

MISSISSIPPI
LITERACY-BASED PROMOTION ACT

Implementation Guide

Revised 2016



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The Mississippi Department of Education would like to thank the Literacy-Based Promotion Act (LBPA) Implementation Guide Committee and the Mississippi Reading Panel members listed below for their expertise, commitment, and time devoted to the development of this guide. The members of this team have thoughtfully studied current research on Birth through Grade 12 literacy as well as the plans developed by other states. Their work in the development of this implementation guide will help administrators support the essential elements needed to support literacy, effectively implement the Literacy-Based Promotion Act, and create the framework required to ensure that students are proficient readers throughout the state.

Literacy-Based Promotion Act Implementation Guide Committee

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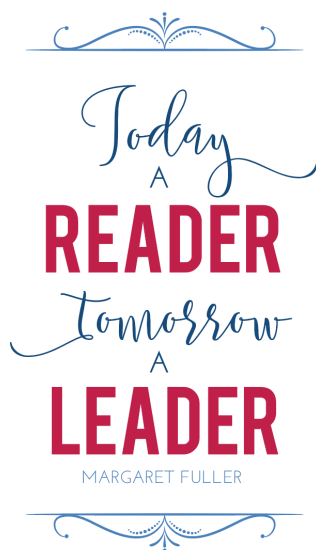
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**Appointed Mississippi Reading Panel Members*





A MESSAGE FROM

Dr. Carey M. Wright,
State Superintendent of Education

On behalf of the Mississippi Board of Education (MBE), I am pleased to present to you the Mississippi Literacy-Based Promotion Act Implementation Guide. It is my hope that this publication is useful to you as we transition to greater accountability in teaching students the skills needed to be strong readers.

As you know, reading and reading comprehension are the foundation for all learning. If we expect our students to read on grade level by the Third grade, which we should, then we need to make sure we lay the foundation for them to be successful in Kindergarten and beyond. State law defines the roles of the Mississippi Department of Education and school districts in carrying out the intent of the legislation. It is our goal to provide you with as much guidance and resources as possible so that our students have the best opportunities for success.

On behalf of the members of the MBE, the staff of the MDE and myself, I would like to thank you for the leadership and service you provide for our state. I look forward to working with you in support of our public schools.

Sincerely,

A handwritten signature in black ink that reads "Carey M. Wright". The signature is written in a cursive, flowing style.

Carey M. Wright, Ed.D.



Introduction

According to the Center on Enhancing Early Learning Outcomes, “literacy” is most often described as the skills and knowledge that are necessary to learn to read, including phonological awareness/beginning reading, listening, speaking, and writing. “Reading” is described as a set of interrelated skills needed to learn from reading in order to comprehend meaning from varied texts. “English Language Arts” generally refers to the skills needed to comprehend and communicate effectively.

Educators have known for decades that learning how to read by the Third grade is a critical milestone for children. Students who fall too far behind by the Third grade rarely catch up. Studies conducted on students found that students who don’t read well by the end of Third grade are

four times more likely to drop out of high school. Despite progress, only 58 percent of Third graders across the state were proficient in reading according to the 2012-2013 MCT2 Language Arts scores.

In an effort to improve literacy outcomes for students across Mississippi, The Mississippi Legislature passed the Literacy-Based Promotion Act, which became law on July 1, 2013. The legislation was passed in an effort to improve the reading skills of Kindergarten through Third grade public school students so that every student completes Third grade reading at or above grade level.

During the 2016 legislative session, several technical amendments were made to the *Literacy-Based Promotion Act*. Of importance to note is the technical amendment that will go into effect during the 2018-2019 school year. Beginning in the 2018-2019 school year, promotion to 4th grade will be determined based upon a student’s ability to score

“above the lowest two (2) achievement levels” instead of “above the minimum level” in reading.

The purpose of this implementation guide is to provide a framework of expectations and an understanding for Mississippi educators with regards to the implementation of the Act. All stakeholders are encouraged to use this guide as a resource for ensuring effective literacy instruction and prevention of reading failure in Kindergarten through Grade 3. Prevention of reading failure should be the focus of literacy efforts with the goal of all students achieving grade level proficiency by the end of third grade.

The Literacy-Based Promotion Act Implementation Guide is organized according to the following sections:

Section I: Legislative Components

Includes the legislative components of the Literacy-Based Promotion Act along with the responsibilities of the Mississippi Department of Education, local school districts, individual schools, and teachers. A Quick Reference Guide is provided for easy understanding of vital information.

Section II: MDE Literacy Model

Provides information related to the selection of literacy support schools and the supports that literacy support schools receive along with information regarding professional development for teachers and principals.

Section III: Role of the MDE Literacy Coach

Outlines the role of the MDE Literacy Coach and the required qualifications and responsibilities of the coach within the schools. It also includes a job description for a literacy coach.

Section IV: Assessment Guidance

Features Literacy-Based Promotion Act assessment guidance with regards to screening and diagnostics for the determination of reading deficiencies and progress monitoring. Information about the statewide assessment used at the end of Third grade to determine whether students have the literacy skills necessary for promotion to fourth grade is included.

Section V: School Literacy Plan

Includes the rationale for developing a School Literacy Plan and where to access a sample template and directions for use when developing a School-Wide Literacy Plan.

Section VI: The Literacy-Based Promotion Act and Response to Intervention (RtI)

Provides State Board Policy Part 3, Chapter 41, Rule 41.1, Intervention, as well as other core principles and elements of the RtI process that help to inform implementation of the Literacy-Based Promotion Act. A link is provided to access sample templates that can be used for documentation of student data, good cause exemptions, and intensive interventions.

Section VII: Making Decisions at the End of Third Grade

Includes the promotion process for making decisions at the end of Third grade, how to support students retained in Third grade, and how to support those students promoted with a good cause exemption.

Section VIII: Parent Communication K-3 and Public Reporting

Includes information on how to communicate to parents about the Literacy-Based Promotion Act, provides sample letters for use, and includes specific criteria that each school board must publish.

Section IX: Glossary

Provides a list of terms and definitions relevant to the Literacy- Based Promotion Act.

Section X: Appendices

Includes a list of resources and documents that school personnel can use to effectively address the requirements of the Literacy-Based Promotion Act.



Section I:

Legislative Components

This section includes the following information:

1. The Literacy-Based Promotion Act
2. Quick Reference Guidelines
 - a. Responsibilities of the Mississippi Department of Education
 - b. Responsibilities of the Local School District
 - c. Responsibilities of the School
 - d. Responsibilities of the Teacher

The Literacy-Based Promotion Act

§ 37-177-1. Literacy-based Promotion Act established; purpose; determination of a reading deficiency in students in grades K through 3.

- (1) There is established an act prohibiting social promotion to be known as the "Literacy-Based Promotion Act," the purpose of which is to improve the reading skills of Kindergarten and First through Third Grade students enrolled in the public schools so that every student completing the Third Grade is able to read at or above grade level. It is the intent of the Legislature, in establishing this act, to ensure that: each Kindergarten and First through Third Grade student's progression is determined, in part, upon the student's proficiency in reading; the policies of local school boards facilitate this proficiency; and each student and the student's parent or legal guardian is informed of the student's academic progress.
- (2) Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:
 - (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
 - (b) The goals and benchmarks for growth;
 - (c) How progress will be monitored and evaluated;
 - (d) The type of additional instructional series and interventions the student will receive;

- (e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
 - (f) The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency; and
 - (g) Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.
- (3) The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school year and repeated if indicated at midyear and at the end of the school year to determine student progression in reading in Kindergarten through Third Grade. If it is determined that the student continues to have a reading deficiency, the student must be provided with continued intensive reading instruction and intervention by the school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.
- (4) A Kindergarten or First, Second or Third Grade student identified with a deficiency in reading must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. A Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

§ 37-177-3. Written notification to parent or guardian of determination of reading deficiency; contents of notification

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a Kindergarten or First, Second or Third Grade student who exhibits a substantial deficiency in reading must be notified in writing by the student's teacher of

the following:

- (a) That the student has been identified as having a substantial deficiency in reading;
- (b) A description of the services that the school district currently is providing to the student;
- (c) 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;
- (d) 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;
- (e) Strategies for parents and guardians to use in helping the student to succeed in reading proficiency; and
- (f) That while the state annual accountability assessment for reading in Third Grade is the initial determinant, it is not the sole determiner of promotion and that approved alternative standardized assessments are available to assist the school district in knowing when a child is reading at or above grade level and ready for promotion to the next grade.

§ 37-177-5. Establishment of Mississippi Reading Panel; purpose; composition

The State Department of Education shall establish a Mississippi Reading Panel to collaborate with the State Department of Education in recommending appropriate equitable alternative standardized assessments and cut scores to be used to determine promotion to the Fourth Grade of those Third Grade students who did not score at the required achievement level on the state annual accountability assessment, as outlined in Section 37-177-9, or who, for unforeseen circumstances, were unable to take the assessment. The panel should have knowledge and input in the adoption or development of a universal screener for required use only in select schools most in need for the reading intervention program to identify reading deficiencies and determine progress. A suggestive list of no less than four (4) screening assessments should be available to

schools not selected for the critical reading intervention program taking into consideration those screening assessments already being used satisfactorily in Mississippi elementary schools. An approved alternative standardized reading assessment may be used in years when the state is transitioning to a new state annual accountability assessment. . The panel shall consist of six (6) members as follows: the State Superintendent of Education, or his/her designee, who will chair the committee; the Chair of the House Education Committee, or his designee; the Chairman of the Senate Education Committee, or his designee; one (1) member appointed by the Governor; and two (2) additional members appointed by the State Superintendent of Education

§ 37-177-7. Selection of schools for reading intervention program; supervisory position in each school responsible for implementation of reading intervention program

The State Department of Education shall:

- (a) Select schools most in need for the reading intervention program and create criteria for selection for participation based on number and percentages of students scoring in the lowest two (2) achievement levels on state-adopted yearly reading assessments, screening results, and other relevant data; and
- (b) Assign a supervisory position within each school to be responsible for the faithful implementation of the Reading Intervention Program.

§ 37-177-9. Assignment of grade level based on student's age or other social promotion prohibited; promotion to grade 4 prohibited unless reading deficiency remedied before end of grade 3

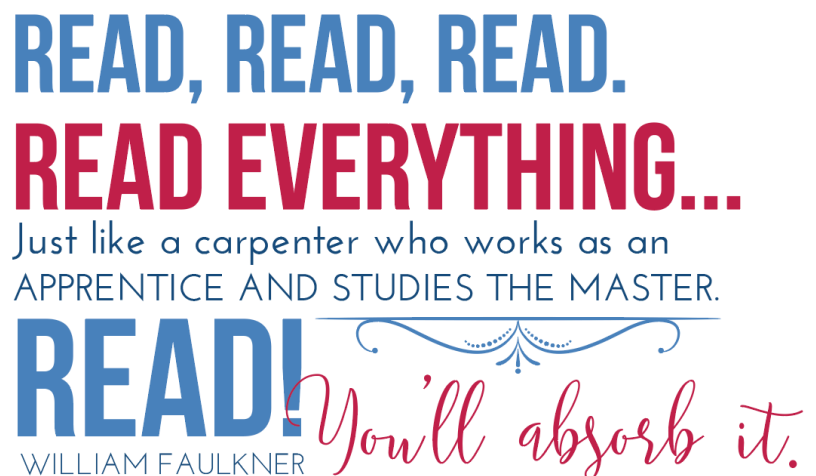
A public school student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion.

Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lower two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

§ 37-177-11. Good cause exemption for promotion to grade 4 of student not meeting academic requirements

- (1) A Third Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:
 - (a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;
 - (b) Students with disabilities whose Individual 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 have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading or previously was retained in Kindergarten or First, Second or Third Grade;
 - (d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
 - (e) Students who have received intensive intervention in



reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria. A student who is promoted to Fourth 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. The school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

- (2) A request for good cause exemptions for a Third Grade student from the academic requirements established for promotion to Fourth Grade must be made consistent with the following:
 - (a) Documentation must be submitted from the student's teacher to the school principal which indicates that the promotion of the student is appropriate and is based upon the student's record. The documentation must consist of the good cause exemption being requested and must clearly prove that the student is covered by one (1) of the good cause exemptions listed in subsection (1)(a) through (e) of this section.
 - (b) The principal shall review and discuss the recommendations with the teacher and parents and make a determination as to whether or not the student should be promoted based on requirements set forth in this chapter. If the principal determines that the student should be promoted, based on the documentation provided, the principal must make the recommendation in writing to the school district superintendent, who, in writing, may accept or reject the principal's recommendation. The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determine otherwise.

§ 37-177-13. Actions required of school districts for grade 3 students not promoted to grade 4

Beginning in the 2014-2015 school year, each school district shall take the following actions for retained Third Grade students:

- (a) Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:
 - (i) Small group instruction;
 - (ii) Reduced teacher-student ratios;
 - (iii) Tutoring in scientifically research-based reading services in addition to the regular school day;
 - (iv) The option of transition classes;
 - (v) Extended school day, week or year; and
 - (vi) Summer reading camps.
- (b) Provide written notification to the parent or legal guardian of any Third Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan. This notification must be provided to the parent or legal guardian in writing, in a format adopted by the State Board of Education in addition to report cards given by the teacher.
- (c) Provide Third Grade students who are retained with a high-performing teacher, as determined by student performance data, particularly related to

student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to implementation of this chapter.

- (d) Provide parents and legal guardians of Third Grade students with a "Read at Home" plan outlined in a parental contract, including participation in regular parent- guided home reading.

§ 37-177-15. Intensive acceleration class for certain students; purpose

Each district may provide, where applicable, an intensive acceleration class for any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3. The focus of the intensive acceleration class should be to increase a student's reading level at least two (2) grade levels in one (1) school year. The intensive acceleration class should provide reading instruction and intervention for the majority of student contact each day and incorporate opportunities to master the Grade 4 state standards in other core academic areas.

§ 37-177-17. Annual report regarding student progression and student retention and promotion

- (1) Within thirty (30) days of final State Board of Education approval of state accountability results, the school board of each school district must publish, in a newspaper having a general circulation within the school district, and report to the State Board of Education and the Mississippi Reading Panel the following information relating to the preceding school year:
 - (a) The provisions of this chapter relating to public school student progression and the school district's policies and procedures on student retention and promotion;
 - (b) By grade, the number and percentage of all students performing at each level of competency on the reading and math portion of the annual state accountability system and the number and percentage of students given an approved alternative standardized reading assessment and the percentage of these students performing at each competency level on said alternative standardized assessment;

- (c) By grade, the number and percentage of all students retained in Kindergarten through Grade 8;
 - (d) Information on the total number and percentage of students who were promoted for good cause, by each category of good cause described in Section 37-177-11; and
 - (e) Any revisions to the school board's policy on student retention and promotion from the prior school year.
- (2) The State Department of Education shall establish a uniform format for school districts to report the information required in subsection (1) of this section. The format must be developed with input from school boards and must be provided no later than ninety (90) days before the annual due date of the information. The department shall compile annually the required district information, along with state-level summary information, and report the information to the Governor, Senate, House of Representatives and general public.

§ 37-177-19. Implementation of chapter

- (1) The State Board of Education shall adopt such policies, rules and regulations as may be necessary for the implementation of this chapter.
- (2) The State Department of Education shall provide such technical assistance and training of teachers/administrators as may be needed to aid local school districts in administering the provisions of this chapter.
- (3) Each local school district must include provisions required by this chapter as an addition to the district's published handbook of policy for employees and students beginning in school year 2013-2014.

§ 37-177-21. Certain components of provisions of this chapter subject to legislative appropriation

The provisions of this chapter which include components necessary to provide for teacher training, instructional materials, remedial education training and administration of an intensive literacy curriculum shall be subject to legislative appropriation.

Literacy-Based Promotion Act Quick Reference Guide

Legislative Chapter 37-177-1
(Purpose and Determination of a Reading Deficiency)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide list of universal screeners and diagnostic assessments. • Procure universal screener and diagnostic assessment for literacy support schools. • Provide technical assistance related to intensive reading instruction and intervention, as well as assessment tools. • Monitor implementation. 	<ul style="list-style-type: none"> • Select assessment tools or use MDE-procured assessments. • Use MDE-provided assessments. • Monitor assessment and intervention processes. • Determine use of transition class for placing students identified with a reading deficiency or students who are not promoted. 	<ul style="list-style-type: none"> • Administer universal screener assessment (selected or MDE-procured) within first 30 days of school year, as well as at mid-year and at end of the year to determine student progression in reading. • Administer diagnostic assessment to students who perform below grade level on universal screener assessment. • Ensure that intensive intervention for students identified with reading deficiencies in Kindergarten through grade 3 occurs via the RtI process. 	<ul style="list-style-type: none"> • Utilize assessment data to identify students with reading deficiencies. • Provide intensive interventions for students with reading deficiencies.

Legislative Chapter 37-177-3
(Written Parent or Guardian Notification)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide guidance and templates for parent communication. 	<ul style="list-style-type: none"> • Establish common communication plan for distributing notification to parents/guardians. • Establish a district process for the development and maintenance of a documentation plan to remediate students' deficiencies. • Track students' progress toward reading proficiency in Kindergarten through grade 3 and communicate progress to parents. • Ensure that parents/guardians are notified when students exhibit a deficiency in reading. 	<ul style="list-style-type: none"> • Notify parents/guardians in writing about deficiencies immediately upon determination and subsequently with each quarterly progress report. • Meet with parents to discuss notifications. • Document reading proficiency levels. • <u>Develop an Individual Reading Plan (IRP) to document provided intensive interventions for students retained in grade 3 and promoted for Good Cause Exemption.</u> • Ensure teacher implementation of notification procedures. 	<ul style="list-style-type: none"> • Provide written notification to parents/guardians of the following: <ul style="list-style-type: none"> ○ Substantial reading deficiency has been determined; ○ Services currently provided to student, as well as proposed services and supports <u>provided within the IRP</u>; ○ If reading deficiency is not remediated by the end of grade 3, then student will not be promoted to grade 4 unless a good cause exemption is met; ○ Strategies for parents to use at home; and ○ Promotion to grade 4 will be determined by student performance on state annual accountability assessment or an approved alternative assessment.

Legislative Chapter 37-177-5
(Mississippi Reading Panel)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> Establish the panel consisting of 6 members. Convene panel meetings as needed. Collaborate with panel to fulfill statute requirements. 	None	None	None

Legislative Chapter 37-177-7
(Selection of Schools For Reading Intervention Program)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> Identify MDE literacy support schools. Develop and implement the Reading Intervention Program (i.e., literacy coach support) for literacy support school. Collaborate with district/school to assign a literacy coach within each literacy support school. Provide a list of no less than 4 screening assessments for non-literacy support schools. 	<ul style="list-style-type: none"> Support MDE efforts in literacy support schools. Collaborate with the MDE to assign a literacy coach within each literacy support school. 	<ul style="list-style-type: none"> Collaborate with the district to assign a literacy coach within each literacy support school. 	<ul style="list-style-type: none"> Faithful implementation of the Reading Intervention Program components.

Legislative Chapter 37-177-11
(Social Promotion)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide guidance and technical assistance about requirements for promotion to grade 4 as related to Good Cause Exemptions. • Develop a template for district and school use for Good Cause Exemptions. • Approve alternative assessments. 	<ul style="list-style-type: none"> • Monitor assessment and data analysis • Retain grade 3 students scoring below passing score/cut score on the state approved reading assessment. • Revise promotion policies to reflect state statute. 	<ul style="list-style-type: none"> • Retain grade 3 students scoring below passing score/cut score on the state approved reading assessment. 	<ul style="list-style-type: none"> • Document provided intensive interventions and supports for students with identified reading deficiencies.

Legislative Chapter 37-177-11
(Good Cause Exemptions)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide guidance and technical assistance about requirements for promotion to grade 4 as related to Good Cause Exemptions. • Develop a template for district and school use for Good Cause Exemptions. • Approve alternative assessments. • Provide guidance and technical assistance related to diagnostic assessment data and interventions for students promoted using a Good Cause Exemption. • Provide professional learning opportunities related to providing instruction shown to be successful with students with persistent reading difficulties. • Develop a list of reading strategies or programs that are proven through research to improve reading for students with persistent reading difficulties. 	<ul style="list-style-type: none"> • Develop a district level protocol to implement legislative requirements for Good Cause Exemptions. • Train school leaders on the district protocol. • Ensure schools follow the protocol. • Train teachers and leaders in research-based reading strategies for students with persistent reading difficulties. • Develop a protocol for providing intensive intervention based on diagnostic data for students promoted to grade 4 based on a Good Cause Exemption. 	<ul style="list-style-type: none"> • Follow district level protocol for implementing legislative requirements for Good Cause Exemptions. • Implement intensive interventions for students promoted to grade 4 based on Good Cause Exemption. • Implement a process for the principal to meet with teachers and parents about a Good Cause Exemption request, review the request, and decide if the request will move forward to the District Superintendent. • Maintain documentation of the Good Cause Exemptions. • <u>Maintain documentation of Individual Reading Plans (IRP).</u> 	<ul style="list-style-type: none"> • Follow district level protocol for implementing legislative requirements for Good Cause Exemptions. • <u>Meet with parents to review Individual Reading Plans (IRP).</u> • Meet with principal and parents about Good Cause Exemption request.

Legislative Chapter 37-177-13
(School District Actions for Students Not Promoted to Grade 4)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Develop guidelines for school districts to follow related to students retained in grade 3. • Develop a statewide written notification format for districts to use for parent/guardian communication. • Develop a protocol related to extended school time. • Provide resources for implementing the 90-minute reading block, as well as other strategies (extended day, week, year, summer reading camps, tutoring, etc.). 	<ul style="list-style-type: none"> • Adhere to the MDE guidelines established for students retained in grade 3. • Develop procedures for students retained in grade 3. • Provide high performing teachers for students retained in grade 3 based on guidelines. • Determine which extended school time strategies (extended day, week, year, summer reading camps, tutoring, etc.) work best for the district/schools to remediate students retained in grade 3. • Partner with community stakeholders to provide mentoring and/or tutoring for students retained in grade 3 (training and alignment of tutoring with core reading program). 	<ul style="list-style-type: none"> • Adhere to the district guidelines established for students retained in grade 3. • Adhere to district procedures for students retained in grade 3. • Ensure that high-performing teachers are utilizing methods deemed appropriate for remediating student deficiencies. • <u>Ensure that Individual Reading Plans (IRP) are developed to address students that are promoted for good cause and retained in 3rd grade.</u> • Ensure parents/guardians receive a “Read at Home” plan. • Assign a high-performing teacher for students retained in grade 3. 	<ul style="list-style-type: none"> • Analyze student assessment data to individualize reading instruction for remediating deficiencies. • Provide 90 minutes (minimum) of scientific, research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension based upon student assessment data. • <u>Implement an Individual Reading Plan (IRP) that will utilize instructional strategies as prescribed by the district.</u> • Develop a “read-at-home” plan.

High Performing Teacher – a teacher who is high performing as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to the implementation of the legislation.

Legislative Chapter 37-177-15
(Intensive Acceleration Class)

RESPONSIBILITIES

MDE	District	School	Teacher
None.	<ul style="list-style-type: none"> • Offer (if viable) the Intensive Acceleration Class in schools. 	<ul style="list-style-type: none"> • Assess student reading progress and report progress monitoring results to parents throughout the school year. • Follow the district protocol for Intensive Acceleration Class. • Ensure fidelity of implementation. 	<ul style="list-style-type: none"> • Analyze student assessment data to individualize reading instruction for remediating deficiencies at an accelerated pace (2 years of reading growth).

Legislative Chapter 37-177-17
(Reporting Requirements)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Establish reporting format with input from local boards of education. • Provide guidance to districts for reporting mechanisms and process. • Monitor reporting process. • Compile annual state-level summary and report as required in statute. • Analyze data to inform <u>state</u> improvement efforts. 	<ul style="list-style-type: none"> • Follow MDE guidelines. • Use MDE-provided templates. • Train school leaders on reporting process and templates. • Compile district level data. • Submit report to the MDE by required deadline. • Publish school and district data as mandated. • Analyze data to inform <u>district</u> improvement efforts. 	<ul style="list-style-type: none"> • Follow MDE and district guidelines. • Use reporting templates. • Compile school-level data for reporting. • Submit school-level data to district. • Analyze data to inform <u>school</u> improvement efforts. 	<ul style="list-style-type: none"> • Analyze data to inform <u>classroom</u> improvement efforts.

Legislative Chapter 37-177-19
(Implementation)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> Adopt policies, rules, and regulations necessary to implement the statute. Provide technical assistance and training to districts and schools. 	<ul style="list-style-type: none"> Adhere to all policies, rules, and regulations as stipulated by the MDE. Include provisions required by the statute in the district's handbook for employees, parents/guardians, and students. 	<ul style="list-style-type: none"> Adhere to all policies, rules, and regulations as stipulated by the MDE. Include provisions required by the statute in the school's handbook Provide informational sessions for employees, parents/guardians, and students related to the statute. 	<ul style="list-style-type: none"> Adhere to all policies, rules, and regulations as stipulated by the MDE.

Legislative Chapter 37-177-21
(Legislative Appropriation)

RESPONSIBILITIES

MDE	District	School	Teacher
<ul style="list-style-type: none"> Monitor legislative appropriation. 	None	None	None



Section II:

MDE Literacy Model

This section includes the following information:

1. Processes for Identifying and Supporting Literacy Support Schools
2. Professional Development for Teachers and Principals
3. Self-Evaluation of Progress
4. Evaluating Progress of Literacy Support Schools

MDE Model for Literacy Support Schools

Process for Identifying Literacy Support Schools

The Literacy-Based Promotion Act (LBPA) requires the MDE to utilize statewide accountability assessment measures to identify elementary schools in need of support for improving student achievement in the area of reading. Schools that have a significant average percentage of Third grade students scoring below proficient on the English Language Arts (ELA) statewide assessment as reported over a two-year period are selected for literacy support.

Process for Supporting Literacy Support Schools

To meet the guidelines of the LBPA, the MDE deploys literacy coaches to the selected Literacy Support Schools. Each identified school is assigned an MDE Literacy Coach who provides onsite, extensive literacy training for K-3 teachers and principals. Literacy coaches must meet specific criteria for consideration and participate in ongoing training on the role of the MDE Literacy Coach, the development of school-wide literacy plans, and the Continuum of Coaching.

The principal-literacy coach partnership is vital to the success of the model. In an effort to communicate the role of the literacy coach, the MDE conducts regional meetings with district and school leaders throughout the state prior to MDE Literacy Coach deployment into the schools.

The support provided to the Literacy Support Schools by literacy coaches includes, but is not limited to: modeling research-based best practices in reading instruction; providing professional development around the 5 key components of reading; conducting learning walks or classroom walk-throughs; and coaching teachers in transforming literacy instruction in the Kindergarten through Third grade classroom. An example of the continuum of coaching is provided.

Gradual Release: Limited Literacy Support School Status

The MDE utilizes a gradual release literacy coaching model to promote sustainability of best practices and to maximize and enhance instructional capacity. During the 2016-2017 school year, several literacy support schools will transition into *limited literacy support status*.

The following criteria were considered to support the gradual release of identified schools:

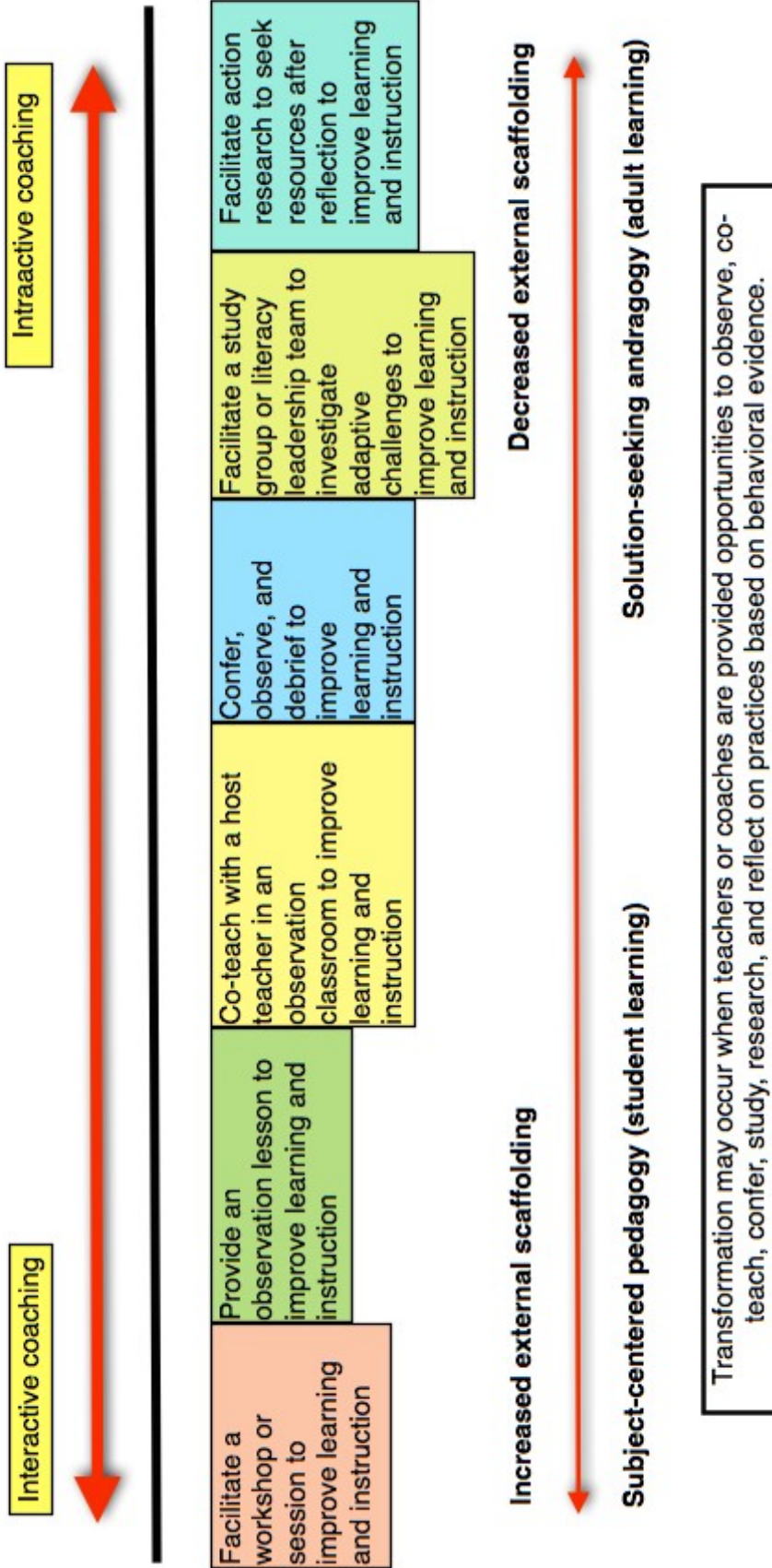
- Increased teacher capacity
- Evidence of non-negotiables
- Evidence of growth (i.e., teacher knowledge, student outcomes, etc.)

Limited literacy support schools will receive monthly MDE Literacy Coach support, which may include:

- School Literacy Plan Implementation (Technical Assistance)
- Learning Walk Facilitation (Fall and Spring)
- Data Analysis Support: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)
 - Monthly Progress Monitoring (STAR Early Literacy/STAR Reading)
- Instructional Time Management
 - Scheduling the 90-Minute Reading Block
 - Effective use of Support Personnel
- Professional Development (PD) and/or Professional Learning Communities (PLCs)

NOTE: *The building administrator will be responsible for documentation, implementation, and follow-through of next steps.*

CONTINUUM OF COACHING



Transformation may occur when teachers or coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.



Note: The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

adapted from
 K.S. Froelich & E.A. Puig, 2010, p. 128
 The Literacy Leadership Team:
 Sustaining and Expanding Success

Professional Development for Teachers

Literacy Support Schools must participate in the MDE-sponsored *Language Essentials for Teachers of Reading and Spelling* (LETRS) professional development sessions.

LETRS provides educators with a core understanding of language structure and helps them gain in-depth instructional information to complement their teaching practices. Rather than replacing the core basal reading program, LETRS brings deeper knowledge of reading instruction by addressing each component—phoneme awareness; phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing. This course of improving reading instruction:

- Builds a bridge between research and practice
- Cultivates knowledge about teaching literacy and language
- Develops teachers' ability to diagnose and overcome students' reading challenges
- Provides practical strategies that work for every type of learner
- Increases effectiveness of core reading and supplementary instruction
- Engages teachers with real-world application and interesting questions

The LETRS training is also being provided for K-3 teachers in non-literacy support schools and for university faculty.

Professional Development for Principals

Principals of Literacy Support Schools must participate in the *Principal's Primer for Raising Reading Achievement*, the complement to LETRS professional development. This training is also being provided for principals serving grades K-3 in a non-literacy support school. This training provides a “how-to” manual for principals who are dissatisfied with their students' reading achievement and who want to improve the school's overall reading performance. It explains in very practical terms exactly how a principal can lead a school to implement research-based, multi-tier reading instruction and achieve optimal results, especially with students from economically, socially, or educationally disadvantaged backgrounds.

A Principal's Primer for Raising Reading Achievement gives a series of specific steps for principals to follow which include:

- Providing focus specifically on the role of the principal in teaching literacy

- Giving the nuts and bolts of what to do with whom, how to get the work done, and how to monitor the school’s progress toward shared goals
- Identifying specific resources and materials of value within a Multi-Tiered System of Supports (MTSS)
- Learning from the expertise of leaders who earned national and state recognition for outstanding school improvement

In addition to coaching services and professional development, Literacy Support Schools are required to utilize the Mississippi K-3 Assessment Support System (MKAS²), which is described in the assessment section of this document.

Self-Evaluation of Progress

Schools must have a method for self-evaluation and progress monitoring to determine instructional and programmatic steps to improve student outcomes. Administrators and school leadership teams are charged with setting goals and providing guidance for meeting them through established benchmarks. Schools should frequently review, re-evaluate, and revise goals based on the collected data. This cyclical process indicated below includes using multiple data points such as qualitative (anecdotal) and quantitative (score) measures to inform decision-making.

1. Evaluate school-based goals for reading proficiency.
2. Identify indicators that predict and assess these goals.
3. Set target benchmarks for each indicator each year (or more frequently if needed).
4. Collect literacy focused assessment data, including data from standardized tests and the alternative assessment.
5. Analyze the data for percentages of students scoring proficient or above in reading for two consecutive years in reading on the statewide assessment.

Evaluating Progress of MDE Literacy Support Schools

Multiple data sources are utilized to monitor and evaluate the progress of Literacy Support Schools selected to receive literacy support from the MDE. Ongoing evaluation of Literacy Support Schools' progress relies heavily on a frequent and holistic approach to analyzing data to assist in reaching identified goals. Data sources include the following:

1. State Assessments
2. Third Grade Reading Summative Assessment
3. Universal Screener
4. District 9-Week Assessments
5. Teacher/Principal Interviews
 - a. Perceptions
 - b. School Climate and Culture
6. Monthly Literacy Coaches Reports
 - a. Data Analysis
 - b. Professional Development
 - c. Coaching Support
7. Middle-of-Year (MOY) and End-of-Year (EOY) Comprehensive Reports
 - a. Quantitative
 - i. Teacher Attendance
 - ii. Teacher to Student Ratio
 - iii. Discipline Reports
 - iv. Student Assessment Data
 - v. RtI Progress Monitoring
 - b. Qualitative
 - i. Professional Development
 - ii. Coaching/Conferencing
 - iii. Climate and Culture Observations
 - iv. Learning Walks



Section III:

Role of the MDE Literacy Coach

This section includes the following information:

1. MDE Literacy Coach Minimum Qualifications
2. MDE Literacy Coach Role
3. MDE Literacy General Responsibilities

The Role of the MDE Literacy Coach

Literacy Coaches work with the Mississippi Department of Education to coordinate the Literacy-Based Promotion Act and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. MDE Literacy Coaches provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals and teachers. They are required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of Third grade.

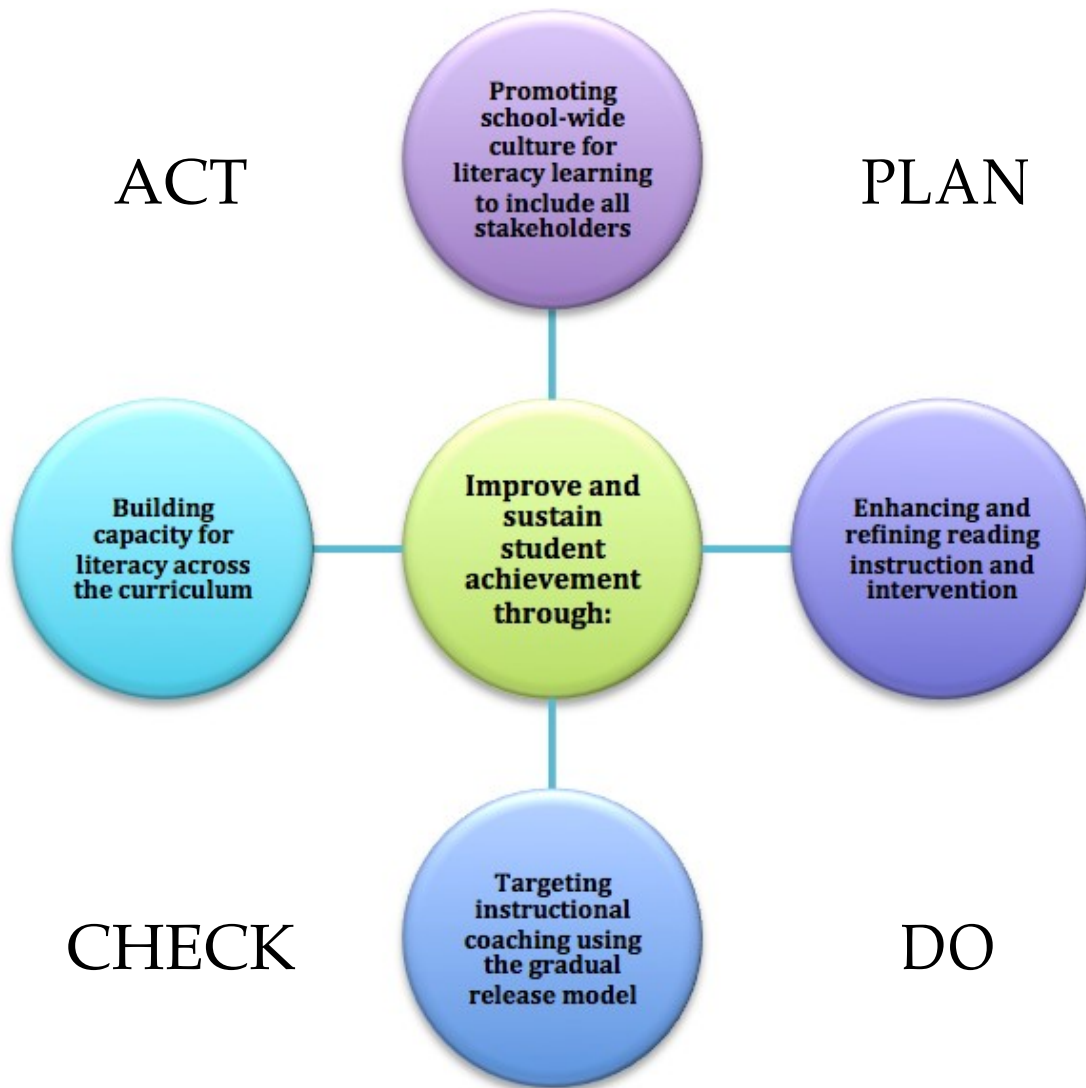
Literacy Coach Minimum Qualifications

- Master’s Degree in Education with 3 years documented successful experience teaching reading with a minimum of 3 years of literacy experience at the State, District, or School Level

OR

- Bachelor’s Degree with 5 years documented successful experience teaching reading with a minimum of 3 years of literacy experience at the State, District, or School Level,
- Valid Mississippi Educator Professional License,
- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback/surveys, letters from participants, etc.),
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers,
- Experience leading others in a collaborative process, and
- Experience analyzing and using student achievement data for instructional purposes.

Below is a graphic that captures the role of the MDE Literacy Coach.



Florida Center for Reading Research (2010)

MDE Literacy Coach General Responsibilities

MDE Literacy Coaches work with the Mississippi Department of Education to provide support and appropriate services to stakeholders at the school, district, regional and state level.

School Level

- Provide daily technical support (at least 85% of the school week) to school-based coaches or lead teachers in their capacity to support instruction of the 5 components of reading, implement curriculum, administer assessments, analyze data, and utilize technology.
- Model effective coaching and conferencing techniques.
- Assist administrators, school-based literacy coaches, and teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan's implementation.
- Design and conduct professional development to meet the varied needs of school-based literacy coaches and teachers.
- Conference with individual coaches or lead teachers to ensure that teachers assigned to them have specific goals and plans for improving practice.
- Provide clear, practical, timely, and candid written and oral feedback to school-based coaches about their coaching practices and to teachers about their instruction.
- Meet regularly with principals, school-based coaches, and teachers to review data and make recommendations for adjustments in instructional practices.
- Maintain an organized system for documenting coaching services (e.g., coaching logs).

District and Regional Level

- Collaborate with other MDE Literacy Coaches to support the Literacy-Based Promotion Act.
- Assist principals, school-based literacy coaches, and lead teachers in providing regular and user-friendly data reports to their respective districts

and other stakeholders.

- Provide on-going training and support for school-based educators within and across regions.
- Provide guidance for sharing data with a variety of audiences.

State Level

- Communicate a consistent message as established by the Mississippi Department of Education in support of the Literacy-Based Promotion Act.
- Participate in on-going training, support, and networking to promote grade-level reading.
- Maintain and promptly submit reports on progress of teaching and learning specific to literacy in K-3 schools assigned.
- Provide training to educators across the state.



Section IV:

Assessment Guidance

This section includes the Literacy-Based Promotion Act Assessment Guidance specifically related to the following:

1. Mississippi K-3 Assessment Support System (MKAS2)
2. Screening and Determining Reading Deficiencies
3. Diagnostic and Progress Monitoring Assessments
4. Mississippi Assessment Program (MAP)

Assessment Guidance

Mississippi K-3 Assessment Support System (MKAS²)

The Mississippi K-3 Assessment Support System (MKAS²) is an assessment system developed by the MDE to provide data to meet the requirements of the Literacy-Based Promotion Act. The system includes 3 major components:

- Component 1: Universal Screener and Diagnostic Assessment
- Component 2: Kindergarten Readiness Assessment and
- Component 3: Third Grade Summative Assessment.

Assessment results from this system will be utilized to help improve the quality of classroom instruction, determine interventions and supports for students in grades Kindergarten through Third Grade. Beginning in the 2016-2017 school year the Mississippi Assessment Program (MAP) will be used to determine Third Grade promotion and retention.

For more information, visit the MDE Office of Student Assessment website at www.mdek12.org/OSA/MKAS2 for the assessment schedule and contact information.

Screening and Determining Reading Deficiencies

Assessments are designed to identify children who exhibit reading deficiencies by categorizing performance using phrases such as “significantly below benchmark, slightly below benchmark, and at or above benchmark.” Screeners should be used at the beginning, middle, and end of year so that students who exhibit reading deficiencies are able to receive the intervention and support necessary to achieve at acceptable levels. In addition, the purpose of screeners is to ensure that students receive differentiated instruction and intervention necessary to improve student learning.

To determine reading deficiencies, schools will need to review the recommended guidelines for the screening assessment utilized by the district. If students are identified as having a reading deficiency, the school should use a diagnostic reading assessment to identify the critical components that are leading to specific deficient area/areas that exist for a particular student.

In accordance with the Literacy-Based Promotion Act, the MDE has also provided a suggested list of screening assessments for non-literacy support schools. See Appendix A or visit www.mde.k12.ms.us/literacy.

Valid and reliable diagnostic assessments are designed to determine a student's strengths and weaknesses along a continuum of reading development. These assessments probe deeply into a student's knowledge and skills. Diagnostic assessments are administered to students identified as having a reading deficiency on the screening assessment.

The results from diagnostic assessments should be used to inform instruction and establish interventions needed to strategically and intentionally meet students' needs. Diagnostic assessments are essential to improving student learning outcomes.

Progress monitoring assessment tools should be administered frequently to students who were found to have a reading deficiency during the screening and diagnostic process. Once the diagnostic assessment is completed, the needs of the student should be identified in order to implement effective instruction and intervention. Progress monitoring assessments should be administered to determine if the instruction and interventions are working together to adequately address student deficiencies.

Mississippi Assessment Program (MAP)

The Mississippi Assessment Program (MAP) measures students' knowledge, skills, and academic growth from elementary through high school. Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and Mathematics and in high school Algebra I and English II. MAP assessments are designed to let parents know how their child is progressing, and to give teachers more information to guide instruction. The goal of MAP is to evaluate and monitor student learning to ensure students develop the knowledge and skills they need to graduate prepared for college or careers.



Section V:

School Literacy Plan

This section provides the following information:

1. Function of the School Literacy Plan
2. School Literacy Plan Components

School Literacy Plan

One of the most important functions of a school is to ensure effective literacy instruction for students.

Function of the School Literacy Plan

The School Literacy Plan (SLP) is required for MDE Literacy Support Schools and recommended for other schools. It is based upon the information included in *A Principal's Primer for Raising Reading Achievement* used in the regional literacy trainings for principals serving K-3 schools. The SLP should be a public document outlining the school's commitment to literacy instruction. The SLP should serve as a blueprint to drive literacy instruction, as well as a measuring stick to determine how well the school is providing effective research-based literacy instruction to all students.

The MDE Literacy Coach will help literacy support schools develop their SLP based on the MDE template. The SLP should be an extension of the Title I School Improvement Plan developed by schools that receive those federal funds. The SLP provides details, benchmarks, explicit data components, and instructional routines that must be present in order to increase student performance. The SLP should also include detailed support from all literacy internal and external providers. Literacy support schools should have their plan completed by December of the current school year. In addition, the plan should outline for parents and others a thoughtful roadmap where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on level by the end of the third grade year.

Below are the components that must be addressed in a School Literacy Plan.

- **Component 1: *School Literacy Plan Contact and Demographic Information*** – Requires school contact information and demographic data.
- **Component 2: *School Literacy Leadership Team*** – Specifies the Literacy Leadership Team members and information about scheduled meetings.

- **Component 3: *Analyzing Data & Informing Stakeholders*** – Captures state assessment data and local data, and specifies plan for informing the faculty and garnering support to address areas of concern.
- **Component 4: *Survey of Assessments*** – Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.
- **Component 5: *Program/Materials*** – Provides guidance for selecting and evaluating Core Reading Program and Intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Component 6: *Professional Development*** – Provides guidance on training school staff in the area of literacy.

MDE has developed a SLP template. The purpose of the SLP template is to assist schools in establishing a literacy team and provide guidance in developing, implementing, monitoring and sustaining the SLP. Note: SLPs are an intricate part of improving literacy instruction and student achievement in a school.

To access the School Literacy Plan template and guidance, including additional resources to support school efforts, see Appendix B and visit www.mde.k12.ms.us/literacy.



Section VI:

The Literacy-Based Promotion Act and Response to Intervention (RtI)

This section provides information about the relationship between RtI and the Literacy-Based Promotion Act which includes:

1. Revised State Board Policy Part 3, Chapter 41, Rule 41.1
2. Decision-Making Model for Grades K-1
3. Decision-Making Model for Grades 2-3
4. Individual Reading Plan
5. Early Warning System Guidance Document

The Literacy-Based Promotion Act and Response to Intervention (RtI)

Educators have always recognized the importance of using data to improve achievement. In the past, educators have used data from nationally normed intelligence and achievement tests to identify students who are at risk of school failure. Response to Intervention (RtI) provides a system for identifying students who need scientifically research-based, skill-specific targeted interventions to have success in the classroom. RtI emphasizes a multi-tiered approach to assessment and instruction for students who are experiencing academic or behavioral difficulties. This approach allows educators, parents and administrators to work together in a problem-solving model to increase achievement for all students.

State Board Policy 4300 was revised to include the components of the Literacy-Based Promotion Act. See revised policy below.

Mississippi Department of Education State Board Policy Part 3 Chapter 41, Rule 41.1

Descriptor Term: Intervention

Code: Part 3 Chapter 41, Rule 41.1

Adoption Date: January 21, 2005

Revision: August 15, 2016

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
 - a. designed to address the deficit areas;
 - b. evidence based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.
3. Teachers should use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or

- b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their Kindergarten year and the fall of their First grade year. The screening must include the following components:
- a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud).
7. All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:
- a. Grades K-3: A student has failed one (1) grade;
 - b. Grades 4-12: A student has failed two (2) grades;
 - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current

- school year; OR
- d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
 9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016)

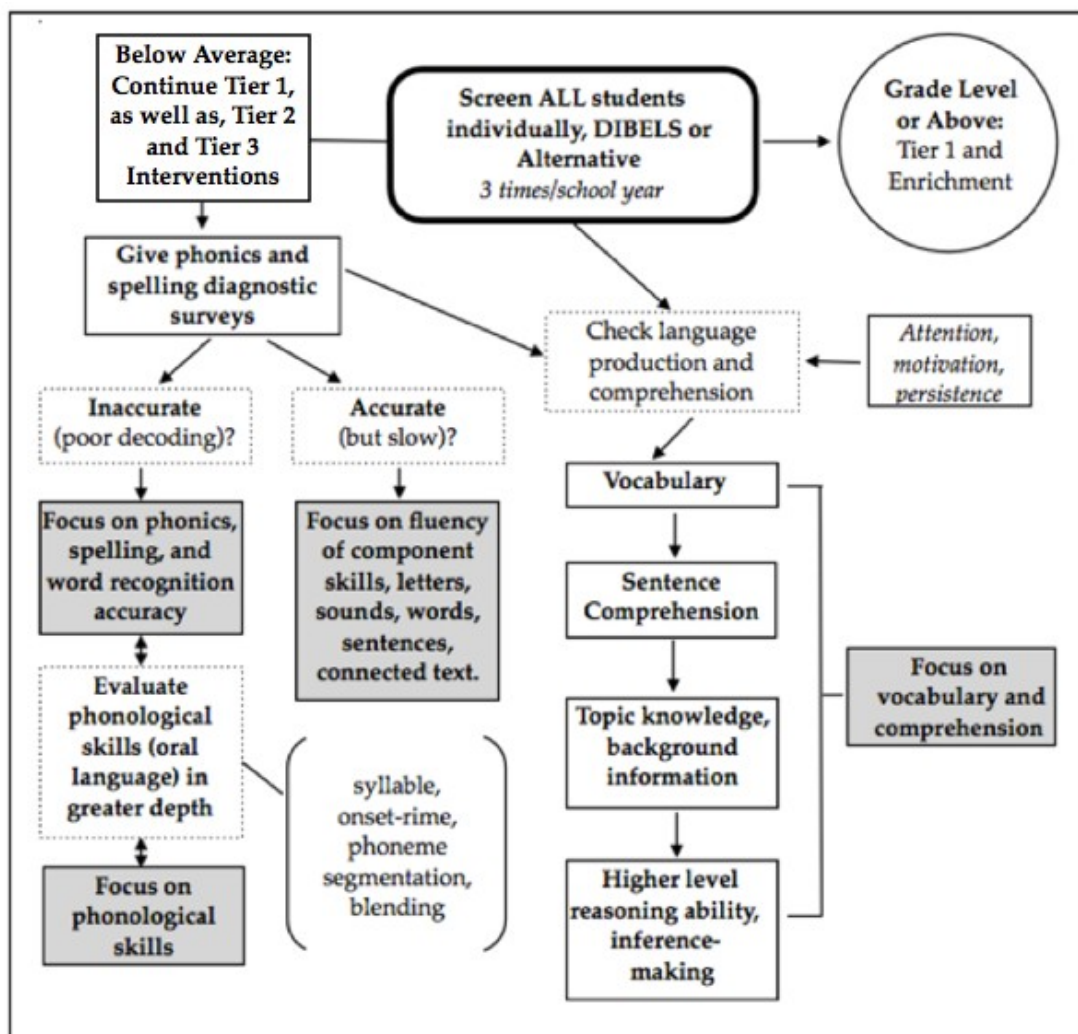
The Literacy-Based Promotion Act reaffirms the RtI model, but is strictly focused on reading. The Act encourages screening of all K-3 students within the first 30 days of school. Any student identified with a reading deficiency is required to receive reading intervention services to remedy the deficiency. The RtI model, in conjunction with the Literacy-Based Promotion Act, has great potential to increase student reading achievement in the state of Mississippi, if implemented with fidelity.

In the RtI model, every student receives quality classroom instruction at Tier 1. Students with reading deficiencies should receive supplemental instruction at Tier 2. Students with a substantial reading deficiency should be recommended to the Teacher Support Team (TST) to prescribe a plan for intensive interventions at Tier 3 and to develop and implement an IRP.

The following chart provides an example of a decision-making model for reading interventions at Grades K-1.

Decision-Making Model for Grades K-1

The Decision-Making Model flow chart below was adapted from *A Principal's Primer for Raising Reading Achievement*.



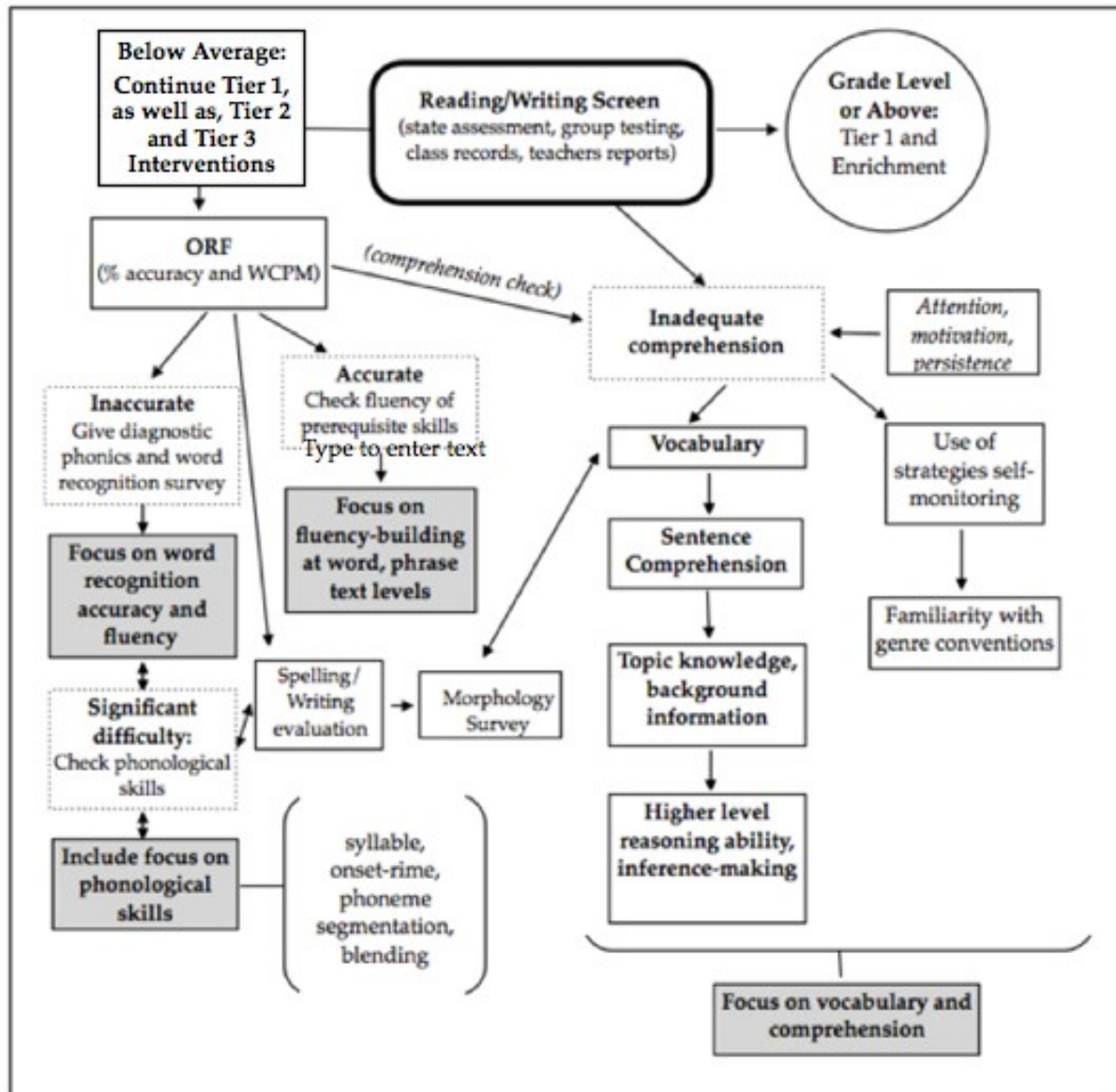
Permission granted from Pati Montgomery, *A Principal's Primer for Raising Reading Achievement* (2013).

For more information about the MKAS2, including the schedule for administration, visit <http://www.mde.k12.ms.us/student-assessment/mkas2-mississippi-k-3-assessment-support-system>.

The following chart provides an example of a decision-making model for reading interventions at Grades 2-3.

Decision-Making Model for Grades 2-3

The Decision-Making Model flow chart below was adapted from *A Principal's Primer for Raising Reading Achievement*.



Permission granted from Pati Montgomery, *A Principal's Primer for Raising Reading Achievement* (2013).

For more information about the MKAS2, including the schedule for administration, visit <http://www.mde.k12.ms.us/student-assessment/mkas2-mississippi-k-3-assessment-support-system>.

To help schools streamline efforts, the MDE has developed resources for tracking of student data that can be used to make instructional decisions for students and to meet the requirements of the Literacy-Based Promotion Act. These resources include:

- Student Data Collection Worksheet (See Appendix C),
- Intensive Intervention Document (See Appendix D), and
- Good Cause Exemption Summary (See Appendix E).

To access these resources and for more detailed information about RtI, visit www.mde.k12.ms.us/literacy.

Individual Reading Plan

During the 2016 legislative session, the *Literacy-Based Promotion Act* was amended to include the requirement of an Individual Reading Plan (IRP) for any student (K-3) who, at any time, exhibits a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. According to Senate Bill 2157, Section 37-177-1:

Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan (25-35)

The IRP serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies. Each component of the IRP is crucial to the efficacy of the plan and student's success. The IRP has seven (7) components:

- (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- (b) The goals and benchmarks for growth;
- (c) How progress will be monitored and evaluated;
- (d) The type of additional instructional services and interventions the student will receive;
- (e) The research-based reading instructional programming the teacher will use

- to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- (f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
 - (g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

It is important to note that multiple data points in addition to the effectiveness of Tier I instruction, which focuses on **all** students and involves implementation of evidence-based curriculum and instructional practices that align with state standards and **include** differentiated instruction, must be considered when identifying students who need Tier II and Tier III supports.

Early Warning System Guidance Document

The Mississippi Department of Education developed the Early Warning System (EWS) guidance document to assist school districts and schools in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. As research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Hence, it is important to identify at-risk students and provide supports that lead to increasingly successful engagement in school as early as possible.

The EWS guidance document provides information on how to effectively use early warning data to identify, support, and monitor at-risk students in grades K-12. Five core components for implementation of the early warning system are examined:

- Establishing and training Early Warning System teams;
- Identifying accurate indicators;
- Designing and using reports;
- Mapping appropriate interventions to individual student needs; and,
- Evaluating student progress and intervention effectiveness.



Section VII:

Making Decisions at the End of Third Grade

This section provides the following:

1. Process for Decision-Making at the End of Grade 3
2. Good Cause Exemptions
3. Supporting Retained Third Grade Students
4. Supporting Previously Retained Third Grade Students Who Do Not Qualify for a Good Cause Exemption
5. Supporting Students Promoted with a Good Cause Exemption

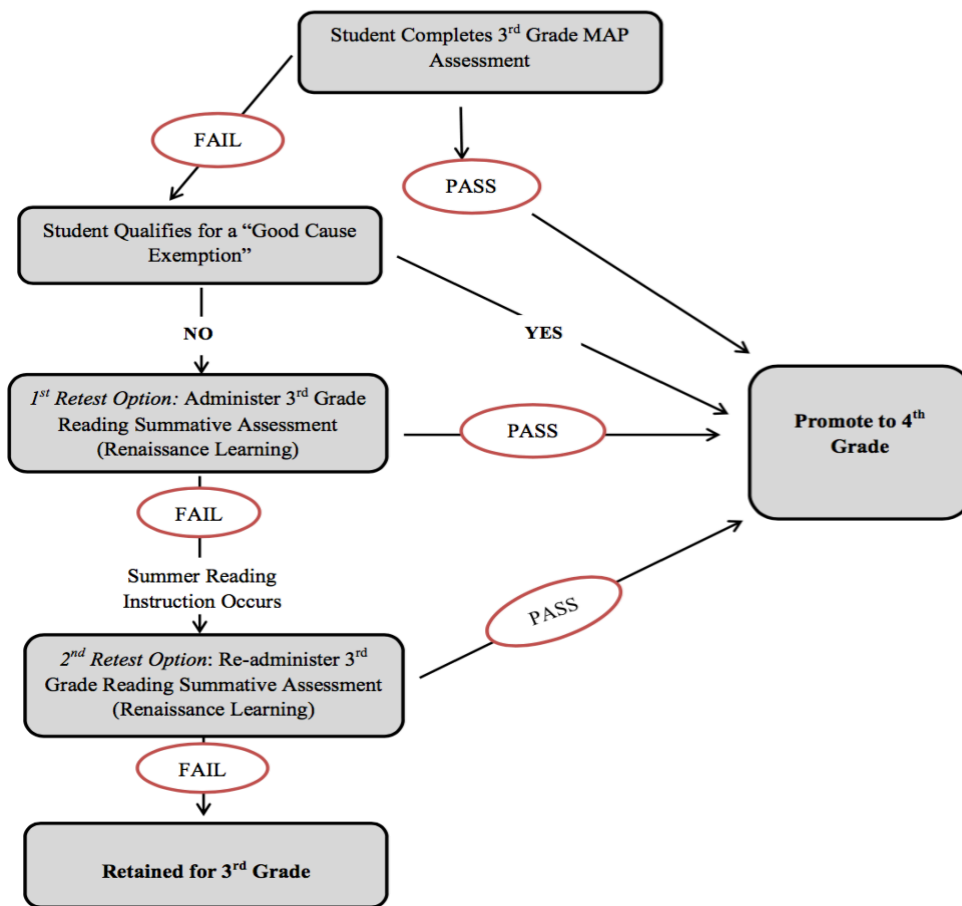
Making Decisions at the End of Third Grade

Introduction

Beginning in the 2014-2015 school year, schools will retain students who score at a minimal level of performance on the statewide annual accountability assessment or on an approved alternative standardized assessment if the student does not qualify for a “good cause exemption.” The flow chart below provides an overview of the decision-making process.

Mississippi Department of Education Literacy-Based Promotion Act Flow Chart

Literacy-Based Promotion Process Flow Chart



Updated July 1, 2016

Good Cause Exemptions

A Third grade student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district only for good cause. Good cause exemptions are limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner program;
- b. Students with disabilities whose individual education program (IEP) indicates that they have a significant cognitive disability and that participation in the (general) 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 have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading 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 standardized assessment approved by the State Board of Education;
- e. Students who have received intensive intervention in reading for 2 or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, second, or Third grade for a total of 2 years and have not met exceptional education criteria. (Explanation: Students can be retained for a total of 2 years, which may or may not be a repetition of the same grade. For example, a student who is retained once in 1st grade and once in 2nd grade has been retained for a total of 2 years.)

A request for a good cause exemption must be made consistent with the following:

- a. Documentation must be submitted by the student's teacher to the school principal which indicates that the promotion of the student is appropriate and is based upon the student's record. The documentation must consist of the good cause exemption being requested and must clearly prove that the student is covered by 1 of the 5 good cause exemptions. Documentation should include a completed:

- Student Data Collection Worksheet (See Appendix C)
 - Intensive Intervention Data Documentation (See Appendix D)
 - Good Cause Exemption Summary (See Appendix E)
- b. The principal shall review and discuss the recommendations with the teacher and parents. The principal shall determine whether or not the student should be promoted based on the documentation provided. The principal shall make a recommendation to the district superintendent in writing. The district superintendent will accept or reject the principal’s recommendation in writing.
 - c. Parents may choose to retain a student for 1 year, even if the principal and district superintendent determine otherwise.

Supporting Retained Third Grade Students

Students who are not promoted should be provided intensive instructional services, progress monitoring measures, and other supports to remediate the identified areas of reading deficiencies. Retained students must receive the following:

- a. Instructional services that **must** include, at a minimum, 90 minutes during regular school hours of daily, scientifically research-based reading instruction. The instruction must include phonemic awareness, phonics, fluency, vocabulary, and comprehension. If the core curriculum does not address the required components, schools must use supplemental programs/materials/strategies.
- b. Written notification to parents or legal guardians about the retention that includes the reasons for the retention, the lack of good cause exemption, and the proposed interventions and supports to be provided. For a sample letter visit, www.mde.k12.ms.us/literacy.
- c. A high-performing teacher **must be assigned** to retained students. Student performance data (related to student growth in reading), above-satisfactory performance appraisals, and/or specific training relevant to the implementation of the Literacy-Based Promotion Act are possible ways to demonstrate that teachers assigned to Third grade retained students are high-performing.
- d. A “Read at Home” plan outlined in a parental contract that includes

participation in regular parent-guided home reading. For suggested activities for a “Read at Home” plan, see Appendix H or visit www.mde.k12.ms.us/literacy.

Other strategies that may be used include, but are not limited to—small group instruction; reduced teacher-student ratios; tutoring in scientifically research-based reading services in addition to the regular school day; transition classes; extended school day, week, or year; and summer reading camps. (Note: Transition classes are designed to provide intensive instruction and intervention to ensure that students acquire the skills necessary to become proficient readers so that they may advance to the next grade.)

The National Center on Time & Learning (NCTL) has a number of resources available, focused on expanding learning time to improve student achievement and enable a well- rounded education. Through research, public policy and technical assistance, the NCTL supports national, state and local initiatives that add significantly more school time for academic and enrichment opportunities to help children meet the demands of the 21st century. Visit www.timeandlearning.org for more information.

Supporting Previously Retained Third Grade Students Who Do Not Qualify for a Good Cause Exemption

According to Section 37-177-15, school districts may employ an intensive acceleration class for students retained in Third grade who have previously been retained in Kindergarten or grades one through three. The class should provide reading instruction and intervention for the majority of the day and incorporate opportunities to master 4th grade standards in other core academic areas. If utilized, the focus of this class should be on increasing a student’s reading level at least two grade levels in one school year.

The Intensive Acceleration Class should follow the guidelines below:

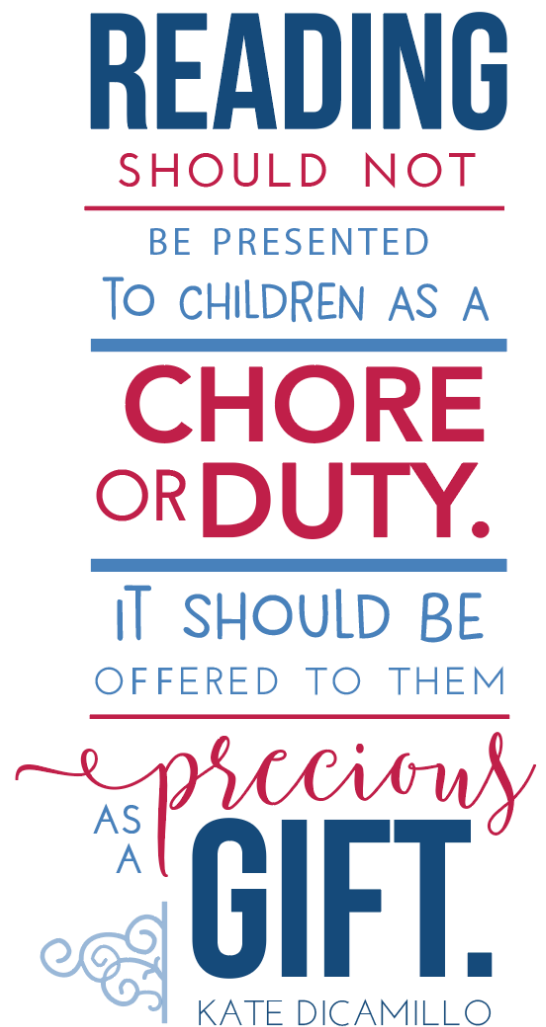
- Have a reduced teacher-student ratio;
- Provide uninterrupted reading instruction for the majority of student contact time each day;
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the

same school year;

- Provide intensive language and vocabulary instruction using a scientific, research-based program, including use of a speech language therapist; and, (Note: This provision does not mandate the use of a speech language pathologist but rather allows the speech language pathologist to be involved in designing the Intensive Accelerated Class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech language pathologist.)
- Include weekly progress monitoring measures to ensure progress is being made.

Supporting Students Promoted with a Good Cause Exemption

According to Section 37-177-11(e), students who are promoted to fourth grade with a good cause exemption must be provided intensive reading instruction and intervention. The instruction and intervention should be informed by specialized diagnostic information. In addition, the intensive reading instruction and intervention must be delivered using direct, explicit reading instructional strategies to meet the needs of such students. The school district shall assist teachers with developing and implementing reading strategies that research has shown to improve reading for students with persistent reading difficulties.





Section VIII:

Parent Communication K-3 and Public Reporting Requirements

This section provides the following information:

1. Parent Communication upon Determination of a Student Reading Deficiency in Grades K-3
2. Parent Communication for Third Grade Retention Determination
3. Specific Criteria for Reporting

Parent Communication and Public Reporting Requirements

Parent Communication Upon Determination of a Student Reading Deficiency K-3

As required by Mississippi Code 37-177-3, teachers (schools) must provide immediate written notification to the parent or legal guardian of a K-3 student that has been identified as having a substantial reading deficiency. The notification must be provided in writing immediately upon the determination of the reading deficiency, as well as with each quarterly progress report until the deficiency is remediated. The written notification must include the following:

1. The student has been identified as having a substantial deficiency in reading;
2. A description of the services that the school district is currently providing to the student;
3. A description of the proposed supplemental instructional services and supports designed to remediate the identified area of reading deficiency which the school district plans to provide the student;
4. That if the student's reading deficiency isn't 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;
5. Strategies for parents and guardians to use in helping the student to succeed in reading proficiency; and
6. That while the state annual accountability assessment for reading in Third grade is the initial determinant, it is not the sole determiner of promotion and that approved alternative standardized assessments are available to assist the school district in knowing when a child is reading at or above grade level and ready for promotion to the next grade.

The above items must be included in clear and concise terms for parents or guardians to understand. Preferably a meeting with parents/guardians would occur so that they understand the significance of the student's reading deficiency. For a sample letter to effectively communicate with parents of students identified with a reading deficiency, see Appendix F and visit www.mde.k12.ms.us/literacy.

It is imperative that parents are involved in this process due to the central role that they play in supporting their child’s efforts to achieve reading proficiency. Therefore, it is critical that the school provides suggested activities for parents to use in the home to support the child’s development. For suggested activities for parents to support literacy in the home, visit www.mde.k12.ms.us/literacy.

Parent Communication for Third Grade Retention Determination

As required by Mississippi Code 37-177-13(b), schools must provide written notification to a parent or legal guardian of any student retained in Third grade. The notification must be provided in addition to the report card and include the following:

1. Notice of retention in Third grade;
2. That the student has not met the proficiency level required for promotion;
3. Reasons the student is not eligible for a good cause exemption; and
4. A description of the proposed interventions and supports that will be provided to the child to remediate the identified areas of deficiency.

Schools are highly encouraged to meet with parents individually to provide this information.

For a sample letter to effectively communicate with parents of retained students, see Appendix G and visit www.mde.k12.ms.us/literacy.

Specific Criteria for Reporting

Within 30 days of final State Board of Education approval of state accountability results, the school board of each district must publish, in a newspaper having a general circulation within the district, and report to the State Board of Education and the Mississippi Reading Panel the following information relating to the preceding school year:

- a. The provisions of the Literacy-Based Promotion Act relating to student progression and the school district’s policies and procedures on retention and promotion
- b. By grade, the number and percentage of all students performing at each level of competency on the reading and math portion of the annual state



accountability system

- c. The number and percentage of students given an approved alternative standardized reading assessment and the percentage of these students performing at each competency level of the alternative standardized assessment
- d. By grade, the number and percentage of all students retained in grades K-8
- e. Information on the total number and percentage of students who were promoted for good cause, by each category of good cause
- f. Any revisions to the school board's policy on student retention and promotion from the prior year

The MDE will provide additional guidance before the initial reporting required in fall 2015.



Section IX:

Glossary of Terms

This section provides a glossary of reading terms related to the implementation of the Literacy-Based Promotion Act.

Glossary of Terms

Cut Scores—selected points on the score scale of a test. The points are used to determine the achievement levels in which students perform. Specifically for the Literacy-Based Promotion Act, the purpose of establishing cut scores is to determine the score a child must achieve on an MDE- approved assessment or alternative standardized assessment for promotion to the fourth grade.

Diagnostic Reading Assessments—assessments used to help teachers plan instruction by providing in-depth information about students’ reading skills and instructional needs. (Moats, 2005) LETRS Module 8

Early Warning System Guidance Document— designed to assist schools and districts to increase student academic outcomes and graduation rates. The EWS is directly aligned to the Multi-Tiered System of Support (MTSS), Dropout Prevention Plan and/or Restructuring plans.

Exceptional Criteria Evaluation—determines if a student has a disability that would deem him/her eligible for special education services.

High Performing Teacher—a teacher who is high performing as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to the implementation of the legislation.

Instructional Supports and Services— describe the different programs and resources that a school may have available to assist students in achieving academic success.

Intensive Acceleration Class—a class where focused instructional supports and services are provided to increase a student’s reading level at least two grade levels. Districts may provide, if applicable, this class for any student retained in grade 3 who was previously retained in Kindergarten or grades 1 through 3. The class should provide reading instruction and intervention for the majority of student contact each day and incorporate opportunities to master grade 4 state standards in other core academic areas.

Intensive Reading Intervention— Intensive reading interventions should include specific reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Intensive intervention should begin when students’ data supports a reading deficiency. Intensive intervention must strategically target the student’s specific reading deficiencies as identified by diagnostic assessment data. Intensive intervention must include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

Intervention should begin as soon as student performance on an assessment

indicates that the student is not making adequate progress or is deficient in some reading skill.

Intensive Reading Instruction—reading instruction provided to students identified with a reading deficiency. The instruction typically includes some combination of increased time, explicit instruction, enhanced instructional routines, more opportunities for students to respond and practice, enhanced feedback techniques, focus on a smaller number of objectives at a time, and smaller student to teacher ratios. The instruction is scientific and research-based. In addition, the instruction is based upon individual student diagnostic data to effectively target the deficiencies identified.

Intensive Remediation—teacher-led, direct and explicit reading instruction based on diagnostic and prescriptive data that is provided daily in addition to Tier 1 instruction. Intensive remediation is typically conducted by teachers in small groups or one-on-one with the teacher and may sometimes be referred to as “intervention.”

Limited English Proficient Students— Students that have sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to fully participate in society.

Newspaper of General Circulation— a newspaper that is published in the local school district and is issued at least once a week (daily newspapers are included in this description) intended for general distribution and circulation sold at fixed prices per copy per week, per month or per year, to subscribers and readers without regard to business, trade, profession, or class.

Progress Monitoring—assessments used to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes. (Moats, 2005).

Promotion—when students successfully complete the current school year and advance to the next grade level.

“Read at Home” Plan—a plan, provided to parents by schools, consisting of research- based strategies that a parent can use at home to help a student gain reading proficiency.

Reading Screeners/Universal

Reading Screeners—assessments used to determine which children are at risk of reading difficulty and who will need additional intervention. (Moats, 2005).
LETRS Module 8

Reading Intervention Program for Literacy Support Schools—in Mississippi Code Section

37-177-7 , schools are to be selected by the Mississippi Department of Education

based on criteria such as number and percentages of students scoring in the lowest two achievement levels on the state-adopted yearly reading assessments. These schools are to be “targeted” for the MDE literacy support, including a school assigned staff member to serve as a literacy coach to ensure faithful implementation.

Retention—when students are required to repeat a grade because they have not met grade-level criteria. During 2014-2015, retention decisions for Mississippi students in Third grade who fail to meet the cut score on the Renaissance Learning 3rd Grade Reading Summative Assessment will be retained unless they qualify for one of the good cause exemption.

Scientifically Based Reading Research (SBRR)—refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Small-Group Instruction—differentiated instruction that occurs for small groups of students according to instructional needs based upon assessment data. The teacher provides direct and explicit instruction, as well as multiple opportunities for students to practice.

Social Promotion—the practice of passing students along from grade to grade with their peers even if students have not satisfied academic requirements or met performance standards at key grades. It is called "social" promotion because it is often carried out in the perceived interest of a student's social and psychological well-being.

Substantial Reading Deficiency—for schools using the Renaissance Learning suite of assessments (MKAS2), a substantial reading deficiency shall be considered a score in the Intervention/Reading Deficiency or Urgent Intervention category as set by Renaissance Learning. Districts/schools that are using other assessments will need to review the recommended guidelines for the screening assessment utilized by the district to determine reading deficiencies.

Supplemental Instructional Services—reading services, in addition to Tier 1 grade-level instruction, provided to struggling readers in Kindergarten through Third grade by a teacher or reading tutor in order to remedy the deficiency that was identified.

Teacher Observation of Reading Proficiency—teachers make use of specified checklists or observation protocols for observing students’ reading processes.

Teaching Methods— research-based methods that target individual student needs.

Transition Class—a class for students with identified reading deficiencies or students who were not promoted designed to provide intensive instruction and intervention to produce learning gains sufficient to meet the current grade level performance standards while remediating the reading deficiency so that the student may advance to the next grade.



Section X:

Appendices

This section provides resources and documents that school personnel can use to effectively address the requirements of the Literacy-Based Promotion Act.

Appendix A: Center on Response to Intervention Screening Tools Chart

Appendix B: School Literacy Plan State Template

Appendix C: Student Data Collection Worksheet

Appendix D: Intensive Intervention Documentation

Appendix E: Individual Reading Plan (IRP) FAQs

Appendix F: Good Cause Exemption Documentation

Appendix G: Sample Letter for Readers (K-3) Determined to Have Reading Deficiency

Appendix H: Notification for Parents of Retained Third Grade Students

Appendix I: Parent Read-At-Home Plan Suggested Strategies

Appendix J: Recommended Supports/Resources for Effective Implementation
Appendix K: Organizing for Literacy Instruction

Appendix A:

Center on Response to Intervention Screening Tools Chart

Screening Tools Chart

As of May 2014

This tools chart reflects the results of the fourth annual review of screening tools by the Center's Technical Review Committee (TRC).

The Center defines screening as follows: Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or with targeted groups of students to identify those who are at risk of academic failure and, therefore, are likely to need additional or alternative forms of instruction to supplement the conventional general education approach.

Chart Features

- Across the top of the chart are the standards by which the TRC reviews each tool. When viewing the online version of the chart, click on each standard for a detailed description of how the rating was defined.
- The vendors/developers of the tools have provided implementation information that includes the cost of the tool, what is needed to implement it, the support provided, how the tool is intended to be used, and with whom it should be used. To access this information when viewing the online version of the chart, click on the name of the tool in the "Area" column.
- To view the specific data submitted for Classification Accuracy, Generalizability, Reliability, Validity, and Disaggregated Data for Diverse Populations when viewing the online version of the chart, click the ratings in the chart.
- When viewing the online version of the chart:
 - Every column of the chart can be sorted by clicking the arrows at the tops of the columns.
 - The tools in the chart can be filtered by subject and by grade using the filter tool at the top of the chart. To see all tools again, click "Reset."
 - Tools can be compared by clicking the boxes on the far right of the chart. Select as many tools as you wish to compare and click the "Compare" button. To see all tools again, click "Reset."

The Center on Response to Intervention at American Institutes for Research publishes this chart to assist educators and families in becoming informed consumers who can select screening tools that best meet their individual needs. The Center's Technical Review Committee (TRC) on Screening independently established criteria for evaluating the scientific rigor of screening tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Screening or the Center on Response to Intervention. Please note that all submissions to the TRC review process were voluntary.

Screening Tools Chart

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			Benchmarks / Norms
							Administration Format	Administration and Scoring Time	Scoring Key	
A+® LearningLink™-Progress in Math	Mathematics	●	Moderate Low	●	●	—	Group	35–40 minutes	Computer Scored	Yes
Acuity	English Language Arts	●	Moderate High	●	●	—	Group	50 minutes	Yes	Yes
	Mathematics	●	Moderate High	●	●	—	Group	50 minutes	Yes	Yes
AIMSweb	Mathematics—Curriculum-Based Measurement	●	Moderate High	●	○	—	Group	2 minutes	Yes	Yes
	Mathematics Concepts and Applications	●	Moderate Low	●	○	○	Individual Group	11–13 minutes	Yes	Yes
	Reading—Curriculum-Based Measurement	●	Moderate High	●	●	●	Individual	1–5 minutes	Yes	Yes
	Test of Early Literacy—Letter Naming Fluency	●	Moderate Low	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Missing Number	○	Broad	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Number Identification	○	Broad	●	○	—	Individual	2 minutes	Yes	Yes
Classworks Universal Screener	Test of Early Numeracy—Oral Counting	○	Moderate Low	○	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy—Quantity Discrimination	○	Broad	●	●	—	Individual	2 minutes	Yes	Yes
	Mathematics	●	Moderate High	●	○	—	Group	30 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	○	—	Group	30 minutes	Computer Scored	Yes

Legend ● Convincing evidence Added in the 2014 review ○ Partially convincing evidence Information updated during the 2014 review — Data unavailable or inadequate

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			Benchmarks / Norms
							Administration Format	Administration and Scoring Time	Scoring Key	
DIBELS 6th Edition	*Letter Naming Fluency	●	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes
	*Nonsense Word Fluency	●	Moderate Low	●	●	●	Individual	2 Minutes	No	Yes
	*Oral Reading Fluency	●	Moderate Low	●	●	—	Individual	2 Minutes	No	Yes
	*Phoneme Segmentation Fluency	●	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes
DIBELS Next	*Daze (DIBELS Maze)	●	Moderate High	●	○	○	Individual Group	3-6 Minutes	Yes	Yes
	*DORF (DIBELS Oral Reading Fluency)	●	Moderate High	●	○	●	Individual	1-2 Minutes	Yes	Yes
	*First Sound Fluency	○	Moderate Low	●	○	—	Individual	1-3 Minutes	Yes	Yes
	*Nonsense Word Fluency	●	Moderate High	○	○	○	Individual	1 Minute	Yes	Yes
Discovery Education Predictive Assessment	*Phoneme Segmentation Fluency	○	Moderate Low	○	○	—	Individual	1-2 Minutes	Yes	Yes
	Mathematics	●	Moderate High	●	●	●	Group	40 minutes	Yes	Yes
	Reading	●	Moderate High	●	●	●	Group	40 minutes	Yes	Yes
Legend		● Convincing evidence • Added in the 2014 review	● Partially convincing evidence ** Information updated during the 2014 review	○ Unconvincing evidence	— Data unavailable or inadequate					

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency				
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms	
easyCBM	Mathematics	●	Moderate High	●	●	●	Individual Group	30 minutes	Computer Scored	Yes	
	Multiple Choice Reading Comprehension	●	Moderate High	○	○	●	Individual Group	25-40 minutes	Computer Scored	Yes	
	Passage Reading Fluency	●	Moderate High	—	○	●	Individual	3-4 minute	Yes	Yes	
	Vocabulary	●	Moderate High	—	●	●	Group	15 minutes	Computer Scored	Yes	
Edcheckup/Standard Reading Passages	Maze	●	Moderate High	●	○	●	Group	20 minutes	Yes	Yes	
	Oral Reading Fluency	●	Moderate High	●	●	●	Individual	15 minutes	Yes	Yes	
Formative Assessment System for Teachers (FAST): Adaptive Math	*aMath	●	Moderate Low	●	●	—	Individual	10-45 Minutes	Yes	Yes	
	Reading	●	Moderate Low	●	●	—	Individual Group	6-20 Minutes	Computer Scored	Yes	
FAST CBM Reading	*English	●	Moderate Low	●	●	●	Individual	1-5 Minutes	Yes	Yes	
	*Spanish	●	Moderate Low	●	○	—	Individual	1-5 Minutes	Yes	Yes	
FAST CBM Reading Spanish		●	Moderate Low	●	○	—	Individual	1-5 Minutes	Yes	Yes	
Legend							● Convincing evidence	○ Partially convincing evidence	Data unavailable or inadequate		
							● Added in the 2014 review	○ Information updated during the 2014 review			

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
FAST early/reading English	*Composite	●	Moderate Low	●	●	—	Individual	5 Minutes	Yes	Yes
	*Concepts of Print	●	Moderate Low	○	○	—	Individual	1.5-2.5 Minutes	Yes	Yes
	*Decodable Words	●	Moderate Low	●	○	●	Individual	1-2 Minutes	Yes	Yes
	*Letter Names	●	Moderate Low	●	○	●	Individual	1-1.5 Minutes	Yes	Yes
	*Letter Sounds	●	Moderate Low	●	○	●	Individual	1-2 Minutes	Yes	Yes
	*Nonsense Words	●	Moderate Low	●	○	●	Individual	1-2 Minutes	Yes	Yes
	*Onset Sounds	●	Moderate Low	●	○	○	Individual	2-3 Minutes	Yes	Yes
	*Rhyming	●	Moderate Low	●	○	—	Individual	2-3 Minutes	Yes	Yes
	*Sentence Reading	●	Moderate Low	●	●	●	Individual	1-2 Minutes	Yes	Yes
	*Sight Words (50)	●	Moderate Low	●	○	—	Individual	1-2 Minutes	Yes	Yes
	*Sight Words (150)	●	Moderate Low	●	○	●	Individual	1-2 Minutes	Yes	Yes
	*Word Blending	●	Moderate Low	●	○	○	Individual	1-3 Minutes	Yes	Yes
	*Word Segmenting	●	Moderate Low	●	○	○	Individual	1-3 Minutes	Yes	Yes

Legend ● Convincing evidence Added in the 2014 review

● Partially convincing evidence Information updated during the 2014 review

○ Unconvincing evidence

— Data unavailable or inadequate

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
FAST early/reading Spanish	*Concepts of Print	○	Moderate Low	●	—	—	Individual	1.5–2.5 Minutes	Yes	Yes
	*Decodable Words	●	Moderate Low	●	○	—	Individual	1–2+ Minutes	Yes	Yes
	*Letter Names	●	Moderate Low	●	○	—	Individual	1–1.5 Minutes	Yes	Yes
	*Letter Sounds	●	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Onset Sounds	●	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Rhyming	●	Moderate Low	●	○	—	Individual	2–3 Minutes	Yes	Yes
	*Sentence Reading	●	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (50)	●	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Sight Words (150)	●	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Word Blending	●	Moderate Low	●	○	—	Individual	1–3 Minutes	Yes	Yes
	*Syllables	●	Moderate Low	●	○	—	Individual	1–2 Minutes	Yes	Yes
	*Word Segmenting	○	Moderate Low	●	○	—	Individual	1–3 Minutes	Yes	Yes
	Gates-MacGinitie Reading Tests (GMRT)	Reading	●	Moderate Low	●	○	—	Group	55 minutes	Yes

Legend ● Convincing evidence Added in the 2014 review
 ○ Partially convincing evidence information updated during the 2014 review
 — Unconvincing evidence
 — Data unavailable or inadequate

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
Group Assessment and Diagnostic Evaluation	Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)	●	Moderate Low	●	●	—	Individual Group	46-95 minutes	Yes	Yes
	Group Reading Assessment and Diagnostic Evaluation (GRADE)	●	Moderate Low	●	●	—	Individual Group	46-95 minutes	Yes	Yes
Iowa Tests of Basic Skills (ITBS)	Mathematics	●	Moderate High	●	●	—	Group	60 minutes	Yes	Yes
	Reading	●	Moderate High	●	●	—	Group	55 minutes	Yes	Yes
Istation Indicators of Progress	Reading	●	Moderate Low	●	●	●	Individual Group	13-21 minutes	Yes	Yes
	Mathematics	○	Moderate High	●	○	○	Individual Group	1-12 minutes	Yes	Yes
mCLASS	Vocabulary Assessment	○	Moderate Low	●	●	○	Individual	1-2 minutes	Yes	Yes
	**3D—Text Reading and Comprehension	●	Moderate High	●	○	●	Individual	5-8 Minutes	Yes	Yes
Measures of Academic Progress (MAP)	Mathematics	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
Measures of Academic Progress (MAP) for Primary Grades	Mathematics	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	●	●	Individual Group	40 minutes	Computer Scored	Yes

Legend ● Convincing evidence Added in the 2014 review ○ Partially convincing evidence information updated during the 2014 review — Data unavailable or inadequate

Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
Observation Survey of Early Literacy Achievement	Reading	●	Broad	●	●	●	Individual	15-45 minutes	Yes	Yes
PALS	Early Literacy (Kindergarten)	●	Moderate High	●	●	●	Individual Group	23-43 minutes	Yes	Yes
Predictive Assessment of Reading	Reading (Grades 1-3)	●	Moderate High	●	●	●	Individual Group	23-43 minutes	Yes	Yes
Scholastic Phonics Inventory	Reading	●	Broad	●	●	●	Individual	16 minutes	No	Yes
STAR	Reading-Screener Version	●	Moderate High	●	●	—	Individual Group	10 minutes	Computer Scored	No
	Early Literacy	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
	Mathematics	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
	Reading	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency	●	Moderate High	●	●	—	Individual	1 minute	Yes	Yes
TPRI Early Reading Assessment	Reading	●	Moderate Low	●	○	●	Individual	2-6 minutes	Yes	Yes

Legend ● Convincing evidence Added in the 2014 review ● Partially convincing evidence Information updated during the 2014 review ○ Unconvincing evidence — Data unavailable or inadequate

Appendix B:

School Literacy Plan State Template

Introduction

The School Literacy Plan (SLP) supports school personnel who are charged with implementing the Literacy-Based Promotion Act, 2013. This plan should be used as a resource to enhance effective literacy instruction and prevention of reading failure in grades K- 3. Prevention of reading failure should be the focus of literacy efforts, with the goal of all students reading on grade level by the end of Third grade.

The SLP is required for MDE Literacy Support Schools and recommended for other schools. It is based upon the information included in the *Principal's Primer for Raising Reading Achievement* used in the Regional Literacy Trainings for Principals Serving K-3 Schools. The SLP is intended to be a public document outlining the school's commitment to literacy instruction in grades K-3. The MDE literacy coach will assist literacy support schools with developing the SLP based on the MDE template. The plan should detail support from all internal and external service providers. The SLP should be an extension of the schoolwide Title I Language Arts Plan developed by schools that receive those federal funds. The SLP should serve as a blueprint to plan literacy instruction, as well as a measuring stick for determining and documenting how well the school is providing effective research-based literacy instruction to students. It should provide details, benchmarks, explicit data components, and instructional routines that must be present to increase student performance. In addition, this document outlines for parents and others that the school has a thoughtful plan where the adults in the school are working toward the same goals, using instructional techniques based upon rigorous research, and doing whatever it takes to ensure that every child learns to read on grade level by the end of Third grade.

Below are the components that must be addressed in a School Literacy Plan.

Component 1: School Literacy Plan Contact and Demographic Information – Requires school contact information and demographic data.

Component 2: School Literacy Leadership Team – Specifies the Literacy Leadership Team members and information about scheduled meetings.

Component 3: Analyzing Data and Informing Stakeholders – Captures state assessment data and local data, and specifies plan for informing the faculty and garnering parental support to address areas of concern.

Component 4: Survey of Assessments – Guides the process for surveying current assessments utilized by the school and determining the individual needs of students.

Component 5: Program/Materials – Provides guidance for selecting and evaluating core reading program and intervention materials to determine if the programs have alignment and address the core reading components: phonological awareness and/or phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Component 6: Professional Development – Provides guidance on training school staff in the area of literacy.



SCHOOL LITERACY PLAN

State Template

SCHOOL LITERACY PLAN

Component #1: School Literacy Plan Contact Information		
School Year:	District:	
School Name:	Principal:	
Address:	E-mail:	
City:	Phone:	
Zip:	Fax:	
Indicate school's most recent Federal Accountability Designation:		State Accountability Designation:
<input type="checkbox"/> Reward School	<input type="checkbox"/> Focus School	<input type="checkbox"/> A
<input type="checkbox"/> On Target School	<input type="checkbox"/> Priority School	<input type="checkbox"/> B
<input type="checkbox"/> Approaching Target School		<input type="checkbox"/> C
		<input type="checkbox"/> D
		<input type="checkbox"/> F
Indicate if school is a Literacy Support School receiving MDE literacy coach support:		
_____ Yes. The school receives literacy coach support from MDE.		
_____ No. The school does not receive literacy coach support from MDE.		
School Demographics		
Highly Qualified Teachers	%	Indicate Grades served: <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
School Enrollment		
IEP Students	%	
ELL Students	%	
Migratory Students	%	
Homeless Students	%	
Economically disadvantaged	%	
Ethnic / Racial Breakdown		Person responsible for implementation of the SLP _____ Name _____ Title
White	%	
Black	%	
Hispanic	%	
Asian/Pacific Islander	%	
Native American	%	
Other	%	

Component #2: School Literacy Leadership Team			
Enter first and last name of each school literacy leadership team member.			
Principal		Kindergarten Teacher	
Reading Interventionist		First Grade Teacher	
Special Educ. Teacher		Second Grade Teacher	
Literacy Coach/Lead Teacher		Third Grade Teacher	
MDE Literacy Coach		Other Representative	
Library Media Specialist		Other Representative	
Indicate regular monthly meeting dates/times (at least one hour) for the literacy leadership team.			
<p>Indicate team members who will have the following roles:</p> <p>Facilitator:</p> <p>Recorder:</p> <p>Time Keeper:</p>			
Indicate how the minutes from each meeting will be recorded and archived.			

Component # 3: Survey of Assessments				
The School Literacy Leadership Team should complete the following table for each grade level below indicating the name of each assessment being used at the school to address the literacy components.				
Grade Level(s):	K	1 st	2 nd	3 rd
Note: This page may be duplicated if needed. One page is sufficient if the same assessment is used across all grades.				
		Tier 1 (Universal)	Tier 2 (Strategic Supplemental)	Tier 3 (Intensive)
Phonemic Awareness <i>(beyond grade 2 only reading-disabled students need assessment of phonemic awareness)</i>	Screening			
	Diagnostics			
	Progress Monitoring			
Phonics/ Morphology/ Spelling	Screening			
	Diagnostics			
	Progress Monitoring			
Oral Passage- Reading Fluency	Screening			
	Diagnostics			
	Progress Monitoring			
Oral Language and Listening Comprehension	Screening			
	Diagnostics			
	Progress Monitoring			
Vocabulary <i>(apart from reading)</i>	Screening			
	Diagnostics			
	Progress Monitoring			
Passage-Reading Comprehension	Screening			
	Diagnostics			
	Progress Monitoring			

Describe who will administer the assessments.
Describe the system that will be used to manage the assessment data and who will be responsible for data entry and management.
Describe the plan and timeline for analyzing the data and who will be responsible for data analysis.
Describe the plan for how the data will be displayed and accessed by teachers (e.g., file folders, wall charts, and visual mapping software).
Describe the plan for reviewing student data with instructional staff and parents, prioritizing needs, and setting goals.

	2016-2017 SCHOOL YEAR (MAP)					2015-2016 SCHOOL YEAR (MAP)					2014-2015 SCHOOL YEAR (PARCC)				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade 3 (OVERALL)															
IEPs															
ELLs															
Economically Disadvantaged															
Asian															
Black															
Hispanic															
Native American															
White															
Other															

NOTE: State assessment data 2015-2016 reflects MAP data; State assessment data 2014-2015 reflects PARCC data.

Indicate name of Screening, Diagnostic, and Progress Monitoring assessment instruments for grades K, 1, 2, and 3 specifically in the area of reading and language arts. Provide a summary of the results.

Kindergarten

Kindergarten Readiness Assessment Results: _____

Screening Assessment Instrument: _____
Summary of Results:

Diagnostic Assessment Instrument: _____
Summary of Results:

Progress Monitoring Assessment Instrument: _____
Summary of Results:

1st Grade

Screening Assessment Instrument: _____
Summary of Results:

Diagnostic Assessment Instrument: _____
Summary of Results:

Progress Monitoring Assessment Instrument: _____
Summary of Results:

<p>2nd Grade</p> <p>Screening Assessment Instrument: _____ Summary of Results:</p> <p>Diagnostic Assessment Instrument: _____ Summary of Results:</p> <p>Progress Monitoring Assessment Instrument: _____ Summary of Results:</p>
<p>3rd Grade</p> <p>Screening Assessment Instrument: _____ Summary of Results:</p> <p>Diagnostic Assessment Instrument: _____ Summary of Results:</p> <p>Progress Monitoring Assessment Instrument: _____ Summary of Results:</p> <p>Explain how school administrators will share literacy data, as well as the school wide focus on literacy instruction with faculty, parents, community members, and other stakeholders.</p>

Target areas based on state and local assessment data.				
Indicate the areas of concern based on state assessment data and local assessment data.	Indicate the actions needed to resolve concerns.	Indicate the timeline.	Indicate the person responsible.	Indicate measures of effectiveness and outcome measures (Targets).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component #5: Programs/Materials				
Complete the following chart to survey current core reading program and other materials.				
K-3 Core Reading Program(s) (Tier I)				
	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level				
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
<input type="checkbox"/> Phonological awareness and/or phonemic awareness				
<input type="checkbox"/> Phonics				
<input type="checkbox"/> Fluency				
<input type="checkbox"/> Vocabulary				
<input type="checkbox"/> Comprehension				

K-3 Tier II Supplemental Program(s)				
	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level				
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
Phonological awareness and/or phonemic awareness				
Phonics				
Fluency				
Vocabulary				
Comprehension				

K-3 Tier III Intensive Intervention Program(s)				
	Kindergarten	1st Grade	2nd Grade	3rd Grade
Grade Level				
Publisher Name & Publication Year				
Who/how was the reading program selected?				
Indicate if the core reading program addresses:				
<input type="checkbox"/> Phonological awareness and/or phonemic awareness				
<input type="checkbox"/> Phonics				
<input type="checkbox"/> Fluency				
<input type="checkbox"/> Vocabulary				
<input type="checkbox"/> Comprehension				

Note: This page may be duplicated if needed.

Describe the plan for selecting and purchasing the following :
Additional instructional materials
Additional interventions
Additional manipulatives (e.g., magnetic grapheme letters, syllable boards, response cards, vocabulary cards, sentence strips, graphing charts, reading timers, etc.)
Additional equipment or classroom furnishings (e.g., tables, whiteboards, etc.)

Component #6: Professional Development: Describe all literacy professional development for the school year.

SCHOOLWIDE PROFESSIONAL DEVELOPMENT PLAN			
Specify Name of Training	Person(s) Responsible	Dates of Training	Type of Professional Development (PLC, district training, state training, vendor provided, etc.)
A. Training for Principals and Coaches			
Instructional Leadership			
Literacy Content			
CCRS for ELA			
MAP Assessment			
Instructional Strategies for Literacy			
Other			
B. Training for Teachers			
Literacy Content			
CCRS for ELA			
MAP Assessment			
Instructional Strategies for Literacy			
Other			
C. Training for Interventionist / Reading Specialists			
Literacy Content			
CCRS for ELA			
MAP Assessment			
Instructional Strategies for Literacy			
Other			
D. Training for Paraprofessionals			
Interventions			
Instructional Strategies for Literacy			
Other			

Appendix C:

Student Data Collection Worksheet

Section 1A: Pre-K Student Profile		Student Name:	
MSIS Number/ID:	School/Site:	District:	
Date of Birth:	Teacher:	Gender:	Race:
Parent/Guardian Name:		Phone:	Email:
Street Address:			

<p><u>College and Career Readiness Anchor Standards Performance</u></p> <p><i>Instructions:</i> Indicate the total number of performance standards that were indicated as code 1 (needs development) in each domain on the College and Career Readiness Anchor Standards Observational and Performance Based Checklist for Four-Year-Old Children (Appendix G).</p> <table border="1"> <thead> <tr> <th>Academic Area</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr><td>English Language Arts</td><td></td><td></td><td></td></tr> <tr><td>Mathematics</td><td></td><td></td><td></td></tr> <tr><td>Approaches to Learning</td><td></td><td></td><td></td></tr> <tr><td>Social/Emotional</td><td></td><td></td><td></td></tr> <tr><td>Science</td><td></td><td></td><td></td></tr> <tr><td>Physical Development</td><td></td><td></td><td></td></tr> <tr><td>Creative Expression</td><td></td><td></td><td></td></tr> <tr><td>Social Studies</td><td></td><td></td><td></td></tr> </tbody> </table>	Academic Area	Fall	Winter	Spring	English Language Arts				Mathematics				Approaches to Learning				Social/Emotional				Science				Physical Development				Creative Expression				Social Studies				<p><u>Behavior</u></p> <p><i>Instructions:</i> Check if documentation is applicable & available.</p> <p><input type="checkbox"/> Social Emotional Issues (Appendix A)</p> <p><input type="checkbox"/> Discipline Record</p> <p><input type="checkbox"/> Total Number of Discipline Reports: _____</p> <p><input type="checkbox"/> Total Number of Classroom Removals: _____</p> <p><input type="checkbox"/> Parent Conference(s)</p> <p>Date(s): _____, _____, _____, _____</p> <p><input type="checkbox"/> Additional behaviors that may impact performance _____</p>
Academic Area	Fall	Winter	Spring																																		
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School Year	Days Present / Absent								
_____	_____/____								
_____	_____/____								
_____	_____/____								

<p><u>Kindergarten Readiness Assessment Scores</u></p> <p><i>Instructions:</i> Fill in the chart below based on student scores on the MKAS- Assessment. Recommended Score: 498</p> <table border="1"> <thead> <tr> <th></th> <th>Score</th> <th>Date (MM/DD/YYYY)</th> </tr> </thead> <tbody> <tr><td>Fall</td><td></td><td></td></tr> <tr><td>Spring</td><td></td><td></td></tr> </tbody> </table>		Score	Date (MM/DD/YYYY)	Fall			Spring			<p><u>Screeener(s)</u></p> <p><i>Instructions:</i> Indicate the name of each screener used in the classroom and the screener's recommended cut score. Indicate the date of the screener and the student's score.</p> <p>Screener Name: _____</p> <p>Recommended Cut Score: _____</p> <table border="1"> <thead> <tr><th>Date</th><th>Score</th><th></th><th></th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Date	Score										
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<p><u>Hearing/Vision Screener</u></p> <table border="1"> <thead> <tr> <th colspan="2">Hearing</th> <th colspan="2">Vision</th> </tr> </thead> <tbody> <tr> <td>Date</td><td></td> <td>Date</td><td></td> </tr> <tr> <td>Pass/Fail</td><td></td> <td>Pass/Fail</td><td></td> </tr> </tbody> </table>	Hearing		Vision		Date		Date		Pass/Fail		Pass/Fail		<p>Screener Name: _____</p> <p>Recommended Cut Score: _____</p> <table border="1"> <thead> <tr><th>Date</th><th>Score</th><th></th><th></th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>-----</p> <p>Screener Name: _____</p> <p>Recommended Cut Score: _____</p> <table border="1"> <thead> <tr><th>Date</th><th>Score</th><th></th><th></th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Date	Score											Date	Score										
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Form Completed By:	Date of Completion:																																				

Section 1A: K-12 Student Profile		Student Name:	
MSIS Number:	School:	District:	
Date of Birth:	Grade Level:	Gender:	Race:
Parent/Guardian Name:		Phone:	Email:
Street Address:			

<p align="center">Course Performance</p> <p><i>Instructions: If student is elementary: Indicate recent term grades in this table.</i></p> <table border="1"> <thead> <tr> <th>Academic Area</th> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> <th>Final</th> </tr> </thead> <tbody> <tr><td>Reading</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Mathematics</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Science</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Social Studies</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Language Arts</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><i>Instructions: If student is secondary: Indicate recent SATP course grades.</i></p> <table border="1"> <thead> <tr> <th>Academic Area</th> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> <th>Final</th> </tr> </thead> <tbody> <tr><td>Algebra I</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>English II</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Biology</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>U.S. History</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Academic Area	T1	T2	T3	T4	Final	Reading						Mathematics						Science						Social Studies						Language Arts						Academic Area	T1	T2	T3	T4	Final	Algebra I						English II						Biology						U.S. History						<p align="center">Behavior</p> <p><i>Instructions: Check if documentation is applicable & available.</i></p> <p><input type="checkbox"/> Social Emotional Issues (Appendix A)</p> <p><input type="checkbox"/> Discipline Record</p> <p><input type="checkbox"/> Total Number of Discipline Reports: _____</p> <p><input type="checkbox"/> Total Number of Suspensions: _____</p> <p style="padding-left: 20px;"><input type="checkbox"/> In School: _____</p> <p style="padding-left: 20px;"><input type="checkbox"/> Out of School: _____</p> <p><input type="checkbox"/> Additional behaviors that may impact performance</p>
Academic Area	T1	T2	T3	T4	Final																																																														
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School Year	Days Present / Absent																	
_____	_____/____																	
_____	_____/____																	
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_____	_____																	
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<p align="center">Literacy-Based Promotion Act</p> <p><i>Instructions: Complete this section only if the student completed 3rd grade after implementation of Literacy-Based Promotion Act (2014-2015)</i></p> <table border="1"> <thead> <tr> <th>Attempts</th> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>1st Attempt</td><td></td><td></td></tr> <tr><td>1st Retest</td><td></td><td></td></tr> <tr><td>2nd Retest</td><td></td><td></td></tr> </tbody> </table> <p>(If the student fails all three attempts, reference Appendix F to see if student qualifies for Good Cause Exemptions)</p>	Attempts	Date	Score	1 st Attempt			1 st Retest			2 nd Retest			<p align="center">Universal Screener (K-8)</p> <p><i>Instructions: Indicate score and screener used for each.</i></p> <p>Reading</p> <table border="1"> <tr><td>Fall</td><td></td></tr> <tr><td>Winter</td><td></td></tr> <tr><td>Spring</td><td></td></tr> </table> <p>Math</p> <table border="1"> <tr><td>Fall</td><td></td></tr> <tr><td>Winter</td><td></td></tr> <tr><td>Spring</td><td></td></tr> </table> <p>Behavior</p> <table border="1"> <tr><td>Fall</td><td></td></tr> <tr><td>Winter</td><td></td></tr> <tr><td>Spring</td><td></td></tr> </table>	Fall		Winter		Spring		Fall		Winter		Spring		Fall		Winter		Spring		<p align="center">Universal Screener (9 - 12)</p> <p>Algebra I</p> <table border="1"> <tr><td>Test Date:</td><td>Score:</td></tr> </table> <p>English II</p> <table border="1"> <tr><td>Test Date:</td><td>Score:</td></tr> </table> <p>Biology</p> <table border="1"> <tr><td>Test Date:</td><td>Score:</td></tr> </table> <p>U.S. History</p> <table border="1"> <tr><td>Test Date:</td><td>Score:</td></tr> </table> <p>Reading</p> <table border="1"> <tr><td>Test Date:</td><td>Score:</td></tr> </table>	Test Date:	Score:	Test Date:	Score:	Test Date:	Score:	Test Date:	Score:	Test Date:	Score:
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<p align="center">Dyslexia Screener</p> <p><i>Instructions: Indicate pass/fail and date of screening. If the student fails, begin interventions.</i></p> <table border="1"> <thead> <tr> <th></th> <th>K</th> <th>1st</th> </tr> </thead> <tbody> <tr><td>Pass/Fail</td><td></td><td></td></tr> <tr><td>Date</td><td></td><td></td></tr> </tbody> </table>		K	1 st	Pass/Fail			Date			<p align="center">Hearing/Vision Screener</p> <table border="1"> <thead> <tr> <th colspan="2">Hearing</th> <th colspan="2">Vision</th> </tr> </thead> <tbody> <tr> <td>Date</td> <td></td> <td>Date</td> <td></td> </tr> <tr> <td>Pass/Fail</td> <td></td> <td>Pass/Fail</td> <td></td> </tr> </tbody> </table>	Hearing		Vision		Date		Date		Pass/Fail		Pass/Fail		<p align="center">K-Readiness Assessment</p> <p>Recommended Score: 530</p> <table border="1"> <thead> <tr> <th>Scale Score</th> <th>Date</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> </tbody> </table>	Scale Score	Date																	
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		<p>If additional district screener(s) were used, please attach student score reports.</p> <p>If additional district screener(s) were used, please attach student score reports.</p>																																								

Appendix D:

Intensive Intervention Documentation – Individual Reading Plan

Section 3A: Teacher Support Team Referral and Meeting

Instructions: [Teachers](#), complete this form if progress monitoring data does not show adequate student progress at the end of the scheduled Tier II intervention(s) and further support is needed. Attach completed Section 1A, 1B, 2A & 2B

TO: Teacher Support Team Chair or MET

I request that _____ [student name] be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

- Academic performance, low or failing grades
- Behavior and/or discipline
- Other, specify _____

OR

Referral of the student is made based upon Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- Grades K-3: Student has failed one grade.
- Grades 4-12: Student has failed two grades.
- A Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- A Student scored at the "lowest level" on any part of the grade 3 or grade 7 statewide accountability assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix F)

Teacher submitting referral:	TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral (must be within 2 weeks):

Referral Meeting Details:

NOTE: TST members present agree that all information discussed pertaining to the TST process will be held in strict confidence. They shall neither contact anyone outside the official function of this TST process nor make any notes or copies of any documents utilized during the process.

Summary of Discussion (continue on back if needed):

TST Members Present

Title

Summary of Discussion (continue on back if needed):	TST Members Present	Title

TST Recommendations:

<ul style="list-style-type: none"> <input type="checkbox"/> Contact parents <input type="checkbox"/> Implement academic Tier III intervention in area(s) needed: Reading _____ / Math _____ Language Arts _____ / Other _____ <input type="checkbox"/> Implement behavior Tier III intervention <input type="checkbox"/> Conduct student conference <input type="checkbox"/> Perform behavior observation <input type="checkbox"/> Intervention(s) not successful <input type="checkbox"/> Modify current plan and continue intervention(s) in Tier II <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Return to Tier I general education classroom <input type="checkbox"/> Continue instructional intervention(s) in General Education Classroom (Tier II) <input type="checkbox"/> Administer developmental screener (5 yr. old, in-school) <input type="checkbox"/> Administer hearing/vision screening <input type="checkbox"/> Request medical follow-up <input type="checkbox"/> Refer to school counselor <input type="checkbox"/> Refer to community agency <input type="checkbox"/> Complete Teacher Narrative Packet <input type="checkbox"/> Refer for Child Study (Multidisciplinary Evaluation Team chairperson will determine meeting date.)
--	---

Section 3B: Tier III (Intensive Intervention) Documentation	TST Referral Date:	Initial Eligibility Date:
<i>Instructions: TST members, classroom teachers, and interventionists should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).</i>		

Details of Intervention: Visit www.mde.k12.ms.us/intervention [RtI Resource Links](#) for suggested strategies.

Student name:	Describe intensive intervention strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress:	
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:			
Intervention start date:	Duration of intervention (in weeks):	Frequency of intervention:	Frequency of progress monitoring (Section 2B): (MDE recommendation: weekly)
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):		Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on: (MDE policy: no later than 16 weeks after start date)	

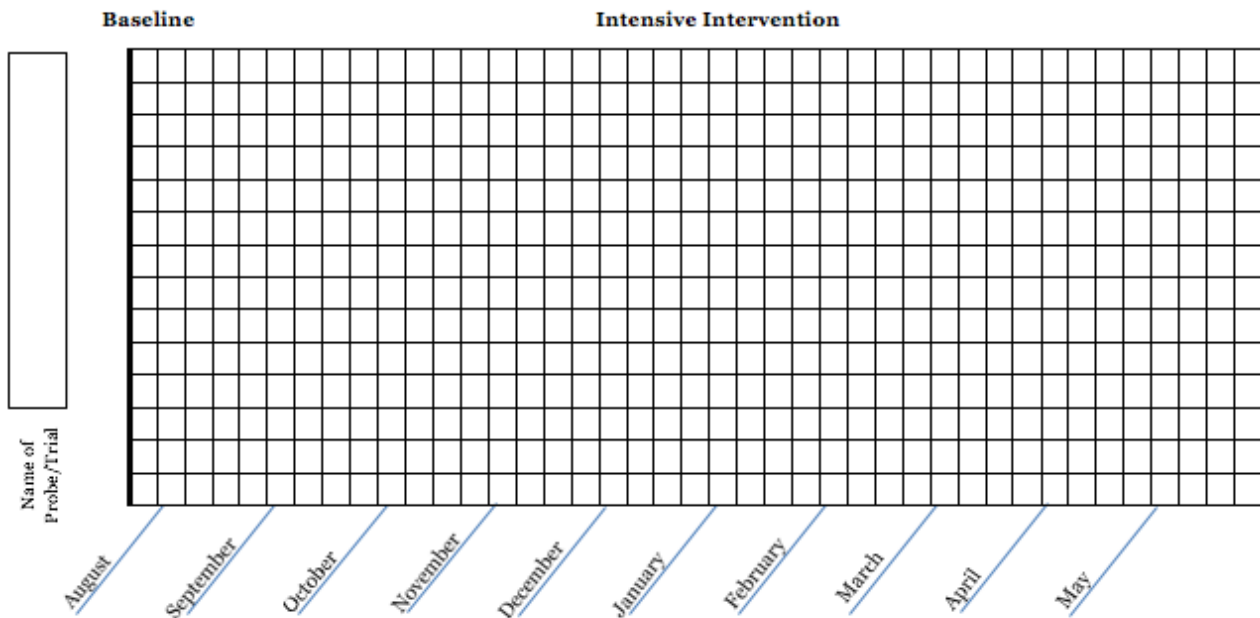
Parental Notification:
 Parent(s) notified of Tier III intervention (select one): **Yes / No** Date Notified: _____
 (For parent letter template, see Appendix D)

Integrity Checks for Tier III Intervention(s)
Instructions: School administrators, check the box next to each trait of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.

Integrity Check #1	Date:	Integrity Check #2	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above. <input type="checkbox"/> The intervention seems appropriate for the needs of this student. <input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs. <input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress. <input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.		<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above. <input type="checkbox"/> The intervention seems appropriate for the needs of this student. <input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs. <input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress. <input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
(Name and title of person completing integrity check)		(Name and title of person completing integrity check)	

Section 3C: Progress Monitoring and Integrity Checks for Tier III Interventions

Instructions: Teachers should complete progress monitoring for interventions. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.



Documented Reviews for Tier III

NOTE: MDE policy requires two (2) Tier III documented reviews, with the first documented review conducted no later than eight (8) weeks after implementation and the cumulative documented review no later than sixteen (16) weeks after implementation.

Instructions: TST members, use the graph above and documented reviews boxes below to evaluate the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

1st Documented Review Date: _____ <small>(to be completed no later than 8 weeks after starting intervention)</small>	Sufficient Progress Made? (select one): Yes / No <small>(if no, an additional intervention form should be completed)</small>
---	--

Cumulative Documented Review Date: _____ <small>(to be completed no later than 16 weeks after starting intervention)</small>		Sufficient Progress Made? (select one): Yes / No <small>(check one of the boxes below for final decision)</small>	
<input type="checkbox"/> Adequate progress <u>was</u> made; intervention was successful in meeting student's needs. This student will be returned to the following tier: <input type="checkbox"/> Tier I <input type="checkbox"/> Tier II and will be re-evaluated on (date):	<input type="checkbox"/> Adequate progress was <u>not</u> made; intervention was somewhat successful in meeting student's needs. Student will continue at Tier III and additional intervention will be attempted (additional form – both Sections 3B & 3C – should be completed).	<input type="checkbox"/> Adequate progress was <u>not</u> made; intervention was not successful in meeting student's needs. Referral to child study on (date):	<input type="checkbox"/> Student currently has an IEP. Complete the information in the box below. Enter Eligibility Category _____

TST Chair _____ Date _____ School Administrator _____ Date _____

Appendix D: Sample Parent Notification of Intervention Services

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school district name] works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RTI).

Based on academic testing results, classroom performance, and/or teacher recommendation, [child's name] has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in:

- Tier II**, best described as supplemental or small group instruction that your child will receive in addition to core curriculum instruction provided by his/her classroom teacher. Your child will be in this tier for up to eight (8) weeks before final progress is determined and further support is provided, if needed.
- Tier III**, best described as intensive interventions that occur daily and with the guidance of the Teacher Support Team. Your child will be in this tier for 8-16 weeks before final progress is determined and further support is provided, if needed.

The additional support that your child will be provided includes:

- [add Intervention #1 here]
- [add Intervention #2 here, if applicable]
- [add Intervention #3 here, if applicable]

[If referring to Tier III]

The Teacher Support Team (TST) would like to invite you to a meeting regarding your child's progress in school. The TST's purpose is to review and consider all available information and to recommend additional educational strategies and interventions to further assist your child. We welcome and desire your participation in the decision making process through your attendance.

Date: _____ Time: _____ Location: _____

If you have any questions or concerns **or are unable to attend the meeting**, please contact us at:

Phone number: _____ E-mail address: _____

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that [child's name] will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Sincerely,

[Insert school administrator/TST chair signature and title here]

Individual Reading Plan	
Individual Reading Plan Checklist	
Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:	
	The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
	The goals and benchmarks for growth;
	How progress will be monitored and evaluated;
	The type of additional instructional services and interventions the student will receive;
	The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
	The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
	Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development

*Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for *Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).*

Individual Reading Plan**Reading Instructional Program**

What research-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block?

Indicate the areas addressed by the core reading program:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Additional supplemental materials (if applicable):

Parental Support (*Parent Read-at-Home Plan*)

Target deficit area(s):

The following strategies are recommended for parents/families to use in assisting the student to achieve reading competency:

Written Parental Notification Received:

Parent Initial: _____

Date:

Parent Read-at-Home Plan Received

Parent Initial: _____

Date:

Additional Services

Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable:

Appendix E:

Good Cause Exemption Documentation

Good Cause Exemption Documentation (LBPA)

Student Name: _____ Grade: _____ Notification sent to parents/guardians stating the student was identified with a reading deficiency and with each quarterly progress report. Date: _____ Date: _____ Date: _____ Date: _____	School: _____ Teacher: _____ Read at Home Plan sent to parents/guardians. Date: _____
--	--

Good Cause Exemptions Determination and Documentation

The student qualifies for promotion based on the following good cause exemptions (check the appropriate exemption)

<input type="checkbox"/>	A. Limited English proficient student who has less than 2 years of instruction in an English Learner program		
<input type="checkbox"/>	B. Student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law		
<input type="checkbox"/>	C. Student with a disability who participates in the state annual accountability assessment and who has an IEP or a section 504 plan that reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading or was previously retained in Kindergarten or First, Second, or Third Grade		
<input type="checkbox"/>	D. Student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education		
<input type="checkbox"/>	E. Student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria		
Teacher requested and submitted Good Cause Exemption documentation to the principal. Date: _____	Principal reviewed and discussed recommendations with the teacher and parent. Date: _____	Principal submitted documentation to superintendent. Date: _____	Decision of Superintendent: Accept / Reject Date: _____

Instructions: Check if retained or promoted.**Decision:** **Retain** **Promote Based on Good Cause Exemption**

Comments:

Completed by: _____ Position: _____ Date: _____

_____ Parent/Guardian (Print)	_____ Signature	_____ Date
----------------------------------	--------------------	---------------

_____ Teacher (Print)	_____ Signature	_____ Date
--------------------------	--------------------	---------------

_____ Principal (Print)	_____ Signature	_____ Date
----------------------------	--------------------	---------------

_____ Superintendent (Print)	_____ Signature	_____ Date
---------------------------------	--------------------	---------------

Appendix F:

*Sample Parental Notification Letter for
Students (K-3) Determined to Have
Reading Deficiency*

Parental Notification Letter

Sample

Dear Parent / Guardian:

Kindergarten through Third grade is a vital time for establishing the basic principles in reading. Being a good reader is critical if a student is going to have a successful school experience. To help ensure students become successful lifelong readers, areas of strengths and weaknesses must be identified. All students grades K-3 are administered a state-approved screener within the first 30 days of school to identify any deficiencies in reading. The screener is repeated mid-year and at the end of the school year for progress monitoring and to determine if deficiencies have been remedied.

Based on recent state-approved screener results, your child has been identified as needing additional assistance in reading. Listed below are the current services provided, and the additional services and supports that will be provided to your child.

Current Services:

- 1.
- 2.
- 3.

Proposed Supplemental Instructional Services and Supports:

- 1.
- 2.
- 3.

A student scoring at the lowest achievement level in reading on the established state assessment for Third grade will not be promoted to 4th grade unless the student meets a good cause exemption for promotion.

Note: *Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade*

The school will work with you to determine any additional interventions for your child and will implement them relentlessly to help ensure your child becomes a successful reader. If you have any questions, please contact the school.

Sincerely,

Appendix G:

Notification for Parents of Retained Third Grade Students

Parent Notification for Students Retained in 3rd Grade

Date:

Dear Parent / Guardian:

Being a good reader is critical if a student is going to have a successful school experience. In 2013, the Mississippi Legislature passed the Literacy-Based Promotion Act to ensure that students exit 3rd grade reading on grade level. In accordance with this law, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets a good cause exemption for promotion.

The purpose of this letter is to notify you that your child scored at the lowest achievement level in reading on the established state assessment and does not qualify for a good cause exemption as provided by Mississippi law. Good cause exemptions for promotion are limited to the following students:

- (a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;
- (b) Students with disabilities whose individual education plan (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 have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading **or** previously was retained in Kindergarten or First, Second or Third Grade;
- (d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and

Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria. A student who is promoted to Fourth Grade

with a good cause exemption shall be provided 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. The school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

Each decision about a child's promotion or retention is based on the student's performance on the Mississippi Department of Education 3rd grade statewide assessment or the established 3rd grade alternative assessment. Your child will be retained to give him/her more time to master 3rd grade reading skills so that he/she is well prepared to meet the reading demands of 4th grade where the coursework becomes much more difficult.

The school will work with you on determining the best intervention services for your child in the retained year and will implement them relentlessly to help ensure your child becomes a successful reader. The following actions are required of schools for 3rd grade students not promoted to 4th grade:

1. The school will provide a high-performing teacher.
2. The school will provide a parental contract that includes a parent-guided "Read at Home" plan.
3. The school will provide a minimum of 90-minutes during the regular hours of daily scientifically-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. **The school will provide the following proposed interventions and supports to remediate the identified areas of reading deficiency: (districts must provide this information)**

Sincerely,

Appendix H:

Parent Read-At-Home Plan Suggested Strategies

Parent Read-At-Home Plan Suggested Template

Student _____
Grade ____ Teacher _____ Date _____
Current Intervention _____
Completed by _____

Identified Deficiencies: Check all areas that apply

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Suggested At-Home Activities

Phonemic Awareness

- Play “I Spy” with your child, but instead of giving a color say, “I spy something that starts with /b/.” or “I spy something with these sounds, /d/ /ö/ /g/.” Have your child do the same.
- Play a game in which you say a word and your child has to segment all the sounds. You ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ö/ /g/.
- Play the “Silly Name Game”. Replace the first letter of each family member’s name with a different letter. For example, ‘Tob’ for ‘Bob’, ‘Watt’ for ‘Matt’, etc.
- Say a sentence aloud and ask your child to determine how many words were in the sentence.
- Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.
- Explain that rhymes are words that sound the same at the end.
- Read books over and over again containing rhymes.
- As you read, have your child complete the rhyming word at the end of each line.
- Orally provide pairs of words that rhyme and pairs that do not rhyme (EX: pan/man; pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”
- Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with ‘cake’?”
- Sing rhyming songs like “Row, Row, Row Your Boat” or “Twinkle, Twinkle Little Star”.
- Give your child a small car (such as a Matchbox car). Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- To help your child segment (separate) sounds in words:

- Give your child 3-5 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
- Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.

Phonics

- Make letter-sounds and have your child write the letter or letters that match the sounds.
- Play word games that connect sounds with syllables and words (for example, if the letters "p-e-n" spell *pen*, how do you spell *hen*?).
- Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter *d*).
- Teach your child to match the letters in his/her name with the sounds in his/her name.
- Point out words that begin with the same letter as your child's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.
- Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound (for example, the letter *m* matches the /m/ sound as in *man*).
- Make letter-sounds and ask your child to draw the matching letters in cornmeal or sand.
- Take egg cartons and put a paper letter in each slot until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.
- Building words - Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).
- Making words - For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from the first bag. That will be the first letter of their word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.

- ❑ Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- ❑ Labeling words - When reading with your child, keep Post-it notes handy. Every so often, have your child choose one object in the picture and write the word on a Post- it. Put the note in the book to read each time you come to that page.
- ❑ Practicing words with pictures - Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.
- ❑ Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.
- ❑ Hints for helping your child sound out words:
 - First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
 - Sound and Blend - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".
 - Familiar Parts - When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.
- ❑ Teach your child to recognize the letters in his or her name.
- ❑ Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.
- ❑ Discuss how names are similar and different.
- ❑ Recognizing shapes is the beginning of recognizing the features of letters and objects.
- ❑ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print.
- ❑ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.
- ❑ Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.
- ❑ Make alphabet letters out of Play-doh®.
- ❑ Write letters with your finger on your child's back. Have your child do the same to you.
- ❑ Play "Memory" or "Go Fish" using alphabet cards.
- ❑ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.

Fluency

- ❑ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- ❑ Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.
- ❑ Read to different audiences - Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents - anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.
- ❑ Record the reading - After your child has practiced a passage, have him/her record it with a tape player or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!
- ❑ Recite nursery rhymes and poems to build familiar phrases in speech.
- ❑ In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, "The House that Jack Built" your child can recite with you " in the house that Jack built."
- ❑ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.
- ❑ Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- ❑ Encourage child to sing favorite songs and repeat favorite lines of songs.
- ❑ Make your own books of favorite songs for child to practice "reading". This builds confidence and helps your child identify him/herself as a reader.
- ❑ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/ to the store /with his mother.
- ❑ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.

Vocabulary

- Read aloud - Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him new words and how they are used in context.
- Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- Hot potato (version 1) - Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- Hot potato (version 2) - Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- Hot potato (version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- Word Collecting - Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print.
- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- Discuss opposites.
- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- Use the language of books such as author, title, illustrator, title page, etc.
- Discuss ordinal words such as first, last, beginning, middle, etc.
- Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat?
- Use a variety of words to describe feelings and emotions. For example, your child says he/she is happy. You can validate that by saying, "I'm so glad you are so joyful today! You sure look happy!"
- Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"

- When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, leash. Add other words to help expand upon what he/she says.
- When you read a book, ask your child to identify categories for words he/she has read. Ex: If you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.

Comprehension

- Sequencing errands - Talk about errands that you will run today. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."
- Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- Every day comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did the birthday child like the presents?" Once your child is comfortable answering these questions about his/her experiences, try asking these questions about a book you've read together.
- Think aloud - When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.

Reading Fiction

- Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set purpose for reading.
- During reading - Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.
- After reading - Ask your child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

Reading Nonfiction

- Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- During reading - Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea

to show that the author includes lots of information in these "extras".

- After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

Other Ideas

- Before your child reads a story, read the title and look at the cover. Ask, "What do you think will happen in the story?"
- Take a quick "book look" and encourage your child to talk about what he/she thinks about what might happen in the story.
- As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, "I think you mean a person because it was a "who" question" then restate the question.
- After you read a few pages, ask "What do you think will happen next?"
- Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.
- Discuss words related to stories such as characters, problem, and solution. For example, "How did characters of the Three Bears solve the problem of the porridge being too hot?" If the child does not know, show the picture or reread the page.
- After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"
- Ask questions about character traits. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this many times before your child can do it. He/she may also "mimic" your answer. Encourage your child's attempts.
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"
- As you are reading, think out loud to your child. Ask questions such as "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading and comprehension is an active process, not passive.
- Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.

*This plan was adapted and written for Mississippi from plans developed by Conewago Valley School District, PA; Downers Grove Grade School District 58, IL; and the Blue Valley School District, KS.

Appendix I:

Recommended Supports/Resources for Effective Implementation

Recommended Supports/Resources for Effective Implementation

The Mississippi Department of Education offers the following documents to support effective literacy instruction and to support implementation of the Literacy-Based Promotion Act.

- Mississippi Response to Intervention Best Practices Manual
<http://www.mde.k12.ms.us/curriculum-and-instruction/curriculum-and-instruction-other-links/response-to-intervention-teacher-support-team>
- The *2014 Mississippi College-and Career-Readiness Standards for English Language Arts* are the adopted standards for K-12 that should be taught. The standards can be accessed at this link.
www.mde.k12.ms.us/ccss
- The Mississippi Department of Education developed *Early Learning Standards for Classrooms Serving 3-Year Old and 4-Year Old Children*. These standards are aligned to the Kindergarten Common Core State Standards.
www.mde.k12.ms.us/ccss

Resource for School Leadership

Montgomery, P., Ilk, M., & Moats, L. (2013). *A Principal's Primer for Raising Reading Achievement*. Longmont, CO: Cambium Learning Group/Sopris Learning. (Note: This book has been provided to individuals attending the Regional Literacy Training for Principals Serving K-3 Schools.)

Resource for Community Engagement—Campaign for Grade-Level Reading

The Campaign is a collaborative effort by foundations, nonprofit partners, states and communities across the nation to ensure that more children in low-income families succeed in school and graduate prepared for college, a career, and active citizenship. The Campaign focuses on grade-level reading by the end of Third grade which is an important predictor of school success and high school graduation.

Although schools must be accountable for helping all children achieve, providing effective teaching for all children in every classroom every day, the Campaign is based on the belief that schools cannot succeed alone. Engaged communities mobilized to remove barriers, expand opportunities, and assist parents in fulfilling their roles and responsibilities to serve as full partners in the success of their children are needed to assure student success. visit <http://gradelevelreading.net/> for this resource.

Resources to Support Effective Literacy Instruction

- Teacher Toolkit: “Teaching Attendance: Everyday Strategies to Help Teachers Improve Attendance and Raise Achievement.”
<http://www.attendanceworks.org/tools/>
- The National Reading Panel Report
<http://www.nationalreadingpanel.org>
- Developing Early Literacy: Report of the National Early Literacy Panel
<http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
- Early Beginnings: Early Literacy Knowledge and Instruction
<http://www.edpubs.gov/document/ed004585p.pdf?ck=57>
- Center on Instruction Resources for Literacy
<http://www.centeroninstruction.org/topic.cfm?s=1&k=L>

- Center on Instruction Resources for Response to Intervention
<http://www.centeroninstruction.org/topic.cfm?s=1&k=R&c=41>
- Doing What Works K-3 Reading Comprehension
<http://www.wested.org/resources/improving-k-3-reading-comprehension-four-professional-development-modules/>
- Reading Rockets
www.readingrockets.org
- Florida Center for Reading Research for Educators
<http://www.fcrr.org/for-educators/>
- What is Scientifically Based Research?
<http://www.centeroninstruction.org/what-is-scientifically-based-research>
- Selecting a Scientifically Based Core Curriculum for Tier 1
<http://www.centeroninstruction.org/selecting-a-scientifically-based-core-curriculum-for-tier-1>
- Principal’s Reading Walk-Through: Kindergarten-Grade 3
<http://www.centeroninstruction.org/principals-reading-walk-through-Kindergarten-grade-3---professional-development-module>

Appendix J:

Organizing for Literacy Instruction

Literacy-Based Promotion Act 90-Minute Reading Block

Statutory Requirements

Beginning in the 2014-2015 school year, each school district shall take the following actions for retained Third Grade students:

Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other strategies as prescribed by the district, which may include, but are not limited to:

- Small group instruction
- Reduced teacher-student ratio
- Tutoring in scientifically research-based reading services in addition to the regular school day, using options such as transition classes; extended school day, week, or year; or summer reading camps

Recommended Practice

It is recommended that all students (Pre-K through grade 3) should be provided at least 90 minutes of reading instruction to address those critical, foundational skills in order to prevent reading difficulties. Waiting until grade 3 is not appropriate practice. If students are identified as exhibiting reading deficiencies, then they should also be provided with intervention (Tier II or Tier III based on the nature of the deficiencies and as defined in State Board Policy 4300) in addition to the 90 minutes of core classroom reading instruction.

Definition of 90-Minute Reading Block

A 90-minute, uninterrupted reading block* is a block of time devoted to reading instruction (5 components as identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, and comprehension) that consists of whole-group instruction; small-group, teacher-led instruction; and independent student practice typically in centers or work stations. Whole-group and small-group, teacher-led (teacher table) instruction should be direct and explicit. According to Reutzel and Cooter (2011) and Moats (2009), an explicit instructional sequence involves the teacher explaining the purpose of the lesson or skill, teacher modeling the skill (I do), teacher and students working together to practice the skill (We do), and student independent practice (You do).

This uninterrupted 90-minute block devoted to reading instruction is required for students to develop reading proficiency.

*It should be noted that 90 minutes is the minimum. Based on the nature of the school demographics, a 120-minute reading block may be necessary.

School Master Schedule Guidance

School schedules should be developed where the reading block is not interrupted. Interruptions can occur at the school level as a part of the master schedule (lunch, special areas like art, music, physical education, library, recess, counseling, intervention pull-out instruction, assemblies) and as a part of the classroom instruction (student misbehavior, visitors, etc.). The school leadership team must be committed to ensuring that instruction during the reading block is not interrupted. This instructional time is necessary for students to receive the instruction that they need to reach reading proficiency.

SAMPLE MASTER SCHEDULE

Kindergarten: 90 minutes

First Grade: 120-150 minutes

Second Grade: 90 minutes

Third Grade: 90 minutes

STUDENTS MUST BE READING TEXT AT LEAST 30 MINUTES EVERY DAY ONCE THEY ARE FLUENTLY DECODING TEXT.

GRADE LEVEL	LITERACY BLOCK	ENRICHMENT BLOCK	OTHER TEACHING BLOCKS	LUNCH BLOCK
Kindergarten	8:00 - 9:30 (90 min.)	9:30 - 10:00	10:00 - 10:30 (30 min.) 11:10 - 2:30 (3hr 20 min.)	10:30 - 11:10
1st Grade	8:00 - 10:30 (150 min.)	1:10 - 1:40	10:30 - 10:50 (20 min.) 11:30 - 1:10 (1hr 40 min.) 1:40 - 2:30 (50 min.)	10:50 - 11:30
2nd Grade	8:00 - 9:30 (90 min.)	10:05 - 10:35	9:30 - 10:05 (35 min.) 10:35 - 11:00 (25 min.)	11:00 - 11:40
3rd Grade	8:00 - 9:30 (90 min.)	11:50 - 12:20	9:30 - 10:15 (45 min.) 10:15 - 11:05 (50 min.)	11:05-11:45
GRADE LEVEL	CONTENT AREA INSTRUCTION (Integration of Reading)	ENRICHMENT BLOCK	OTHER TEACHING BLOCKS	LUNCH BLOCK
4th Grade	8:00 - 9:30 (90 min.)	10:40 - 11:10	9:30 - 10:40 (70 min.) 11:50 - 12:25 (35 min.)	11:10-11:50
5th Grade	8:00 - 9:30 (90 min.)	1:45 - 2:15	9:30 - 11:30 (120 min.) 12:15 - 1:00 (45 min.)	11:30 - 12:10
6th Grade	8:00 - 9:30 (90 min.)	11:15 - 11:45	11:45 - 12:05 (20 min.) 12:45 - 2:30 (1 hr 45 min.)	12:05-12:45

Sample Reading Block Structures

Tier 1: 90-Minute Reading Block (This is an example format and should be based on the needs of your students)								
Instruction	Possible Time	Class Configuration					Examples of Teacher-Led Instruction	
90 minutes daily	30-45 minutes	Whole Group Based on Grade Level Standards					Comprehensive Core Reading Program Oral Language: Spoken aspect of language that can be heard, interpreted, and understood. Phonological and Phonemic Awareness: The conscious awareness that words are made up of segments of our own speech that are represented with letters. <i>Phonological Awareness is a more encompassing term than phoneme awareness.</i> Phonics: The relationship between letters and the sounds they represent Fluency: The ability to read with accuracy and with appropriate rate, expression and phrasing Vocabulary: The knowledge of words, their definition and context Comprehension: The understanding of meaning in text.	
							Teacher Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources Small Group instruction will provide opportunities for working with students who have common needs	
	45-60 minutes	15 minutes for each group	M	T	W	T	F	This sample class has four small flexible groups based on data from whole group instruction. Small group size can vary. The teacher meets with three groups daily on a rotating basis for varied amounts of time based on student data.
		Session 1	1	1	1	1	1	
		Session 2	2	2	2	2	2	
Session 3	3	4	3	4	3			
Differentiated Literacy Centers/ Stations					Independent Student Activities Provide Opportunities for Students to Demonstrate Mastery of Previously Taught Skills During Whole Group When students are not at the teacher led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/ teacher led small group.			

Small group instruction can provide opportunities for working with students who have common needs such as reinforcement or enrichment based on data from whole group instruction.

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Sample #1: 90-Minute Reading Block Schedule (Michigan Department of Education)

Instruction	Range of Time	Class Configuration						Activity Ideas	
INITIAL READING BLOCK 90+ minutes minimum daily 90 scheduled minutes	TOTAL TIME: 45 to 60 min. daily	Whole Group Early Elementary <ul style="list-style-type: none"> Phonemic Awareness activities Phonics & Fluency Robust Vocabulary Pre-reading activities During reading activities After reading activities 		Intermediate Grades <ul style="list-style-type: none"> Structural Analysis Lessons Multisyllabic Word Reading Robust Vocabulary Pre-reading Activities During reading activities After reading activities 				CORE Program Work: Phonemic Awareness (Segmenting Sounds, Blending Sounds) Phonics & Fluency (Sound-letter relationships, blending & decodables, dictation & spelling, structural analysis) Vocabulary & Comprehension: (Robust vocabulary instruction, pre-reading strategies, during reading strategies, after reading strategies)	
		TOTAL ROTATION TIME: 30 to 45 min. daily	Small Groups (Teacher-led instructional focus) Include objectives, modeling, guided practice, feedback,pre/reteaching, etc.)						Focus 1: Mastery of grade-level Core with extension activities.
	15 min. daily per group		M	T	W	TH	F	Focus 2: Mastery of grade-level Core	
	Session 1:							Focus 3: Additional explicitness and practice (preteaching and reteaching) to achieve mastery of Core materials	
	Session 2:							Focus 4: Mastery of grade-level Core with additional fluency practice	
							Focus 5: Additional explicitness and practice to achieve mastery of Core materials and reteaching of critical deficient decoding skills		
Additional Intensive Intervention (30+ minutes)	TIME: 30 min. daily		M	T	W	TH	F	Focus 6: Explicit small group instruction to master basic phonemic awareness and decoding skills, vocabulary and comprehension instruction, and extra practice to become fluent with mastered skills Additional work with intervention (Tier 3) or supplemental (Tier 2) programs	
		Intervention Session							

Sample # 2: 90-Minute Reading Block Schedule (Oklahoma Department of Education)

Elementary 90-Minute Reading Block Template

	Range of Time	Class Configuration						Teacher-Led Activities
Core Instruction 90 + minutes daily	25-60 min.	Whole Group (may also include small group and partner work)						
	TOTAL TIME: 45-60 min.	Teacher-Led Small Groups						
		15-20 minutes	M	T	W	Th	F	
		Session 1						
		Session 2						
		Session 3						
	Session 4							
Intervention	30 min.	5X per week Group size 3-5	M	T	W	Th	F	

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Sample # 3: 90-Minute Reading Block Schedule Template (Texas Education Agency)

Example: 90 minute Reading Block with Extended Time for Immediate Intensive Intervention (120 minutes total)								
Instruction	Possible Range of Time	Class Configuration				Examples of Teacher-Led Instruction		
120 minutes daily	30-45 minutes	Whole Group				Implement Comprehensive Core Reading Program (CCRP)		
						Phonemic Awareness: <ul style="list-style-type: none"> Blending & Segmenting word parts & sounds in words Phonics & Fluency: <ul style="list-style-type: none"> Letter-sound correspondence Blending words Choral reading decodable book Vocabulary & Comprehension: <ul style="list-style-type: none"> Robust vocabulary instruction Pre-reading strategies During reading strategies Post-reading strategies 		
	75-90 minutes	Differentiated Instruction- Small Groups (Groups 1 - 4**)				Implement CCRP resources and supplemental and/or intervention materials/programs		
		*20-35 minutes based on group needs	M	T	W	Th	F	Group 1: segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week. Apply blending words in complete sentences that include known high frequency words. Culminating with applying blending strategies using decodable text gradually releasing teacher support.
		Session 1 (35 min)	1	1	1	1	1	Group 2: word building with letters & pocket chart, read decodable book including words built. Culminating with fluent reading of decodable text without teacher support.
		Session 2 (20 min)	2	2	2	2	2	Group 3: read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group.
Session 3 (20 min)		3	4	3	4	3	Group 4: shared reading related to theme with a book on the students' instructional level focusing on vocabulary and use of comprehension strategies modeled in whole group	
Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.								

* This sample class has four small flexible groups that are formed based upon broad screen/progress monitoring and on-going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 receiving small group instruction 3 days per week, and group 4 receiving small group instruction 2 days per week. When students are not at the teacher-led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/teacher-led small group.

** Small group size can vary, but the immediate intensive intervention group should be no larger than 3-5 students.

Sample #4:120-Minute Reading Block Schedule (Florida Department of Education)

CLASSROOM LITERACY INSTRUCTIONAL BLOCK

TIME	Whole Group Reading Instruction 30 minutes 8:00–8:30	Flexible/Small Group 20/30 minutes per group 8:30–9:30	Rigorous Independent Center Activities (Must support the Five Essential Components of Reading Instruction) 8:30–9:30	Other Literacy Instruction	Interventions (Tier3) 45/90 minutes 1:15–2:20
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Sample #5: Classroom Literacy Instructional Block (Mississippi Department of Education)



Mississippi Department of Education

www.mde.k12.ms.us/literacy