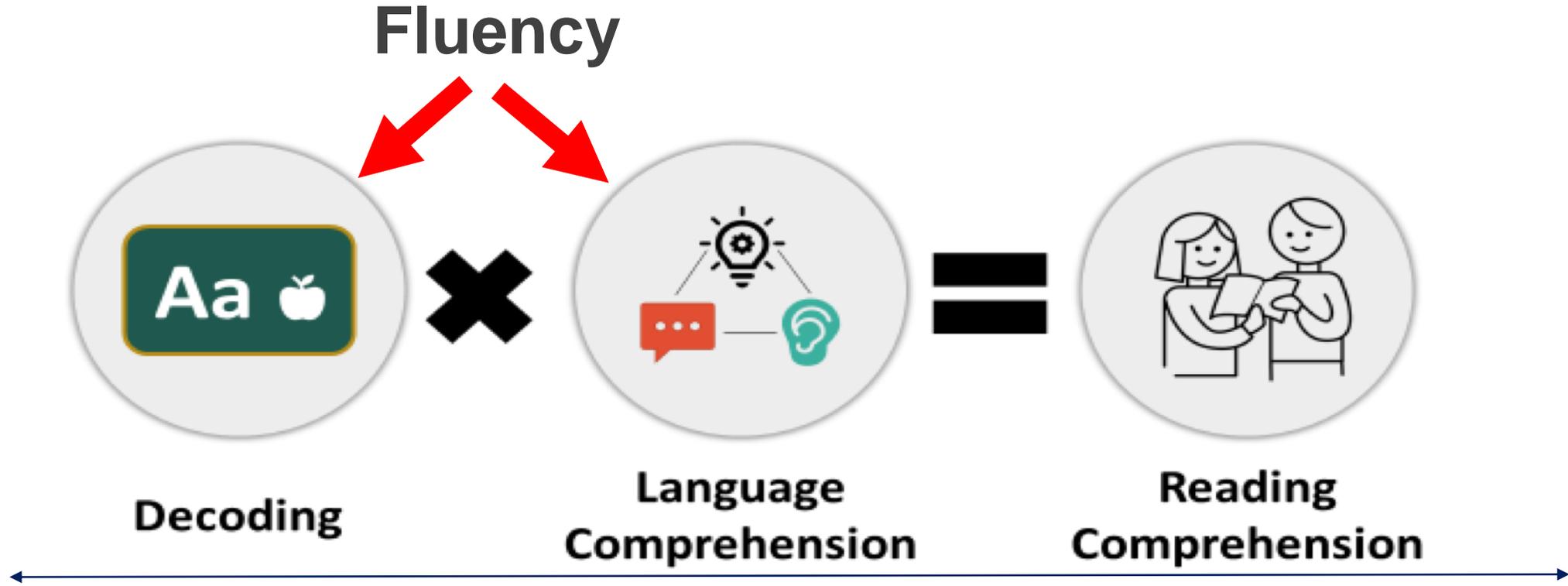
Which quotation from "What Is Earth?" or the excerpt from *Planet Earth* has the same purpose as the answer to Part A?

- (A) "Four planets in the solar system are bigger than Earth." (paragraph 1, "What Is Earth?")
- (B) "Earth is the only planet known to have lots of liquid water." (paragraph 3, "What Is Earth?")
- (C) "The Sun keeps the planet warm." (paragraph 2, "Excerpt from *Planet Earth*")
- (D) "The rocks here are so hot that they are slightly squishy." (paragraph 3, "Excerpt from *Planet Earth*")

Literacy-Based Promotion Act Testing Timeline

Timeline for 3 rd Grade Assessments for Promotion (Component 3)		
Dates	Audience	Activity Description
April 3 – April 21, 2023 <i>Per state law, parents must receive Individual Student reports immediately after the district receives the reports.</i>	All 3 rd Grade Students	3 rd Grade MAAP-ELA Assessment <i>The 3rd Grade MAAP ELA Assessment will be the assessment to determine promotion/retention.</i>
May 8 – May 12, 2023 <i>Per state law, parents must receive Individual Student reports immediately after the district receives the reports.</i>	Retest Window #1	MAAP 3 rd Grade Reading Alternative Assessment
June 19 – June 30, 2023 <i>Per state law, parents must receive Individual Student reports immediately after the district receives the reports.</i>	Retest Window #2	

Mississippi's Approach to Teaching Reading



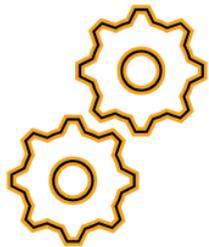
- **Phonemic Awareness**
(working with sounds)
- **Phonics**
(working with letters and sounds)

- **Listening**
- **Comprehension**
- **Vocabulary**

OVERVIEW

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

COMPONENTS OF STRUCTURED LITERACY INSTRUCTION



- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression



Emphasis on knowledge building and access for ALL to complex text.



Strong Readers Strong Leaders Mississippi Strongreadersms.com

website was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5th grade to become strong readers.

Advocating for your Child's Literacy Needs

The teacher is standing at the front of the classroom, pointing towards the projector screen. The screen displays several mathematical expressions related to the associative property of multiplication. The expressions are: $(5 \times 4) \times 3$, $5 \times (4 \times 3)$, $5 \times (4 \times 3)$ (circled), and $(3 \times 5) \times 4$. To the right of these, the simplified result 12×5 is also shown. The classroom background includes a whiteboard with the teacher's name 'Mrs. Dickerson' and a list of names: Hylen, Porter, Katie, Be, Emily, Camden, Elliot, Will, Liza. There are also monthly labels for March, September, and December on the wall.

- How do you partner with your child's teacher?
- What help or resources do you need to strengthen the relationship?
- What help or resources do you need to support your child in reading at home?



Route to Reading

Check for Potholes

Reading instruction should be:

- Explicit:** Teaching that is direct and step-by-step, including explaining and showing how to do something.
- Systematic:** Teaching that has a carefully planned sequence, including teaching necessary skills first, building from easier to more difficult tasks, and breaking down harder skills into smaller parts.
- Evidence-based:** Programs supported by strong, moderate, or promising research evidence of their effectiveness; or demonstrating a rationale that they can improve a targeted outcome.

Questions to ask your child's school:

- Are phonological awareness, phonics, and spelling taught explicitly and systematically?
- Does the phonics instruction focus on blending and segmenting sounds to read and spell words?
- Are there opportunities for my child to read books that have the phonics skills he or she has learned in them?
- When my child reads aloud, is she or he encouraged to look carefully at printed words and use decoding skills to read unfamiliar words?

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: S283D160003). The opinions or policies expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. Copyright © 2019 National Center on Improving Literacy.

National Center on Improving Literacy
NCILiteracy@gmail.com | <https://improvingliteracy.org> | @improvingliteracy | @NCILiteracy

Questions to ask your child's school:

- Are phonological awareness, phonics, and spelling taught explicitly and systematically?
- Does phonics instruction focus on blending and segmenting sounds to read and spell words?
- Are there opportunities for my child to read books that have the phonics skills he or she has learned in them?
- When my child reads aloud, is she or he encouraged to look carefully at printed words and use decoding skills to read unknown words?

Review: Learn about the school's system of support for literacy and learn where your child fits within that system.

Record: Keep a notebook and folder of information and communications about your child's reading and writing.

Request: Talk with other parents and families who have similar experiences. Find out about your district's literacy initiatives and supports.

Refer: Ask the school about opportunities to provide input on literacy approaches and practices and help make decisions.

- Communicate regularly with teachers to know your child's reading level.
- You must be notified immediately if a reading deficiency is identified.



- At-home reading strategies will be shared with you to help increase reading proficiency.
- Address any concerns as early as possible.

Literacy Partners





Paper Tutoring for Mississippi

Paper, in partnership with the Mississippi Department of Education, now provides free access to 24/7 online tutoring for students. Up to 350,000 students in grades 3-12 can receive English language arts and math tutoring.

<https://paper.co/states/mississippi>



“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education

MPB Education Services

MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.

<https://education.mpbonline.org/mpb-classroom-tv/>

- As a parent, you will always be your child's first teacher.
- Always maintain open communication with your child's teacher(s).
- Try the activities and suggestions on the strongreadersms.com website.
- Ask questions, become involved, and attend school functions when possible.



- **PBS Kids:** <https://pbskids.org>
- **Scholastic:** <http://teacher.scholastic.com/commclub/index.htm>
- **ABCya:** <https://www.abcya.com/>
- **Read Theory:** <https://readtheory.org/>
- **Khan Academy:** <https://www.khanacademy.org/>
- **Education.com:** <https://www.education.com>



Division of Literacy: Contact Information

Kristen Wynn, State Literacy Director Kwells@mdek12.org

Melissa Beck, K-3 Assessment Coordinator Mbeck@mdek12.org

Kelli Crain, Assistant State Literacy Coordinator Kcrain@mdek12.org

Jill Hoda, Assistant State Literacy Coordinator Jhoda@mdek12.org

Lori Stringer, Assistant State Literacy Coordinator Lstringer@mdek12.org



mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

